



University of Colorado **Boulder**

2016 Program Review

Center for Asian Studies

Academic Review and Planning
Advisory Committee Report

Approved

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

02/13/2017

Provost and Executive Vice Chancellor for Academic Affairs : Date

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Process Overview

The review of the Center for Asian Studies (CAS) was conducted in accordance with the 2016 review guidelines. The Academic Review and Planning Advisory Committee (ARPAC) conducts and writes the final reviews of all academic units on the Boulder campus. The unit prepared a self-study, which was reviewed by an internal review committee (IRC) of two CU Boulder faculty members from outside of CAS. The IRC found the report fair and accurate and requested that some additional information be added to the self-study. The unit then submitted a revised self-study that included that requested information. An external review committee (ERC), consisting of a disciplinary expert from outside of the University of Colorado, visited the unit on March 7 and 8, 2016, reviewed the relevant documents, and met with faculty, students, staff, university administrators, and ARPAC members. The external reviewer's comments and recommendations are cited at appropriate points throughout the report. This public document reflects the assessment of and recommendations for the Center for Asian Studies as approved by ARPAC.

Academic Review
and Planning
Advisory
Committee
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Academic year 2016-2017
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Unit Overview

The campus' standardized description of the Center for Asian Studies (CAS), and information regarding comparable units, can be found on the Office of Data Analytics' (ODA) website (<http://www.colorado.edu/oda/institutional-research/institutional-level-data/information-department/academic-review-and-0>). ODA updates profiles annually in the fall semester. This report cites the ODA data for CAS posted in October 2015, the most recent update available; these figures reflect the state of the unit in academic year (AY) 2014-2015. More recent data, from the revised self-study and from a CAS memo to ARPAC dated August 22, 2016, is cited where relevant.

The external reviewer describes CAS as “an exemplary area studies center.” In particular, the reviewer emphasizes the ways CAS has “materially contributed to CU’s goals of building a global community.” The center’s area of focus encompasses all of Asia, from China and Japan to the countries of the Middle East. CAS works across disciplines and across colleges to coordinate curriculum, faculty hiring, interdisciplinary research initiatives, event programming, and other efforts geared toward enhancing the study of Asia. It also offers an undergraduate degree in Asian Studies. As such, it effectively functions as a hybrid center-department, a degree-granting unit that rosters no tenure-track faculty, oversees only a small part of the curriculum, and receives no continuing budget allocation to support its operations. CAS houses two programs: the Program for Teaching East Asia (TEA), a K-12 educational outreach initiative funded entirely through grants and gifts from governmental bodies and private foundations; and the American Association of Teachers of Japanese (AATJ), a national professional development program that works with K-12 educators to inculcate Asian Studies in the curriculum. The external reviewer lauds TEA as “one of the jewels in the crown not only of CAS but of CU-Boulder,” further pointing

out that it stands with the University of Washington's cognate program as the best in the nation.

Personnel and governance

According to the self-study, as of March 2016, CAS has 119 affiliated faculty members. The unit also includes one full-time instructor responsible for developing and administering the academic program in Asian studies and for teaching Asian studies classes. According to ODA data, as of AY 2014-2015, CAS housed one research associate, one senior professional research assistant, three professional research assistants, five classified staff members, two student hourly employees, and one student research assistant.

The center has three part-time professional exempt staff members: an executive director (75 percent full-time employee [FTE]), an assistant to the director for grant administration (65 percent FTE), and a CAS event coordinator (75 percent FTE). In addition, at the time of the self-study, CAS employed one graduate research assistant. CAS has seen a decrease in staff support since the 2009 review, though the demands of running the center have increased. In the self-study, the unit argues that "in order for CAS to sustain our current level of activity, today's staffing level needs to at least be stabilized so that CAS can retain high-performing staff members in the face of external funding uncertainties."

The center is governed by bylaws revised in March 2015. An executive committee of six voting members (serving three-year terms) from among faculty across Asian studies nominates a faculty director for approval and appointment by the dean of the College of Arts and Sciences. The faculty director serves a four-year renewable term. An associate director, a tenured member of the teaching faculty with primary scholarly interest in some field of

Asian studies, chairs the curriculum committee and serves as faculty advisor to Asian studies majors. CAS also employs an executive director—a member of the staff responsible for the day-to-day operations of the center—as well as a director for the Program for Teaching East Asia. Four standing committees see to routine business. These structures conform to university norms, and the department appears to be well-governed and collegial.

Research, scholarship, and creative work

CAS is, in the words of the self-study, focused on advancing “knowledge of Asia through faculty research, undergraduate and graduate education, and educational programs for the broader community.” To this end, CAS designates a yearly theme upon which they build programming, culminating in a spring conference. For AY 2016-2017, the theme is “Asian Borderlands.”

CAS facilitates interdisciplinary Asian area studies by collaborating with other academic units in hiring tenure-track faculty, expanding curriculum and increasing enrollments, facilitating faculty and graduate research initiatives, and promoting study abroad. It works to maintain Asian area strength across disciplines and to balance geographical and area expertise through collaborative hires with academic departments. CAS has had a hand in eleven tenure-track faculty hires across several departments, much of which a Title VI grant from the US Department of Education supported.

Undergraduate education

CAS manages the interdisciplinary BA in Asian Studies as well as an Asian Studies minor, which was created in 2014. ODA identified 37 majors in its fall 2014 census, the most recent data provided; five degrees in Asian Studies were conferred in 2015 and 12 in 2016. As of the self-study, six students had graduated with the minor since its inception with another 12 currently pursuing it. Undergraduate enrollment in Asia-related courses in

AY 2013-2014 was 9,076 while the number of Asia-related majors across all units was 256. Meanwhile, Asian courses continue to be added to the curriculum, with ten more added in AY 2013-2014.

CAS offers a number of internships: a credit-bearing internship with Rowman & Littlefield Publishers; a Global Student Initiative that pairs a team of CU Boulder students with a group of students in Beijing; Shanghai and Japan internships, run jointly with the Office of International Education; and an in-unit videography internship. CAS also provides students with the opportunity to participate in faculty-led, short-term study abroad programs in China. In recent years, engineering, history, and journalism faculty have helped students secure first-hand experience living and studying in East Asia.

Culture and Language Across the Curriculum (CLAC) is CAS' most recent initiative. These are one-credit language intensive sections that work with existing area studies courses. Conceived as a parallel to the Department of Asian Languages and Civilization's (ALC) formal language instruction, CLAC seeks to provide students with opportunities to put their language study to work in conjunction with Asian-specific disciplinary courses. The goal is to provide a more direct line between the study of Asian languages and the global careers that demand knowledge of those languages.

Graduate education

CAS facilitates graduate education related to Asia across the university. CAS offers an MA certificate in Asian Studies and is considering developing a professional MA in Asian Studies that will, in the words of the self-study, "be attractive to local area professionals in the business and technology fields." According to the most recent data found in the self-study, in AY 2013-2014, CU Boulder enrolled 51 MA students and five doctoral students

studying in Asian fields across several departments. That same year saw 164 graduate students enrolled in Asia-related courses in fields from ALC to religious studies to law. CAS acts as an advocate for increased graduate funding and, through the *Colorado Journal of Asian Studies*, provides a publication venue for graduate student scholarship.

Budget

The self-study identifies three sources of funding: (1) \$50,000 from the vice chancellor for research (\$30,000 toward staff salaries, \$20,000 toward research symposia/speaker series), (2) \$60,000 from the College of Arts and Sciences (\$55,000 toward staff salaries and \$5,000 for general operating budget), and (3) \$5,000 continuing budget. On the same page of the self-study, CAS notes that “we are given a flat operating budget of \$10,000 to run the Center, from which funds for supporting the major/minor and instructor expenses must be drawn.” This works out to \$85,000 for staff salaries, \$20,000 for research symposia, and \$10,000 for other operating expenses.

Historically, CAS has relied on external funding from the Department of Education’s National Resource Center (NRC) Title VI program, which aims to build a US international education infrastructure by establishing national resource centers, foreign language and area studies fellowships, and undergraduate international studies and foreign language initiatives. The Department of Education describes Title VI as supporting “language area centers for expansion of postsecondary instruction in uncommon languages and related subjects, modern foreign language fellowships, research supporting language learning methodology and specialized teaching materials, and language institutes to provide advanced language training.”

In the most recent funding cycle (2014-2018), CAS was among forty centers for which the US Department of Education discontinued funding. CAS' self-study understands this loss of funding as a consequence of drastic congressional cuts in the Title VI budget (a 40 percent cut in 2010, followed by a 33 percent cut in 2014). The self-study also points out that external funding for area studies is becoming increasingly project-focused. CAS is now preparing its application for the 2018-2022 funding cycle.

Space

The former Institute for Behavioral Sciences (IBS) building houses CAS. At the time of the 2009 review, CAS was split between Norlin and East Campus. The unit reports in its self-study that this centralization has “proved significant” in various ways, “allowing for more collaboration with other CAS staff and affiliated faculty members and shared resources such as office equipment and supplies.” Though the unit notes that it has “no additional space needs at this time,” it expresses some anxiety over press reports that a conference center might be built on the space on which they are presently housed. They request clarification of these plans.

Inclusive excellence

CAS expresses its commitment to inclusive excellence through its advocacy of Asian area studies in the curriculum, through its recruitment of faculty from diverse backgrounds, and through its outreach efforts to broaden exposure to languages and cultures of Asia in the K-12 classroom.

Past Reviews

CAS last underwent program review in 2009. At the time, it had 96 faculty affiliates. This was the first review since CAS' founding in 1998. The 2009 ARPAC report echoed both the internal and external reviews in highlighting a handful of unit priorities.

1. Notably, the unit still faces budget challenges, which were brought to a point of crisis with the loss of Title VI funding. The unit's top priority between now and the next funding cycle is to build a strong case for renewed Title VI support. As in 2009, CAS still seeks to "regularize funding" from the university to support its basic staffing needs;
2. Another area of concern at the time was the fact that CAS offices were spread across several buildings. This was effectively remedied with the move to IBS;
3. An additional concern was the reporting relationship between the CAS director and the campus, which both the 2009 CAS self-study and the external reviewer's report argued should be adjusted to reflect the campus-wide role of the center. The 2009 ARPAC report offers the following: "When it was established in 1998, CAS reported to the vice chancellor through the Associate Vice Chancellor for Research/Graduate School. More recently, the administrative structure was modified so that CAS falls under the purview of the dean of Arts and Sciences through the associate dean for the Arts and Humanities." In its 2016 self-study, CAS strongly advocates for the university to establish a position at the vice-chancellor level to oversee and promote international activities across the campus. Short of that, CAS proposes that "the College's new Associate Dean for Research might help facilitate reporting that reflects better the campus-wide integrating

role of CAS, as well as its combined research, teaching, and outreach missions”;

4. The 2009 ARPAC report also noted the need to collect better data on CAS, since they were not then included in the Office of Planning, Budget, and Analysis (now the Office of Data Analytics) reporting. This has since been addressed;
5. Finally, the report highlighted the need, expressed by both the unit and the external reviewer, to grow the library collection. ARPAC’s 2009 report stressed the importance of strengthening the library’s holdings in Asian studies. This remains a primary concern of CAS in the present review.

Campus Context

The study of Asia, from multiple disciplinary perspectives, is one of the university's strengths. CAS activities span all CU Boulder colleges and schools. However, the scholars doing research on Asia and the students taking courses with an Asian studies focus are scattered across the campus. CAS provides a transdisciplinary organizing structure for Asian studies at CU Boulder, serving curricular, programmatic, and fundraising functions. CAS understands its function on campus as working "to maintain Asian area strength across disciplines and to work with hiring units to balance geographical and area expertise." Building upon established sub-regional strengths among CU Boulder faculty and departmental programs in East and South Asian studies, CAS seeks, in the words of their recent National Research Center (NRC) proposal, "to expand our Asian Studies curriculum and outreach by treating Asia as a *network of connections*."

In this spirit of connection, CAS maintains strong ties to a number of units and a particular relationship to Asian Languages and Civilizations (ALC). Among CAS' recent collaborations with ALC was a grant application to the Korea Foundation that has resulted in a Korean studies professorship, for which a tenure-track search is underway during AY 2016-2017. This will be the eleventh such hire that CAS has helped to sponsor since its inception, across multiple units.

CAS notes in its self-study that it has forged both formal and informal interdisciplinary links with the following CU Boulder units: Anthropology, Communication, Computer Science, the School of Education, the Institute of Cognitive Science, Psychology and Neuroscience, Spanish and Portuguese, and Speech, Language, and Hearing Sciences. Jointly-sponsored internships are another area of CAS cross-unit collaboration. CAS' focus on interdisciplinarity and development of Asian area studies across

campus suggests that CAS has the potential to play an important role in campus plans to implement its Flagship 2030 goals with respect to globalization, interdisciplinarity, and experiential learning.

National Context

According to the external reviewer, CAS enjoys a “high reputation.” It aims to establish itself as a recognized model of a “global studies” approach to Asian area studies that features a transnational sensibility. To this end, it has cultivated its geographical breadth even as other centers have telescoped their attentions. Whereas most Asia studies centers around the nation are regionally defined, CAS emphasizes the connections across nations and cultures. “As a pan-Asian center, our goal is not comprehensive coverage of Asian civilization, but rather to take a project-based approach to Asia as it relates to global processes (both contemporary and historical),” CAS wrote in a memo to ARPAC dated August 22, 2016. In the words of the self-study, two recent symposia, “Catastrophic Asia” in 2014 and “Mediating Asia” in 2015, “significantly raised the profile of CAS as a voice in the broader Asian Studies field.” However, that strong reputation is at risk of erosion if CAS and the university cannot find ways to sustain its work through this period without Title VI funding.

CAS understands its way forward as resting on two primary factors: (1) successful application for Title VI funding in the next review cycle and (2) enhanced and continuing support from the university through funds to support basic operations, to enhance library holdings, and to secure the position of area studies as a campus priority. The external reviewer echoes the importance of these factors and also offers some additional suggestions for protecting CAS’ future. One is to investigate a model of a unified Asian studies department that brings together the language and subject-area study. The external reviewer also points to less drastic transformations, along the model of Colorado State University’s Asian studies concentration, which is housed in its international studies major. In an environment of fiscal scarcity when it comes to Title VI funding, CAS must find ways to distinguish itself from other centers and to find a way to sustain

itself even in lean times. In this regard, CAS is in the same position of many of its peer centers across the nation.

Analysis

ARPAC affirms the opinion, expressed in both the internal and external reviews, that the Center for Asian Studies has a potentially critical role to play in the university's efforts in internationalization. CAS has already done a great deal to support the campus-wide Flagship 2030 goal of internationalization. It has also been active in grant acquisition. Since the last program review in 2009, CAS reports that it has won nearly \$7.8 million in external funding (including awards for the Program for Teaching East Asia [TEA] and the American Association of Teachers of Japanese [AATJ]). The array of CAS faculty affiliates, reaching across campus units and colleges, testifies to Asia's importance in many sectors of the university's academic work and in its broader mission.

Taking a cue from the external reviewer's report, APRAC asks CAS, what are some of the alternate models for area studies in Asia that it might help CU Boulder adopt, resulting in a sustainable structure that meets the needs of the campus and draws on the strengths of our faculty and students? Depending on the outcomes of these discussions, it might be advisable to devise a new reporting structure in which CAS falls under the aegis of the associate dean for research. In addition, ARPAC takes seriously CAS' concern for campus-level oversight of international education and has addressed this in its aggregate report.

ARPAC also believes that CAS' growth might best be facilitated through collaboration with allied campus units. This includes targeted collaborations with units beyond the college, such as with engineering. It might also include larger-scale efforts to synthesize multiple campus units to pool personnel and resources in an effort to enhance work in Asian area studies at the university. Motivating these strategic efforts should be a clear vision of how CAS might

best structure itself moving forward, with or without the resumption of federal support.

Personnel and governance

In its 2009 self-study, CAS requested university support for an executive director position to ensure continuity of support through the uncertainty of grant cycles. CAS argues that it is now at a point of crisis in staffing. “In order for CAS to sustain our current level of activity, today’s staffing level needs to at least be stabilized so that CAS can retain high-performing staff members in the face of external funding uncertainties.” In addition, both the self-study and the external reviewer’s report argue that the director’s position merits a salary stipend increase from 10 percent to 21 percent.

Research, scholarship, and creative work

The self-study reports that, “according to the Council on East Asian Libraries 2013/14 statistics, CU ranks 42nd in terms of total volume holdings among the 57 reporting libraries, and 41st in terms of monographs purchased in 2013/14 among the 56 reporting libraries. Not only does CU rank well below our peers in East Asian holdings and appropriations, but acquisition expenditures have been declining since 2010 (the final year of the CAS NRC grant).” The external reviewer concurs, observing that “collection development remains a problem. For Boulder to maintain its high reputation in Asian Languages and Asian Studies it must maintain and develop its resource base—library holdings (including electronic subscriptions to Asian-language data bases).”

ARPAC finds such data useful but also believes that additional context is required before an effective recommendation can be made. How do appropriations for Asian studies compare to those dedicated to Spanish or Italian, for example? How do they compare if viewed proportionally (to the numbers of faculty and students studying in these areas)? How does the budget for Asian

studies acquisitions, as a percentage of the libraries' larger budget, compare to that of other institutions? How long have various programs been collecting in these areas? These and other considerations would provide necessary context and could offer a more informed starting point for discussion with the libraries in addition to requesting specific resources in support of CAS' work.

Undergraduate and graduate education and support

CAS is in the unusual position of being a non-departmental unit that administers an undergraduate major, a minor, and an MA certificate. This allows them little curricular oversight. The external reviewer advocates for the campus to convene a discussion among the units involved in the Asian studies degree programs to define administrative roles, funding responsibilities, hiring priorities, and other matters essential to the proper functioning of an interdisciplinary area studies program. The self-study emphasizes, among other strategies, the importance of co-teaching as a means of better integrating the disciplines. Co-teaching on this campus, as ARPAC has observed in earlier review cycles, is a logistically-challenging endeavor. ARPAC continues to hope that the college will do more to facilitate such opportunities, which are particularly important to interdisciplinary units like CAS.

Since the last review, CAS has established an Asian studies track in the Leeds School of Business International Business Certificate as well as a graduate certificate in Asian studies. An Asian studies MA remains in the exploratory stages. The external reviewer notes that "optimum development of [an MA degree in Asian studies] will require coordination with ALC and International Studies."

Budget

CAS seeks a long-term funding commitment from the university to establish a secure operating budget that will allow the center to maintain its basic infrastructure and to make itself more attractive for external grants. The IRC report emphasizes that "CAS's

current position is not tenable without a consistent financial commitment from the university.” The external reviewer echoes this assessment, offering as its first recommendation that the university should “*ensure basic funding* of staff and Center operations for at minimum a three year period in order to give stability and resources for operations and particularly for the next cycle of major grant applications.”

ARPAC believes that CAS is at a crossroads: that the present model for the center is untenable without external grant support or a substantial increase in funding commitment from the campus. However, ARPAC does not concur with CAS that the way forward should primarily rely on funding from the campus to support the center as presently constituted. Instead, it believes that, whether CAS receives renewed Title VI funding in the 2018 cycle or not, CAS must look to reconceive itself, perhaps in conjunction with other campus units that have a shared interest in cultivating the study of Asia on campus. Therefore, ARPAC strongly encourages CAS to chart multiple courses that it might take moving forward as models for growth.

To that end, ARPAC advises that CAS take steps now to secure its future, with or without federal funding. It advises beginning with a new round of strategic planning (the last strategic plan was completed in 2013) that, among other things, will craft a vision (or multiple visions) for the center in the absence of renewed Title VI funding and in the absence of a significant increase in operating budget from the college. Given these circumstances, how would CAS understand its mission, and how would it focus its resources and attention? Would the continuation of the Asian studies major be part of that plan? Can the center chart a path for substantial growth in the major, or will it see leveling or even continued decline?

In addition to strategic planning, ARPAC encourages CAS to open a conversation with the dean of the College of Arts and Sciences with the aim of developing plans and contingencies to account for the uncertainty of renewed federal funding. How best can CAS serve the college's and the university's interests in internationalization? What does CAS do best, and how might the college make targeted interventions to support CAS's success?

Inclusive excellence

Though CAS maintains collaborative relationships with a number of units across the campus, their central relationship is naturally with the Department of Asian Languages and Civilizations (ALC). With its focus on degrees in Asian language study, ALC is a natural partner in CAS' efforts to expand the Asian studies curriculum on campus. The BA in Asian Studies would seem a natural point of common interest between the units. The CLAC program, described above, also seems to be a fruitful opportunity for curricular collaboration. Another important collaboration could be with the proposed professional MA in Asian Studies. ALC's preexisting doctoral program in Chinese and Japanese literary and cultural studies might also benefit from the area studies focus of CAS. Overall, the two units would do well to identify and to pursue avenues of mutual interest and collaboration.

Recommendations

The members of the Academic Review and Planning Advisory Committee (ARPAC) address the following recommendations to the Center for Asian Studies, to the offices of the deans of the College of Arts and Sciences and the University Libraries, and to the provost and chancellor. It is the committee's intention that the recommendations serve to benefit program improvement and development and to further the mission of the University of Colorado Boulder.

To the unit

1. Engage in a new strategic planning process with the goal of developing multiple models that CAS might adopt in moving forward. Among these should be plans for CAS that are not contingent on Title VI grants or on funding from the campus. ARPAC proposes that CAS consider the following:
 - a. **Clarify CAS' mission.** Does CAS envision itself moving forward primarily as a research center with a robust and self-sustaining K-12 outreach component or as a quasi-department offering undergraduate degrees as well as graduate degrees and certificates? ARPAC encourages CAS to put forward multiple visions, taking inspiration from the external reviewer's suggested models for growth and reorganization;
 - b. **Outline budgetary needs and identify new funding sources.** What budget level must CAS maintain to fulfill the various future models it proposes? Given recent cuts in federal support for Title VI programs, CAS would do well to plan for alternate forms of support. Considering the current fiscal climate on campus, it is unlikely that CAS can count on the campus alone to furnish such support. Therefore, in conjunction with the Research and Innovation Office

and Office of Advancement, continue to cultivate new sources of grant funding and private gifts to support CAS' many research, teaching, and programmatic initiatives. Also consider partnerships with businesses in the Colorado Front Range and beyond where the center's cultural expertise may be of significant use.

c. **Decide the status of the Asian studies major.**

Given low enrollments since the advent of the major in 2014, can the campus support such a major as presently constituted?

d. **Propose new campus partnerships** (e.g., with the College of Engineering). Recognizing that Asian studies is of broad applicability across disciplines, build upon its successful cross-campus collaborations by seeking new unit partnerships outside its traditional disciplinary affinities;

e. **Consider other critical matters of the center's interest.** How, for instance, might CAS further capitalize on the success of its K-12 programs—particularly the Program for Teaching East Asia—as it pursues its strategic goals?

2. Regarding a new strategic plan, work with the dean of the College of Arts and Sciences to outline sustainable models for CAS. Such models should consider the possibility that a hybrid structure involving CAS and other campus units might best serve campus needs in fostering the study of Asia;
3. Work with CAS' libraries liaison to determine unit needs and to acquire specific resources to support CAS' work. As a part of

this discussion, seek further clarification from the University Libraries on appropriations for East Asian holdings.

To the libraries

4. Work with CAS to determine unit needs and to acquire specific resources to support CAS' work. As a part of this discussion, seek further clarification from CAS on priorities and goals for the library's East Asian holdings.

To the dean of the College of Arts and Sciences

5. As the unit undertakes a new strategic planning process, convene a series of meetings with CAS to outline sustainable models for the center's future. These meetings might also involve leaders from allied units, working collaboratively with CAS to develop alternative models for fostering the study of Asia on campus. During this process, the college might consider the extent to which it is necessary and advisable to offer funds to CAS to guarantee basic infrastructure, to meet operating expenses, and to enhance CAS' bid for Title VI funding between now and the beginning of the 2018 Department of Education review cycle;
6. Examine whether the formula that determines the CAS director's stipend is appropriately calibrated in efforts to recognize the administrative responsibilities and demands of the position, to encourage continuity and quality of leadership, and to account for the considerable work required to lead the strategic planning process outlined in ARPAC's above recommendations;
7. Given the interdisciplinary focus of CAS' educational mission, consider ways of facilitating opportunities for cross-disciplinary co-teaching.

- To the provost
8. To maintain CAS' satisfactory space accommodations, attend to the unit's needs in the event that their present location is lost with the creation of a new conference center.
- To the chancellor
9. Explore the value and feasibility of establishing a position at the vice-chancellor level to oversee and to promote CU Boulder international activities.

Required Follow-Up

The director of the Center for Asian Studies shall report annually on the first of April for a period of three years following the year of the receipt of this report (i.e., April 1st of 2018, 2019, and 2020) to the dean of the College of Arts and Sciences and to the provost on the implementation of these recommendations. Likewise, the deans shall report annually on the first of May to the provost on the implementation of recommendations tasked to their oversight. The provost, as part of the review reforms, has agreed to respond annually to all outstanding matters under her/his purview arising from this review year. All official responses will be posted online.