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University of Wisconsin-Madison Center for East Asian Studies National Resource Centers (NRC) Program

Foreign Language and Area Studies Fellowships (FLAS) Program 2022-2026

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# COMMITMENT TO EAST ASIAN STUDIES

UW-Madison (hereafter UW) is fully committed to the promotion of East Asian (EA) Studies and to providing ample support for the Center for East Asian Studies (hereafter CEAS) to complete its proposed goals (sect. I). Currently the Center has 76 EA faculty and teaching staff members in more than 30 departments in colleges and professional schools (sect. E). In addition to salaries, UW support for EA Studies includes funds for programming, library collections, overseas linkages, and student financial assistance. The UW’s contributions to EA Studies in 2020-21 totaled more than $9.5 million, as summarized in Table A.1.

|  |  |
| --- | --- |
| **TABLE A.1 UW CONTRIBUTIONS TO EA STUDIES 2020-21** | |
| *Category of UW Support* | *UW Contribution* |
| **CEAS Permanent & Hourly Staff** | $372,640 |
| **CEAS Programming Support** | $15,000 |
| **Non-Language Core Faculty & Teaching Staff** | $4,492,000 |
| **Language Core Faculty & Teaching Staff** | $1,653,000 |
| **Library** (Includes: salary of librarians & assistants; acquisitions & cataloguing budgets; internet & digital access) | $602,498 |
| **Overseas Linkages** (Includes: IAP (study abroad)\*; IIP (internships)\*; College of Letters & Science support for faculty/student research/travel awards\* & visiting scholars; | $629,983 |
| **Student Financial Assistance** (Includes: departmental & research/travel grants\*; teaching & project assistantships; IRIS and CEAS support) | $1,863,220 |
| **Total** | $9,628,341 |

\*Support in these categories was lower due to Covid-19 pandemic travel restrictions.

* 1. **CEAS Operation** The UW provides CEAS with office space (including conference and lecture rooms with full technical capabilities), internet access, software support, and access to streaming services and media libraries with relevant EA language materials. In addition to these contributions, UW has six major commitments to the Center: faculty recruitment and retention; seed grants for new faculty positions; graduate research grants; course development grants; student

scholarships; and outreach. UW pays 100 percent of the CEAS Director’s salary and 80% of the Assistant Director’s salary. In 2018, CEAS used NRC salary support to seed the hiring of a new associate director. In 2019, the UW assumed 100% of the CEAS Associate Director’s salary (50% had previously been paid from NRC funds).

* 1. **Teaching Staff Support** The UW’s commitment to EA Studies is most directly demonstrated by support for core faculty recruitment, promotion, retention, and replacement. The UW provides

$4.4 million in salary and benefits for its 40 core faculty. On top of this, the College of Letters & Science (L&S), the International Division’s Institute for Regional and International Studies (IRIS), and the Graduate School have worked successfully with CEAS and relevant departments to provide significant financial resources for hiring new faculty. Since 2018, the UW has supported the hiring of CEAS core faculty through a tenure-track position in Korean Studies (H. Kim) as well as academic staff positions in Chinese language (T. Zhang) and in Korean language (J. Ahn). In addition, as part of the “Rethinking East Asia and the World” cluster hiring initiative, the UW created three new tenure-track positions in the social sciences. In 2019-2020, successful searches were held for CEAS core faculty positions in Educational Policy Studies (Liu), Political Science- Public Affairs (Lei), and Sociology-Asian Languages and Cultures (Oh). Looking ahead, UW has concrete plans to hire at least four new tenure-track faculty in Agricultural and Applied Economics of East Asia, Art History of Japan, Chinese linguistics, and Chinese literature as well as two new academic staff in the Japanese and Korean languages. Three core faculty have been promoted to associate professor with tenure and three to full professor since 2018.

The UW provides significant support for research as well as for teaching. Core and affiliate CEAS faculty have been successful in the UW’s annual Fall Competition. The program, funded by the Wisconsin Alumni Research Fund (WARF), provides research funds, summer salary, and project assistants (PA). Most EA junior faculty have received three to four awards. Since 2018, five core faculty have received fellowships from the UW’s Institute for Research in the Humanities to support research and writing. The UW has several multi-year named fellowships that come with

research funds and financial support: six faculty received Vilas fellowships and one WARF Named Professorship. In addition, the UW also supports faculty and course development.

* 1. **Libraries** The UW provides significant amounts of support for bibliographic materials related to East Asia: in 2021, $278,521 for the acquisition of new titles and databases, and $313,977 in personnel costs for the two EA librarians and their student employees. The library’s collection of EA-related materials has been increasing substantially by nearly 23,000 titles/year. (sect. F)
  2. **Overseas Institutional Linkages** The UW has prioritized various efforts to increase international education, especially opportunities for intensive study abroad and for overseas internships. A substantial portion of the UW’s $13 million study abroad budget goes toward its signature and affiliate programs in East Asia (table D.3). CEAS professors regularly lead students on study experiences in East Asia, teach courses in UW programs, and participate in study abroad programs and internships in other ways. Internship programs in East Asia have consistently been among the top-ranked destination for UW students (Japan ranked #2 and China #3 in 2020-21).
  3. **Outreach** Firmly committed to the Wisconsin Idea—the belief that education should influence people’s lives beyond the boundaries of the classroom—CEAS faculty and staff are particularly passionate about outreach. Furnished with an outreach budget from the university, CEAS has worked with UW media relations specialists to offer media training to interested faculty. Since Spring 2019 CEAS has organized or co-organized 130 public events that have attracted more than 8,300 participants. These events featured academic experts, business owners, military leaders of the United States and of US allies, Taiwan’s representative to the US, and US congressmen of both parties. When the Covid-19 pandemic necessitated new approaches to outreach, CEAS piloted two new programs: the [**East Asia in Wisconsin Library Program**](https://eastasia.wisc.edu/eainwisconsin/)and the [**Wisconsin Sijo**](https://eastasia.wisc.edu/2021/09/29/the-2nd-annual-wisconsin-sijo-wisijo-competition-opens-press-release/)[**Competition**](https://eastasia.wisc.edu/2021/09/29/the-2nd-annual-wisconsin-sijo-wisijo-competition-opens-press-release/) **(WiSiJo).** We now seek to make these incipient Covid Pivot programs permanent facets of our public outreach (sects. G.5 H.3 & I. Goal 6).
  4. **Graduate support** The UW plays a critical role in supporting graduate research. This support is provided through out-of-state tuition remission; teaching, project and research assistantships;

and various fellowships, such as the International Division’s Scott Kloeck Jensen Award. Qualified graduate students are eligible for University Fellowships, Dissertator Fellowships, Advanced Opportunity Fellowships (for underrepresented groups), Wisconsin Distinguished Graduate Fellowships, Mellon-Wisconsin Fellowships, IRIS Graduate Fieldwork Awards, as well as several fellowships connected to the UW’s Institute for Research in the Humanities. Since 2018, eight EA doctoral and master’s students received these grants. The Starr Fund and the Bird Fund support graduate students in Chinese and Japanese respectively. In addition, the Graduate School funds some travel for dissertation research and conferences.

# QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Languages and Levels Offered through the Center or Other Providers** The UW is a national powerhouse when it comes to language education and research. The UW offers instruction in approximately 45 modern languages during the academic year. Many other languages are taught in the summer through Wisconsin Intensive Summer Language Institutes (WISLI) and L&S departments. The study of languages is a key component of the Wisconsin experience, preparing UW students to become outstanding leaders who are engaged locally, nationally, and globally. In fact, UW has more undergraduates who major in a language other than English than any other university in the United States (US Department of Education, 2018-19).

EA languages are no exception. Over 50 courses in Chinese (4 yrs), Japanese (4 yrs), Korean (4 yrs), Tibetan (3 yrs) are regularly offered during the academic year. During the summer, Chinese (all levels up to 4th yr) is offered through the UW Intensive Chinese Language Program in Tianjin, China (replaced by 2nd and 3rd Year Chinese offered on campus during the pandemic); 2nd Year Japanese and Korean courses are offered on campus; and Tibetan (2 yrs) and Uyghur (3 yrs) are offered through WISLI. Since 2017, the Korean program has run the highly successful STARTALK Korean Language and Culture Academy, funded by the National Security Agency. To date, this summer program has reached 110 high school students.

In conjunction with the launch of the Certificate in Japanese Professional Communication (2011) and the Certificate in Chinese Professional Communication (2012) we began to offer courses that focus on Conversation and Business Communication. Further, starting in fall 2019, we diversified upper-level courses by offering Advanced Readings, Advanced Language through Media, and Advanced Topics in Translation for both languages. This was part of a systematic restructuring of our language programs that was implemented in academic year 2019-2020. These new course offerings help students in a wide variety of fields—in the natural sciences, the social sciences, and the humanities—tailor their language learning experiences to their respective interests and career aspirations. Our plan is to expand our course offerings in Korean as part of our goal of launching an undergraduate Korean major in 2025. To this end, we propose support for a new Korean teaching faculty (sect. I. Goal 1).

* 1. **Student Enrollments** The statistics released by the Modern Language Association (MLA) in 2018 indicated an overall decline of 9.2% from 2013 to 2016 in enrollments in foreign languages in colleges and universities nationwide. We await the next MLA report in 2023 for updated figures, but our statistics show a much stronger trend at the UW because of the academic structure reforms launched in fall 2019. Total enrollments in the 2018-19 academic year (pre-reform) were 382 in Chinese, 564 in Japanese, 191 in Korean, and 16 in Tibetan (1153 in total). Table B.1 shows an increase (19% avg.) in enrollment numbers compared to those of 2018-19.

Our pre-fall 2019 1st and 2nd year Chinese and Japanese courses were quite intensive, meeting eight hours/week for 6 credits each. This arrangement caused scheduling challenges for some students especially with the recent trend of pursuing double and triple majors. To increase flexibility, the programs changed this structure starting in fall 2019. By reducing in-class meetings to five hours/week and implementing hybrid models of instruction through the enhanced use of online resources, we increased the flexibility of scheduling for students who are eager to combine the study of various disciplines with the study of EA languages. After the implementation of the

new structure, enrollments in both Chinese and Japanese courses have increased. Even during the pandemic, when all the EA language courses were offered remotely, our enrollments stayed strong.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table B.1. Enrollment in EA Languages** | | | | | | | | |
|  | Total courses | Total enrollment\* | UG | Grad | First Year | Second Year | Third Year | Fourth Year |
| **2019-20:** |  |  |  |  |  |  |  |  |
| Chinese | 21 | 493 | 463 | 30 | 176 | 132 | 149 | 36 |
| Japanese | 21 | 673 | 616 | 57 | 398 | 104 | 112 | 59 |
| Korean | 10 | 220 | 202 | 18 | 156 | 14 | 38 | 12 |
| Tibetan | 4 | 19 | 15 | 4 | N/A | N/A | 14 | 5 |
| **Total** | **56** | **1405** | **1296** | **109** | **730** | **250** | **313** | **112** |
| **2020-21:** |  |  |  |  |  |  |  |  |
| Chinese | 22 | 472 | 438 | 34 | 144 | 116 | 145 | 67 |
| Japanese | 13 | 579 | 552 | 27 | 337 | 141 | 70 | 31 |
| Korean | 12 | 285 | 274 | 11 | 161 | 32 | 62 | 30 |
| Tibetan | 4 | 21 | 13 | 8 | 4 | 17 | N/A | N/A |
| **Total** | **51** | **1357** | **1277** | **80** | **646** | **306** | **277** | **128** |

* 1. **Courses in Disciplines other than Language, Linguistics, and Literature Offered in Appropriate Foreign Languages** A number of “content courses” on EA-related subjects in various departments, including anthropology, art history, history, and Asian Languages and Cultures (hereafter ALC), call for extensive use of the target language in the classroom. In addition, professors in these departments offer directed study courses for students who desire to further their study of relevant materials written in EA languages. At the same time, the majority of intermediate and advanced EA “language courses” adopt content-based instruction (CBI) and project-based instruction (PBI) in which the students learn the target language through the study of various subject matters and real-world issues. Contents covered in our advanced language courses include

foodways and food loss, war and peace in East Asia, popular culture and soft power economy. These topics align with many of those covered in our non-language courses. Current issues, such as the impact of Covid-19 on various aspects of life, the reception of the Black Lives Matter movement in Asia, the challenges of the 2020 Tokyo Olympics/2022 Beijing Olympics games, have also been addressed in advanced-level courses, thus creating opportunities for students to engage with new and timely source materials.

* 1. **Number of Language Faculty and Exposure to Pedagogy Training** Our language courses are primarily taught by faculty, academic staff, and graduate instructors in ALC. Currently, we have three tenured and tenure-track faculty and one academic staff in Chinese, five tenured faculty and one academic staff in Japanese, two tenured and tenure-track faculty and one academic staff in Korean, and one academic staff in Tibetan. All of the language faculty hold Ph.Ds and are involved in the instruction of language courses with the assistance of 25-30 graduate instructors in a given semester. ALC will welcome another academic staff in Japanese in fall 2022, and also plans to recruit two assistant professors in Chinese in the near future to increase flexibility and offer more diversified advanced-level language courses. These hires will contribute to the UW’s graduate training capabilities in ALC, linguistics, and related programs by offering innovative transdisciplinary research methods courses. In order to respond to the recent increase in the enrollments in Korean language courses (on average 14% per year since 2017), CEAS seeks funding to add an additional teaching faculty in Korean to offer upper-level courses and to facilitate the creation of a Korean major (sect. I. Goal 1).

Our language faculty are actively involved in national and international conferences and workshops on language pedagogy and acquisition. They have held positions in key professional associations, including the American Association of Applied Linguistics (AAL), American Association of Teachers of Japanese (AATJ), American Association of Teachers of Korean, and the International Association of Chinese Linguistics. Mori served as president of the AATJ in 2020, and collaborated with the AATJ Professional Development Director to plan a series of online

webinars, along with their first, CEAS-supported, virtual annual conference. She also served as an elected member of the Nominating Committee and the Research Article Award Committee of the AAL. Geyer served as co-director of the AATJ Spring Conference in 2018 and 2019. Nakakubo served as vice president (2017-18) and the president (2019-20) of the Wisconsin Association of Teachers of Japanese. H. Zhang served as president (2019-20) of the International Association of Chinese Linguistics. Our language faculty have also served on editorial boards of prime journals (e.g., *Applied Linguistics, Modern Language Journal, International Journal of Language Studies, International Journal of Chinese Linguistics*), and authored textbooks (e.g., *My Korean, First Year Tibetan Textbook*), articles, and book chapters related to language education. On the assessment front, Zhu (Chinese), Nakakubo (Japanese), and Lim (Korean) have undergone ACTFL Oral Proficiency Interview tester training. Serving the campus-wide community of second language studies, Geyer, Lim, and Mori are core faculty of the Doctoral Program in Second Language Acquisition at UW.

Our graduate instructors, many of whom envision future careers in language education, receive extensive training, including language teaching method courses offered by Geyer and Zhu, workshops organized by the UW Language Institute (LI), and weekly instructional meetings with supervisors. These graduate instructors are also active participants of regional and national conferences and workshops. The quality of our graduate instructors is shown by the fact that many of them go on to be successful tenured and tenure-track faculty, program coordinators, and language lecturers at other major institutions, including Columbia, Harvard, Princeton, Cornell, Indiana, Washington, USC, and CU-Boulder.

* 1. **Performance-based Instruction in Use and Being Developed** Language instruction in EA languages at UW stresses the balanced development of the four skills of speaking, listening, reading, and writing. In conjunction with the restructuring of language courses (sects. B.2 and 3), all of our language courses were thoroughly reviewed to identify clearly delineated performance- based learning outcomes, which demonstrate vertical articulation across the levels. Since the

launch of the new structure, the learning outcomes, classroom tasks and assessment methods are reviewed annually to enhance student learning and to adjust to the changes in student population and teaching environments. In all courses, tasks and projects simulating real-life situations and/or enhancing students’ cultural knowledge and critical thinking are identified, and instructions are designed to foster the students’ ability to perform the assigned work in the target languages and to develop students’ cross-cultural and transcultural readiness. In addition to traditional written quizzes and exams, assessment activities include diverse forms of project presentations, reports, and oral interviews. Various types of activities such as conversation partner arrangements, service learning, and social media posts are also incorporated as part of class assignments in order to ensure the students’ use of the target languages outside of the classroom.

* 1. **Resources for Language Teaching and Practice and Language Proficiency Requirements** L&S Learning Support Services (LSS) works closely with language programs to provide technological support to ensure that instructors can teach in the best and most innovative ways. In addition, the newly formed L&S Instructional Design Collaborative, branched out of LSS, offers instructional technology consulting for instructors. Especially during the pandemic, they increased their level of support by offering both campus-wide and program specific workshops and on-call support systems to assure a smooth transition to remote learning.

Since fall 2005, the UW, with the assistance of donor support, has operated a residential learning community called *Nihongo Hausu* (Japanese House), a dormitory floor where students experience a semi-immersion learning environment, living together with a native-speaking graduate resident coordinator and taking a faculty-led 1-credit class conducted in the target language. Every year, around 10 students have taken part in this learning community. Following the success of *Nihongo Hausu, Zhongwen Tiandi* (Chinese House) was established in fall 2015. We seek funding for the creation of a Korean House (Sarangchae) during this grant cycle to offer similar opportunities to our Korean language students (sect. I. Goal 1).

In addition, weekly language tables and other extracurricular activities are offered in order to encourage students’ use of the target languages outside of the classroom. During the pandemic, the online environment has opened doors to national and international collaboration on this front: the weekly language tables had several collaborative events with other US universities and universities in EA countries.

Although our programs do not have any strict language proficiency requirements for our majors and certificate students, our curriculum and summative assessments for the courses are informed by the ACTFL proficiency guidelines. Our learning outcomes by the end of the 2-yr sequence reflect the levels equivalent to Intermediate Low to Mid, and by the end of the 4-yr sequence reflect the levels equivalent to Intermediate High to Advanced Low. Other standardized tests such as the Hanyu Shuiping Kaoshi (HSK, Chinese Proficiency Test), the Japanese-Language Proficiency Test (JLPT), and the Test of Proficiency in Korean (TOPIK) are also used to gauge our students’ development and provide necessary support.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

CEAS faculty offer courses related to contemporary and historical East Asia in 22 departments (App A). Approximately 100 non-language EA-related courses are taught annually by our faculty, fulfilling the requirements for EA Studies majors, minors, and graduate programs across schools and colleges (sect. D & App A). In 2021-22, for instance, 107 courses were offered, enrolling a total of 4,473 undergraduate and 397 graduate students. Four departments (Art History, ALC, History, and Economics) typically offer five or more non-language courses each year with at least 25% EA content. The program is strengthened by the excellence of UW’s departments (with four social science and humanities departments in the top 20 nationally), all of which provide strong methodological foundations for effective area study and the preparation of students for related careers. The quality of graduate training is exemplified by the success of UW students in obtaining external grants for research in East Asia. Since 2018, UW graduate students have received research

grants from Fulbright-IIE (8), Fulbright-Hays DDRA Awards (1), SSRC (1), and internal campus- wide dissertation, fieldwork and related awards (5) to complete research related to East Asia.

* 1. **Quality and Extent of Course Offerings** Courses with EA content are available in several of the UW’s professional schools, including Agriculture (5), Business (1), Communication (3), Education (11), Law (2), and Public Affairs (2). Outstanding examples include: in the **School of Education**, the initiative to offer training in global higher education policies and theories at different levels of the curriculum, along with summer study abroad opportunities that focus on education. Of particular note is the First-Year Interest Group (FIG) proseminar “Globalizing Education” (C&I 292, Hawkins). UW’s FIG program is a high-impact undergraduate program in which clusters of 20 first-year students take three linked courses centered on a shared theme. FIG clusters provide incoming undergraduates with a unique opportunity to delve into a cohesive, intimate, and interdisciplinary learning experience. The Globalizing Education FIG is aimed at prospective applicants to UW’s teacher-training program; it was offered in Fall 2020 and Fall 2021 to 20 students and 17 students, respectively, with the core course, “Globalizing Education” (C&I 292) co-taught by Margaret Hawkins and Li-Ching Ho (App A). Through her course, Hawkins coordinated student participation in two linked courses (both with 25% EA Asia content): “Introduction to International Studies” (INTL ST 101) and “Cultural Anthropology & Human Diversity” (ANTHRO 104). EA area content was supplemented by the participation of regional specialists (both graduate teaching assistants and faculty) in the discussion sections of all three courses. Also offered in the School of Education is the advanced seminar “Internationalizing Educational Knowledge” (C&I 727, Popkewitz), similarly with 25% EA content, which explores modern education as a cultural practice through a comparative analysis of the concept of citizenship. In the **School of Business**, the popular International Business course (BUS 200, Tuli) is offered every semester, and contributes to the Bachelor of Business Administration degree program in International Business. Faculty in the **La Follette School of Public Policy** offer a

regular graduate seminar that examines the policymaking and global influence of China (PUB AFFR 974, Lei).

* 1. **Depth of Specialized Course Coverage in More Than One Discipline** Our faculty offer courses with EA content at all levels, including a wide range of intermediate and advanced courses. Many departments have developed “gateway” courses specifically geared towards undergraduates, with no prerequisites such as: “Intro Anthropology of Japan” (ANTHRO 357, Ohnuki-Tierney); “Gateway to Asia: Special Topics” (ASIAN 100) has covered a diverse range of themes, including: “Manga Unbound” (Kern), “Revolutionary Asia” (Haberkorn), and “Trek and Encounter” (Cerulli-Ridgely); “Intro to EA History”—with sections on China, Japan and Korea (HISTORY 103, 104, 108), “Intro to EA Civilizations” (ASIAN/HISTORY/POLI SCI 255, rotating between Detwyler and Murthy); and “Survey of Japanese or Chinese Literature in Translation” (LITTRANS 261, 262, 263, 264, rotating). Since 2019, UW’s EA course offerings in the social sciences have been significantly augmented owing to the addition of three new tenure-track faculty through the Rethinking East Asia and the World initiative. These three recently hired social sciences faculty regularly teach new undergraduate courses with significant EA content, including “Chinese Politics” (POLI SCI 324, Lei), “Comparative Political Economy” (POLI SCI 840, Lei), “Education in East Asia” (ED POL 150, Liu), “Gender, Work & Family in East Asia” (SOC 496/ASIAN 301, Oh), and “Social Change in Contemporary Korea” (SOC 496/ASIAN 301, Oh). In AY 2020-21 and 2021-22, there was a total of 40 undergraduate courses offering introductions to various aspects of EA Studies (100- and 200- level), 88 undergraduate courses that treat EA topics in greater depth (300-level or above), and 27 graduate courses focusing on EA (700 level or above). (App A)

Numerous examples of high-impact courses can be found in App A. Some outstanding examples from the 2020-21 and 2021-22 academic years include a number of course offerings in History. EA historians regularly teach the high-impact, research-focused “Historian’s Craft” (HISTORY 201), a course that has covered such topics as “Post-Imperial Japan” and “Everyday

Life and Crime in Pre-1949 Shanghai.” The course fulfills general education requirements and teaches students how to investigate topics in EA sources for themselves; many of these students then work on independent research projects, capstone seminar projects, and senior theses with EA history faculty. In addition, Kinzley has developed two new history courses— “America and China, 1776-today” (HISTORY 145) and “China and World War II in Asia” (HISTORY 363)—that place US-China relations into a historical perspective, a topic with great salience in the present. In ALC, “Introduction to Comics and Graphic Novels” (ASIAN 310, Kern), a topic of high student interest, encourages students to engage with the topic through visual/verbal essays, reflecting the mixed nature of the texts studied. Taught by a recently hired ALC tenure-track faculty, “Korean Popular Culture” (ASIAN 300, H. Kim) deepens student understanding of South Korean cultural works by a multi-pronged examination of their cultural social, and political significance. Piloted in 2020, “Foodways of Asia” (ASIAN 300, Huntington) delves into an array of food-related media and featured numerous guest lectures given by members of the UW EA Studies community.

Through the Big Ten Academic Alliance Korean Studies e-School consortium, sponsored by the Korea Foundation, UW faculty in Korean Studies have engaged in synchronous virtual CourseShares that UW students enroll in together with students based in peer Big Ten institutions. Through this consortium, UW students can take Korea-related CourseShares taught by faculty of UW and other member institutions. Since 2018 UW faculty and staff have offered six courses on Korean history and culture through the Korean Studies e-School. Two new courses have been developed for the e-School consortium. The first, “Korea and the US Since 1899” (INTL ST 401, Fields), gives students the opportunity to learn from six “KORUS Fellows”— senior policymakers with decades of experience in US-Korean relations, including a former ambassador to the ROK, a retired ROK general, and former CIA and UN officials. CEAS now seeks funding to make the [**KORUS Fellows Program**](https://eastasia.wisc.edu/2021/08/02/big-ten-kor-us-fellows-program-connects-korean-studies-students-with-senior-policymakers/)permanent. The second, Historiography of Modern Korea (HISTORY 725), co-taught every 2-3 years by a UW faculty (C. Kim) and a Rutgers University faculty, expands the access of a specialized graduate-level seminar on twentieth-century Korea to Big Ten

graduate students. When the course was piloted in Fall 2021, 17 students based in four universities took the seminar. Since 2018, UW students have enrolled in four e-School CourseShares taught by faculty of other consortium universities in subjects not offered at UW, such as Korean diaspora studies and urban studies.

* 1. **Pedagogy Training for Teaching Faculty and Instructional Assistants** As the courses listed in App A demonstrate, the numbers of faculty are sufficient to sustain a rich and vibrant offering of courses. EA faculty and instructional staff are active in pursuing opportunities offered by UW’s Center for Teaching, Learning & Mentoring (CTLM) to improve their teaching methods. CTLM runs the Teaching at UW workshop series for in-person instruction and two recurring TeachOnline@UW courses for virtual instruction. In addition, CTLM offers one-on-one instruction and assistance to all faculty, as well as Madison Teaching and Learning Excellence, a two-semester program for early-career tenure-track faculty. L&S offers extensive training to all teaching assistants (TAs) with appointments in the college. Offered every September and January, this professional development opportunity helps graduate students meet pedagogical challenges they will face in the classroom. TAs are paired with Teaching Fellows and discuss strategies and resources to help navigate the classroom, work within a teaching team, interact with a diverse group of students, understand campus policies, and integrate technology in the classroom. Other schools and colleges also provide this professional development training for students with a TA appointment. Beyond training at the college-level, each home department also offers training at the start of each term, and provides supervision and guidance throughout the semester. This may be in formal group workshop settings, or one-on-one with a primary faculty member or pedagogy specialist. Numerous other UW initiatives provide professional development to TAs and other instructional staff through the Graduate School.
  2. **Interdisciplinary Course Offerings for Undergraduate and Graduate Students** As noted above, CEAS faculty are continually teaching and developing interdisciplinary courses in innovative formats. Successful examples include the interdisciplinary gateway course required for

the EA Studies Certificate, “Introduction to EA Civilization” (ASIAN/HISTORY/POLI SCI 255), which is taught in rotation by faculty from History and ALC. The course encompasses numerous disciplines, including history, literature, and the digital humanities, and explores Chinese, Japanese, and Korean cultures through comparative and interconnected lenses. In History, Murthy (transnational Asia) and Thal regularly offer undergraduate and graduate courses (HISTORY 200 & 500) that blend history with cultural studies, film studies, philosophy, and religion. In ALC, D’Etcheverry and Huntington teach “Asia Enchanted: Ghosts, Gods, and Monsters” (ASIAN 236/RELIG ST 236), a recurring, high-enrollment writing-intensive course that draws on such disciplines as anthropology, history, literature, and religious studies. H. Kim offers a range of innovative interdisciplinary courses on Korea and East Asia for undergraduate and graduate students, including “Picturing Korea” (ASIAN 300) and “Archive & Ephemera” (ASIAN 873).

A successful example of a recent EA-related interdisciplinary FIG may be found in “The Atomic Bomb in American and Japanese History” (HISTORY 200, Young). Linked to “Introduction to Philosophy” (PHILOS 101) and “Introduction to International Relations” (POLI SCI 140), this FIG explored the politics, diplomacy as well as the social and cultural impact of the atomic bomb on Japan and the United States, and connected UW students to high school students in Japan at the American School in Japan. A second interdisciplinary FIG, “EA Food Cultures: Past and Present,” (HISTORY 200, C. Kim), which was connected to the gateway course “Revolutionary Asia” (ASIAN 100) and survey course “Cultural Anthropology & Human Diversity” (ANTHRO 104), examined issues of food sustainability, EA immigrant entrepreneurship in America, and cultural globalization.

For the upcoming grant cycle, the proposed summer salary grants for course development will allow CEAS faculty to enhance future interdisciplinary offerings by supporting the development of two new EA-related First-Year Interest Groups (FIGs) that center on pertinent contemporary topics. CEAS faculty have expressed strong interest in developing interdisciplinary FIGs that

explore such topics as comparative education in East Asia and the mobility of EA international students (sect. I Goal 1).

# QUALITY OF CURRICULUM DESIGN

* 1. **Undergraduate Degree Programs** UW offers three EA-related undergraduate degree programs and three certificates; they are administered by CEAS and by ALC. The B.A. and B.S. degree in ALC with a concentration in EA Studies is multidisciplinary and requires 30 credits (at least 10 courses) on East Asia (distributed in humanities & social sciences) and a minimum of 2 years of performance-based instruction in an EA language. Students balance gateway and survey courses with appropriate advanced courses. The Certificate in EA Studies, also administered by CEAS, permits students with other majors to demonstrate a concentration on East Asia by completing 21 credits, including up to 12 credits of language study. Study abroad in East Asia is encouraged and overseas courses routinely satisfy degree and certificate requirements. The EA Studies Certificate is attractive to students majoring in International Studies, among the top ten undergraduate majors in L&S.

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| **Table D.1: Undergraduate Curriculum Options Related to EA Studies** | |
| **Type of Degree/Certificate** | **Program Requirements** |
| B.A./B.S. in Chinese | 1st-5th sem language sequence, 3 upper-level literature or linguistics courses; plus an additional 3 credits in advanced courses in Chinese Studies. |
| B.A./B.S. in Japanese | 1st-5th sem language sequence, 3 upper-level literature or linguistics courses, plus an additional 3 credits in advanced courses in Japanese Studies. |
| B.A./B.S. degree in Asian Languages and Cultures, EA Concentration | 32 credits including at least one year of an EA language beyond the elementary level, plus at least 9 credits each from areas studies courses in the humanities and social sciences and a 3-credit minimum capstone requirement. |
| Certificate in EA Studies | 21 credits with EA emphasis from at least three departments (9 credits must be at the 300 level or above) and including the required survey course,  “Introductions to EA Civilizations” ASIAN/HISTORY/POLI SCI 255 |
| Certificate in Chinese Professional Communication  Certificate in Japanese Professional Communication | 15-credits: “Business Chinese Communication” course, 9 credits language at the fifth semester and above, and 3 credits of Chinese Studies electives.  15-credits: “Business Japanese Communication” course, 9 credits of language at the fifth semester and above, and 3 credits of Japanese Studies electives. |

* 1. **Academic and Career Advising** As noted in Section C, the advanced study of East Asia (at the M.A. and Ph.D. levels) is supported in all the humanities and social science departments at UW. CEAS Associate Director Fields serves as the advisor for all CEAS certificate and Ph.D. minor students and coordinates closely with other advisors, especially in History, ALC and the International Studies Major, to offer academic and career advising. ALC employs an undergraduate advisor and graduate program coordinator who provides in-depth guidance on undergraduate study plans and degree requirements as well as graduate student policies and procedures. CEAS also collaborates with the L&S’ SuccessWorks center, which provides an innovative and integrated approach to preparing students for careers after graduation. In 2021 CEAS teamed up with the Ohio State University (OSU) East Asian Studies Center to pilot the Midwestern Professionalization Seminar in East Asian Studies. Participating EA Studies students explored how they could leverage their area studies knowledge to pursue careers in journalism, think tanks, and government service. CEAS now seeks funding to make this series a regular part of our professionalization and career advising activities (sect. I. Goal 4).
  2. **Graduate Training** We offer a wide range of EA-related or focused graduate training options from a variety of disciplines and professional fields (table D.2). M.A., Ph.D., and Ph.D. minors are offered through ALC, History, and CEAS. The CEAS-administered Ph.D. minor requires students to take EA courses in at least three departments outside the Ph.D. major with no language requirement. The M.A. and Ph.D. options in ALC and History both require rigorous training in more than one EA language and in area studies broadly relevant to the student’s research interests. Offered by the La Follette School of Public Affairs, the MIPA degree program, completed in two years of study, is organized around a curriculum of 42 credits made up of six core courses and eight elective classes; it offers great flexibility for students to pursue intellectual interests and career goals in international governance and policy analysis by selecting from a wide range of policy, language, and regional study electives. The quality of graduate training is exemplified by the success of UW students in obtaining external grants for research in East Asia (sect. C)

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| **Table D.2: Graduate Training Options Related to EA Studies** | |
| **Degree/Certificate** | **Description** |
| M.A., Ph.D. and Doctoral Minor Degrees in ALC, Chinese or Japanese | M.A. requires a minimum of 30 credits. Core seminars are required by program and additional language based on student proficiency. Doctoral minors must take 12 credits in graduate courses (above the 300 level), Chinese or Japanese. Ph.D. requires 51 graduate credits, advanced language proficiency for research and one additional research language. |
| Ph.D. Minor in EA Studies | Administered by CEAS; 12 credits in EA courses in at least 3 departments outside major department and contain a minimum of 25 percent EA content. |
| M.A., Ph.D. and Ph.D. minor in History, EA track | M.A. requires 8th semester in their main language (Chinese, Japanese, Korean), a minimum of 30 credits, and 1 semester each of CJK history.  Ph.D. requires an additional 2 years of a second EA language or achieved reading knowledge of another relevant language. The Ph.D. minor for the EA track requires 9 credits of graduate level work. |
| Terminal MA degrees with EA Studies focus field | The La Follette School of Public Affairs offers M.A. of International Public Affairs (MIPA) requiring 42 credits made up of six core courses and eight elective classes. Regional focus field on East Asia is available. |

* 1. **Study Abroad and Internship Programs** UW’s study abroad office maintains over 200 programs and operates on an annual budget of over $13 million. UW is ranked 4th among all

U.S. universities for study abroad participation as reported in the 2021 IIE Open Doors Report. Since 2018, over 400 students have participated in our study abroad and internship programs. Our 34 well-established, popular study abroad programs are located in China (including Hong Kong), Japan, Taiwan, and Korea; Table D.3 contains the highlights. Japan is host to UW’s oldest EA-based programs (exchanges with Nanzan University, Hokkaido University and Sophia University launched in 1990) as well as its newest program, the Obihiro-based Food Systems and the Environment in Northern Japan program that was established in 2019.

The Covid-19 pandemic prompted a suspension of nearly all study abroad activity from summer 2020 through summer 2021. In response to the impacts of the Covid-19 pandemic and restriction on international travel and study abroad programming a number of virtual study abroad options were offered in 2020-21 including those with an EA focus. Virtual study abroad programs are online learning experiences that allow students to explore global issues and connect with

international instructors and local community members in an interactive virtual setting. Virtual programs have multiple components, both synchronous and asynchronous, which take the form of interactive workshops hosted by organizations abroad, classes and question-and-answer sessions with international experts, virtual tours of cultural sites, live foreign language practice, or a virtual internship with an international company or organization, among others. Positive student evaluations attest to the quality of UW virtual study abroad programs.

After 16 years of taking students to China to learn about fengshui, art and culture through the “UW Art, Design, and Wellness in China” study abroad program, design studies professor Wei Dong switched in summer 2021 to a virtual format, and took 14 students on a three-week virtual field trip to Shanghai, Suzhou, Taizhou, and Beijing. Participants watched demonstrations of *taiqi* (shadow boxing) routines and Chinese calligraphy brush strokes. They “rode” buses and trains. The experience ended up being so positive that Dong plans to incorporate virtual experiences into future programs, regardless of format.

While we appreciate the benefits these virtual programs offered, we look forward to the return of traditional programs and seek support to launch two new programs: a new [Summer Launch](https://studyabroad.wisc.edu/summerlaunch/) program in Japan for pre-freshman, led by CEAS faculty Charo D’Etcheverry, and a program for pre-service teachers in Taiwan led by Education faculty Li Ching-ho (sect. I Goals 4 & 5)

Our students also gain valuable training experiences abroad through our excellent internship programs in East Asia. In 2018-19, Japan maintained its rank as the #1 internship destination for the 95 students who participated in the [International Internship Program](https://internships.international.wisc.edu/) (IIP). In addition, Japan was the #2 location for the shift to virtual internships in 2020-21 with partners including: JR Central, ANA, Mitsubishi Heavy Industries, and Tatsuno Corporation. A new part-time virtual option was established doing marketing and translation with Asterism Healthcare in Osaka, Japan during the Covid-19 pandemic.

IIP is making continuous efforts to expand internship opportunities in other locations in East Asia. The first cultivated internship in South Korea to teach English to high school students bound

for college in the United States began in summer 2019 and successfully adapted to a popular virtual option during the Covid-19 pandemic. IIP established a new opportunity with Guangwai-Pacelli High School through another UW alumnus. We seek funding to develop new internship opportunities in South Korea and Taiwan (sect I. Goal 4).

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| **Table D.3: Study Abroad/Internships Programs and Enrollments (AY + Summer)** | | | |
| **34 programs in East Asia** | 18-19 | 19-20\* | 20-21\* |
| China: UW Signature Programs | | | |
| Beijing-based Design and Wellness | 15 | 0 | 14 virtual |
| Tianjin-based Chinese Intensive Chinese Language | 17 | 0 | 10 virtual |
| Hangzhou Summer Engineering Program | 13 | 0 | 0 |
| MBA Global Experience program (January study tours) | 29 | 0 | 0 |
| Chemical & Biological Engineering Summer Lab in China | 7 | 0 | 0 |
| China: Exchange and Affiliate Study Abroad and Internship Programs | | | |
| 7 programs: in Beijing, Harbin, Shanghai plus independent research | 93 | 7 | 1 |
| China-based internships | 4 | 0 | 10 virtual |
| **China totals** | 178 | 7 | 35 |
| Hong Kong: UW Signature Programs | | | |
| MBA Global Experience program (January study tours) | 9 | 0 | 0 |
| Hong Kong: Study Abroad and Internship Programs (suspended by political unrest in 2019) | | | |
| 5 programs with different universities | 29 | 0 | 0 |
| Hong Kong-based internships | 1 | 0 | 0 |
| **Hong Kong totals** | 39 | 0 | 0 |
| Japan: UW Signature Programs | | | |
| Tokyo-based Japan Central Railways Internship Program | 3 | 0 | 2 virtual |
| Obihiro-based Food Systems and the Environment in Northern Japan (taught in English) | 12 | 0 | 14 virtual |
| Japan: Exchange and Affiliate Study Abroad and Internship Programs | | | |

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| --- | --- | --- | --- |
| 7 programs: Fukuoka, Kyoto, Nagoya, Sapporo, Tokyo plus independent research | 39 | 11 | 0 |
| MBA Global Experience program (January study tours) | 6 | 0 | 0 |
| Japan-based internships (excluding Central Railways) | 12 | 0 | 9 virtual |
| **Japan totals** | 72 | 11 | 25 |
| Korea: Exchange and Affiliate Study Abroad and Internship Programs | | | |
| 6 programs, Pohang and Seoul plus independent research | 21 | 3 | 2 |
| Korea-based internships | 2 | 0 | 6 virtual |
| **Korea totals** | 23 | 3 | 8 |
| Taiwan: Exchange and Affiliate Study Abroad and Internship Programs | | | |
| 1 program with National Taiwan University plus independent research | 3 | 0 | 1 |
| **Taiwan totals** | 3 | 0 | 1 |
| PARTICIPATION TOTALS | 315 | 21 | 69 |

**\*Participation for these years substantially decreased due to the Covid-19 pandemic.**

* 1. **Summer Language Programs** During the summer, Chinese (all levels up to 4th year) is offered through the UW Intensive Chinese Language Program in Tianjin, China (replaced by 2nd and 3rd Year Chinese offered on campus during the pandemic), 2nd Year Japanese and Korean courses are offered on campus, and Tibetan (2 years) and Uyghur (3 years) are offered through WISLI. The international interest in Xinjiang and the oppression of the Uyghur people has led to an increase demand for Uyghur instruction at WISLI. CEAS seeks support for an additional Uyghur language instructor to ensure WISLI can offer Uyghur at the beginner, intermediate, and advanced levels.

# QUALITY OF STAFF RESOURCES

UW is a national leader in the field of international studies and CEAS acts as a central hub for disciplinary and interdisciplinary research and teaching on EA languages and area studies. The university has a total of 76 core and affiliated members, many of whom have received major

awards and are recognized as leaders in their fields. Our staff resources are one of the strongest in the nation (Table E.1 & E.2).

* 1. **Faculty and Teaching Staff** EA Studies at UW is built around 40 core faculty and teaching

staff, including two EA-dedicated librarians, and 36 affiliated faculty (App C).

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| **Table E.1 CEAS Core and Affiliated Membership** | | | |
|  | Core | Affiliated | Total |
| China | 18 | 14 | 32 |
| Japan | 11 | 4 | 15 |
| Korea | 8 | 6 | 14 |
| Tibet | 1 | 0 | 1 |
| Regional | 2 | 12 | 14 |
| Total | 40 | 36 | 76 |

Core faculty and teaching staff have East Asia as their major field of research, teach core language or courses with more than 50% EA content, and serve as advisors for

B.A. and M.A. degree programs on East Asia, as well as for more advanced graduate

students in their departments. All core faculty and teaching staff hold advanced degrees (26 tenured, 8 tenure track, 4 academic staff, and 2 librarians). Faculty and students are supported by two full-time professional EA-focused librarians (Yang for Chinese and Korean materials and

Dixon for Japanese). The appended CVs

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| **Table E.2 CEAS Area of Focus and Division** | | | |
|  | Core | Affiliated | Total |
| Humanities | 26 | 4 | 30 |
| Arts | 4 | 2 | 6 |
| Social Sciences | 6 | 13 | 19 |
| Natural/Phys Sciences | 0 | 3 | 3 |
| Professional | 4 | 14 | 18 |
| Total | 40 | 36 | 76 |

(App C) attest to the high quality of UW’s core EA faculty. Many hold chaired positions (Dong, C. Kim, Ohnuki-Tierney, Ohnesorge, Sidel, Ran, Thal) and university- and profession-wide leadership positions (Hsia, Jung, C. Kim, W. Li, Mori, Ridgely, Ran, Siemsen, Young, H. Zhang, A. Zhu); many more have received major research fellowships, such as from the American

Council of Learned Societies, Fulbright Program, Chiang Ching-Kuo Foundation, Japan

Foundation, Korea Foundation, Berggruen Foundation, Max Planck Institute for the History of Science, Henry Luce Foundation, Guggenheim Foundation, and the National Endowment for the Humanities.

EA Studies at UW is enriched by 34 affiliated faculty within a variety of departments in the Humanities, Sciences, Social Sciences and professional schools. The affiliated faculty, which include four emeritus professors, advise students on EA research, collaborate in research and teaching with core faculty, and offer courses with at least 25% EA content. Core faculty determine the primary direction of the program by forming concentrations of language, discipline, resources, and area specialization in research, teaching, and advising. Affiliated scholars offer additional disciplinary, geographic, and thematic depth, thereby enhancing our undergraduate teaching and, in particular, our graduate training capacities. Together, core and affiliated faculty form strong concentrations by country or as regionalists, as outlined in Table E.1.

In 2018, noting our lower numbers of Korea faculty, CEAS used NRC funds to hire two academic staff in Korea-US diplomatic history (Fields) and in the Korean language (J. Ahn). The UW has since assumed full support of these two core faculty positions. Our ongoing efforts and utilization of NRC support demonstrates our commitment to expanding the quality of our staff resources.

CEAS faculty have ample internal and extramural opportunities for professional development and for international research (App C). While many trips are funded by extramural grants, a significant internal source for overseas research support is the WARF program, which awards competitive grants to UW faculty. WARF has the largest internal research endowment controlled by any public university in America. Professional development opportunities are available on campus through the annual Teaching Academy, the Madison Teaching and Learning Excellence program, and the Center for Teaching, Learning, and Mentoring. All regular UW faculty are eligible for sabbatical leave every six years for one semester at full pay or for one year at 65% pay to conduct research or undertake training overseas. New UW faculty receive substantial start-up

grants for research and curriculum development from the Graduate School. In order to maintain the UW’s competitiveness in international studies, IRIS provides additional start-up/recruitment grants for incoming internationally-oriented faculty including, since 2018, for the three social scientists in the Rethinking East Asia and the World cluster hire described above (sect. A.2). To expand these opportunities, we propose to offer faculty and librarian travel funds to important conferences such as the AAS, junior faculty research grants, and the UW-PKU workshop on Higher Education led by CEAS affiliate Adam Nelson (sect I. Goal 2).

* 1. **Administration of CEAS** The Center is administered by a director (a tenured faculty elected for a three-year term), associate director, and assistant director, who are supported by shared IRIS staff. The current director, Charles Kim, is Korea Foundation Associate Professor of History (Ph.D., Columbia 2007). He is a specialist of modern Korean history whose publications include a monograph (University of Hawai‘i 2017) and co-edited volume (University of Washington 2019). Fluent in Korean, he teaches courses on South and North Korea in Asia and the world, advises undergraduate theses and Ph.D. dissertations, and is currently co-chairing the Northeast Asia Council of the AAS (App C). CEAS Associate Director, David Fields, holds a Ph.D. from UW in the history of US-EA relations. His recent publications include a monograph (University Press of Kentucky, 2019) and two co-edited volumes (National Museum of Korean Contemporary History, 2015; Cambridge University Press, 2023). Fields serves as the center’s administrator, advisor for CEAS’ degree options (certificate and Ph.D. minor in EA Studies), and shares outreach responsibilities with the assistant director. Fields also offers courses on US-EA relations in the History Department and for the International Studies Major. CEAS assistant director, Laurie Dennis, holds a B.A. degree from UW in Chinese and Political Science and a M.A. degree in Journalism from the University of Minnesota, and has extensive experience living and traveling in China (App C). Ms. Dennis is in charge of office and event management, communications, FLAS management, and shares outreach responsibilities with the associate director. We request 8% salary support for a shared travel and event management (TEMS) and 20% salary support for a

shared financial specialist. These positions will provide CEAS (and other UW centers) efficiency gains by centralizing travel, reservation, reimbursement, and disbursement tasks.

**Faculty Oversight** CEAS is faculty driven and governed and is supervised by a faculty director and six faculty committees. Core faculty from a variety of departments and professional schools (ALC, History, Anthropology, Art History, Agricultural and Applied Economics, and the Division of Continuing Education), together with the director of UW’s study abroad program, make up the main decision-making body, the ten-member Steering Committee, which meets biannually. The FLAS Committee consists of six core faculty and staff, also from a wide representation of departments and schools (sect. J.4). The other four committees also consist of a combination of university staff and primarily CEAS faculty. All committees are rotating, with the FLAS Committee reviewing applications and awarding FLAS scholarships, the Library Committee overseeing library matters, the Grants Committee overseeing funding competitions for course development and travel grants, the Events Committee approving grants for visiting lectures and conferences, the Summer Study Abroad Committee overseeing new summer programming for study abroad in East Asia, and the Steering Committee serving as the advisory body for the CEAS director.

**Faculty Supervision and Advising** All EA faculty are university instructors who teach, supervise, and advise students. Full-time faculty teach nearly every EA course, in some cases with the aid of TAs. Survey data indicate that time devoted by faculty to teaching or working with students ranges from 30% to 100%, with the norm being around 60%. Faculty tenure evaluations are based on the consideration of research, teaching, and service.

* 1. **Equal Access of Underrepresented Groups** The UW has a firm non-discrimination policy that forbids employment discrimination on the bases of race, creed, color, religion, national origin or ancestry, sex, age, disability, sexual orientation, marital status, arrest or conviction record, political affiliation or membership in the National Guard. We are committed to equitable access and are in full compliance with section 427 of General Education Provisions Act (GEPA) and the

Americans with Disabilities Act (ADA). For example, the Women in Science and Engineering Leadership Institute (WISELI) holds a two-part workshop on “Searching for Excellence & Diversity,” which is strongly encouraged for members of every faculty search committee. The workshop provides training on how to recruit a pool of excellent and diverse candidates through the prevention of bias and ensuring fair and thorough reviews of applicants. CEAS promotes diversity and inclusiveness in filling all faculty, staff, and committee positions, as demonstrated by the fact that we are 41% (31 of 76) females and 62% (47 of 76) minorities.

# STRENGTH OF LIBRARY

* 1. **Strength of Holdings** With more than 10 million volumes, the UW has the 15th largest research library collection in North America, according to a 2020 survey of the 111-member libraries of the Association of Research Libraries. Housed in Memorial Library, the EA collection, supervised by librarians Anlin Yang (Chinese, Korean, and general EA materials) and Yoriko

Dixon (Japanese materials), is the only EA collection in the state of Wisconsin and boasts more than 450,000 items in Chinese, Japanese, Korean, and European languages, and a further 8,500 items in Tibetan and Mongolian. The EA collection has grown steadily over the last four years (an average of

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| **Table F.1: EA Collection 2017**-**21, Total Physical Vol. Held** | | | | | |
| **Year** | Chinese | Japanese | Korean | Non-CJK | Total |
| **2017** | 201,518 | 91,567 | 8,133 | 53,184 | 354,402 |
| **2018** | 206,565 | 93,786 | 8,321 | 55,205 | 363,877 |
| **2019** | 211,542 | 95,987 | 8,591 | 57,725 | 373,845 |
| **2020** | 217,294 | 96,774 | 9130 | 102,431 | 425,629 |
| **2021** | 233,239 | 106,054 | 9,284 | 104,639 | 453.216 |

23,742 volumes annually since 2017) as summarized by the CEAL (Council of East Asian Libraries) data in Table F.1.

The Non-CJK designation denotes Western language volumes on China, Japan and Korea and does not include the holdings of our Central Asian collection, which includes an additional 678 titles in Mongolian and 9,049 titles in Tibetan. The library also maintains access to approximately 40,000

e-volumes related to EA. For at least the last five years, the EA Collection has consistently ranked 15th in size among all CEAL member libraries.

Materials on East Asia, including those written in EA languages, are also held elsewhere on campus. Special Collections houses Chinese and Japanese rare books, manuscripts and other materials; the Kohler Art Library contains more than 4,000 titles in EA languages and thousands of titles in Western languages about EA art. The Chazen Museum of Art houses the privately endowed Van Vleck collection of over 4,000 Japanese color woodblock prints, including many collected in the early 20th century by Frank Lloyd Wright; the Chazen collaborates frequently with CEAS to use this collection for K-12 teacher workshops, most recently in the 2021 [East Asia in](https://eastasia.wisc.edu/eaum/) [the Upper Midwest](https://eastasia.wisc.edu/eaum/) (hereafter EAUM) teacher program (sect. I. Goal 5) on Frank Lloyd Wright and Japan. The Wisconsin Center for Film and Theater Research has the largest research collection of Taiwanese films outside of Taiwan, many of them rare prints from the 1950s and 1960s. The Law, Music, and Geography libraries have significant materials related to East Asia, and the Helen Louise Allen Textile Collection has an unparalleled collection of fabric and clothing from Chinese minority groups, with high-quality images freely available online with interpretive materials.

* 1. **Institutional Support** The UW Library System provides strong support to the EA Collection with more than 3 FTE of staff dedicated to East Asia. An EA Studies Librarian is in charge of selecting Chinese and Korean materials and Western-language materials about East Asia; and a Japanese Studies Librarian has responsibility for developing the collection of Japanese materials and Western-language materials about Japan. Since 2016, they have conducted a yearly average of 12 presentations that served more than 330 people per year. In addition, they answer more than 360 EA-specific reference questions annually. Support for EA acquisitions and cataloging is provided by an additional 1 FTE dedicated EA cataloguer as well as additional work from a copy cataloguer.

UW financial support in 2021 for the EA collection included $278,521 for acquisitions,

$313,977 for salaries (including fringe benefits), and approximately $10,000 for supplies,

expenses, and travel. CEAS has an active Library Committee that consists of two faculty who collaborate with and advise the bibliographers, facilitate outreach, and who have successfully assisted staff in obtaining acquisition funds from the Japan Foundation, the Korea Foundation, and other funding organizations, as well as facilitating the donation of rare materials from scholars and collectors. We seek Title VI funds to increase our holdings related to Japan and Korea, to purchase new digital resources related to EA relations (see below), and to expand the professional development support we provide the EA library staff to enable them to attend AAS, CEAL, NCC, and other conferences and workshops and to conduct collecting trips to East Asia.

* 1. **Access Through Cooperative Arrangements** The Library facilitates access to its collections through in-person accessibility, Interlibrary Loan (ILL) and related borrowing arrangements, and online databases. The Library takes seriously its commitment to the public. Residents of Wisconsin are able to obtain direct borrowing privileges. Anyone in the ILL system may borrow materials from UW through their local school or public libraries. This service is heavily used. As a particular service for teachers, the School of Education Library has created a curriculum and instructional materials collection in its Media, Educational Resources, and Instructional Technology (MERIT) library that CEAS enhances with materials related to teaching about East Asia. This collection is accessible to K-12 teachers statewide through ILL, as well as in person. In Fiscal Year 2020, we were the third among the Association of Research Libraries members in interlibrary lending capacity, registering over 70,000 interlibrary loans. Likewise, the EA Collection consistently lends more volumes through ILL than it borrows from other institutions. (See Table F.2)

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| **Table F.2 - East Asian Collection ILL Activity, 2019-20** | | |
|  | Items **Loaned**  (Total Requested) | Items **Borrowed**  (Total Requested) |
| **2019** | 447 (690) | 430 (482) |
| **2020** | 293 (406) | 206 (292) |

The library continues to increase its online offerings. Under licensing agreements negotiated both individually and with other universities in CEAL, the EA collection provides access to 37 Chinese databases, 4 Japanese databases, and 4 Korean databases. UW librarians are constantly

adding new digital resources to our permanent collections including recent purchases of *The Korea Times* (1956-2016) and *Evangelism in Korea: Correspondence of the Board of Foreign Missions, 1884-.* CEAS seeks funding for new digital resources that address issues in contemporary US-EA relations, such as *General George C. Marshall's Mission to China, 1945-1947* (ProQuest), *Economic Cooperation Administration’s Relief Mission in Post-War China*, 1946-1948, (ProQuest), NK Pro (NKNews.org), and an ambitious digitization project of Department of State records (below). All of these electronic resources are available to UW users and visitors.

The Library website provides access to curated EA content for students and faculty both here and elsewhere. The UW Digital Collections’ (UWDC) EA collection consists of images that document early 20th century China including, the Sino-Japanese Conflict (1937-1945), a visual history of Buddhism, and rare Japanese materials related to the Sakhalin Ainu. The collection received more than 4,842 usage sessions in 2021. Online guides to the EA collection are also available to users both on and off campus.

In 2020 CEAS, the Library, and UWDC started a multi-year project to digitize the portions of Record Group 59 (Central Files of the Department of State) related to US relations with East Asia. The digitization of the Korea holdings (Phase I, 91,000 pages) began in Spring 2020. The pandemic related closure of the National Archives caused significant delays, however, Phase I will be complete by Fall 2022. Through cooperative agreements, this project will be funded by CEAS, processed by UWDC, and hosted by Hathitrust.org. CEAS seeks funding to expand this collection by digitizing the US-Japan and US-China holdings in RG 59. (sect I. Goal 1)

# IMPACT AND EVALUATION

* 1. **Program Impact on University, Community, Region, and Nation** Inspired by the Wisconsin Idea on the interrelationship between research, teaching, and public service, CEAS serves its constituents as a source of first-rate knowledge and training related to East Asia. In assessing our impact, CEAS uses evaluation mechanisms required by UW, post-event assessments and enumerations, and the SWEPT surveys created by UW’s IRIS and area studies centers.

**What is SWEPT?** In 2010, UW’s area centers, with support from the International Division and the Provost’s office, created a highly effective model for Title VI impact assessment and evaluation, the **Standardized Wisconsin Evaluation Plan for Title VI** (SWEPT), designed and implemented by UW sociology professor Ted Gerber. This plan led to the creation of two replicable surveys, each carried out at intervals described below: **Global Learning Outcomes at Wisconsin Survey** (GLOWS) and **Area Studies Alumni Survey** (ASAS). GLOWS surveys all current UW sophomores and seniors, then analyzes only those surveys completed by US citizens. In this way, we measure the on-campus impact of the programming of CEAS on US citizens, the target audience for NRC activities. The questions in GLOWS go to the heart of student engagement with our center: knowledge of center programming and courses, incentives for studying languages, use of fellowship opportunities, international career ambitions, study abroad experiences, programming that the center does well, and programming that the center could do better. We administer GLOWS every 3-4 years and plan to contribute funds for this purpose. GLOWS-1 was conducted in 2013 and GLOWS-2 in 2016. GLOWS-3 was delayed by the Covid-19 pandemic and will be conducted in spring 2022. GLOWS-4 will be conducted in 2025. ASAS surveys all known alumni of UW’s area centers to obtain their assessments of the value of their UW area training (language and area studies, advising, program activities, and, when applicable, FLAS and other fellowships). In addition, ASAS compiles quantifiable data on the careers and international engagements of alumni. The ASAS surveys are administered at ten-year intervals, with ASAS-1 completed in 2011 and ASAS-2 in 2021.

SWEPT surveys, in combination with other methods of evaluation (including UW enrollments and graduation records, attendance and feedback records for CEAS-sponsored events, and EA library data), yield two obvious takeaways: (1) that the impact of our undergraduate and graduate training and advising programs, as well as outreach programs for students and the broader public, has been significant at the university, community, state, and regional levels; and (2) that students trained by CEAS have used their training, including language, to develop careers that contribute to our nation’s priority needs in education, government, and business. Table G.1 below

summarizes selected activities and impacts that we measure on a regular basis and includes assessments that derive from SWEPT that we will support with NRC funds.

|  |  |  |
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| **Table G.1. Selected Recent Impact on UW, Community, Region, & Nation** | | |
| **Activity** | **Impact** | **Indices** |
| High quality training | Increased number of | In the past three academic years (2018-2021), our EA programs |
| of undergraduates | UW-trained alumni | have awarded 81 B.A./B.S./B.B.A. degrees, 113 certificates, 23 |
| (B.A. and certificate) | develop knowledge of | M.A. or professional degrees, and 33 Ph.Ds. In 2020-21, 5,797 |
| & graduate students | East Asia for | undergraduates and 538 graduate students were enrolled in non- |
| (M.A. & Ph.D. | government, business, | language EA classes; 1574 undergraduates and 117 graduate |
| degrees) in EA | education, and non- | students were enrolled in EA language classes. Since 2018, over |
| Studies. | profit sector | 400 students studied in East Asia in UW-sponsored programs. |
|  | employment. | SWEPT/ASAS (in 2021): 63.9% of alumni overall (80% of those |
|  |  | affiliated) reported that EA non-language training was at least |
|  |  | somewhat useful after graduation; 43.3% overall (60% of those |
|  |  | affiliated) reported that EA non-language training was “very” to |
|  |  | “extremely” useful in their careers. |
| Training students for jobs in areas of national need  AP1.2 | EA graduates placed in government, business, military, or education jobs. | SWEPT/ASAS (in 2021): 48.8% of employed alumni (33.8% of advanced degree recipients) have held a job in government, business or the military; 56.1% of employed alumni (54.6% of advanced degree recipients) have held a job in education. |
| Training students for EA-oriented jobs where EA skills are significant AP1.2 | EA graduates placed in careers in the field for which they were trained. | Since 2018 49 students completed internships in EA developed or facilitated by UW; SWEPT/ASAS (in 2021): 82.1% of alumni reported using EA area expertise in their jobs at least sometimes; 72.6% reported using an EA language in their jobs at least sometimes |
| Performance-based instruction in EA languages to UW undergraduate & graduate students | Increased number of UW students obtaining critical skills in EA languages for professional, government, & academic careers. | In AYs 2019-21 a total of 2,762 UW students enrolled in EA languages, with 30% enrolled in advanced courses. (See Table B.1)  SWEPT/ASAS (in 2021): 62.9% of alumni overall (80% of those affiliated) reported that EA language training was at least somewhat useful after graduation; 46.4% overall (64% of those affiliated) reported that EA language training was “very” or “extremely” useful after graduation. |
| Outreach programs for | K-12 students | Since 2017 the Korean STARTALK program has reached 110 |
| K-12 teachers and | informed about East | high school students. Despite the Covid-19 pandemic, since the |
| students; outreach to | Asia; K-12 teachers | summer of 2020, 47 K-12 teachers have participated in the EAUM |
| post-secondary | enhance curricula with | program. We anticipate 30 more will participate in summer 2022. |
| teachers, including in | better EA knowledge, | In summer 2021, 56 Wisconsin K-12 teachers participated in the |
| community colleges | post-secondary | (CEAS co-sponsored) Great World Texts program, integrating |
| and MSIs | teachers given access | Yan Lianke’s *Dream of Ding Village* into their year-long |
| AP2, CPP | to UW’s EA resources. | curriculum. |
| Public events | Public leaders, | Since spring 2019, more than 8,300 members of the public have |
| disseminating diverse, | citizens, and students | attended CEAS’ live and virtual events. These events have |
| research-based | hear diverse | featured diverse perspectives presented by CEAS faculty & staff, |
| perspectives on East | perspectives on East | state and national congressmen (of both parties), business people, |
| Asia | Asia and related issues | military leaders, and national and international experts in their |
| AP1.1 | of pressing concern | field. Whenever possible, these events are archived on our |
|  |  | YouTube channel. |

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| --- | --- | --- |
| CEAS faculty hosted regional and national conferences on EA language education AP2 | Language teachers discussed and developed innovative approaches to language teaching. | Since spring 2019, CEAS organized and sponsored EA language pedagogy conferences have attracted more than 400 participants— despite the 2020 conference being cancelled. We anticipate our pedagogy conference (in partnership with the American Association of Teachers of Japanese) and workshops will attract an additional 300 participants in spring 2022. To date, 56 of these educators reached have been K-12 teachers. |

* 1. **Equal Access of Underrepresented Groups** Diversity is integral to UW’s master plan, which builds on pre-college programs (PEOPLE, Bucky’s Tuition Promise) and financial aid to recruit and retain students from underrepresented groups, and uses post-doctoral fellowships and target-of-opportunity hiring to increase faculty and staff diversity. Expanding CEAS involvement with the College of Menominee Nation (CMN) and Madison College (MC) is central to this proposal (sect. I. Goal 3). CEAS complies fully with Section 427 (GEPA) in employment, student and public access. Of the twelve faculty and staff members added to CEAS since 2019, 92% have been minorities and 75% have been female. CEAS events are held in accessible locations, screened films are captioned, and sign language interpreters are available upon request. Relevant data pertaining to faculty are reported in our statement on Section 427 of GEPA, appended to this application.
  2. **Evaluation Plan** CEAS and the UW continually work to improve the ways in which we evaluate the impact of CEAS, its faculty, and its activities. Entry and exit performance tests (using the best available guidelines) are administered in all EA language courses, both to assess the language proficiency levels and to monitor quality of instruction. Student evaluations of course offerings are mandatory and widely publicized, with CEAS core faculty regularly receiving marks above 4.0 on a 5-point scale. All faculty submit annual activity reports for merit-raise exercises and promotion reviews include teaching evaluations, services on and off campus, advising, and scholarly production. The CEAS Steering Committee and Library Committee engage in ongoing evaluation of Center and Library activities. The UW conducts 10-year reviews of all degree and certificate programs: EA Studies certificate in 2015; Chinese and Japanese majors in 2016; and Chinese and Japanese Professional Communication certificates in 2018. Based on the outcomes of these reviews, we continue to improve our models of instruction and curriculum as discussed in

sections B, C, and D. CEAS gathers data on all its activities, most of which are available in our annual IRIS reports. All these forms of evaluation remain integral to our current plan.

The following is a summary of our evaluation plan for 2022-2026, addressing our 6 primary program goals (sect. I).

*Goal 1: To expand our course offerings and research capabilities in emerging fields of interest in EA Studies.* To assess course offerings, we will use UW faculty numbers, TA support, course and certificate offerings (including new FIGs) and enrollment data; to assess research capabilities we will use records of library acquisitions, new digital resources purchased; and materials digitized. Our goal is to expand EA enrollments by 10%, facilitate the creation of a Korean major and develop the Korean and Japanese collections. **[AP1.1]**

*Goal 2: To b****uild strength in social scientific and geopolitical knowledge of East Asia with a focus on responding to current and emerging social and political issues****.* We will assess our progress by attendance at [East Asia Now](https://eastasia.wisc.edu/east-asia-now-series/) events, the number of CEAS professional series events held and participation in the PKU-UW workshops. The goal is to transition East Asia Now back to a traveling forum (public health concerns permitting) and increase the East Asia Now and CEAS Professional Series combined attendance by 15%. [**AP1]**.

*Goal 3: To facilitate the internationalization of curriculum at minority-serving institutions (MSIs) and community colleges at the College of Menominee Nation (CMN) and Madison College (MC) in collaboration with the Wisconsin International Resource Consortium (WIRC).* We will measure our progress by CMN participation in global indigeneity and other workshops, by community college educators' participation in WIRC events with MC, and by MC student participation in the Global Studies Passport Program. **[AP1; AP2; CPP]**.

*Goal 4: To provide professional development opportunities that will raise awareness of relevant careers in areas of national need.* We will assess the effectiveness by using **data on enrollments** in new courses taught by East Asian Teaching Fellows as well as in ASIAN/HISTORY/POLI SCI 255 and INTL ST 401; attendance at the **Midwestern Professionalization Seminar**, the number

of new internships in South Korea and Taiwan, and the number of pre-freshmen who participate in the new [Summer Launch](https://studyabroad.wisc.edu/summerlaunch/) program in Japan. The goal is to create four new internships, increase attendance in the professionalization seminars and above courses, and increase the participation of pre-freshmen in study abroad. **[AP1.2]**

*Goal 5: Provide professional development opportunities to pre- and in-service teachers.* We will assess our progress through participation of pre-service teachers in CEAS supported study abroad programs, EAUM, the Great World Text Program, EA pedagogical conferences; and enrollment data for CEAS-supported School of Education courses. We will track the number of the Wisconsin Department of Public Instruction (DPI) standard-compliant K-12 teaching materials developed and made available to teachers on our website. The goal is to increase incorporation of EA-centered materials into K-16 course curricula. **[AP2]**

*Goal 6: To promote greater cultural literacy about East Asia in Wisconsin and beyond.* We will use WiSiJo entries, number of libraries receiving East Asia in Wisconsin Library Grants, and attendance at Wisconsin Book Festival events. Our goal is to increase WiSiJo entries to 500 per year and to reach all sixteen Wisconsin library systems with grants. **[AP1.1; AP2]**

* 1. **Improvement Based on Recent Evaluations** In improving CEAS programming, we take very seriously the feedback we receive from the SWEPT data. While most of the SWEPT data is positive, the recent evaluations regarding post-graduation job preparation indicate room for improvement. We responded by working with the L&S career services center, SuccessWorks, to sponsor and publicize more career-related workshops beginning in spring 2019, especially in areas of national need such as government service, defense, intelligence, and trade. When the Covid-19 pandemic forced a pivot to online events, CEAS teamed up with OSU’s East Asian Studies Center to pilot the Midwestern Professionalization Seminar in East Asian Studies in Spring 2021. This seminar series allowed EA Studies graduate and undergraduate students to explore how they could leverage their area studies knowledge to pursue careers in journalism, think tanks, and government

service. This series expanded to include Indiana University in 2022. CEAS now seeks funding to make this series a regular part of our professionalization activities. (sect. I. GOAL 4)

# National Needs and Dissemination of Information to the Public

CEAS faculty in every discipline are instrumental in shaping national conversations, holding critical positions in national (American Academy of Arts and Sciences) and international associations (Northeast Asia Council, Hong Research Grants Council) and editorial boards (*Applied Linguistics*, *Journal of American-East Asian Relations*, *Journal of International Money and Finance*) in their fields. Faculty regularly communicate their findings to the public through public talks (for instance, at the Center for Strategic and International Studies, Foreign Policy Association Great Decision’s Series, Asia Foundation, etc.). Since 2019 CEAS faculty have appeared on, or been featured in websites (NKNews.org, EastAsiaForum.org), blogs (Sources and Methods [Wilson Center]), podcasts (“This is Democracy,” “Upwords”, “History of Science” [Max Planck]), radio (Wisconsin Public Radio, National Public Radio), TV (local NBC and ABC affiliates, C-SPAN, CNN, VikingTV, PBS Wisconsin, Spectrum News) newspapers, (*Washington Post*, *The Cap Times*, *New York Times*) and magazines (*Wisconsin Magazine of History*, *The National Interest*, *Wisconsin State Farmer*).

In line with this public-facing orientation, CEAS strives to address national needs in a wide range of its activities. Since 2019, our East Asia Now series has held events around Wisconsin (before the pandemic) and online on topics from the Korean nuclear crisis, to the US trade war with China, to the global impact of Covid-19. This series, held often in collaboration with campus units (such as the Law School’s East Asian Legal Studies Center, (EALSC)) and state wide partners (Wiscpolitics.com and the Wisconsin Institute of Public Policy and Service) represents an ongoing dialogue between academic experts, community members, business owners, and national and local politicians on issues connecting East Asia and Wisconsin. Representatives Ron Kind (D- WI), Mike Gallagher (R-WI), Travis Tranel (R-Cuba City, WI), and state Senator Janis Ringhand (D-Evansville, WI) have all been participants in this series.

CEAS has also established a vibrant partnership with Wisconsin’s public libraries via the East Asia in Wisconsin Library Program. Since fall 2020, the new initiative has provided 58 grants to public libraries across the state to expand their EA materials and to offer new EA related events in their communities (sect I. Goal 6).

* 1. **Placement of Students in Areas of National Need** Of the 100 U.S. citizen alumni who responded to ASAS-2 in 2021, 92.4% live and work in the United States, with 30% remaining in Wisconsin. Most have worked at some point in education (50% of all graduates; 54.6% of M.A. or Ph.D. recipients), followed by private business (27.8%) and government (11.1%); 72.6% of EA Studies alumni reported having a job where they used EA area expertise obtained via CEAS at least sometimes; 51% reported their EA language skills were helpful in getting a job. Our B.A./B.S. and professional language certificate graduates work in fields ranging from information technology to non-profit management. Alumni work at all levels of education, from teaching EA language and other subjects in primary and secondary schools to acting as the World Language and International Education Consultant at the Wisconsin Department of Public Instruction. Many B.A./B.S. recipients have pursued advanced degrees after UW. Our own Ph.D. alumni now work at universities and colleges throughout the US, ranging from R1 universities, such as Princeton, Columbia, and Indiana, to reputable regional institutions, including Lawrence University and Dickinson College, as well as various schools of education around the country.
  2. **FLAS Evaluation and National Needs** CEAS is committed to using FLAS fellowships to encourage the achievement of advanced EA language proficiency among both undergraduates and graduate students and to encourage them to seek employment in areas of national need. Among our FLAS recipients surveyed in ASAS-2 most have worked at some point in education (63.3%), followed by private business (33.3%) and government (16.7%). By expanding our professional development opportunities for both undergraduates and graduate students (sect. I. Goal 4), with a special emphasis on government jobs, we expect to increase the number of EA specialists,

including FLAS recipients, who pursue careers in government, business, and non-profit sectors, as measurable in the 2031 SWEPT alumni survey (ASAS-3).

# NRC OUTREACH ACTIVITIES

Outreach is integral to the CEAS mission. At UW, we adhere to the service role embodied in the Wisconsin Idea, which dates to 1905 and holds that university research should influence people’s lives beyond the boundaries of the classroom into our region, nation, and beyond. In terms of EA Studies, CEAS promotes faculty engagement with K-12 students and teachers, postsecondary institutions, business, media, and the public through our programs summarized below.

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| **Table H.1 CEAS Summary, 2019-2021** | | | |
| Activity | Goal | Summary | Attendance/Outcome |
| Outreach to K-12 students and teachers | Increase knowledge of EA languages and cultures. | Through EAUM, Great World Text, WiSiJo, and EA language pedagogy conferences, CEAS supports EA content in K-12 classrooms. | 205 teachers, in 100+  schools; 463 students (WiSiJo) |
| East Asia Now | Offer expertise to broaden dialogue on current issues. | Public forums held around Wisconsin and online featuring academic experts, community members, and policymakers. | 797 attendees (8 events) |
| East Asia in Wisconsin Library Program | Provide communities with EA related materials and programming | With DPI public library team provide grants to Wisconsin libraries to expand their EA holdings and programming. | 58 grants since Fall 2020 |
| Japan-America Student Conference | Promote mutual understanding and friendship, Japan/US | The Center offers annual scholarships to students to attend, and is a regular host. | 70 students per year |
| Korean STARTALK | Introduce American high schoolers to Korean language and culture. | Launched Summer 2017 through a National Security Agency grant. | 49 students |
| CEAS lecture and events series | Cross-disciplinary community building, outreach to public | Weekly lectures during the academic year, featuring UW faculty and graduate students and invited guests. | 8,300 attendees |

* 1. **NRC Outreach to Elementary and Secondary Schools** CEAS continuously strives to train students at all levels in EA languages, introduce EA content into K-12 curriculum, and offer training and support to K-12 teachers. Since the summer of 2020, 47 K-12 teachers have participated in the EAUM program (sect. I. Goal 5). We anticipate 30 more will participate in summer 2022. Topics for this program have included understanding the [Korean War](https://eastasia.wisc.edu/eaum/korean-war-teaching-initiative/), the [influence](https://eastasia.wisc.edu/eaum/frank-lloyd-wright-and-japan/) [of Japanese art on the works of Frank Lloyd Wright,](https://eastasia.wisc.edu/eaum/frank-lloyd-wright-and-japan/) and US-Chinese relations (upcoming). In the next cycle we propose the global and local impact of K-pop, ginseng as a commodity connecting East Asia and Wisconsin, and the conservation of cranes in East Asia and Wisconsin as future EAUM topics. We also plan to reprise our very successful Frank Lloyd Wright and Japan topic. EAUM alumni are offered mini-grants to create EA-focused lesson plans that are compliant with relevant state standards and which are archived on the programs’ webpages. In summer 2020, CEAS partnered with the UW’s Center for the Humanities [Great World Text](https://humanities.wisc.edu/great-world-texts/ding)’s program to feature Yan Lianke’s *Dream of Ding Village*. This partnership saw 56 Wisconsin K-12 teachers integrate this book into a year-long curriculum that explored global public health and recent Chinese history. With the pivot to virtual programming, the WiSiJo competition has reached 463 students during its two years as a pilot program. The three programs/partnerships described above have all begun since summer of 2020 and CEAS now seeks funding to further their growth (sect. I. Goals 5, 6). Since spring 2019, more than 60 K-12 teachers have participated in our EA language pedagogy events.

CEAS is also part of a consortium of area studies centers coordinating outreach to K-16 students and teachers through WIRC, which works closely with DPI to offer conferences and workshops for teachers (such as the spring 2022 WIRC teacher conference on teaching genocide), along with student events on global themes (sect I. Goals 3, 5). WIRC is also an active partner to such annual International Division-led campus events as “World Languages Day,” which typically attracts about 700 high school students and teachers, and “International Education Week,” a high- energy, mini-conference for elementary-, middle-, and high-school students.

* 1. **NRC Outreach to Postsecondary Institutions** Along with our continuing work to collaborate with faculty from University of Wisconsin System campuses (through the [CEAS](https://eastasia.wisc.edu/ceas-scholars-across-wisconsin/) [Scholars Across Wisconsin](https://eastasia.wisc.edu/ceas-scholars-across-wisconsin/) program), CEAS will join IRIS partners to build on their successful partnership with College of the Menominee Nation (CMN) to deliver appropriate curriculum materials related to global indigeneity and sustainable development and to enhance their EA library holdings. CEAS will continue its involvement with the Global Studies Passport Program, that allows Madison College (MC) students to enroll in UW area studies and language courses. Through WIRC, CEAS will provide professional development opportunities to community college educators in events co-hosted with MC. (sect. I. Goal 3)
  2. **NRC Outreach to Business, Media and the General Public** Since 2019 CEAS outreach activities have increased dramatically with our East Asia Now, WiSiJo competition, and East Asia in Wisconsin Library program attracting more than 1,400 direct participants and thousands more through 58 grants to public libraries (sect. I. Goal 6). Many of our East Asia Now events have involved local business owners in discussions of how trade with East Asia impacts the Wisconsin economy. CEAS also has a long-standing partnership with the UW Cinematheque and Wisconsin Film Festival to make EA films available to public audiences. All CEAS lectures and co-sponsored events are open to the public and drew an audience of more than 8,000 since 2019. To bring our events to a larger audience, in 2020 CEAS also started a podcast (East Asia Now) and its own [YouTube channel,](https://www.youtube.com/channel/UCreRukPJBA0sV_SfH80kHcA/videos) while investing (with other IRIS centers) $30,000 in upgrading our venues to allow streaming and archiving of our events. In addition to the above, CEAS faculty regularly lend their expertise to local and national media (sect. G.5 above for listing).

# NRC PROGRAM PLANNING AND BUDGET

* 1. **Quality and Relevance** Building on sixty years of achievements, the momentum of the previous four years, and the flexibility and adaptability we have demonstrated since the pandemic, we propose six core goals for the 2022-26 Title VI cycle:

*(Goal 1) To expand our course offerings and research capacities in emerging fields of interest in EA Studies. [AP1.1]*

In collaboration with ALC and WISLI we seek funding for new positions to meet student demand for courses in Uyghur and Korean. Support for a **summer Uyghur instructor** will allow us to offer Uyghur at the beginner, intermediate, and advanced levels (sect. D.5). Support for a **new Korean Teaching Faculty** will allow ALC to reduce section sizes of its first year Korean courses (currently enrolling 150) and to offer new upper-level courses such as Business Korean. Overall demand for Korean language has risen, on average, 14% per year since 2017. This position, together with a new **Korean language house** (*Sarangchae*), will serve as key steps for the realization of ALC’s strategic plan to create a major in Korean by 2025 (sects. B.1, 4). To further strengthen an undergraduate curriculum that meets the changing needs of the present, we seek support that will enable faculty to develop two new interdisciplinary, **East Asia-related First- Year Interest Groups (FIGs)** that engage with contemporary local/regional/global issues, such as diversity and inclusion, the geopolitics of East Asia, and sustainability (sect. C.4). We also seek support for expanded research capabilities including EA collection **development** and the purchase of **new digital resources** (sect. F.3).

*(Goal 2) To build strength in social scientific and geopolitical knowledge of East Asia with a focus on responding to current and emerging social and political issues. [AP1]*

We will continue to grow the **East Asia Now** series by working with partners across the state (Wispolitics.com and the Wisconsin Institute for Public Policy and Service) and the UW’s professional schools (Law, Journalism, Public Affairs) to plan public-facing, high-impact events addressing current social and political EA issues. In collaboration with UW’s EALSC, other professional schools, and with UW’s ROTC programs, we seek funding for a new **Professional Series** that will allow our community to engage with EA Studies “practitioners” (i.e., journalists, diplomats, military leaders, policymakers, and other experts with significant experience in the region) on current social and political issues. We seek renewed support for the **UW-PKU (Peking**

**University) Workshop**. Held yearly since 2015 (though suspended since 2020 by the pandemic) the workshop is co-organized by CEAS faculty Adam Nelson, and PKU Professor Shen Wenqin, on themes of science and higher education, technology transfer, and other topics.

*(Goal 3) To facilitate the internationalization of curriculum at minority-serving institutions and community colleges at the College of Menominee Nation (CMN) and Madison College (MC) in collaboration with the Wisconsin International Resource Consortium (WIRC) [AP1; AP2; CPP]* **WIRC** is a collaboration among nine UW area studies centers with the mission to provide internationally-themed outreach programming, resources, and support to K-12 teachers and students, minority serving institutions (MSI), and community colleges. WIRC partners with representatives of DPI, with MC, and with Wisconsin MSIs. WIRC will coordinate professional development on global themes that alternate between the needs of K-12 (Goal 5) and MSI and community college educators. These programs will be modeled on the January 2022 workshop, “Empowering Educators to Teach on Genocide,” which offered Wisconsin K-12 educators expertise following a new law passed by the Wisconsin legislature and Governor Evers in April 2021. Participants, including more than 40 current K-12 teachers, received access to classroom materials and heard presentations by top experts teaching on the subject of genocide through five specific cases: the Holocaust, Cambodia, Rwanda, Argentina, and Uyghurs in China. Themes for the 2022-26 period will focus on the specific and current needs of our K-12 and MSI educator colleagues. We will continue our support for **seminars with CMN** to help incorporate international, intercultural, and global dimensions into their curricula and to enhance their EA library collections (sect. H.2). We will continue to grow the **Global Studies Passport Program**, that allows Madison College (MC) students to enroll in UW area studies and language courses. *(Goal 4) To provide professional development opportunities that will raise awareness of relevant careers in areas of national need. [AP1.2]*

We will continue to increase the area studies knowledge and language proficiency of our students through our FLAS and center fellowships, degree programs, courses, a new **Summer Launch**

program for incoming freshmen in Japan (sect. D.4), and through course development grants to enhance our **gateway and large enrollment courses** including “Introduction to East Asia” (ASIAN/HISTORY/POLI SCI 255 Detwyler and Murthy) and to continue the **KORUS Fellows** program in INTL ST 401: “Korea and the US since 1882” (sect. C.2). We seek funding to create an **EA Teaching Fellows Program** in collaboration with the UW International Studies Major to give EA graduate students the opportunity to develop new courses on emerging issues. To offer professional development opportunities to our students we seek funding for the **Midwestern Professionalization Seminar**, in collaboration with the Ohio State University's East Asian Studies Center, piloted in 2021 (sects. G.2, D4); to develop **new internships in South Korea and Taiwan** in collaboration with the UW International Internships Program (IIP); and a **new speakers series with the UW Naval ROTC** program to provide their midshipmen access to the latest expertise and research on US-EA relations.

*(Goal 5) To provide professional development opportunities to in-service and pre-service teachers in Wisconsin and beyond. [AP2]*

CEAS will continue our support for in-service teachers through the **East Asia in the Upper Midwest (EAUM)** summer teacher conference, a partnership with the UW School of Education’s Professional Learning and Community Education (PLACE) office; through support for an EA text and supporting curriculum in the **Great World Text** program in year three; and through **mini- grants to local EA language teachers associations** (Wisconsin Association of Chinese Teachers, Wisconsin Association of Teachers of Japanese, etc.) to support K-12 teacher participation in their annual conferences. For pre-service teachers CEAS seeks support for **a summer study abroad program for pre-service teachers** to East Asia in collaboration with UW’s IAP office; and for a teaching assistant (TA) support for Curriculum & Instruction faculty Maggie Hawkins’s **First- year Interest Group (FIG)** “Globalization, World Regions and Globalizing Education,” which encourages study abroad among future educators and expands their awareness of education in a global context. We also seek support for **WIRC** (see Goal 3) to develop with MC new pre-service

programs for teachers and librarians focused on global children’s literature topics, and to partner with DPI to continue the bi-annual Global Learning Summit (past themes have includes immigration and sustainability) for grades 9-12 teachers and students.

*(Goal 6) To promote greater cultural literacy about East Asia in Wisconsin and beyond. [AP1.1; AP2]*

We will build on the success of our **East Asia Now** series (sect. G.5) to develop three new programs with the goal of providing more Wisconsinites with opportunities to educate themselves about East Asia. **The Wisconsin Sijo Competition (WiSiJo)** will enable Wisconsinites of all ages to enrich their cross-cultural awareness through engagement with a timeless Korean cultural form. Aimed at diversifying American perspectives on the Korean peninsula, WiSiJo drew 565 entries (463 K-12) in its two years as a pilot program. Working with DPI’s public library team and the UW’s Children’s Cooperative Book Center, the **East Asia in Wisconsin Library** program will provide mini-grants to public libraries to support the development of their EA collections and to local EA programming. We will also reach out to the statewide audience of the **Wisconsin Book Festival** to ensure that more books on EA-related topics are integrated into its annual calendar of more than 70 events. The above three programs were created as Covid Pivot programs since spring 2020. In requesting funding for these initiatives, CEAS aims to make these innovative programs regular components of our public outreach. To enable this goal, we also seek funding for a **CEAS project assistant (PA)** to build on the early success of these three programs and to assist in their management (sect. I.3).

* 1. **NRC Development Plan and Timeline** Each of the above objectives involves a specific set of initiatives designed to meet the goals by 2026. Our plans for new projects and the maintenance of time-tested activities show efficient use of personnel and resources and will result in greater impact in our state, region, and beyond.

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| **Table I.1. Timeline of Goals** | | | | |
| Activity | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| **(1) New language and research capabilities**  Sec B, C, D, F Bgt 1.2.a-c; 1.3.c;  3.1.c; 3.2.b; 5.1.a-c  AP1.1 | Search for new Korean teaching faculty; assess library resources, make plan & begin acquisition 1; Support advanced Uyghur; FIG grant competition | Coordinate with ALC to offer additional elementary Korean section; library acquisition 2; Support advanced Uyghur; Develop new FIGS | Develop advanced Korean course; support development of Korean major; library acquisition 3; Support advanced Uyghur; launch new FIGS | Teach advanced Korean courses; launch Korean major; library acquisition 4, Support advanced Uyghur; |
| **(2) Build geopolitical knowledge of East Asia with a focus current social and political issues.**  Sec E, G, H,  Bgt 3.1.e; 3.2.c; 8.2.i;  8.4.a; 8.4.c  AP1 | PKU-UW Education Workshop held in Beijing (funding three participants);  three “East Asia Now” forums; Develop CEAS Professional Series with UW Professional Schools | PKU-UW workshop held in Madison (hosting costs); return “East Asia Now” to traveling forum; CEAS Professional Series with School of Journalism | PKU-UW workshop held in Beijing (funding three participants); three “East Asia Now” forums, 1 with new partner; CEAS Professional Series with Public Policy School | PKU-UW Education workshop held in Madison (hosting costs); 3 “East Asia Now” forums in collaboration with public libraries; CEAS Professional Series with EALSC and /or ROTC programs. |
| **(3) Internationalize curriculum at College of Menominee Nation (CMN) and Madison College MC**  Sec G, H  Bgt 8.2.a; 8.2.c; 8.2.d AP1, AP2, CPP | WIRC collaborates with MC on MSI global education workshop; support CMN participation in UN Permanent Forum on Indigenous Issues; | WIRC collaborates with DPI on professional development workshop; support CMN participation in UN Permanent Forum on Indigenous Issues; Co-organize CMN Faculty In-service Collaborative Workshop | WIRC collaborates with MC on MSI global education workshop; Global indigeneity seminar with CMN | WIRC collaborates with DPI on professional development workshop; build CMN library holdings on global indigeneity and internationalization |
| **(4) Professional development opportunities in areas of national need**  Sec D, G,  Bgt 1.3.a; 3.1.a; 8.1.a-  c; 8.3.c; 8.3.d; 8.3.e;  AP1.2 | Midwestern Professionalization Seminar with OSU; site visits in South Korea and Taiwan with IIP staff; develop new EA Teaching Fellows (EATF) program; develop NROTC Professional Officer Education (POE) Series; develop new Summer Launch in | Midwestern Professionalization Seminar with OSU; Collaborate with IIP to launch new Korean internships: new course taught by EATF; 2 POE series events; implement Summer Launch in Japan; Development Grant for gateway course (Hist/ALC 255) | Midwestern Professionalization Seminar with OSU; Collaborate with IIP to launch new Taiwan internships; 3 POE series events; refine Summer Launch in Japan based on feedback; KORUS fellows Program 3 | Midwestern Professionalization Seminar with OSU; Continue promotion of new internships; 3 POE series events; Grow summer launch in Japan; Development Grant for large enrollment course |

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|  | Japan; KORUS Fellows Program 2 |  |  |  |
| **(5) Professional development opportunities to in- service and pre- service teachers in Wisconsin and beyond**  Sec C, H  Bgt 1.3.b; 3.1.b;  5.2.a; 8.2.c; 8.2.e;  8.2.f; 8.2.h; 8.2.j;  8.4.b  AP2 | EAUM teacher conference on K-pop with PLACE; support for Wi. Japanese teacher pedagogy conference; plan pre- service teacher abroad program in East Asia; TA support for Hawkins FIG;  WIRC collaboration with MC for a pre- service teacher  children’s lit event. | EAUM teacher conference on Ginseng and traditional medicine with PLACE; support for Wisc.  Chinese teacher pedagogy conference; Implement pre-service teacher abroad program in East Asia; TA support for Hawkins FIG; WIRC partners with DPI for Global Learning Summit. | EAUM teacher conference on cranes with PLACE; select EA text for Great World Text (GWT) program; support for Midwest Korean teacher pedagogy conference; refine pre-service teacher abroad program based on feedback; TA support for Hawkins FIG; WIRC/MC pre- service children’s lit. | EAUM teacher conference on Frank Lloyd Wright and Japan with PLACE; with CMH co- sponsor GWT curriculum; support for EA pedagogy conference; grow pre- service teacher abroad program; TA support for Hawkins FIG; WIRC/DPI  Global Learning Summit. |
| **(6) To promote greater cultural literacy about East Asia in Wisconsin**  Sec G, H,  Bgt 1.1.c; 1.1.d; 1.4.a;  1.4.b; 8.2.b; 8.2.g;  8.2.k  AP1.1, AP2 | Develop WiSiJo competition with Sejong Cultural Society; develop East Asia in Wisconsin Library program; develop partnership with Wisconsin Book Festival; PA support for new CEAS outreach programs | Increase WiSiJo entries; reach 5 new libraries with East Asia in Wisconsin Library program; host Wisconsin Book Festival event on EA topic; PA support for new CEAS outreach programs | Develop sijo workshops for Teachers as part of WiSiJo; reach 10 new libraries with EA in Wisconsin Library program; host two Wisconsin Book Festival event on EA topic; PA support for new CEAS outreach programs | Increase K-12 participation in WiSiJo; reach all 16 libraries systems with East Asia in Wisconsin Library program; host two Wisconsin Book Festival event on EA topic; PA support for new CEAS outreach programs |

* 1. **NRC Cost Effectiveness** In recognition of the importance of East Asia to the state and the UW, in 2019 the International Division increased its support of the CEAS Associate Director position from 50% to 100%. The CEAS Director is 100% supported by UW; the CEAS Assistant Director is 80% supported. The Division also covers the cost of a graduate student PA for one semester per academic year. UW support for these positions meet CEAS’ core administrative staffing needs and allows the vast majority of the Title VI funds requested in this application to be used for direct program costs. We request a modest amount of funding for a student hourly and for a one semester PA per academic year. The latter request, combined with the Division supported- PA, will allow CEAS to have a dedicated PA for outreach every semester during the next grant cycle. We also seek funding for shared support staff with other IRIS centers for a travel and event management (TEMS) specialist (8%) and a financial specialist (20%).
  2. **NRC Impact** By more fully using existing campus resources through increased collaboration and coordination and leveraging other grants and funds from collaborators, we plan to use Title VI funds to build major new programs that will become self-sustaining when the grant is done. The record of UW and CEAS in doing this is stellar: our associate director position and two of our Korean studies core faculty (J. Ahn and Fields) began as positions seeded by Title VI funds and are now fully supported by the UW. We will continue to use Title VI resources in this fashion in order to strengthen our research and teaching programs, increase study abroad participation, and extend the reach of UW expertise throughout the region and beyond.

# FLAS: SELECTION CRITERIA AND PROCEDURES

CEAS offers a robust FLAS awards program in four strategic languages: Chinese, Japanese, Korean, and Tibetan. During the 2018-22 grant cycle, the CEAS FLAS committee evaluated approximately 40 high-quality applications per year and granted 54 awards (not including summer 2022), which went to the study of all of our target languages: Chinese (25 awards), Japanese (18), Korean (7), and Tibetan (4). Recipients engaged in advanced language levels (33 of 54 awards were used for third-year or higher), and represent diverse fields of study (besides language/area studies programs, awards also went to students in nine other disciplines, such as economics, education, political science, and public policy).

Government service is consistently the most popular career goal listed by our awardees, and CEAS actively promotes the idea that FLAS funding can lead to a career in government service, business, education and non-profit sectors. We hold regular sessions about careers in East Asia that emphasize the importance of language study, and cite FLAS as a valuable tool for this purpose. We also seek to continuously identify young alumni who exemplify success in using language skills and area studies in their professional careers for our Professional Series (sect. I. Goal 2). We are currently planning a new shared annual virtual event for current and previous FLAS recipients, organized with at least one other institution starting with the Asia Center at the University of Utah in the 2022-23 academic year, at which we will encourage networking and ask previous successful

FLAS recipients to provide a talk describing their career paths, including next steps after completing a FLAS.

CEAS strives to reach underrepresented groups for FLAS scholarships. Successful examples of these efforts include the awarding of a FLAS to an incoming graduate student from a minority- serving college (Morehouse College), and the graduation of a UG FLAS recipient who is a first- generation college student. Of the 44 individuals who received a FLAS award during the 2018-22 cycle, 64% (32 of 44) were female and 30% (13 of 44) were racial/ethnic minorities.

In this application, CEAS is requesting funding to support 7 annual academic-year awards (5 for graduate & 2 undergraduate students) as well as 7 awards for summer instruction (see FLAS Bgt).

* 1. **FLAS Advertisement, Selection, and Priorities** Since 2010, the Title VI FLAS Centers at UW-Madison have collaborated to design and create a centralized website for the FLAS fellowship: [www.flas.wisc.edu.](http://www.flas.wisc.edu/) All potential applicants are directed to this site for the online application form, FAQs, and FLAS coordinator contact information. This website has greatly increased the visibility of the FLAS award across campus. UG and Graduate students from all disciplines and professional schools are eligible for CEAS FLAS awards and are encouraged to apply. Academic year and summer FLAS fellowships at UW are administered by CEAS with the assistance of our institute’s Awards Office, which maintains financial records and coordinates publicity. Evaluation and selection of awardees are the responsibility of CEAS’s FLAS Committee. Fellowships are advertised widely on the CEAS website, by our institute’s campus- wide offices for awards, as well as by the Graduate School. New and incoming graduate students are encouraged to apply for FLAS funding by individual departments.

Each year, the call for applications is released in late Fall, and the deadline for applications is in mid-February. The FLAS Committee reviews applications through UW’s FLAS website and meets in late February to rank each applicant using standardized numerical ranking criteria. Awardees are informed of their selection in March.

# FLAS Awards Corresponding to Competitive Preference Priorities

**FLAS Competitive Preference Priority 1**: To assess the financial need of an applicant, the online system requests each student’s expected family contribution (EFC), as determined by the Free Application for Federal Studies Aid (FAFSA). Applicants are advised to complete the online FAFSA and report their EFC score on their application form. Applicants are encouraged to indicate their being from an underrepresented group, which is generally indicated for all applicants to the Graduate School as part of AOF (Advanced Opportunity Fellowship) awards for eligible incoming students. CEAS will meet the FLAS Competitive Preference Priority 1 by prioritizing financial need for FLAS fellowship applicants, as indicated by the “expected family contribution” (EFC) of FAFSA (sect. J.4).

**FLAS Competitive Preference Priority 2**: 100% of our FLAS languages in the AY are priority languages on the U.S. Department of Education’s list of LCTL (Chinese, Japanese, Korean, and Tibetan).

* 1. **FLAS Application Process** Students apply directly through the UW FLAS website. The online FLAS application has five sections: A) Identifying information: citizenship status, current academic program and professional school status, language and alternate language requests, FAFSA status, and EFC amount; B) Education Information: previous degrees, stage of coursework, GRE scores, and transcripts; C) Reference Letters: two letters of reference are required and can be submitted online; D) Plan of Study: outlines the applicant’s proposed language and area studies courses for each semester; and E) Essay Questions: each applicant must answer four questions with short essays: 1) Previous language training, 2) Proposed career goals, 3) Explaining how language and area training will prepare the applicant for academic and career goals, and 4) Personal statement indicating training and research interests and how the applicant proposes to advance knowledge and use his or her training to prepare for valuable work in a profession. The review committee takes the applicant’s EFC into consideration when making its final ranking as indicated below (sect. J.4).
  2. **FLAS Selection Criteria and Committee** CEAS’s FLAS Committee is made up of at least four faculty members representing a variety of disciplines and language specialties, along with a representative of our study abroad programs, and at least one committee member knowledgeable about FAFSA applications and student financial need eligibility. Committee members are rotated regularly to provide well-balanced evaluation coverage and to avoid preferential treatment for any one discipline or language. Each applicant is evaluated using four criteria (Table J.1). Once the initial rankings are complete, the review committee evaluates whether top candidates also show financial need. Adjustments are made to the ranked list to ensure that students with financial need are among those awarded. Using this approach, the review committee decides on the final list of awardees, which consists of top candidates who show overall excellence as well as financial need. Under no circumstances are FLAS awards given solely because of an applicant’s language of study, discipline, or resident status. The selection criteria for Academic Year and Summer FLAS awards are the same.

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| **Table J.1 FLAS Ranking Criteria**  **Each applicant is ranked by the faculty reviewers based on the following criteria (1 being the lowest)** | |
| 1. Academic Record: as demonstrated by UG and graduate grades, GRE scores, and GPA. | (1-10) |
| 2. Strength of Proposal: statement of purpose and overall application including student academic plan for language use. | (1-10) |
| 3. Relevance of language for research and career goals: academic, government service, or professional field. | (1-10) |
| 4. Letters of Reference: two required. | (1-10) |
| Total (maximum 40) | (1-40) |

# COMPETITIVE PREFERENCE PRIORITIES

* 1. **NRC Absolute Priority 1** (1) CEAS programs and activities will continue to reflect diverse perspectives and a wide range of views that generate debate on East Asia. This will be accomplished through the continued adaption of our programing to focus on the current and emerging political and social issues involving East Asia and the United States and through the careful attention to the selection of speakers and materials from politically and culturally diverse

perspectives. We will continue to emphasize open discussion at all activities. (2) CEAS will focus on the expansion of our programs (academic, study abroad, and internships) to encourage students to train in EA languages and area studies and pursue careers in government services, while continuing to promote careers in education, business, and non-profit sectors through career and networking events. Programs specific to this priority include CEAS support and promotion of IIP and SuccessWorks programs, the Midwestern Professionalization Seminar in EA Studies, and the Professional Series (sect. D.2. and I. Goal 2, Table D.3).

* 1. **NRC Absolute Priority 2** CEAS is committed to reaching K-16 in-service and pre-service teachers with professional development opportunities to integrate EA content into their teaching and classrooms. Programs supporting this priority include the EAUM, the Great World Texts program, annual CEAS language pedagogy events, and WIRC’s workshops with DPI and MC (sect. H.1., Table I.1.).
  2. **NRC Competitive Preference Priority** This priority will be met by two innovative and sustainable post-secondary collaborations: (1) the partnership with CMN, a Wisconsin-based MSI;

(2) the Global Studies Passport Program and professional development seminars with Madison College, Wisconsin’s largest community college. (sect. H.2)

* 1. **FLAS Competitive Preference Priorities** CEAS will meet both FLAS competitive preference priorities by (1) prioritizing financial need for FLAS fellowship applicants (sect. J.4) and (2) by awarding 100% of the requested number of AY and summer FLAS fellowships to students taking priority languages on the U.S. Department of Education’s list of LCTL (Chinese, Japanese, Korean, and Tibetan).