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# A. Commitment to Asian Studies

MSU has purposefully increased its commitment to Asian Studies through financial and in-kind investments in recent years. As the hub for Asia-related activity at MSU, the Asian Studies Center (ASC) leads this charge by promoting excellence in Asian Studies. From Japan to Turkey, ASC creates and supports a comprehensive array of cutting-edge programs designed to develop a new generation of experts on Asia. Established in 1962, ASC is part of MSU’s International

**Fig. A-1: Financial Commitment to Asian Studies: FY 2020-21**

|  |  |
| --- | --- |
| Category of Support | Commitment |
| ASC Affiliated Faculty/Staff Salary/Benefits (est.) | $34,550,590 |
| ‘Big-6’ Core Asian Languages Salary and Benefits | $2,579,961 |
| Asia-focused Librarians and Library Acquisition | $820,860 |
| Asian LCTL Instruction and Coordination | $640,156 |
| Asian Studies Center Staff Salary and Benefits | $331,480 |
| Endowment Funding (*Teaching/Research/Outreach*) | $116,842 |
| Student Financial Support Available | $94,224 |
| Other Recurring Faculty Funding for Research/Travel | $88,429 |
| Asian Studies Center Operations | $19,101 |
|  **INTERNAL SUB-TOTAL $39,241,644** External Funding: Asia-focused Research and Travel $15,905,720 **GRAND TOTAL $55,147,364**  |

Studies & Programs (ISP), led by the Associate Provost and Dean who reports directly to the Provost. In FY21, MSU allocated over $39 million to deliver Asia- focused programs and activities. Supplemented by over $15 million in Asia-related external funding,

total support exceeded $55 million (*Fig. A-1*). ASC’s intellectually diverse **[AP-1(1)]** affiliated faculty includes 248 members across 67 disciplines in 17 colleges teaching 402 Asia-related courses annually. MSU recorded 11,350 enrollments across all sections of these courses in AY21. Ranking 12th nationally in study abroad, MSU sent 406 students to 13 countries in Asia in AY19 to participate in 68 different study or internship **[AP-1(2)]** programs. MSU and ASC also support graduate students using endowment and other institutional funding.

**A.1A Support for operation of the Center*.*** ASC is generously supported by ISP, comprising 25 affiliated thematic and area centers and institutes. ISP manages an annual budget of over $7.3 million and provides a variety of services to ASC. In FY21, MSU directly invested $311,505 in

ASC staff salaries and benefits, $19,975 in temporary staff support, and $19,101 in operational funding. These funds supported the ASC Director, Assistant Director (AD), Fiscal Officer, and Administrative Assistant, as well as student assistants and temporary staff members. Support for ASC’s NRC partners, the Center for European, Russian, and Eurasian Studies (CERES) and the Office of China Programs (OCP), totaled $224,541 and $161,916.

**A.1B Support for Asian Studies teaching staff.** In AY21, ASC’s affiliated faculty reached an all-time high of 248 as the result of new hires and an increase in current faculty who teach and conduct research on Asia. At present, 48 are assistant professors, demonstrating MSU’s long- term commitment to Asian studies. Of 54 affiliated faculty at the Assistant Professor level in 2018, 26 have since been granted tenure. Salary and benefits paid to ASC-affiliated faculty in AY 2021 exceeded $34 million (*Fig A-1, p.1*). In 2016-21, ASC made 88 awards ($357,048) for Asia-focused faculty-led projects and 96 awards ($88,978) to support faculty conference

travel. An additional $678,680 supported regular in-person instruction in 14 Asian LCTLs spanning Central, East, North, South, Southeast, and West Asia. MSU supports Asian Studies faculty through curriculum, pedagogy, and course development grants, as well as unit funding for travel and conferences. Through significant investments in language-learning technology in LiLAC and MSU Libraries (MSUL) coupled with a rigorous program of curriculum development and language assessment coordinated by the Center for Language Teaching Advancement (CeLTA), MSU ensures the highest levels of assessment in language teaching.

**A.1C Support for Asia library resources.** MSUL supports three Asia (E, S/SE, West Asia) librarians and librarians for thematic collections with a large Asian component, including the world-renowned Nye Popular Culture Collection and extensive map library. In FY21, their salary and benefits equaled $462,972, with an additional $467,369 spent on building Asia-related

collections. Recent foci for acquisitions are S and SE Asian materials. MSUL has supported digitization of MSU’s unique holdings like the Hong Kong Anti-Extradition Bill Protests as well as a growing collection of Open Education Resource (OER) Asian LCTL textbooks.

**A.1D Support for linkages with institutions in Asia.** ASC supports faculty research and travel to Asia for linkages through strategic partnership funds ($91,541 internal funding in FY21).

MSU maintains a broad array of linkages (178 MoUs with 164 institutions in 28 Asian countries) to enable students and faculty to study, teach, or conduct research in Asia. In 2015-19, MSU deans made multiple visits to Asia, including to China, India, Indonesia, and Uzbekistan to maintain and develop these linkages. Ongoing relationships with institutions in Asia in U.S. Department of Education (USED)-defined areas of national need span the fields of Agriculture, Area Studies, Education, and Engineering **[AP-1(2)]**. OCP maintains a staffed office in Beijing. MSU-administered Japan Center for Michigan Universities (JCMU) in Japan links with universities in Japan. ASC-affiliated faculty are active in the American Institutes of Indian, Pakistan, and Indonesian Studies, each with access to institutional networks in these countries.

**A.1E Support for Asia-focused outreach activities.** ASC’s outreach is integrated with and supported by MSU’s College of Education (CoE), ranked No. 1 in the US for elementary and secondary teacher education (TE) programs by *U.S. News & World Report* for 27 years running. This relationship includes 50% support from CoE for a PhD-level CoE-affiliated Outreach Coordinator and will ensure that our mission of promoting Asian languages and cultures not only extends to K-12 education, but also acts as a multiplier by infusing Asia content in pre-service teacher preparation at MSU and in-service activities for teachers **[AP-1(2), AP-2]**. ASC’s links with CoE and MSU’s Title VI International Business Center (IBC) support outreach programs to

community colleges (CCs) **[CP]**, businesses, and government agencies. The CeLTA-run Community Language School serves the public with multiple Asian language offerings. **A.1F Support for qualified Asian studies students.** ASC administers multiple endowments supporting students, including the Koo Student Endowment ($30,000+/year), the S. C. Lee

Endowment for undergraduate scholarships and paper prizes ($18,000 in 2021), and the Moon and Cho endowments for studying Korean language and culture. In AY19, MSU awarded

$53,000 in need-based study abroad scholarships for students participating in programs across Asia (including First-Generation Scholarships). 17 colleges offer academic advising for Asian Studies students. MSU’s Office of Education Abroad (OEA) offers special advising and pre- departure preparation for study abroad. MSU tailors language-learning study abroad, international internship, and career development opportunities for interested students, focusing on areas of national need **[AP-1(2)]**. Top employers for the classes of 2018-20 from James Madison College (JMC), home to significant numbers of Asia-focused students, included the State of Michigan (#1), the US Federal Government (#3), and the US Military (#4) **[AP-1(2)]**.

# B. Quality of ASC’s Language Instructional Program

**B.1A Extent of instruction in Asian languages*.*** MSU’s robust Asian language offerings through the College of Arts and Letters (CAL) comprise 14 languages, including the “Big 6”— Arabic, Chinese, Hindi, Japanese, Korean, Russian—plus 8 others. MSU delivers on-demand instruction in 13 additional Asian languages (*Fig. B-1, p.5*) through in-person tutorial or independent study, hybrid or virtual course offerings, or *CourseShare* (via the Big Ten Academic Alliance, BTAA; *Fig. B-1, p.5*). All 27 languages are USED priority languages **[AP-1(2)].**

In addition to Arabic, Chinese, Japanese, and Russian majors and minors, MSU recently established minors in Korean and Indian and South Asian Languages and Cultures (ISALC). In

**Fig. B-1: Modern Asian Languages by Region**

|  |  |
| --- | --- |
| Central/North |  |
| Azerbaijani\* | Kazakh\*\* | Kyrgyz\*\* | Pashto \*\* | **Russian\*** | Tajik\* Uzbek\* |
| East |  |  |  |  |  |
| **Chinese\*** | **Japanese** | **Korean** | Mongolian\*\* | Tibetan |  |
| South |  |  |  |  |  |
| **Bengali\*** | **Hindi\*** | **Tamil\*** | **Telugu** | **Urdu\*** |  |
| Southeast |  |  |  |  |  |
| Indonesian\* | Khmer | Malay | Tagalog\*\* | Thai | Vietnamese |
| West |  |  |  |  |  |
| **Arabic\*** | Hebrew | Persian | Turkish\* |  |  |

**Bold:** Major or Minor supporting LCTL; \*Also supported by FLTA (Fulbright Language Teaching Assistant) in 2010-21; \*\*Tech-imported/*CourseShare* language; Ottoman and Sanskrit are also available on-demand.

the 2022-26 cycle, MSU plans to develop a Korean major and to lay the foundation for a future major in ISALC and a minor in Southeast Asian Studies with a language requirement. Language teaching minors leading to state certification are offered for Arabic, Chinese, and Japanese through MSU’s elementary and secondary TE programs **[AP-2]**. Students also take advantage of popular linguistic and cultural immersion study abroad programs for Arabic (in Jordan), Chinese (in Shanghai and Harbin), Japanese (in Shiga), and Korean (in Seoul) at partner institutions. ASC funds conversational on-campus activities (e.g. *Hindi-Urdu Chai & Chat, Korean Conversation Tables, Turkish Teas*) organized by language instructors and FLTAs.

**B.1B Extent of enrollment in Asian languages.** Enrollment snapshots for 2017-20 show

600

400

200

0

**Fig. B-2: Big-6 Asian Language Course Enrollment**

Arabic Chinese Hindi Japanese Korean Russian 2017-18 2018-19 2019-2020 2020-21

increased enrollment in Hindi, Japanese, Korean, and Russian (*Fig. B-2*), signifying growing interest. During the pandemic (AY21), enrollment increased for Hindi and Korean. In AY21, MSU

recorded 1,679 Asian language enrollments across 149 courses.

**B.2A Advanced language offerings (3+ levels).** Four full years of language instruction are

available for Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, Russian, Thai, Turkish, and

**Fig. B-3: Big-6 Asian Language Offerings and**

Urdu. Supplementing regular offerings, including Persian and Vietnamese (up to second year), and Khmer, introduced with ASC support in 2020, MSU

|  |  |  |  |
| --- | --- | --- | --- |
| Languages | Major Enrollments | Minor Enrollments | Offerings |
| FY19 FY20 | FY19 FY20 | Years Courses |

**Major/Minor Enrollments**

offers on-demand intermediate-high and advanced tutorials in all available Asian LCTLs. Enhancing language proficiency development, MSU offers special programs: e.g., an advanced spoken Chinese course involving interactions with native speakers and an advanced Japanese Language Proficiency Test preparatory course. Advanced language is also taught through content-based courses in literature and cultural studies (e.g., *Chinese Literature and Films* and *History and Culture of India and South Asia*). In 2022-26, ASC will expand course-sharing for advanced levels of Thai and Indonesian in collaboration with the U of Michigan’s Center for Southeast Asian Studies (U-M CSEAS).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Arabic | 38 | 33 | 43 | 42 | 4 | 13 |
| Chinese | 96 | 77 | 80 | 66 | 4 | 22 |
| Hindu/Urdu | - | - | 17 | 11 | 4 | 16 |
| Japanese | 79 | 77 | 94 | 107 | 4 | 31 |
| Korean | - | - | 59 | 65 | 4 | 16 |
| Russian | 22 | 27 | 46 | 27 | 4 | 18 |

**B.2B Extent of courses outside language/linguistics/literature offered in Asian languages.** Cultural immersion programs (outside CAL) are offered in-country at Arabic, Chinese, Japanese, and Korean partner institutions. Language programs across the curriculum such as RCAH’s Integrated Language Option (ILO) provide students with opportunities to create semester-long projects conducted in Asian languages while working in an immersive environment with faculty or graduate students who are native speakers. ASC also supports the Peer-to-Peer Language Training Program (with BCoB & CeLTA) by connecting business students learning Asian languages with senior and graduate foreign language students or native language speakers.

**B.3A Sufficiency of numbers of language faculty.** MSU’s language instructional capacity in

current major- and minor-supporting languages is shown in *Fig. B-4*. For other LCTLs, MSU’s

**Fig. B-4: Instructional Availability, 'Big-6' Asian Languages AY 2020-2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Staff | ARB | CHS | HIN | JPN | KOR | RUS |
| Full-Time Professor | 3 | 5 | 2 | 4 | 2 | 3 |
| Full-Time Instructor | 0 | 1 | 0 | 2 | 0 | 0 |
| Part-Time Instructor | 0 | 0 | 0 | 1 | 0 | 0 |
| **Total** | **3** | **6** | **2** | **7** | **2** | **3** |

regular capacity includes two full- time professors for Hebrew, one

visiting professor for Turkish and Uzbek, and one part-time instructor

each for Khmer, Persian, Thai, and Vietnamese. Additional language tutors are hired based on student demand. During AY21, MSU’s language program hosted 6 Asia-focused FLTAs (Arabic, Chinese, Hindi, Russian, Turkish, and Urdu).

**B.3B Exposure of language faculty to performance-based pedagogy.** Full-time Asian language and linguistics faculty hold PhDs in languages/cultures, Second Language Acquisition, or Linguistics. They teach language and conduct research on curriculum development, performance-based instruction, proficiency assessment, and training. As leaders in their fields, faculty are OPI and ACTFL certified, OPI testers, researchers of proficiency standards, authors of innovative LCTL OERs (e.g. *Elementary Arabic* by Issa & Mohammed; *Basic Hindi I* by Ranjan)*,* a designer/patent holder of a tonal language learning app (*Picky Birds* by Ryu), and developers of LCTL teaching resources (*LCTL DOOR* by Steider & Ranjan)*.*

Language instructors regularly participate in annual ACTFL workshops and work with CeLTA to adopt new technologies for teaching and assessment, including virtual language pedagogies, electronic language portfolios, and content-based podcasts. MSU language instructors participate in ongoing high-quality pedagogical training and curriculum development workshops through the *LCTL Partnership* (LCTL-P), a $2.5 million CeLTA project supported by the A.W. Mellon Foundation that develops proficiency-oriented language instruction models

using cutting edge research and advances in instructional technology, provides professional development (PD) and training, and develops communities of practice among LCTL instructors across the BTAA. Senior language faculty mentor new faculty, instructors, and FLTAs. Faculty maintain a collaborative culture of organic professional learning communities to address unique and shared practice-based problems, especially in effective online language pedagogies.

ASC provides PD support for language instructors through the Delia Koo Faculty Endowment, including further intensive language study, language teaching workshops, material development, and participation in regional, national, and international conferences. They are active participants in region- or language-specific teachers associations (e.g., American Association of Teachers of Arabic (AATA), Korean (AATK), Japanese (AATJ), Chinese Language Teachers Association (CLTA), and the Second Language Acquisition Forum). Full- time Asian language faculty have published in journals such as *J. of CLTA*, *Researching and Teaching Chinese as a Foreign Language*, *Chinese as a Second Language*, *J. of Japanese Studies, Japanese Language and Literature, Bunyaad: J. of Urdu Studies,* and many others.

**B.4A Quality of language program as measured by performance-based instruction*.*** Asian **l**anguage education at MSU focuses on developing effective communication and cultural understanding through language proficiency based on ACTFL Proficiency Guidelines. Faculty implement interactive pedagogies and periodic interview-based diagnostic assessments to gauge learning progressions and student experience. In addition to quizzes, classroom-based integrated performance assessments are employed such as final presentations delivered in the target language with the audience engaging through interpretation of authentic text, questioning, and participation in discussions. Group project methods foster integrated skill building in writing, reading, presenting/speaking, and development of cultural competencies. Technology enhanced

learning involves displaying language and communicative skills through digital writing on virtual platforms (e.g., non-alphabetic script and the use of social media).

**B.4B Adequacy of resources for language teaching/practice and proficiency requirements.** MSU deploys a wealth of resources to support a state-of-the-art Asian language program, including via the MSUL, ISP, LiLAC (including LCTLs), CeLTA, and the Chinese teacher certification program. CeLTA labs are available for instruction and for OPI proficiency testing. An extensive collection of Asian language literature, language learning books, media and streaming videos, and other language learning materials are available through MSUL and ASC’s Asian Media Resource. The MSU Digital Scholarship Lab (est. 2018) features advanced and graphics-intensive software and interactive visualization to support language learning, including

potential for virtual reality based immersive language and culture experiences. CeLTA’s Online

**Fig. B-5: Year-End Proficiency Goals**

Speaking

Int. Low

Int. Mid

Int. High

Adv. Low

Language Teaching (OLT) initiative

equips instructors to develop accessible

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Skill | 1st Year | 2nd Year | 3rd Year | 4th Year |

 Listening Novice High Int. Mid Int. High Adv. Low Reading Novice High Int. Low Int. High Adv. Low

 Writing Novice High Int. Low Int. Mid Adv. Low

online language courses and implement accommodative online pedagogical

strategies. *Fig. B-5* details ACTFL year-end proficiency goals relevant for the languages offered for four years. Student progress in LCTLs is monitored regularly and recorded using Electronic Portfolio software. LCTL OPI certification examinations have been available since AY13.

# C. Quality of ASC’s Non-Language Instructional Program

**C.1A Disciplinary variety of courses.** In AY21, MSU faculty taught 253 non-language courses with 25% or more Asia content (many with multiple sections, eg., IAH 204, “Asia and the World,” AY21 enrollment 432, 100% Asia) enrolling 27,373 students. Courses included 127 100% Asia-content courses across 26 departments, including area-studies-rich disciplines such as

History (20 courses, 15 100% Asia), Religious Studies (8 courses, 7 100% Asia), and International Relations (IR; 37 courses, 16 100% Asia), and professionally oriented fields such as Business (19 courses, 8 100% Asia), Law (12 courses, 2 100% Asia), and Agriculture (9 courses, 1 100% Asia). Students also enrolled in Asia-rich courses through vibrant programs in Interdisciplinary Arts & Humanities (IAH) and Interdisciplinary Social Sciences (ISS). Building on this firm foundation, increasing internationalization across the disciplines has strengthened the cross-disciplinary integration and rigor of the MSU’s curriculum on Asia. Launched in 2019, the *AsiaNexus initiative* catalyzes innovative educational programing in 4 interdisciplinary thematic areas aligned with MSU’s land grant mission: food and agriculture; environment, energy, and water; health and nutrition; and education and engagement. For example, language learning and area studies instruction permeates new course offerings as part of the Luce Foundation-funded *Mekong Culture WELL* (MWELL) project on the social and ecological impact of dam construction in the Lower Mekong River Basin. Another *AsiaNexus* project offering students Asia-focused educational opportunities is the *Asia Hub* collaboration on water, energy, and food involving partner universities and governmental institutions across Asia.

***Asian Studies in the professional schools.*** Asian content within the curricula in the professional colleges—including ANR, BCoB, CAS, CoE, CHM, COM, CoM, EGR, LAW, and MUS—is offered via specialized courses with overlapping professional and cultural content, e.g., *Business and Culture in Southeast Asia* (BCoB) and *Music of South Asia & Its Diaspora* (MUS). Asia- focused units also take the form of topic-, field-, and region-specific case studies, for example in the course *Korean Healthcare Delivery System* (COM) within MSU’s Global Health Program.

Asian content is also incorporated in lower-level foundation core or required courses. In CoE, all undergraduate students take TE 250 (*Human Diversity, Power, and Opportunity in*

*Social Institutions*) on developing global perspectives in teaching and foregrounding the

**Fig. C-1: Number of Non-Language Courses by Level**

|  |  |  |  |
| --- | --- | --- | --- |
| College | UndergradLower Upper Div Div | Grad | Total |

importance of diversity, equity, and inclusion within the framework of global citizenship education. The CoE Global Educators Cohort Program (GECP) provides a series of courses with global content including a focus on Asia and the Asian diaspora to enable future teachers to not only accurately, effectively, and meaningfully incorporate Asian content in their teaching, but also to expand understanding of the region and of US-Asia relationships and their complexities. Sustained enrollments in CoE’s Asian language teaching major and

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| BCoB | 0 | 12 | 7 | **19** |
| CAL | 38 | 23 | 1 | **62** |
| CANR | 1 | 2 | 6 | **9** |
| CAS | 1 | 4 | 2 | **7** |
| CHM | 0 | 0 | 1 | **1** |
| CoE | 3 | 2 | 4 | **9** |
| COM | 0 | 0 | 3 | **3** |
| CSS | 6 | 71 | 12 | **89** |
| EGR | 1 | 0 | 0 | **1** |
| JMC | 6 | 30 | 0 | **36** |
| LAW | 0 | 0 | 12 | **12** |
| MUS | 0 | 2 | 0 | **2** |
| NatSci | 0 | 1 | 0 | **1** |
| RCAH | 2 | 0 | 0 | **2** |
| **Total** | **58** | **147** | **48** | **253** |

minor programs—Arabic, Chinese, Japanese, and Russian—demonstrate continued interest in advancing cultural understandings and knowledge about Asia.

**C.2A Depth of specialized course coverage.** In AY21, the majority of courses with Asian content (147 out of 253; *Fig C-1*) are appropriate for upper-division undergraduates, demonstrating MSU’s capacity for and commitment to preparing advanced undergraduates to pursue graduate-level studies and providing depth of specialized course coverage on Asia. Many of the 52 Asia-rich graduate courses are also available to qualified undergraduate students.

**C.3A Faculty availability.** ASC’s mission is supported by 248 affiliated faculty members who teach or conduct research about Asia (*Appendix C*). While 48% are appointed in CAL and CSS—traditional Asian Studies strongholds—a large proportion of Asia-focused faculty work across 15 other colleges including ANR, BCoB, CoE, CHM, CAS, JMC, and NatSci. MSU has expanded capacity for teaching, research, and outreach related to Asia through increased

appointments and new hires of Asia-focused faculty since AY17 (*E.1A, Fig. E-1, p.18*). Among non-language faculty, 62% of new hires (2017-21) are tenured or tenure eligible.

**C.3B Pedagogy training for teaching assistants.** MSU provides a rich array of pedagogical training and PD opportunities for Asian Studies graduate teaching assistants (GTAs). The Graduate School organizes mandatory teaching orientations for all new GTAs, ensuring that all GTAs can articulate and address challenges facing undergraduate students by offering engaging in-person and online classes, effectively managing the classroom, conducting impactful recitation sessions, and assessing and supporting learning. Some departments within CSS, CAL, and CoE also require GTAs to enroll in a graduate-level course on pedagogy.

**C.4A Interdisciplinary undergraduate courses*.*** Interdisciplinary integrative studies courses in the arts, humanities, and social sciences are required for all undergraduate students, and provide early exposure to Asian content. IAH courses such as *Debates on Gender and Sexuality in Chinese Traditional and Culture*; *The Emergence of the Modern State of Israel*; and *Event Planning, Food and Culture in Japan and S. Korea,* as well as ISS offerings such as *Bollywood Baby: Bollywood & Social Inequality* introduce first- and second-year students to Asian societies and cultures early on and form a cornerstone of Asia-focused majors and minors (*Appendix A*).

All 7 Asian language-focused majors and 9 minors (*D.1A, Fig. D-1, p.14*), as well as 7 thematic majors and 5 minors (*D.1A, Fig. D-2, p.15*) are explicitly interdisciplinary.

# D. Quality of Curriculum Design

**D.1A Asia in the undergraduate curriculum.** MSU offers a comprehensive and diverse portfolio of Asia-focused majors and minors **[AP-1(1)]**. CAL offers both majors and minors in Arabic, Chinese, Japanese, and Russian and minors in Korean studies and ISALC. CoE offers language teaching majors for Arabic, Chinese, and Japanese, directly responding to the national

need for Asian language educators (*Fig. D-1, p.14*) **[AP-2]**. CSS and JMC (MSU’s residential college for public and international affairs) offer multiple majors giving students the opportunity to specialize in Asia (*Fig. D-2, p.15*). A popular cross-disciplinary Asian Studies minor (in CSS) can supplement any major in any college and is a gateway for more intensive study of Asia.

**D.1B Quality of requirements/program.** While the Asia-focused majors offered in CAL, CSS, CoE and JMC are rigorous, high-quality programs requiring intensive language and Asia-focused coursework (*Figs. D-1, D-2, pp.14-16*), the minors expose a broader array of students to Asia.

The curriculum satisfies both the growing diversity of the student body and the increasing demand for a comprehensive curriculum on Asia. In combination, the above programs provide a diversity of viewpoints and facilitate debate on Asia **[AP-1(1)]**.

**D.1C Extent of training options for FLAS fellowship recipients.** ASC collaborate closely colleges to support programs with an Asia focus in undergraduate, graduate, and professional disciplines. The growth of MSU faculty with Asia expertise (*Appendix C*) has fostered more options for Asia-related coursework (*Figs D-1, D-2, pp.14-16*). Asian language offerings, including a range of domestic and international language-intensive and internship programs, have grown rapidly in response to increased student and employer demand (see also *Sec. A.1F, B.1A, D.2B, and D.3*).

**D.2A Academic advising.** MSU emphasizes individual attention and personalized advising for undergraduates delivered through a multi-tiered program, with offices in campus residences, departments, and college buildings. Students pursuing one of the 28 Asia-focused majors or minors (*Figs. D-1, D-2, pp.14-16*) are formally advised in their respective colleges. Additionally, every student in JMC is assigned their own individual faculty academic advisor. All MSU college-based advisors are professionally trained with knowledge about many programs, and

**Fig. D-1: Asian Language-Focused Majors at MSU (College of Arts & Letters)**

Requirements

Foci

Major

**Arabic**

Develop both the linguistic and intercultural skills of students to an advanced level of language competency. Modern standard Arabic culture and literature

34 semester credits of language

Capstone course (research, in Arabic) CAL Experiential Requirement

Cognate 15 credits Middle Eastern Studies

9 credits Arabic lit, culture, & history

**Chinese** Functional proficiency in

 CHS/JPN language and cultural

34 semester credits of language

Capstone research in CHS/JPN

**Japanese Russian**

**Teaching Arabic**

**Teaching**

sensitivity to and factual knowledge about China/Japan

Advanced Russian language competency including linguistic and intercultural skills

Teaching Arabic as a foreign language for K-12/college level

Study abroad encouraged

Cognate 15 credits in disciplinary areas within CAL or a minor 18 credits in Russian lit & culture

Capstone research in Russian

16 semester credits of language

34 semester credits of Arabic

 Method course teaching Arabic as FL Study abroad encouraged

Capstone research in Arabic

2 courses in Middle East lit & culture

34 semester credits of CHS/JPN

2 courses in East Asian lit & culture

**Chinese** Teaching Chinese/Japanese as a

 foreign language for K-

Methodology course for teaching CHS/JPN as a foreign lang

**Teaching Japanese**

12/college level

Capstone research in CHS/JPN

Study abroad encouraged

Requirements

Foci

Minor

**Arabic** Basic knowledge of Arabic

language and culture.

**Chinese** Basic knowledge of Chinese

language and culture.

**Japanese** Basic knowledge of Japanese

language and culture.

**Russian** Basic knowledge of Russian

language and culture.

**Korean** Basic knowledge of Korean

language and culture.

13 credits of language (202, 301, 302)

6 credits in ARB literature & culture

14 credits of language (202, 301, 302)

3 or 4 credits CHS literature, language, or culture

13 credits of language (202, 301)

6-8 credits in JPN literature, language, or culture

15 credits of RUS literature, language, or culture

17 credits of language

**Teaching Arabic**

**Teaching Chinese**

**Teaching Japanese**

**Indian and**

**S. Asian Langs & Cultures**

Basic knowledge of the Arabic lang and teaching Arabic as a foreign lang for K-12/college

Basic knowledge of the CHS/JPN language and Teaching CHS/JPN for K- 12/college

Linguistic and cultural proficiency focused on India and South Asian nations

14 credits of language

3 credits in Arabic literature & culture

9 credits of methods course for teaching ARB as a foreign lang 3 or 4 credits in Chinese/Japanese lit & culture.

3 credits of methodology course for teaching Chinese/Japanese as a foreign language

18 credits of language

17 credits including an equivalent of 2.5 years of academic study in a South Asian language or demonstrate equivalent proficiency, and additional courses in Asian studies, humanities and arts, music, or religious studies focusing on South Asia.

**Fig. D-2: Asia Focused Majors & Minors at MSU**

|  |  |  |  |
| --- | --- | --- | --- |
| College | Major | Foci | Requirements |
| **CSS** | **History** | Historical methods, skills, and world | 34 credits in history courses |
| **(Asia)** | regions | 2 senior seminars |
| **World Politics (Asia)** | Governments and political systems of many different nations and the interactions among them | 34 credits in Political Science (incl. courses focused on Asia) |
| **Global and International** | Interdisciplinary education on Asia (particularly South, Southeast, and East | 13-18 credits of applicable coursework |
| **Studies in Social** | Asia). Courses focus on the culture, | 15 credits of Asian studies courses |
| **Science (Asia)** | politics, languages, and economies | 2 years of foreign language required |
|  | **Global Studies** |  | 30 credits of global studies courses |
| **CAL** | **in the Arts & Humanities** | debates associated with globalization | Internship/research project/study abroad requirements |
| **Religious** | A focus on religions across the world and | 34 credits of religious studies |
| **Studies (Asia)** their comparative cultures and traditions | 1-4 credits of a senior thesis |
| **International Relations (Asia)** | Organized around themes of international security, conflict resolution, international political economy, global governance,foreign policy, comparative, regional and | 44 - 48 credits of applicable coursework 2 methodology courses 3 semesters of economics |
| **JMC JMC** | cultural studies | 1 field experience (internship/study abroad) |
| **Comparative Culture and Politics (Asia)** | Intersection of culture and politics in international and national arenas | 44 - 48 credits of applicable coursework Study abroad encouraged  |
| College | Minor | Foci | Requirements |
|  | **Asian Studies** | Multidisciplinary specialty on Asia | 16 credits of related coursework |
| **CSS** | **Global Studies in Social Science (Asia)** | How contemporary global systems influence global relations and national trends, as well as how culture shapes processes of continuity and change in one of the major world regions |  Foreign language proficiency 6 credits of conceptual coursesField Exp./Intern/ Thesis/Independent Study 3 or 4 credits on Asia Senior–level Seminar Course  |
| **Global Studies** | Representations, values, concerns, | 6 credits core global studies courses |
| **in the Arts &****Humanities** | and debates associated withglobalization (Asia focus) | 9 credits elective global studies courses |
| **CAL** | **Religious Studies** | A focus on religions across the world and their comparative culturesand traditions | 3 credits 100-level REL courses; 6 credits 300-level REL courses 1 credit 400-level REL courses and3-6 additional REL courses |
| **JMC** | **Muslim Studies** | Study of Muslim societies and Islam in a range of disciplines and topics | 16-32 credits of 2nd year competency in Arabic or language for Muslim Studies; and 5 courses with Muslim studies/Islamic content |

assessment of students’ needs, and finding appropriate resources. MSU’s federally funded TRIO SSS Program provides professional advising and coaching to first-generation students, and those

meeting certain income criteria or s with documented disabilities. MSU OEA offers special advising and pre-departure preparation for study abroad. ASC staff advises students about a variety of Asia-focused learning, career, and funding opportunities on an on-demand basis. **D.2B Career advising.** With career advisors assigned to each of the 17 colleges, MSU’s Career Services Network (CSN) provides a wide range of career advising services through one-on-one appointments, career assessments, MSU Connect (alumni mentorship/networking platform), Handshake (over 100k internship/job postings [2020-21]), and career resources for specific student populations. Asian Studies students benefit from a range of targeted information dissemination events and career-related experiential learning opportunities, including 25+ university-wide career fairs (some focusing on global competencies and foreign language skills) annually, close to 500 career education workshops per year, Peace Corps recruiting events, a week-long *Careers in Language* Workshop (CAL), and many other events that expose students to international careers that utilize proficiencies in Asian languages and knowledge about Asia.

**D.3A Research/study abroad and utilization.** Ranked 12th nationwide for study abroad in 2018- 19 with 2,663 participating students, MSU is a leader in study abroad activity in the U.S. In AY19 (the most recent pre-pandemic year), MSU offered 68 different study abroad programs in 13 Asian countries (up 54% from AY14), enrolling 406 students. ASC supports language- focused study abroad programs, e.g., intensive language programs in Harbin, China and Hikone, Japan (with JCMU), as well as internship programs in China **[AP-1(2)].** ASC also works with faculty to develop new programs with partners across Asia. Examples of MSU faculty-led programs for 2022 in the professional schools include *A Day in the Life of Japan* (Wong, CoE), *Marketing and Consumer Behavior* (Spreng, BCoB, China), *One Health Nepal* (Wilkins, CVM), *Startup Nation: Innovation and Entrepreneurship in Israel* (Ruvio, BCoB)*,* and *Managing*

*Strategy in a Growing Economy* (Shamsie/Awasty, BCoB, India) **[AP-1(2)]**. Other programs allow students to focus on agriculture and the environment, supporting MSU’s strengths in natural science and international development: e.g., in India, *Ecology of the Mountains* (Vanderstoep, ANR) and *International Development in South Asia* (Racioppi, JMC) **[AP-1(2)]**. **D.3B Access to other study abroad and language programs.** ASC encourages students to find programs closely aligned with their academic and career goals, regardless of the sponsoring institution. Examples include intensive summer Asian LCTL institutes such as SASLI, SEASSI, and CESSI (U. Wisconsin), overseas language study at AIIS (India), COTI (Indonesia), and Jordan Language Academy. ASC participates in consortia throughout Asia that enroll MSU students. MSU accepts transfer credits, applicable to both majors and minors, from study abroad programs offered by other universities, and allows students to use MSU scholarships for these programs. ASC also administers the Koo endowment for students, which specifically supports students engaged in intensive programs of study in any country in Asia.

# E. Quality of Staff Resources

**E.1A Qualifications of faculty/staff.** ASC’s 248 affiliated faculty and professional staff (129 with 50%+ Asia commitment, 232 with Ph.D./equivalent) spanning 67 disciplines actively conduct research, teaching, and outreach spanning the continent. 75% are tenured or in tenure- stream positions. The strength of MSU’s Asia expertise has grown through investments in new tenure-track or long-term positions (*Fig. E-1, p.18*). Core research and teaching activity is concentrated in CAL, CSS, and JMC. Rapidly expanding institutional interest in Asia is increasing Asian Studies faculty presence in ANR, BCoB, CoE, CHM, CVM, COM, and LAW.

ASC faculty members comprise an accomplished and internationally renowned group. Since 2018, seven have received MSU Outstanding Faculty Awards. Ryu (CAL; Japan, China) received the 2018 Esperanto Access to Language Education Award and the 2019 Open

**Fig. E-1 Select New Hires in Asian Studies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | New Hires | College | Region of Expertise | Discipline/Department |
| 2021 | Cameron G. Thies (*T*) | JMC | China, Israel, Russia, India | Political Science |
| 2020 | Kuhu Tanvir (*TS*) | CAL | India | English |
| Akiko Imamura (*NTE*) | CAL | Japan | Ling, Languages, and Cultures |
| Eun Hee Kim (*NTE*) | CAL | S. Korea | Ling, Languages, and Cultures |
| Jungmin Kwon (*TS*) | CoE | China, S. Korea | Teacher Education |
| 20192018 | Parisa Ghaderi (*NTE*) | CAL | Iran | Art, Art History, and Design |
| Melinda Wilkins (*NTE*) | CVM | India, Nepal | Animal Clinical Sciences |
| Laura MacDonald (*TS*) | RCAH | China, Japan, S. Korea | Theater and Performance Arts |
| David Humphrey (*TS*) | CAL | Japan | Ling, Languages, and Cultures |
| Yulian Wu (*TS*) | CSS | China, Hong Kong, Japan | History |
| Nazita Lajevardi (*TS*) | CSS | Middle East | Political Science |
| Zoe McLaughlin (*TS*) | LIB | Southeast Asia | MSU Libraries |
| 2017 | Divya Victor (*T*) | CAL | India, Singapore | English |
| Kaveh Askari (*T*) | CAL | Iran, Middle East | English, Film Studies |
| Furqan Irfan (*NTE*) | COM | Bangladesh, India, Nepal, Qatar | Osteopathic Medicine |
| Srinand Sreevatsan (*T*) | CVM | India, Nepal, Thailand | Veterinary Medicine |
| Sitara Thobani (*TS*) | RCAH | India, South Asia | Dance and Performance Arts |

Scholarship Award for Tone Perfect, her patented Mandarin Chinese audio database. Pokhrel (EGR; Southeast Asia) is an NSF CAREER awardee (2018-23). Chandra (ASC; India, Indonesia) was named Distinguished Scholar by the H.F. Guggenheim Foundation. ASC faculty regularly compete successfully for external funding for Asia-focused projects from federal agencies such as NASA, NIH, NSF, USAID, and USDA, as well as from the Luce, H.F. Guggenheim, Gates, Japan, Korea, Spencer, and Rockefeller foundations. In 2018-20, ASC- affiliated faculty won nearly $40 million in external research funding. Exemplary funded projects from 2017-2021 include (i) “Understanding Marginalized Youth’s Secondary Education Experiences” (Chudgar, CoE; Spencer Fdn.); (ii) “Geographic Perspectives on the Indonesian Killings of 1965-66 in Central and East Java” (Chandra, ASC & White, CSS; H.F. Guggenheim

Fdn.); (iii) “Less Commonly Taught and Indigenous Languages Partnership” (Long, CAL; A.W. Mellon Fdn.); and (iv) “Building Agency, Resisting Patriarchy” (Chaudhuri, CSS; NSF).

ASC faculty collaborate on projects with institutions throughout Asia to produce world-class research on a variety of topics. Externally funded examples since 2018, each one integrating MSU student learning, include (i) "Mekong Culture WELL: Advancing Cultural and Interdisciplinary Studies of Water, Ecologies, Land, and Livelihoods Justice along the Mekong" (Flaim, JMC; Luce Foundation); (ii) “Belmont Forum Collaborative Research: Biosphere and Land Use Exchanges with Groundwater and soils in Earth system Models” (Pokhrel, EGR & Kramer, ANR/JMC; NSF); and (iii) “Ecosystem-Services Measurement and Monitoring Tools Supporting KPH and Community Forest Management in Aceh, Indonesia” (Skole, ANR; USAID). Recent MSU-authored research has appeared in top journals across the disciplines, including the *J. of Asian Studies*, *Critical Asian Studies*, *J. of Global History*, *American J. of Epidemiology*, *J. of Development Economics, Social Networks,* and more, and via prestigious academic presses (Cambridge, Chicago, Columbia, Harvard, Oxford, Princeton, and others).

**E.1B Professional development opportunities.** The Provost’s Academic Advancement Network supports the Adams Academy (one-year interdisciplinary pedagogy fellowship) and the Lilly Teaching Fellows Program as well as formal programs for Faculty Learning Communities, Educator Workshops, and more. ISP and ASC provide funds for research, conference travel, and strategic partnerships in Asia (*Sec. A.1A/A.1B, pp.1-2*). ASC administers the Koo Endowment for Faculty Development, accepting funding proposals in four quarterly cycles per year. In AY20 alone, ASC made 19 awards (12 for travel to/from Asia) totaling $75,427 to affiliated faculty for Asia-focused projects spanning 14 Asian countries and 20 disciplines and 21 conference travel grants totaling $19,973 to faculty to formally present their work at national or international area

studies (AAS, MCAA, etc.) or disciplinary (AAA, AAG, MPSA, etc.) conferences. Other sources of funding include ASC’s country-specific endowments (China, India, Japan, Korea), MSU’s Intramural Research Grants program, and the colleges.

**E.1C Faculty participation in teaching, supervising, and advising students.** MSU emphasizes individual attention and personalized advising at the undergraduate level. In addition to college-based advisors for Asia-focused majors and minors, professors teach small elective classes in every college and students receive individualized instruction and informal advising throughout the Asian foreign language programs (*Fig. D-1, p.14*). Faculty in CAL, CSS, and JMC oversee required senior capstone projects, a variety focusing on Asian themes. All JMC students are assigned individual faculty advisors.

**E.2A Center staffing/oversight: Administration and outreach.** ASC’s day-to-day operations are overseen by the Director (Chandra; *Appendix C*), who reports to the ISP Associate Provost and Dean and will serve as the NRC Project Director. ASC’s AD (Tirtowalujo; *Appendix C*), Fiscal Officer, and Administrative Assistant work with the Director, student assistants, and temporary staff to implement the Center’s programming, outreach, graphic design, web and technology maintenance operations. ASC will hire a full-time Outreach Coordinator who holds an Asia-focused Ph.D. in Education. ASC also draws on support from shared ISP offices, including Advancement, Communications, HR, and IT. ASC’s diverse Advisory Council (AC) of 7 elected faculty members represents four different sub-regions of Asia and three different colleges (CAL, CSS, a professional college) and includes an undergraduate and graduate student. To ensure intellectual dynamism, inclusion of diverse viewpoints **[AP-1(1)]**, and continuity, committee members serve staggered 2-year terms. The AC convenes seven times a year to

review project proposals, budgets, and programming; affiliated faculty meet annually to build community, share news, and provide the ASC with feedback.

**E.2B Center staffing/oversight: Interdepartmental faculty involvement.** ASC closely collaborates with CERES and OCP to enhance offerings on Central, North, and West Asia and China. The All-Asia NRC at MSU will be supported by the CERES and OCP Directors (Graham, Qi), both MSU faculty, and their staff. The program and budget plans in this proposal also reflect deep interdepartmental faculty involvement and programmatic coordination across the three administrative units and many other MSU partners. ASC maintains close ties with MSUL (*Sec. F, pp.22-24*) and professional schools. For example, MSU IBC and BCoB faculty lead Asia-oriented outreach to CCs across the U.S. **[CP]**; TE (CoE) and History (CSS) faculty routinely collaborate to deliver curriculum workshops for K-12 schools and MSIs **[AP-1(1), AP- 2, CP]**; ANR faculty partner in student and faculty exchanges with Tokyo University of Agriculture; ANR and CSS faculty partner in the Nanjing Agricultural University-MSU Joint Institute; and CVM faculty are building a collaboration with the Indian Institute of Public Health in Shillong on zoonotic diseases. These activities strengthen MSU’s Asian linkages and provide unique opportunities for faculty professional and curricular development.

**E.3A Non-discriminatory employment practices.** ASC is committed to hiring a diverse team and follows MSU’s diversity hiring guidelines. The proposed NRC will comprise four male (Chandra, Graham, Li, Qi) and five female (Crowell, Firdawsi, Grimm, Tirtowalujo, Wargo) staff, four of whom are minorities and five of whom are AARP age-eligible. The three key programmatic staff of the proposed NRC will bring academic expertise (all hold Ph.Ds) and heritage-level knowledge, including native-level language proficiency, of the three largest Asian countries (China (Li), India (Chandra), and Indonesia (Tirtowalujo)). This diverse composition is

unique across all major Asian Studies Centers in the nation. Part-time staff include student assistants and hourly workers, many of whom are minorities (see the attached GEPA statement). elaborates on MSU’s and ASC’s commitment to all forms of diversity in hiring.

# F. Strength of Library

**F.1A Strength of library holdings.** MSUL’s holdings included 8.6 million titles (*Fig. F-1*), placing it 11th in the ARL’s most 2018-19 ranking of the largest US research libraries in terms of distinct titles. In addition to print and electronic materials, MSUL houses an extensive collection

**Fig. F-1: MSU Library Overview**

Library Medium

Holdings

Monographs 7,805,066 titles

Print/E-Periodicals

7,267,012 vols

E-books 2,144,905 titles

Maps

250,000+ sheets

Sound Recordings 86,000+ items

Voice Recordings

100,000+ hours

of sound recordings and films/videos, comics and graphic novels, microfilm or microfiche items, and sheet and folded cartographic maps (*Fig. F-1*). Digital collections created from MSUL holdings (100+ terabytes) cover a broad array of disciplines. MSUL’s pioneering Digital Scholarship Lab combines an immersive 360-degree video lab with technology designed to foster creation and interdisciplinary collaboration. ***Strength of Asian collections.*** MSUL’s comprehensive Asian collections include print and non-print materials published in various Asian languages, databases of print and e-journals and newspapers, and media collections in English and Asian languages (*Fig. F-2, p.23*). Unique Asia-rich archives and special collections at MSUL include the *Murray and Hong Collection* (450,000+ works); the *MSU Vietnam Group Archive* (80,000 pages of digitized documents, maps, and images relating to the Vietnam War era); the *Nye Popular Culture Collection* (300,000+ items) spanning the globe, including Asia; the *Holtzman Israeli Literature Collection* featuring manuscripts of poetry and drama, original artwork, essays, and historical correspondence with prominent Israeli literary figures; an

extensive collection of ephemera supporting research in popular culture, radicalism, and gender, including historical travel scrapbooks (early 20th C.) from India, the Philippines, Myanmar, and

Holdings

Library Medium

E-books 56,801 vols

**Fig. F-2: MSU Asia Collection** Print Monographs 238,443 vols Print Serials 6,436 titles Microform Units 6,604 items

Sound Recordings 8,010 items

Singapore; a photograph collection on Chinese opera 1910- 31; and more. MSUL is home to the largest comic book collection in a US academic library, including many Japanese, Korean, Indian, and Indonesian comics. Acquired in 2015, the MSUL *Rovi Media Collection* is the largest

publicly accessible media collection in the world (700,000 music CDs, 160,000 DVDs, 17,000+ video games) with items spanning all regions of Asia. The MSU Map Library houses a collection of general and thematic maps and atlases for every area of the world, including 250,000 sheet maps from the 17th to the 21st century, 14,000 folded geologic maps, and 4,000 atlases, gazetteers, and other reference aids with a strong Asian section. MSUL is also a pioneer in creating online teaching resources, including a growing OER Asian LCTL textbook initiative (with ASC). Total support for the MSU Libraries in AY21 was $38.8 million, $21.6 million of which was allocated for acquisition.

E-journals 1,960 titles

**F.1B Financial support for Asia acquisition and staff.** MSU supports three full-time Asia-

**Fig. F-3: Investments in Asian Collection (FY 2021-22)**

focused librarians (Wu, EA; McLaughlin,

S/SEA; Margolis, Middle East/West Asia)

South / Southeast Asia

$35,683

East Asia

$278,687

Central Asia

$66,235

 West Asia

$66,235

and multiple librarians for thematic collections with a robust Asian component. In FY21, salary and benefits for Asia library staff amounted to

$462,972, and MSU committed $467,369

to building Asia-related collections (*Fig. F-3*). Recent foci for acquisitions have included MSU’s S and SE Asia collections on climate change, ecosystems, indigenous issues, agriculture/ development, and literature in translation, as well as online resources and journals published in Asian languages. Digitization and online projects include MSU’s special collections on Hong Kong Anti-Extradition Bill Protests and OER collection of freely accessible dynamic Asian LCTL textbooks. MSUL also supports professional development and acquisition travel to Asia, with additional support available from the Koo Endowment managed by the ASC.

**F.2A Access and availability for MSU faculty, staff, and students.** In addition to MSUL’s holdings, Interlibrary Loan (ILL) and document delivery services provide access to volumes at consortia of partner libraries in the US and Asia, including through *UBorrow* (BTAA libraries, with an aggregate collection of 113 million volumes in AY17 and a combined 2017 acquisition budget of $250 million) and *MeLCat* (400+ Michigan libraries; *Sec. F.2B*). MSUL is a member of the Center for Research Libraries and *Hathitrust* (5 and 17.5 million volumes, many digitally accessible). For AY21, MSU users borrowed 16,163 items from other libraries. Library patrons retrieved almost four million full-text articles from the MSUL's databases.

**F.2B Access and availability for faculty, staff, students from other institutions.** Students and educators (including from K-12 schools and CCs/MSIs) use MSUL’s licensed digital resources as “walk-in” users from computers located in the MSU Main Library. In AY21, MSUL loaned 63,939 items to other libraries. MSUL provides reciprocal privileges to all 14 BTAA/*UBorrow* partner universities, 400 *MeLCat* libraries, and ILL collaborators, thereby providing access to faculty, staff, and students from other institutions across Michigan, the Midwest, and the US.

# G. Impact and Evaluation

**G.1A Impact of programs.** ASC’s activities and training programs produce significant impacts for the MSU community, Michigan, the Midwest, and the US. ***Enrollments.*** In AY21, 100% Asia (non-language) content courses recorded 2,770 enrollments, with an additional 6,900

**Fig. G-1: Asian Language Major &**

**Minor Program Enrollment**

Program Enrollments FY18 FY19 FY20 FY21

Programs

**Majors\*** 137 137 122 96

**Minors\*\*** 339 338 320 325

\*ARB, CHS, JPN, RUS, Lang. Teaching.

\*\*All major programs plus ISALC, KOR.

enrollments in courses with Asia-focused modules or case studies in a range of subject areas, from Agribusiness Management to TE. Robust enrollments in upper division (300+) level language and non-language Asia-content

courses (AY20: 6,294; AY21: 6,523) demonstrate MSU’s large role in developing language proficiency in and deep understanding of Asia. *Fig. G-1* details enrollments in Asian language- focused majors and minors for the past four academic years. The figures for FY20 and FY21 should be interpreted against the backdrop of declining overall enrollment due to the COVID-19 pandemic. Notably, freshman enrollments in Fall 2021 rose for the first time in three years. We expect that enrollments in other programs will reflect this turning point in the coming years.

***Graduate placement data.*** Indices of graduate placement demonstrate the impact of ASC’s activities. Based on MSU Career Outcomes data, 59.8% of recent graduates (UG classes of 2018-20) with Asian language majors were immediately employed with full-time jobs; 27.4%

continued their education. The US Federal Government **[AP-1(2)]** and MSU were among the top five employers. Similarly, 59.4% of recent graduates with majors offering an Asia focus (*Fig. D- 2, p.15*) were immediately employed; 20.2% pursued advanced degrees. Among the top five employers of these graduates are the US Federal Government, the US Military, the State of Michigan, and MSU **[AP-1(2)]**. MSU has been a top producer of Fulbright scholars for seven consecutive years, with student placements in Armenia, Taiwan, Thailand, and Turkey. ***Event***

***participation data.*** With 56 registered Asia-oriented student organizations on campus, MSU is bustling with Asia-focused academic and educational activities; cultural and artistic performances; and vigorous debate on Asia **[AP-1(1)]**. During AY21 alone, ASC organized and sponsored 88 virtual lectures, curriculum workshops, and symposia featuring diverse viewpoints **[AP-1(1)]**, reaching 5,806 educators, students, and community members in Michigan, the Midwest (including CCs and MSIs **[CP]**), the US, and internationally. ***Usage of Center resources.*** In 2016-21, ASC made 88 project awards ($357,048) and 96 academic conference travel awards ($88,978) to support faculty. Funds supported the development of new curricular materials, new course and study abroad offerings for students, and research on Asia. ASC’s monetary and in-kind support for the Global Virtual Speaker Program (GVSP) infused courses with Asia content. Multiple ASC-managed endowments also support qualified students pursuing Asian Studies (Koo Global Student Scholarship; S. C. Lee Paper Competition/ Scholarship; Moon and Cho scholarships: 37 awards totaling $50,650 during AY21 alone).

**G.1B Extent of matriculation into advanced/Asia-related professional programs.** In AY21, 67% of non-language Asia-related enrollments (6,523) and 26% of Asian language enrollments

(437) were in advanced levels (300+). Recent graduates from Asian language or Asia-focused (classes of 2018-20) have continued on to graduate studies in an array of fields, many in areas of national need, including security; economics; public policy; environmental and medical science; law; education; business; criminal justice; media and information; second language studies; translation and interpretation; history; anthropology; and art, art history, and design. They are matriculated in master’s and doctoral programs in prestigious institutions including, but not limited to, the U. of Chicago, U-M, and MSU.

**G.2A Post-graduate education and placement/employment in areas of need or training to go into such placements.** MSU supports various units promoting post-graduate education and placement/employment in areas of national need, including the CSN, Graduate School Career and Professional Development Office, CAL Excel Network, Office of Peace Corps Recruitment, and Department of Military Science with two of the nation’s largest ROTC programs. Based on a 2021 report, 95% of MSU students who received bachelor’s degrees were immediately employed or pursued further education, with nearly 80% of undergraduate students having completed an internship while at MSU. ***FLAS and Placements.*** The above advising units refer students to

**Fig. G-2: Selected Graduates and Fields of Employment – Higher Education**

M. Blouin Assoc Professor, English and Humanities, Milligan U

A. Damrow Ass't Professor, Cultural Fdn and Edu, Kent State U

E. Fratantuono Ass't Professor, History, UNC- Charlotte

M. Glegziabher Clinical Ass't Profesor, Human Evol and Soc Chg, ASU

D. Isbell Ass't Professor, Second Lang Studies, U of Hawai’i

K. Klemm Outreach Coordinator, U-M Nam Center of Korean Studies

J. N. Colwell Lecturer, Nat Resc & the Environment, U N Hampshire

K. Rock Part-Time Instructor, ESOL, Syracuse University

B. Van Wyck Ass't Professor, History, UMD Baltimore

Asia-related careers. ASC routinely encouraged FLAS awardees to seek employment in areas of national need, selected results of which are displayed in *Figs. G-2* and *G-3* (pp. 27-28). To

increase the number of FLAS awardees and Asian

J. Watkins Lecturer, Political Science, National Univ of Singapore

A. Stouffer Technical Aide, Plant Soil and Microbial Sciences, MSU

M. Reynolds Resident Physician, Baylor College of Medicine

S. Mattes Ass't Professor, Integrative Studies in Social Science, MSU

H. Kaibara Ass't Professor, Hist and Foreign Lang, Jacksonville St U

A. Howell Ass't Professor, Public Policy and Mgmt, ASU

E. Glayzer Lecturer, Cultural Anthropology, University of Dayton

E. Dutridge-C Grad Edu Prog Mgr, Lit, Science & Arts, U Michigan

T. Connor Postdoc Researcher, Env Sci, Policy & Mgmt, UC Berkeley

D. Baylis Ass't Professor, History, U of Arkansas

Studies majors placing into Asia-related areas of need, ASC will work with CSN teams to expand existing international career events such as the International Career Panels, International Career Exposure Program (with JMC), and Careers in Language Workshops (with CAL; *Sec.*

*I.1A-1.3, p.39*) by co-organizing information dissemination campaigns on Asia-related careers and professions.

**G.3A Addressing national needs.** ASC’s activities address national needs in a variety of ways. For example, MSU’s comprehensive Asian language coverage includes 13 Asian CLS (State Department) languages and eight NSLI-Y languages. All offered languages are also Critical NSEP languages and appear in the guidance on priority languages accompanying USED’s call for proposals. ***FLAS Awards Addressing National Needs.*** 100% of ASC-awarded FLAS fellowships in 2010-18 were for priority languages. Awardees pursued careers in government,

**Fig. G-3: Selected Graduates and Fields of Employment – Business, Government and NGO**

M. Averill Development Associate, Parliament of the World's Religion

V. Breeze Communications Specialist, Nat'l Oceanic & Atmospheric Adm

M. Burger Business Development Coordinator, Kirkland & Ellis LLP

K. Cheung English Learner Teacher, National Heritage Academics

C. Corcoran Senior Project Manager, NYC Economic Development Corp

A. Duffey Information Security Officer, A.J. Boggs

J. Fleischman Forensic Anthropologist, Harris County Institute of Forensic Sci

J. Forma Director, Digital Transformation, Colgate-Palmolive

D. Grace Editor/Writer, WOC (Women of Color) Podcasters

K. Groff Research Associate, PETA Int’l Science Consortium Ltd.

B. Hanchek Written Content Specialist, Cook Medical

R. Holzbauer Senior Associate Brand Manager, Danone

A. Knapp Statistician/Demographer, U.S. Census Bureau

A. Little Manager, Advanced Threat Response, PriceWaterhouseCoopers

J. Longo Technical Solution Engineer, Epic Systems Corporation

K. Meister Head of Programs and Comm Engagement, Life Science Cares

J. Ratcliffe Program Manager, AR/VR, Google

K. Richardson Division Assistant Project Manager, Sheladia Associates

M. Robbins Police Officer, Madison Police Department

A. Schroen Director of Communications, Episcopal Diocese of MI

E. Sohn Account Manager, Lg Electronics Vehicle Components

J. Somerville Assistant Manager, Brand Experience, General Motors

Z. VanSickle Secondary Ed Chinese Teacher, Connections Academy

T. Weber IB Visual Arts Teacher, KIPP Texas Public Schools

international business, and education (*Figs. G-2, G-3*) **[AP-1(2)]**. Another national need is in professions identified by USED for the Graduate Assistance in Areas of National Need (GAANN) program including Biology, Engineering, and Psychology. ASC actively collaborates with Asia- focused faculty and students in all of these

areas, supporting, e.g., Asia-focused research and teaching in Zoology (Rasmussen, S & SE Asia), Engineering (Pokhrel, Hydrology, S & SE Asia), and Psychology (Leong, E Asia).

**G.3B Generating and disseminating information to the public.** ASC’s bi-weekly newsletter, disseminated to 1,884 individuals, provides information on Asia-related events, funding, PD, and employment. Our webpages receive close to 1,000 views daily. Virtual events on Asia organized by ASC and MSUL impact a broad cross-section of the general public and educators. Through MSU’s OER initiative, ASC is collaborating with MSUL, LiLAC, CeLTA, and CoE to widely disseminate capability to teach and learn priority LCTLs using dynamic open-access digital textbooks coupled with hybrid models of language learning. In disciplinary areas of national need, ASC has provided financial and in-kind support to the above-mentioned faculty members for disseminating their work on birdlife in S and SE Asia, the intersection of hydrology and society in the Lower Mekong River Basin, and the Psychology of the Chinese People.

**G.4A Comprehensiveness and objectivity of ASC’s evaluation plan.** The 2022-26 monitoring, evaluation, and learning plan will assess progress throughout the project cycle, making programmatic modifications based on formative evaluation findings. ASC’s multi- layered evaluation process integrates a centralized student data tracking system and multi- dimensional data collection processes that meet both formative (quality of instruction/program delivery) and summative (results achieved) evaluation needs. Qualitative and quantitative data will be collected and analyzed to advance four project goals (*Sec*. *I.1A, pp.38-45*): (i) strengthen language and non-language curriculum and career-focused activities to encourage employment across sectors in areas of national need **[AP-1(2)]**; (ii) organize activities that reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs as they apply to Asia **[AP-1(1)]**; (iii) enhance teacher training to strengthen Asian language education and teaching about Asia, and enrich TE curriculum with Asia content **[AP- 2]**; and (iv) create and strengthen partnerships with CCs, HBCUs, and MSIs **[CP]**. ASC will

implement the evaluation plan using both internal and external expertise, emphasizing objectivity in evaluation design and in the collection and interpretation of data.

**G.4B Production of quantifiable and outcome-measure-oriented data.** ASC will track progress of program activities, monitor deliverables, and assess outcomes using a mix of objective quantifiable outcome-measure-oriented and qualitative data. Where applicable, baseline and target values will be established during the initial weeks of the 2022-26 project cycle, monitored throughout the project cycle, and evaluated mid- and end-cycle (2024 and 2026) by external evaluators. Over the grant cycle, ASC’s NRC program goals will be monitored using the following outcomes-based metrics: For **Goal 1.** (strengthen language and non-language curriculum and career-focused activities), ASC will monitor data on Asia-language focused and Asian Studies major and minor program and course enrollments, and (sustained) language enrollments through advanced levels for languages offered to at least level 3; collect data on new courses developed (including study abroad programs), courses enriched with Asia content, and enrollments in these courses; on students reached through the various international career panels and programs, language proficiency, post-graduate placement, employment, further education, and/or training of FLAS recipients; graduates with Asian language and studies major/minor; and on OER text classroom usage (tracked by MSUL). For **Goal 2.** (feature diverse perspectives and a wide range of views and generate debate on world regions and international affairs as they apply to Asia), ASC will collect data on the diversity of content (using qualitative feedback) and reach of each activity and initiative (e.g., enrollment and participation rates, including new participants for repeated offerings). For **Goal 3.** (enhance teacher training to strengthen Asian language education and teaching about Asia, and enrich TE curriculum with Asia content), ASC will collect data on all the curricular resources developed, participation rates, and new

participants of each outreach activity and program. Qualitative data focusing on teachers’ expanded pedagogical repertoire will be obtained through participant surveys to gauge impact in K-14 classrooms. For **Goal 4** (partnerships with CCs, HBCUs, and MSIs), ASC will monitor the extent to which different constituencies within MIIIE (Midwest Institute for International & Intercultural Education, a consortium of 44 community colleges in 14 states (25 Title III/V eligible MSIs)) and Howard University (a HBCU) are reached and collect data on curriculum developed and courses enriched with Asia content at CCs. ASC will collaborate with other MSU NRCs and essential units on shared approaches and systems to collect crucial faculty, student, and programmatic information, including surveys.

**G.4C Use of recent evaluation plans to improve program.** In 2018, an external review of ASC affirmed the breadth and depth of MSU’s Asian language and area studies programs. Overall, the reviewers commented on the “robust, entrepreneurial, and growing nature of ASC’s programs.” Recommended actions, with follow-up taken at ASC included: ***Hiring a South Asia historian.***

Since 2018, ASC has vigorously advocated for a South Asia focused hire in the History Department. In the Fall of 2021, the top choice of the History faculty for a new hire was a South Asia historian. This preference has been communicated to the CSS Dean, and we have budgeted for seed funding for such a hire in Years 2-4 of the grant cycle. ***Reinvigorating offerings in Anthropology*.** ASC’s two-pronged approach was to support M. Moniruzzaman, a Bangladesh- focused anthropologist, to get tenure, which was awarded in 2020. In addition, because of the small size of the Anthropology Department, ASC is supporting and expanding MSU’s capacity in closely related disciplines and units, including Development Sociology and JMC. The number of Asia-content Anthropology courses at MSU has increased from 16 to 18 since 2018. ***Adding student assistants.*** ASC has increased the project budget to accommodate increased student

hours, thereby providing more robust support for the professional staff for the 2022-26 cycle. ***Expanding ASC’s outreach mission to even more rural areas.*** ASC is partnering with LATTICE to serve more rural schools in several Intermediate School Districts (ISDs). Planned partner activities for the upcoming cycle also include events with Michigan 4-H, which maintains a strong rural footprint. ***Providing robust support to humanities and social science faculty*.** ASC expanded the share of conference travel support to humanities and social science faculty members in 2020 (100% of travel funding from the Koo endowment) compared with 2017 (54% of travel funding). ***Coordinating the FLAS program across centers*.** ASC now plans to coordinate publicity for the FLAS competition, co-organize information sessions for prospective FLAS applicants, and coordinate awards in areas of overlap for applicants who applied to multiple centers (e.g. ASC, African Studies (AFS), CLACS, and Transregional Studies Centers for projects spanning Asia and Africa (or Latin America).

In January 2022, ASC held a fresh external review. The reviewers (two directors of Asia- focused NRCs) stated that “among the country’s first all-Asia Centers to receive Title VI status in 2000, [MSU’s ASC] stands out as a star even among other luminaries...” Four specific recommendations in the 2022 report were (i) deepen the Center’s faculty leadership/ administrative structure; (ii) expand the Center’s administrative staff; (iii) collaborate closely with MSU thematic research clusters to identify potential sets of cluster hires in Asian Studies; and (iv) invest more effort and resources into building relationships with educational institutions that serve indigenous communities in the upper Midwest. Notably, all of these recommendations, which we expect to address prior to the mid-cycle (2024) review, support further capacity building and expansion into new areas of opportunity, a prospect that the ASC team looks forward to realizing with a combination of Title VI and other funding. Items (i) and (ii) will be

addressed with the full integration of Assistant Professor Dr. Li in the ASC team. ASC will also address item (iii) with vigorous advocacy and consensus-building within MSU and (iv) which ASC will initiate by welcoming Michigan’s TCUs into ASC’s outreach programming networks during the coming four-year cycle.

**G.5A Extent of access for traditionally under-represented groups.** ASC resources are purposefully directed to provide access to curriculum and programming for traditionally under- represented groups. Selection committees allocate ASC-managed funding taking into consideration need and merit. ASC works with OEA to advise low-income students on options for study abroad support and allocates endowment funding toward study abroad scholarships for under-represented groups. ASC’s continued support for Asian language and especially the LCTL program responds to a need for access to languages by domestic students of Asian heritage, supporting Michigan’s growing immigrant and refugee resettlement communities. Collaboration with various Midwest-based MSIs and CCs has also been sustained, including with Lansing Community College (LCC) through the LCC-MSU Japanese Studies partnership and student-to- student engagement. Expanded access for LCC students to MSU events and programs has fostered LCC students’ successful transition into the Japanese program at MSU.

In the wake of the pandemic, ASC academic and outreach programming swiftly shifted online, expanding reach to a range of under-represented groups of learners and educators. Virtual lectures and talks organized by ASC and affiliated faculty involving experts from across the globe, while organized primarily for MSU students, broadened to welcome members of K-12 schools, MSIs, and the general public. Online conferences with reduced registration rates (e.g., MCAA, Oct 2020; MSU-AIFIS Conference on Indonesian Studies, June 2021) fostered academic exchanges among traditionally under-represented US-based students and scholars.

# H. Outreach Activities [Selection Criterion for NRC Only]

**H.1A Elementary and secondary schools.** ASC works closely with MSU’s highly ranked CoE, affiliated faculty, and other educational partners to infuse K-12 curriculum and TE **[AP-2]** with Asian content by integrating learning opportunities that enhance future teachers’ pedagogical and content knowledge about Asia and building global and cross-cultural competencies **[AP-1(1,2), AP-2]**. Our CoE anchor partner, GECP, comprises 237 TE students (AY21) at all levels who follow a dedicated global curriculum throughout their pre-service program **[AP-2]**. This design creates a ‘multiplier effect’ for education about Asia as the cohorts graduate and go on to teach. An exemplary activity prior to the pandemic was the annual Summer Institute for Global Studies to build capacity of mentor teachers who each work with a full-year GECP intern. ASC co- organizes LATTICE, a collaborative project with CoE, MSU area studies centers, and Michigan school districts to promote sustained interaction in international studies among university and K- 12 educators. LATTICE members convene monthly to examine global issues. In AY21, 195 educators from 11 urban and rural mid-Michigan school districts, including 30 MSU faculty and staff participated in LATTICE, engaging with domestic and international speakers, youth, and students on various local and global educational topics **[AP-2]**. ASC also collaborates with CoE to train Chinese instructors to teach in Michigan schools **[AP-2]**, coordinates China-exchange programs for Michigan teachers and students **[AP-2]**, and provides Asia-related programming for schools and businesses. These programs have reached 6,000+ K-12 students annually by placing Chinese language teachers in Michigan and beyond and have offered an online Chinese program with around 400 secondary students enrolled per school year in 2016-21.

To support in-service teachers throughout Michigan and the Midwest, ASC also develops Asia-focused K-12 curriculum guides, online teacher resources, and continuing K-12 educator

seminars carrying Michigan State Board of Education Continuing Education Units and/or MSU graduate credits **[AP-2]**. Prior to the pandemic, ASC hosted 4 separate one-day summer workshops for Arabic, Chinese, Japanese and Korean teachers annually, delivered by LiLAC faculty and external language pedagogy experts. Virtual language pedagogy workshops resumed in the summer of 2020 for teachers of Chinese (over 400 attendees) and Japanese (over 60 attendees). These will resume in the coming grant cycle. In collaboration with CAL, ASC plans to expand this diverse portfolio by adding a workshop for teachers of Hindi starting in the summer of 2023 **[AP-2]**. ASC hosts the Freeman Foundation-funded “Teaching East Asia” (TEA) program, an annual week-long (30 hr) PD workshop for K-12 educators **[AP-2]**. Taught by ASC affiliated faculty, TEA connects teachers with research and pedagogy to increase Asia knowledge and a diversity of viewpoints in K-12 classroom curricula **[AP-1(1)]**. In AY20 and AY21, the one-week workshop and 3 additional seminars reached 107 educators. ASC also organizes outreach events on Asia through local libraries, museum and library exhibits, and international language and cultural awareness events (e.g., MSU Extension 4-H Exploration days targeting rural and urban secondary students). Further, through CoE, MSU is part of a vast network of educational partners in Michigan counties and across the Midwest, including teachers, administrators, school and community librarians, K-12 specialists, ISD personnel (county units responsible for maintaining PD of K-14 educators), and educational associations.

ASC will continue to develop the capability to engage schools using online technology (especially traditionally under-represented rural schools) and to further expand web-based curricular and PD resources for teachers to teach about Asia and Asian languages. Among ASC’s 248 affiliated faculty, many based in CoE, CAL, CSS, JMC, and professional schools are

involved in K-12 outreach, sharing their research-informed expertise on Asia to enrich teachers’ content and pedagogical repertoire in classrooms.

**H.2A Postsecondary institutions.** ASC maintains and will build on strong partnerships with postsecondary institutions, including CCs and MSIs **[AP-2, CP]**. In 2014-18, ASC supported MIIIE’s 2-week summer workshops and annual conference, reaching 392 MIIIE faculty instructors. MSU-affiliated faculty regularly participate in these PD opportunities for CC faculty **[CP]**. Further, the MSU Japanese program collaborates with LCC under the *Envision Green* partnership which, facilitates the smooth transition of students of Japanese from LCC to MSU. ASC collaborates closely with its affiliated faculty and partner organizations to host regional and

international conferences on Asia each year. These conferences showcase diverse viewpoints and provide PD opportunities for faculty, educators from K-12 districts, and CCs **[AP-1(1), CP]**, as well as training opportunities for undergraduate and graduate students

**2018-2022**

**2022-2026**

Conference on Risk in Economics and Society

**2017**

Global Islam and Pluralism **2023,**

(Muslim Studies Program

AIFIS - MSU Conference **2021**

on Indonesian Studies

Annual Muslim Mental Health Conference

**2018,**

**2020,**

**2021**

**2022,**

AIFIS - MSU Conference **2023,**

on Indonesian Studies **2024,**

**2025,**

**2026**

Year

Conference

Year

Conference

Future

Past

|  |  |  |  |
| --- | --- | --- | --- |
| @Shiga University |  | Annual Conference) | **2025** |
| Midwest Conference on | **2019,** | Midwest Japan Seminar | **2023,** |
| Asian Affairs (MCAA) | **2020** | @MCAA | **2025** |

**Fig. H-1: Conferences Organized/Sponsored by the ASC**

**[AP-1(2)]**. *Fig. H-1* details recent (2018-22, reaching 1,319 participants) and planned (2022-26) conferences, all featuring international and domestic attendees.

**H.3A Outreach to business, media, and the public.** ASC organizes and sponsors various events to inform local stakeholders about Asia-related issues. Since Fall 2019, ASC has organized and publicized more than 45 lectures, talks, panels, and symposia featuring diverse viewpoints **[AP-1(1)]** such as the *Global Business Club of Mid-Michigan* event series (e.g., on

Turkey and Central Eurasia, 06/2021; Africa-China-US Triangle, 05/2021; and Tech and IP in the U.S. & China, 02/2021, in collaboration with IBC); the *Impact of Covid-19 Pandemic on Rural Health Systems in India* Webinar Series (Apr-Jun 2021, with CHM); the *China and the World: Beyond the Headlines Series* (with OCP); and others involving various faculty speakers and professional schools. Faculty-driven and ASC-supported GVSP events feature a diversity of pressing and underreported global issues **[AP-1(1)]** across the disciplines (e.g., Africa-Asia intersections, global health, ecological/environmental studies) related to all regions of Asia.

GVSP talks have included “Vaccine Inequalities in the Global South,” “Mekong Dams: Debates and the Politics of Evidence,” “Effect of COVID on Mental Health in Rural India,” and more with participants from the arts and humanities and languages as well as professional schools.

ASC also regularly contributes to workshops and events hosted by IBC, the Global Business Club of Mid-Michigan, and the Lansing Regional Sister Cities Commission.

# I. Program Planning and Budget [Selection Criterion for NRC Only]

The program plan comprehensively responds to each of the priorities laid out by the Secretary of Education. Highlights include but are not restricted to (i) augmenting offerings on regions of traditional strength (China and Japan Studies) with deeper and broader language and non- language offerings in Korean, South Asian, and Southeast Asian Studies (SEAS) while further building capacity on China and Japan; (ii) purposefully infusing priority themes identified by ISP based on MSU’s land-grant mission with Asian content; and (iii) closely collaborating with the CoE’s TE program, to combine the latest principles in TE with deep content-based knowledge about Asia to achieve an educational ‘multiplier effect’ in Asia-focused K-12 education. To successfully implement the plan for the 2022-26 Title VI cycle (*Fig I-1*, *pp.47-48*), ASC will pursue four broad goals organized along the lines of priorities in the NRC and FLAS NIAs.

# I.1A Development plan and timeline to strengthen the program.

**Goal 1: Strengthen language and non-language curriculum and career-focused activities to encourage employment across sectors in areas of national need.**

* 1. **Expand and enhance MSU’s language instructional programs:** ASC requests funding to complement MSU’s Asian language offerings with (i) FLAS-eligible language tutorial instructors in Arabic, Korean, Hindi, and Urdu (for majors/minors and to grow Korean and ISALC minors into majors); Khmer, Thai, and Vietnamese (foundation for SEA minor); and Persian, Turkish, and Uzbek (key Central/West Asian LCTLs at MSU) ($35,200/year, 3% AGR, budget line A2a) **[AP-1(2), FCP-2]**; (ii) student support for the LCTL Coordinator, who oversees most of MSU’s S, SE, and Central Asian languages ($7,280 Y1, $3,749/yr Y2-4, 3% AGR, A2b) **[AP-2, FCP-2]**; (iii) salary for Advanced Korean (2 of KOR 401, 402, 491) ($25,000 Y1, A2c) and Japanese to meet the continued robust demand for advanced-level offerings and to lay the foundation for a Korean major ($10,000/yr Y2-4, A2d) **[AP-1(2), FCP- 2]**; (iv) MSU’s OER Language Textbook Development project, to support Asian LCTL instruction and learning, and to create a free and open national resource ($10,000/yr-2 authors, F2a; Supplies-$1,000/yr, D1a; $1,000/yr-training, F2b) **[AP-2, CP, FCP-2]**; (v) subventions to summer intensive language institutes: CESSI ($500/yr, F1a), SEASSI ($1,000/yr, F1b), and SASLI (Wisconsin-Madison) ($1,000/yr, F1c) **[AP-1(2), FCP-2]** to support opportunities for MSU and all other FLAS and non-FLAS students.
	2. **Enhance non-language instructional staff and course offerings:** To grow the ISALC minor into a major, ASC requests partial seed salary funding for a new TS hire for an Assistant Professor of South Asian History and course development funds to support this new hire ($20,000/yr-hire Y2-4 3% AGR, A3a; $2,500 Y2-course dev, F3a) **[AP-1(1,2)]**. ASC also requests funding support for two non-language courses to enhance offerings to grow the Korean

minor into a major ($2,500/yr Y2-3, F3b), and for enhancing course offerings in SEAS to lay the foundation for a minor ($2,500/yr Y3-4, F3c) **[AP-1(1,2)]**. To enhance the curriculum and bring diverse perspectives into the classroom, support is requested for (i) Multidisciplinary Course- based Colloquia ($3,000/yr-speakers, F3d; $5,000/yr-travel, C2a), enabling faculty to bring external speakers into the classroom as part of a regular Asia-focused course and deliver a campus-wide talk (one per year, rotating across East, South, Southeast, and Central Asia), thereby enhancing key Asian Studies courses (in CAL, CSS, JMC, and RCAH) **[AP-1(1)]** and

(ii) a series of international speakers for the Business Course Colloquium (MKT 491) Special Topics in Marketing (SEA focus) ($1,500/yr Y2&4, F3e) **[AP-1(1,2)]**.

* 1. **Global internships and international careers:** ASC requests funding to encourage government service in areas of national need and in the education, business, and non-profit sectors through the following initiatives: (i) Careers in Language Workshop focusing on Asian LCTLs, a collaboration with CAL’s Excel Network and CSN ($500/yr-speaker, F4a; $1,500/yr- travel, C3a) and on-campus International Career Panels (collaboration with JMC), both featuring Asian language/studies major/minor alumni ($500/yr-speaker, F4c; $1,500/yr-travel, C3b) **[AP- 1(2)]**; (iii) annual Career Exposure Program (one-week), with visits to national organizations (e.g. US-China Commission, USAID Bureau for Asia, Asian embassies and consulates) to expose students to international careers and professions that utilize Asian language proficiency and knowledge about Asia (collaboration with JMC) ($2,500/yr, F4b) **[AP-1(2)]**; (iv) Education Abroad and Global Internship development, site visit grants for the development of new faculty- led programs and internships in Asia (collaboration with OEA) ($1,000/yr, F4e) **[AP-1(2)]**; and

(iv) Global Community Engaged Engineering curriculum partnership with EGR, CLACS, AFS, and the Global/Transregional Center ($1,000/yr, F4d) **[AP-1(2)]**.

* 1. **Enhancing Asia in MSU’s libraries:** ASC requests a subvention for library acquisitions ($2,000/yr-acquisition East Y1, South Y2, Southeast Y3, Central/West/North Y4, D4a;

$1,500/yr-travel, C1e) **[AP-1(1,2), AP-2, CP]**. ASC also requests funds to develop, in collaboration with MSUL, LiLAC, CeLTA, and UM-CSEAS dynamic Asian Language OER textbooks and complementary materials (*Sec. I.1A-1.1, p. 38*).

# Goal 2: Activities that reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs as they apply to Asia.

* 1. **Complementing curriculum with diverse perspectives:** ASC requests funding to generate debate and support activities that reflect diverse perspectives to complement language and non- language Asia-focused curriculum at MSU **[AP-1(1)]**. These include supporting the Global Speaker Program to bring external speakers with diverse perspectives and experiences to MSU to cover the following thematic areas of focus for ISP: Education in Asia; Health in Asia; Climate Change and Environment in Asia; and Agriculture and Nutrition in Asia (4 speakers/yr per theme, honorarium) ($1,000/yr/theme, F3g-j). ASC requests funding for the Business and Culture Webinar Series (Asia focus), a collaboration with BCoB to generate debate and support expert roundtables on select countries consisting of policy makers, business professionals with extensive Asian experience and faculty experts with viewpoints in BCoB, ASC, and collaborating Asia-related units ($1,500/yr, F3f) **[AP-1(1)]**. ASC will support launching the GSAH Reading Group & Workshop on Global Islam and Asia, a forum and roundtable connecting GSAH students and faculty with counterparts from state Islamic universities in Indonesia, diversifying viewpoints and generating debate ($500 Y1, F3k) **[AP-1(1)]**.
	2. **Host national and international conferences on Asia:** ASC requests support to (i) co-host the annual AIFIS-MSU Conference in Indonesian Studies (with AIFIS) ($2,000/yr, F9a) **[AP- 1(1)]**, also reaching CCs and MSIs **[CP]**; (ii) sponsor Asia-focused speakers for the annual

Muslim Studies Program Conference on *Global Islam and Pluralism* (Y1&3 $1,500/yr-travel, C2d; $500/yr-speakers, F9b) **[AP-1(1)]**; and (iii) support the Midwest Japan Seminar for debate on Japan-related topics **[AP-1(1)]** at the annual MCAA ($500/yr, F9c).

* 1. **Outreach to business, media, museums, and the general public:** ASC requests support for

(i) MSU IBC’s International Business Institute (IBI) “Community Colleges Go Global Webinars” to provide guidance and training on internationalizing curricular (international business content courses) and cocurricular activities (education abroad experiences/international internships) with a focus on Asia ($1,000/yr, F7k) **[CP]**, while generating new content for IBC’s comprehensive globalEdge web resource, (ii) co-sponsor CeLTA’s Community Language School, which offers after-school Asian language instruction, day camps, and special language- focused events for children ages 3-16 ($1,000/yr, F8b) **[AP-1(2)]**, (iii) OER Language Textbook Development project, making available language learning resources to the public including students in MSIs (see also *Sec. I.1A-1.1., p. 38*); (iv) presentations on languages and cultures of Asia during the annual 4-H Exploration Day (attendance about 2,500 Michigan youth including from rural school districts) ($300/yr, F7j) **[AP-1(1,2)]**; and (v) Asian documentary screenings on “Environment and Climate Change in Asia” to highlight the outcomes of the Mekong Culture WELL project, engaging the media and general public ($1,000/yr Y1&3, F8a) **[AP-1(1)]**.

# Goal 3: Enhance teacher training to strengthen Asian language education and teaching about Asia, and enrich teacher education curriculum with Asia content.

* 1. **Support enhancements to LCTL instructor training at MSU:** ASC requests funding for LCTL instructor training support **[AP-2, FCP-2]**, specifically (i) LCTL coordinator’s travel to workshops/conferences (ACTFL/NCOLCTL) ($1,000/yr, C1b) and (ii) language instructors’ pedagogical training workshops (ACTFL; CLC Mellon Workshops) ($1,000/yr, C1c).

# Collaborations with CoE to include Asia in the teacher education curriculum:

ASC’s deep collaboration with CoE includes the integration of a CoE faculty member as the Outreach Coordinator (A1a). In addition, the ASC AD (A1b) received her Ph.D. in TE from CoE. This configuration of ASC’s leadership is purposefully aligned with **[AP-2]** to ensure successful outcome-based project implementation. ASC requests funding to internationalize the MSU CoE TE curriculum by (i) redesigning foundational courses (TE101 and TE102) curricula ($2,500/yr Y1&2, F5c) **[AP-1(1), AP-2]**; (ii) expanding the GECP Global Experience, which engages TE students with clinical practice, curriculum development experience, and learning about Asian languages, cultures, and societies ($1,000/yr, F5b) **[AP-1(1), AP-2]**; (iii) enhancing the World Language TE program with support for the community-based heritage language school project, where TE students develop modules for Asian immigrant parents to strengthen language and cultural education for heritage learners at home ($3,000/yr Y1&3, $1,500/yr Y2&4, F5a) **[AP-2]**; and (iv) co-organizing Curriculum Workshops for K-12 Teachers on Asian topics **[AP-1(1), AP-2]** including Asian Art-Based Education ($2,500/yr-teacher stipend,

$200/yr-instructor, F5d-e), Children's Literature ($2,500/yr-teacher stipend, $500/yr-instructor, F5f-g), and Asian Graphic Novels and Innovative Media ($2,500-teacher stipend Y2&4, F5h;

$500-instructor Y1&3, F5i; $2,500-books Y1&3, D3b; $2,500-teacher stipend for seminar version Y4 only, F5j). Notably, these workshops serve both a curriculum development function for MSU TE students and an outreach function (see *3.3* below).

* 1. **Host and deliver professional development programs for educators:** ASC requests support to continue, enhance, and expand to K-14 educators (i) the highly successful “Teaching About Asia” (TEA) workshops ($1,000/yr, F6a), which offer one-week, 30-hour courses focusing on specific regions of Asia to bolster knowledge of an Asian region and develop methods for incorporating it into curricula and course plans using diverse perspectives **[AP-1(1),**

**AP-2]**; (ii) a new one-week curriculum workshop on Teaching World Religions **(**$5,500 Y1,

$4,500 Y2, F7h-i**)** with a focus on Asian religions developed and piloted during Y1, with full implementation during Y2, responding to identified K-12 educators’ needs to enhance pedagogical resources on this topic **[AP-1(1), AP-2]**; (iii) a new series of curriculum workshops with a teacher-cohort component (1-2 full day workshops and follow-up meetings to implement and revise curricular plans over a 3-4 month time frame) developed in collaboration with ISP Centers and LATTICE on a) Asian Art-Based Education (in collaboration with and utilizing the Asian collection of the MSU Broad Art Museum), b) Asian Children's Literature (in collaboration with Children’s Literature faculty team in the CoE and using, eg., Freeman Book Award winners, and c) Asian Graphic Novels and Innovative Media (in collaboration with 3 Title VI Asia (EA, SA, SEA) centers at U-M, utilizing MSUL’s world-class comic and graphic novel collection); (iv) one-day workshops for teachers of Chinese, Japanese, Korean, and Arabic (in collaboration with AFS) **(**$1,000/language/yr, F7b-e**) [AP-2]**; (v) a new Online Teacher Training Summer Institute (30-hours of instruction over 3 weeks) for Hindi and Urdu teachers for K-12 school, heritage school, and CC teachers with a focus on learner proficiency and background and use of the target language **(**$3,000/yr-instructor, E1; $2,000/yr-travel, C1d**) [AP- 2]**; (vi) a Summer Institute for World Language Teachers, a collaboration with Michigan World Language Association ($2,500-teacher stipend Y1, F7g; $2,500-instructor Y1, F7f) **[AP-2]**; and

(vii) online (curricular and pedagogical) resources for K-14 educators (curriculum workshop outputs of unit/lesson plans and cultural notes), to be hosted on the ASC and LATTICE webpages **[AP-2]**. ASC requests funding to support the South Asia Book Award (SABA) organized by the South Asia National Outreach Consortium ($1000/yr Y1&3, F7l), the Southeast Asia Book Award organized by Cornell University Southeast Asia Programs ($1000/yr Y1&3,

F7o), and LATTICE to focus on teacher training activities on Asian languages, area studies, and content **(**$3,000/yr, F7a) **[AP-1(1), AP-2]**. LATTICE links mid-Michigan teachers with COE undergraduate and graduate students from Asia and other countries to develop and promote intercultural education with diverse perspectives through a series of PD sessions including teachers, students, and education specialists during the academic year**.**

# Goal 4: Build and maintain partnerships with CCs, HBCUs, and MSIs

**4.1 New and ongoing partnerships with CCs, HBCUs, and MSIs:** ASC requests support for expanded collaboration with MIIIE, a consortium of 44 CCs (including 25 MSIs) and ASC outreach partner since 1990, on faculty curriculum workshops on Water, Energy, & Quality of Life (SEA focus); Emerging Technologies & Human Evolution (SA focus); Human Security, Rights, & Freedoms (EA focus); and Global Norms, Values, & Identity (Pan-Asia focus) **(**$1,000/yr-instructors, F7m; $3,000/yr-participants, E2**) [AP-1(1), CP]**. ASC will disseminate all curricular and pedagogical resources created during the workshops via the web. ASC requests funding to expand MIIE’s Community College Teams (CCT) by supporting CC teams (5 faculty, 1 administrator) to undertake a four-year college-wide plan to enhance its international- intercultural education and enrich curriculum with Asian content **(**$2,500/yr, E3**) [AP-1(1), CP]**. ASC will welcome faculty from MIIIE, other CCs, and MSIs to annual workshops for teachers of Chinese, Japanese, Korean, Arabic, and Hindi **[AP-2, CP]**.

ASC requests support for new collaborations with: (i) Howard University (HBCU), the Social Science Research Council, MSU AFS Center, and MSU Global/Transregional Center, to hold 2 Asia/Africa Transregional Symposiums (one in the US and at a CAORC center) ($2,000/yr Y2&4, F9d) **[AP-1(1), CP]**; (ii) the University of Illinois Chicago (MSI), to make Hindu/Urdu available to UIC students on a pilot basis involving components of MSU OER- based distance instruction, self-study, conversation with native speakers, and ACTFL-based

assessment ($1,500/yr, F7n) **[CP]**; and (iii) any CC/MSI/HBCU/TCU partner to support travel to the annual AAS conference for PD ($2,000/yr, C2c) **[CP].**

**I.1B Effective use of resources and personnel to achieve goals.** ASC uses its resources in an efficient and effective manner. The high degree of integration within ISP ensures that human and budgetary resources are pooled and used cost-efficiently. ASC routinely cooperates with other ISP centers (eg., AFS, CERES, and others) and MSU’s colleges on international programs, and has won grants from the Luce Foundation, JFNY, the Freeman Foundation, the USJF, and others to enhance Asia-related programming and outreach. ASC uses its own resources to widely publicize all programs and initiatives to maximize their impact while minimizing cost.

**I.2A Program quality.** To administer all the functions of a FLAS-offering NRC, ASC will expand and deepen MSU’s Asian language offerings, enhance instructional capacity in non- language fields necessary to provide a richer understanding of Asia, and implement programs to augment Asia-related educational activities which benefit MSU, Michigan, and the U.S. by incorporating debate and diverse perspectives **[AP-1(1)]**. Building out from core area studies disciplines in the humanities and social sciences, ASC will purposefully infuse other disciplines at MSU that connect with ISP’s four thematic priorities with Asia content. ASC will integrate Asian content into MSU’s top-ranked teacher preparation program to internationalize K-12 teacher training and outreach **[AP-2]**. ASC will further develop its capacity to offer outreach, with special focus on CCs, HBCUs, and MSIs **[CP]**. ASC will work with higher education institutions, businesses, and governmental entities in the region to inform the public about Asia. ASC staff and affiliated faculty who are experts in their fields implement ASC initiatives.

Outreach activities are implemented by leading specialists in the teaching of Asian languages, cultures, and societies, and learning assessment, and award state-recognized continuing

education credits. They offer ample time for discussion of lesson plans and teaching strategies **[AP-2]**. ASC will implement an integrated system of internal evaluation, monitor set outcomes- based metrics while periodically assessing additional metrics that contribute to evidence-based evaluation of program quality and impact, and conduct a mid- and end-cycle external evaluation to establish a comprehensive and objective assessment ($3,000/yr, Y2&4, F10a).

**I.2B Program alignment with the purpose of the NRCs.** The purpose of a Pan-Asia NRC is to be a national resource for teaching and research on modern Asian languages, provide a deep understanding of Asia, and promote research and teaching on Asia. The proposed Pan-Asia NRC at MSU will carry out a variety of activities spanning the entire region that meet the priorities of the current competition as follows: AP-1(1): 35 activities; AP-1(2): 20 activities; AP-2: 25 activities, and CP: 17 activities (*Timeline, Fig. I-1*). Additional activities will support the broader purposes of an all-Asia NRC as defined above.

**I.3A Cost-effectiveness.** MSU OSP will closely supervise all expenditures. ASC will cooperate with other ISP centers and, where possible, use MSU facilities to ensure the most efficient use of financial resources, while adhering to safety measures amidst the pandemic. The GVSP has increased cost-efficiencies while enhancing the curriculum with globally sourced Asian content and materials. LCTL instruction is often carried out in a cost-efficient tutorial system and with the assistance of CeLTA to maintain high-quality instruction. ASC’s collaborations with on- campus and external units ensure that programs are offered at a more distributed cost. Support from ASC endowments and other sources will be used to maximize program impact. ASC will effectively deploy MSU institutional and external investment in Asian Studies (*Fig. A-1*) to maximize the value of its programs during 2022-26.

**I.4A Long-term impact on MSU’s undergraduate training program.** All elements of the

**Fig. I-1: Timeline of ASC Activities 2022-26**

Year 1 Year 2 Year 3 Year 4

***Goal 1: Strengthen language and non-language curriculum and career-focused activities to encourage employment in across sectors in areas of national need.***

Asian LCTL instruction (14 langs) and Instructors/Tutors (10/year) **[AP-1(2), FCP-2]**

**1.1. Expand & Enhance MSU’s**

**Language Instructional Programs**

**1.2.**

**Enhancing Non- Language Instructional Staff and Course Offerings**

* 1. **Global Internships and International Careers:**

LCTL Program and Coordinator support **[AP-2, FCP-2]**

Advanced KOR

**[AP-1(2), FCP-2]**

E Asian lang prog hire (JPN/KOR Asst Prof) **[AP-1(2), FCP-2]**

MSU OER Asian LCTL Textbook Development **[AP-2, CP, FCP-2]**

Intensive language institute support: CESSI, SEASSI, SASLI **[AP-1(2), FCP-2]**

|  |  |
| --- | --- |
|  |  New Assistant Professor (TS) hire -- S Asia History **[AP-1(1,2)]**  |
| Course Dev S Asia Hist **[AP-1(1,2)]** Course dev: Advanced |  |
| KOR **[AP-1(2)]** |  |
|  | Course dev: Future SE | A Minor **[AP-1(1,2)]** |

Multidisciplinary Course-Based Colloquia on Asia (CAL, CSS, JMC, RCAH) **[AP-1(1)]**

|  |  |  |  |
| --- | --- | --- | --- |
| Bus. Course Colloq- Asia **[AP-1(1,2)]** |  | Bus. Course Colloq- Asia **[AP-1(1,2)]** |  |

Careers in Language Workshop (with CAL's Excel Network & MSU CSN): Panels of Asian major/minor/LCTL alumni and professional speakers **[AP-1(2)]**

Int’l Career Panels (w JMC): Asian studies major/minor alumni speakers **[AP-1(2)]** Career Exploration Program (w JMC): Visits organizations and alumni in DC, NYC, Chicago, Detroit, Los Angeles, San Francisco, and others **[AP-1(2)]**

Education Abroad and Global Internship Dev: Faculty Site Visits (Asia) **[AP-1(2)]** Global Community Engaged Engineering curriculum partnership (with EGR, AFSC, CLACS, Transregional Center) **[AP-1(2)]**

* 1. **Asia in the Library**

Lib acquisition (East Asia)

Lib acquisition (South Asia)

Lib acquisition (Southeast Asia)

Lib acquisition (C./W./N. Asia)

***Goal 2: Activities that reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs as they apply to Asia***

* 1. **Diverse Perspectives in the Curriculum**
	2. **Natl & Intl Conf on Asia**
	3. **Business, Media, Public Outreach**

Global Speaker Program (Virtual/Hybrid): (i) Edu in Asia; (ii) Health in Asia; (iii) Climate Change & Environment in Asia; and (iv) Agriculture & Nutrition in Asia **[AP-1(1)]** Business & Culture Webinar Series (Asian focus) (w BCoB) **[AP-1(1)]**.

GSAH Reading Group/Workshop: Global Islam and Asia (with GSAH) **[AP-1(1)]**

Co-hosting the annual AIFIS-MSU Conference in Indonesian Studies **[AP-1(1), CP]**

Subvention for the Midwest Japan Seminar **[AP-1(1)]**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Muslim Stud Prog Conf **[AP-1(1)]** |  | Muslim Stud Prog Conf **[AP-1(1)]** |

International Business Inst “Community Colleges Go Global Webinars” (BCoB) **[CP]**

GlobalEDGE dev (with BCoB) **[AP-1(1), AP-2, CP]**

CeLTA Community Language School (after-school K-10 Asian LCTL inst.) **[AP-1(2)]**

Asian documentary/film screenings “Environment and Climate Change in Asia” **[AP-1(1)]**

***Goal 3: Enhance teacher training to strengthen Asian language education and enrich teacher education curriculum with Asia content***

* 1. **LCTL**

**Instructor training**

* 1. **Asia in the Teacher**

LCTL Coordinator, Language Faculty and Instructor PD Workshop (ACTFL, NCOLCTL, CLC Mellon LCTL Summer Workshops) **[AP-2, FCP-2]**

Online Teacher Training Summer Instit., Hindi/Urdu (w UT-Austin, Yale, NYU) **[AP-2]**

Redesigning foundational TE courses (TE101 & 201) **[AP-1(1), AP-2]**

**Ed Curriculum (with CoE)**

**Curriculum Workshop & Professional Development for Educators**

GECP Global Experience Program: Clinical experience, curriculum development, visits to

 community and education institutions with a focus on topics on Asia **[AP-1(1), AP-2]**

 World Lang Teacher Ed community-based heritage lang school project **[AP-2]**

Curriculum Workshops for GECP seniors (Asia focus): Visual Arts; Global Children's and YA Lit; Comics, Graphic Novels, & Innovative Media **[AP-1(1), AP-2]**

 Curriculum Workshops: Teaching Asia, Teaching World Religions (Asia Focus) **[AP-2]**

Curriculum Workshop & Teacher cohort program: 1) Visual Arts; 2) Global Children's

 and Young Adult Lit; 3) Comics, Graphic Novels, & Innovative Media **[AP-2]**

 Summer Language Teacher Workshop (4x4): Chinese, Japanese, Korean, Arabic **[AP-2]** Online Teacher Training Summer Institute, Hindi/Urdu (w UT-Austin, Yale, NYU) **[AP-2]** Web-based curriculum, pedagogical resources and materials (unit/lesson plans,

 cultural notes, etc.) for K-14 educators: Development and maintenance **[AP-2]**

***Goal 4: Partnerships with CCs, HBCUs, and MSIs***

* 1. **New and Ongoing Partnerships with CC and MSIs**

*Water, Energy, Quality of Life* (SEA focus) w/MIIIE

**[AP-1(1), CP]**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Asia/Africa Transrg Symp w/ AFS, Howard U **[CP]** |  | Asia/Africa Transreg Symp w/ AFS, Howard U **[CP]** |

*Emerging Tech and Human Evolution* w/MIIIE (SA focus) **[AP-1(1), CP]**

*Human Security, Rights, Freedoms* w/MIIIE (EA focus) **[AP-1(1), CP]**

*Global Norms, Values, Identity* w/MIIIE (Pan-Asia) **[AP-1(1), CP]**

development plan will durably enhance undergraduate training. Long-term impacts include (i) a foundation to launch a Korean and ISALC majors and a SEAS minor (*Sec. I.1A-1.3, p.39*) through courses created by new hires, courses, and advocacy; (ii) increased education abroad offerings, global internships, and career exposure programs to grow enrollment in the Asian Studies curriculum; (iii) a collection of dynamic OER textbooks and complementary pedagogical materials for Asian LCTL instruction, curriculum, and instructional materials, accessible online to educators and the public; (iv) cohorts of educators with enhanced pedagogical knowledge to impact current and future K-14 students (*Sec. I.1A-1.1., p. 38*); and (v) a TE program with Asia- content enhanced TE101 and TE102 courses and expanded GECP-GE opportunities.

All language courses, courses offered by planned new hires, and courses developed with Title VI support will be available to undergraduate students across campus, including in CAL, CoE, CSS, JMC, and professional programs. These courses will also meet the needs of FLAS students. The expanded offerings developed using Title VI support will enhance MSU’s

permanent capacity to equip MSU undergraduates, CC and MSI students, and pre-service teachers with a high level of Asian language and area expertise.

# J. NRC Competitive Preference Priority [Selection Criterion for NRC Only]

ASC will work closely with MIIIE (including 25 MSIs) on Asia-focused faculty curriculum workshops, publishing resulting resources on the web (*Sec I.1A.-4.1, p. 45*). ASC will expand MIIIE’s CCT, supporting CC teams in four-year college-wide projects to enrich their curriculum with Asian content. ASC will welcome faculty from MIIIE institutions and other CCs and MSIs to annual language workshops. The International Business Institute (an MSU IBC-ASC collaboration) fosters partnerships with CCs to expand internationalization of academic and co- curricular programs. ASC will partner with AIFIS to organize the annual AIFIS-MSU conference on Indonesian Studies for 2023-26; MIIIE faculty have and will attend AIFIS-MSU conferences. ASC will collaborate with MSU’s African Studies Center, Global/Transregional Center, Howard University (a HBCU), and the SSRC to hold biennial Asia/Africa Transregional Symposiums (1 each in the US and at a CAORC research center). ASC will collaborate with UIC, an MSI, to make Hindu/Urdu available to UIC students on a pilot basis involving MSU OER-based distance instruction, onsite in-person conversation with native speakers, self-study, and ACTFL-based assessment. Depending on outcomes of this pilot, additional Asian LCTLs will be considered for inclusion in the portfolio of offerings.

# K. FLAS Awardee Selection Procedures [Selection Criterion for FLAS Only]

ASC proposes to grant 11 academic-year FLAS fellowships (5 undergraduate and 6 graduate fellowships) and 6 summer fellowships to highly qualified undergraduate or graduate students. **K.1A FLAS Advertisement.** ASC will publicize the AY and Summer FLAS Fellowship competition via electronic and print literature and joint synchronous information sessions (in-

person or virtual) with other MSU FLAS-awarding centers prior to the call announcement. Advertising will target 1) all Asian language instructors with knowledge of qualified students interested in pursuing intermediate and advanced language study; 2) a select list of department chairs of programs in language, area and cultural studies, social sciences, arts and humanities, applied sciences, and others offering curriculum on or education abroad programs in Asia; and 3) 248 ASC-affiliated faculty members across 67 academic disciplines and 17 colleges engaged in Asia-focused research, teaching, and outreach. ASC will post flyers in high-traffic common areas on campus and broadcast the competition via our bi-weekly electronic newsletter (1,884 recipients) and social media, and e-flyers shared via MSU (faculty and student) list-serves.

**K.1B Application procedure.** Required online application components will include: 1) the ASC FLAS Application Form; 2) an academic transcript; 3) two letters of recommendation addressing the applicant’s knowledge and commitment to area studies; 4) a language assessment report from a language instructor; 5) a brief essay on the role of the language study in the applicant’s academic and career plans; 6) an optional release form granting ASC access to information included in their FAFSA and, for graduate students, an optional declaration form on household income and number of dependents; and 7) a description of and informational materials about the proposed summer intensive language study program (for summer fellowships).

**K.1C Selection criteria.** Each committee member (*Sec. H.1D*) will rank applications based on academic merit and program fit as evidenced by GPA, prior coursework, language assessment report, letters of recommendation, and essay, adhering to eligibility requirements defined in the FLAS Program regulations (34 CF Part 657.3), including advanced level undergraduate students and graduate students engaged in pre-dissertation or dissertation work requiring language training. The Committee will give priority to applicants with demonstrated financial need and

clearly stated goals for language study toward academic and professional advancement and will strive to make at least one summer award to candidates from ASC’s MSI and CC partners.

**K.1D Selection Committee & timeline.** The ASC AD will administer the FLAS competition and pre-screen all completed applications in consultation with the ASC Director. The Committee will include one Asian language and three ASC-affiliated faculty for regional and disciplinary balance and will change annually. The ASC AD will provide FAFSA-based financial need data from the MSU Financial Aid Office to the Selection Committee during review and priority will be given to students with demonstrated financial need. Figure K-1 details the timeline.

1. **1E Awards & Priorities.** ASC will award 100% of FLAS fellowships for the study of USED-

**Fig. K-1: FLAS Selection Timeline**

Oct – Nov

Information Dissemination

Timeline

Action

Call for Applications Nov – Jan

 Selection Committee Recruitment Dec – Jan Application Due Mid-Jan

 Application/Financial Aid Review Jan – Feb Awardee Announcements Mid-Feb

designated priority languages with preference for students with demonstrable financial need. To this end, ASC will request optional information release for verification of need from students, including expected family contribution, household income,

and dependents (for graduate students). About two-thirds of MSU students receive financial aid. During AY21, 8,535 undergraduate students (about one-quarter) received the Pell grant. As of August 23, 2021, MSU had offered over $2.1 billion in financial aid for Fall ‘21 and Spring ‘22.

# FLAS Competitive Preference Priorities [Selection Criterion for FLAS Only]

* 1. **Preference for students who demonstrate financial need.** As described in *Sec. K.1B* (*p.50*), ASC will request an optional release form from applicants granting access to information included in their FAFSA or, for graduate students, an optional declaration form on household income and dependents. In accordance with part F of Title IV of the HEA, a determination of

financial need will be made for each applicant, and demonstrated financial need, regardless of financial aid status, will be used as a selection criterion alongside academic merit.

* 1. **FLAS awarded in modern Asian languages.** As specified in the list of languages for which ASC requests FLAS funding (*Fig. B-1*, *p.5*), ASC will award 100% of AY FLAS fellowships in modern Asian languages other than French, German, and Spanish.