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East Asia National Resource Center

University of Michigan

**Acronyms Guide**

**AAS –** Association for Asian Studies

**AATJ** – American Association of Teachers of Japanese

**AATK** – American Association of Teachers of Korean

**ACTFL** – American Council on the Teaching of Foreign Languages

**ALC** – Department of Asian Languages and Cultures

**AS** – Asian Studies

**ASC** – African Studies Center

**ASCE** – American Society of Civil Engineers

**AY** – Academic Year

**BTAA** – Big Ten Academic Alliance **CAI** – Center for Academic Innovation **CC** – Community college(s)

**CCS** – Lieberthal-Rogel Center for Chinese Studies

**CEDER** – Center for Education Design, Evaluation, and Research

**CGIS** – Center for Global and Intercultural Study

**CJK** – China, Japan & Korea

**CJS** – Center for Japanese Studies

**CKS** – Nam Center for Korean Studies

**CLTA** – Chinese Languages Teachers Association

**CMENAS** – Center for Middle Eastern, North African Studies

**COA** – Cost of Attendance

**CoE –** College of Engineering

**CNKI** – Chinese Knowledge Infrastructure

**CRL** – Center for Research Libraries

**CRLT** – Center for Research on Learning and Teaching

**CWPS** – Center for World Performance Studies

**CSAS** – Center for South Asian Studies

**CSEAS** – Center for South East Asian Studie

**DGS** – Director of Graduate Studies

**EA** – East Asia(n)

**EANRC** – East Asia National Resource Center (The University of Michigan)

**EFC** – Expected Family Contribution

**FAFSA** – Free Application for Federal Student Aid **FASAC** – Foreign Area Studies Advisory Committee **FERA** – Formative Evaluation Research Associates **FLAS** – Foreign Language and Area Studies

**GMIP** – Global Migration and Inclusive Pedagogy

**GSI** – Graduate Student Instructor **GSP** – Global Scholars Program **GSU** – Georgia State University **ICP** – International Career Pathways **II** – International Institute

**ILL** – Interlibrary loan

**IPE** – International Programs in Engineering

**IS** – International Studies

**IU** – Indiana University

**IUC** – Inter-University Center for Japanese Language Studies

**IUC** at **SKKU** – Inter-University Center for Korean Language Studies at Sungkyunkwan U.

**IUP** – Inter-University Program for Chinese Language Studies

**IVC** – Imperial Valley Campus

**JFHP** – Japanese Family Health Program

**JII** – Japan Internship Initiative

**KLP** – Korean Language Program

**K-12** – Kindergarten through 12th Grade

**K-14** – Kindergarten through Second Year of Postsecondary Education

**LRC** – Language Resource Center

**LSA** – College of Literature, Sciences and the Arts

**MAP** – Multidisciplinary Action Project

**MIIIE** – Midwest Institute for International/Intercultural Education

**MIRS** – Master’s in International and Regional Studies

**MSI** – Minority-Serving Institution

**NEKST** – International Conference of NextGen Korean Studies Scholars

**NERL** – Northeast Research Libraries **NGO** – Non-governmental Organization **NRC** – National Resource Center

**OPI** – Oral Proficiency Interview **OSU** – Ohio State University **SDSU** – San Diego State University

**SMTD** – School of Music, Theater & Dance

**SOE –** School of Education

**SSD** – Office of Services for Students with Disabilities

**STEAM** – Fields of Science, Technology, Engineering, Arts and Math

**STEM** – Fields of Science, Technology, Engineering, and Math

**TSU** – Tennessee State University

**UM** – The University of Michigan

**UMMA** – The University of Michigan Museum of Art

**UMNRC** – The University of Michigan’s National Resource Center

**UPR** – University of Puerto Rico

**WCC** – Washtenaw Community College

**WHaLI** – World History and Literature Initiative

#  The East Asia National Resource Center at the University of Michigan

The East Asia National Resource Center (EANRC) at the University of Michigan (UM) consists of three area centers housed within the University’s International Institute (II): the

Center for Japanese Studies (CJS), the Lieberthal-Rogel Center for Chinese Studies (CCS), and the Nam Center for Korean Studies (CKS). A nationally recognized leader with one of the oldest East Asia (EA) centers in the country (CJS, established 1947), EANRC promotes impactful teaching and cutting-edge research on EA throughout UM’s schools and departments, and

extends outreach programs to primary and secondary schools throughout the state of Michigan.

In the 2022-2026 grant period, EANRC plans to increase both the depth and breadth of programs it offers for sustainable teacher training; ensure durability of initiatives with our community

college partners; expand curricula on EA at partner schools in and beyond Michigan; and continue strong and vibrant efforts in public outreach and academic training.

# A. Commitment to East Asia

Since 1886, when UM became the first American university to grant an academic degree to a student from Japan–Masakazu Toyama, who went on to become Japan’s Minister of Education–

EA has been a region of special commitment for the University. The substantial amount of

resources UM devotes annually to EA studies is a testament to the strength of this commitment, as shown in Table 1, p.2. The University provides more than $12.7 million for EA teaching

faculty and over $2.6 million for EA professional and administrative staff; over $990,000 a year in staff salary and another $1.4 million in operating expenses for EANRC specifically.

More than 80 tenured and tenure-track faculty lines are focused on EA and fully funded by UM. 23 full-time lecturers teach EA languages, primarily in Asian Languages and Cultures

(ALC), and EANRC supports 1 visiting professor, 3 lecturers and 10 research fellows at the II.

# Table 1: UM Estimated Institutional Support for EA Studies, AY 2019-20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** |  | **Salary** | **Benefits** | **Subtotal** | **Total** |
| **Personnel** | **Teaching Staff [FTE]** | **$15,484,925.16** |
| Faculty [70.07] | $8,462,779.98 | $1,853,988.87 | $10,316,768.85 |
| Language Lecturers [22] | $1,831,348.00 | $587,865.00 | $2,419,213.00 |
| **Professional & Administrative Staff [FTE]** |
| EANRC Staff [16.5] | $807,102.15 | $185,753.39 | $992,855.54 |
| II Staff [3] | $137,602.86 | $46,781.79 | $184,384.65 |
| Asia Library [10.15] | $963,714.00 | $237,085.00 | $1,200,799.00 |
| ALC [5.6] | $137,602.86 | $46,781.79 | $184,384.65 |
| UMMA [1.15] | $61,904.14 | $26,728.49 | $88,632.63 |
| LRC [0.2] | $10,989.46 | $3,406.73 | $14,396.19 |
| **Temporary Student Employees Dedicated to EA** |
| EANRC | $29,355.23 | $1,420.42 | $30,775.65 |
| ALC | $27,591.00 | $20,557.00 | $48,148.00 |
| Asia Library | $4,534.00 | $33.00 | $4,567.00 |
| **Student Support** | For details: see Table 3, p.5, Support for EA students | **$5,815,317.47** |
| **Faculty and Lecturer Support** | Faculty Research Grants | $3,916,590.00 | **$4,005,387.89** |
| Support for Language Instructors | $46,500.21 |
| Support for Faculty to Travel to EA Countries | $42,297.68 |
| **Program Operation** | Center Programming | $1,112,592.13 | **$1,790,492.88** |
| Center Outreach | $305,042.00 |
| EA Programming across UM (ALC, LRC, UMMA) | $372,858.75 |
| **Acquisitions and Memberships** | Library Acquisitions | $1,293,587.00 | **$1,317,587.00** |
| Institutional Memberships | $24,000.00 |
|  | **TOTAL U-M INSTITUTIONAL SUPPORT FOR EA STUDIES** | **$28,413,710.40** |

UM’s commitment to EA is also demonstrated in its library resources. The Asia Library’s position as one of the premier collections of EA materials in North America is maintained by UM’s robust investment, details of which are given in Section F, p.25.

UM maintains extensive linkages with academic institutions in EA in the form of joint

institutes for research and teaching, faculty exchanges, visiting professor and researcher

appointments, collaborative research agreements, and study abroad programs, examples of which can be seen in Table 2 below.

# Table 2: Selected Institutional Linkages Between UM Units & EA Institutions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Country** | **Institution- Program/Unit** | **UM Unit** | **Type(s) of Relationship** | **Year** |
| **China, Hong Kong, Taiwan** No. of Linkages: 66 | Tsinghua University | Ross School of Business | Student exchange: Opportunities for visiting students to UM, Education abroad opportunities for UM students | 2019 |
| **Japan**No. of Linkages: 21 | Waseda University | College of LSA | Collaboration on research and/or publication; Education abroad opportunities, Joint organization of conferences & seminars | 2019 |
| **Korea**No. of Linkages: 12 | Korea Institute of Fusion Energy | School of Engineering | Collaboration on research and/or publications, Opportunities for UM faculty/staff abroad, Recruitment of international students to UM | 2020 |

In addition, CJS administers the Toyota Visiting Professorship with an annual budget of over $142,000, which has brought scholars from institutions in Japan, Europe, Australia, and

Israel to UM. UM is a member of advanced language and study abroad consortia, including the Inter-University Program for Chinese Language Studies (IUP) in Beijing, the Inter- University Center for Japanese Language Studies (IUC) in Yokohama and the Inter-University Center for Korean Language Studies at Sungkyunkwan University (IUC at SKKU) in Seoul. EANRC supports these linkages through membership fees and faculty participation in consortia

governance, as well as by providing student financial aid. Over $1.1 million was provided to 196 undergraduate and 170 graduate students to study or research abroad in EA countries in 2018-19. UM’s investment in study abroad is described in more detail in Section D.4, p.15.

UM’s direct support of outreach programming such as lectures, films, exhibitions, and other events is considerable. A modest portion of these costs are partially supported with Title VI

funds; however, the university has gradually increased its contributions. In 2019-20, institutional funding for such activities totaled $305,042. Finally UM supports the majority of staff salaries to administer its array of community and K-12 outreach initiatives. (See Section H. (NRC), p. 36)

Starting in 2022, the II will support a 0.5 FTE position for a staff member who will coordinate cross-collaborative outreach projects among the centers at the II.

A major venue for UM outreach activities is the University of Michigan Museum of Art (UMMA) which has more than 240,000 visitors annually. The Curator for Asian Art, Natsu

Oyobe (Appendix II), oversees the frequent exhibitions of EA art. K-12, community, and student tours of exhibits are organized by EANRC staff members partially funded by Title VI. UM

funding for outreach related to UMMA’s EA exhibits in 2018-2021 was $71,515.

EANRC works with UM Press to produce academic publications on EA that also target general readership. Faculty provide editorial oversight and expertise for the peer review process. The centers provide financial support in order to leverage UM Press’ distribution and marketing infrastructure, as well as its online platform called Fulcrum. This platform hosts multi-media and open-access publications, increasing accessibility to EA materials. (See Table 16, p. 28).

Students in EA studies receive extensive financial support from UM, II, and EANRC totaling $5.8 million in AY 2019-20. (See Table 3, p.5.) Undergraduates also regularly use UM financial aid to attend affiliated study-abroad programs. Providing financial support to students in EA studies is a key function of EANRC. In 2019-20, EANRC and II provided $480,490 in

fellowships for graduate students in EA studies from endowments and general funds to support

on-campus study, research abroad, and language study at IUP and IUCs.

# Table 3: Support for EA Students, 2019-20

|  |  |  |
| --- | --- | --- |
| **Funding Source** | **Graduate Students** | **Undergraduate Students** |
| **# Awards** | **Amount** | **# Awards** | **Amount** |
| **EANRC / II** | 60 | $480,490.66 | 4 | $6,575.00 |
| **UM Merit Awards** | 324 | $2,204,376.05 | 24 | $103,791.10 |
| **Teaching & Research Assistantships** | 90 | $2,322,142.51 |  |  |
| **U-M Cost Sharing (FLAS Recipients)** | 12 | $161,437.04 |  |  |
| **Need-Based UM Fund Awards** | 37 | $94,044.02 | 55 | $442,461.09 |
| **Total** | 523 | $5,262,490.28 | 83 | $552,827.19 |
| **# Awards** | **606** |
| **Grand Total** | **$5,815,317.47** |

EANRC awards went to doctoral students in a wide range of fields, as well as to students pursuing Masters in International and Regional Studies (MIRS) degree in Chinese and Japanese studies, many of whom were in joint degree programs with professional schools. For students pursuing EA-related PhDs, EANRC’s support supplements tuition and stipend fellowships provided by various departments and schools. In 2019-20, these doctoral fellowships had a total value of over $2.2 million.

**B. Quality of Language Instructional Program**

UM has well-established programs in EA languages that together enroll over 1,600 students a year. Chinese and Japanese have been taught at UM since 1936, with Korean starting much later in 1990. Now UM offers instruction in Cantonese and Uyghur through distance- learning.

EANRC offers support for all EA language instruction at UM.

* 1. **Instruction in EA Languages.** Over 75 EA language courses are taught each year at UM, primarily in modern Chinese (Mandarin), Japanese, and Korean. In 2019, EANRC began to

leverage the course sharing consortium of the Big Ten Academic Alliance (BTAA) to offer instruction in Uyghur via distance-learning, along with Cantonese in 2022.

# Table 4: East Asian Languages at U-M, 2020-21

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language** | **Levels Offered** | **Levels** | **Class Standing** | **TOTAL** |
| **Year 1** | **Year 2** | **Year 3+** | **UG** | **GR** |
| Chinese: Cantonese | 1 | 2 | 0 | 0 | 2 | 0 | **2** |
| Chinese: Mandarin | 5 | 229 | 279 | 159 | 641 | 26 | **667** |
| Japanese | 4 | 308 | 207 | 187 | 621 | 81 | **702** |
| Korean | 4 | 163 | 106 | 38 | 292 | 15 | **307** |
| Uyghur | 3 | 0 | 1 | 0 | 1 | 0 | **1** |
| **Total Enrollments** | **702** | **593** | **384** | **1,557** | **122** | **1,679** |

* 1. **Three or More Levels of Language.** UM offers five years of modern Chinese, four years of modern Japanese and Korean, one year of classical Chinese and Japanese, one year of Cantonese via CourseShare with the Ohio State University (OSU), and three years of Uyghur via CourseShare with Indiana University (IU). In addition, UM’s Summer Language Institute offers two years of intensive Chinese and Japanese, and one year of Korean. Recitation sections are limited to a maximum of 18 students, allowing students to have extensive speaking practice in the target language. Student enrollments for Chinese, Japanese, and Korean are shown above in Table 4. Reflecting the growth of EA language instruction in secondary schools in the US, UM has seen changes in the student population enrolled in these courses in recent years. Our data

analyses reveal an increase in non-heritage students coming to UM already equipped with some proficiency and a resulting demand for more instructional options at higher levels.

**Courses Taught in EA Languages.** Graduate courses that are either taught in the target language or make extensive use of materials in the target language number 6 to 8 each year, and

include *Critical Readings in Documentary Chinese* and *Japanese Performance Culture.* Various undergraduate courses are also taught in EA languages, such as *Translating Korean Poetry: Theory and Practice.*

# Table 5: UM’s EA Language Instructors

|  |  |  |  |
| --- | --- | --- | --- |
| **Language** | **Name** | **Highest Degree & Field** | **Institution** |
| **Chinese** | Karen GU | MA Comm & Training Tech | University of Northern Iowa |
| Qiuli Zhao LEVIN | MA Chinese Language Studies | Beijing Lang & Culture Univ |
| Kening LI\* | PhD Linguistics, Director | University of Washington |
| Jinyi LI-STEVENSON | ME Tchg Chinese as 2nd Lang | Beijing Lang & Culture Univ |
| Qian LIU | MA Communication | Hong Kong Baptist Univ |
| Wei LIU | MA TESOL | University of Nevada, Reno |
| Yan ZHONG | MA Social Foundations/Education | Eastern Michigan University |
| Yuan LI | MA Chinese Language Education | Eastern Michigan University |
| Xiaomeng LI | MA Chinese Language Education | Indiana University |
| **Japanese** | Junko KONDO | MA Japanese Language Pedagogy | Columbia University |
| Yoshihiro MOCHIZUKI | MA Japanese Literature | University of Hawaii, Manoa |
| Tomoko OKUNO | PhD Second Language Studies | Michigan State University |
| Yoshimi SAKAKIBARA\*\* | MA Japanese Language Pedagogy | Columbia University |
| Ayaka SOGABE | MA Asian Civilization | University of Iowa |
| Kimie HOFFMEYER | Japanese Pedagogy Certification | University of Michigan |
| Yamato KITAHASHI | MA Applied Linguistics | Texas Tech University |
| Christopher SCHAD | Juris Doctor | University of Michigan |
| Masae YASUDA | MA TESOL | Eastern Michigan University |
| **Korean** | Hunjin JUNG | MEd Curriculum and Instruction | University of Minnesota |
| Hyun-Ju OH | PhD Education | University of Michigan |
| Jiyoung KIM | PhD Education | University of Washington |
| Soyeon KIM\* | PhD Applied Linguistics | UCLA |
| Hayeon LEE | PhD Social Work and Anthropology | University of Michigan |
| **\* Language Program Director, \*\*Language Program Interim Director** |

* 1. **Language Faculty.** While some advanced level language classes may be taught by

tenure-stream professors, most EA language courses are taught by the 23 full-time lecturers listed in Table 5, p.7. Nearly all language instructors hold advanced degrees in language pedagogy, linguistics, or education. Many lecturers hold PhDs and are actively involved in writing textbooks or developing instructional modules.

**Pedagogy Training for Performance-Based Teaching.** EA language programs are supervised by 3 experienced language directors: Dr. Li, who received her PhD from the University of

Washington (Chinese); Ms. Sakakibara, who holds a Master’s in Japanese Pedagogy from Columbia University (Japanese); and Dr. Kim, a PhD in Applied Linguistics from UCLA

(Korean). Under their supervision, UM’s lecturers maintain the highest level of performance- based language teaching, and are encouraged to extend their knowledge of the latest developments in pedagogy research by regularly participating in professional development opportunities. The major conferences where UM lecturers have presented include annual meetings of the Chinese Languages Teachers Association (CLTA), the American Association of Teachers of Japanese (AATJ), the American Association of Teachers of Korean (AATK), the

American Council on the Teaching of Foreign Languages (ACTFL), and the Association for Asian Studies (AAS). A number of Japanese and Korean lecturers have also attended ACTFL Oral Proficiency Interview (OPI) workshops, and 3 are now certified as OPI testers.

* 1. **Quality of Performance-Based Instruction.** UM’s EA language programs provide

context-based training designed to prepare students for effective communication in real-world situations. 1st and 2nd year classes meet 70 hours per term, and classroom exercises as well as reading and writing assignments require students to practice actual language tasks and acquaint themselves with authentic materials. At the upper levels, the programs offer students options to

pursue mastery of more specialized skill sets in academic, business, or media communication. UM’s investments in the assessment and OPI workshops mentioned above are efforts to direct our course sequences toward performance-based teaching founded upon rigorous proficiency standards and effective assessment tools.

**Resources for Language Teaching and Practice.** 3 additional campus units provide excellent resources for language lecturers seeking to innovate their teaching: Center for Research on

Learning and Teaching (CRLT), Language Resource Center (LRC), and Center for Academic Innovation (CAI). All 3 offer ongoing professional development training on pedagogy. LRC

offers assistance on instructional technology and curricular consultation. EA language lecturers have a strong record in winning instructional development grants and multimedia teaching grants from these units. Additional funding and fellowship opportunities for lecturers are available from the Office for Professional Development and the Institute for the Humanities.

**Curricular Innovation.** EANRC offers its own instructional/course development seed grants, teaching enhancement grants, and conference travel grants for language lecturers. Under the proposed Pedagogical Innovation Project, these resources will be strengthened (see Section I.3.ii, p. 48). A particularly successful curricular revision supported by EANRC and Title VI funds in the past has been JLP’s publication of 2021 *TOBIRA Beginning Japanese I & II* as ebooks, a new format that makes extensive use of advancements in digital instructional technology to acclimate students with the language in multimedial, multimodal, and interactive manner. *TOBIRA* is

currently used as a textbook at over 60 U.S. colleges and universities.

As a rapidly expanding program, the Korean Language Program (KLP) has developed several curricular innovations focused on placing students in real-world situations. *Teaching*

*Korean in the Community* is a service learning course that allows highly-proficient students to deepen their knowledge of the language by teaching elementary Korean to K-12 learners.

Students enrolled in upper-level Korean language courses engage in online exchange with their peers at Seoul National University to jointly carry out a survey project. For lower-level courses, modules allowing students to practice set scenarios in authentic situations, such as shopping at a market, have been developed using VR technology. (See Table 16, p.28)

**Language Proficiency Requirements.** All three EA language programs base their proficiency requirements on ACTFL Proficiency Guidelines. The Chinese and Japanese curricula are organized to meet ACTFL’s National Standards for Foreign Language Education. The Korean program also relies upon ACTFL Proficiency Guidelines, but does so with the awareness that

Korean linguists in the U.S. are now working to establish national standards for teaching Korean.

# Quality of Non-Language Instructional Program

Each year, UM offers more than 138 courses with 100% EA content and an additional 316 courses with at least 25% EA coverage (Appendix I).

* 1. **Extent of Non-Language EA Courses.** In AY 2020-21, 454 international and area studies courses with at least 25% EA content covered the region in depth and across the disciplines,

enrolling 10,935 undergraduates in 309 courses and 2,735 graduate and professional students in 145 courses (see Table 6, p. 11). Courses were offered at all levels, from undergraduate introductory courses with no prerequisites to advanced courses for doctoral students.

**EA in the Professional Schools.** EANRC collaborates actively with UM’s professional schools. A member of the Ford School of Public Policy, Ann Lin, is the current director of CCS. CCS has regularly provided financial support for courses in public policy and public health which often include study abroad. CKS partners with the Ford School on the Midwest Symposium on

US-Korea Relations, which simulates vigorous debate on foreign policy in a two-day program. In 2022, former US Special Representative for North Korea Steve Biegun provided expertise on the ongoing North Korean nuclear crisis.

# Table 6: Int’l & Area Studies Courses with 25%+ EA Content by Discipline, 2020-21

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Humanities & Social Sciences Disciplines** | **Enrolled** | **Total** | **Professional Schools** | **Enrolled** | **Total** |
| UG | GR | No. of Courses | Enrolled | UG | GR | No. of Courses | Enrolled |
| Anthro. & Arch. | 697 | 23 | 23 | 720 | Architecture & Urban Planning | 92 | 90 | 7 | 182 |
| Art & Art History | 430 | 45 | 31 | 475 |
| Asian Studies | 1,789 | 111 | 67 | 1,909 | Art & Design | 35 | 2 | 6 | 37 |
| Comm., Film & Media | 409 | 29 | 19 | 438 | Business | 199 | 1,289 | 22 | 1,488 |
| Economics | 610 | 31 | 10 | 641 | Education | 73 | 23 | 10 | 96 |
| Ethnic Studies | 418 | 0 | 9 | 418 | Engineering & Info. | 281 | 41 | 5 | 322 |
| Gender Studies | 174 | 2 | 9 | 176 | Environment & Sustainability | 105 | 39 | 4 | 144 |
| History | 1,336 | 38 | 42 | 1,374 |
| International Studies | 1,229 | 111 | 31 | 1,340 | Law | 0 | 235 | 11 | 235 |
| Linguistics | 193 | 6 | 14 | 199 | Music, Theater & Dance | 117 | 4 | 17 | 121 |
| Literature | 147 | 1 | 10 | 148 |
| Performing Arts | 14 | 3 | 1 | 17 | Nursing | 65 | 31 | 5 | 96 |
| Philosophy & Religion | 115 | 0 | 5 | 115 | Public Health | 76 | 161 | 14 | 237 |
| Political Science | 1,196 | 45 | 28 | 1,241 | Public Policy | 144 | 296 | 25 | 440 |
| Psychology | 126 | 8 | 4 | 134 | Social Work | 0 | 46 | 3 | 46 |
| Sociology | 856 | 25 | 22 | 881 | **Subtotal** | **1,187** | **2,257** | **129** | **3,444** |
| **Subtotal** | **9,748** | **478** | **325** | **10,226** | **Grand Total** | **10,935** | **2,735** | **454** | **13,670** |

The Law School’s Center for International and Comparative Law serves as the focal point for international programs. The school’s 11 courses with 25% or more EA content include 4

courses specifically on Chinese and Japanese law. Dean of the Law School, Mark West, is an

expert on Japanese law, and a former director of CJS. More than half of all Law School faculty have participated in exchange teaching programs in EA. UM is the first top-ten-ranked U.S. law

school to require a transnational law course for graduation.

International programs in the Ross School of Business are coordinated through Ross Global Initiatives. The School of Business maintains 4 undergraduate exchange partners in China and one in Korea. The Multidisciplinary Action Project (MAP), a central component of the MBA degree, includes many EA-related projects each year. MBA students can also participate in an international semester exchange program.

The Medical School houses the Family Medicine Department’s Japanese Family Health Program (JFHP). In addition to providing care to Japanese-speaking patients, JFHP conducts research on family medicine in Japan and offers exchange programs with Japanese medical

schools and hospitals. In 2017, the Medical School developed an additional collaboration with the Chinese University of Hong Kong School of Science and Engineering.

* 1. **Depth of Specialized Courses in the Disciplines.** EA curricula in disciplinary departments offer logical and coherent course sequences, starting with introductions aimed at undergraduates and culminating in specialized graduate seminars that reflect the research interests of the faculty. These progressions are well developed in anthropology, history, history of art, literature, political science, and sociology. For example, in History, undergraduates typically begin in broad introductory courses such as *East Asia: Early Transformations*. They may then take courses

focused on particular regions and periods such as *Japan to 1700: Origin Myth to Shogun Dynasty*. Upper-level undergraduates take more specialized topics courses with particular historical foci, for example, *The Rise of Communism and Capitalism in Modern China.*

Similarly, EA core faculty in other departments offer various upper-level courses that provide undergraduates with a thematically organized understanding of the region such as *Urban Asia in*

*the Twenty-First Century* (Cultural Anthropology), *Modern Art in Multi-ethnic Asia* (History of Art), and *State and Market in Contemporary China* (Political Science). Some of these courses may be mixed-level, but there are also dedicated graduate courses such as *Gender in Premodern Japan and East Asia* (History), which trains students in the use of premodern EA primary materials, and *Afro-Asian Geometries* (History of Art), which provides rigorous training in

formal analysis. Specialized courses can also be offered by the Big Ten Academic Alliance

(BTAA), which provides the infrastructure for enrollment between member institutions. CKS administers the Korean Studies e-School, which shares 10 Korean studies courses annually

across the BTAA consortium.

* 1. **Non-Language Faculty.** At UM, there are 80 non-language core faculty whose teaching and research focus mainly on EA (Appendix I). See Table 7 below for distribution by discipline.

# Table 7: Core East Asia Faculty by Discipline

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Discipline** | **# FTE** | **Discipline** | **#FTE** | **Discipline** | **# FTE** | **Discipline** | **# FTE** |
| Anthropology | 2 | English | 0.5 | Law | 3 | Psychology | 3.5 |
| Architecture | 4 | Environment | 1 | Linguistics | 1.5 | Public Health | 1 |
| Art & Design | 5.8 | Film | 0.65 | Medicine | 3 | Public Policy | 2 |
| ALC | 15.55 | History | 6 | Music | 5 | Residential College | 0.5 |
| Business | 4 | History of Art | 3 | Nursing | 1 | Social Work | 2 |
| Comm. | 1 | Information | 2 | Philosophy | 1 | Sociology | 5 |
| Comp. Lit. | 0.5 | Kinesiology | 1 | Political Science | 3 | Women's Studies | 1 |
| Education | 0.5 |  |  |  |  |  |  |
| **TOTAL NUMBER OF FACULTY APPOINTMENTS (FTE)** | **80** |

In 2018-2021, new hires expanded the faculty strength of EANRC in various departments; ALC (Ujeed), ALC and Film, Television, and Media (Kim), Anthropology (Hsieh), History and

American Culture (Shin), History and Women’s and Gender Studies (Wu), History of Art (Liu),

Music, Theater, and Dance (Miao), Political Science (Shiraito), and Sociology (Xu and Zhou). Various units promoted faculty to tenure: ALC (Alexy, Brightwell, Hill, Jackson), Social Work-Flint (Ma), and Sociology (Kim). 3 faculty members were promoted to full professor:

History (de Pee), Business (Siegel), History of Art (Kee).

**Training for Instructional Assistants.** Graduate Student Instructors (GSI) complete a mandatory training program prior to teaching. GSIs work under the close supervision of professors and lecturers, who provide pedagogical guidance and evaluate their work in the classroom. CRLT supplements departmental training by offering programs throughout the academic year that enhance teaching skills, provide confidential consultations, and offer

feedback through review of class observations or recordings.

* 1. **Extent of Interdisciplinary Courses.** A majority of interdisciplinary courses on EA are taught in ALC, a department that houses faculty expertise in literature, religion, history,

anthropology, film studies, and performance studies (Appendix I). Notable among the department’s interdisciplinary offerings are border-crossing lecture courses that have rapidly grown in popularity, including *Food and Drink of Asia*, *Cultures in East Asian Business*, and *Natural Disasters in East Asia*. Many ALC courses are also cross-listed with other departments, furthering their interdisciplinary reach. These include *From Truman to Trump: Introduction to US-Korea Relations* (American Culture) and *How Different is Chinese?* (Linguistics). EA

content courses can also be found in other departments, such as *Rocks, Wind, and Women:*

*Environment and Identity on Korea’s Jeju Island* (Environment) and *Anime to Zen: Japanese Art through Contemporary Pop Culture* (History of Art).

**D. Quality of Curriculum Design**

EA-related coursework for undergraduates and graduate students are available across a broad spectrum of disciplines and fields, including art, business, education, engineering, health sciences, humanities, law, music, public policy, and social sciences (Appendix I). The faculty bring to their teaching a deep empirical knowledge of the subject, broad historical understanding of the area, and the latest methodologies or critical perspectives. Each course receives a course

evaluation from students, and a multi-layered process of review at the departmental and college level ensures that the course meets UM’s high standard of effective teaching.

* 1. **Undergraduate Training in EA.** UM’s undergraduate training in EA studies is primarily coordinated through ALC, which offers a major in Asian Studies (AS). The AS major

encourages understanding of a country and its language, as well as more focused training in a disciplinary field (e.g., cultural studies, film, gender studies, history, language, literature, performing arts, or religion) within a broader interdisciplinary program. In AY 2020-21, there

were 18 AS graduates with an EA focused major. Over half of AS majors also complete a second major in another department, most frequently in political science, anthropology, economics, and sociology.

The department also offers two minors: one in AS and the other in Asian Languages and Cultures (ALC). The ALC minor emphasizes language training, requiring 3 years of language study, while the AS minor allows students to focus on content courses. In 2020-21, 64 students graduated with an EA-focused AS minor. Minor programs are also available to undergraduates affiliated with the College of Engineering, the School of Business, the School of Public Policy, the School of Art and Design, and the School of Music, Theatre & Dance. Requirements for

these majors and minors are listed in Table 8 below.

# Table 8: Undergraduate Degree Programs and Requirements

|  |
| --- |
| **Majors** |
|  | **Asian Studies BA & BS** | **International Studies BA & BS** |
| **Credit Hours** | 34 credits excluding language requirement | 34 credits excluding language requirement |
| **Language Requirement** | Fourth term proficiency in an Asian language appropriate to their sub-concentration | Sixth term proficiency in a language; two terms in a language of the region |
| **Required Courses** | * ASIAN 235, Introduction to the Study of Asian Cultures
* ASIAN 381, Junior/Senior Seminar for Majors
* 8 or more elective courses
 | * 1 quantitative research methods course
* 1 course in world region of language studied
* 3 elective courses (requires approval of advisor)
 |
| **Sub-major Requirement** | At least 15 credits in one of the followingsub-majors: Chinese Studies, Japanese Studies, Korean Studies | At least 4 courses in one sub-plan (listed): International Security, Norms, & Cooperation; Political Economy & Development; Comparative Culture & Identity; Global Environment & Health |
| **Minors** |
|  | **Minimum Credits** | **Language Requirement** | **Required Courses** |
| **Asian Studies** | 15 credits | None | At least 3 courses focused on a EA, 2 of those courses must be at the 300-level or above |
| **Asian Languages & Cultures** | 15 credits | Fourth term proficiency in EA language | * 2 terms of EA language at 300 level or above
* 1 300 level course in EA culture
 |
| **International Studies** | 18 credits, not incl. language courses | Sixth term proficiency innon-English language | * INTLSTD 401, International Studies Advanced Seminar
* 3 courses focused on a single world region
* 3 courses focused on a single theme
 |
| **Translation Studies** | 15 credits | One upper-level language course | * COMPLIT 200, Translation Across Disciplines or COMPLIT 322, Translating World Literatures
* 2 upper-level courses with translation as central component
* Capstone translation project
 |
| **International Minor for Engineers** | 16 credits | Fourth term proficiency in anon-English language | * 7-9 credits focused on non-US cultures /countries
* 2 1-credit International Engineering Seminars
* 6 weeks of experience in intercultural setting
 |

The College of Engineering also offers its own international minor for engineers. Undergraduates can also pursue an EA focus as an International Studies (IS) major and minor, requirements for

which are given above in Table 8. In 2020-21, there were 17 IS graduates with an EA focus.

* 1. **EA-Related Graduate Training.** UM offers courses of study at both the MA and PhD levels for graduate students whose research focuses on EA or who seek to develop professional expertise in the region. In 2020-21 a total of 145 graduate courses in EA were offered in 17 disciplines and 12 professional schools. (See Appendix I).

# Table 9: EA Graduate Degree Program Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| **Program** | **Credits** | **Language Proficiency** | **Other Requirements** |
| **PhD in Asian Languages & Cultures** | 36 | High proficiency (ACTFL advanced-low or above) in primary language (classical & modern); Reading proficiency for scholarly research in 2nd language | * ASIAN 550: Comparative Study of Asia
* 36 credits of graduate courses chosen with an advisor
* Fourth term review essay
* Preliminary examination: written exams in two fields followed by oral exam
* Dissertation prospectus & prospectus hearing
* Dissertation & oral dissertation defense
 |
| **Master’s in International & Regional Studies** | 36 | Intermediate proficiency in language relevant to sub-plan (3rd year level; ACTFL intermediate- high) | * Regional (China/Japan approved; Korea planned) or trans- regional thematic sub-plan
* Research Design seminar (4 credits)
* Colloquium (2 credits): two term sequence; broad exposure to latest ID research in international/regional studies
* 18 credits of sub-plan specific courses in at least 3 disciplines
* Capstone (6 credits): thesis/practicum/ 2 research seminars
 |
| **Graduate Certificate in Chinese Studies** | 15 | 2nd year proficiency (ACTFL intermediate- low) in Chinese | * Combined with another graduate/professional degree at UM or another accredited program
* CCS 501: Social Science Studies of China
* CCS 502: Historical & Humanistic Studies of China
* 3 grad-level courses on China in 3 different disciplines
 |
| **Engineering Global Leadership Honors Program BS/MSE** | 128 BS30MSE | 2nd year proficiency (ACTFL intermediate- low) in non-English language | * College of Engineering Honors Program admission GPA of at least 3.6
* 15 credits at UM Ross School of Business
* Leadership experience: Honors seminar & Topics in Leadership Honors Capstone Project
 |

The cornerstone of the MA program for students interested in EA is the Master’s in

International and Regional Studies (MIRS). Established at the II in 2019, the program serves as

the umbrella for eight regional and thematic sub-plans anchored at the centers, including programs in Chinese and Japanese Studies. This new program has increased opportunities for

collaboration among faculty across the II and allowed students to network with members of the cohort in different sub-plans. An interdisciplinary program, MIRS combines rigor and flexibility in its curricular structure and requirements to meet the varying needs and career interests of our students, which range from joining the professoriate to entering government service (See Table 9, p. 17). In 2020-21, there were 17 MA degrees conferred in EA.

Doctoral students belong to UM’s schools and departments where they receive discipline- specific or area studies training, as well as gain supervised teaching experience working as GSIs. From 2018-21, 38 doctoral students completed EA-studies degrees in Architecture, ALC,

History, Political Science and various other fields. All EA doctoral students are expected to attain research capability in the language of their area. Many graduate students attain proficiency in a second, or even a third Asian language, or in the classical languages of their region. Nearly all doctoral students spend a year or more doing dissertation research in EA. EANRC creates intellectual opportunities for interdisciplinary networking and collaboration across the different departments and schools.

EANRC and Rackham Graduate School also support student-run interdisciplinary

workshops that provide students with venues to present work, gain professional experience, and interact with students and faculty from different disciplines. Rackham provides up to $3,000 per workshop per year for program expenses. CKS sponsors an annual interdisciplinary graduate

conference (NEKST) which brings over 20 MA and PhD students to campus to share their research and network with their counterparts (Table 16, p. 28).

* 1. **Academic and Career Advising for EA Students.** UM provides extensive and individualized academic and career advising to students. Undergraduates who major or minor in AS receive academic counseling from academic advisors in ALC.

# Table 10: Units for UM Career Advising

|  |  |  |
| --- | --- | --- |
| **Unit** | **Services** | **Programs** |
| **Career Center** | Undergraduate and graduate advising on career planning and resources | * Organizes annual Job and Internship Fairs
* Provides job shadowing programs, resume building and interview workshops, career networking opportunities, internship labs
* Academic career preparation and job postings for graduate students
 |
| **Rackham Graduate School** | Opportunities, funding, and resources targeted at graduate students and postdoctoral fellows | * Career development opportunities: Rackham Doctoral Internships, Program in Public Scholarship, future-faculty workshops and alumni career conversations
* Professional development and engagement programs provide outlets for interdisciplinary learning and networking
 |
| **International Center** | Advising for students interested in international experiences | * Peace Corps program: UM is the fourth all-time producer of Peace Corps volunteers since 1961, graduating a total of 2,640 volunteers
* International Opportunities Fair: Over 100 recruiting organizations and 400 student attendees per year
* International Career Pathways network (ICP): Series of 10 events each semester, and includes panels and presentations on career tracks such as foreign service, NGOs, public health and development
 |
| **International Institute** | II provides career advising through the Academic Services team and Center programs | * Globally-Engaged Career Panel Series: (2018-22: 15 career-focused events, 736 student participants), EANRC funded. Features speakers from federal agencies, non-profits, global business, and educational institutions. Career events are structured to emphasize active interaction in small-group conversations between professionals and students.
* MIRS program practicum projects include internships or intensive projects designed especially for students who wish to pursue non-academic careers.
* MIRS course INTLRGN 601: MIRS Career Planning (Section I.4.i, p.49)
* Japan Internship Initiative: (2015-present) 61 students placed
* China Internship Initiative (2017-present) 12 students placed
 |
| **Opportunity Hub** | Facilitates access to internships, funding, and career coaching for LSA undergraduates | * Courses offered on career development: ALA 125: *Positioning Yourself for a Successful Internship*, ALA 225: *Undergraduate Internship Course*, ALA 325: *Putting Your Education to Work*
* More than $24 million in funding has been raised since its inception in 2017 for scholarships.
 |

For MIRS students in EANRC, CJS and CCS have dedicated faculty positions for coordinating graduate advising: Director of Graduate Studies in CJS and Associate Director in CCS. In

addition, CJS has a Director of Undergraduate Study who leads the CJS Undergraduate Advisory Board and allocates undergraduate study abroad and internship funding. In CKS, the Postdoctoral Fellow leads a research seminar and advises affiliated undergraduate fellows. In providing student advising, faculty are assisted by student services staff.

**Career Advising.** Table 10 above provides a list of career advising units at UM. EANRC provides students enrolled in area studies programs and FLAS recipients information about careers that address specific national needs. Doctoral students receive academic and career

guidance specific to their fields from mentoring and dissertation committees in their respective schools and departments.

# UM Study Abroad Opportunities and Students’ Access.

Creating opportunities for students to experience international education is a priority at EARNC

and at UM more broadly. Between 2018 and 2022, a total of 1,278 students benefited from opportunities for international experience in EA. In AY2018-19, 816 students from almost

every School/College traveled to China, Hong Kong, Korea, Japan, Mongolia and Taiwan for academic credit, which allowed UM to rank 4th in the nation (Tables 11 and 12). UM retains its

4th place national rank despite the significant disruption caused by the spread of COVID-19

since 2020. The importance UM places on international education is reflected in the rich infrastructure of opportunities that the University makes available to both undergraduate and graduate students (see Table 13).

# Table 12: EANRC Participation in Overseas Activities by Destination, 2018-19

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Destination** | **China** | **Hong Kong & Macau** | **Taiwan** | **Japan** | **Korea** | **Mongolia** | **Total** | **Exper. Total** |
| Type of Experience | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR |
| Study Abroad | 179 | 57 | 43 | 23 | 1 | 3 | 82 | 80 | 56 | 46 | 0 | 0 | 361 | 209 | 570 |
| Research | 1 | 38 | 1 | 5 | 0 | 1 | 1 | 11 | 3 | 11 | 0 | 2 | 6 | 68 | 74 |
| Conference/Meeting | 1 | 15 | 0 | 6 | 0 | 0 | 1 | 16 | 0 | 9 | 0 | 0 | 2 | 46 | 48 |
| Internship/Work | 14 | 19 | 21 | 2 | 1 | 2 | 20 | 0 | 0 | 6 | 0 | 0 | 56 | 29 | 85 |
| Competition/ Performance | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 4 | 0 | 4 |
| Other | 3 | 2 | 7 | 1 | 0 | 2 | 1 | 14 | 0 | 5 | 0 | 0 | 11 | 24 | 35 |
| Subtotal | 199 | 131 | 72 | 37 | 2 | 8 | 106 | 121 | 61 | 77 | 0 | 2 | 440 | 376 | 816 |
| **Destination Total** | **330** | **109** | **10** | **227** | **138** | **2** | **816** |  |

CGIS oversees academic-year exchange programs with partnering universities in China (Fudan), Japan (Waseda, Hitotsubashi, and Kyushu), and Korea (Yonsei). The Yonsei University program in Korea was conducted in summer 2021, the only undergraduate study abroad program

approved at UM that year. For twelve years in a row, UM students have received the most Fulbright grants of any public university.

In addition to these programs, UM offers opportunities for short-term immersive study

abroad in EA. Instructors have led students to Seoul, Tokyo, Kyoto, and Beijing as extensions of winter- term courses. One noteworthy program in STEM is the Shanghai Jiao Tong University Joint Institute for the Sciences which includes an internship in China. EANRC provides

need-based funding for programs as well as merit-based study-abroad scholarships. Nearly every school/college at UM now offers an EA study abroad opportunity. (See Appendix I).

# Table 13: Units for UM Study Abroad

|  |  |
| --- | --- |
| **Unit** | **Program** |
| **East Asian Language Study** | UM students have the opportunity to advance their East Asian language skills by attending programs abroad with funding from ALC: Intensive Chinese in Beijing; Language & Culture in Hikone; Intensive Chinese in Taipei. |
| **International Institute (II)** | The II provides advising for funded opportunities that support international research, internships, study of LCTLs, and conferences. Dedicated II Fellowships Advisors recruit and advise applicants for FLAS, Fulbright, Luce, and Boren Awards. |
| **Center for Global and Intercultural Study (CGIS)** | CGIS provides U-M undergraduate students with opportunities to study in more than 120 programs in over 40 countries each year. CGIS offers need-based scholarships, helping to mitigate financial burden and increase access to international experiences. Study abroad programs are available in China (4), Japan (4), Korea (2), and Taiwan (1). |
| **Global Scholars Program (GSP)** | GSP is an academic living-learning community that prepares students to be interculturally competent global citizens. It offers volunteer and internships for participants in partnership with NGOs, schools, non-profits and other organizations around the world. |

**E. Quality of Staff Resources**

EANRC’s faculty and professional staff members are highly qualified and committed to the training of students and the development of EA programs.

* 1. **Faculty/Staff Qualifications.** EANRC comprises 64 tenured and 16 tenure-track faculty, including 2 clinical faculty. All hold PhDs and have excellent publication records commensurate with their rank and stage of career. (Appendix II) Many are recognized nationally and internationally. Awards given to faculty in 2018-2021 include: Yuen Yuen Ang: Public

Intellectuals Program, National Committee of US-China Relations, 2017-2019; Youngju Ryu: James B. Palais Prize, Association for Asian Studies, 2018; Yan Chen: Carolyn Shaw Bell Award, American Economic Association, 2019; Ming Xu: Walter L. Huber Civil Engineering

Research Prize, American Society of Civil Engineers (ASCE), 2021; Shinobu Kitayama: Award

for Distinguished Scientific Contributions, American Psychological Association, 2022.

**Professional Development and Overseas Opportunities.** Faculty members at UM are given numerous opportunities to pursue research. In AY 2020-21, UM awarded 28 grants for a total of

$971,851 in research funds on EA projects. Faculty are eligible for UM-funded research leaves and LSA Top-Off awards, and are encouraged to apply for outside funding to support research both in the US and abroad. Faculty work to improve their teaching skills through instructional development grants offered by CRLT. Each of the Centers provides funding for course development for any UM faculty, including those at Flint and Dearborn campuses wishing to incorporate the relevant area content into their courses. EA language instructors and GSIs are

eligible to receive financial support from UM and the EANRC to attend conferences and workshops for professional development and pedagogical training.

**Commitment to Teaching, Supervision, and Advising.** All EANRC faculty teach both graduate seminars and undergraduate courses in their fields and serve on dissertation committees, with the exception of the Medical School faculty. (See Appendix II) Many have won teaching

awards or taken important leadership positions in the University. Gregory Laurence is the Chair of the School of Management at UM Flint; Scott Campbell is the Chair of the Department of Communication and Media; Marcus Nornes is Interim Chair of ALC; and Nippon Life Professor of Japanese Law Mark West is Dean of the UM Law School. Numerous other faculty have served as associate chairs, directors of graduate studies, and directors of undergraduate studies in their departments, as well as in the centers.

* 1. **Faculty Involvement and Oversight.** EANRC faculty members actively participate in governance and administration. Each center is governed by an executive committee that includes

tenured and tenure-track faculty. The executive committees, as well as sub-committees include

faculty representatives from the humanities, social sciences, and various professional schools. At each center, a research librarian from the relevant collection at the Asia Library has a seat as a non-voting member on the executive committee.

**Administration and Outreach Staffing.** EANRC employs 11 staff members to support program planning, academic services, outreach, finance, administration, and operations. Center staff hold graduate degrees and have regional expertise. (See Appendix II) Staff members report to the Asia Centers Manager and Center directors of CCS (Lin), CJS (Kitayama) and CKS (Ryu).

* 1. **Nondiscriminatory Practices.** In 1990, UM undertook the Michigan Mandate, a key

component of which was the Target of Opportunity funding for underrepresented faculty hires.

Over the last three decades since then, UM has redoubled its commitment to the institution’s core values of diversity, equity, and inclusion. The Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence continues its work of linking academic excellence and social diversity. UM’s Diversity, Equity, and Inclusion Initiative was launched in 2016 as a

five-year strategic plan to recruit a diverse faculty, staff, and student body, while fostering an inclusive and equitable university community. In 2021, the University launched an Anti-Racism Hiring Initiative to hire at least 20 new faculty members to focus on anti-racism and racial justice scholarship. EANRC’s tenured and tenure-track faculty reflect these efforts and commitments.

Of the Centers’ 103 faculty and lecturers, 47 are women and 59 are people of color. The directors of EA centers include two women and three Asian-Americans.

**F. Strength of Library**

UM’s Library encompasses 26 separate units; those with ties to EA are listed below in Table 14.

# Table 14: Selected Library & Museum Resources

|  |  |
| --- | --- |
| **Library** | **Description** |
| **Asia Library** | 4th-ranked Asia Library in the US with resources in Chinese, Japanese, and Korean. See Table 15, p.26, for holding & acquisition budget data |
| **Askwith Media Library** | Collection of EA films (e.g., documentaries, instructional works, animation). |
| **Bentley Library** | Resources that reflect the historic interest in EA at UM. |
| **Clements Library** | Resources for the study of the mid-19th century American presence in EA. |
| **Far Eastern Art Archives** | Approximately 48,000 beautifully copied, large format photographs of EA painting, sculpture, architecture, and decorative arts. |
| **Gerald R. Ford Library** | Vast number of documents related to the Ford presidency and Japan. |
| **Law Library** | An approval plan with Eastview which covers China, Hong Kong, and Taiwan. Access to database resources, including LexisNexis Japan, Lawinfochina, and Chinese Legal Knowledge Resources Database. |
| **Map Library** | Significant collection of historical Japanese maps, particularly from the Edo period. The Clark Library also holds an additional 3,000 maps, atlases, and other cartographic materials related to East Asia. |
| **Museum of Anthropology** | Collection of EA artifacts from prehistory to modern times. Most important collection of Asian tradeware in the US that is used for research by scholars around the world. |
| **School of Music Library** | Holdings in traditional EA music. |
| **Stearns Collection of Musical Instruments** | One of the six largest collections of its kind in North America. Over 2,500 instruments with more than 400 from Asia. Instruments are loaned to faculty and student groups for performance and are available for study and research. A public lecture series invites musicians, curators, and enthomusicologotsti to disseminate knowledge about world musical instruments and traditions. |
| **University of Michigan Museum of Art (UMMA)** | The state’s largest collection of Asian art. More than 6,500 objects ranging in time from the 3rd millennium BCE to the present. In 2009, the UMMA opened a new wing containing galleries devoted entirely to CJK collections. |
| **College of Literature, Science, and the Arts, Visual Resources Collections** | The Palace Museum Archives Collection: a photographic record of the holdings of the National Palace Museum in Taiwan. The Palace Museum Archives Collection was part of a project from 1963 to 1964 to create and distribute negatives and master file prints of all the photographs taken throughout the project. |
| **College of Literature, Science, and the Arts, Visual Resources Collections** | The Asian Scrolls Collection: contains 56 facsimile handscrolls and books of Japanese and Chinese origin. The scrolls depict landscapes and animals, as well as scenes from famous works and stories. The originals were created throughout the Tang, Sung, and Ming dynasties. |

As a public institution, UM grants access to its physical library resources to the general public regardless of affiliation. For affiliated users, the library is especially strong in its development and acquisition of electronic holdings. UM is one of the founding members of Hathi Trust, an online collection of more than 16.64 million volumes. Remote access to electronic resources became essential to research during COVID-19 lockdowns.

* 1. **Asia Library Holdings.** Of these units, the Asia Library holds one of the most

comprehensive collections of EA-related materials in the country. Established in 1948, Asia Library’s total holdings make it the largest between the East and West Coasts (see Table 15 below). The library is staffed by CJK experts and provides comprehensive coverage in social sciences and humanities, with particular strengths in primary research materials.

# Table 15: Asia Library Holdings and Acquisitions (2019-20)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Holdings as of June 30, 2020** | **Chinese** | **Japanese** | **Korean** | **Total** |
|  | Books (volumes) | 559,989 | 372,695 | 83,795 | 1,025,282 |
| Microfilms/Microfiche (reels/sheets) | 60,655 | 21,002 | 760 | 82,327 |
| Serials Subscriptions (titles) | 69,748 | 549 | 12,601 | 82,898 |
| Online Database Subscriptions (titles) | 92 | 9 | 20 | 121 |
| Total | 690,484 | 394,255 | 97,176 | 1,181,915 |
| **2019-20 Acquisition Expenditures ($)** | **$572,476** | **$415,714** | **$234,400** | **$1,299,587\*** |
| \*Includes $43,000 spent on Western-language resources not housed in Asia Library and $6,000 in Title VI funds. |

In addition to print and microform materials, the library also provides a large number of e-books, online journals, and major databases such as China Knowledge Infrastructure (CNKI), Japan

Knowledge, and E-Korean Studies to support multidisciplinary research. Highlights from the

collection include more than a thousand Chinese rare books, the largest collection of material on the history of Chinese dance outside of China, the best collection of Japanese film and kabuki

material outside of Japan, and thousands of original documents related to the drafting of the postwar Japanese constitution during the American Occupation. In recent years, the Asia Library has become a national leader in providing electronic resources related to EA studies. More than one-fourth of its annual budget is spent on purchasing or subscribing to online databases and digital resources in other formats.

**Support for Library Staffing and Acquisitions.** In 2019-20, UM provided the Library with over $2.5 million for acquisitions and staffing, which included 11 full-time staff members. This figure reflects the increase of approximately 11 percent in budget allocation for the Asia Library in 2018-2022. In 2014, Asia Library staffing was configured to provide a specialist librarian for each area, China, Japan, and Korea, as well as an administrative leader. The head of Asia

Library, Dr. Dawn Lawson, (Appendix II) was hired in 2015. Since then, the visibility of Asia Library has increased with new initiatives that have elevated its profile and services.

* 1. **Access to Materials at Other Institutions**. UM Library is an institutional member of the Center for Research Libraries (CRL) consortium. As such, UM plays an active role in the selection of major resources purchased by CRL. As a member of CRL, UM also has access to all resources preserved by its members; UM in turn makes these resources available to the general public. Research materials from other institutions are available to UM users through the interlibrary loan (ILL) service. Most of UM’s ILL requests for EA materials are filled by peer institutions in the Midwest. UM’s Asia Library continues to cooperate with Yale, Harvard,

Columbia, and others in the Northeast Research Libraries (NERL) group in purchasing major electronic databases such as the *Siku quanshu* and the *Yomiuri* newspaper.

**Other Institutions’ Access to UM Library Holdings.** UM’s library system shares its materials

and resources nationwide, mainly through the ILL service. During the last academic year, the

Asia Library filled more than 680 ILL requests from other institutions across the nation. It is also the largest contributor of EA contents to the Hathi Trust Digital Library. The Library attracts a large number of researchers traveling from other institutions in Michigan and neighboring states. EANRC offers library access to its associates and travel grants to non-UM scholars to access the Library’s resources. We propose to continue this program with Title VI support, with targeted outreach to faculty at MSIs and MIIIE members. (See Section I.2.v, p. 47)

# Impact and Evaluation

* 1. **Impact.** As a public university where the area studies model was first implemented in

earnest, UM has long considered its mission to encompass not only the production of the most rigorous and wide-ranging research, but of maximizing the public impact of such scholarship.

# Table 16: UM EANRC’s Impact, 2018-2022

|  |  |  |
| --- | --- | --- |
| **Impact Areas** | **Campus, Community, State & National Impact** | **Activities & Indices** |
| **Teacher Training** | Provide training & resources for K-14 instructors in SE Michigan, the Midwest & beyond | * EANRC Workshops: 65 teachers, 3 workshops ~18,000 students
* Korea from A Single Shard Program: 12 teachers, 360 students
* WHaLI: 39 teachers, ~10,000 students
* MIIIE: 85 two-year college teachers
* CCS Books for Peaceful Purposes: Over $4,000 in grants to 35 teachers See Tables 20 and 21, p.36,37 for more details on outreach activities.
 |
| **Language Pedagogy** | Create web-based teaching materials for EA languages | * Online video exchange with U-M upper-level Korean language students and Seoul National University English language students.
* (2022) U-M CAI: virtual reality-based learning modules for KLP
 |
| Enhance EA assessment capacity | * (2019-2021) OPI Assessment training for 2 Korean Language Program lecturers.
 |
| Improve quality of EA language instruction | * Conference travel grants for 9 EA language instructors for presentation & professional development.
* (2021) TOBIRA Beginning Japanese I & II textbook, including videos and sound recordings for real-life
 |

|  |  |  |
| --- | --- | --- |
|  | Provide access to int’l language proficiency metric | * (2012-ongoing) Administer Japanese Language Proficiency Test (int’l standardized proficiency test for non-native speakers) to approximately 300 students annually; 5th largest test site of 18 in US. Paused in 2020-21 due to the COVID-19 pandemic.
 |
| Increase access to proficiency in EA languages | * (2018-22) Support EA language instruction at WCC.
* WCC’s 1st year Chinese Language is now self-sustaining from tuition.
* Supported Japanese language instruction starting in Fall 2021.
 |
| Increase number of EA experts nationally | * (2018-21) EA-focused graduate degrees awarded: 29 EA Studies MA, 22 humanities/social sciences MA, 1 MSW, 14 MBA, 1 MPP, 3 MPH, 38 PhD
* (2018-21) EA-focused undergraduate degrees awarded: 200 majors and 275 minors in Asian Studies (AS), International Studies (IS), and other area-studies related programs
 |
| **Academic Network- Building & Scholarship** | Build a stronger base of EA knowledge for students | * UM ranked 4th in the nation for study abroad participation
* (2011-ongoing) Korean Studies e-school: 90 courses shared among 13 schools; 2,321 students enrolled across the BTAA
 |
| Increase number of experts with advanced EA language skills | * (2016-17 to 2021-22) enrollment in Korean language courses increased by 60%, from 191 to 307 students.
 |
| Disseminate cutting-edge researchon EA | * (2018-19) EANRC sponsored 9 academic conferences ~741 attendees.
* (2013-21) International Conference of NextGen Korean Studies Scholars: 151 graduate students from over 50 different universities
* (2018-22) 26,434 talk views across CCS, CJS, and CKS YouTube pages.
* (2018-ongoing) EANRC collaboration with UM Press: 21 new titles published and 7 titles currently in progress.
* Over 100 titles on Asia published in the last 50 years for the Humanities Open Book Program, supported by an NEH grant.
 |
| **Library** | Provide opportunities to access Asia Library | * Awarded 20 travel grants to scholars from other institutions to access library materials, 15 were virtual visits due to the COVID-19 pandemic.
* (2020) Filled 681 ILL requests from libraries across the nation.
 |
| **Public Outreach** | Expand public knowledge about EA on campus & regional community | * (2018-19) 58 public lectures on EA topics; total audience 3,008.
* (2018-19) 24 film screenings in EA languages; total audience 4,404.
* Co-sponsored 5 art exhibits with UMMA; total viewers 375,000; support for curator & docent tours.
* (2018-19) 10 large scale public events for all ages (e.g., Chuseok, Ann Arbor Japan Week, CCS Art Exhibition) with performances & activities; 11,810 total participants.
 |
| Expand public knowledge about EA nationally & internationally | * EANRC faculty expertise shared in over 50 features by national & international media outlets: AP, BBC, Bloomberg, ChinaFile, CNN, Economist, Financial Times, Guardian, NBC News, Newsweek Japan, New Yorker, New York Times, Nikkei Asian Review, NPR, Reuters, South China Morning Post, Vice News, Vox, Washington Post
* (2019) CCS professor and II director Mary Gallagher testified on US/Chinese competitiveness at the US Senate Subcommittee on Fiscal Responsibility and Economic Growth
 |

EANRC advances regional and national expertise on EA through training specialists and teachers, sponsors scholarship that is historically informed and contemporarily relevant, and disseminates expert knowledge through broad networking and public outreach efforts. Our

effectiveness in achieving these aims is demonstrated in the outcomes listed in Table 16 above.

* 1. **Improving the Pool of EA Specialists in Areas of Need.** EANRC has a strong track record of placing graduates in areas of need where the language skills and area knowledge acquired at UM could be maximally utilized. In 2021, EANRC conducted a comprehensive survey of MA, PhD and FLAS Fellows who graduated in 2018-21. The results were consistent with our record. 67% of MIRS graduates from CCS and CJS reported that they make use of EA language skills,

and 62% reported that their area knowledge from their degree programs was relevant in their

current positions. FLAS Fellows

reported that in their current positions, 67% make use of their EA language and 83% make use of area knowledge that they gained during their studies at UM.

Since EANRC awards UG FLAS only for 3rd year level and above, all fellows graduate with at least intermediate-high proficiency. Almost 70% of fellows

graduate with advanced-low proficiency or higher, having completed at least four years of language study.

Table 17 shows the placement outcomes of these students. The majority of graduates pursue careers in areas of national need in government, education, business, and non-profit organizations. UM PhDs teach on EA at universities across the US. UM’s doctoral programs

routinely place over 75% of graduates in university or college teaching positions; EA PhD graduates from 2018-2021 hold tenure-track positions at institutions such as UC-Davis, Duke, Dartmouth, Harvard, Illinois (Urbana- Champaign), NYU, Princeton, UT-Austin, Vanderbilt, Smith College, and Yale. All contribute to American expertise in EA in fields that constitute national need. MA graduates have gone on to PhD programs, careers in language instruction and translation, or industry positions at Biogen, Ford, and TPG. Examples of Graduate FLAS placements include the Department of Defense, the Congressional Research Service, and Freedom House Detroit. Affiliated undergraduates have pursued careers in Public Health, local and federal governments, and in the private sector with positions at Toyota and Amazon.

* 1. **Addressing National Needs and Disseminating Information.** EANRC covers a region of vital economic and geopolitical importance to the US: China has emerged as a dominant global power, Japan has been the US’s most important Asian ally in the postwar era, and Korea is a divided nation requiring American diplomatic attention and military presence. Together these

countries constitute three of the four largest economies of Asia. Languages spoken in these countries–Mandarin, Japanese, Korean, Uyghur, and Cantonese–are all listed as priority

languages. EANRC meets this need by producing linguists skilled in these languages, as well as specialists and teachers with expert knowledge of the region where they are spoken. Research supported by EANRC is disseminated through widely-consumed faculty publications, websites, blogs, podcasts, lectures, and public outreach activities. In addition, EANRC works with

professional schools to offer focused career training such as the Midwest Symposium on U.S. Korea Relations discussed in Section C.1, p.10.

* 1. **Evaluation Plan.** Systematic data collection and analysis, such as the annual “University of Michigan Asks You” survey of all undergraduates and the national “Survey of Earned

Doctorates,” and formative teaching evaluations are an integral part of UM’s governance. In order to ensure effectiveness and continuous improvement of UM’s Title VI programs, an

evaluation program for all EANRC activities has been collaboratively developed by faculty, staff, and an independent evaluator. Evaluation generates information that can be used to assess program and student outcomes and improve programs to meet the project goals.

**UM NRC Evaluation Plan.** UM NRCs collectively hired a Title VI data coordinator to increase implementation of suggested improvements in a timely fashion, ensure consistency, and assist in the collecting and reporting of relevant data to Center committees and IFLE. In this cycle, UM NRCs will retain Formative Evaluation Research Associates (FERA) as an external evaluator to report on large-scale shared outreach projects (WHaLI, MIIIE, GMEI, UPR and World Performance). FERA, a 100% woman-owned Michigan consulting firm, has provided evaluation to non-profit organizations for over 45 years and is committed to the inclusion of groups underrepresented both in the field of evaluation and in the projects evaluated. FERA will generate 3 types of evaluations for EANRC: 1) *Formative Evaluations* provide information for improvement, modification, and management, with data collected early enough that changes can be made to enhance the program’s effectiveness rather than waiting until the program is over; 2)

*Outcome (Impact) Evaluations* measure the extent to which the program’s goals were achieved and determines any unintended consequences, positive or negative; and 3) *Context Evaluation*

provides information about the program setting, including the specific needs of individuals targeted by the program as well as their social, political, economic, geographic, and/or cultural factors. The comprehensive evaluation plan with SMART outcomes (i.e., specific, measurable, achievable, realistic and time bound) and quantifiable indicators is designed to assess the extent to which the NRCs meet their shared goals. Overarching evaluation questions are listed below.

# Table 18: Guiding Questions for FERA Evaluation of UMNRCs 2022-26

|  |  |
| --- | --- |
|  | **Guiding Questions for Evaluation** |
| 1. | Which strategies for outreach to K-14 teachers are most effective? Least effective? What additional, or adjusted, strategies are needed? |
| 2. | How effective is the dissemination of global studies content and materials regionally and nationally? What additional or adjusted strategies are needed? |
| 3. | What challenges do middle and high school teachers encounter teaching global studies? |
| 4. | What professional development opportunities or content resources would be useful to teachers? |
| 5. | How do Puerto Rican education departments approach professional development? What professional development opportunities, resources and content are being offered across Puerto Rico for public school intermediate and high school teachers related to global studies? What are the barriers to teacher participation? How might the barriers be addressed? What support can UM offer? |
| 6. | To what extent and in what ways have National Resource Centers (NRC’s) increased access to area studies professional development opportunities both regionally and nationally for minority serving institutions, and K-12 teachers? |
| 7. | To what extent do minority serving institutions, and K-12 teachers regionally and nationally increase their access to area studies content and resources about global issues? |
| 8. | How valuable are the professional development opportunities focused on global studies? Why are they? |
| 9. | What are the benefits/outcomes for teachers? |
| 10. | To what extent do teachers gain new knowledge and access to resources about global issues and how they manifest in different regions of the world they can use in their classrooms? |
| 11. | What are the contextual factors and how have they affected each of the collaborations? |

Mixed methods will be used to collect both quantitative and qualitative data to: 1) document outcomes; 2) provide feedback that can be used to strengthen NRC activities focused on minority serving institutions and K-16 educators; and 3) highlight contextual factors that may affect successful outcomes. Specific evaluation activities are detailed in Table 19 below.

# Table 19: FERA Evaluation Plan Timeline for UM NRCs 2022-26

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Project** | **Activities by Year** | **I** | **II** | **III** | **IV** |
| **Design, Communication, and Planning** | Meet with Title VI team to review evaluation design | X | X | X | X |
| Coordinate and plan with each initiative | X | X | X | X |
| **U-M / UPR****Collaboration** | Conduct ethnographic evaluation case study designed to tell the story of the UPR/UM collaboration and its impact | X |  | X |  |
| Conduct background context interviews and case study interviews in Spanish with participating K-12 teachers in Puerto Rico | X |  | X |  |
| Implement a participant feedback and workshop outcomes survey |  | X |  | X |
| **World History and Literature Initiative (WHaLI)** | Implement a participant feedback and workshop outcomes survey | X |  | X |  |
| Conduct ethnographic evaluation case study designed to tell the story of WHaLI and its impact. |  | X |  | X |
| **Global Migration Education Initiative (GMEI)** | Kick-off design meeting with GMEI Team | X |  |  |  |
| Feedback on the GMEI (Participant observation at GMEI workshop) | X |  | X |  |
| Conduct interviews with participants at GMEI workshop | X |  | X |  |
| Implement a teacher survey at GMEI workshop to collect feedback and outcome data |  | X |  | X |
| **World Performance Guest Residency** | Kick-off design meeting with Residency Team | X |  |  |  |
| Feedback on pilot - conduct participant observation at Residency workshop | X |  | X |  |
| Implement a follow-up teacher survey at Residency workshop to collect feedback and outcome data |  | X |  | X |
| **Overall Reporting and Data Interpretation** | Data interpretation meeting to develop actionable recommendations | X | X | X | X |
| Short section for annual Title VI grant report (October) | X | X | X | X |
| Survey data summaries – both quantitative and qualitative data | X | X | X | X |
| Short case study reports highlighting outcomes and lessons learned | X | X | X | X |

**EANRC Evaluation Plan.** Evaluation has been historically institutionalized as a constitutive part of its operations where UM evaluation data is not available, such as our teacher workshops and travel grants. These exit surveys that produce quantifiable, outcome-measure oriented data, continue to be employed and reviewed by EANRC faculty and staff to adjust programming. The II FLAS coordinator monitors EANRC recipients, assesses the program, and tracks alumni.

FERA has served as the external independent evaluator for the 2014-18 and 2018-22 grant applications and their findings have been extremely valuable in strengthening collaborations and professional development opportunities for K-12, MSI, and CC educators. For example, the

UPR/UM collaboration began with teachers invited to academic-style panels. Challenges included teacher outreach, teachers’ ability to attend, language and access to materials. Using evaluation feedback, this collaboration was redesigned so that UM experts would work with

K-12 teachers from Puerto Rico on the development of bilingual lesson plans. The program was made available regionally and nationally. As a result, teachers’ ability to access and utilize the program has substantially increased.

* 1. **Equal Access.** UM is an equal access university. Throughout the institution, guidelines are in place to carry out the university’s nondiscrimination policy, which states: “The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.” At UM, the Center for Educational

Outreach and Academic Success works with schools and communities to improve access to higher education in underserved communities and increase the number of transfer students from two-year colleges. Scholarships were created for first-generation students, students raised in single-parent homes, and students whose family income was less than $65,000 per year.

UM’s Office of Services for Students with Disabilities (SSD) offers year-round, free services to all students with learning disabilities (visual, hearing, mobility, chronic health, and psychological impairments). SSD assists students in negotiating barriers to their education;

improves access to programs, activities, and facilities; and promotes increased awareness of disability issues. The majority of EANRC lectures and outreach activities are held in the II facilities located in Weiser Hall which meets full accessibility standards.

**H. [NRC] Outreach Activities**

During the 2018-22 funding cycle, EANRC strengthened its commitment to outreach at all levels with an emphasis on K-14 constituencies. EANRC staff have increased collaboration with other programming staff from UM’s NRCs to provide extensive programming designed to promote an international focus in teaching and learning.

# Table 20: Selected K-14 Outreach Activities (2018-2021)

|  |  |  |
| --- | --- | --- |
| **Name** | **Description** | **Impact** |
| **EANRC****Teacher Workshops** | (2010-ongoing) Annual one-day workshops to train teachers in EA content with lectures by EANRC faculty, EA specialists, artists, and master teachers. | Over 41 K-12 teachers, 3 workshops, approximately 9,000 students impacted |
| **WHaLI Teacher Workshops** | (2009-ongoing) Annual three-day workshops to assist middle & high school teachers with curricular & professional development to teach new state standards for World History & Geography. Collaboration of 5 UM NRCs, SOE, & external organizations with EANRC faculty presenters. | 39 K-12 teachers, 2 workshops, approximately 8,500 students impacted |
| **MIIIE****Workshops** | (2012-ongoing) Week-long theme-based summer workshops, conferences, and mentoring for faculty from MIIIE member community colleges. | 85 teachers; 53 curriculum modules for approximately 130 member institutions |
| **WCC EA****Language Program** | (2016-ongoing) First year Chinese added to WCC curriculum (Chinese 111 & 122) offered annually. First-Year Japanese (111 & 122) added starting in the 2021-22 academic year. | 6 courses offered, 186 students enrolled |
| **Korea from "A Single Shard" Program** | (2012-ongoing) Multi-faceted program for middle & high school teachers to teach a STEAM-based Korea module using the book *A Single Shard*; provides classroom resources and supplemental activities with UMMA | 12 K-12 teachers, 9 Title Ischools, 360 students attended |
| **Ann Arbor Japan Week** | (2015-ongoing) An annual series of Japan-related cultural events geared towards K-12 students after the completion of their school year. Events planned in partnership with various UM units, community organizations, and the Consulate General of Japan in Detroit. | (2019) 1,761 attendees |

* 1. **K-12 Outreach.** EANRC, with the participation of numerous faculty members, carries out a wide-ranging program of K-12 outreach. This includes teacher training workshops, large cultural events to encourage study of EA languages and societies, and student-focused activities. (See

Table 20 above for details.)

* 1. **Postsecondary Outreach.** EANRC and UM NRCs will continue the relationship with MIIIE, a consortium of CCs across the nation. Travel grants and event announcements are targeted toward CC faculty in the consortium in an effort to draw connections with UM faculty and staff. In addition we will continue our collaborations with UPR and WCC while also

extending our resources in curriculum development and training to new institutional partners: San Diego State University (SDSU), Tennessee State University (TSU), Georgia State University (GSU), and UM-Flint (See Section I.1.viii and I.2, p.45-47).

* 1. **Business, Media, and General Public Outreach.** EANRC organizes regular lecture and film series, and high-profile public panels and conferences in efforts to increase national and

regional awareness of the importance of Asia, as well as large public cultural events that expose students at all levels and the general public to EA culture. Together, these events constitute one of the most extensive offerings of EA programming to be found at any American university.

Examples of public outreach activities are listed in Table 21 below.

# Table 21: Business, Media, and General Public Outreach, 2018-21

|  |  |  |
| --- | --- | --- |
| **Name** | **Description** | **Impact** |
| **EANRC****Lecture Series** | Regular academic year lecture series presented by national & international Japanese, Chinese and Korea studies experts. Videos of most lectures are posted on center websites and YouTube. | 2018-19: 58speakers; audience total 3,008 |
| **EANRC****Film Series & Events** | Annual film series & events of CJK films. Films of note are often accompanied with auxiliary events. | 2018-19: 24 films; audience total: 4,404 |

|  |  |  |
| --- | --- | --- |
| **Chuseok Dae Festival** | (2019) The ninth annual Korean Harvest festival hosted by CKS featured an afternoon of Korean culture and arts with traditional games, crafts, student-led performances, and holiday cuisine. The event was advertised to members of the UM community and residents of Southeast Michigan, includingKorean-American online and print media outlets. | 950 attendees |
| **South Korean Film Industry Conference** | (2021) This five day conference brought together film scholars and film makers for an interdisciplinary dialogue on the diversity and complexity of the South Korean film industry. This conference showcased innovative scholarly work examining the pipeline of South Korean cinema, state policy and censorship, coproduction, film festivals and cinephilia, independent cinema, Hallyu, and the global reception of South Korean cinema. | 229 attendees (virtual) |
| **Michigan Talks Japan Podcast** | (2020-ongoing) A new podcast from CJS, Allison Alexy ( Appendix II) talks with leading scholars doing research on Japan about their work, background, and recommendations in the field. Crossing academic disciplines and periods, the podcast highlights new and exciting scholarship in Japanese Studies. | 2,147 downloads across the US, Japan, Europe, and Australia |
| **UMMA****Artist Exhibition: Mari Katayama** | (2019-20) Contemporary Japanese artist's first U.S. solo presentation, the eponymous exhibition featured photography, sculpture, and textiles that examine Katayama’s own body to fill a deep gap between her own understanding of self and physicality and society’s categorizations. The exhibition included extensive public events and school tours. | 55,000 visitors |
| **Wang Qingsong Event** | LRCCS Distinguished Visiting Artist, Wang Qingsong, internationally known for his large-format photographs, restaged a 1959 Chinese art work in Highland Park, MI (2018). The artist decided to stage his work in the Detroit area because he was struck by its parallel to China. The image was displayed at UMMA in 2019 and a book project chronicling the photo shoot and the history of Highland Park is currently underway. | Approximately 60,000 attendees |
| **Center for Chinese Studies Blog** | (2014-ongoing) Widely regarded as a leading site for substantive content related to the study of China, guest bloggers from EANRC faculty, students, alumni & internationally renowned commentators contribute to content.Partnership with other blogs such as the Association for Asian Studies and other UM Departmental Blogs | 3,400 page views from 50 US states & 51 countries worldwide |

**H. FLAS Awardee Selection Procedures [FLAS ONLY]**

UM EANRC plans to offer 8 graduate academic year FLAS fellowships, 3 undergraduate academic year FLAS fellowships, and 8 summer FLAS fellowships for undergraduate and

graduate students. For undergraduates, priority will be given to students at the advanced level and to students who want to participate in study abroad programs. Table 22, p.39 outlines the process and criteria we will use to select FLAS fellows and alternates.

# Table 22: FLAS Fellow Selection Process

|  |  |  |
| --- | --- | --- |
|  | **Graduate FLAS** | **Undergraduate FLAS** |
| **Languages & Levels** | Four EA languages at 2nd year level & above, with priority to advanced level training | Four EA languages at 2nd year level or above |
| **Advertising (September to January)** | * FLAS website with links from department & professional school admissions & fellowships pages, Rackham fellowships (graduate); LSA scholarships office, financial aid office, Global Michigan (university-wide) fellowships
* 5-8 joint information sessions for all FLAS languages at UM; separate sessions for graduate/professional, undergraduate, &/or student services staff/academic advisors
* Direct targeted email messages to students identified by graduate/professional program, major/minor, previous language course enrollment
* Targetive and informative email messages to instructors, major/minor advisors and programmers to notify students of critical language courses
* Social Media announcements coordinated by the II and its constituent centers
* Joint information booths, virtual and in-person for all FLAS languages at relevant university-wide events, e.g., Rackham Graduate Orientation, Study Abroad Fair, Int’l Career Fair, Major/Minor Fair
* Conduct recruiting with Business, Engineering, Law, Public Health & Public Policy schools
* Identify and recruit potential applicants with language lecturers
* 2 Statement of purpose workshops designed to provide assistance in writing strong proposals
* Offer FLAS Coordinator drop in office hours until deadline, for individual advising and questions
 |
| **Application (November to January; deadline February 1)** | * FLAS website with detailed information on eligibility, fellowship requirements, application instructions & contact information for FLAS coordinator for questions & clarifications
* Online FLAS application linked from the FLAS website
* Required materials: application form, statement of purpose, official transcripts of all postsecondary work, one academic letter of recommendation, one language evaluation/recommendation
* Optional materials: FAFSA, expected family contribution (EFC)
 |
| **Selection Criteria** | * Academic excellence, based on quantitative & qualitative evidence
* Strength/feasibility/appropriateness of proposed plan for the award period
* Adequacy of language preparation for proposed plan
* Relevance of language & area studies in overall career goals
* Overall balance of languages, disciplines, & long-term career interests among selected fellows
* Equal access to students from under-represented socioeconomic backgrounds & disciplines
* Financial need, based on student’s FAFSA, EFC
 |
| **Financial Need** | * Select pool of qualified candidates based on selection criteria above except financial need
* Assign financial need category (high, medium, low, or no need) based on FAFSA EFC; students who do not file FAFSA will be assigned to lowest need category
* Cut-off for each category to be determined annually based in part on cost of attendance (COA) and the distribution of EFC in each pool; separate cut-offs for graduate & undergraduate pools
* Priority given to applicants with higher need category when all other selection criteria are equal
 |
| **Selection Committee** | * Committee composed of faculty representing cross-section of EANRC faculty
* At least one faculty member in the humanities & one in the social sciences
* Professional school faculty included whenever possible
 |

* September 1: FLAS website updated with information for the upcoming year’s competition
* November 1: FLAS online application opens
* February 1: FLAS online application closes
* February 20: Faculty review of undergraduate and graduate applications completed; selection committee meeting
* March 15: Award letters sent to selected FLAS fellows & alternates

**Deadlines**

**Application Procedure.** All required materials are submitted electronically. Applicants are strongly encouraged to fill out a federal Free Application for Federal Student Aid (FAFSA) and include expected family contribution (EFC) if preference based on financial need is sought.

**Selection Committee.** Admissions and Fellowships Committees are appointed by the centers for equal representation, with disciplinary expertises varying from year to year.

**Selection Criteria.** Selection criteria are: (1) academic merit and professional promise; (2) relevance of proposed language and AS training to overall academic and career goals; (3)

commitment to pursue a career using language and AS skills in areas of need; (4) disciplinary

and language diversity. Between applicants with similar credentials, preference is given to those demonstrating financial need, determined by EFC (FLAS CPP1). Consideration is given to

applicants for priority LCTLs (FLAS CPP2). All undergraduate awards are made for intermediate or advanced study. Lowest priority is given to applicants who possess language

fluency equivalent to educated native speakers and who are applying for dissertation research or writing.

**I. Program Planning and Budget**

EANRC provides a natural home for comparative and border-crossing scholarship, teaching, and outreach. The need to adopt an integrated regional perspective becomes more urgent at a time of growing geopolitical complexity and mounting nationalistic tensions among China, Japan, and the two Koreas. For the 2022-2026 grant cycle, strong emphasis will be placed on building

lasting partnerships and sustainable infrastructure for sharing the Center’s regional expertise and integrated perspective with those that have limited resources in EA studies. In addition, a substantial investment will be made in K-14 teacher training activities in order to seed future generations of EA experts. EANRC’s major programming objectives for the next grant cycle are:

1) enhance teacher training efforts at the K-12 level and postsecondary level [Training]; 2) develop EA curricula at CCs and MSIs [CC]/[MSI]; 3) improve language programs by

enhancing curriculum [Language]; 4) expand outreach capabilities, especially in collaboration with other NRCs at UM and beyond [Outreach]; and 5) augment UM’s capacity for leadership through acquisitions and staffing [Capacity]. Associated budget lines and timelines are given below, following each project description.

# [Training, Outreach] World History and Literature Initiative (WHaLI): A unique

collaboration between UM NRCs and its School of Education (SoE), WHaLI provides secondary teachers in the fields of History, Social Studies, and English Language Arts with teachable

content in global studies and professional development opportunities. In the new iteration of

WHaLI, we will be aiming for a deeper and more durable impact. Rather than offering one-time, short-term training, we will build relationships with teachers and provide ongoing consultation

for incorporating relevant topics in their teaching. In 2022-26 we will expand and innovate

WHaLI by: (1) adopting a flexible hybrid mode to accommodate participation; (2) collaborating with teacher consultants in the design and delivery of workshop activities and resources; (3)

work closely with a SoE faculty lead and calibrate our existing partnership with CEDER.

**Addresses:** Absolute Priorities 1 & 2

**Budget:** [Years 1-4] Personnel (WHaLI consultant), p.1; Supplies (educational materials and books for participants), p.5; Other (speaker’s fee, travel costs, CEDER consulting fee), p.9

* + 1. **[Training, Outreach] World Music Course for Educators:** EANRC and 4 other UM NRCs will collaborate with the School of Music Theatre and Dance (SMTD) to implement a

world music class. Music education students will be trained by an ethnomusicologist to teach a survey course in world music to K-12 students. Pre-service teachers will be required to produce age-appropriate lesson plans. EANRC will support faculty instruction of this course in Years 1 and 3 of the grant.

**Addresses:** Absolute Priorities 1 & 2

**Budget:** [Years 1 & 3] Personnel (course instructor), p.1

* + 1. **[Training, MSI, Outreach] University of Puerto Rico (UPR) Collaboration:** With UM and Title VI support, EANRC and 8 UM area studies centers have built a strong partnership with the UPR and surrounding K-12 schools. The program provides curriculum workshops and

creates resources for teachers in the UPR community. Building on institutional ties between UM LACS and UPR, the II launched this program in 2014. Since 2018, CEDER curriculum design staff have joined the workshops to run instructional design sessions and create education toolkits tailored to UM and Puerto Rican social studies and history teachers, including lessons, activity

/discussion guides, and web resources. EANRC will participate in Years 2 & 4 by supporting a mixed-rank delegation of area experts for a workshop on interdisciplinary topics of global

concern such as climate change, migration, health, and democracy.

**Addresses:** Absolute Priorities 1 & 2; NRC Competitive Preference Priority

**Budget:** [Years 1-4] Personnel and fringe (UPR outreach assistant), [Years 2 & 4] p.1; Travel (domestic travel for 1 presenter to UPR), p.4; Other (UPR consultant fee, speaker’s fee, p.7; (CEDER consultant fee), p.9.

* + 1. **[Training, MSI, Outreach] Global Migration and Inclusive Pedagogy (GMIP) Summer Institute:** As part of a collaboration between 6 UM centers and several units at San

Diego State University (SDSU), as well as the San Diego County Office of Education, the Global Migration Education Initiative (GMEI) will host an annual multi-day binational

workshop for K-14 teachers from Michigan and California to develop curriculum on the theme of global migration and comparative border studies, including a specialized curriculum development initiative focused on Chinese Migration in Mexico and China/Mexico history and international relations. GMIP workshops will bring K-14 educators to the US-Mexico border at the San Diego-Tijuana artery in order to better understand global migration flows as well as inclusive strategies for teaching in increasingly diverse classrooms.

**Addresses:** Absolute Priorities 1 & 2; NRC Competitive Preference Priority

**Budget:** [Years 1 & 3] Other (UM-SDSU project consultant), p.7; (professional service fees, travel costs), p.8

* + 1. **[Training, Outreach] Global Education through Comic Arts, Graphic Novels, and Innovative Media:** Asia-focused curriculum workshop for pre-service and in-service teacher training in collaboration with UM-CSEAS and various MSU partners. Offered in summers of

Years 1 and 3, this program will train teachers in the use of graphic literature in classrooms. This genre of literature can make learning about Asia more accessible to students whose exposure to the cultures of the region is minimal. Onsite, at MSU's outstanding archive in world graphic literature with the aid of pedagogy and area specialists, teachers will develop tools to engage

with their students’ interests, and learn how text and images can scaffold comprehension and

critical reading. Michigan State Continuing Education Clock Hours will be offered for teachers.

**Addresses:** Absolute Priorities 1 & 2

**Budget:** [Years 1-4] Travel (travel costs), p.4; Supplies (educational materials and books for participants), p.5; Other (speaker’s fee, teacher fellowship fee, participant travel costs), p.8.

* + 1. **[Training, MSI, Outreach] World Performance Guest Residency:** Four UM NRCs (ASC, CSEAS, EA, and LACS) will collaborate with UM SMTD and the Center for World

Performance Studies (CWPS) to invite a guest artist or arts scholar for a 4-8 week long residency program in Ann Arbor. Teachers will learn about world performance first-hand from the guest

and take part in a training workshop. SMTD will also connect students enrolled in Music Education with the teacher training activities. EANRC will provide partial support for the

residency in Year 1 of the grant with costs shared by STMD and CWPS. NRC partners will take turns in collaborating. This residency will also provide regional expertise to the instructor of a 4 credit CWPS course. The guest will give a public performance or lecture at UM Flint campus.

**Addresses:** Absolute Priorities 1 & 2, NRC Competitive Preference Priority

**Budget:** [Year 1] Travel (travel costs), p.5, Other (speaker’s fees, residency travel costs, performance fees, event and/or venue fees), p.8

* + 1. **[T-Training] EA Teacher Workshop:** EANRC will expand its successful teachers’ workshop (See Table 20, p. 36) to a two-day professional development opportunity for K-14

teachers. Workshops will be organized around themes that invite competing perspectives from across the entire region, and collaborations with UM CSEAS and CSAS will enable a broader, inter-regional perspective. The workshops will include experiential activities in addition to lectures and discussions. Participating teachers will have access to both physical and online

resources such as classroom books and web-based teaching modules. Virtual participation will be offered in order to keep the workshops accessible to teachers who cannot travel. In addition,

EANRC will build a teacher network for supporting teacher efforts to engage with K-14

administrators and curriculum directors. Michigan State Continuing Education Clock Hours will be offered for teachers.

**Addresses:** Absolute Priorities 1 & 2

**Budget:** [Years 1-4] Supplies (educational materials, photocopying), p.5; Other (speaker’s fees, professional service fees for teachers, domestic travel, recording fee, venue fees, ground transportation), p.9

* + 1. **[Training, CC, MSI] Midwest Institute for International/Intercultural Education (MIIIE) Collaboration:** MIIIE is a consortium of over 130 two-year colleges that promotes internationalization at CC through curriculum and professional development activities. About

50% of the MIIIE member institutions are eligible MSIs. We will work with other UM NRCs to continue our relationship with MIIIE, support the development of curricular modules on EA in the summer institutes, and devote staff time to market the resources available to MIIIE faculty.

**Addresses:** Absolute Priorities 1 & 2; NRC Competitive Preference Priority

**Budget:** [Years 1-4] Travel (travel costs), p.4; Other (professional service fee), p.9

**I.2.ii. [CC, Language] EA Language Program at Community College (EAL at CC)**: We also seek funding to continue our partnership with Washtenaw Community College (WCC) and build up EA language instruction. In the past cycle, EANRC’s support successfully established teaching capacity in Chinese and Japanese (See Table 20, p. 36). This cycle, WCC plans to

expand Japanese language offerings to two years and to offer Korean language for the first time.

Investment in WCC plays a unique role in reaching a high number of UM transfer students as well as dual-enrolled high school students. The partnership expands the number of languages

available for these students to fulfill their foreign language graduation requirement. Students can also take these courses to accelerate their progress to language proficiency at a 4-year institution.

**Addresses:** NRC Competitive Preference Priority, FLAS Competitive Preference Priority 2

**Budget:** [Years 1-4] Contractual (CC language instructors, language chair fee, indirect costs), p.5-6

# [Training, MSI, Outreach, Language] Tennessee State University (TSU)

**Collaboration:** TSU is a land-grant public university and HBCU located in Nashville, TN. In a new collaboration to facilitate curriculum and faculty development in area studies and EA languages, EANRC will support enrichment of TSU’s History 1000: *Global Culture and History*, a gateway course for all non-US history that also meets a core curriculum humanities

requirement. In addition to guest lectures, UM faculty will meet with TSU faculty to discuss curriculum development, research projects, and other professional development. TSU faculty

will also be encouraged to apply for our Asia Library travel grants (Section I.2.v., p.47). EANRC plans to also support the costs of 1st and 2nd year Japanese. The partnership will build on strong student and faculty interest in Japan and Japanese language that already exists at TSU. TSU will also explore interest in Chinese. This collaboration allows TSU to accelerate their goals for an

Asian Studies minor and will facilitate study abroad and experiential learning in Japan at TSU..

**Addresses:** Absolute Priority 1; NRC Competitive Preference Priority; FLAS Competitive Preference Priority 2 **Budget:** [Years 1-4] Contractual (2 course buyout, guest speaker fees, travel costs, language lecturer costs, indirect costs), p.6

* + 1. **[MSI, Outreach] Georgia State University (GSU) Collaboration:** GSU is a Predominantly Black Institution located in Atlanta, Georgia. Along with other UM NRCs,

EANRC will participate in a global-themed series at GSU and support at least one EA-related lecture per year, providing partial funding for travel, lodging, per diem, and speaking fees. The lecture will be recorded and live-streamed for public dissemination. GSU faculty will also be offered UM Library resources as described in Section F, p.25.

**Addresses:** Absolute Priority 1; NRC Competitive Preference Priority

**Budget:** (Years 1-4) Other (travel costs), p.10

* + 1. **[MSI, Outreach] UM Flint Collaboration:** In partnership with the Thompson Center for Learning & Teaching at UM Flint, an MSI institution, UM ASC, CSEAS, and EANRC will support expanded faculty development in EA studies at Flint. NRC centers will ensure that lectures (See I.4.iii., p. 49) and performances (See I.1.vi., p. 44) funded by the Title VI project

will have a Flint campus counterpart. While EANRC already works with Flint faculty on an individual basis, a coordinated effort with the Thompson Center will ensure that resources for faculty, and opportunities to engage in debate based on diverse perspectives are made available

across the entire campus. Flint faculty will be able to include EA programming into their classes and provide enrichment opportunities to their students. Finally, the Thompson Center’s

relationship with Flint’s K-12 network can promote EANRC K-12 programs to area teachers.

**Addresses**: Absolute Priority 1; NRC Competitive Preference Priority

**Budget**: [Years 1-4] Personnel and fringe (coordinator), p.3

* + 1. **[CC, MSI, Outreach] Library Travel Grants:** Funding will defray travel expenses for 6 non-UM researchers and educators annually to use EA-related resources in UM Asia Library.

These grants will be targeted towards MIIIE member faculty and faculty from our MSI partners (TSU & GSU) who seek Library resources to support their course development and research.

**Addresses:** Absolute Priority 1; NRC Competitive Preference Priority

**Budget:** [Years 1-4] Other (travel costs), p.10

* + 1. **[Language] Language Lecturer Conference Travel Support:** Korean language instruction at UM is poised at the cusp of major growth with student interest fueled largely by the popularity of Korean pop culture in recent years. In comparison to JLP and CLP, however,

KLP is still a relatively young program that has yet to achieve full maturity at UM. EANRC will

support KLP lecturers’ travel to professional conferences and training opportunities to catalyze their efforts for building a world-class program in Korean language instruction at UM.

**Addresses:** FLAS Competitive Preference Priority 2

**Budget:** [Years 1-4] Travel (travel costs, conference registration), p.4

* + 1. **[Language] EA Language Pedagogical Innovation:** In order to ensure that UM’s robust curriculum of EA languages keeps pace with the changing demands of instructional needs in the wake of the COVID-19 pandemic (See Section B.4, p. 8), EANRC is looking for innovative methods to engage with students, such as VR and asynchronous tools. Year 1 will begin with a

revision of the Korean language curriculum, followed by Chinese in Year 2, and Japanese in Year

3. In Year 4, the impact of the changes made in Year 1 to the Korean curriculum will be assessed and appropriate adjustments implemented.

**Addresses:** FLAS Competitive Preference Priority 2

**Budget:** [Years 1-4] Personnel (language lecturers), p.2; Supplies (photocopying and materials), p.5.

* + 1. **[Language] Uyghur Language:** EANRC and UM CREES has leveraged the BTAA CourseSharing infrastructure to make Uyghur, a least commonly taught language, available to UM students with instruction from IU. Students at UM participate in the course taught at IU via video conferencing technology, in real-time and allows for two-way interaction. EANRC will provide on-site tutoring and travel funding for the IU instructor to meet with UM students.

**Addresses:** FLAS Competitive Preference Priority 2 **Budget:** [Years 1-4] Other (tutor at UM, travel costs), p.9.

* + 1. **[Language] Cantonese Language:** EANRC plans to continue to offer Cantonese, a least commonly taught language, to UM students with instruction from OSU via the BTAA CourseShare. EANRC will provide on-site tutoring support for UM students.

**Addresses:** FLAS Competitive Preference Priority 2 **Budget:** [Years 1-4] Other (tutor at OSU), p.9-10.

* + 1. **[Outreach, MSI] INTLRGN 601 Course Enhancement:** EANRC proposes to support the MIRS program’s 1-credit activity-based course *Career Planning for International and Regional Studies Graduate Students* by providing guest speakers to share their career experience. Speakers also will be available via video conferencing to students at UM Flint and TSU.

**Addresses:** NRC Competitive Preference Priority 1 **Budget:** [Years 1-4] Other (speaker’s fee and travel), p.10.

* + 1. **[Outreach, MSI] Asia in the Headlines:** In this new initiative, EANRC will collaborate with UM CSEAS and CSAS to launch a series of roundtables dedicated to some of the most

hot-button issues impacting Asian societies that are also prominently featured in American news media. Roundtables are designed to provide in-depth and multiperspectival discussions on these issues. By inviting experts from a range of disciplines to both engage the issues from diverse standpoints and dissect how the issues are presented to the American public, the program will:

(1) raise awareness of rich historical contexts and complex dynamics at work behind the headlines regarding Asian current affairs; (2) build media literacy and critical thinking skills. Virtual iterations will be promoted to our partners at UM Flint and TSU to encourage participation in vigorous debate.

**Addresses:** Absolute Priorities 1

**Budget:** [Years 1-4] Supplies (photocopying and materials), p.5; Other (speaker’s fee, travel costs), p.10

* + 1. **[Outreach, MSI] EA Lecture Series:** As the study and awareness of EA gains momentum, we seek Title VI support for the Center’s efforts to promote interest in the region by hosting 12 lectures during the grant period, showcasing prominent researchers with expertise on EA. Topics will be advertised with co-sponsorship from relevant units at UM, promoted to our

MSI partners and the wider community, as well as hosted on the Center’s YouTube channel. 1 speaker will travel to UM Flint to engage with faculty and students at that campus each year.

**Addresses:** Absolute Priority 1; NRC Competitive Preference Priority

**Budget:** [Years 1-4] Other (speaker’s fee, travel costs, student assistance), p.10

* + 1. **[Capacity] Asia Library Support:** EANRC requests support to continue the acquisition of materials in Chinese, Japanese, and Korean by the Asia Library and to provide assistance in

cataloging these materials. Title VI funding will help to ensure the strength of one of the leading EA collections in the U.S. (Section F, p.25) that is accessible via ILL and travel grants.

**Addresses:** Absolute Priority 1; FLAS Competitive Preference Priority 2

**Budget:** [Years 1-4] Supplies (materials), p.5; Other (student assistant), p.10

* + 1. **[Capacity] Salary Support for EANRC Staff & Evaluation:** We seek Title VI support for 40% of a full-time EA Program Manager, 20% EA Project Coordinator, 25% of 3 full-time outreach coordinators, and 1 hourly outreach assistant. In addition, EANRC will share an Asia Centers Office Assistant with CSEAS and CSAS and an evaluation coordinator with the II and other UM NRCs. Furthermore, we request funding for an external evaluator for cross-center teacher training programs and enhance our significant efforts in evaluation (Section G.4, p.32).

**Addresses:** Capacity building & strengthening EA studies

**Budget:** [Years 1-4] Personnel and fringe (administrative, outreach, evaluation), pp.1-3; Other (evaluation specialist), p.11

In sum, the proposed projects are designed to enhance our teacher training efforts and

collaborations with CC and MSI partners, improve our language programs, and expand our outreach capabilities. Title VI funding will enable UM to achieve further growth as a leading national resource for EA expertise.