



Luce Initiative on Asian Studies and the Environment (LIASE)

July 1, 2018

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Introduction to LIASE

In 2010, the Board of Directors of the Henry Luce Foundation approved funding for the Luce Initiative on Asian Studies and the Environment (LIASE). The competitive program was aimed at liberal arts colleges. The Foundation described the program as one that “aspires to encourage innovative approaches to Asian studies teaching and research at the undergraduate level through the lens of the environment and sustainable development. By inviting faculty and students to cross geographic and disciplinary boundaries, LIASE will open opportunities to:

- increase the capacity of Asian studies faculty to teach about critical topics affecting the region; and
- expand Asia-related content across the curriculum.”

The Luce Foundation recognized that while other disciplines had expanded to include aspects of humanities, social sciences, and the sciences, Asian Studies had remained almost exclusively a subsection of the humanities. As more students in liberal arts colleges are tending toward more disciplinary or science-based programs instead of humanities majors, the Luce Foundation was interested in exploring the possibility of introducing more students to Asian culture and language by forging a collaboration between Asian Studies and the study of the environment.

The program was designed in two phases—exploration grants and implementation grants. Over time, Luce made 26 exploration grants to encourage liberal arts colleges to begin piloting ways to expand work connecting Asia and the environment. Twenty implementation grants (18 to individual institutions and 2 to consortia), paid over four years, have been awarded to allow colleges to further efforts begun during the exploration phase.

After a conference in St. Paul, Minnesota in September 2017 that brought all of the grantees together, Ithaka S+R, in consultation with the Luce Foundation, selected five institutions for an on-site visit and case study. The site visits were completed between December 2017 and February 2018. In each instance, Deanna Marcum, project lead for Ithaka S+R, interviewed administrators, faculty, and students about their experience with the LIASE project.



Centre College

Danville, Kentucky

Case Study

July 1, 2018

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Institutional Context

Centre College, a small, independent, and selective institution, embraces the study of the liberal arts as the means to develop the intellectual, personal, and moral potential of its students. Established in 1819 by the Kentucky State Legislature, Centre College enrolls 1,367 students, roughly half of whom come from Kentucky. The faculty number 150. A central tenet of Centre College is the belief that deep knowledge of the world is essential to a young person's growth as a global citizen.

Centre College is not organized by departments; instead, it offers 35 major or minor programs from which students may choose, and approximately 25 percent of the undergraduates design their own majors in consultation with professors. Through grants from The Andrew W. Mellon Foundation, Centre College has developed a number of interdisciplinary minors in area studies, linguistics, and global commerce. Students have responded favorably and many want to take the gateway courses even if they do not plan to pursue the specific minor. Students have reported great satisfaction with these team taught, interdisciplinary courses. Students have an option to minor in Asian Studies, an interdisciplinary program that introduces them to the history, geography, economies, arts, religions, cultures, and languages of East, Southeast, and South Asia. The college has a well-established reputation for its study abroad program and approximately 85 percent of the students have a study abroad experience.

The college makes the Centre Commitment to every student. This guarantees that all students who meet the college's academic and social expectations will 1) graduate in four years, or the college will provide an additional year of tuition at no cost; 2) take part in an internship or research opportunity; and 3) study abroad.

Centre College students receive a passport if they arrive on campus without one. The expectation of the college is that nearly all of the students will have a study abroad experience. In recent years, the college has emphasized recruiting first-generation college students. It is not unusual that such students are not seasoned travelers, and many have not been outside the United States. Financial aid is offered to help students afford study abroad opportunities.

LIASE as an institutional strategy

Dean Stephanie Fabritius explained that Centre College aims to build global citizens by getting students out of Kentucky and into the world. A primary attraction of the LIASE grant program was that it furthered two of the college's goals: to strengthen the minor in Asian Studies and to reinforce the new major in Environmental Studies. The college has been hiring new faculty with an interdisciplinary focus, and the LIASE grant was a "perfect collision of all the interest that had been building" over the last few years, according to the Dean.

The faculty, collectively, has been re-thinking the curriculum. An active Center for Teaching and Learning has promoted an interdisciplinary culture that helps faculty improve their teaching. The center hosts a lunch every month to engage faculty in discussions about pedagogy. The idea for the Asia and the Environment Lab course grew out of the discussion about interdisciplinary learning. In addition a Friday "Faculty Hour" provides a venue for faculty from different disciplines to have conversations about teaching and to engage one another in their work.

Centre College developed a new strategic plan in 2008-09, updated in 2015-16, that is broad in scope. It emphasizes the development of students as civic leaders and citizens of the world. The college aims to develop the student as a whole person and considers ways that students learn outside as well as inside the classroom. Study abroad, internships, and other practical experiences are all part of a key priority for the college: community-based learning. The strategic plan gives emphasis to these kinds of opportunities for students, and faculty are encouraged to include community-based learning experiences in all of their classes. These goals could be advanced through the LIASE program. The Lab concept has allowed the college to engage meaningfully in team teaching and interdisciplinary work. The faculty's review of the curriculum and the two core courses in the humanities led to a decision to de-emphasize western civilization and give more attention to a broad international perspective. The LIASE program has allowed the college to give more attention to Asian Studies.

LIASE Grant

Exploration grant: 2014; Implementation grant: 2016; In Year 2 of the Implementation Grant at the time of site visit.

In its design for LIASE, Centre College aimed to create a scaffolded learning experience for its students, who could choose to participate in one or more components of the LIASE activities. The College reported in its summary of the second year of the implementation grant to the Luce Foundation that the scaffolded strategy is seen as

effective for “capturing and holding student interest over a variety of learning experiences.” Those who take advantage of the full suite of scaffolded LIASE experiences begin in the summer studying intensively one of three Asian languages, then in the fall take a multidisciplinary, team-taught Asia and the Environment Lab (Lab), participate in a three-week, January term study abroad experience in Asia, and have the opportunity for a subsequent summer internship, service experience, or individual research project in Asia.

In the exploration grant, three faculty traveled to China, Malaysia, and Thailand to conduct preliminary research to prepare for the team-taught Lab in the fall semester. To be eligible for the one-credit Lab, students had to be enrolled simultaneously in one of three courses: Asian Humanities, Introduction to Environmental Studies, or Environmental Ethics. Seventeen students from across the college enrolled in the Lab, which engaged students to examine industrialized food processes and their impact on the environment in East and Southeast Asia from scientific, social, and humanistic perspectives. Each module of the Lab was accompanied by a foreign language lesson and visits to relevant Kentucky sites that provided experiential learning opportunities and a comparative framework for considering environmental challenges. For example, through the Lab, students looked at the environmental impacts of tilapia farming in Kentucky and shrimp aquaculture in Thailand.

In its implementation grant, Centre College proposes to “prepare and lead students into the world as conscientious and culturally intelligent learners, researchers and global citizens.” A second aim is to increase the number of faculty who are able to meaningfully integrate information about Asia and the environment into the Asia and the Environment Lab as well as their own discipline-specific courses. Language instruction has received greater emphasis during the implementation grant, but is not a pre-requisite for enrolling in the Lab.

The implementation grant is similar in structure and content to that of the exploration phase. It is built around four courses that feed into the Lab: Introduction to Environmental Studies, Asian Humanities, Conservation Biology, and Environmental Ethics. Each of the faculty members introduces concepts about Asia and the environment in their respective parallel classes. These concepts provide Lab students with the collective knowledge to examine food production industries and their environmental impacts from several disciplinary perspectives. Students work together to develop solutions across theory, policy and practice. As in the exploration phase, the students also apply what they learn about Asian food industries to conditions in Kentucky.

In order to emphasize the importance of language in learning about another culture, Centre College used LIASE funds in the implementation grant to launch a five-week, intensive summer Asian language institute, offered every other year to any Centre student. The LIASE faculty noted in their first year's report on the project that the "purpose of the summer institute was never to pretend to linguistic fluency, but to encourage our students to reach for working proficiency, and to acquire along the way the humility and discipline necessary to engage responsibly with the themes of our grant." In 2016, the institute offered training in Thai, Malay, and Mandarin Chinese. Lessons included content on the environment. Although the college offers Mandarin Chinese on a regular basis, instruction in Thai or Malay had not previously been available. A number of the students participating in the post-Lab study abroad experiences in Thailand and Malaysian Borneo attended the institute.

In the three-week study abroad component of the grant program, typically conducted during the January term, students visit Asian sites and explore issues directly treated in the Lab during the previous semester. To date, the trips have focused on "Thailand, Aquaculture and the Environment" and "Biodiversity and Conservation in Borneo." While in the field, students are expected to complete assignments related to prior Lab activities that also require them to use their knowledge of local languages. They interact with counterparts at Asian partner institutions, and are encouraged to apply for independent research, service, and internship experiences during the following summer.

Advocates for LIASE

Kyle Anderson and Brett Werner, from Asian Studies and Environmental Studies, respectively, were faculty colleagues who enjoyed talking about their work when they met socially. Professor Anderson, chair of the Chinese and Asian Studies programs, had become increasingly interested in global citizenship for his students, and Professor Werner was the first Centre College appointee in Environmental Studies. He had gained approval within the College to offer a major in his field. When they learned about the Luce Foundation's offer of exploration grants to develop collaborative programs in the two disciplines, they considered it an excellent way to advance their internal efforts. They noted that the College had actively recruited a number of younger faculty in recent years, and many of them had a strong interest in interdisciplinary teaching and research.

Prior to LIASE, as part of an institutionally-funded summer research project, Professors Anderson and Cindy Isenhour sponsored a research trip to China in the summer 2012 for a group of students to study the introduction of potato chips in China and the effects of chips on the diet and the environment of China. They saw the impact the trip had on students and viewed the opportunity to apply for the LIASE grant as an ideal way to provide travel funding and language instruction in lesser-taught Asian languages. In

addition, the grant created opportunities for increasing the number of first-generation college students Centre aimed to attract.

Results of the LIASE grant

Centre has been able to offer intensive summer language courses in Thai, Malay, and Japanese, in addition to Chinese, thanks to the LIASE grant. Many more students are exposed to Asian cultures, societies, and languages because of the study abroad component of the grant program and the subsequent internship and research opportunities it makes available. The interdisciplinary nature of the LIASE program adds dramatic Asian examples of many different concepts to the curriculum.

Centre College offered a minor in environmental studies for a number of years, made possible through a program of the Associated Colleges of the South (ACS). ACS offered strong faculty development support for the field. Centre College faculty took advantage of the offerings, and the popularity of environmental studies increased significantly over the past few years. Professor Brett Werner was the first faculty member whose academic home was environmental studies. He came to Centre College as an ACS environmental studies fellow, funded by the Mellon Foundation. After the two-year funded project came to an end, he left Centre for another position, but returned to the college after the interdisciplinary program evolved into a major and he was offered a tenure-track position.

The summer Asian language institute on campus has significantly strengthened the language learning opportunities on campus. Prior to LIASE, there were no courses in Thai or Malay. In the summer of 2018, language courses will be offered in Chinese, Japanese, and Thai. Japanese has been added for the 2018 institute because a faculty member who has joined the LIASE team will be adding course content on Asia and the environment and taking a group of students to Japan in 2019. Students, in describing their experience with the language institutes, were especially grateful for the native speakers who introduced them to other cultures while also providing language instruction. The summer language institutes have been so popular with students that it seems likely that these will continue, even though the languages offered may expand beyond Asian languages after LIASE funding is exhausted.

Influence of the LIASE program on students and faculty

Students interviewed were extremely enthusiastic about the program. The LIASE program opportunity allowed them to fulfill a language requirement and have a rich study abroad experience, even if they did not plan to pursue either Asian Studies or Environmental Studies. The LIASE program is flexible, and not all students completed

the full scaffolded experience, so may not have studied languages or traveled abroad, but it is not hyperbole to say that the LIASE program was life-changing for those who traveled to Asia. For many, travel to Thailand was their first trip out of the United States. The students described their first encounters with Asian cultures, their exposure to religions other than Christianity. They also described meeting other students and their families who had so few material possessions, but found meaning in growing and preparing their own food, and encountering individuals who were focused on conservation in the face of enormous obstacles. Students lived with local families in Thailand and worked on the farm alongside their Thai counterparts.

A number of students who had other plans for their academic careers changed majors to pursue environmental studies. After living and working in Thailand or Borneo, they are now applying for internships or Fulbright scholarships that will allow them to return to continue research. Students who had no plans to study the Thai language discovered that it was a rich door-opening to a new culture.

Faculty described the thrill of talking with faculty friends and realizing that the LIASE grant would allow them to collaborate on teaching interesting courses and developing new learning opportunities for their students. There was a long history of faculty designing study abroad experiences for their students by taking them to London, Strasbourg, or Mexico, but there had been little work on jointly developing courses and identifying opportunities for learning in Asia. Through the LIASE program, faculty who knew and liked one another began to see ways they could combine their disciplinary knowledge to develop new courses and learning experiences.

The LIASE grant coincided with the faculty's re-thinking of the curriculum and giving higher priority to interdisciplinary learning. In the second -cycle of the implementation grant, the faculty had developed two new January term abroad courses related to Asia and the Environment, one focused on Thailand and Singapore, one on Japan. Additionally, a variety of environmental studies courses (Introduction to Environmental Studies, Environmental Ethics, Conservation Biology, and others) have added Asian-related content in the last few years, thanks to the Luce exploration and implementation grants. In the current phase of the program, Centre College anticipates that more and more courses will contain modules, case studies, or content related to Asia and the Environment where they did not before. These examples will include courses in Environmental Studies, Education, Biology, International Studies, Politics, Classics, the Humanities sequence, Anthropology, and Psychology and Behavioral Neuroscience.

The LIASE grant provided an incentive for Professor Anderson to become involved in ASIANetwork, which has also proven to be a significant benefit for both students and faculty. Four faculty and eight students presented the results of the research carried out

through the past summer's study abroad experiences in Southeast Asia at the ASIANetwork conference in Philadelphia this spring, and students and faculty have presented at other conferences as well.

Challenges presented by the LIASE program

Centre College is resource-challenged, like many other liberal arts colleges. The dean describes the college's endowment as decent but not nearly enough. This year is a special challenge because the Board of Trustees and administrators have agreed that tuition will not be increased more than three percent a year. The college has designated students as the primary beneficiaries of the budget, so the College is administratively light. The demand for student financial aid is even greater now that the college has started to focus on recruiting an increasing number of first-generation college students, who receive a scholarship plus a supplement.

The college is also challenged to think about the effects the LIASE program will have on faculty. The relative youth of the faculty who spearheaded the LIASE program is an asset in that they bring energy and enthusiasm to trying new things. The faculty love the benefits the LIASE program has for their students, but none of them had achieved tenure when the college applied for the program. As tenure decisions came closer, the faculty understandably wanted assurances that their efforts in building and sustaining the LIASE program would be recognized and rewarded.

Long-term effects of the LIASE program

The president and dean are especially grateful for the Luce Foundation funding that has given them the resources to develop partnerships with organizations in Asia, such as Kasetsart University in Thailand. The connections faculty have made through their trips to different parts of Asia are now bearing fruit for the Centre College students and for the faculty's teaching and research. Thanks to the grant, the college is now part of ASIANetwork, which provides opportunities for faculty and students alike to present their research to a wider forum. The summer language institutes that grew out of Luce's requirement that the College provide deeper immersion in language experiences have proven to be very popular with students, and these are likely to continue long after the grant funding is over.

LIASE faculty are also working on manuscripts to submit to journals on scaffolded, high impact practices and the Asia and the Environment Lab model. These articles will be helpful to other institutions as they implement high impact practices.

Team teaching of courses has proven to be an effective way to engage students, and Centre is eager to continue this method after the grant ends, as well, but work is needed on how to assign credit for jointly taught courses so that faculty do not feel disadvantaged.

The hardest part of the program to continue post grant is funding faculty and student travel. The College is particularly concerned about those students whose families lack financial resources to fund international travel. In light of the Centre College Commitment, the institution will need to raise funds for study abroad opportunities for students.



Claremont Colleges

Claremont, CA

Case Study

July 1, 2018

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Institutional Context

The Claremont Colleges are a consortium of five undergraduate liberal arts colleges, two graduate institutions, and The Claremont Colleges Services, which provides shared institutional support services. The institutions include Pomona College, Scripps College, Claremont McKenna College (CMC), Harvey Mudd College, and Pitzer College at the undergraduate level and Claremont Graduate University and Keck Graduate Institute at the graduate level. Each academic institution has its own campus, its own students and faculty, and its own distinctive mission. All seven institutions pride themselves on a rigorous curriculum, small classes, and the residential experience. Undergraduate students have access to 2,000 courses offered each year across the colleges. The Colleges in the aggregate enroll 7,700 students and are home to 3,600 faculty and staff, located on more than 560 acres of land.

LIASE as an institutional strategy

At the outset, the co-PIs thought of the LIASE program not as a grant, but as one of the building blocks of infrastructure for the Claremont Colleges. They designed the program in such a way that it was directly tied to the institutional goals of providing more experiential learning for students on all five campuses, developing research opportunities for both faculty and students, and strengthening interdisciplinarity and collaboration. Faculty leaders of the LIASE program also emphasized the advantages of the interdisciplinary program for advancing the goals of the Claremont Consortium. The institutions have different resource levels and different service and tenure requirements. While the Consortium has a conceptual aspiration for cross-institutional collaboration, doing so is not always easy. The LIASE grant was viewed as a practical and feasible way for faculty from different institutions to work together to create a truly interdisciplinary program.

The idea for the LIASE project originated with faculty from different institutions, but Peter Uvin, dean of faculty of Claremont McKenna, was especially enthusiastic about ways in which the LIASE program connected to his college's strategic priorities, which he

described as intercollegiate, interdisciplinary, and translating theory into action. He noted that interdisciplinarity is especially hard for faculty in the social sciences and humanities, and for him it has been heartwarming to see faculty from all disciplines working together on LIASE. He sees the benefits as especially great for the students, who are generally not as interested in disciplinary boundaries as their faculty.

The LIASE grant

Exploration grant: 2015; Implementation grant: 2017; In Year 1 of implementation grant during site visit.

Claremont McKenna College proposed the EnviroLab Asia as the infrastructure for curriculum and research on environmental issues in Asia. The expectation was that the Lab would strengthen collaboration among faculty and students across the Consortium as they formed research clusters within EnviroLab Asia. Through the exploration grant and the first year of the implementation grant two research clusters have been formed: five faculty and five students in Research Cluster 1 have focused on environmental policy and seven faculty and five students in Research Cluster 2 have focused on arts and communications. In addition, the LIASE project includes an online journal that publishes material that results from the EnviroLab. The exploration grant from the Luce Foundation provided the necessary support to create the framework for EnviroLab Asia in the 2015-16 academic year. During this empirical phase, faculty participants redeveloped nine different courses to incorporate the project's theme, created research clusters to study deforestation and palm oil, and led a hands-on Clinic Trip to Malaysian Borneo in conjunction with Yale-NUS College in Singapore.

The Workshop for Change, created as part of Claremont's exploration grant, introduces students and faculty to a practitioner in the Asian environmental field to share expertise and leadership skills. During the exploration grant, the practitioner was Malaysian Chinese composer and environmental activist Yii Kah Hoe, who demonstrated how the performing arts can focus attention on important environmental issues. The Workshop for Change has continued in the implementation phase, with a visit by Thai theatre artist Ruth Pongstaphone in February 2018.

Advocates for LIASE

The co-principal investigators for the LIASE grant, Marc Los Huertos (Environmental Analysis, Pomona), Albert Park (History, Claremont McKenna), and Branwen Williams (Environmental Science, Keck Science Department, a shared department of CMC, Pitzer, and Scripps) saw three ways the LIASE program would be beneficial to the Claremont Colleges:

1. Bridging disciplines by using the study of environmental issues in Asia to bring together the humanities, social sciences, and the sciences
2. Connecting faculty and students at the five colleges, using Asia as the platform for exchange
3. Connecting academic knowledge to both theory and practice

The co-principals invited their colleagues to meet and talk about the possibility of achieving these goals through the LIASE program because they believed so strongly that more interdisciplinary work would be helpful to all students in the consortium. The approach they took was important to the success of the program; they invited faculty colleagues to hear their suggestions about what such a program might include, rather than telling them what they planned to do. The co-PIs also made a point of visiting their respective presidents and deans to secure their support for the project, as well.

Results of the LIASE grant

While the Claremont Consortium exists to make interdisciplinary programs possible, the underlying ideas in the LIASE project were transformative. This was a specific and large-scale example of how collaboration among humanists, social scientists, and scientists could actually happen. The study of East and Southeast Asia provided the instance that allowed all of the campuses to share in the initiative.

One of the unique features of Claremont Colleges' LIASE grant is that the lead faculty brought the library, which is a consortial support organization that serves all of the campuses, into the grant program in the earliest stages. The dean of libraries learned about the LIASE proposal at one of the deans' meetings, and he immediately saw opportunities for library staff to contribute to the curricular and research components of the grant. Library administrators showed support for the project by adding resources to the budget for Asian Studies materials. They understood that the greatest needs were for electronic database materials and books. The staff of the Asian Library, one of the specialized units of the Claremont Colleges Library, made arrangements when traveling to China for a vendor to provide a customized digital platform for Chinese materials for the environmental studies faculty to test. One of the Asian librarians became involved in the research salon, where the faculty involved in the EnviroLab could get together and discover possible collaborative interests. All of the Asian Library staff have been involved in translating Asian research documents, especially in the sciences.

One of the faculty who heard the stories of the experiential Clinic Trip to Borneo, described the experience as transformational, and decided to collect faculty and student experiences through their writings and compile them in a publication. The library

collaborated with him to support the publication of an open-access journal, which launched the library's entry into open access publishing.

Influence of the LIASE program on students and faculty

With grants for course redevelopment, nine faculty have revised their courses to include more Asian environmental issues. One professor who teaches advanced Korean language classes described introducing a report of the success with recycling laws that were introduced in South Korea twenty years ago. These upper-level Korean language students spend approximately one-third of the semester reading research reports on environmental issues in their original Korean. A Biology professor used his course redevelopment grant for his conservation biology course. He incorporated examples from both California and Southeast Asia, trying to draw deeper connections within the two areas. His students have been strongly affected as they learned how similar conservation issues are in both countries. The professor is pleased that the focus has moved from discussion of Asia's contribution to environmental problems to a discussion of how these issues affect everyone worldwide. Another professor who works in chemistry and environmental science had not focused on Asia at all in her courses, but when she received a fellowship to work in the State Department, she chose to work in Asia and East Asian Affairs. Upon returning to Keck Science, she began working on a research article for publication that combines the work she carried out at the State Department and the problem-based courses she has developed with LIASE funding for her students that focus on Asian environmental issues. She is also using technology to connect her students with students at the National University of Malaysia to explore the topic of renewable energy.

The students who have participated in EnviroLab Asia thus far have uniformly described the experience as transformational. While some of the international students who have participated are seasoned travelers, some of the domestic students had never traveled outside the United States before the LIASE experience.

LIASE took students to remote rural locations where they met and worked with indigenous people who are significantly affected by environmental issues on a daily basis. Many of the students, who consider themselves environmentally aware and active, expressed surprise at discovering how their actions and food preferences influence the lives of others so far away.

The EnviroLab Asia has promoted a strong sense of community based on environmental issues. The cross-disciplinary approach has provided a model for all faculty who are interested in more collaboration with colleagues across the consortium.

While students expected to learn a great deal about environmental issues, other aspects of the Clinic Trips were more surprising. The diversity of the group means that STEM students are working collaboratively with social science and humanities majors. Each group was surprised to see how thought processes and research methods varied. They all talked about how much they had learned from the “other” perspective.

The students also benefitted from the extended travel experience with faculty. They consider the faculty their friends, not simply their professors, and several students indicated that the professors who traveled with them will be life-long mentors. They feel confident they can talk to the Lab faculty about any aspect of their professional lives.

Challenges presented by the LIASE program

The Claremont Colleges LIASE program has some inherent challenges. There are five undergraduate institutions in the consortium, and each has its own funding, governance, traditions, and culture. While the administrators of the colleges encourage collaboration and interdisciplinary thinking, there are rules in place in some of the institutions that prohibit team teaching.

One of the co-PIs described the challenge this way: “My first allegiance is to my program, then to my institution, then to the consortium.” This is not an isolated sentiment. The institutional boundaries that exist at all of the member institutions are a barrier to deep collaboration. On top of those boundaries, the financial capacities of the institutions vary greatly. The LIASE grant has been instrumental in promoting collaboration because it provides the funding; absent grant funding, there are likely to be disagreements about how collaboration will be paid for, since some institutions lack discretionary resources for such programs.

The co-PIs identified two significant challenges that are more operational in nature. It is only the first year of the program, but there is not yet a clear direction for language instruction. Since students come to EnviroLab Asia from so many different disciplines, they have varying degrees of flexibility to add language instruction. Among the consortium institutions, Chinese, Japanese, and Korean languages are available in the curriculum, but language instruction in Thai, for example, is not readily available. In addition, students who come from the STEM fields have such strong curricular requirements, it would be very difficult to add language. All of the students mentioned the desirability of knowing the language of the people they meet on their Clinic Trips, but how that instruction might happen is still elusive.

The second challenge is thinking through the sustainability of the program in light of the varying financial circumstances of the five colleges. While the collaborative courses

coming out of EnviroLab can probably be continued because of the goodwill that has been generated among faculty, the funding for the Clinic Trip will be harder to sustain.

Long-term effects of LIASE

All of the faculty who have been involved in LIASE noted significant benefits for their students and for themselves. All appreciated the opportunity to collaborate with colleagues in other Claremont institutions. One of the key faculty indicated that he did not know if the interdisciplinary connections would lead to research collaborations, but he could clearly see how his classes had improved because of the cross-institutional connections. He felt confident that the collaboration would continue, based on the positive experiences with LIASE.

Language instructors, based on their LIASE experience of introducing political, social, and environmental issues into their classes, have found that students respond especially well to these methods. Socially conscious students at the Claremont Colleges have become deeply interested in the political issues of Asia.

The Claremont Colleges' LIASE program is in its first year, so it is too early to speculate about the long-term sustainability of the collaboration, but it is clear that the human connections that have been built are meaningful.

Faculty in the arts, especially theater and music, have been important players in the LIASE program. They are incorporating Asian materials into their courses, based on the profound experiences they have had while traveling to Asia and through the Workshop for Change. Asian environmental issues have begun to appear in plays and operas, and they expect this kind of environmental awareness in their pedagogy to continue.

The willingness of consortium institutions to continue to fund student travel and to support cross-institutional instruction once the grant comes to an end is the great unknown, but faculty are optimistic, based on experiences thus far.



Furman University

Greenville, South Carolina

Case Study

July 1, 2018

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Institutional Context

Furman University, founded in 1826, is the oldest private university in South Carolina. The school is named for Richard Furman, a clergyman considered the most important Baptist leader before the Civil War. Furman was pastor of the First Baptist Church in Charleston, S.C., and became the first president of the Triennial Convention, the first national body of Baptists in America. Furman became an independent university in 1992.

Sustainability is a priority theme of the university and is reflected throughout the 750-acre campus. The campus features an Asian garden, a replica of Henry David Thoreau's cabin, and the David E. Shi Center for Sustainability.

The student population is composed of 2,674 undergraduates from 42 states and 27 countries. Faculty number 254. Nearly 80 percent of the undergraduates graduate in four years. Fifty-two percent of the students take advantage of a study-away opportunity and 75 percent have an internship or a research opportunity during their undergraduate experience.

Asian Studies had always been a feature of this university since its missionary roots, but it was a gift in 2003 that provided significant resources for the program. Ravel Curry, a Furman alumnus, whose son studied Asian Studies at Yale, had a desire to “put Furman on the map” in Asian Studies. His donation to the Asian Studies Department led to its being the only department on campus to be included in the university’s strategic plan. The gift made it possible for the department to double its number of faculty and triple the number of students majoring in Asian Studies.

With its strong interdisciplinary focus, the Furman Asian Studies department prepares students for a variety of careers in this increasingly vital field. With three degree programs for students interested in China, Japan, and South Asia, the university provides students with multiple study away and international internship programs, opportunities for individualized collaborative research projects with faculty, and a broad range of courses. Faculty from eight different academic disciplines are connected to

Asian Studies, ensuring that students can study everything from religion and politics to popular culture and history, and how these different aspects shape life across Asia. Students also have the opportunity to experience Asia through one of several faculty-led study away programs.

Furman University makes a promise to every student in what it calls the Furman Advantage. The Furman Advantage guarantees every student an unparalleled education that combines classroom learning with real-world experiences and self-discovery.

LIASE as an institutional strategy

President Elizabeth Davis, when announcing the Furman Advantage, noted that it is a student-centric vision. She commented, “We’re making a promise, and this is a promise we have never been able to make before — every student will have access to engaged learning opportunities that are tracked and deliberately and intentionally connected to their academic, career and vocational goals.”¹ She noted that the four-year pathway for students acknowledges that students develop throughout their lives, so the university focuses on high-impact practices for its students that recognize that co-curricular activities should also be tracked as part of the overall learning experience. Students develop portfolios of their varied learning experiences, and the experiences they have through the LIASE program fit particularly well into their portfolios.

Both President Davis and Vice President for Academic Affairs and Provost, George Shields, identified three ways in which the LIASE grant helped advance the institution’s strategic plan:

- Acknowledging and accepting cultural differences
- Emphasizing engaged learning experiences
- Supporting faculty development

In addition, the collaborative courses developed through the LIASE grant fit perfectly into the university’s emphasis on interdisciplinary learning. The university now offers 12 interdisciplinary minors.

¹ <https://furmannewspaper.com/2016/10/07/furman-universitys-strategic-vision-unveiled/>

LIASE Grant

Exploration grant in 2014; Implementation grant: 2016; In Year 2 of implementation grant at time of site visit.

The LIASE grant made possible bringing together the Asian Studies and Sustainability Studies programs—both strengths of the university. The long-standing collaboration with faculty from Yunnan Minzu University (YMU) in China provided a platform for strengthening Chinese Studies through LIASE activities. The LIASE implementation grant enabled the university to build on the campus-wide enthusiasm for studying environmental issues. By combining these topics in the LIASE grant, Furman was able to increase the number of students studying Chinese, Asian Studies, and environmental studies and to provide them with a sequenced range of course offerings to build multidisciplinary, cross-cultural, and scientific skills for in-depth exploration of the Chinese environment. The grant started with faculty development programs for both Furman faculty and faculty from Yunnan Minzu University, then provided travel study opportunities exclusively for freshmen (First Year China Experience) and three-week May Experience travel courses for upperclassmen. The grant organizers also sponsored several public educational programs for the broader community. All told, LIASE will support two faculty development workshops for Furman faculty travelling to China, three summer programs on Furman's campus for YMU faculty and students, three First Year China Experiences, three May Experience courses, and several public educational outreach programs.

The grant started with a year-long faculty development workshop that brought China specialists and natural and social scientists at Furman together for an intensive year-long workshop that culminated in a two-week study tour to China. They collaboratively developed courses and the two new travel experiences for the students. The LIASE team invited all incoming freshmen to apply for the First Year China Experience even before they arrived on campus. Twelve students were invited to participate in the first year, and after interdisciplinary study through the academic year, the students traveled to China with the faculty team in May. The university also brought a delegation of faculty and students from Yunnan Minzu University to Furman for a three-week science experience program to study coastal ecology and the history of economic development strategies' impact on the environment surrounding Charleston, South Carolina.

Several pre-existing conditions made it possible for Furman to pursue the LIASE opportunity. The University has a long history of incentivizing students to travel to China to study. By piecing together program elements that already existed on campus, it was relatively easy for the campus to develop a LIASE program. Since all students are required to complete two semesters of language study, and humanities students are

required to take three semesters of language courses, students with an interest in Asia could connect to the LIASE program.

Advocates for LIASE

Kate Kaup, James B. Duke Professor of Asian Studies and Politics and International Relations, is a force on the Furman campus. She has a long history at the university, is by temperament someone who is inclusive, and has a strong background in fund raising and networking. When the LIASE exploration grants were announced, she saw opportunities for strengthening the Asian Studies Department and for connecting to the strategic priorities of the institution. She recognized that the best way to interest her science colleagues in joining the program would be to offer travel opportunities to Asia. With the exploratory grant, she and colleague Wes Dripps (then Associate Professor of Earth and Environmental Studies and now Director of the Shi Center for Sustainability) established a faculty workshop that aimed to train and inspire a core of experienced faculty dedicated to the continuing expansion of Asian Studies and environmental studies across the curriculum. The first faculty workshop put together in 2014 during the exploration grant included six natural scientists and a political scientist who joined China specialists in China for two weeks during the summer. For all but one of the scientists and the social scientist, it was their first visit to China.

When the university announced its Furman Advantage, Dr. Kaup, in addition to working with faculty colleagues from Asian Studies and environmental studies also included the development office, marketing, and the office of admissions, emphasizing that the LIASE program helped connect them all to the university's key priorities: sustainability, global studies, and engaged learning.

Dr. Kaup used every opportunity—in the faculty dining hall, in the gym, in her neighborhood—to identify and excite faculty colleagues in the sciences to take part in the program. There are now numerous LIASE Fellows, as the workshop participants are known, who are actively promoting Asian environmental studies on campus and throughout the Greenville community.

Results of the LIASE grant

Founded on the central principles of the liberal arts, the Asian Studies program also allows students to pursue wide-ranging interests and ideas, including how Asia is connected to other disciplines. By completing the course of study in Asian Studies, students are able to examine complex problems from multiple angles.

Through collaboration with environmental studies, the LIASE program provides opportunities for students to combine science and Asian Studies. Faculty in Asian Studies introduce historical, philosophical, political, economic, and cultural aspects of scientific issues into the curriculum, while science faculty introduce environmental issues into language, culture, and social studies.

Five of the seven non-China specialist faculty who participated in the faculty workshop will now be leading student groups to China over the life of the implementation grant. All agreed to take part in monthly faculty workshop sessions on campus, to travel to China for two weeks in 2015 to meet Chinese counterparts and explore options for programming with Yunnan Minzu University, the Asian partner in the grant, and to add discussions of environmental issues informed by greater scientific background.

Influence of the LIASE program on students and faculty

The effects of this program on students are especially notable. Some of the LIASE participants had never been on an airplane flight, some had not traveled outside the state of South Carolina. Several of the students had not considered studying Chinese or Asian Studies until they learned about the LIASE program and were curious enough to apply. In every instance, students remarked on how their perceptions of environmental issues had changed dramatically after visiting China, talking to students there, and visiting both metropolitan and rural areas. The students believe that the connections with Chinese students they met through the program will be deep and lasting. They lived with Chinese roommates and experienced first-hand the cultural differences. Students gave dramatic accounts of how their lives had been changed through their travels to China, acknowledging that they did not understand until this experience how privileged their lives were. Many of the students were determined to go back to China and pursue an internship or longer-term employment. Two students from the 2018 First Year China Experience returned to China for the next year's May Experience course and then remained at Yunnan Minzu University for an eight-week internship. Many of the students have now declared double majors, including in Asian Studies.

Several of the faculty commented on the many advantages of taking a more interdisciplinary approach for their students. The administrators noted that interdisciplinary approaches are a priority for the institution, believing that complex world problems demand such an approach. The institution prides itself on training global citizens, pointing to the opportunities for international education and cultural competency that are gained through an interdisciplinary curriculum.

Faculty, similarly, have found the LIASE program to be transformational. All who traveled to China for the first time reported the many practical examples from China

they have incorporated into their classroom teaching. Many cited the great advantages of getting to know more about their colleagues. Ongoing program and curricular planning spilled beyond the classroom as the faculty maintained the relationships strengthened in China. Faculty report hearing from other American colleagues who want to talk with them about starting their own Chinese environment programming initiatives. Cross-disciplinary conversations have been useful on the Furman campus, as well. Scientists discovered that the liberal arts perspective added an important dimension to their classes, and Asianists were pleased to be able to include environmental issues in the panoply of topics discussed in their Asian Studies classes.

Challenges presented by the LIASE program

The first challenge mentioned by nearly every faculty member was time. The faculty workshops proved to be more difficult than anyone had anticipated. For Dr. Kaup, the time to plan, implement, and lead the workshops along with Dr. Dripps was a major investment. For all faculty, there were challenges in taking the time to understand one another's approaches to their disciplines and to find ways to collaborate effectively. All of them commented on the importance of traveling together for two weeks; collaborating on courses was easier after that shared travel experience. The China experts noted difficulties in getting up to speed on environmental studies. They found it necessary to read a lot outside their field to understand the issues. Team teaching, while rewarding for all of the participating faculty, also took more time. Adjusting to other perspectives after being a solo practitioner in the classroom required a lot of discussion with colleagues. Perhaps most challenging, the university does not have a clear policy on how credit for team teaching is awarded.

The Department of Asian Studies has only four full-time faculty members. The other eight faculty have joint appointments or affiliated status with the department, and their tenure and evaluation decisions are made either jointly with or outside of the Asian Studies Department. The university is still in the process of determining how to develop fair and equitable ways to deal with joint appointments. How many committee assignments should joint appointment faculty have in each department? How is the teaching load determined? How are differing rules for tenure negotiated? These issues, while not the result of the LIASE program, became more prominent during the grant period.

Long-term effects of the LIASE program

Much of the success of the Furman program can be attributed to the enthusiasm of the individuals who developed the proposal. Dr. Kaup is entrepreneurial and energetic. Her enthusiasm for the program is contagious, and it does not hurt that her spouse's field is

science. She has relatively easy access to science counterparts on campus, and with the LIASE program, she has been able to offer financial incentives to encourage them to work with Asian Studies faculty for the benefit of Furman students.

Dr. Kaup points to the Luce Foundation funding for faculty and student travel to be the element that will be hardest to replace. Through faculty workshops and trips to China, faculty have gotten to know one another, have developed collaborative courses, and believe strongly in the value of the program. Those who have been involved in the LIASE program are committed to finding additional funding to keep the program going after Luce funding is exhausted. They recognize that the program will have to evolve to meet the needs and interests of new funders, but they believe they can demonstrate real value for students in such a program and feel confident they can find the resources.

When asked what specific parts of the program could be used as a model by another campus without external funding, all of the faculty pointed to the possibility of convening faculty to talk about collaborative perspectives, identifying guest speakers who are coming to campus to meet with students in different classes to expand students' knowledge of Asia, hosting film festivals that feature Asian films or films about Asia that can attract students from different disciplines, and hosting other public outreach activities. The First Year China Experience has also had a dramatic impact on the growth of Asian Studies at Furman, and could be adapted to other universities, even without full funding. Contacting freshmen before they arrive on campus about the importance of studying China and the environment will help counter students' limited interactions with Asian content in high school and encourage them to enroll in Asian Studies and language courses. A freshman-only travel program, properly marketed, could attract students willing to pay for the cost of the program. Universities might also market freshmen Asian Environment Clubs to capture student interest early and capitalize on their interest in social networking.



St. Olaf College

Northfield, Minnesota

Case Study

July 1, 2018

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Institutional Context

St. Olaf's mission is to “challenge students to excel in the liberal arts, examine faith and values, and explore meaningful vocation in an inclusive, globally engaged community nourished by Lutheran tradition.” The college was founded in 1874 by Norwegian Lutheran immigrants to offer a liberal education for students preparing for careers in business, politics, the clergy, or other professions. The campus is nearly exclusively residential for its 3,040 students. Approximately 71 percent of the undergraduates take advantage of study abroad opportunities during their course of study. The college offers academic majors in 39 disciplines and subject areas and 23 different interdisciplinary concentrations, including Asian Studies, environmental studies, linguistics, and neuroscience.

LIASE as an institutional strategy

President David Anderson, in his 11th year at St. Olaf, described his aspirations for the college as “Do the same, only better.” St. Olaf is an intensely residential liberal arts college where the learning environment is marked by global engagement. The college is currently involved in a \$200 million capital campaign. Noting that the buildings are now in good shape, President Anderson is focused on helping people in this campaign. Fifty million dollars will be used for financial aid for students.

St. Olaf has emphasized global studies since the 1970s, growing out of its relationships with Lutheran missionaries. This long-term attention to other parts of the world means that St. Olaf and its faculty have deep and long-term connections to institutions of higher education in many parts of the world. The LIASE grant has allowed the college to “get stronger, deeper, and better in what we already wanted to do,” the president noted. Sustainability is one of the key elements of the current strategic plan, and to be able to connect environmental sustainability with Asian Studies and to strengthen existing relationships with Asian institutions has been a great benefit for St. Olaf.

St. Olaf is currently engaged in a Strategic Resource Allocation Project, which involves looking at all programs across the institution. The aim is to identify strong programs and determine how they can be made stronger with more resources. Some of the programs on campus are concerned that they have low enrollments and may suffer loss of resources as a result. While the Strategic Resource Allocations will be a two-year project that involves looking at enrollments and budgets from 50 departments and programs before recommendations are made to the Steering Committee, Asian Studies and Environmental Studies hope that their interdisciplinary work and their success with the LIASE program will put them in a more favorable position to receive more resources.

St. Olaf also places a premium on interdisciplinary courses. The college is proud of its record in this area: 30-40 percent of the faculty have been part of interdisciplinary teaching.

LIASE Grant

Exploration grant: 2012; Implementation grant, 2014; In Year 4 of the implementation grant at the time of site visit.

St. Olaf's LIASE implementation grant was designed to create new opportunities for faculty and students to conduct research related to Asia and the environment, both in the United States and abroad; enhance awareness of environmental concerns and solutions in Asia among students, faculty, and the greater community; and deepen existing collaborations between St. Olaf College and its partner institutions in China and Japan. The grant includes several incentives for both students and faculty to develop cultural and linguistic competence centered on China and Japan. The College is committed to shifting the focus from Asia as the cause of environmental problems to Asia as a source of ongoing and innovative solutions.

The grant includes four major project activities:

- Curricular Development

Expand the options for students pursuing combinations of Asian Studies and Environmental Studies; leverage existing courses to introduce and refine connections between Asia and the environment; create a January term course in Asian Studies/Environmental Studies that will explore civic engagement in Japan, community leadership development, and the role of the Asian Rural Institute (a partner in Japan) in serving the needs of local communities impacted by environmental events.

- Student Development

Provide scholarships and stipends to support environmentally-connected coursework, internships, language training, and research in Asia.

- Faculty Development

Provide funding that supports activities that advance teaching and research related to Asia and the environment.

- Campus Events

Provide funding each year for conferences or workshops for students and faculty that bring outside experts to the campus.

Advocates for LIASE

Karil Kucera and Kathy Tegtmeyer Pak were hired in 2002 and 2003 by St. Olaf as interdisciplinary faculty. They were the first two jointly appointed faculty who went through the tenure process at the college. They are highly entrepreneurial, and they have been successful grant seekers for Asian Studies work. Both have spouses in environmental science, so the LIASE program seemed like a natural fit.

Professors Kucera and Tegtmeyer Pak brought a new energy to the Asian Conversations program, a two-year learning community that begins during a student's first year on campus. Students apply for the program which begins with two semesters of Chinese or Japanese language study. During the sophomore year, the student continues language study while taking three linked courses organized around the theme of "Journeys Through Asia." Readings from a broad range of disciplines help students explore connections across Asia from diverse perspectives, complemented with language skills in Chinese or Japanese. During the January term of the second year, students travel to China or Japan for an experiential learning program that includes site visits, on-site interviews, and improving language skills. Students are centered in Shanghai and Tokyo with excursions to other parts of China and Japan. The experiential interim term serves as a bridge between the grounding in traditional culture that was introduced in the fall, and the reworking of tradition during the modern era, which is covered in the spring semester after the travel abroad.

Even though the Asian Conversations program predated the LIASE grant, it was aligned with LIASE when the college applied for the grant. Over the last few years a variety of faculty teaching in the program have now added environmental context to the language and cultural learning experiences. Environmental studies faculty have been invited to visit the courses and share their own perspectives on environmental issues and solutions. The LIASE award has set the stage for another revision of the Asian Conversations curriculum.

Encouraged by their Asian Studies colleagues, environmental studies and science faculty, including two ecologists and two chemists, have been engaged with the LIASE grant.

One ecologist (John Schade) is now a program officer at the National Science Foundation, and his collaborative experience with environmental scientists in Lanzhou, China and exposure to East Asia continues to inform his work. Paul Jackson, a chemistry and environmental studies professor, agreed to join the initiative just as Environmental Studies sought to identify geographic holes in its program, including the lack of coverage relevant to East and Southeast Asia. He traveled to Japan with Professor Tegtmeier Pak and began to redefine his approach to teaching his subject. The team of Jackson and Tegtmeier Park developed two co-located January term courses: Environmental Sustainability in Asia and a Directed Undergraduate Environmental Research experience. These courses introduce East Asia to students through a combination of civic engagement activities and a survival language course in the term prior to the course offering.

Results of the LIASE grant

Both the Asian Studies and Environmental Studies departments are undergoing significant faculty turnover, and the LIASE awards have facilitated a greater emphasis on broad interdisciplinary engagement. One of the recently hired Asian Studies faculty commented that the LIASE grant changed her life:

“I was a pure literary person. I looked only at literature. I came to St. Olaf and learned about the possibility of working with environmental studies. I was teaching a novel about Taipei and one of the environmental studies students wanted to do research on the trees that were described in the novel. I worked with her in Taiwan for three weeks while the student tried to identify every tree in Taipei. The student attempted to trace how trees are transplanted from one place to another. The student also interviewed local people about their memories of Taipei and their memories of the trees.”

This interdisciplinary approach has led the professor to think much more broadly about how she approaches her teaching. She is looking for more ways to devote time in class on environmental issues. She is looking at agricultural research and thinking about how literary traditions and economic and environmental issues are connected.

Another professor, also quite new, noted that she teaches Chinese language courses. At the intermediate and advanced levels, she incorporates environmental studies by asking students to propose a daily environmental issue and present that issue in Chinese.

The LIASE project has afforded opportunities for global partnerships. The two Asian Studies/Environmental Studies courses have deepened the relationships with the Asian Rural Institute and the Tokyo University of Agriculture. In the course of the LIASE project, St. Olaf has hosted visits to its campus from five groups of faculty from Lanzhou

University (China), Hokusei Gakuen University (Japan), Chuo University (Japan), and Toyo University (Japan). Two of these visits also involved Japanese students.

Influence of the LIASE program on Students and Faculty

The opportunity to work with colleagues across the two departments and to develop courses, course modules, and collaborative undergraduate research projects with them has been particularly gratifying. The Asian Studies faculty, known on campus for being entrepreneurial and successful grant seekers, saw a special opportunity in the LIASE grant. Many of the newer faculty, especially, are keenly interested in interdisciplinary teaching and in building college-community connections. The LIASE grant built on the strength of the Asian Studies academic program, allowed for connections with faculty from other disciplines on campus, and brought speakers and programs to the campus that were also of interest to the community.

One outcome of the LIASE program is that St. Olaf has shifted its curriculum to make it possible for students to double major in environmental studies and Asian Studies. The development of two Asian Studies/Environmental Studies courses that take students to Asia and enable students to make majors or concentrations in both departments possible are Environmental Sustainability in Asia (travel to Japan) and Directed Undergraduate Environmental Research (travel to Japan). In addition, the two departments offer concentrations that allow students from majors other than environmental studies or Asian Studies to develop competencies in these areas.

The St. Olaf Collaborative Undergraduate Research and Inquiry (CURI) program provides opportunities for students of all academic disciplines to gain an in-depth understanding of a particular subject through working closely with a faculty member in a research setting. LIASE funds supported several CURI projects with an Asia/environment focus. To date, all have been done in Asia and have involved fourteen students and six faculty. A significant number of these research projects have yielded professional presentations by students and faculty at the ASIANetwork meetings. Examples include:

- *Surface Water quality and citizen science in Japan*. Summer 2013, exploration. Paul Jackson, chemistry & environmental studies
- *Tale of Two Cities - Sino-Singaporean Tianjin EcoCity and Sino-German Qingdao Eco-Park*. Summer 2015, implementation. Ka Wong, Asian Studies.

- *Eco-tourism and redevelopment in rural Japan*. Summer 2015, implementation. Katherine Tegtmeyer Pak, Asian Studies & political science and Sian Muir, management studies.
- *Rural agriculture and literary traditions in rural Taiwan*. Summer 2018, implementation. Hsiang Lin Shih, Asian Studies.
- *Environmental partnerships and community engagement with WWF Hong Kong*. Summer 2018, implementation. Ka Wong, Asian Studies.

St. Olaf is well known for its emphasis on study abroad, so students who apply expect to have global experiences. One of the encouraging results of LIASE is that several of the environmental studies students, after traveling to China or Japan, return to campus determined to continue their language instruction, largely because they want to identify research opportunities or internships that will take them back to Asia.

The opportunity to work with students in China, Japan, or Taiwan was especially meaningful to the St. Olaf students. They reported that the LIASE grant made it possible for many of them to take advantage of an extra week of travel on their own, and all described how much they had learned by having to make their own way in a country and a culture unknown to them.

Students expressed great satisfaction in their interdisciplinary studies. They appreciated the different perspectives that faculty from different disciplines brought to the discussion. Several mentioned that when they were applying to graduate school, they were able to write more expansively and compellingly because of their exposure to interdisciplinary approaches.

Some of the students who began as Asian Studies majors switched to environmental studies after the LIASE program. Some environmental studies majors converted to Asian Studies. Some combined the two fields of study.

A Chinese-American student described growing up with Cantonese-speaking parents. She has visited China and Thailand as a tourist, but scheduled travel to Japan this year through the LIASE program. Another American-born student had not traveled out of the country before participating in LIASE. She was surprised by the number of Asians who wanted to photograph her blonde hair. She described the trip to China as her first experience of feeling like a foreigner. She came to St. Olaf thinking she would study biomedical engineering, but her class in politics of food that included Asian content excited her enough to switch to environmental studies, and she also fell in love with studying Chinese. To broaden her understanding of Asia, she will travel to Japan this year to study art. Another student described taking Japanese in high school in Chicago. Her mother is Japanese, but she did not speak Japanese in their home. The student

wanted to learn more about her mother's language and culture. She is a chemistry major, with a concentration in biomolecular science. She had been able to travel to Japan during high school to meet Japanese high school students and local politicians. She plans to travel with her classmates to the Asian Rural Institute, a training center where local grassroots leaders learn to more effectively serve in their communities as they work for the poor, the hungry, and the marginalized. The training focuses on sustainable agriculture through integrated organic farming techniques, community building, and servant leadership. It involves hands-on learning in which participants work together to grow and share food. Her career goal is to be a forensic scientist, perhaps working with the FBI, if she stays in the United States, but she noted, "if I stay in chemistry, maybe I can work in Japan." The student recognizes that without the LIASE program, she would not have been introduced to the possibility of seeking employment in Asia.

Several undergraduate students have integrated environmental studies and Asia into their post-baccalaureate work, inspired by their LIASE-supported experiences. Examples include:

- Kyle Obermann '14, China: [Wild China Explorer 2017](#)
- Corey Ruder '16, Japan: [Luce Scholar](#) and [biogeochemistry researcher](#)
- Iris Burbank '18, Japan: [Community and environmental engagement through art.](#)
- Katrina Little '19: Working on a Fulbright application to study chemistry and conduct solar panel research in Japan

Challenges presented by the LIASE program

Faculty agreed that a program like LIASE is easier to orchestrate on a small college campus where faculty know each other. On the other hand, collaborations and team teaching is somewhat challenging on a campus that so highly prizes the individual faculty member's ability to teach and still emphasizes historic departments. Learning how to adjust courses to give multiple faculty members an opportunity to make significant contributions takes extra effort. For most faculty, learning to be a team teacher was also gratifying; they learned from each other. Ensuring that students have adequate language instruction to make their international travel meaningful is also a challenge, especially among the science students, who have less flexibility in their course schedules to add languages.

The Asian Studies faculty are a bit concerned that their success in fundraising will work against them in the Reallocation process. They worry that they may be expected to find their own financial resources while others will receive college funding.

Long-term effects of the LIASE grant

LIASE funding was successful in bringing environmental issues more explicitly into the Asian Conversations program. The faculty have enjoyed the interdisciplinary approach encouraged by LIASE and they have seen first-hand the benefits of team teaching for their students. For many years, St. Olaf has emphasized language learning and global education. These aspects of the undergraduate experience will continue long after the LIASE grant is over. The LIASE grant has been instrumental in funding faculty from the sciences in visiting Asia for the first time and then incorporating Asian content into their courses. It may be difficult to continue to fund faculty incentives to encourage Asian travel. The hardest part of the program to continue will be finding travel funds for students. Many more students have been able to participate in the program with the assistance of Luce funding.

The LIASE program has strengthened relationships with Asian institutions, and in the past year St. Olaf faculty have initiated conversations with personnel from Toyo University and from WWF Hong Kong about establishing on-going relationships between St. Olaf and the respective organizations.



University of Puget Sound

Tacoma, Washington

Case Study

July 1, 2018

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Institutional context

University of Puget Sound is an independent predominantly residential undergraduate liberal arts college with selected graduate programs building effectively on a liberal arts foundation. The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence.

The University of Puget Sound was founded by Methodist clergy and became incorporated in Tacoma in 1888 by what is now The United Methodist Church. Today the college is governed by a wholly independent board of trustees.

After years of working toward becoming a regional comprehensive institution, the University of Puget Sound was “reborn” in 1973. President R. Franklin Thompson led the institution from 1942-1973. He focused on expanding and upgrading the physical facilities and building the reputation of Puget Sound as a regional university with a law school. His successor, Phillip Phibbs (1973-1992) took a different approach. The university divested its formal attachment with the Methodist Church, and an independent board of trustees assumed full fiscal responsibility of the university. During President Phibbs’ tenure, the university began to emphasize excellence in undergraduate education. He phased out the several off-campus professional programs that had been launched so that more attention could be given to the residential-based undergraduate experience. This focus has been maintained through current times.

The University of Puget Sound has approximately 2,400 undergraduate and nearly 270 graduate students. Seventy-four percent of Puget Sound students are from out of state; 47 states and territories and eight countries are currently represented on campus. Faculty number 295; 85 percent are full time.

LIASE as an institutional strategy

The LIASE program complements the University of Puget Sound’s strategic plan goals of embracing curricular innovation based on environmental, international, and civic

concerns while supporting the strengths of the Asian Studies program, science programs, and the Environmental Policy and Decision Making program. The program also aligns with strategic foci of the institution: experiential learning and international education.

President Isaiah Crawford assumed his role on July 1, 2016. He noted that part of the promise the University of Puget Sound makes to the students is that all of them will have high-impact experiences through their undergraduate education. He sees the LIASE field study program as an excellent framework for how high-impact experiences can be offered across the Puget Sound curriculum. International education is another high priority for the institution, and the LIASE program is a key element.

Provost Kris Bartanen noted that Puget Sound's long history of interdisciplinary courses made the LIASE program a natural fit for the institution. She believes that the groundwork for LIASE will enable the University of Puget Sound to distinguish itself in offering experiential courses in the Pacific Rim. The LIASE program aligns closely with the institutional strategic plan, and the benefits are magnified through collaboration with the Northwest 5 Consortium, a group of five liberal arts colleges in the region— Lewis and Clark College, University of Puget Sound, Reed College, Whitman College, and Willamette University. With funding from The Andrew W. Mellon foundation, these institutions share expertise and resources to enhance the success of their students' academic experience. The consortium provides a portal to support collaborative initiatives among the member institutions.

One of the university's aspirations for the LIASE program was that it would lead to more interaction between Asian Studies and Environmental Studies faculty. Faculty who were interviewed noted that while faculty are still teaching their courses in basically the same way as before, they have added more Asian and environmental related materials, respectively, to their curricula. The university's ultimate aim has been to embrace curricular innovation by building programs focused on environmental, civic, and international concerns that also support the institution's dual emphasis of experiential learning and international education.

The LIASE grant

Exploration grant: 2013; Implementation grant: 2015; In Year 3 of implementation grant at the time of site visit.

The University of Puget Sound emphasizes international study experiences for its students, noting in its 2017-18 fact sheet that the university provides more than 100 study abroad experiences in over 40 countries. Two programs, Asian Studies and

Environmental Policy and Decision Making, converged to form the core of the LIASE grant proposal to the Luce Foundation.

The idea for the LIASE grant came from Sunil Kukreja, Professor of Sociology and Asian Studies, and Associate Dean. He took particular note of Professor Peter Wimberger's (conservation biology) interest in developing a study abroad program in Borneo that introduced his students to a range of environmental issues and Professor Gareth Barkin's model of field schools in anthropology that he had developed for his work in Indonesia. Professor Kukreja, himself a Southeast Asianist, joined with his colleagues Professors Barkin, Kontogeorgopoulos (political science, with expertise on Thailand), and Wimberger to build on the university's strength in Southeast Asia by creating a core team of Southeast Asianists for the LIASE project.

The team proposed to provide faculty-led field schools in Southeast Asia that featured a semester-long study of Southeast Asian topics, language and culture, followed by an intensive summer experience in Southeast Asia, where they have been joined by local students and/or locally based-partners in the region. While studying abroad, Puget Sound students would engage in research, service, and experiential learning.

Learning the language of the country to be visited is a core principle of the university's LIASE project. University administrators committed to hiring faculty to teach Asian language courses in Thai, Indonesian, and Malay to coincide with field schools in Southeast Asia. While these courses are meant to serve the needs of students who are selected to take part in the field schools, the language courses are open to all Puget Sound students.

The University of Puget Sound proposed using LIASE grant funds to incentivize individual faculty to develop field schools in Southeast Asia. Associate Dean Kukreja believed that the initiative would be more successful if interested faculty had an opportunity to propose their own programs and lead the initiative in a way that seemed most sensible for meeting the objectives of the course. Knowing that Professor Wimberger was interested in teaching an environmental course in Malaysian Borneo, Professor Kukreja, who knew the language and culture of the region, teamed up with him to create his course. Professor Kukreja encouraged other Southeast Asianists to propose field schools that would contribute to transformational experiences for students.

The field schools have been developed collaboratively by five faculty from different disciplines, with leadership for the field schools rotating among them. The faculty leaders meet twice a year to push the program forward, collaborate with partners in Southeast Asia, and to engage colleagues and students in the program.

Another key educational feature of Puget Sound's LIASE undertaking is the symposium each fall focusing on Southeast Asia that brings visitors to campus. The symposium, which features presentations by the students who studied in Southeast Asia the preceding summer as well as a keynote speaker and cultural events, attracts students and faculty from a wide variety of disciplines as well as participation by Southeast Asianists from the NW5 Consortium and other universities in the region.

LIASE advocates

In its exploration grant, University of Puget Sound professor Gareth Barkin developed a pilot model of field schools in Southeast Asia. Professor Barkin and faculty colleagues designed a pilot that combined an on-campus program of academic study for ten to twelve students with language and culture orientation, culminating with an immersion experience in Indonesia. In the implementation grant, the University of Puget Sound proposed to broaden the model to involve more faculty in developing and leading field schools and engaging a wider group of students from the natural sciences, social sciences, and the humanities.

Results of the LIASE grant

The field school approach has had wide appeal for faculty in a variety of disciplines. The interdisciplinary nature of the field schools is particularly appreciated by the students who have participated in the project. Faculty who have become involved in field schools are particularly pleased that each professor has been able to fashion his or her program uniquely, and all of the participating faculty are pleased that the program has enhanced the university's emphasis on experiential learning. The LIASE grant has also allowed the university to enhance its language instruction program, adding languages that have not traditionally been offered. The university decided to look in non-traditional places for language instructors, and these have included native speakers from community colleges and teachers from the Fulbright program to provide language and cultural instruction for students.

Influence of the LIASE program on students and faculty

For students, the impact of this program has been enormous. They particularly appreciated the foundational class that provided contextual information before they traveled and studied abroad. The ability to do research on topics related to agriculture, development, social change, and the environment has generated a life-changing interest in international work. The students who have participated in the LIASE program are now working toward careers as diverse as a job in the State Department, developing an

international music collective in Indonesia, a linguistic anthropology career, and international education research.

Professor Barkin observed that co-teaching with a scientist was at first difficult. The two professors brought such different perspectives to the topic, but the challenge that came in trying to address the topic from varied perspectives was precisely the challenge that the Luce Foundation hoped to address. Dr. Barkin believes that both faculty learned from each other, and he says that he now teaches with the benefit of that experience.

Faculty were challenged to integrate language instruction into the curriculum so that students would have some language facility and cultural context for the study abroad portion of the field school. In the beginning, Associate Dean Kukreja came into the foundational course to teach Malay for one hour a week and assigned homework to give students exposure to the language for their eventual field school in Malaysian Borneo, so that they could navigate at a basic level. In the following year, to offer language instruction support for the Indonesian field school, they turned to an adjunct professor who had been teaching Indonesian on a nearby military base. Moving from military instruction to the liberal arts college setting was a bit challenging at first for the instructor, but the greater focus on language learning proved to be an important component of the program's success.

Challenges

President Crawford identified the greatest challenge for the University of Puget Sound as the same challenge faced by all liberal arts colleges—defending the value of higher education in the public square, noting that defending the value of the liberal arts is an even greater challenge. Financing higher education is the second major challenge. Ninety percent of Puget Sound's students receive some form of financial aid. Without a large endowment, the institution is tuition-dependent. To keep the undergraduate program strong and vibrant, President Crawford anticipates that the institution will have to diversify its graduate offerings to develop new revenue streams.

Provost Kris Bartanen, has remarkable institutional knowledge, having served as dean for academic affairs as well as student affairs at the university. She identified enrollment, accessibility, and changing demographics as the greatest challenges for the university over the next five to ten years.

Faculty who are leading the LIASE program identified coordinating the language requirements and ensuring that the students interested in the program were resilient enough to meet the demands of international travel to remote, rural areas as the greatest challenges they faced. While the faculty make all of the arrangements for the trips, they

are also open to using third-party providers to assist with students' home-stays. Given that the logistics involved can be complicated and time-consuming, the faculty are mindful to ensure that the program's resources are utilized efficiently while ensuring the more impactful educational experience for students.

Long term effects of LIASE

Faculty who are currently leading the program along with other faculty who are interested in leading a field school in the future all agree that the LIASE program has been highly beneficial in extending experiential learning for Puget Sound students. They see that the students who have an opportunity to engage in the field with locals, affirm partnerships with them, and examine substantive issues related to the environment and culture in the host country has been profoundly impactful.

One of the great advantages of the program is that students from a range of disciplines such as anthropology, biology, sociology, and the environmental sciences who would not have taken Asian Studies courses under regular circumstances have been exposed to Asia through LIASE, and for many, that exposure has influenced their career choices for the future. The faculty expect that these opportunities will be further built into the curriculum going forward so that students post-LIASE will have similar opportunities.

Faculty anticipate that the benefits of the LIASE program will be seen in terms of more team-taught courses, now that they have had the opportunity to collaborate and have experienced, firsthand, the excitement of such courses for their students. The faculty also expect the relationships built within the NW5 consortium to have long-term effects for the University of Puget Sound. Faculty in the consortium are taking part in the annual Southeast Asia symposium hosted by the University of Puget Sound, and relationships among faculty and the students have strengthened. The convergence of the NW5 and the symposium has resulted in a stronger network among the Southeast Asian faculty of all of the NW5 member schools, and this collaboration is likely to have a life well beyond the LIASE grant.

Most importantly, faculty who are not yet part of the LIASE program have taken note of the value of the field school model. Several faculty are already planning their own field schools. One faculty member recently received LIASE funding to go to Vietnam this summer to do exploratory work on a field school on the environmental consequences of war, using Vietnam as a case study. Faculty find the field school model so compelling, they believe it will continue as part of the study abroad educational program at the University of Puget Sound long after the end of the LIASE grant.



Final Report to the Henry Luce Foundation LIASE Program

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Lessons Learned from the LIASE Case Studies

The institutions represented by the five case studies are diverse geographically and programmatically. Their LIASE projects' origins have taken many different forms. After writing the case studies, we recognize that each of the grants was specific to the institution, but we thought it important to look for commonalities so that others thinking about combining Asian Studies and environmental studies as part of their global initiatives might learn from the grant-funded projects.

What we learned:

1. All five institutions are deeply grateful to the Luce Foundation for external funding. All have developed programs that are highly successful in terms of student engagement. Students are universally appreciative of the LIASE program.
2. Interactions among Asian Studies, the sciences, and environmental studies have heightened faculty appreciation for the perspectives from other disciplines. Both faculty and students realized benefits from courses that looked at issues from multiple perspectives
3. Team-teaching is difficult, but rewarding. A significant number of faculty engaged in LIASE projects had not engaged in team teaching previously. It required more time, but faculty considered it worth the effort.
4. Colleges and universities do not have good systems in place for managing the administrative details of team teaching or collaboration, more broadly. A number of faculty indicated that their institutions do not have processes for recognizing team teaching when calculating faculty workload.

5. Similarly, reward systems associated with promotion and tenure do not take into account the accomplishments achieved through collaborative programs.
6. Programs are most likely to continue after the grant if they are strongly aligned with the institution's strategic plan. Involvement of the president, provost, and deans makes a big difference in the ultimate sustainability of the program.
7. The programs led by influential campus leaders are in a better position to continue after the grant. Passionate and committed faculty are the key to success of these large-scale initiatives.
8. The case study institutions differ most in their approach to language instruction. In some cases, language learning is at the center of the program; in others, it is tangential. In all cases, faculty struggle to match their institutional approach to language instruction with the LIASE program.
9. External funding for the LIASE program has meant the ability to offer students from all socioeconomic backgrounds the opportunity to experience Asian culture and language. Meeting the need to fund student travel will be the hardest part of the program for institutions to sustain after the grant.