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**GRANT APPLICATION**

for the FY2022

**East Asia National Resource Center**

and

**Foreign Language and Area Studies Fellowships**

Programs

CFDA No. 84.015 A&B

submitted by the

**Center for East Asian Studies**

on behalf of

**The Board of Trustees of the Leland Stanford Junior University**

February 14, 2022



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**COMMON ACRONYMS AT STANFORD UNIVERSITY**

**ACTFL** American Council on the Teaching of Foreign Languages **APARC** Walter H. Shorenstein Asia-Pacific Research Center **BOSP** Bing Overseas Studies Program

**CDC** Career Development Center

**CDDRL** Center on Democracy, Development, and the Rule of Law

**CEAS** Center for East Asian Studies

**CESTA** Center for Spatial and Textual Analysis

**CSET** Center to Support Excellence in Teaching (Graduate School of Education)

**EAL** East Asia Library

**EALC** East Asian Languages and Cultures

**EPIC** Education Partnership for Internationalizing Curriculum

**FACES** Forum for American/Chinese Exchange at Stanford **FSI** Freeman-Spogli Institute for International Studies **GSB** Graduate School of Business

**HCBSS** Robert H. N. Ho Family Foundation Center for Buddhist Studies

**IDEAL** Inclusion, Diversity, and Equity in a Learning Environment

**IUC** Inter-University Center for Japanese Language Studies in Yokohama

**IUP** Inter-University Program for Chinese Language Studies at Tsinghua University

**JKS** Journal of Korean Studies

**KHS** Knight-Hennessy Scholars Program

**KSP** Stanford Korean Studies Program **MOPI** Modified Oral Proficiency Interview **OAE** Office of Accessible Education

**OMAC** Office for Military-Affiliated Communities

**OPI** Oral Proficiency Interview

**QSR** Queer Student Resources

**SCID** Stanford Center for International Development

**SCP** Stanford China Program

**SGS** Stanford Global Studies Division

**SIEPR** Stanford Institute for Economic Policy Research **SIG** Sanford in Government Fellowships for Asia **SKKU** Korean Language Studies at Sungkyunkwan **SLS** Stanford Law School

**SOLO** Stanford On & Off-Campus Learning Opportunities

**SOPI** Simulated Oral Proficiency Interviews

**SPICE** Stanford Program on International and Cross-Cultural Education **SPRIE** Stanford Project on Regions of Innovation and Entrepreneurship **STEP** Stanford Teacher Education Program (Graduate School of Education) **SUSE** Stanford University School of Education

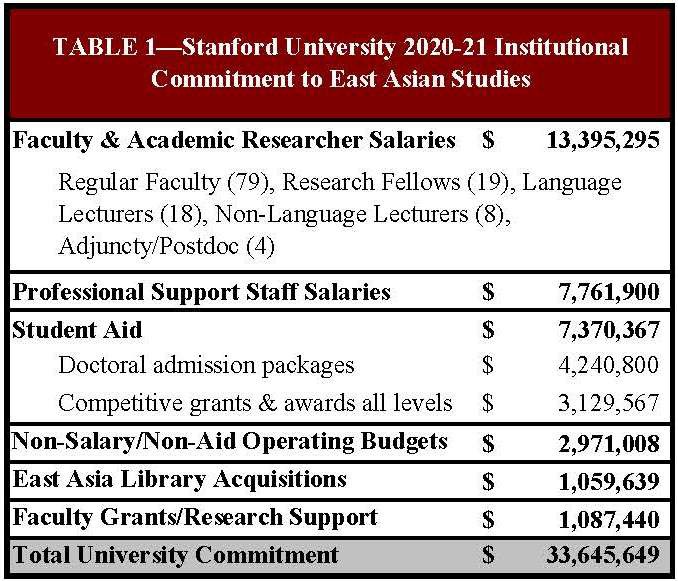
**US-ATMC** US-Asia Technology Management Center

**WPT** Writing Proficiency Test

# (NRC & FLAS) COMMITMENT TO THE SUBJECT AREA

Stanford University has a long tradition of support for teaching and research on East Asia, beginning with the appointment of Yamato Ichihashi to the university’s first endowed chair in 1920, and evidenced by recent anniversaries of core organizational units: the Ho Center for Buddhist Studies 20th anniversary in 2017, the Center for Chinese Studies 50th anniversary in 2018, and the Walter H. Shorenstein Asia-Pacific Research Center 40th anniversary in 2023. The university has invested heavily in administrative infrastructure to support East Asian research, expanding facilities for the Center for East Asian Studies and Department of East Asian Languages and Cultures in 2011, constructing a stand-alone facility at Peking University in 2012, expanding the stand-alone East Asia Library in 2014, and establishing a new Incheon Global Campus in South Korea in 2021. Recent hires of East Asia specialists in Religious Studies (Gentry 2019), Law (Milhaupt 2019), International Security (Mastro, 2020), Sociology (Tsutsui 2020) further demonstrate institutional commitment to the region.

***Financial and other support***: East Asia-related activities at Stanford are carried out by eleven departments, programs, and research centers, served by 70 full- and part-time professional staff: the **Department of East Asian Language and Cultures (EALC)**, **Center for East Asian Studies (CEAS)**, **Shorenstein Asia Pacific Research Center (APARC)**, **Center on China's Economy & Institutions**, **Ho Center for Buddhist Studies, Stanford Program on International and Cross-cultural Education (SPICE)**, **Freeman Spogli Institute for International Studies (FSI)**, **Global Studies Division (SGS)**, **Bing Overseas Study Programs (BOSP)**, **Hoover Library & Archives**, **and East Asia Library**. In addition to area-specific degrees in East Asian Studies, Chinese, and Japanese, students may concentrate on East Asia- related topics in 26 other undergraduate and graduate degree programs. Support for these programs, as well as the affiliated faculty and students in other teaching departments exceeds

$33M. Table 1 provides a summary of the University's estimated 2020-21 expenditures for East Asia program faculty, staff, student aid, and program support.

***Teaching staff***: In 2020-21, there were 128 instructors in 24 departments and programs, detailed in section C below.

Stanford provided an estimated $13.4 million in salary and benefits to those faculty members engaged in teaching East Asian courses. This sum is based on average salaries for rank and field

supplied by the School of Humanities and Sciences, with proportional sums calculated for those devoting less than 100% time, as listed in Appendix 3.

***Library resources***: As discussed in Section F below, Stanford’s **East Asia Library (EAL)** is one of the premiere research facilities of its kind in the world, consistently ranking in the top ten in all categories reviewed by the Council on East Asian Libraries. The library is managed by 19 full- and part-time staff. Support for EAL continues to be a top priority of the Stanford library system, and the University spends more than $3 million annually on East Asia Library salaries and acquisitions.

***Linkages with institutions abroad***: Stanford has formal exchange agreements with 13 institutions in East Asia through departments as the Center for East Asian Studies, Freeman Spogli Institute (FSI), Stanford Law School, Stanford School of Medicine, Physics, Engineering, and the Bing Overseas Studies Program (BOSP), which administers overseas study programs at Peking University and Doshisha University. The **Stanford Center at Peking University (SCPKU)** provides not only closer ties to Beijing University, but allows closer collaboration

with faculty from a number of institutions within mainland China. The Stanford Center at the Incheon Global Campus (SCIGC) opened in 2021, solidifying the university’s footprint in South Korea. Stanford is a member partner in three foreign-language training consortia: the **Inter- University Center (IUC) for Korean Language Studies at Sungkyunkwan (SKKU)**, the **Inter-University Center for Japanese Language Studies (IUC)**, and the **Inter-University Program for Chinese Language Studies (IUP)**, the latter two of which are housed administratively at Stanford. Unofficial linkages with foreign institutions are facilitated by more than 80 current collaborative research projects between Stanford faculty and counterparts at Asian universities.

***Outreach Activities****:* As demonstrated in Section H below, prior to the pandemic, the eleven units listed above together organized more than 300 Asia-related outreach events per year that engage the academic community, private sector, government, and the general public. The **SPICE** program engages primary, secondary, and post-secondary educators across the nation with its East Asia-related curriculum development and teacher training workshops, serving more than 50,000 elementary and secondary students annually. The **Stanford Graduate School of Education** houses the California Foreign Language Access Project, Bay Area Foreign Language Access Project, Center to Support Excellence in Teaching, and the Stanford Teacher Education Program, which all organize teacher-training workshops for secondary and post-secondary instructors from across the state. The **Stanford Language Center** and EALC faculty are actively engaged with the California Association of Japanese Language Teachers (CAJLT) and Chinese- Language Teachers Association of California (CLTAC), regularly hosting the latter’s annual pedagogy conference.

***Financial support to qualified students***: Citizenship and immigration status are not a condition of admission to Stanford, and the university commits to broad financial support for all

students. Annually, more than 300 undergraduate, masters, and doctoral students focus on East Asia-related topics across 29 degree programs, many of whom receive substantial university aid. Undergraduates receive some of the most competitive financial aid packages at an U.S. institution; families with incomes below $75,000 will pay no tuition, room, or board charges.

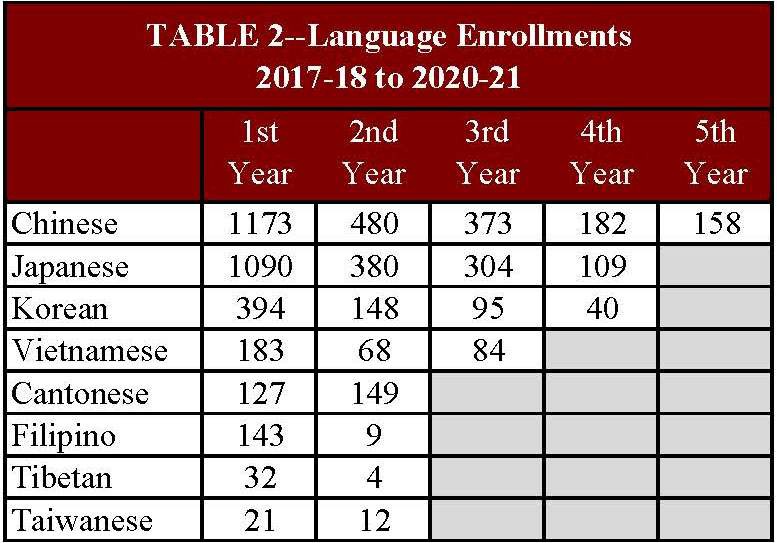
Those with incomes below $150,000 living on campus receive at least enough scholarship support to cover tuition charges. Families above these thresholds are still eligible to receive support, and nearly half of students receive need-based aid averaging more than $52,000 per year. Masters students are eligible for competitive fellowship packages of varying amounts, from partial support to full graduate fellowship rate, varying by host department. CEAS MA students alone receive almost $500,000 in annual funding. Incoming doctoral students receive a five-year, four-quarter tuition/stipend funding package averaging $94,200 per annum in 2020-21, and for the estimated 75 doctoral students in East Asian Studies, total area-specific doctoral student aid was equal to roughly $4.2 million. All domestic and international students are eligible to apply for project-specific competitive grants for academic-year and summer research, language study, internships, or professional training. Prior to Covid in 2018-19, CEAS Shorenstein-APARC, FSI, and more than 20 other centers and departments provided ~$3 million in annual grants to more than 250 students for East Asia-specific activities. On average the university provides almost

$7.3M in support annually for East Asia-focused students.

# (NRC & FLAS) QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* 1. ***Language instruction and enrollments***: Stanford offers solid training in the primary languages of East Asia, as well as adjacent Southeast Asian languages, coordinated through the Stanford Language Center (SLC). East Asian language classes are among the most popular at Stanford, averaging nearly 1,300 enrolled students per year over the last four years, despite an overall downturn in language enrollment numbers during the pandemic. Currently, Chinese is the

third most enrolled foreign language on campus, Japanese is fourth, and Korean is eighth. Table 2 shows language course enrollments at Stanford 2017-18 through 2020-21. These numbers reflect our continuing commitment to integrate undergraduate and professional school students into LCTL training. In addition, while the primary language of instruction at Stanford is English, many graduate-level courses require reading and analyzing primary sources. The departments of Anthropology, Art History, East Asian Languages and Cultures, East Asian Studies, Education, History, Political Science, Religious Studies, and Sociology offer advanced courses in which East Asian source readings are assigned, and classroom discussion of primary materials in the target language is incorporated to the greatest extent possible in these classes.

* 1. ***Language levels & disciplinary courses offered****:* In 2020-21, instruction in Mandarin Chinese was offered through 5th-year level,

Japanese and Korean through 4th-year, Vietnamese through 3rd year, conversational Cantonese, Tibetan, and Tagalog through 2nd year, with other languages (Taiwanese, Khmer, Uyghur,

Indonesian) offered on an ad hoc basis. Several language classes are designed specifically for professional school students, notably Business Chinese and Medical Chinese. Additional heritage-track courses in each language offer accelerated learning for semi-native speakers wishing to become fluent in writing and reading and—increasingly—also for non-heritage speakers with prior advanced training who do not fit into the standard first- through third-year tracks.

* 1. ***Language teaching staff and pedagogy training***: Stanford Language Center (SLC) East Asia teaching staff includes 18 lecturers—9 in Chinese, 5 in Japanese, 2 in Korean, 1 in Tibetan,

1 in Vietnamese. All SLC instructors have MA or PhD degrees in their fields, and all are encouraged to complete the certification process for oral proficiency interview training (ACTFL/OPI). More than half of our Asian languages instructors are OPI certified. The Language Center manages all foreign language classes and enrollments, hires language lecturers, supports curricular development, and monitors and assesses language pedagogy and student performance. SLC requires all language programs to adopt standards-based curricula with clearly articulated proficiency goals in each area—reading, writing, listening, and speaking. To guarantee quality instruction, the average class size is 12. Classroom instruction is supplemented with the Digital Language Laboratory, where instructors can use multimedia resources and guide students through computer-based learning activities. Students also use the facilities to take online exams and practice language skills. The language lab has over 2,400 video, audio, and computerized course and proficiency evaluation materials in East Asian languages. Stanford provides approximately $1.7 million in funding for East Asian language training, including language lecturer salaries and Language Laboratory funding, and an additional $1.1 million to support the eight full-time staff of the Language Center. The Department of East Asian Languages and Cultures has 11 ladder-rank faculty—six in Chinese, four in Japanese, and one in Korean—who are all actively engaged with language learning pedagogy issues, and who teach primary-source texts in at least some of their courses.

* 1. ***Performance-based instruction and proficiency requirement***: The Stanford Language Center (SLC) sponsors frequent professional development workshops based on American Council for the Teaching of Foreign Languages (ACTFL) standards, including training in OPI (Oral Proficiency Interview), SOPI (Simulated Oral Proficiency Interview), and WPT (Writing Proficiency Test) standards and techniques. All language instructors are given the opportunity to attain certification in these testing methods, with costs borne by the SLC. Professional training

for graduate TAs features a language pedagogy practicum, “Learning and Teaching Second Languages,” which includes observation, practice teaching, and lesson-plan preparation. TAs also enroll in second-language acquisition classes, including a research design course that provides training in webpage construction and the use of online tools for teaching, and receive training in SOPI.

Language programs at Stanford are proficiency-oriented and standards-based. *Proficiency oriented* refers to emphasizing doing rather than knowing. A proficiency orientation guides students to speak, listen, read, and write in ways that are useful in a real-world setting. Based in research and theory on language and on discourse functions, this orientation is adaptive, compensatory, and developmental, not additive. *Standards-based* refers to the World Readiness Standards on Foreign Language Learning that attend not only to linguistic dimensions, but also to connections that learners make between languages, cultures, and various academic areas; to comparisons between languages and cultures; and to a knowledge of communities that speak a particular language. First-year programs emphasize speaking and writing in order to interact with native speakers in an immediate time frame, often in service encounters. They also focus on

reading and listening genres such as short news and weather reports; short film and book reviews; as well as straightforward expository prose, often descriptive in nature. These are forms which native speakers living within a culture encounter and use on a daily basis. Second-year programs build on what is learned in first year by moving students from a sentence-based interpersonal level of language into a presentational, paragraph-based mode that expands the students’ linguistic as well as interpretational repertoire. Students are asked to conduct research on topics of their academic or professional interest and are taught to present on those topics in a manner that is linguistically and culturally appropriate. Each language program at Stanford has

articulated proficiency goals in all language skills—speaking, listening, reading, and writing.

The speaking/listening target for first-year instruction in the non-cognate languages (e.g., Japanese and Chinese) is Novice High. Similar standards are set for reading and writing. Proficiency levels are based on the Foreign Service Institute/American Council on the Teaching of Foreign Languages (FSI-ACTFL) scale, which has ten levels: Novice Low (NL), Novice Mid (NM), Novice High (NH); Intermediate Low (IL), Intermediate Mid (IM), Intermediate High (IH); Advanced Low (AL), Advanced Mid (AM), Advanced High (AH); and Superior (S). The Novice level entails word-level speech; Intermediate, sentence-level speech; Advanced and Superior, paragraph-level speech and beyond. To put this scale into context, studies done nationwide indicate that language majors generally achieve an Intermediate Mid (IM) rating on oral proficiency interviews. According to the Foreign Service Institute, an IM in the cognate languages and an NH in the non-cognate languages are generally met after an average of 300- 400 hours of instruction; Stanford courses meet 150 hours over the course of an academic year. In spring quarter of each year, SLC initiates a self-study of language programs to document whether students completing their first year of language study do indeed meet the articulated standards. Oral proficiency data for Chinese and Japanese languages are collected via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, Stanford's course management tool. All data indicate that Stanford programs in this area are significantly ahead of the pace projected by the Foreign Service Institute.

# (NRC & FLAS) QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. ***Quality and Extent of Course Offerings including Professional Schools***: Stanford offers more than 500 courses annually with 25% or more East Asian content. Of these, roughly 175 contain 100% East Asia content. Most are offered every year or every other year. The university also prides itself on the ability for students to engage in focused research through individual or small-group directed readings. In 2020-21, there were more than 700 area-related course

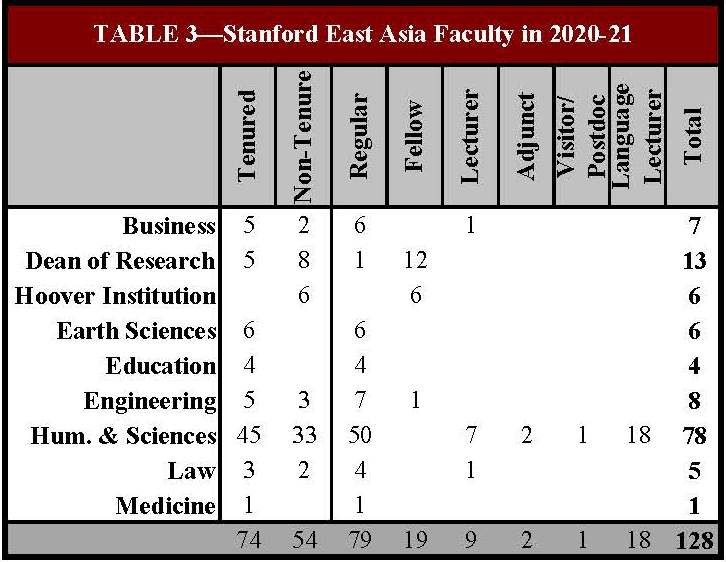
offerings, including 188 directed readings, 175 courses with 100% East Asia content, and 190 foreign language courses, with almost 7,600 total enrollments. Enrollments in all non-language courses with regional specialists exceeded 6,400. In the 2020-21 year courses were organized by 50 different departments and programs, and there were 101 courses offered in the professional schools: Law (29), Business (14), Education (32), Medicine (14), and Engineering (14).

Appendix 1 shows courses and enrollments in 2020-21, sorted by quarter and by host center/program/department, with highlights for professional school offerings.

Stanford regularly offers several professional-school courses with 100% East Asian content, and an additional 20-30 courses annually that contain 25% or more East Asian content. For example, Stanford’s School of Education offers a track in International Comparative Education with substantial area-studies content. Stanford Medical School students can concentrate in international health by taking an array of comparative and global course offerings that cover our area. In 2004, Stanford’s Business School opened a Center for Global Business and Economy, whose Global Electives include courses on East Asia. Stanford Law School students pursue a joint J.D./ MA in International Law and East Asian Studies, and courses covering East Asia under the rubric of international and comparative law include “The Future of Human Rights,” “State-Building and the Rule of Law,” and “The Sea Around Us.” Since 2010, Stanford Law students can also enroll in Chinese- and English-language law classes through a Peking University exchange program

* 1. ***Depth of Course Coverage***: Stanford is comprised of seven schools: Business, Law, Education, Engineering, Medicine, Earth Sciences, and Humanities & Sciences. H&S houses the majority of degree-granting entities, with 23 teaching departments and 25 inter-departmental programs. Coverage on China/Japan/Korea is most extensive in the fields of Language and Culture, History, Anthropology, and Religious Studies. These departments offer instruction from

the introductory undergraduate through advanced graduate levels. Sociology, Political Science, Business, and Art and Art History also have substantial faculty coverage and course offerings in these areas. Korea-related courses are regularly offered in History, Sociology, and EALC. Courses with at least 25% East Asia content can regularly be found in 50 departments, programs, and schools at Stanford.

* 1. ***Sufficient Non-Language Faculty and pedagogical training***: 110 non-language instructors research and teach at least 10% on East Asia, including 79 regular faculty, 19 research fellows, 8 non-language lecturers, and 4 adjunct faculty/postdocs. Pedagogical training for faculty and graduate teaching assistants (TAs) is a high priority at Stanford. Each department provides formalized and mandatory pedagogical workshops for TAs; for example, History’s program results in PhD students producing a teaching portfolio of evaluations, recommendations, syllabi, videotapes and other evidence of teaching accomplishment. The Center for Teaching and Learning offers faculty and graduate TAs

pedagogy workshops and one-on-one consultations on teaching. Table 3 summarizes all instructors by school and tenure status.

* 1. ***Interdisciplinary Courses***: As noted above, the School of H&S houses 25 inter-

departmental programs, many of which are explicitly interdisciplinary in nature. Courses offered through East Asian Studies, Global Studies, and Urban Studies are by default interdisciplinary in nature, and many courses offered in International Policy Studies and International Relations incorporate content from multiple disciplines beyond only political science/international relations/public policy. Many courses offered in departments such as Anthropology (*Urban*

*Culture in Global Perspective*), EALC (*Japanese Performance Traditions*), Education (*Comparative Studies of Educational and Political Systems*), History (*Crime and Punishment in Late Imperial China: Law, State Formation, and Society*), Law (*Business, Social Responsibility, and Human Rights*), and Sociology (*Globalization and Social Change*) also approach complex topics from multiple disciplinary perspectives. Additionally, many East Asia courses are jointly taught by faculty from distinct disciplinary backgrounds, such as "Technology and National Security: Past, Present, and Future" (Mgmt Science & Engineering), “International Security in a Changing World" (Political Science), "Topics in International Justice, Rights, and the Environment" (Human Rights), "History of the International System since 1914" (International Relations), "Sustainable Energy for 9 Billion" (Energy Resources Engineering), and "CAPITALS: How Cities Shape Cultures, States, and People" (Comparative Literature).

# (NRC & FLAS) QUALITY OF CURRICULUM DESIGN

***1a) Instruction in the area—undergraduate***: Stanford offers undergraduate students interested in East Asian Studies a wide range of non-language courses to serve the needs of disciplinary and interdisciplinary programs, with an average of 500 non-language courses offered each year with at least 25% East Asia content. Many undergraduates satisfy general requirements in World Cultures, Humanities, and Social Sciences disciplines through coursework on East Asia. Since 2020, the Department of East Asian Languages and Cultures now offers a single undergraduate major and minor in East Asian Studies, with sub plans focusing on China, Japan, Korea, and Interdisciplinary East Asia. Students may also pursue 16 other major degrees and 20 minor degrees where a regional East Asia focus may be designed into the course plan. Most undergraduate majors allow an honors distinction requiring additional coursework and thesis production, which is often area-focused, and undergraduates in any degree program may also achieve honors distinction through one of ten interdisciplinary programs, designed to

complement study in traditional majors: **Arts**; **Comparative Studies in Race and Ethnicity**; **Democracy, Development, and the Rule of Law (CDDRL)**; **Education**; **Environmental Science, Technology, and Policy**; **Ethics in Society**; **Feminist, Gender, and Sexuality Studies**; **International Security Studies (CISAC)**; **Latin American Studies**; and **Science, Technology, and Society**. In 2020-21, EALC enrolled 60 B.A. majors and minors, with roughly 65 additional major and minor students in other departments pursuing East Asia-related research topics.

The undergraduate East Asian Studies B.A. offered by East Asian Languages and Cultures (EALC) emphasizes modern-language training and interdisciplinary course work. Majors choose courses pertaining to one of four sub plans: East Asia, China, Japan, or Korea. Students are required to complete minimum 180 units of coursework, demonstrate proficiency in Chinese, Japanese, or Korean at the second-year level or above, and complete at least 78 units of coursework on East Asia. They must spend at least one quarter studying abroad in their country of focus, pass an advanced writing seminar course, and submit a capstone essay of approximately 7,500 words. Those majoring in China, Japan, or Korea supplants are required to demonstrate language proficiency at the third year level or higher. Students with a major GPA of 3.5 or higher in any sub plan may earn honors by pursuing directed individual thesis research, writing a 15,000-word thesis, and taking a senior level colloquium with the Director of Undergraduate Studies. EALC minor requirements include a minimum language proficiency at the second-year level, two East Asian elective gateway courses, and three additional content courses dealing with literature, linguistics, or culture of the relevant region. Students within the departments of History and Art & Art History may choose a specific Asia/East Asia sub plan for their major.

Undergraduates in several other departments, including Anthropology, Archaeology, Communication, Comparative Literature, International Relations, Linguistics, Political Science, Public Policy, Religious Studies, Science, Technology, & Society, Sociology, Theater &

Performance Studies, and Urban Studies often undertake honors coursework and writing with a specific East Asian theme. All Stanford undergraduate students are required to complete one year of college-level foreign language study (or its equivalent). Asian language courses are some of the most popular at Stanford, and combined enrollments in our target language classes— Mandarin Chinese, Cantonese, Taiwanese, Japanese, Korean, Tibetan, Filipino, and Vietnamese—accounted for 30% of all foreign language enrollments at Stanford in 2020-21.

***Instruction in the area—graduate***: Students may pursue explicitly East Asia-focused Masters degrees in **East Asian Studies**, or in **Chinese** or **Japanese**. The East Asian Studies MA is designed to provide a strong background in East Asian culture and society as preparation for either further scholarly work or a professional career. Interdisciplinary flexibility is the hallmark of this program, permitting students to construct a course of study suited to their individual intellectual interests and career needs. Students must demonstrate C-J-K language proficiency at the third-year level or above; complete at least nine core courses in East Asian Studies totaling 46 units; and produce a master’s thesis that represents substantial original research. CEAS MA graduates go on to a variety of careers in business, law, education, journalism, and government service. Master’s degrees in Chinese and Japanese carry similar language, unit, and thesis requirements, but with a focus on the language, literature, or culture of the selected country.

Students in nine other MA degree programs—Anthropology, Communication, Education, History, International Policy, Linguistics, Political Science, Religious Studies, and Sociology— may also choose to specialize on an East Asia-related topic within their discipline.

Doctoral programs in **Chinese** and **Japanese**, including sub plans in Chinese Archaeology or Japanese linguistics, are designed to prepare students for advanced research and teaching careers in literature, cultural history, philosophy, linguistics, Chinese archaeology, or Japanese linguistics. PhD tracks require candidates to complete a minimum 135 units of coursework;

demonstrate advanced proficiency in at least one other supporting language; to enroll in “The Learning and Teaching of Second Languages” and serve as a teaching assistant for a minimum of three quarters; to take a set of three comprehensive qualifying examinations; and to submit a dissertation demonstrating original research in Chinese or Japanese materials. Graduate programs in other departments require similarly rigorous training and demand intensive original research. PhD candidates focusing on East Asia in Anthropology, Art History, Communication, Comparative Literature, Education, History, Linguistics, Modern Thought & Literature, Political Science, Religious Studies, Sociology, and Theater & Performance Studies regularly complete dissertations with 100% area content. PhD recipients generally continue on to teach at four-year institutions, though some also pursue employment in government, private industry, or NGOs/think-tanks. There are approximately 75-80 graduate students in any academic year whose research focuses solely on East Asia.

***Appropriateness of graduate requirements***: Based on a firm conviction that mastery of both language skills and disciplinary methods is crucial for area-studies specialists, entry and exit requirements for East Asian graduate students at Stanford are among the most demanding in the country. In each field, doctoral students are rigorously trained in both disciplinary theory and advanced research techniques, while being given supplementary support as needed to fulfill high-level language requirements (with those in humanities routinely expected to develop research proficiency in two or more languages, or in one modern language and its classical

variant). Where there is regular demand, training in East Asian research materials and methods is fulfilled by regular seminars and colloquia; in cases where one or two students need specialized skills, CEAS and Stanford faculty make every effort to offer tailor-made tutorials, independent reading courses, or grants for off-campus training. Stanford takes teacher training very seriously,

investing heavily in the pedagogical preparation of all doctoral candidates. Masters students fulfill similarly rigorous language and course requirements appropriate to their level.

1. ***Academic and career advising services for students***: The advising system at Stanford is multi-layered, with each undergraduate being assigned to a pre-major advisor, a departmental faculty advisor, and a peer advisor, in addition to departmental student services staff advisors. Many undergrads pursuing honors courses also take on an additional project-specific advisor in their discipline or topic area. MA and PhD students are assigned to individual faculty advisers upon entry into their program, and are also advised by departmental administrators. Non- academic counseling and advising is available from a number of campus resources; multiple academic and administrative departments conduct specialized workshops on interviewing strategies and grant-writing skills for graduate students, and the office of Undergraduate Advising and Research (UAR) provides a full suite of similar resources for undergraduate students. Extensive job-seeking and career preparation assistance is available through the Career Education Center, which offers résumé-writing workshops, provides job search resources and alumni contacts, organizes job fairs, and provides one-on-one counseling. An established career mentorship program managed by the Stanford Alumni Association links current undergraduates and graduate students with alumni in a variety of industries. Both the CEAS program and the Global Studies Division organize annual career advising events featuring program alumni from fields including law, government service, non-profit work, technology, and finance.
2. ***Formal arrangements and access for research or study abroad***: A hallmark of East Asian Studies at Stanford is the wealth of overseas study opportunities available to students at all levels. The Bing Overseas Studies Program (BOSP) administers the **Stanford Kyoto Program** and **Stanford Program in Hong Kong**. In both regions, after one quarter of academic study,

students may pursue ten-week internships in business, government, and public service. BOSP

also runs individual overseas seminars—courses taught by Stanford faculty on a foreign campus—on an ad hoc basis determined by institutional need, faculty availability, and student interest. The **Global Studies Internship Program** offers undergraduate and graduate level internships around the globe in a variety of business, government, and nonprofit organizations. Between 2017 and 2021, SGS placed 200 undergraduate and masters interns in positions within 80 organizations in East Asia. It is notable that even during the pandemic, internship placements in Asia remained high due to numerous hosts offering fully remote internship opportunities.

Additional internships are offered through BOSP, the Graduate School of Business, and the School of Engineering. The **Stanford Law School** offers a formal exchange program with the Peking University School of Law, allowing Stanford students to enroll in either Chinese- or English-language law classes for up to one year. Four programs within the **Graduate School of Business**—the Global Management Immersion Experience (GMIX), the Stanford-Tsinghua University Exchange Program (STEP), Global Study Trips, and Global Seminars—regularly bring professional school students to greater East Asia. The **School of Engineering** administers the China Internship Program, China Study Tours, and China Summer Service Learning Program which normally places 20-30 engineering students in China per year. Additional internship or short-course opportunities in Asia are also offered by the **Freeman Spogli Institute**, the **Stanford in Government** program, the **Rural Education Access Project**, and the **Stanford Center at Peking University**. Altogether, roughly 75% of Stanford undergraduates participate in at least one internship opportunity prior to graduation.

Stanford currently is a member of and administers the **Inter-University Center for Japanese Language Studies (IUC)** and thee **Inter-University Program for Chinese Language Studies (IUP)**. Stanford is also a member of the **Korean Language Studies at Sungkyunkwan** (**SKKU**) consortium. These three programs offer advanced language instruction through both

summer and year-long intensive courses. Undergraduates and graduate students from all schools and departments may also seek funding from numerous centers and programs to support language study, research, service learning, or other activities related to the region, in addition to the above-mentioned internship opportunities. In total, Stanford departments offer more than more than $3 million in competitive fellowships annually to support these activities.

# (NRC & FLAS) QUALITY OF STAFF RESOURCES

* 1. ***Qualifications of the teaching faculty and professional staff***: As demonstrated in Appendix 3, the 70 professional staff and 128 regular faculty, research fellows, language lecturers, non-language lecturers, adjunct faculty and postocs who comprise the East Asia faculty are exceptionally well qualified to conduct teaching, research, and outreach on our region. All tenure-line faculty, research fellows, postdoctoral and visiting scholars, and many lecturers, hold the PhD or equivalent degree. All have overseas experience in their countries of specialization, including extended periods of residence, and maintain strong ties to Asian universities and research centers. All core faculty members have the ability to read, write, and speak the language of their target countries. Many sit on editorial boards and thesis committees at other universities, or hold honorary appointments at overseas institutions, and have received awards and fellowships from such notable organizations as the Guggenheim Memorial Foundation, MacArthur Foundation, Carnegie Corporation, American Council of Learned Societies, National Endowment for the Humanities, and Association for Asian Studies. Many of Stanford’s professional staff likewise hold advanced degrees with specializations in East Asian studies, have lived or worked in East Asia, and possess fluency in one or more Asian language.

***Professional development opportunities****:* The University offers faculty and staff ample resources for professional development. Assistant level professors receive a full year of paid leave before coming up for tenure, and all faculty receive regular sabbaticals. Faculty in the

humanities receive $5,000 in research funds annually, and all Stanford faculty receive computer upgrade funding every three years. Additional grants are available competitively from the Dean of Research, the Stanford Humanities Center, the Freeman Spogli Institute for International Studies, and other campus programs. Faculty may also apply for special grants to support the creation of new and innovative courses. Stanford offers professional staff a variety of programs to enhance professional development, including $800 annually in funding for training and continuing education courses. The university also provides extensive free training courses in various business applications, and a four-day intensive supervisor-focused Manager Academy designed to strengthen and professionalize research administration across the campus.

***Teaching, supervision and advising of students***: Stanford faculty members work closely with students at all levels. Ladder-rank faculty members teach an average of four courses per year. In addition, they actively supervise student theses and projects at all levels and interact with students at numerous colloquia and seminars. Full-time non-language lecturers teach six courses per year and also advise students. Language lecturers teach nine courses per year. Funding from the Vice Provost for Undergraduate Education, the Vice Provost for Graduate Education, and other programs allows students at all levels to conduct paid research for East Asian Studies faculty, often gaining first-hand experience with fieldwork or data collection methodology.

Incoming undergraduates are paired with pre-major advisors in their first quarter. These faculty and staff members advise students academically until students select a major, at which point they will affiliate with an undergraduate major advisor—normally a tenure-line faculty position.

Undergraduate honors students are assigned individual faculty thesis advisors related to their research topics. Master’s students are assigned individual faculty advisors upon entering the program, based on research interests. All doctoral students enter their programs under the

guidance of a core faculty member. Academic departments and degree programs provide at least one professional staff member and one faculty member as general degree advisors.

* 1. ***Adequacy of Center staffing and oversight***: The East Asia NRC is administered by the Center for East Asian Studies within the Stanford Global Studies Division. The Center is led by the Faculty Director and a Steering Committee comprised of six additional faculty members from departments representing regional, temporal, and disciplinary breadth. Members of the committee serve from one to three years. The Steering Committee sets Center priorities, provides direction on outreach, and conducts long-term planning. One member of the Steering Committee serves as special liaison to the East Asia Library. Separate faculty committees, with rotating membership, are organized each year to administer 1) undergraduate student grants; 2) graduate student grants; 3) postdoctoral fellowships; and 4) MA admissions. Approximately 20 faculty from a range of disciplines participate annually on CEAS committees.

Direct oversight of NRC activities rests with the Project Director **Dafna Zur**, Associate Professor of East Asian Languages and Cultures. She received her PhD from University of British Columbia in 2011, and joined Stanford in 2012. She has taught and presented extensively on Korea, and her 2017 book *Figuring Korean Futures: Children’s Literature in Modern Korea* is the first monograph in the English language on Korean children's literature. She is supported by seven key personnel at Stanford, and two external evaluators. CEAS Associate Director **John Groschwitz** provides day-to-day administration of grant activities. He holds an MA from Stanford in East Asian Studies and a B.A. from U.C. Berkeley in Chinese Language, and joined Stanford in 2008. Before coming to Stanford, he served eight years as Program Director at the Center for Chinese Studies, U.C. Berkeley, and has taught Chinese language at the community college level. Four additional full-time CEAS staff members carry out research and training activities of the center, with partial support for Title VI outreach and reporting activities

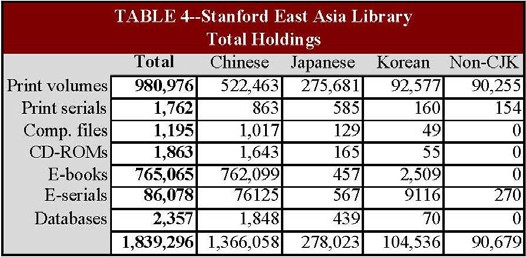
supported by Events and Communications Coordinator **Ekaterina Mozhaeva**, who graduated with an M.S. in Foreign Service from Georgetown University, and has three years’ experience teaching in Korea. Additional assistance in carrying out grant activities will be provided by three staff in Stanford Global Studies, and two staff from the Stanford Program on International and Cross-cultural Education. SGS Executive Director **Katherine Kuhns** received her PhD in International & Comparative Education from Stanford in 2011, and has extensive experience with assessment and evaluation. SGS Academic and Outreach Coordinator **Kristyn Hara** holds a PhD in Anthropology from University of Chicago, and brings extensive teaching and research experience to our slate of programs. Together the SGS Executive Director and Outreach Coordinator lead joint EPIC programming, provide intellectual guidance for shared workshops, assist with activity planning, logistics, and implementation, and liaison with external institutions and partners. SGS Finance Manager **Donna Even-Kesef** received her BA in Business from High Point University, and has more than 20 years of grant administration experience. This position coordinates finances between the NRC centers and other Stanford units, assists with expense tracking and grant reporting, and liaises with Stanford’s grants and contracts office. SPICE Director **Gary Mukai** leads the EPIC Fellowship program, working directly with faculty fellows to design and implement their year-long projects. He also oversees the creation and development of Scholars Corner Videos, and Global Studies Workshops. He holds a PhD from U.C. Berkeley’s Graduate School of Education, and has taught thousands of teachers over his thirty year career. Curriculum Development Specialist **Jonas Edman** also works directly with EPIC faculty fellows to design and implement their year-long projects, and leads the pedagogy session of many Global; Studies Workshops. He holds a Single Subject Teaching Credential in Social Science from California State University, Sacramento, and has taught history and geography in Elk Grove, California, and Theory of Knowledge at Stockholm International School in

Stockholm, Sweden. SPICE Curriculum Writer **Naomi Funahashi** will coordinate production of Scholars Corner videos and align content of other new curricular materials with state high school standards. She holds an Ed.M. in Global Studies in Education from the University of Illinois, Urbana-Champaign, and has been creating content and working with teachers through SPICE for 17 years. **Cathy Ringstaff** and **Aleata Hubbard Cheuoua** are external evaluators contracted through WestEd, a nonpartisan, nonprofit research, development, and service agency with expertise in the education realm. They conduct annual program assessments through participant surveys and focus groups, providing quantifiable and actionable feedback, enabling continuous and incremental program improvements for all outreach offerings.

* 1. ***Non-discrimination and encouraging employment from underrepresented groups***: Stanford President Marc Tessier-Lavigne explicitly affirmed the university’s commitment to diversity during its recent long-range planning exercise, stating: “Diversity and inclusion are essential to Stanford's strength. A university depends, at its core, on the free and open exchange of ideas in a culture of mutual respect. It also depends upon the participation and inclusion of people of all backgrounds, races, genders, abilities, identities, ideologies, and ways of thinking,” and has identified increased diversity of faculty as among the university’s most urgent and important goals. Stanford prohibits discrimination and harassment and provides equal opportunity for all employees and applicants for employment regardless of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status, or any other trait or status protected by applicable law. Beyond this, the office of the **Office of Faculty Development, Diversity and Engagement (OFDDE)** assists deans and search committees in developing diverse faculty applicant pools, serves as a resource for recruits and newly hired faculty in their transition to Stanford, and promotes retention efforts to ensure continued faculty diversity. In 2009, the

**President’s Awards for Excellence through Diversity Program** was established to recognize individuals and programs that make exceptional contributions to enhancing and supporting diversity, and the **Diversity and Inclusion Innovation Fund** was launched in 2013 to support faculty, student, and staff initiatives that advance diversity across the campus. As a result of these efforts, between 2017 and 2021, while the overall faculty at Stanford grew by only 3%, the number of under-represented minority faculty increased 15%.

# (NRC & FLAS) STRENGTH OF LIBRARY

* 1. ***Strength of the library holdings***: Stanford houses one of the premiere East Asia research facilities in the world, consistently ranking in the top ten in all categories reviewed by the Council on East Asian Libraries. In 2019-20, Stanford EAL ranked 6th largest East Asian collection in the U.S. and the 2nd largest west of the Mississippi in terms of physical holdings. The bulk of the collection resides in the freestanding East Asia Library (EAL), with additional holdings in the Hoover Institution Library and Archives, and Green Library. EAL’s current physical holdings—print volume, print serial, computer file, and CD-ROM—number almost 987,000 volumes in the social sciences and humanities for all historical periods. Roughly 40% of this collection deals with politics, law,

economics, public finance, sociology, statistics, education, and defense. The remaining 60% of the collection includes holdings on history, religion, literature,

and the arts. In addition, our library has made a significant investment in digital collections in the past four years, growing the e-resources collection to over 850,000 titles. In all, the available holdings now exceed 1.83 million items, as shown in Table 4.

The **Chinese Collection** contains over 526,000 monographs, serials, and digital materials housed at Stanford. More than 830,000 additional monographic titles are available via the 104 electronic databases made available through EAL. An unusually comprehensive set of

some 15,000 serials, of which 2,000 are current subscriptions, includes many pre-1949 government documents, statistical reports on commerce, and periodicals. The **Japanese Collection** contains more than 276,000 monographs, serials, and digital materials, with special emphases on geographical works, language and literature, science and technology, and historical works, including unique collections of personal narratives in Japanese; illustrated Edo-period books; and so-called gray literature—pre-1945 central and local government publications, most of which are rarely held by North American libraries and can be found in only a few libraries in Japan. Over 1,000 additional monographic titles are available via the 13 electronic databases made available through EAL. The **Korean Collection** was established in September 2005, and has grown rapidly to over 92,000 monographs, serials, and digital materials in the social sciences and humanities. EAL also provides access to more than 11,000 e-resources on Korean including access to 15 full-text electronic databases. **Western-language materials** on East Asia are housed in various campus libraries, but all collection development is overseen by EAL staff. These materials cover Asia in general, with an emphasis on China (including Taiwan, Hong Kong,

Macao, and Tibet), Japan, and Korea. As of August 2021, Green Library holds approximately 90,000 monographs, serials, and digital materials on East Asia and is adding roughly 1,000 titles every year. Finally, the **Hoover Institution Archives and**

**Library** houses special materials in Chinese, Japanese, and Korean. These include rare books; newspapers; banned, illegal, or rare periodicals; political party internal documents; and government internal documents. Also at Hoover are private papers donated by former public servants, military personnel, and others from Japan, China, Taiwan, and other parts of Asia. The

Chinese holdings include more than 1,000 items ranging from Cultural Revolution newspapers to the Chiang-Kai Shek diaries. The Japanese collection includes over 2,000 items including military surveys and maps, manuscripts of important 20th century writers, and visual media such as photos, slides, and film. The Korean collection includes more than five hundred publications and collections document social, political, and economic changes in North and South Korea, dating especially from the Japanese annexation of Korea in 1910 to the Korean War.

***Educational levels on which the Center focuses***: The East Asia library works closely with faculty and doctoral students to determine acquisitions goals. Faculty and students at all levels may request materials purchases related to their research interests, as well as suggestions for areas of general collection expansion. Special orientation sessions are held annually for incoming undergraduate and graduate students to familiarize them with the collection holdings. EAL provides open workspace for the entire campus community, offers classroom space for teaching of undergraduate and graduate courses, maintains reservable meeting and workspace for student and faculty groups, and administers an exhibition space open to the general public.

***Financial support for acquisition and staff***: Stanford University’s 24 libraries hold over 9.7 million physical volumes and more than 2 million e-books, with a total staff and acquisitions budget of over $77 million as of August 2021. Although not currently listed in Association for Research Libraries statistics, Stanford’s total acquisitions budget in the most recent year would have ranked it 10th among North American research libraries. Stanford ranks fourth, however, among peer U.S. institutions in the support it offers from university funds for East Asian acquisitions. In 2020-21, the university-provided EAL acquisitions budget was approximately

$1 million. Additionally, the Hoover Institution Library and Archives maintains an opportunistic acquisitions budget to acquire unique items as they become available. The university currently employs 19 East Asia Library staff, including 7 professional librarians (with two additional

positions to be filled), whose combined salaries and benefits currently equal approximately $2.3 million annually. Hoover Library and Archives currently employs three East Asia collection Curators with a salary budget of approximately $500,000. All senior librarians and curators are sent to professional workshops and conferences convened by the Library of Congress, the Council of East Asian Libraries, and the Association for Asian Studies. The university library system also invests heavily in information technology, audio visual equipment, and website development.

* 1. ***Cooperative arrangements***: As noted above, the Stanford collection currently includes access to millions of additional resources via 144 electronic databases providing access to C-J-K and western materials. All faculty, students, and staff have full access to these resources via on- campus networks. Special agreements regarding off-campus access and other university populations (postdocs, visiting scholars) are database specific. Stanford participates in several cooperative agreements for sharing materials and cataloging. It has newspaper collection agreements with Berkeley and UCLA, and is a member of the California East Asian Libraries group, which meets annually to discuss joint collection and development of literary materials and oral histories in Chinese, Japanese, and Korean. A **Research Library Cooperation Program (RLCP)** allows faculty, academic or professional staff, and graduate students at UC Berkeley, Stanford University, and UT Austin to obtain items from each other’s libraries. The **Research Libraries Group Shared Resources Service (RLG ShaRes)** provides expedited interlibrary loan service between members. It also provides access to collections not normally available for interlibrary loan, such as Special or Art collections. The **University of California/Stanford University Reciprocal Services Program (RSP)** provides eligible Stanford users with the same on-site access and borrowing privileges as are accorded their counterparts at each of the U.C.

campus general libraries. It also provides for expedited interlibrary loan service and access to special collections.

The catalogues of Hoover, Green, and EAL libraries are available to the public online through the Stanford library website. Complete guides to all archival collections and holdings acquired after 1983 are also available through the Online Computer Library Center (OCLC). A leading library in Chinese, Japanese and Korean modern history, the EAL attracts scholars from across the U.S. and overseas. Prior to the pandemic, the library averaged more than 14,000 annual direct loans to Stanford and UC affiliates, and 650 interlibrary loans. Teachers and students from other institutions may use the Stanford collections free of charge for seven days in any twelve-month period, allowing on-site use of the collections and access to the catalog and reference collections. In addition, a Stanford University Libraries Institutional Library Card may be purchased for an annual fee. This card allows access to the collections in the main and auxiliary libraries. The libraries have generous policies regarding shared use of their resources, which include keeping use of the EAL reading room free and open to the public. Additionally, EAL staff has ongoing agreements with several faculty members at peer institutions such as UCSD to hold annual orientation tours for non-Stanford students and faculty. All participants in the proposed **EPIC Community College Faculty Fellowship** (**Budget 8A**) will receive one year of full library privileges.

# (NRC & FLAS) IMPACT AND EVALUATION

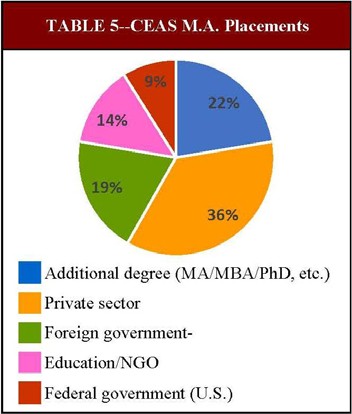
***1a) Impact on the university, community, region, and the nation***: Stanford offers one of the strongest East Asian training programs in the country. Locally, its impact is attested by course enrollments and event attendance. In 2020-21, Stanford offered 762 courses with greater than 25% area content in East Asian Studies, with nearly 7,600 undergraduate and graduate student enrollments. Of these courses, 238 were LCTL language courses with 1,322 student enrollments.

Despite the pandemic, Stanford organized nearly 100 online public events on East Asia-related topics drawing over 1,500 attendees from a broad set of constituencies including government and military, the private sector, non-profits, foreign officials, students and scholars, and the general public. SPICE has produced nearly 500 curricular units on East Asia distributed nationwide, and has enrolled more than 900 middle and secondary school teachers from across the country in teacher-training workshops, and over 1,000 high school students in online courses about China, Japan, and Korea. Joint outreach aimed at community college and secondary school educators over the last eight years has impacted 1,000 instructors from institutions across California, Illinois, Washington, New York, and Texas, and produced more than 50 open-access curricular units. Our faculty fellowship program alone served 71 educators from 31 partner community colleges during this eight-year period, benefiting more than 75,000 students throughout California, and across the nation, based on reported enrollment loads for community college and secondary instructors, and estimated useful lifespan of received trainings/materials. Finally, CEAS-affiliated faculty are leaders in their fields, producing an estimated 15 books and 200 academic articles in any given year. They share their expertise by lecturing in the U.S. and around the world, appearing in radio and TV interviews, writing editorial pieces in major publications, and serving on advisory boards and in other policy-making capacities. Our proposed outreach activities (Budget 8A-K) will have similar statewide and national impact.

* 1. ***[FLAS] Improved supply of specialists on the program’s subject area***: Annually, more than 300 undergraduate, masters, and doctoral students focus on East Asia-related topics across 29 degree programs. Post-graduation placement data for these students is maintained at the department and program level, and reflects only first post-graduation activity reported at approximately six months after completion. Longitudinal employment data is currently not collected. Available data for initial placements of bachelors- and masters-level students in area

studies-related degrees gathered over the previous decade shows that, on average, roughly 37% of graduates find employment in the private for-profit sector, primarily in the areas of Banking & Finance, Marketing, Consulting, and Computer & Technology. Roughly 23% go on to pursue advanced degrees in a variety of professional and academic disciplines. Just over 10% of students find employment in the non-profit sector, both domestically and abroad. Approximately 4% of graduates go on to work in education at the K-16 level in both administrative and teaching capacities. A small percentage of undergraduates enter government service directly after graduation, however roughly 5.73% of terminal graduate students indicate government careers, reflecting the university’s strong record of enrolling active-duty military Foreign Area Officers. In total, Stanford offers sixteen terminal masters degrees where an area studies specialization is possible, producing more than 200 graduates each year who are more likely to enter areas of national need including education, economics, and information technology. Doctoral students from Stanford primarily enter into teaching and research positions, often at leading academic institutions in the U.S. and abroad. However, a greater number of doctoral graduates are now also pursuing careers in the business and non-profit arenas, harnessing their area-studies training in fields such as biotechnology, educational training and assessment, and financial consulting, and information technology.

* 1. ***Demonstrated placements in areas of need***: The East Asian Studies MA degree is a terminal interdisciplinary program designed for students intending to enter fields outside of academia. Surveys of our alumni indicate that they are placed in a variety of careers addressing national needs or seeking further training in relevant areas of concern. Nearly 100% of those responding to the survey report use of an area LCTL or area studies expertise in their current or recent employment. Private sector employment included companies such as: VISA Inc.; Amazon, Alibaba Group; Tencent; Greenmantle, LLC; PricewaterhouseCoopers LLP; McKinsey &

Company, Good Hope Energy Group, and AmeriCorps. Table 5 summarizes career sectors for respondent graduates in the previous four years. CEAS and counterpart area studies degree programs encourage employment in non-academic sectors

by providing annual career planning workshops open to all students, which expose them to non-academic career paths in government, nonprofit, and private sectors; arranging summer internship opportunities with leading companies in the U.S. and Asia; and curating an online alumni job placement network focused on private-sector jobs. Of those students pursuing additional degrees, eight went on to

doctoral study at Stanford, while others entered prestigious institutions around the world, including: University of British Columbia, Pratt Institute, Duke University, University of Illinois at Urbana-Champaign, Harvard University, University of California-Davis, Tsinghua University, University of Wisconsin, Madison, Keio University, and Penn State University. Doctoral students primarily pursue academic careers, and often go on to teach at prestigious institutions around the world. Recent placements include: UC Santa Barbara, Northwestern University, Dartmouth, University of Michigan, and University of Notre Dame.

* 1. ***Addressing national needs and disseminating information***: East Asia FLAS Fellowships at Stanford support students from many different backgrounds, with differing career goals. During the current grant cycle, to-date we have awarded 51 fellowships—including 10 bachelors, 31 masters, and 10 doctoral awards —in Anthropology, Asian American Studies, Chemistry, East Asian Languages & Cultures, East Asian Studies, History, Human Biology, Iberian & Latin American Cultures, Music, and Undeclared. Graduated FLAS recipients have gone on to varied careers including foreign service, energy consulting, finance, law, biomedicine, computer

technology, trade and investment, and venture capital, as well as academia. Stanford promotes service in areas of need to current students by connecting them with past FLAS alumni to learn about non-traditional career paths, offering job search preparation workshops geared towards private sector employment, and hosting internship opportunities where language training is a required skill. Stanford outreach activities in East Asian studies address national needs on several fronts. First, by supporting high quality LCTL and area studies instruction, we train the next generation of scholars and business leaders. 100% of East Asian language offerings are in designated priority languages, with roughly 1,300 enrollments annually and continually strong participation in 5th year Chinese, and 4th year Japanese and Korean courses. Second, we make training available to terminal master’s degree students who are more likely to pursue non- academic careers in the private sector or government. Third, Stanford faculty and researchers produce numerous lectures, books, articles, white papers, and online resources to inform debates in foreign policy, health care, engineering, and business. In the last four years, CEAS affiliates have produced an estimated 100 books and 1,000 articles available to the general public; the Asia Pacific Research Center has hosted numerous business and government visitors to share expertise and provide training. The US-Asia Technology Management Center has hosted regular colloquia and workshops on emerging trends in Asian business and finance with the Silicon Valley community, and makes its resources available nationally through recorded video and audio proceedings; and numerous other programs and centers offer similar activities and outputs throughout the year. Lastly, Stanford regularly disseminates research and pedagogical materials

for K-14 teachers through SPICE, the graduate school of education, and other specialized entities. As noted above, SPICE has a deep and long-standing commitment to producing East Asia- related materials, and has positively impacted hundreds of educators, and tens of thousands of students.

* 1. ***Evaluation plan and use of recent evaluations***: Planning and design of performance measures for this grant cycle will be carried out in consultation with independent, external evaluators (Budget 8L), Cathy Ringstaff (PhD, Stanford, Education–Educational Psychology) and Aleata Hubbard Cheuoua (PhD, Northwestern University–Learning Sciences). Dr. Ringstaff and Dr. Hubbard Cheuoua, Senior Research Associates at WestEd, have served as a PI or co-PI on various IES and NSF studies, and have extensive experience evaluating the impact of innovative education and professional development programs. Both Dr. Ringstaff and Dr. Hubbard Cheuoua served as the evaluators for Stanford’s previous NRC work.

The evaluation plan has been designed to measure the short- and long-term impact of articulated program goals. WestEd evaluators will use a mixed-methods approach, which will include surveys, interviews, and observations for current participants, as well as longitudinal follow-up surveys and interviews for past cohorts. All qualitative data will be transcribed and loaded into qualitative data analysis software (i.e., nVivo). Researchers will use a combination of grounded theory (Strauss & Corbin, 1998) and established methods for coding these data (Miles & Huberman, 1994). Throughout the process, researchers will use peer debriefing and auditing to check codes and concepts, which will be further sorted to generate categories. All quantitative data will be loaded into statistical analysis software (i.e., SPSS) and analyzed using standard statistical analysis techniques. WestEd staff will conduct monthly meetings with Stanford NRC staff to provide formative feedback, and will provide summative quarterly reports. Because we have now worked with WestEd to collect eight years of robust data, we have begun authoring papers for educational research and international education journals as well as presenting at global education-focused conferences (i.e., American Association of Colleges & Universities; American Educational Research Association)--another way that we are able to disseminate the results of our outreach activities.

WestEd is a preeminent educational research, development, and service organization with over 600 employees and 17 offices nationwide. They are a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. The agency’s mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. Over the past 50 years, WestEd and its two predecessors, Far West Laboratory for Educational Research and Development (FWL) and Southwest Regional Laboratory (SWRL), have carried out more than 2,000 successful projects contributing to the nation’s R&D resources. WestEd has a stable funding base and organizational structure for carrying out the work of this proposal. Evaluation efforts in the current grant cycle will inform iterative program changes and adjustments, and feedback from future partners and participants will be incorporated into the ongoing review of new programs proposed here.

Additional evaluation of the International Studies program will be ongoing and multi-tiered.

CEAS and SGS gather statistics on globally-focused activities on campus, including courses, staff, and research. The Registrar maintains information on student enrollments, theses, and degrees. Headcounts are taken at all events. Courses are evaluated through a standardized anonymous online questionnaire distributed at the end of each quarter. Internal departmental reviews are held for all teaching units every three to five years. Such reviews are the basis for decisions by the Dean of the college on continuation of departmental status, quotas for graduate admissions, and program budgets. CEAS will complete another internal review in 2023.

* 1. ***Equal access and treatment***: Stanford University is an Affirmative Action institution. To encourage student diversity, the University provides funds to departments for minority recruitment, fellowships, mentoring programs, support services, and multicultural centers. The

Student Disability Resource Center is housed within the Office of Accessible Education (OAE), and is proactive regarding recruitment and admission disabled students. With a staff of thirteen, OAE ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. All classrooms and administrative buildings used for CEAS functions are accessible. The Diversity and Access Office (D&A Office) ensures University-wide compliance with federal, state and local regulations concerning non- discrimination and disability access. To accomplish this mission, the office works collaboratively with vice presidents, deans, department chairs, administrative managers and human resources staff who have direct responsibility for achieving recruitment objectives. The D&A Office provides an array of services and resources designed to ensure equal opportunity and equal access, and to address bias and discrimination prohibited by law or official University policy.

The D&A Office also assists individuals with disabilities who have requests for accommodations in the workplace and access to Stanford facilities, programs and activities, to ensure accessibility, equality, and fairness of its policies and programs. Citizenship and immigration status are not a condition of admission to Stanford, and the university commits to broad financial support of all undergrads. As noted above in section A, nearly half of students receive need-based aid averaging more than $52,000 per year. Masters students are eligible for competitive fellowship packages varying by host department, and doctoral students receive a five-year, four-quarter tuition/stipend funding package currently equal to $94,200, and the estimated 75 doctoral students in East Asian Studies received total area-specific aid of roughly $4.2 million in 2020-21.

# (NRC) OUTREACH ACTIVITIES

Stanford’s East Asian faculty engages with government, the private sector, K-16 educators, and the general public through numerous and varied talks, performances, and publications. In pre-pandemic years, more than 300 events were organized each year, including cultural events,

conferences, lectures, and symposia organized by the **Center for East Asian Studies**, **Freeman Spogli Institute**, **Shorenstein Asia-Pacific Research Center**, **Center on Democracy, Development, and the Rule of Law**, **Ho Center for Buddhist Studies**, **Archaeology Center**, **US-Asia Technology Management Center**, the **Graduate School of Business**, **Stanford Law School**, and the **Hoover Institution**. Although ongoing global disruptions caused by the pandemic have resulted in limited or suspended public programming, Stanford has pivoted to offer other globally-focused experiences remotely, with plans to resume regular in-person programming at previous levels as conditions improve. Area studies faculty are thoroughly involved in the planning and implementation of public events at Stanford. These events are advertised through the Center’s weekly email bulletin, and announced on various center and program websites, as well as the Stanford Events website, and with local media outlets. These events draw over 5,000 participants annually. Research findings on East Asia are made widely available via university-supported publication outlets including Stanford University Press and the *Journal of Korean Studies*. CEAS also publishes *Horizons*, an annual newsletter that informs roughly 3,000 subscribers of progress in Stanford’s East Asian Studies programs. Event listings, talk abstracts, and resource materials are available via program websites for CEAS, APARC, SPICE, and other units.

***1a) Elementary and secondary schools***: The **Stanford Program on International and Cross-Cultural Education (SPICE)** links the university’s research and teaching to elementary and secondary schools. Coordinating input from Stanford faculty as well as K-16 teachers, SPICE produces curriculum materials and organizes teacher-training workshops on international and cross-cultural topics. Currently, SPICE has 21 full- and part-time staff members, including seven who work 25-100% time on East Asia topics. Its director, Gary Mukai, specializes in education about Asia and U.S.-Asia relations, and in 2018 was awarded the Order of the Rising

Sun, Gold and Silver Rays, by the Japanese government for his lifelong contributions to the promotion of friendship and mutual understanding between Japan and the United States. The **SPICE** program engages primary, secondary, and post-secondary educators across the nation with its East Asia-related curriculum development and teacher training workshops. SPICE distributes approximately 500 Asia-focused curricular units per year that serve approximately 50,000 elementary and secondary students, based on teacher-reported enrollment estimates. Thousands of these units have been distributed over the past decade, and many continue to be used annually. SPICE staff has won seven Association for Asian Studies Buchanan Prizes, most recently in 2021, for outstanding curricular publication on Asia. SPICE offers an annual three- day professional development summer institutes for middle school and high school teachers in cooperation with the National Consortium for Teaching about Asia (NCTA). More than 900 educators have participated since this program began, benefitting at least 60,000 students based on teacher reported three-year useful life-cycle of materials and training, and estimated class sizes. Additionally, SPICE offers three online courses on Asia to high school students in the United States: the **China Scholars Program** enrolls approximately 40 students per year; the Japan-focused **Reischauer Scholars Program** enrolls 28 students per year, and the **Sejong Korea Scholars Program** enrolls approximately 25 students per year. Since inception, these programs have served nearly 1,000 American high school students from across the US.

***1b) Postsecondary institutions***: In the 2010-13 NRC cycle, three Stanford NRCs and other area studies units collaborated on the **Stanford Human Rights Education Initiative**, an innovate partnership with California Community Colleges to enhance area-focused teaching and research on human rights within the community college setting, serving more than 175 community college instructors in the local Bay Area, and producing more than a dozen teaching resources publicly available online. In the 2014-17 and 2018-21 NRC grant cycles, our

comprehensive outreach programs—workshops, trainings, and symposia—for K-12 and community college constituencies under the umbrella of **Education Partnership for Internationalizing Curriculum (EPIC)** have served almost 1,000 additional secondary and community college instructors from institutions across California, Illinois, Washington, New York, and Texas, and produced more than 50 open-access curricular units. Our faculty fellowship program alone served 71 educators from 31 partner community colleges during this eight-year period. Based on reported enrollment loads for community college and secondary instructors, and estimated useful lifespan of received trainings/materials, conservative calculations indicate that these outreach efforts have benefitted more than 75,000 students throughout California, and across the nation.

***1c) Business, media, and the general public***: Stanford’s East Asian faculty are actively engaged in the realms of policy, journalism, and business through outreach events organized by our many research centers and programs. Prior to the pandemic, Center for East Asian Studies alone hosted an average of 40 events annually, with estimated yearly attendance of over 1,000. During the same time period, other units on campus organized approximately 150 additional Asia-related events annually, with an estimated attendance of over 3,000. One leader on this front is the **Walter H. Shorenstein Asia-Pacific Research Center (Shorenstein-APARC),** which generates interdisciplinary research and symposia focused on the Asia-Pacific region for students, scholars, and corporate and governmental affiliates. Shorenstein-APARC publishes regular monographs, as well as an annual peer-reviewed journal in partnership with the Brookings Institution Press. The **US-Asia Technology Management Center (US-ATMC)** within the Center for East Asian Studies sustains an active program of public events and internet- based information exchange (including live teleconferenced events between the U.S. and Asia). US-ATMC has achieved worldwide recognition for its website development activities, including

the **Stanford J-Guide to Online Japan Information Resources**. The **Center for Global Business and the Economy**, housed in the Graduate School of Business, organizes a variety of conferences, lecture series, and workshops to promote discussion of international business. The **Stanford Center for International Development (SCID)** focuses on global trade and sustainability issues. In 1999, SCID launched the **Program on Chinese Economic Policy Reform (China Program)** to study such urgent issues as education policy, deployment of resources to the social sector, and the impact of small credit programs in raising the incomes of the poor. Two annual policy conferences, one held at Stanford University and a second held in China, comprise an important part of the program. The **Cantor Arts Center** features an East Asian collection begun in 1894 that has grown to over 4,000 pieces, representing the Neolithic through the present. The museum regularly organizes seminars, workshops, and a summer program for children, all of which are open to the general public. In addition, **Stanford University Press (SUP)** currently offers over 600 titles related to East Asia, adding approximately 30 new volumes per year. Working closely with FSI, APARC, and Buddhist Studies, SUP’s offerings cover a wide variety of humanities and social sciences topics.

# H. (FLAS) FLAS AWARDEE SLECTION

1. ***FLAS award advertisement and application process***: East Asia FLAS awards are administered directly by CEAS, which advertises the FLAS fellowship competition through: 1) permanent posting of FLAS information on Center, Division, and University websites; 2) regular and ongoing email notifications to all affiliated students and faculty; 3) inclusion of FLAS materials with CEAS MA application and recruiting materials; 4) personal and email notification to departmental administrators and financial aid officers who in turn notify their own students; and 5) inclusion of FLAS announcements by the Stanford Registrar in financial aid information. Special effort is made to advertise in the professional schools and within the CEAS program, to

ensure that non-doctoral students who are more likely to pursue government careers are given maximum consideration. Applications for continuing students are announced formally in November each year, with a February application deadline for academic-year graduate and summer undergraduate and graduate awards, timed to coincide with the **Free Application for Federal Student Aid** (FAFSA) application deadline to allow consideration of financial need **[FLAS CP 1]**. Academic-year undergraduate awards are announced in November with a May deadline. Additional input on financial need is obtained as appropriate via the Financial Aid Office. Continuing student applications are submitted through a university-created funding opportunity portal—Stanford On & Off Campus Learning Opportunities (SOLO)—which maintains all application data and ensures compliance with FERPA and other regulations.

Incoming East Asian Studies MA applicants submit program-specific statements of purpose directly to the department as supplements to their material submitted through the university application system. Applicants for both summer and academic-year awards complete an online application specifying their current and intended language levels, program location and cost, and budget needs, and submit a statement of purpose, transcripts, and letters of recommendation from language instructors or other faculty. Applicants without internet access may request paper application forms directly from CEAS.

An ad-hoc selection committee with rotating membership comprised of Center-affiliated faculty, fellows, and administrative staff representing a wide cross-section of disciplines and departments convenes each year to select fellows. Academic-year graduate and summer undergraduate and graduate applicants typically have a 90-day application window, with submission deadline in mid-February. Award decisions are announced by mid-March, to provide maximum flexibility in summer travel planning. Academic-year undergraduate award decisions are announced in June. Applications are ranked by five criteria: 1) overall academic achievement;

1. past performance in language courses; 3) clarity and feasibility of stated study/career goals; 4) strength of recommendations; and 5) financial need. Awards are ranked foremost on academic merit, with preference given to eligible students who also demonstrate financial need **[FLAS CP 1]**. This process—from advertisement through review—is designed to have the broadest reach across the Stanford student population, and to ensure that the committee is able to foster enrollment growth in priority languages as outlined by the Department of Education and other federal agencies.

Advanced language study is, and continues to be, a high priority for our affiliated undergraduate and graduate students. Over the previous two grant cycles beginning FY2014, to- date CEAS has awarded 67 academic-year and 55 summer FLAS awards in five East Asian languages—Cantonese, Japanese, Korean, Mandarin, Vietnamese—including 31 undergraduate, 68 masters-level, and 23 doctoral-level awards. For the 2022-25 grant cycle, we are requesting 8 academic year (7 graduate, 1 undergraduate) and 5 summer awards, totaling $318,500 annually (Budget 11A & 11B). We expect that 100% of our awards will be made in non- French/German/Spanish priority languages **[FLAS CP 2]**. To ensure broad access, Stanford will continue to guarantee tuition top-offs for all FLAS awardees during this grant cycle.

# I. (NRC) PROGRAM PLANNING AND BUDGET

1. ***Development plan and strengthening of program***: The current proposal has been carefully crafted, not only to enhance programming during the 2022-25 grant cycle, but to expand local, regional, and national teaching capacity in the years to come. The core of our proposal lies in the eleven outreach projects listed under budget section 8 “Other” (items 8A-K), detailed below. Planning for these activities began in 2021, utilizing quantitative and qualitative feedback provided by WestEd, a non-profit, non-partial specialist in educational assessment. All projects will be implemented in year one of the grant, and all projects will be carried out in all

four years of the grant cycle unless noted. These core projects are designed to create teaching resources for K-14 instructors, provide teacher training and curriculum-building opportunities for community college faculty, expose community college students to career pathways utilizing area studies, and to institutionalize international and area studies instruction at our partner institutions across the sate and the nation. Grant items listed under budget sections 3 “Travel” and 5 “Supplies” will directly enhance East Asia library resources available to scholars locally and nationwide through our access and interlibrary loan agreements. Items in section 1 & 2 “Personnel” and “Fringe” provide for visiting faculty content courses to enhance our on-campus area studies instruction; and for administrative and outreach staff necessary to manage and implement grant activities. Item 8L supports professional external evaluations of all grant activities. Projects will be coordinated with other Stanford NRCs and area studies departments to maximize measurable results over the life of the grant, while leveraging committed grant funds. All projects will involve significant support from multiple partner units within the university, and all are designed to provide benefits at multiple levels: on campus; within the community; regionally; nationally; and globally.

1. ***Quality and relevance of programs***: For the coming 2022-2025 NRC cycle, we seek to expand professional development and outreach activities for K-14 teachers, building on and leverage our existing successful collaboration with four local community colleges (Las Positas College, Foothill College, DeAnza College and the College of San Mateo) and various Stanford units, including our four other NRC applicants (Stanford Global Studies, Latin American Studies, Russian, East European and Eurasian Studies, and Center for South Asia), the Stanford Graduate School of Education, the Stanford Program on International and Cross-Cultural Education (SPICE), and the Center for Spatial and Textual Analysis (CESTA). Under the umbrella of **Education Partnership for Internationalizing Curriculum (EPIC)**, we propose seven projects

to strengthen international and area studies curricula at community colleges and K-12 institutions, utilize technology to grow partnerships beyond our local geographic region, and broaden participation in outreach activities to include counselors, librarians, administrators, and community college students.

Teacher training through the **EPIC Community College Faculty Fellowship Program (**Budget 8A, $17,500) is the heart of the EPIC programs. Since 2014, 71 fellows representing 31 community colleges across California, Illinois, Washington, and Texas have participated in this competitive year-long fellowship program, which supports community college faculty in designing and implementing projects that internationalize core curricula and develop students’ global competencies based on the specific needs of their institutions. The hybrid fellowship begins with a 3-day summer intensive that brings Fellows to Stanford to hear from a range of faculty affiliated with our own and other area studies and international studies centers. Fellows continue to meet monthly in 3-hour online sessions during which they explore cutting-edge research with Stanford scholars, develop innovative curricular and digital learning materials and extra-academic programs, and explore issues related to global teaching and learning in workshops that promote the sharing of diverse perspectives. The Fellows work collaboratively in consultation with curriculum design experts from SPICE and researchers from CESTA to leverage Stanford’s innovative digital platforms in implementing their project objectives. They also receive access to the vast digital holdings of Stanford University Libraries during the fellowship year. To-date, this program has drawn fellows from 20 disciplines, representing social sciences, humanities, hard sciences, computer sciences, and business as well as library sciences and international programs. Previous projects have included development of new courses, development of curricular units that internationalize general education requirement courses, redesigning of an honors program to make it more inclusive and globalized, and establishing an

interdisciplinary Global Studies Program (ADT) that creates pathways for CC students to the 4- year California State Universities and the University of California system. Fellows’ projects have been institutionalized at their colleges following their fellowship year. Using conservative instructor-provided estimates for 200 students taught per year, and assuming a three-year lifespan for newly implemented courses, we estimate that each fellowship cohort impacts roughly 6,000 students. The completed Fellows’ projects also are shared at an end-of-year symposium at Stanford University that brings the Fellows together with 40-80 additional faculty and administrators from other community colleges and four-year universities across the state committed to fostering global studies on their campuses. Project outputs are made available fee- free via the SGS website and shared via the GEN network, and may serve as templates for similar implementation at other schools. We are seeking to support 10 fellows per year for each grant year, to continue to seed new internationalization projects at an ever-increasing number of community colleges/MSIs across California and nationally. **[AP 1&2, CP 1]**

To provide greater access to cutting edge research on issues of current relevance, such as migration, global health and nuclear security, we will offer quarterly **Global Studies Workshops** (Budget 8B, $6,000) aimed at community college and K-12 faculty, in collaboration with SPICE. Workshops will feature a presentation by Stanford faculty and research fellows followed by pedagogical instruction on materials developed by SPICE curriculum specialists, to enhance transferability to the classroom setting. Topics will vary in response to current affairs

and will be designed with input from current and former EPIC fellows and workshop participants. In this grant cycle we are additionally proposing to conduct remote, off-site workshops at institutions outside of Stanford’s immediate geographic region, to most broadly impact.

Workshops can serve up to 30 participants per session, for a total of 90 attendees annually. **[AP 1&2, CP 1]**

Central to the success of the EPIC program has been the professional community that emerges among the fellows, as they share institutional knowledge and best practices and bring diverse perspectives into their project workshops. This community occurs not just within a yearly cohort, but across cohorts and with non-fellow participants at the annual symposium and SPICE Workshops noted above. The **Global Educators Network (GEN)** (Budget 8C, $3,600), a thriving association of educators from community colleges and MSIs, was established in 2020 by three EPIC Fellowship alumni, and has grown to include more than 40 active members from institutions across California. Network members will expand outreach by hosting up to 6 workshops and colloquia per year at remote institutions, reaching between 60 and 180 educators annually, serving as liaisons to new institutions seeking to expand their international course offerings, or to individual instructors wishing to incorporate global materials, yet currently lacking the institutional support to do so on their own. In addition, they will present at national conferences, and develop open-source online resources, including the GEN YouTube channel, to inform, engage, and empower community college educators nationwide who are working to develop and institutionalize global studies at their own institutions. **[AP 1&2, CP 1]**

The **Global Education Leadership Program** (Budget 8D, $12,000) was designed based on feedback from GEN and other community college faculty indicating the need for broader institutional-level support for international and global studies. Community College Leaders actively seek to promote activities that expose students, faculty, and academic staff to global perspectives, but the mechanism to do so is not always clear in view of other competing priorities. In collaboration with Stanford’s Graduate School of Education and Graduate School of Business, we will bring together annually a cohort of 5-6 senior administrators from community colleges and MSIs across California for leadership training, and to design programs at their home institutions to support international education. Beginning with an in-person summer leadership

institute, the program will feature quarterly online professional development workshops that will integrate targeted training on organizational leadership and institutional change, with presentations by experts in internationalizing education. Fellows will develop an implementation goal and timeline to promote international education at their home institutions, and will share these outputs at the annual EPIC symposium. Significantly, this program will run in tandem with the successful EPIC Faculty Fellowship Program to provide vital opportunities for teachers and administrators to collectively address opportunities and challenges of internationalizing community college curriculum both in and out of the classroom. Impact for this project will be measured by WestEd through metrics such as new courses offered, new degree programs implemented, or creation of other institution-specific activities. **[AP 1&2, CP 1]**

Responding to numerous requests by community college/MSI faculty to directly engage students at community colleges/MSIs, we will host an annual online **Global Careers Fair for Community College Students** (Budget 8E, $3,600). Engaging in Stanford-innovated design thinking methodology, students will learn from Stanford faculty about career pathways outside of academia utilizing area studies and language training, hear from transfer students currently enrolled at Stanford and other 4-year institutions in California about their academic trajectories, and be led by Stanford career specialists in a “Design your Global Career” workshop. The first student fair held in 2021 drew over 100 students from 20 community colleges across California, where participants engaged in seminars with scholars and practitioners from Stanford Law School, Graduate School of Business, Freeman Spogli Institute for International Studies, and Stanford’s new school for climate and sustainability, to learn about careers in international fields and areas of national need. In exit surveys, students reported that the fair changed their perspectives regarding the need to understand world affairs, and inspired them to seek careers in government service. Importantly, students also reported feeling empowered to see new

opportunities related to global education. We anticipate 100 students per year will participate in the Fair, and we will conduct active outreach to draw students from an ever-increasing number of community colleges/MSIs in the state and beyond. **[CP 1]**

In addition to working with community colleges and MSIs, the EPIC program includes a strong focus on K-12 educators. Through a partnership with the Stanford Program on International and Cross-Cultural Education (SPICE), we will produce one **Scholars Corner Video & Lesson Plan** (Budget 8F, $5,000) per grant year. These open-access, online short-form videos are crafted by curriculum design experts at SPICE and accompanied by free teaching and discussion guides, making current and cutting-edge research of Stanford faculty and research fellows accessible to teachers nationwide, providing them the necessary resources and tools to easily incorporate high-quality, expert content on pressing international issues into their curricula. In the previous year, there were over 130,000 visits to the SPICE website and over 5,000 downloads of curricular materials to date. We anticipate these new videos will reach at least 100 educators and 2,400 students annually. **[AP 1&2]**

Working with the Graduate School of Education and other Stanford NRCs, we will underwrite registration fees for fifteen K-12 educators to attend fee-based **Stanford History Education Group (SHEG) Workshops** (Budget 8G, $5,000) dedicated to international and regionally themed topics. These workshops will be designed from the ground up around area- specific themes, leveraging the expertise of Stanford faculty affiliated with CEAS and other area studies centers and utilizing SHEG’s nationally recognized pedagogical methodologies. Series topics will align with national curriculum standards and will, to the greatest extent possible, adapt relevant open-access and downloadable lessons to classroom teaching, to broaden training and resources on historical topics of global importance. Building on SHEG’s existing record of

more than 2 million curricular downloads per year, we anticipate these new area-specific lessons will have extremely broad impact regionally and nationally. **[AP 1&2]**

Funding for the **Asia Arts Research Projects** (Budget 8H, $6,000) and **Korean Humanities Research Projects** (Budget 8I, $6,000) will support professional training for students to engage in curatorial, research, or other arts-related training projects at Stanford’s Cantor Arts Museum, or with affiliated Art History, History, or East Asian Languages faculty. Each year, between three to six students from a variety of disciplines will be competitively selected to work collaboratively with Stanford faculty and other practitioners, developing hands- on skills and gaining valuable practical experience. **[AP 1&2]**.

In an effort to maintain a world-class research library, and to enable greater access to these unique resources, we are requesting funds for **East Asia Library Acquisitions** (Budget 5A,

$20,000) to further strengthen the excellent East Asia collection. New areas of acquisition may include Korean e-books; databases on Chinese economy, population, and newspaper archives; Japanese woodblock prints and lithographs; the Japan Knowledge database. To utilize this collection we also propose **Library Access Travel Grants** (Budget 8J, $20,000) **[AP 1&2]** to provide 15 non-Stanford scholars with travel funds to conduct research. **Librarian Travel** (Budget 3A, $3,000 & 3B, $4,000) will allow Stanford librarians to travel for grow the collection via acquisitions travel, or provide support to attend professional conferences and meetings.

To enhance the depth and breadth of area studies instruction available at Stanford, we request funding for **Visiting Faculty** (Budget 1Bi, $45,000) to bring three visiting professors to campus each year to teach one course each. These experts will offer new courses with 100% East Asia content in subjects or topics not currently available through regular course offerings, exposing students to new and unique research and instruction, and benefiting students at all levels. **[AP 1&2]**

Funding for **Public lectures** (Budget 8K, $3,269.43) will allow Stanford to continue to provide the campus and the greater Bay Area with access to cutting-edge area studies research by bringing up to 5 guest lecturers to campus. With presenter permission, these events may be videotaped and made available online to further expand their impact **[AP 1&2]**.

In order to carry out these activities, we are requesting support for **Administration** provided by the CEAS Associate Director (Budget 1Ai, $20,000 plus fringe) and the SGS Finance Manager (Budget 1Aii, $3,500 plus fringe), and **Outreach** support provided by the SGS Academic & Outreach Coordinator (Budget 1Ci, $10,000 plus fringe), SPICE Curriculum Development Specialist (Budget 1Cii, $7,500 plus fringe) and SPICE Curriculum Writer (Budget 1Ciii, $3,500 plus fringe). Project assessment and evaluation will be carried out by external **Performance Measures Evaluators** (Budget 8L, $3,000) at WestEd, a nonpartisan, nonprofit research, development, and service agency providing evaluation services to institutions throughout the United States.

1. ***Reasonableness of costs***: All proposed activities in this grant cycle will seek to leverage institutional funding to the greatest extent possible, and thus most individual project requests are relatively modest. Community college and K-12-focused outreach efforts (Budget items 8A-8G) will be organized and implemented jointly in collaboration with Stanford Global Studies, the School of Education, and other area studies entities. Research Projects, Travel Grants, and Public Lectures (Budget 8H-K) funding levels are reasonable for the targeted number of participants and expected outcomes. Line-items for Library acquisitions (5A) and Librarian Travel (3A&B) will be supplemented by funding solicited from alternative sources such as dean’s office, grants, and gifts, to further extend the benefit of these commitments. Costs for Visiting Faculty (Budget 1Bi) will directly benefit Stanford students across all schools, and lay the groundwork for long- term programmatic growth in our area. The remaining costs for administrative (1A&1B) and

outreach (1Ci, 1Cii, 1Ciii) staff needed to implement grant represent less than 20% of the total grant budget, and reflect the minimum level of effort unique to these activities. Evaluation support (Budget 8L) will allow ongoing incremental program improvements and enhancements, in response to partner input, and provide reporting data for Department of Education use. Fringe Benefit expenses (2A, 2B, 2C) are charged at prevailing Stanford rates as negotiated with the Office of Naval Research.

***4a) Long-term impact on institution***: Proposed seed funding for outreach programs will help establish permanent connections with K-12 and community college instructors, strengthening California secondary and post-secondary education, and will significantly strengthen K-14 teaching resources regionally and nationally on international and area studies topics. We envision the goal of funded K-14 outreach activities listed herein to be institutionalization of international education not at Stanford per se, but at the participating partner schools and colleges, as an outgrowth of the broad and cohesive engagement with students, faculty, and administrators. Asia Arts and Korean Humanities Research Projects will provide students with unique, hands-on training applicable to a variety of employment pathways.

Hosted public lectures will increase exposure within the local business and academic community, and expose Stanford students to new research with diverse viewpoints. Library access grants will strengthen scholarship at outside institutions. Librarian travel and library acquisitions will enhance the East Asia Library collection, benefiting a broad cross-section of students and educators researchers nationwide. Visiting faculty will allow departments to explore new areas

of academic inquiry, and provide students with new diverse perspectives not currently offered through regular courses. FLAS support for advanced language training, including earmarked funding for FLAS grants to professional school applicants, will serve to enhance training for Stanford students most likely to enter government service or private industry.

# I. (FLAS) COMPETITIVE PREFRENCE PRIORITIES

***FLAS Competitive Preference Priority 1***: Final award preference for all FLAS awards will be given to those students who demonstrate financial need in addition to demonstrated academic merit, as noted in section H. Financial need data will be collected as appropriate through university and federal forms, and shared with review committees in a format to be determined based on university data privacy guidelines and usage restrictions. Ad hoc faculty review committees will be apprised of this FLAS selection criteria language before each review period, to ensure uniformity of approach across multiple years and changing membership.

**FLAS Competitive Preference Priority 2**: Over the previous two grant cycles beginning FY2014, to-date CEAS has awarded 67 academic-year and 55 summer FLAS awards in five languages—Cantonese, Japanese, Korean, Mandarin, Vietnamese—to 31 undergraduate, 68 masters, and 23 doctoral students. For the 2022-25 grant cycle, we are requesting 8 academic year (7 graduate, 1 undergraduate) and 5 summer awards, totaling $318,500 annually (**Budget 11A & 11B**). We expect that 100% of our awards will be made in non-French/German/Spanish priority languages as defined by the FY22 “Consultation With Federal Agencies On Areas Of National Need” published by the Department of Education. To ensure broad access, Stanford will continue to guarantee tuition top-offs for all FLAS awardees during this grant cycle.

# J. (NRC) COMPETITIVE PREFERENCE PRIORITIES

We are seeking funding for 15 projects—as well as administrative, outreach, and evaluation support to implement them—as outlined in section I above. Five key activities target MSI participation, as summarized here with corresponding projects listed by budget item number.

***Competitive Preference Priority 1***: The **EPIC Community College Faculty Fellowship** (Budget 8A) was designed with direct input from faculty, Deans, and administrators at multiple community colleges designated as MSIs. The program itself is open to faculty from across

California and the nation, and preference is given to applicants from minority-serving locations. Seventy-one fellows representing thirty-four institutions—including 25 MSIs—have participated in this program to-date. **Global Studies Workshops** (Budget 8B) offer training on cutting-edge research to community college faculty. In this grant cycle, we will conduct on-site workshops at MSI institutions geographically distant from Stanford, broadening our connection to previously underserved institutions and student constituencies. As an outgrowth of Stanford’s long and sustained engagement with California community Colleges, the **Global Studies Educator Network** (Budget 8C) has grown organically to a robust 40+ members across 21 locations, whose interest in area studies instruction is shaping the curricula at their home institutions. In the previous grant cycle the inaugural group of six former EPIC fellows began outreach within their home institutions and surrounding geographic area; in the coming grant cycle they will now seek to forge new relationships with rural and minority-serving colleges that have previously lacked sufficient resources to participate in these shared programs. The new **EPIC Leadership Program** (Budget 8D) was conceptualized based on feedback from multiple constituencies at local partner community colleges, including Las Positas College, College of San Mateo, and San Jose City College, all of which are minority-serving institutions. Applications for this program will be promoted within rural and minority-serving community colleges across the state of California to help broaden access to area studies teaching and instruction. The first **Community College Student Global Careers Fair** (Budget 8E) held virtually in 2021 was a resounding success with 103 participants from 20 community colleges across the state—14 of which are MSIs. In the coming cycle we seek to continue this program, expanding participation to California State University and community college counselors, in order to more clearly define articulation pathways between two-year and four-year degree programs.