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| **Carolina Asia Center** |
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| **Acronyms and Abbreviations** |

ACNSL American College for National Security Leaders

ACTFL American Council on the Teaching of Foreign Languages AP Absolute Priority

AS Asian Studies

ASN Asia Scholar Network

AY Academic Year

CAC The Carolina Asia Center

CC Community College

CCCW Connecting Carolina Classrooms with the World

CFE Center for Faculty Excellence

COIL Collaborative Online International Learning

CPA Carolina Performing Arts

CPH Carolina Public Humanities

CPP Competitive Preference Priority

DAMES Department of Asian and Middle Eastern Studies FLAS Foreign Language and Area Studies

FLTA Foreign Language Teaching Assistant

HBCU Historically Black Colleges and Universities

IAH Institute for the Arts and Humanities

LAC Language Across the Curriculum

LCTL Less Commonly Taught Languages

MIS Modern India Studies

MSI Minority-Serving Institution

NC North Carolina

NCDPI North Carolina Department of Public Instruction

NCTA National Consortium for Teaching about Asia

NCTAN National Carolina Teaching Asia Network

NHC National Humanities Center

NRC National Resource Center

NUS National University of Singapore

OVPGA Office of Vice Provost for Global Affairs

SEC/AAS Southeast Regional Conference of the Association for Asian Studies SSGP Social Sciences and Global Programs

STEM Science, Technology, Engineering, and Mathematics

TCJS Triangle Center for Japanese Studies

TEAC Triangle East Asia Consortium

UNC University of North Carolina at Chapel Hill

WV World View

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| **Carolina Asia Center** |
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| **Project Narrative** |
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| **Narrative Section A (NRC/FLAS). Commitment to Asian Studies** |

This year marks the 20th anniversary of the Carolina Asia Center. Asian studies at UNC have grown enormously within the two decades, with 26,286 enrollments in 382 Asian language and non-language courses taught by 140 Asianist faculty across campus in AY 2020-21. CAC is now the largest and most influential center for the study of Asia in the southeastern U.S. After launching a Korean studies major in 2019, adding Vietnamese to our curriculum in 2021, and opening a graduate program in Asian and Middle Eastern Studies in 2021, CAC has momentum for significant future growth. To support our efforts, UNC has provided over $17.5 million in institutional support to Asian studies and Asia-related programming in AY 2020-21 alone, and the university’s strategic plan highlights Asia for targeted engagement—the only world region named

in this way. Thus, CAC is well-positioned to build on our strength as a pan-Asia NRC.

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| **Table A.1 UNC Institutional Support for Asian Studies (2020-2021\*)** (does not include Title VI funds) |
| **Salaries** |
| Faculty | $11,063,818.36 |
| Administrative Staff | $781,983.41 |
| Outreach Staff | $269,579.85 |
| Library Staff | $616,120.00 |
| **Student Support** |
| Graduate Student Support | $1,795,073.00 |
| Graduate Student Tuition Remission | $1,261,187.00 |
| Undergraduate Financial Aid | $1,139,134.35 |
| Study Abroad in Asia Fellowships | $127,924.67 |
| Student Research/Travel | $91,066.67 |
| **Other Expenditures** |
| Library Acquisitions/Travel | $127,295.00 |
| Faculty Research/Travel\*\* | $78,462.00 |
| Events, Conferences, Special Programs | $48,963.07 |
| Outreach Activities | $97,840.80 |
| **Total** | **$17,594,578.42** |
| \* The most recent year for which complete data are available |
| \*\*Faculty travel= % devoted to Asia at $2000 for dept chairs, $1000 for Tenure-Track, and $750 for Teaching- Track |

**Operation of Center:** CAC and other area studies centers are located in the FedEx Global Education Center, a hub for UNC Global, facilitating collaboration and effective communication across all international units such as the Study Abroad Office, International Student and Scholars Services, and Curriculum in Global Studies. UNC’s commitment to

Asian studies remains strong; it has committed to increase salary support for the associate director from 50 to 60% and for the program specialist from 50 to over 65%. In addition, UNC provides course releases and stipends for the faculty director, 100% funding for the business manager, and support for center staff to engage in professional development. UNC and donors provide salary for the program manager of the Phillips Ambassadors Program, a banner program for study abroad in Asia, and course releases and stipends for the faculty director of the MIS program, both housed in CAC. **Teaching staff:** The university provides salaries for 140 Asianist faculty (Table A1 & Appendix 1). Since 2018, UNC has added 11 new Asia experts to the faculty such as Angel Hsu in Public Policy, Jacob Lau in Women’s and Gender Studies, and Noah Kittner in Environmental Sciences and Engineering (Appendix 1). Faculty receive travel funds for conferences and research and study leave from their departments. In addition, CAC and other units such as the College of Arts and Sciences (CAS) and Institute for the Arts and Humanities (IAH) offer competitive internal grants, such as faculty research grants, book subventions, digital humanities funding, and research and study leave. **Library resources:** UNC provides substantial support for Asian collections. UNC library annually allocates over $127,000 and employs 9 staff solely for Asia collections (Table A1; Narrative Section F). **Linkages with institutions abroad:** UNC has extensive linkages with institutions abroad: 391 active partnerships (250% increase since 2018) with 99 in East Asia, 28 in Southeast Asia, and 20 in South Asia. To enhance global strategy and operations, UNC established the Office of Vice Provost for Global Affairs (OVPGA) in 2019 with 27 staff. In the CAS, the Senior Associate Dean for Social Sciences & Global Programs and the Associate Dean for Study Abroad manage the area studies centers and student mobility partnerships respectively. Similar global administrative positions can now be found in every professional school at the university. **Outreach:** UNC provides program funds and salaries (the Asia portion of this alone

amounts to over $367,000) to offer K-16 outreach events and workshops through CAC’s campus partners. CAC targets K-12 and postsecondary institutions (including HBCUs, MSIs, and CCs) as well as the key sectors of the business community, media, and general public throughout the southeastern U.S. (Narrative Sections NRC H, I, J). **Students:** The university provides financial support to undergraduate and graduate students (Table A1) to open access to global opportunities and to incentivize the strongest students to invest their time and energy in Asian studies. Students can apply to more than 1,000 UNC scholarships, research grants, travel stipends, internships, and fellowships. 44% of undergraduate students receive merit or need-based financial aid (an average of $17,994/student in AY2020-21). Carolina Covenant, an innovative aid program, is the first of its kind in the nation to guarantee debt-free aid to financially disadvantaged students. Between 2018-21, CAS provided $1.4 million in funding to support study abroad experiences. CAC’s Phillips Ambassadors Program offers $6,000 scholarships to approximately 25 students to study abroad in Asia each year. The Honors Program offers 3 annual Weir Fellowships which includes both intensive language study and an internship in China. UNC has committed to covering the difference in tuition and fees above the FLAS award amount for all FLAS recipients in the Graduate School and to matching that level of funding for any professional school student—with the possibility of additional funding for professional school students from their respective schools.

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| **Narrative Section B (NRC/FLAS). Quality of Language Instructional Program** |

**B1. Languages and levels offered.** UNC houses robust offerings in multiple Asian languages at a range of levels. The Department of Asian and Middle Eastern Studies (DAMES) provides one of the most pedagogically rigorous programs in the country as well as a range of carefully selected, high-impact language immersion programs abroad. DAMES offers instruction in 7 priority Asian languages: Arabic, Chinese, Hindi-Urdu, Japanese, Korean, and Persian, as well as pilot

Vietnamese language courses launched in 2020-21 (Table B1). These language courses are all buttressed by strong content courses plus summer and study abroad language-learning opportunities. Summer instruction in Arabic, Chinese, Japanese, and Korean is also available in Chapel Hill. While our language department primarily serves undergraduates, a number of graduate students enroll in language courses. In addition, CAC offers bi-weekly Meja Bahasa Indonesia (Indonesian Language Table) to practice conversation and supports cultural events and film series in target languages. **Enrollment in Asian Languages:** Student interest in Asian languages remain very strong with 1,868 enrollments in 2020-21 (Table B1). UNC has one of the largest and most well-established Asia language programs in the southeast U.S. UNC fully funded a pilot virtual study abroad program for Vietnamese in AY 2020-21. Based on student demand and the success of the virtual program, CAC re-established Vietnamese teaching in Chapel Hill in AY 2021-22 with a Fulbright FLTA from Vietnam. CAC has also supported Hindi-Urdu instruction with FLTAs from India for two academic years (2020-21 and 2021-22). CAC proposes to support Vietnamese instruction at UNC (1 course/year, Y1~4, $7,000 plus fringes) and will support Durham Tech (CC/MSI) to offer their first Japanese instruction (Narrative Section NRC I1, J).

**B2. Language training levels and Asian** **language courses in disciplines.** All Asian languages, except the new Vietnamese language, are offered to at least three-years of language instruction (6 levels) (see Table B1). We offer content-based

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| **Table B1. Asian Language Course Data 2020-2021\*** |
| **Language** | **Levels (Years)** | **Courses** | **Enrollment** |
| Arabic | 4th | 10 | 291 |
| Chinese | 5th and beyond | 18 | 619 |
| Hindi-Urdu | 4th | 10 | 193 |
| Japanese | 5th and beyond | 12 | 406 |
| Korean | 4th | 9 | 299 |
| Persian | 3rd | 6 | 46 |
| Vietnamese | 1st | 2 | 14\*\* |
| Totals |  | 67 | 1,868 |
| \* The most recent year for which complete data are available.\*\* Enrollment in a pilot program, via virtual study abroad |

instruction in advanced languages courses such as Business Communication in Chinese, Modern Chinese Society, Food and Culture in Japan, Japanese Sports, Changes and Continuities in Korean

History, and Korean through Current Affairs. (See Appendix 3 for a full course list and Table D1 for major and minor programs.) We provide an innovative approach to teaching both Hindi and Urdu in tandem, with separate courses in the Devanagari and Nastaliq scripts. UNC is a leader in Languages Across the Curriculum (LAC) instruction and training. Since 1996, UNC has offered LAC course options such as discussion sections, research components, and independent seminars, in 7 languages for over 40 courses in 20 departments or professional schools, with Korean and Urdu most recently approved LAC courses. Courses in disciplines other than language, linguistics, and literature will thus be offered in Asian languages through our extant LACs. CAC proposes to support LAC Chinese (Y1-4), LAC Korean (Y1, Y3), LAC Urdu (Y2, Y4), and to provide partial support for LAC Arabic (Y1-Y4) (see Narrative Section NRC I1).

**B3. Number of language faculty and exposure to pedagogy training.** Almost all language courses are taught by full-time faculty members who have obtained either an M.A. or Ph.D. in the language/culture area (see Table B2), though part-time instructors are sometimes recruited as temporary replacements due to personal or medical leave or increased course offerings based on student demand. The majority of language faculty are native speakers of their respective Asian language and fluent in English. Faculty in each program meet regularly to coordinate language- placement exams, discuss matriculation from one language level to the next, plan enrichment activities, and create ways to attract and advise majors and minors. **Training:** All language teaching staff receive training appropriate for performance-based teaching. All language instructors adhere to the principles of proficiency-oriented, performance-based instruction, and regularly participate in conferences and workshops on pedagogy and second-language acquisition; language instructors have benefitted from 18 language pedagogy and professional development grants over the past 4 years, as well as grants for the most up-to-date software and hardware for

Asian language teaching. DAMES offers regular workshops on teaching and assessment methods, content enhancement, and new media and digital technology, and the Center for Faculty

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| **Table B2. Asian Language Faculty** |
| **Language** | **Instructors (faculty type)** |
| Arabic | 3 teaching, 2 part-time teaching, 2 tenure-line |
| Chinese | 4 teaching, 2 visiting lecturers, 4 tenure-line |
| Hindi-Urdu | 1 FLTA, 1 teaching, 2 tenure-line |
| Japanese | 5 teaching, 1 visiting lecturer, 2 tenure-line |
| Korean | 2 teaching, 1 part-time teaching, 2 tenure-line |
| Persian | 1 teaching, 1 tenure-line |
| Vietnamese | 1 FLTA |

Excellence offers general pedagogy training for language faculty. CAC also collaborates with language faculty to offer pedagogy training for both UNC and non-UNC language instructors. Since the pandemic, trainings related to digital technology and engagement have been added to facilitate students’ language learning (Table B3). The approach to improving language pedagogy is consistent and holistic; senior faculty advise newer instructors on professional development, guiding them toward opportunities to attend and give presentations on teaching Asian languages at scholarly conferences and to improve their skills and resources. Many Asian language faculty have won awards for their teaching excellence, including (this year alone) Dongsoo Bang (Tanner Award for Excellence in Undergraduate Teaching), Bud Kauffman (Sitterson Award for Teaching First-Year Students), and Yi Zhou (Chapman Family Teaching Award).

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| **Table B3: L****anguage Pedagogy Training** |
| 9/8/2018 | Chinese Language Pedagogy Workshop |
| 10/6/2018 | Chinese Language Workshop, “Instructing Efficient Voice and Diction” |
| 11/16/2018 | Incorporating Visual Objects into Teaching |
| 12/8/2018 | Chinese Language Workshop, “Phonetics, Vocalization and Poetry Recitation in Mandarin Chinese” |
| 2019 | Teaching Listening Skills, Machine Translation, and the Foreign Language Classroom (series) |
| 4/28/2019 | Maximizing Feedback from Teaching Evaluations |
| 5/4/2019 | Japanese Language Teaching and Professional Development |
| 10/4/2019 | “Universal Design” Workshop |
| 2/8/20 | “Backwards Design” Workshop |
| Fall 2020 | Using State-of-the-Art Software and Pedagogy for Online Learning (virtual series) |
| 12/8/2020 | The Future of Language Learning in North Carolina |
| 2/6/2021 | Virtual “Backwards Design Workshop” for Chinese faculty from North Carolina universities |
| 8/1~3/2021 | Virtual workshop, “Developing Instructional Frameworks for Chinese Elementary Immersion Programs” for K-16 instructors |
| 9/24/2021 | Hyflex Pedagogy Workshop (virtual) |
| 12/7/2021 | Supporting Less-Commonly-Taught Language Teaching in North Carolina |
| 12/9/2021 | Future Directions for Heritage Teaching and Dual Language Immersion in North Carolina |

**B4. Quality of language program.** DAMES promotes performance-based instruction and assessment of progress with emphasis on three modes of communication suggested by ACTFL– interpersonal, interpretive, and presentational. All syllabi provide the goals for performance-based learning; the schedule of assignments, exams, and projects; and the means of assessment that are guided by the standards for foreign language learning (5Cs): communication, cultures, connections, comparisons, and communities. At all levels of instruction, textbooks are supplemented with multimedia materials such as films, videos, websites, digital images, newsclips, arts, and music to promote cultural competency with language learning. **Resources:** All language classrooms have state-of-the-art multimedia capabilities, and UNC’s library maintains significant holdings of print, audio, and video materials and online databases related to Asian language learning and teaching. DAMES and CAC have provided language workshops and guest speaker series. CAC has also provided professional development and course development grants to language faculty to improve existing courses or develop new courses. CAC requests Title VI funding to continue this vital support for language instructors (grants for professional development: $3,000/year; grants for language course development: $7,000/year). **Proficiency requirements:** UNC utilizes the year- end performance goals of ACTFL in all Asian languages. In general, first-year language students are expected to attain proficiency of Novice High in all skills but speaking, which has Intermediate Low as its goal. Second-year language students aim for Intermediate Mid in speaking and listening, and Intermediate Low in reading and writing. Third-year language students are expected to attain Intermediate High in speaking and listening, and Intermediate Mid in reading and writing. Fourth- year language students should achieve Advanced Low in all skills except for writing, which aims for Intermediate High.

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| **Narrative Section C (NRC/FLAS). Quality of Non-Language Instructional Program** |

**C1. Course offerings in a variety of disciplines, including professional schools.** Carolina’s top- quality courses in a range of disciplines that support the education of Asia at every level are unmatched in the region. In AY 2020-21, the College offered 315 non-language courses with more than 25% Asia content in 40 programs, including across UNC’s graduate and professional schools (Appendix 3). During this same year, there were more than 22,627 undergraduate and 1,791 graduate and professional enrollments in Asia-related courses. UNC faculty members are accomplished scholars of various disciplines and teach diverse courses.

As Table C1 demonstrates, Asianist faculty teach in various disciplines in the College, which also provides the core of graduate education (see Appendix 1 for CVs and full list of Asianists). The professional schools also hold many Asia experts (shaded in grey in Table C1), extending also to our Schools of Education, Medicine, and Social Work (not shown). Approximately 30 regularly offered courses in the professional schools have 25% or more Asia content, alongside 50+ other classes at the graduate level taught in CAS (Appendix 3). During the Covid-19 pandemic, when remotely taught classes were approved at UNC, CAC launched a new initiative to internationalize curriculum by supporting faculty to invite scholars and experts in Asia virtually to their classrooms to provide diverse perspectives on their subject matter. CAC later extended this effort to internationalize curriculum through virtual engagement to schools of education at other universities and MSIs in NC. UNC Global also built Collaborative Online International Learning (COIL) opportunities so that students at UNC (including the professional schools) and institutions in Asia can virtually engage in collaborative projects or course activities. This included COIL course engagements with students in Vietnam (in Studio Art) and Japan (in the School of Nursing), and experts joining classes from Brunei, China, India, Indonesia, Japan,

Korea, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam—with support from 13 grants from CAC. As examples, students met with an anime studio in Japan to mentor an opera film production, heard experts on Islam in Indonesia introduce Muslim civilization, and engaged with business leaders in China and Thailand to understand Asian economic systems.

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| **Table C1. Asianist Faculty** **in Various Disciplines** |
| **Subject** | **Sample Faculty (list is not exhaustive; see Appendix 1)** |
| Anthropology | Jocelyn Lim Chua, Townsend Middleton, Christopher Nelson, Margaret Wiener |
| Art and Art History | Maggie Cao, Yun-Dong Nam, Hồng-Ân Trương, Lien Troung |
| Asian and Middle Eastern Studies | Uffe Bergeton, Mark Driscoll, Ji-Yeon Jo, I. Jonathan Kief, Pamela Lothspeich, Morgan Pitelka, Afroz Taj, Robin Visser, Gang Yue |
| City & Regional Planning | Yan Song, Meenu Tewari, Allie Thomas, Dale Whittington |
| Comparative Literature | Inger Brodey, Heidi Kim, Martin Louis Johnson, David Ross, Rick Warner |
| Economics | Anusha Chari, Qing Gong, Steven Rosefielde, Geetha Vaidyanathan |
| Geography | Elizabeth Havice, Scott Kirsch, Christian Lentz, Sara Smith, Conghe Song |
| History | Cemil Aydin, Peter Coclanis, Michelle King, Klaus Larres, Michael Tsin |
| Linguistics | Becky Butler, Jennifer L. Smith |
| Public Policy | Angel Hsu, Benjamin Meier |
| Religious Studies | Barbara Ambros, Carl Ernst, Lauren Leve, Waleed Ziad |
| Sociology | Yong Cai, Barbara Entwisle, Elizabeth Frankenberg, Guang Guo, Charles Kurzman |
| Gillings School of Global Public Health | Linda Adair, Shelah Bloom, Myron S. Cohen, Shufa Du, Michael Emch, Vivian Go, Tranh Viet Ha, Noah Kittner, Joanna Maselko, Kathryn Muessig, Shu Wen Ng, Barry M. Popkin, Jennifer S. Smith, Sean Sylvia, Amanda Thompson |
| Hussman School of Journalism | Deb Aikat, Joseph Czabovsky, Suman Lee |
| Kenan-Flagler Business School | Larry Chavis, Christian Lundblad, Anil Shivdasani, Jayashankar Swaminathan |
| UNC Law | Joseph E. Kennedy, Holning Lau, Eric L. Muller |

**C2. Depth of Specialized Course Coverage.** Asian Studies major and minor programs are housed in DAMES and Global Studies, and they offer robust and in-depth interdisciplinary content and training. DAMES includes faculty trained in literature, linguistics, language pedagogy, history, anthropology, and film studies, while all tenure-line Global Studies faculty have secondary appointments in other departments in the humanities or social sciences. DAMES launched an M.A. program and welcomed its inaugural cohort of students in 2021-22, and 15 new advanced graduate courses (higher than 700 level) have been developed by DAMES faculty and catalogued so far, with more under review. These new courses complement existing graduate courses related to Asia in multiple disciplines such as “Asian Economic Systems;” “Religion, Coexistence, and Conflict

in Medieval India;” “Chinese World Views;” and “Material Culture and Material Histories” (Appendix 3).

**C3. Teaching Faculty and Instructional Assistants.** Current Faculty affiliated with CAC can robustly and regularly cover the regions of Asia. Of 140 faculty members, 96 devote more than 25% of their time to teaching and researching on Asia. CAC supports teaching faculty in various ways. We fund Faculty Working Groups in each region of Asia. We offer the donor-funded Rajkumar Fellowship to travel to Asia for scholarly research and professional development. UNC employs such a healthy number of Asia experts that students have opportunities for seminar classes (under 20 students) on Asian studies, and even independent studies with our expert faculty. In policy and in practice, with few exceptions, our courses are taught by permanent faculty. UNC employs graduate TAs to help faculty teach recitation sections for large courses (with oversight and core instruction from permanent faculty), and they receive pedagogical training to ensure high- quality instruction. These TAs must meet university-wide standards, and each department provides resources and support for their TAs through individual faculty mentors, teacher-training workshops, and/or pedagogy courses. The Graduate School also offers special workshops for international teaching assistants; rigorous, extensive, face-to-face and online pedagogy training through the *Center for the Integration of Research, Teaching and Learning Resource*; and an associate dean for professional development offers training programs and acts as a resource for graduate students. Core values of this cutting-edge instructional assistants pedagogy training are Teaching-through-Diversity, Learning Communities, and Teaching as Research. The Center for Faculty Excellence (CFE) has 6 staff who conduct workshops for instructors and graduate students and 3 supporting staff. CFE continues to update and offer two signature programs–Course Design Institute and Equity in Teaching Institute. In 2020-21, 1,328 instructors (including 83 graduate

students) participated in CFE programs, and many more attended drop-in sessions. CFE has also created an online, asynchronous Essentials for Remote Teaching and Learning resource/course that was used by many faculty and graduate students to support their remote teaching during the pandemic. In addition, CFE and other units on campus (such as Continuity of Teaching Committee, Digital and Lifelong Learning, ITS Educational Technologies, Arts & Sciences IT support) have collaborated to develop the [KeepTeaching.unc.edu](https://keepteaching.unc.edu/) website. CFE also assists departments in

developing graduate teaching assistant training programs and offers pedagogical training and resources for both graduate student instructors and faculty members. In addition, each department offers field-specific teaching instruction. The History Department, for example, offers orientation programs for TAs and a faculty-student Committee on Teaching that hosts programs on creative pedagogy. A for-credit course on teaching methodology is also regularly offered.

**C4. Interdisciplinary courses for undergraduate and graduate students.** Asian studies courses involve extensive interdisciplinary coursework. Overall, more than one-third of CAC’s non- language courses in 2020-21 are cross-listed in multiple departments, and nearly all courses taught in DAMES are interdisciplinary. Examples of undergraduate interdisciplinary courses include “Introduction to South Asian Art (ASIA/ARTH 153),” “Performance in Southeast Asia: Gongs, Punks, and Shadow Plays (ASIA/MUSC 240),” and “Sex, Gender, & Religion in South Asia (ASIA/RELI/WGST 482).” All core disciplines within Asian Studies offer comprehensive introductory courses that analyze Asia from the perspective of a specific issue or topic (see Appendix 3). Several Asian Studies faculty offer seminars through UNC’s First Year Seminar Program (numbered below 100 in Appendix 3), which are classes that assist students in making the transition from high school to college. Faculty members foster students’ interactive learning and research skills in a smaller class setting and bring students on field trips to museums and other

community-based sites. Asia-focused first-year seminars include “Writing Women in Modern China” (Robin Visser), “Researching Religion in Women’s Lives” (Lauren Leve and Lisa Pearce), “Vietnam” (Christian Lentz), and “Transnational Korea” (I. Jonathan Kief). More than 50 Asia courses in various disciplines are open to graduate students and advanced undergraduates (courses numbered 400 and above in Appendix 3). Asianist offer interdisciplinary and cross-listed graduate level courses such as “Islam in South Asia” (Carl Ernst), “Empires, Nations and Revolutions, 1750–1919” (Cemil Ayden); and “Material Culture and Material Histories” (Morgan Pitelka). Interdisciplinarity is built into the new master’s program in DAMES through required courses that span the breadth of the humanities and social sciences.

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| **Narrative Section D (NRC/FLAS). Quality of Curriculum Design** |

**D1. Incorporation of Asian Studies into Undergraduate Degree Programs.** Asian studies is appropriately incorporated into undergraduate degree programs, with most courses located in DAMES but also included in Global Studies. As shown in Table D1, DAMES offers 6 major concentrations, 7 minors, and instruction in 7 Asian languages. In AY 2020-21, DAMES had 96

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| **Table D1. Undergraduate Degree Programs in Asian Studies, 2020-2021\*** |
| **Degree Programs** | **Language requirements** | **Other requirements** | **Students** |
| Arabic major | 3-6 semesters, including 2 advanced | 3-7 literature and culture courses | 5 |
| Arabic minor | 2-4 semesters, including 2 advanced | 1-3 literature and culture courses | 35 |
| Chinese major | 4-6 semesters, including 2 advanced | 2-4 literature and culture courses | 37 |
| Chinese minor | 3 semesters beyond 3rd semester | 2 language or culture courses | 67 |
| South Asian major | 2 semesters beyond 4th semester | 6 language or culture courses | 5 |
| Hindi-Urdu minor | 3 semesters beyond 3rd semester | 1 literature and culture course | 9 |
| Japanese major | 5-6 semesters, all advanced | 2-3 literature or culture courses | 20 |
| Japanese minor | 4 semesters beyond 3rd semester | (none) | 37 |
| Korean major | 3-6 semesters, including 2 advanced | 3-7 literature and culture courses | 10 |
| Korean minor | 3 semesters beyond 3rd semester | 1 literature and culture course | 20 |
| Persian minor | 3 semesters beyond 3rd semester | 1 literature and culture course | 2 |
| Interdisciplinary major | 4 semesters (or equivalent placement) | 8 literature and culture courses | 19 |
| Interdisciplinary minor | (none) | 5 literature and culture courses | 28 |
| Global Studies major (Asia concentration) | 6 semesters (including at least 4 in one Asian language) | 3 courses on Asia, and 4 courses on an interdisciplinary theme | 22 |
| \* The most recent year for which complete data are available | **Total:** | 316 |

majors and 198 minors in Asian languages or studies. Another strong option is the Curriculum in Global Studies, which allows a concentration on Asia and a choice of thematic focus; in 2020-21

there were 22 Global Studies majors with an Asia concentration. Courses in Anthropology, Art, Business, Economics, Environmental Studies, Geography, History, Political Science, Public Health, Religious Studies, Sociology and Women’s and Gender Studies containing 25-100% Asian studies content are available (Appendix 3). Requirements in DAMES and Global Studies are appropriate and result in high-quality training. **Training for graduate students from a variety of disciplines and professional fields.** UNC provides training options for graduate students from a wide variety of disciplines and professional fields. Currently, more than 100 graduate and professional students are pursuing degrees with a focus on Asia in nationally ranked programs in the Graduate School and in professional schools such as Business, Education, Journalism, and Public Health. UNC supports substantial Asia-focused faculty who supervise dissertations and theses (Appendix 1), and the graduate and professional schools offer a diverse selection of high- quality courses and training options related to Asia (Appendix 3). The Business School offers numerous programs in Asia. Global Immersion Electives (GIE) provide immersion experiences for MBA students to learn about how business is conducted around the world; these include “Entrepreneurship and Innovation in Vietnam, Thailand, and Singapore” and “Healthcare in China and Japan.” In addition, the Business School has run immersion programs in Shanghai and Mumbai. Gillings School of Global Public Health offers two graduate certificates in Global Health through which students can develop a specialization in Asia. The School of Medicine offers the Global Health Scholars program, a two-year multidisciplinary and multi-site experience in India and China. The School of Dentistry runs the DentAlliance program with the National University of Singapore (NUS) and has made MOUs with Qingdao Stomatological Hospital and Peking University in China and JSS University, Saveetha University, and Yenepoya Dental College in India to facilitate collaborative research, teaching, and practicum opportunities for UNC graduate

and professional school students. UNC’s graduate training and requirements are appropriate and result in high-quality programs that include Asian content. More than 40 graduate programs appear in the 2022 U.S. News & World Report’s “America’s Best Graduate Schools” rankings. UNC awarded 465 doctoral degrees in 2021. Many graduate students in these programs study Asian languages, win FLAS awards and Fulbright awards, and teach and research Asia-related topics. From 2018-2021, CAC awarded 35 summer and AY FLAS grants to graduate and professional students across the university.

**D2. Academic and career advising.** The university’s Undergraduate Academic Advising Office has 4 assistant deans, 10 faculty advisors, and 24 staff advisors. Each department and program of study also has its own Director of Undergraduate Studies and Director of Graduate Studies to assist students in academic and career planning. Each student has access to an online record of his/her completed classes, remaining requirements, and options for fulfilling requirements. After declaring a major, students are advised by faculty within the appropriate discipline, as well as by advising teams in the College Advising Office. Advising effectiveness is seen in 84% of UNC students graduating within 4 years, among the highest of all public colleges (Kiplinger’s Best College Values, 2019). UNC undergraduates benefit from low student-faculty ratios, and mandatory in-house advising results in close relationships between faculty and majors and minors. Also, students can take advantage of extensive career counseling and assistance provided by University Career Services, which also provides resource libraries, workshops, testing, on-campus recruiting fairs, internship programs, and online job search resources such as GoinGlobal.

The OVPGA in collaboration with area studies centers, has launched “The Diplomacy Initiative (DI),” a multi-level systematic effort to inform and encourage UNC students to consider careers in government and areas of national need (**NRC AP 1**). DI includes activities such as the

Diplomatic Discussions series bringing government speakers to campus, a faculty learning community, policy brief competitions, Women’s Foreign Policy Group student memberships, and partnerships with the American College for National Security Leaders (ACNSL) and the American Academy of Diplomacy. Speakers brought in through this initiative to provide Asia-related career advice include Amb. (ret.) Kathleen Stephens, Amb. (ret.) Richard Verma, Col. Margaret Martin of the US Air Force Academy, and Sandra Wilson of the National Geospatial Intelligence Agency. In Spring 2022, the OVPGA has partnered with ACNSL on a pilot mentorship. Graduate and undergraduate students will be able to meet with 5 senior international affairs practitioners during their Zoom office hours and the mentors will provide guidance to students interested in exploring careers in diplomacy, intelligence, the military, or related national security fields. CAC requests to fund a sixth mentor in future years to extend this program to students at minority-serving institutions around North Carolina (NC) ($300/year, Y1-Y4) (**NRC CPP**). In addition, CAC holds two annual global career discussions in collaboration with other area studies centers: one in targeting a specific underrepresented population in national service (e.g., women, the LGBTQ community), and one general fair featuring speakers from government, business, and non-profits. **D3. Research and Study Abroad Opportunities.** Since Spring 2020, the number of study abroad participants to Asia has been curtailed by the global pandemic. Nonetheless, UNC’s research and study abroad profile remain strong. During the pandemic, UNC accelerated its commitment to expanding global opportunities for students. The new Connecting Carolina Classrooms with the World (CCCW) initiative expands internationalization at home, building upon partnerships with universities around the world and supporting faculty who integrate global collaboration in their courses through three approaches: COIL courses; International Dialogues, featuring international guest speakers in classes; and Virtual Study Abroad, involving remote coursework, internships,

and research. These opportunities are inclusive by design, extending opportunities to students who cannot study abroad for financial, health, or logistical reasons. During AY 2020-21, 349 students participated in Asia courses supported by the CCCW initiative, and approximately 40% of COIL course participants were students of color, and 16% were first-generation college students. Before the pandemic, more than 40% of UNC students, or 2400 per year on average, engaged in over 350 study abroad opportunities in more than 70 countries, supported by a professional Study Abroad staff of 18. Of these, 64 programs are approved for UNC students to study in Asia. CAC and UNC Global both fund student research projects abroad as well. **Partnerships and Exchanges.** In addition to study abroad agreements, UNC has a comprehensive strategic partnership agreement with NUS, providing 6 joint degree programs for undergraduates in addition to various faculty and student collaborations and exchanges. The Kenan-Flagler Business School, Honors Carolina program, School of Dentistry, School of Global Public Health, School of Media and Journalism, School of Medicine, School of Information and Library Science, and School of Pharmacy also have student exchanges, graduate, post-graduate, or joint research programs with institutions in Asia. One of the highlights of the institutional linkages is UNC’s Institute for Global Health and Infectious Diseases. Between 2018 and 2020, the institute has established relationships with 10 institutes in China and secured $8.5 million in research support along with 111 peer-reviewed publications, which have helped inform several WHO guidelines and led to the development of a global guide; UNC’s HIV intervention site in Vietnam was approved as an HIV Prevention Trials Network site in 2017 and has become a study site for the U.S. National Institute on Drug Abuse. UNC supports students to study or conduct research in Asia by hosting clinics for passport applications, providing targeted scholarships for international work, and providing expert advising across the disciplines to prepare students for time in Asia and connect them to local resources.

**Summer language programs.** UNC offers a range of summer Asian language programs, focusing on elementary and intermediate levels, as well as related content courses (see Section B1). The Study Abroad Office and CAC provide guidance and assist students who wish to take Asian languages at other institutions’ summer language programs by identifying high-quality programs (e.g., Southeast Asian Studies Summer Institute at UW-Madison), facilitating language evaluations for placement, and transferring credits back into the UNC degree.

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| **Narrative Section E (NRC/FLAS). Quality of Staff Resources** |

**E1. Qualifications of Asian Studies Faculty and Professional Staff.** UNC is proud to be home to well-qualified teaching faculty and other staff in Asian studies. 140 faculty members teach or research on Asia (Appendix 1); 27 among those hold distinguished, named professorships. The largest group of faculty members (14 tenure-line and 18 FTE language teaching faculty) are in DAMES, but some 38 faculty in other departments devote a majority of their time to teaching and researching on Asia. The quality of our faculty members is demonstrated by their awards, including a Guggenheim Fellowship for Hồng-Ân Trương in 2019, a National Endowment for the Humanities Public Scholars Grant in 2020-21 for Michelle King, and the Benda Prize in Southeast Asian Studies in 2021 for Christian Lentz. Since 2018, faculty members have won grants from the National Science Foundation, Chiang Ching-kuo Foundation, the Canadian Social Sciences and Research Council, and Luce/ACLS in China Studies and been awarded fellowships from the National Humanities Center (NHC), Institute of Arts and Sciences, and many others. Between 2018-21, UNC faculty and researchers received 364 research awards related to Asia. Evidence of the quality of the faculty and professional staff can be found in the leadership positions they hold in a variety of Asian studies professional organizations. CAC’s director, Ji-Yeon Jo serves as a program committee member of the Association for Asian Studies and Korea section book review

editor for the *Journal of Asian Studies*; Chair of DAMES, Morgan Pitelka serves as coeditor of the *Journal of Japanese Studies*; and CAC’s associate director, Kevin Fogg, serves as the interim president of Southeast Regional Conference of the Association for Asian Studies (SEC/AAS). All of UNC’s faculty and lecturers have at least a Master’s degree, and 89% of our faculty on Asia hold terminal degrees. In the past four years, Asia-focused faculty at UNC have published more than 2400 scholarly articles and books.

CAC is led by Ji-Yeon O. Jo, who reports to Rudi Colloredo-Mansfeld, Senior Associate Dean for Social Sciences and Global Programs (SSGP). Jo, with a doctorate in Education from UNC-Chapel Hill, is Associate Professor of Asian and Middle Eastern Studies, specializing in the Korean diasporas, has taught at UNC since 2006, and also runs UNC’s Korean program. Kevin W. Fogg serves as the associate director of CAC, whose portfolio includes outreach and FLAS. Fogg received his PhD. in Asian history at Yale, specializing in Indonesia, before teaching at Oxford University for 8 years prior to joining UNC. He has a strong background in grant administration, with experience running grants from the British Academy, Gerda Henkel Stiftung, and Indonesian Ministry of Religion. Kathryn Ulrich manages finance and business operations for CAC on both its FLAS and NRC programs; she holds a BS in Accounting from Purdue University. Dori Brady administers an endowed study abroad program to send UNC students to Asia, the Phillips Ambassadors Program; she holds an MA in International Education from George Mason University. Shuyi Lin serves as CAC Program Specialist, organizing events, supporting K-12 outreach, and working with student groups; Lin has a BA in East Asian Studies from Bryn Mawr College and is currently completing her MA in Higher Education Administration from NCSU. Lin serves as the academic director of North Carolina Teaching Asia Network (NCTAN). **Professional Development Opportunities.** Faculty and staff in Asian studies receive extensive support from

UNC for professional development, including for conference travel, research travel, advanced study, and leave from teaching. Support for faculty professional development since 2018 has included: Global Partnership Awards, Curriculum Development Awards for COIL, Rajkumar Faculty Fellowships, Grier/Woods Presbyterian Fellowships, and grants from the IAH. These opportunities include international travel, although much of that travel has been curtailed since March 2020. CAC staff have also benefitted from tuition waivers and an Employee Assistance Program from UNC for pursuing graduate degrees. On top of this, Title VI funds have provided 9 grants for language instructor professional development since 2018, and faculty and staff have won external grants from many sources including NHC, Korea Foundation, and discipline-based associations. **Teaching, Supervising, and Advising.** Most faculty teaching on Asia are full-time, teaching 4 courses per year. The exceptions include teaching-track faculty, who cover 6 courses per year. Faculty and students are in consistent contact—whether in physical classrooms, virtual classrooms, advising appointments, or co-curricular and extracurricular activities. Faculty draw undergraduates into research through our Office of Undergraduate Research and special courses like the Interdisciplinary Studies course CAC sponsored in 2020 to connect students with a Japanese animation studio. The excellence of teaching and support for students is seen in the awards won by undergraduates studying Asia, such as Bradley Sadowsky winning the SEC/AAS undergraduate paper prize 2022 for his study of Mishima Yukio’s fiction and Samuel Zahn winning a Schwarzman Scholarship to Tsinghua University. For graduate students, UNC faculty engage in collaborative advising across departments and schools to provide expertise on Asia that complements disciplinary expertise in home departments. The excellence of supervision is demonstrated by graduate students working on Asia who are winning awards and accolades for their research, including Arianne Ekinci (History) winning a Fulbright-Hays DDRA on Xinjiang,

Mike Hawkins (Geography) winning a Mellon-ACLS Dissertation Completion Fellowship on the Philippines, and Morgan Wilson (History) winning an Open Study/Research Award from the Fulbright U.S. Student Program.

**E2. Staffing and Oversight Arrangements.** CAC’s work is overseen by 2 standing committees comprised of 13 faculty and 3 staff leaders from 11 different departments and professional schools plus UNC-Global and the Library. These committees meet at least once per semester—and are consulted outside those times via email for their guidance—to direct the initiatives of CAC and improve our service to the campus community. CAC also receives oversight from UNC’s OVPGA, Amb. (ret.) Barbara J. Stephenson, who directs the university’s global strategy, and Senior Associate Dean for SSGP, Rudi Colloredo-Mansfeld. **Outreach:** Associate Director Kevin Fogg manages and oversees outreach and collaborates regularly with CAC partners, including World View (WV), NCTAN, and the NC Department of Public Instruction (NCDPI). Fogg has been teaching on Asia for over a decade, and he works closely with K-12 educators, community colleges, and community groups to make accessible programming about Asia for different constituencies. He is assisted in this work by Shuyi Lin, who organizes programming for NCTAN, provides technical support across virtual events, and organizes student assistants for large events. The CAC team works collaboratively with UNC library staff to support community college and Asia Scholar Network (ASN) colleagues as research collaborators, including through the Global Distinction program for community college instructors. Combining administrative, outreach, and library staff, UNC spends more than $1.7 million annually to support our work on Asia.

**E3. Nondiscriminatory Employment plan.** UNC is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with these principles and applicable laws, it is

therefore the University’s policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. UNC’s Equal Opportunity and Compliance Office ensures compliance with the non-discrimination policy, and the university has a wide range of programs to encourage applications for employment from members of traditionally underrepresented groups, including the Carolina Postdoctoral Program for Faculty Diversity and recent cluster hires in both “US slavery” and “health and wellness in communities of color.” According to the most recent university reports, 50.8% of all 4,085 faculty were women and 49.2% men, and among 1,857 tenured and tenure-track faculty 0.5% were American Indian, 11.8% were Asian, 5.7% were Black or African American, 5.3% were Hispanic of any race, and 73.9% were white. CAC staff includes

4 women, including 2 Asian-American women, and one gay man. We actively encourage applications from underrepresented groups in searches, and staff have undertaken not only mandatory but also voluntary extra training with the LGBTQ Center and the Veterans Resource Center to support and recruit colleagues from communities at disadvantage.

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| **Narrative Section F (NRC/FLAS). Strength of Library** |

UNC employs 9 library staff who focus on Asia collections, including specialists in East, Southeast, and South Asian materials. Additionally, library staff in acquisitions and access services, special collections, and in other subject areas such as economics, anthropology, art, and music also support research and teaching on topics related to Asia. Overall, the library allocates over $127,295 solely to Asian materials and resources annually and spends additional monies from general humanities and social sciences funds on materials related to Asia. Our library is the leader in Asian collections, in particular Chinese, in the southeastern U.S.

**F1. Print and Non-Print Holdings.** The University Libraries at UNC ranks 17th among North

American university libraries in terms of total volumes in the collection, and 25th in terms of total library investment in collections, staff, and other operating expenditures, according to the Association of Research Libraries. Annual library expenditures total approximately $43M, with over $16M spent annually on expanding collections. Collection holdings include more than 9 million volumes held and 590,000 non-book items (manuscripts, maps, microforms) as of 2022. The libraries provide more than 1.2 billion digital items, including 2.7 million e-books and 9.8 million book chapters, 844 million newspaper articles, 245 million articles in journals and magazines, over 122,000 streaming films and videos, and over 39,000 streaming musical recordings and audiobooks. **English and Foreign Language Holdings.** UNC systematically built exceptionally strong collections on Asia: 98,009 books in Chinese; 66,515 in Arabic; 8318 in Japanese; 7728 in Hindi; and 4210 in Korean. The library also provides a range of online full-text items in Asian languages: more than 55 million in Chinese; 5.8 million in Japanese; 4.6 million in Korean; 598,000 in Arabic; 155,000 in Urdu; 123,000 in Hindi; and 82,000 in Indonesian. UNC’s Chinese collection is particularly notable, being the largest of its kind in the southeastern U.S. (according to CEAL, 2021 data). UNC’s subscriptions to online databases such as China Academic Journals, Bibliography of Asian Studies, Japan Knowledge, National Assembly Digital Library of Korea, South Asian Newspapers, and Southeast Asian Serials Index allow deep scholarly research on Asia for all library affiliates. CAC proposes to support this range of library growth through acquisition of further Asia-related resources ($8,000/year) and requests partial support for two graduate assistants (one in Japanese and one in Korean) for library cataloging ($2,200 per assistant/year) and partial support for Asian librarian to travel (either domestic or international) depending on collecting needs ($1,500/year). **Undergraduate, graduate, professional school clientele:** Campus libraries have 386 staff who provide robust levels of support for the research,

teaching, and learning needs of 65 doctoral programs, 104 master’s programs, 7 professional schools, and 74 bachelor’s programs. In addition to traditional services, campus libraries have developed new engagement capabilities in data visualization, digital humanities, geographical information systems, makerspaces, and text mining/analysis. To embed the libraries throughout the academic enterprise, UNC has designated nearly 30 librarians—including many with specific foreign cultural/linguistic expertise—as liaisons so that all academic programs have direct access to library know-how. **Institution’s financial support for acquisitions and library staff:** UNC spends $13.7 million annually on library collections. Because of UNC libraries’ wide-ranging integrated support for and engagement with programs across and beyond the campus, it is difficult to compute the specific expenditures supporting global studies and outreach. Annual support for library staff working on Asian collections is $616,120.

**F2. Inter-institutional Access and Availability of Materials.** UNC has a long history of collaborating with other libraries to create interlocked, complementary holdings and providing access to resources beyond the campus. Faculty, students, and staff of all 17 UNC system schools and all 59 NC CCs have borrowing privileges at the UNC-Chapel Hill Libraries. UNC-Chapel Hill is a member of the nation’s oldest research library consortium, the Triangle Research Libraries Network, which has built a combined collection of unique titles that few libraries in the US exceed. The libraries invest in open-access scholarship and fund global resource sharing, for example, by funding all articles published by Carolina researchers in SAGE journals to be fully open-access and by digitizing UNC’s unique holdings so they are available worldwide. Nationally UNC is a leader in inter-library lending, with over 27,000 items loaned according to the Association of Research Libraries 2019 statistics. UNC libraries are also committed to serving broad and varied audiences beyond campus, with targeted outreach programs to both K-12 and community college

populations. Additionally, CAC’s UNC System Asian Scholar Network is built around extending UNC library and database access to Asia scholars on other UNC campuses throughout the state. We collaborate closely with our Asian librarians to provide collections support to faculty from University of North Carolina at Greensboro, North Carolina State University (NCSU), Winston- Salem State University, University of North Carolina at Charlotte, and community colleges. Title VI funding will expand access to Asian library materials by arranging consultations with librarians for elementary, secondary, community college, and MSI instructors.

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| **Narrative Section G (NRC/FLAS). Impact and Evaluation** |

**G1. Impact of CAC Programs.** CAC has consistently contributed to the growth and impact of Asian studies programming at local, regional, and national levels. Some indicators of this impact are listed in Table G1, which shows the growth of CAC’s activities and highlights our commitment

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| **Table G1: Impact of Carolina Asia Center Activities from 2012-2013 to 2020-2021** |
| **Category** | **2012-2013** | **2016-2017** | **2020-21\*** |
| Faculty | 113 | 128 | 140 |
| Undergraduate Asian Language Majors & Minors | 308 | 350 | 316 |
| Language course offerings | 55 | 58 | 67 |
| Language course enrollment | 1777 | 1914 | 1868 |
| Non-language course offerings | 250 | 270 | 315 |
| Non-language course enrollment\*\* | N/A | N/A | 24,418 |
| Attendance at CAC Events | 3544 | 9680 | 5054 |
| Study Abroad participants | 175 | 261 | 123\*\*\* |
| CCCW (COIL/Virtual Study Abroad/International Dialogues) students | N/A | N/A | 349 |
| K-14 teachers trained | 839 | 945 | 761 |
| \*The most recent year for which complete data are available, and subject to severe impact from the pandemic. |
| \*\*This data was not collected systematically in 2012-13 or 2016-17, but it is being included here to set a benchmark. |
| \*\*\*Most in-person study abroad programs were cancelled due to the Covid pandemic. |

to increasing regional and national expertise on Asia. **Locally,** since 2012, the number of Asianist faculty, language course offerings, and non-language course offerings have consistently increased. Support from CAC was crucial in opening a new graduate program in DAMES in 2021-22 and offering Vietnamese language in Chapel Hill. Despite the global pandemic, CAC and UNC Global

have collaborated to provide global engagement for students through the CCCW initiative. CAC has become a key partner with other units at UNC in planning the university’s internationalization efforts, including assessing and improving access to international education by underrepresented groups (Narrative Section G5). This reflects UNC’s “Global Guarantee,” which seeks to “guarantee that a transformative global education is available to every student.” **Regionally**, CAC hosts more Asia-related public events and teacher-training activities than any other university in the Southeast, reaching thousands of teachers and community members over the past four years (Narrative Section NRC H; NRC J). Our outreach, including teacher training, continues to have a broad and significant impact among K-14 educators and MSI faculty. Our lesson plans— consistently the most visited pages on our website, with 17,625 views in AY 2020-21—are being cited as models by national publications like *Education About Asia*, and other universities in our region (including University of Louisville and University of Richmond) are seeking our guidance and following our example in outreach programs for K-12 teachers. **Nationally,** CAC’s impact can be seen in the leadership of staff and faculty in national organizations for Asian studies and national outreach initiatives, such as CAC’s selection as reviewer of Southeast Asia books for the National Consortium for Teaching about Asia (NCTA) book prizes. Graduates of UNC’s Asia programs from the current grant have won admission to prestigious graduate programs and work in government service, the private sector, and higher education.

**G2. Post graduate placements.** CAC has provided extensive support for post-graduate placements in employment, education or training in areas of national need. Data collected on recent graduates (Table G2) shows that graduates are gaining employment in government, the private sector, non-profits, and higher education. We additionally have graduates pursuing advanced

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| **G.2 Placement exa****mples of UNC Asian studies graduates since 2018** |
| Government Service | US Institute of Peace, US Air Force, US Army, contractor for USAID, contractor for US Department of Transportation, Henderson County Public Schools, National Institute of Mental Health, Food and Drug Administration, Community Mental Health Authority of LansingMichigan, Charlotte-Mecklenburg Schools, intelligence services (details not disclosed) |
| Private sector | Proctor and Gamble, Fidelity Investments, Vanguard, EDO INC, Lenovo, Sonesta Hotels, Coleman Research, Morrison & Foerster International Law, Fujitsu Americas |
| Non-Profit | Residential Services INC, Research Triangle High School, Global Health Advocacy Incubator, Minnesota Center for Book Arts, JET program |
| Teaching in Higher Education | UNC-Wilmington, Boston College, Duke University, Ithaca College |
| Pursuing advanced degrees | University of Texas at Austin, UNC School of Pharmacy, NCSU, UNC Gillings School of Global Public Health, University of Wisconsin-Madison |

degrees in IT management, analytics, biophysics, global policy, public health, and pharmacy. All of CAC’s activities (Narrative Sections B-D) are intended to spur interest in Asia and increase the supply of specialists in Asian languages designated as a priority in the Secretary of Education’s FY 2022 “Consultation with Federal Agencies on Areas of National Need,” with the goal of placing students into post-graduate employment or further education that makes use of this training.

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| **Table G3: Survey of Asian Studies Graduates, 2021** |
| **Category** | **Number** | **Percent** |
| **Type of employer:** |
| Higher education | 18 | 35% |
| K-12 Education | 2 | 4% |
| Private sector | 13 | 25% |
| Government | 10 | 19% |
| International organization | 5 | 10% |
| Other\* | 4 | 8% |
| **How important has global education at UNC been for your career?** |
| Very important | 27 | 52% |
| Moderately important | 14 | 27% |
| Slightly important | 9 | 17% |
| Not important | 2 | 4% |

This has been effective, as shown by Table G3, that 92% of Asian studies graduates in 2021 are pursuing higher education or employed in K-12 education, government services, international organizations, and private sector. CAC’s advising to students offers information and

encouragement about Asia-related career

\*Including graduates pursuing further education.

opportunities and mentoring by senior officials

in diplomatic and national security fields (Narrative Section D2). UNC has trained thousands of Asia specialists through undergraduate and graduate programs. (See majors and minors in Table G1 and course enrollment in Appendix 3.) To encourage students to pursue careers in areas of national need, we actively promote opportunities such as U.S. Department of State internships,

Benjamin A. Gilman International Scholarships, Boren Awards for International Study, and the Presidential Management Fellows program. UNC also hosts a senior foreign service officer as the Diplomat-in-Residence for the Southern Mid-Atlantic region, who provides guidance and advice to FLAS applicants, students, professionals and the community about careers in the Department of State. In addition, CAC, area studies centers, and OVPGA have collaborated to launch policy brief competitions and a mentorship program with the American College for National Security Leaders (ACNSL) in Spring 2022 to expand student access to foreign policy practitioners so students can explore careers in national security (see Narrative Section D2). UNC NRCs also collaborate to offer an annual Global Career Night that specifically addresses how undergraduates should plan and prepare for jobs in various sectors, including business, government, higher education, and non-profits.

**G3 (NRC). National needs addressed, information generated for and disseminated to the public.** All of CAC’s activities address areas of national need and generate information for and disseminate information to the public. **LCTLs:** All of UNC’s Asian languages are critical languages of national need (Narrative Sections B, G2). Our language classes have high enrollments and are taught by qualified instructors who hold at least Master’s degrees. **Area Studies:** CAC works to infuse Asia content across the university, MSIs and CCs through course development grants, conference and research travel funds, professional development funds, speaker series, academic and cultural events, and study abroad opportunities. These activities equip students and others with the knowledge of Asia to engage with Asian countries that are the U.S.’s strategic partners in trade, environment, health, and security (Narrative Sections C, D, J). **Outreach:** Our outreach approach provides teaching materials on Asia and professional development opportunities for K-16 educators. CAC also works in the business and government communities

through the activities of our faculty and staff (Narrative Section NRC H.) **Information Dissemination:** In addition to disseminating information through our programming and through the robust professional and scholarly activities of our faculty (Appendix 1), we also share information on Asian events locally, regionally, and nationally through CAC’s listserv, social media, our weekly e-newsletters, the UNC Global website for global issues and opportunities, and UNC’s Calendar of Events. UNC Global promoted nearly 340 news feeds and over 130 featured stories in which UNC faculty or students were contributing writers or featured experts on topics related to Asia over the past four years. These media appearances were in outlets including the *NY Times*, *Washington Post*, *National Public Radio*, *Foreign Affairs*, and dozens of other publications—from international outlets to small town newspapers.

**G3 (FLAS). National needs addressed.** Since 2018, all of our FLAS awards were made in LCTLs. CAC actively promotes the FLAS fellowships to students who intend to work in areas of national need, and we provide active mentoring and information on employment in government, education, and the private sector. Our FLAS awardees exemplify our production of experts in their disciplines and in the field of Asian studies, including notably Samah Choudhury (now assistant professor of Religious Studies at Ithaca College), Willa Dong (an expert on Chinese science at the Food and Drug Administration), and Carleigh Zeman (a litigator for an American law firm working in Japan). All our FLAS awardees indicated on their applications their intent to pursue careers in higher education, public service and government, business, and non-profit organizations, and this is part of our selection criteria (see Narrative Section FLAS H).

**G4. Evaluation plan.** Each UNC NRC has designated a liaison who will serve on a joint evaluation committee to coordinate evaluation efforts; CAC has appointed Associate Director Dr. Kevin Fogg, who sat on several committees to evaluate study programs in his former position at

Oxford University. CAC will participate in joint evaluations with the other area studies centers at UNC, led by J. Montana Cain, a highly qualified independent external evaluator specializing in Education Measurement and Evaluation (CV in Appendix 1). The joint evaluation plan is a cost- effective strategy that leverages the longstanding collaboration among Area Studies Centers. Dr. Cain will oversee the development of data collection tools and support data collection and analysis to ensure credibility and validity. Dr. Cain earned her Ph.D. in measurement and evaluation from the UNC School of Education and has considerable experience in international education, including an M.A. in Second Language Acquisition from SUNY-New Paltz and seven years’ experience as a K-12 Spanish and ESL teacher. Dr. Cain and colleagues developed the Globally Competent Teaching Continuum, which is currently used by educators and schools of education across the United States. In her role as Director of Evaluation with Children’s Trust of South Carolina, she led the evaluation of all programs, including federally funded statewide initiatives. She is an active member of the American Evaluation Association, serving on several leadership boards, including the association’s working group on Multiethnic Issues in Evaluation. Her research has been published in *The International Journal of Critical Pedagogy*, *Teaching Education*, and other peer-reviewed journals. **Use of 2018-2022 evaluations to improve programs.** Over the past four years, CAC has engaged in systematic evaluation of its activities, focusing each year on one collaborative program with other area studies centers and yearly evaluation of three programs that are representative of CAC’s objectives (Table G5). Each element of the current plan is informed by evaluations conducted over the past 4 years. For example, CAC is guided in its K-12 outreach by UNC Area Studies Center Teacher Advisory Council, established in 2019 and comprised of 14 elementary and secondary educators plus a representative of NCPDI. A mid-cycle focus group discussion with the advisory council in 2019 recommended that

principals and language administrators be targeted in order to encourage their support of teacher engagement. As a result, the Centers have jointly designed a new program “Expanding Language Learning in North Carolina” that targets administrators and department heads in K-12 to increase demand for our outreach activities (see Narrative Section H1). In 2021, CAC funded a quantitative

and qualitative evaluation of WV’s Global Distinction program, studying access to international

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| **Table G5. CA****C Evaluation Activities, 2018-2022** |
| **Year** | **Joint international/area studies evaluations** | **CAC-specific activities evaluations** |
| 2018-2019 | K-12 Teacher Advisory Council | 1.Broadening Access: Number of underserved students who enroll in Asian studies courses; 2. World View Community College Global Distinction Program; 3.Teacher training programs for K-16 educators |
| 2019-2020 | Global Guarantee |
|  | Minority-Serving Institution Global Research |
| 2020-2021 | Symposium |
|  | World View Community College Global |
| 2021-2022 | Distinction Program (diversity and access focus) |

programs at community colleges including breakdowns by gender identity, racial/ethnic status, and Pell Grant eligibility. This report found “positive impacts have been observed from all aspects of the Global Distinction program,” and its data is being used to inform programs in the next cycle, in particular making opportunities to engage with Asia available for more Black and Latinx students. CAC also collaborated with other centers at UNC to hold an MSI symposium in 2021, and an evaluation based on feedback from attendees at that symposium is informing programs proposed for MSIs. Another MSI symposium will be held in Y3 of the coming cycle and an innovative fellowship program for MSI faculty will be created in partnership with UNC’s Institute for the Arts and Humanities (Y2, Y4). **Comprehensive and Objective Evaluation Plan.** The evaluation plan is comprehensive and action-oriented and designed to provide outcome-measure- oriented data to assess progress toward anticipated outcomes that will lead to the achievement of all absolute and competitive preference priority for the NRC and FLAS. An outcome evaluation will be conducted to measure the extent to which the anticipated outcomes are achieved and a process evaluation to better understand the facilitators and barriers of success. Quantitative and qualitative data will be collected and synthesized to provide deeper understanding of the Center’s

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| **Table G6. CAC Evaluat****ion Plan 2022-2026** |
| **Objective** | **Sample Indicators** | **Data Sources** |
| **Year 1**: Broadening access to students from historically underrepresented groups; increasing faculty and studentparticipation in CCCW (**NRC AP1**) | * # of students from underrepresented groups enrolled in language and non-language courses
* # of students from underrepresented groups participating in CWWW and % of program satisfaction
 | * UNC Registrar
* UNC Global
* Feedback and outcome surveys for faculty, students, CCCW course participants
 |
| **Year 2**: Strengthening Asian languages and content courses and generate debate on Asia from diverse perspectives (**NRC AP1)** | * # of students enrolled in language and non- language programs by levels and students learning achieved in courses
* # of students participated in mentoring programs
* # of alumni serving in areas of national need
* # of participants attending in-person/virtual events
 | * UNC Registrar
* DAMES
* Surveys and focus group interviews with students, instructors, and department chairs to understand their outcomes and experiences
* Alumni survey
 |
| **Year 3**: Increasing and expanding collaborations with Durham Tech (CC and MSI) and other community colleges and MSIs in North Carolina (**NRC CPP**) | * # of students enrolled in the Japanese courses at Durham Tech and other CCs
* # of students, faculty, community colleges participating in Global Distinction programs and % of program satisfaction
* # of participants from CCs and MSIs in CAC hosted or sponsored programs
 | * Durham Teach registrar’s office
* Surveys to evaluate student satisfaction with Japanese courses; barriers to students from other CC campuses participating in Japanese courses; student achievement of Japanese proficiency
* Focus group interviews with MSI faculty to understand how we can strengthen collaborations
* CAC records
 |
| **Year 4**: Further developing Asia- related teacher training for K-16 educators and outreach activities (**NRC AP2**, **NRC CPP**) | * # of digital materials and modules developed to expand the accessibility of Asia-related contents to teachers and Title 1 schools
* # of downloads of digital materials and completion of modules
* # of K-14 teacher training programs (e.g., workshops and seminars) offered, # of participants in the programs, and % of program satisfaction
* # of culture kits developed and disseminated
 | * Digital data from CAC and partnering teacher training units
* Records of program participation numbers from CAC and partnering units
* Surveys to determine the efforts of educators to incorporate Asia content in their courses and their program satisfaction
* Gather feedback on development, evaluation, and promotion of outreach programs from K14

Advisory Committee to guide improvement |
| **FLAS (Sample Joint Evaluation Plan, Year****1)**: Prioritize students with financial need; all awards for LCTLs **(FLAS CPP1, CPP2)** | * % of Asian studies students aware of FLAS
* # of FLAS application and awardees by language
* # of FLAS applicants and awardees with financial need
* % of FLAS awardees who are from historically underrepresented groups
* Language and area studies learning achieved by FLAS awardees
 | * Student survey
* CAC records
* Survey of satisfaction among awardees on language and area studies training, and program administration
* Instructor evaluations
 |

progress. In addition, CAC will collaborate with other area studies centers to evaluate the Foreign Language and Area Studies program (Year 1) (**FLAS CPP 1, 2**), the K-12 Teacher Advisory Council (Year 2) (**NRC AP 2**), the minority-serving institution global research symposium (Year 3) (**NRC CPP**), and career advising (Year 4) (**NRC AP1**). Sample indicators for joint evaluations in Year 1 are presented in Table G6. CAC plans to focus its center-specific evaluation efforts on the four major priorities identified through past evaluations and strategic planning as major areas for growth (Table G6, Narrative Section I1). CAC will monitor progress towards anticipated outcomes included in mid-year to identify areas of success and to strategize towards improvement. **G5. Non-discriminatory equal access.** UNC is committed to equal access and treatment for students and staff from traditionally underrepresented groups, including making campus programs and facilities accessible to the disabled through building design, providing live captions or transcripts for virtual programs, and the provision of special assistance by designated offices. Access to global education is a crucial component of UNC’s strategic plan, stating that the university “remain[s] committed to the *Global Guarantee*, our promise to make a transformative global education available to all students.” **Evaluating access:** As part of its evaluation program, CAC has collaborated with other area studies centers at UNC to measure and promote participation in global education by members of groups that have been traditionally underrepresented. Before the Covid-19 pandemic, this initiative regularly convened a task force representing more than two dozen offices, many of which had not previously interacted with Asian studies and international studies, to identify barriers to participation in international education opportunities by students from underrepresented groups, design interventions to overcome these barriers, and track progress through systematic data gathering. Interim results have been presented to the Association of International Education Administrators, the Association of International Educators, and global

programs at numerous universities. **Access in virtual programming:** The Covid-19 pandemic has

shifted this effort to address equity and access in virtual learning. Beginning in Fall 2020, CAC and other international centers have tracked participation by students receiving need-based financial aid in COIL

*Figure G1 Asian Studies Students Receiving Need-Based Financial Aid*

classes (Narrative Section D3) as a part of UNC Global’s strategic initiative,

“Connecting Carolina Classrooms with the World,” to enhance accessibility of global education. The results of this initiative are visible in the diversity of students in Asian language and non- language courses, which have more students receiving financial aid than UNC’s undergraduate student body as a whole (Figure G1). Broadening participation by underrepresented groups in Asian studies courses and (virtual) Study Abroad forms one of CAC’s three focus areas for growth and evaluation in the coming grant cycle. By ensuring that our Asian language and area studies courses are accessible and appealing to members of traditionally underrepresented racial and ethnic groups, women, persons with disabilities, and students of all ages, we have primed the pump for diverse FLAS cohorts that can achieve excellence in Asian studies. The FLAS review committee will continue to provide equal access for and treatment of these groups during the FLAS selection process, including through an objective selection process (Section FLAS H).

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| **Narrative Section H (NRC only). Outreach Activities** |

CAC has made a significant regional and national impact on thousands of educators and members of the public since becoming an NRC in 2014. Associate Director Kevin Fogg serves as outreach director, managing CAC’s outreach activities with assistance from Program Specialist Shuyi Lin.

CAC’s position as a leader in Asia-related outreach in the US Southeast has been confirmed by requests from Fort Bragg to support training on Asia for the 97th Civilian Affairs Battalion of the US Army, and leadership provided to the SEC/AAS for its outreach.

# H1a. Elementary and Secondary Schools.

**Professional Development for K-12 Teachers:** CAC and area centers have established professional development programs for K-12 teachers such as “Expanding Language Learning in NC” and International Education Week in partnership with NCDPI: with the Social Studies division in November and with the World Languages division in December. While these collaborations have already reached hundreds of elementary and secondary teachers as virtual webinars, over the next four years we plan to add in-person sessions in underserved areas of the state to respond to needs of rural education districts that have fewer opportunities for global content. We have scheduled a major event in Y2 with WV, a distinguished global education program that has offered global professional development for teachers since 1998, reaching all 100 counties in the state. We will continue to run our own professional development seminars for K-12 teachers every year with NCTAN—a separate grant from the Freeman Foundation also held by CAC. **Asian Language Pedagogy:** In recent years, enrollment in Asian languages at the K-12 level in NC has grown to 12,530 students, and CAC has been and will provide training and support to ensure the best pedagogy for Asian languages in K-12 schools. Following the success of our 2021 webinar on Chinese immersion pedagogy, we are establishing an annual workshop on teaching Asian languages in K-12 settings, in collaboration with NCDPI and relevant language associations. **Resources for K-12 Schools:** CAC has over 400 books and films on Asia available for loan by educators and we (with a UNC partner unit) ship 48 different Asia-focused culture kits to schools across the state. In 2019-20, Carolina Navigators sent 182 kits (including 16 on Asia) to 633

teachers for curricular use, reaching 14,626 students across NC. We have improved the culture kits in recent years—for example, by expanding our Laos and Myanmar kits —and improvement of these materials will continue in the coming cycle. CAC also has an online database of 120 lesson plans for K-12 instructors on topics such as Chinese poetry, India’s water supply, and Vietnam’s Declaration of Independence. We have expanded their reach by making them available in the digital library of the NHC, which is used by 6,750 K-16 educators nationwide. In the coming round, we will create additional high-quality content by partnering with Carolina Public Humanities (CPH), an established leader in K-12 pedagogy and humanities content creation ($1,000/year), to fund an annual graduate fellow to create curricular materials on Asia ($2,250/year).

**H1b. Outreach to Postsecondary Institutions.** CAC runs programs for community colleges across and beyond NC, for MSIs in our state, and for universities across the Southeast region. Narrative Section J (NRC CPP) includes details of CAC’s partnerships with CCs and MSIs. **Regional Universities:** In 2014, CAC became the connector for 16 UNC system campuses by establishing the ASN; since 2020 this has expanded to include community college instructors. The network provides a current database of Asia scholars in the UNC system, email listserv for 282 scholars sharing Asia-related events and opportunities, access to resources on Asia through UNC- CH libraries, and an annual conference as well as other events on Asia-related topics. In the coming cycle the conference will expand to NC ASN to include Asianists across North Carolina’s post- secondary institutions. CAC also organizes conferences through the Triangle Center for Japanese Studies (TCJS) and Triangle East Asia Colloquium, which are attended by scholars from UNC, Duke, NCSU, and NC Central University (the state’s oldest historically Black university). In the coming cycle, CAC will add an annual workshop on teaching Asian languages at the post- secondary level, welcoming instructors from universities and CCs across the US Southeast.

**H1c. Outreach to Businesses, Media, and the Public.** CAC’s programs—both virtual and in- person—are open to the public, and we consistently have non-university attendance at our seminars and events, reaching 5054 attendees in AY 2020-21. Recipients of the Phillips Ambassadors Program scholarship exemplify our public outreach. Upon returning from studying in Asia, Phillips Ambassadors share their experiences with their hometown or campus community in creative ways. From 2018-present, over 40 ambassadors have executed outreach projects. For example, 3 ambassadors served as delegates at the UNC-Duke China Leadership Summit and 10 ambassadors spoke about their transformative experiences at their alma maters or affiliated campus organizations. Because the program reserves places for students in Kenan-Flagler Business School, many of the programs and alumni also bring Asia knowledge to local, regional and national businesses. **Business:** UNC reaches out to Asian-held corporations as well as NC-based corporations that engage in business in Asia through collaboration with the Global Business Center; participation in the Go Global NC Coalition for Global Competitiveness; and programs such as the MIS initiative. MIS has a steering committee of local entrepreneurs and business leaders who advise the initiative and collaborate with the MIS Faculty Advisory Committee; the programs of MIS (jointly with CAC) have consistently addressed business interests, such as the roundtable in September 2020 on “The Road to Economic Recovery” with representatives from UNC, J.P. Morgan, Waterfield Advisors, and Nomura Holdings. CAC will also have a major initiative in outreach to business in Y3 with a CC partner (Narrative Section J). **Media:** UNC experts frequently engage with the media in NC, nationally, and internationally on important issues in Asia. For example, Profs. J. Swaminathan and V. Deshpande have spoken to regional and national print and television media explaining supply chains in Asia as a bottleneck, and Profs. J. Caldwell and A. Taj run a radio program in NC on South Asia. CAC has targeted outreach to the media

through programs like the Duke-UNC China Leadership Summit, where our grant will continue to sponsor media leaders on Asia (e.g., *New York Times* and *Christian Science Monitor* correspondents). **The Public:** Key outreach programs include the Global Asia film series, where CAC screens movies that provide insight on Asia as well as collaborations with the UNC Ackland Art Museum, whose programs on Asian art attract thousands of K-12 and public visitors each year. CAC will support the Ackland’s K-16 programming on upcoming Asia-related exhibitions. Finally, CAC will sponsor Asia programming with Carolina Performing Arts (CPA). Asian performers supported with CAC grant funds will not only reach live audiences in NC, but CPA has found innovative ways through podcasts, video recordings, and widely-distributed newsletters to make information about Asian performing arts available to broader audiences. CAC’s partnership with CPA is growing under the direction of their new leader, Alison Friedman, who comes to Carolina after years with the West Kowloon Cultural District Authority in Hong Kong.

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| **Narrative Section I (NRC only). Program Planning and Budget** |

**I1. Development Plan, 2022-2026 (see Timeline in Table I1).** To establish priorities for the next four years, CAC engaged in a year-long planning process involving meetings with Asian studies faculty, students, advisory committee members and our partnering units and organizations. CAC has identified three objectives aligned with the Department of Education’s Absolute Priorities and Competitive Preference Priorities for NRC and FLAS programs as well as UNC’s *Global Guarantee,* an institutional commitment to provide a global education for every student by eliminating barriers and enhancing accessibility.

# Objective 1: Strengthen Asian Languages and Area Studies (Absolute Priority 1)

**Less Commonly Taught Languages (LCTL):** CAC will continue collaborating with DAMES to offer Chinese, Korean, Japanese, Hindi-Urdu, Arabic, and Persian including the addition of

Vietnamese instruction. With support from UNC Global, CAC launched a pilot program in virtual Vietnamese in AY 2020-21 and offered Elementary Vietnamese I & II in AY 2021-22 taught by a Fulbright Foreign Language Teaching Assistant (FLTA). Building on the success of these programs, CAC will continue to collaborate with DAMES to establish four levels of language instructions in Vietnamese (Elementary I & II and Intermediate I & II), and we request to support one course of Vietnamese instruction per year ($7,000/year). In addition, to support continuing to bring FLTAs in Hindi-Urdu and Vietnamese, we request course development and professional development grants ($2,000/year) for an FLTA in each language. UNC’s Asian languages have high enrollment (see Narrative Section B, Table B1) and have maintained language class sizes of 20 students or less to ensure high quality instruction. To further strengthen the quality of language instruction, CAC proposes to offer language instructor course development grants ($7,000/year, Y1–4: $1,000 per course for 7 courses per year) and professional development grants ($3,000/year, Y1–4, 3 awards per year). **Languages Across the Curriculum (LAC):** CAC requests funding to support current LAC courses, Arabic ($1,000/year, partial funding) and Chinese ($5,000/year), two new LAC courses, Korean ($5,000, Y1 & 3) and Urdu ($5,000, Y2 & 4), and partial funding for our LAC graduate assistant ($1,000/year). **Course Development with Asia Content:** Asia’s importance for UNC’s diverse departments and schools continues to grow. Since 2018, we provided 18 course development grants, ranging from integrating Indian performers into “The Story of Ram in India” to Thai speakers in “Sustainable Energy Systems” to adding Asia content to “Ethics and Education.” We will continue this activity to expand and deepen Asian curricular content ($10,000/year, $2,000 per course for 5 courses per year), and support faculty research and conference travel to present Asia-related research or collaborate with institutions and/or organizations in Asia ($5,000/year). To enhance UNC’s Southeast Asia program and lay the

foundation for creating a Southeast Asian Studies minor, we request funding for two content courses on Southeast Asia (one in Humanities, $7,500/year and one in Social Science, $8,100/year). **Library:** UNC has invested heavily in the library’s collection of Asian materials (Narrative Section F), and the need for cataloguing has increased. Thus, we request partial support for two graduate assistants (one in Japanese and one in Korean) for library cataloging ($2,200 per assistant/year). We propose to continue partially support for our librarian to travel in the U.S. or to Asia ($1,500/year) to attend professional meetings and to acquire materials ($8,000/year).

# Promote Diverse Perspectives and Generate Debate on Asia Locally, Regionally, and Nationally (Absolute Priority 1)

**Local**: CAC will support workshops and speaker series on Asian topics with faculty working groups such as the Triangle Japan Forum, Carolina Korea Forum, South Asia Faculty Working Group, and Southeast Asian Approaches Group ($4,000/year for each Asian region). We will host academic events on Pan-Asia topics ($2,000/year) to generate debates with comparative perspectives. CAC requests funding to support annual symposia with specific topics ($4,000/year, in Y1, Y3, and Y4) to address a critical theme that will reflect diverse perspectives and generate debate: Indonesian International Relations (Y1), Documentary Films in Asia (Y3), and Indigenous Ecologies in Asia (Y4) and propose to host multi-year conferences on Japan-STEM connections ($2,000, Y1; $1,000, Y2; $1.000, Y3). CAC proposes to host an annual graduate student, Pan-Asia symposium ($1,000/year) to facilitate knowledge exchanges and networking among UNC graduate students. Title VI funding will support a part-time Graduate Student Assistant to oversee logistical support for NRC activities ($1,800/year). **Regional and national:** From 2018-22, CAC held four annual UNC ASN conferences with 62 conference panels and 117 panelists. The third UNC Asia Scholar Conference was held in conjunction with the 2021 SEC/AAS. We propose to

further fund this unique platform by expanding it into the North Carolina Asia Network to include Asia scholars across all universities, MSIs, and CCs in NC ($1,000/year) (**AP1; NRC CPP**). We also propose to fund the collaborative and regional Triangle East Asia Consortium (TEAC) ($1,000/year) and TCJS ($1,000/year). We propose to fund institutional dues to promote linkages with Asian organizations ($1,950/year). **General Public:** CAC’s speaker series and public lectures are open to the general public and free of charge. We advertise events via our website, listservs, and social media; we promote materials locally, regionally, and nationally to diversify our audience ($500/year). UNC faculty in film, music, and arts use Title VI funds for events that promote diverse perspectives among media, business, government, and the general public. We propose to continue the Global Asia film series ($2,000/year), with one film screening per year to travel to an MSI/CC and/or areas without much access to Asia films (**NRC CPP**).

# Prepare Students for Careers in National Need (Absolute Priority 1)

**Government and Business:** From 2018-22, CAC sponsored the Duke-UNC China Leadership Summit, a student-led conference of over 100 participants each year that includes government officials, policymakers, business professionals, media leaders, and academics ($500/year). We will continue to support this impactful program that has brought hundreds of students and national leaders together either virtually or in-person. CAC’s collaboration with the Kenan-Flagler Business School to develop and maintain learning modules for the “GlobeSmart Business” (formerly, Global Business Savvy) program is proven as popular and effective mode of infusing Asia content to improve business leaders’ Asian cultural competency. In AY 2020-21, UNC participants completed over 2,400 Asia content modules (e.g., Korea: 654, Hong Kong: 508, India: 396, Japan: 291, China: 223, etc.). We will continue to support GlobeSmart Business for UNC ($2,000/year). To provide adequate and much-needed mentoring for students, UNC Global has

partnered with the American Council of National Security Leaders (Narrative Section D2). CAC will join this initiative and requests funds to partially support extending this program to students at MSIs in NC ($300/year).

# Objective 2: Collaborate with Teacher Training Providers and Outreach on the Languages

**and Area Studies of Asia (Absolute Priority 2).**

Title VI funds from 2018-22 supported Schools of Education in NC through course development grants to internationalize teacher-training programs by incorporating more Asia-related contents and connecting with students, scholars, and practitioners in Asia. CAC will collaborate with respected partner units such as the Ackland Art Museum ($1,500/year), CPA ($1,500/year), and CPH ($1,000/year) to provide interactive teacher training opportunities and to develop teaching materials on Asia. CAC has also partnered with the NHC to develop and deposit digital content materials and have made them accessible for teachers and instructors at all levels across the United States. We plan to enhance our digital engagement in teacher training in collaboration with CPH, through Graduate Outreach Assistantships leading to the creation of materials and a white paper ($2,250/year). **Professional Development for Educators.** Our partnership with WV, a teacher education organization at UNC that focuses on expanding global knowledge among K-14 educators, is an effective channel of teacher training and CC faculty development opportunities. We will continue to collaborate with WV to provide a large-scale professional development on Asia for K-12 and community college educators ($4,000, Y2). CAC is now a new home for NCTAN, and we will expand print and online resources for teachers and execute teacher training programs in collaboration with the NCTA. **LCTLs.** CAC has collaborated with foreign language teacher organizations and UNC Asian language faculty to provide workshops and teacher training programs, and we plan to further these efforts. CAC will partner with NCDPI, NCTAN and Go

Global NC to host workshops on teaching Asian languages in K-12 settings ($1,000/year) and at the post-secondary level ($1,000/year). **Access to Course Materials on Asia:** CAC will expand its lending library of book and media kits and Asian culture kits—a cultural lesson kit of books and activities—for K-12 and community colleges, which are sent to teachers in NC and other states for classroom use ($1,000/year; for impact data, see Narrative Section H).

# Objective 3: Collaborate with Minority Serving Institutions and Community Colleges

**(Competitive Preference Priority 1).**

As the flagship university of the NC state system, UNC is well-positioned to expand our collaborations with MSIs and CCs to improve Asia-related research and training in disciplines and professional schools. CAC will collaborate with UNC’s IAH to create a non-residential fellow program for MSI faculty (CAC-IAH Fellows) to provide professional development to improve Asia teaching and research capacity at MSIs ($5,000/year, Y2, Y4). **Durham Technical Community College (MSI and CC):** CAC will continue our partnership with Durham Tech and offer course development grants ($1,000/year) to infuse Asia content in courses, professional development grants to support faculty enhancing their capacity to teach on Asia ($500/year), and funding for speakers and public events related to Asia ($400/year). To build an Asian language program at Durham Tech, CAC will support a new Japanese language program ($5,476/year plus raises). This collaboration will increase the number of Durham Tech students interested in Asia, purposefully encourage stronger interest in Asian studies once they transfer to 4-year institutions, and increase their career opportunities in corporations and small- to medium-sized businesses dealing with Asia. Through virtual instruction, this course will be available to students at other NC CCs, further expanding its impact. For UNC staff travel to Durham Tech, MSIs, and CCs to maintain and build programming, we request $200/year. **Collaboration with WV:** CAC requests

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| **Table I1. Timeline of CAC Activities 2022-2026** |
| **Objective** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| Strengthen Asian Languages and Area Studies (AP1; Budget Sections 1, 2,3, 8A) | Support New Vietnamese Language Instruction (1 course/year) |
| FLTA (Vietnamese/Hindi-Urdu) course development / professional development |
| Funding for LAC Arabic, LAC Chinese, and LAC Graduate Assistant |
| LAC Korean (New) | LAC Urdu (New) | LAC Korean | LAC Urdu |
| Language instructor professional development and course development grants |
| Funding Southeast Asia instructor in Humanities and Social Sciences (1 course each / year) |
| Curriculum and Course development grants to develop or improve Asia content courses |
| Library cataloging grad. assistants in Korean and Japanese (5 hrs./week x 20 weeks/year each) |
| Domestic and international travel grant for librarian and library acquisitions |
| Faculty Research and Conference Travel Grants for domestic or international travel |
| Staff travel for conferences, professional development, and institutional linkages |
| Supplies for Title VI program implementation |
| Promote Diverse Perspectives and Generate Debate on Asia (AP1; Budget Section 8A) | East Asia, Southeast Asia, South Asia, and Pan-Asia speakers and series |
| Indonesian International RelationsSymposium |  | Documentary Films in Asia Symposium | Indigenous Ecologies in Asia Symposium |
| CAC Multi-year Conference: Japan-STEM connections |  |
| Graduate student, Pan-Asia symposium |
| Regional and national—North Carolina Asia Scholar Network Conference, TEAC, TCJS, Global Asia Film Series |
| Prepare Careers in National Need (AP1; Budget Section8A) | Duke-UNC China Leadership Summit |
| Asia Component of GlobeSmart Business Program |
| Diplomacy Initiatives: Collaboration with the American Council of National Security Leaders to provide mentoring to UNC and MSI students (NRC CPP) |
| Collaboration with Teacher Education Providers and Outreach (AP2; Budget Section 8B) | Outreach materials improvement |
| K-16 Outreach Programing through Ackland Art Museum and Carolina Performing Arts |
| CAC Public Humanities Fellow (Graduate Outreach Assistantships) |
| Professional development in person seminar on Asia for K-12 and community college educators |
| Annual CAC workshop for K-12 Asian language teachers |
| Annual CAC Workshop for post-secondary Asian language instructors (NRC CCP) |
| Access to course materials and outreach materials development; Asia culture kits |
| Collaboration with MSIs and Community Colleges (CPP; Budget Section 8C) | Local staff travel for MSI and CC collaboration and outreach |
| Durham Tech (CC and MSI): Japanese language instruction, course development grants, and professional development travel grants |
|  |  | Global is Local Business Summit |  |
| Virtual Program for Scholars of Global Distinction Students (CC) |
| Course Development Grants to MSIs to develop or improve Asia content or language courses |
| Asia Programming on CC campuses in NC |
|  | IAH program for MSI faculty | MSI symposium | IAH program for MSI faculty |

funding to support the Global Distinction Program, a collaboration with community colleges to globalize the curriculum and increase faculty and student involvement in global issues; students graduate with global distinction on their transcripts. From 2018-22, CAC has supported the expansion of this program from 18 campuses in NC to 28 community colleges across multiple states; in AY 2020-21, 82 graduated with global distinction and hundreds participated in enhanced courses. We will strengthen our work with WV and offer a Virtual Program for Scholars of Global Distinction Students ($2000, Y1), “Global is Local Business Summit” with Asian businesses and community colleges ($5000, Y3), and Scholars of Global Distinction Stipends for community college educators to globalize their course ($750 stipend/instructor x 4 stipends/year=$3000/year). **Effective Use of Resources and Personnel Program Administration.** All activities are planned and organized by CAC’s 4 full-time staff members. CAC leverages internal and external financial resources and draws upon faculty and partner expertise. Partial support is requested for 40% of the Associate Director’s salary (=$26,400/year, 0.75 FTE AD and 0.25 FTE Outreach Director) and 34.43% of the Program Specialist’s salary (= $14,832.79/year) to carry out NRC activities. We also propose funding staff travel to state/national conferences, Title VI meetings, and outreach conferences ($1,500/year) and international travel to conferences and to build linkages ($2,500 in Y1,3). To ensure our proposed activities achieve NRC priorities, all the area studies centers at UNC will hire an external evaluator to implement an evaluation of NRC activities ($2,500/year). **I2. Quality and Relevance of Programs.** Building on UNC’s commitment to further strengthen Asia-related programming and institutional development and recent growth in Asian languages and area studies programming, CAC proposes activities that address the 2022 NRC absolute and competitive priorities and directly relate to the program’s purpose. This narrative corresponds to a budget (attached) of activities described in Narrative Section I1 above and developed through CAC

planning aligned with the university’s Carolina Next strategic plan and U.S. Department of Education’s 2018 International Strategic Plan, “Succeeding Globally through International Education and Engagement.” We prioritize teaching 7 modern Asian languages (Narrative Section B); instruction that provides a full understanding of Asia (Narrative Section C); research and training in Asian studies and Asian languages for a range of disciplines and schools (Narrative Section D); and instruction and research on Asia and its role in the world with an emphasis on diverse perspectives (Narrative Sections B-D). CAC is well prepared to succeed in its goals because of our close collaboration with the other UNC area studies centers under the umbrella of the university’s “Global Guarantee” commitment and our capacity to garner resources and partnerships across UNC and in the region.

**I3. Reasonable Costs/Cost Effectiveness.** CAC minimizes the cost of activities by leveraging resources from other funds. For example, our Korea Foundation grant supports a tenure-track position in Korean Studies, Fulbright program provides two FLTAs, NCTA funding supports some of our K-12 teacher training programs, and UNC Global provides funding to develop strategic relationships with institutions in Asia, increased classroom engagement through CCCW, and much of our career mentoring. Private donor funds support programs like the Phillips Ambassadors Program, MIS, and Rajkumar Faculty Fellowship. We share resources with all area centers to carry out and evaluate NRC activities. Our expenditures are effective at meeting project goals.

**I4. Long-term Impact on Undergraduate, Graduate, and Professional Training Programs.** The Title VI funding requested for 2022-26 will allow CAC to support the only Vietnamese language program in NC and lay a solid foundation for creating a Southeast Asian Studies minor at UNC. CAC will also expand LAC offerings in Korean and Urdu to strengthen existing Asian language programs. Our growing number of faculty and courses enhanced with Asia content will

continue to impact the curriculum for years and decades to come. This is also true for courses developed in MSIs and CCs, and the impact on teacher training, K-16 professional programs and digital teaching resources will continue to be felt in local, regional, national, and international classrooms. Our enhanced focus and investment in directing students of Asia into careers of national interest through career fairs, targeted discussions, and one-on-one mentoring will provide Asia expertise to government, business, and higher education well beyond this grant.

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| **Narrative Section J (NRC only). Competitive Preference Priority** |

**J1. Partnership with Minority-Serving Institutions (MSIs) or Community Colleges (CCs)** Our collaborations with MSIs and CCs promote significant and sustained activities. **Community Colleges:** Our efforts to globalize curricula with WV have proven successful and sustainable. In the last four years, CAC has supported WV’s “Scholar of Global Distinction Program” as it grew from 18 CCs in NC to 28 campuses across multiple states. The Global Distinction program aims for students to “develop the global competencies and skills needed for the 21st century workforce and to excel at universities that increasingly focus on global issues.” This program systematically internationalizes curricular offerings and requires students to complete 15 credit hours of globally intensive coursework; to participate in 8 international activities; to gain global experience through study abroad or a domestic intercultural experience; and to give a capstone presentation on their global experiences. In addition to supporting Asia content in new courses in the coming cycle, CAC will support a virtual program for Global Distinction students in Y1, professional development for CC instructors through WV in Y2, and a business summit for a community with an Asian multinational business investing in NC in Y3. Apart from this programming with WV, CAC will run Asia programming on campuses in the NC CC system, building on our recent work connecting Pitt Community College with a university in Indonesia, to highlight Asia for students

without previous engagement. **Durham Technical Community College (DTCC):** CAC’s partnership with Durham Tech has provided resources to infuse Asia content through course development grants and library support. As part of our strong relationship with DTCC, CAC will increase its support on the grant for programs on that campus. In the coming round, this will include launching the instruction of Japanese language courses, continued support for course development grants, funding for instructor-driven professional development, and an annual speaker on Asia. Japanese instruction would enhance career opportunities for Durham Tech graduates at multinational corporations in the Research Triangle Park area in NC and in Asia. This campus is also classified as a MSI by the US Department of Education, and Dr. David Long, Dean of Creative and Liberal Arts on that campus, has identified CAC support over the last two cycles as crucial to expand the international educational opportunities about Asia available for students. **Minority-Serving Institutions:** As part of our commitment to equity and inclusion across Asian Studies, CAC will issue 3 course development grants per year to MSIs in the US Southeast. Grants issued in the last cycle allowed, for example, a professor at NC Central University (an HBCU) to include comparative study of Indian and US special education and the launch of a course on “Indigenous Communities in Asia” at UNC-Pembroke, a Native American-serving campus. Additionally, our grant will invest in professional development to improve Asia teaching and research capacity at MSIs by providing a non-residential fellow program for MSI faculty in Y2 and Y4 of the grant, in collaboration with UNC’s IAH. This fellowship will provide professional development opportunities for the faculty members on publishing, training on innovative teaching, inclusion in seminars on the latest research and an opportunity to present their own work, plus access to UNC-Chapel Hill’s library resources and affiliated faculty states at CAC. The MSI faculty fellow will also be invited to participate in the MSI symposium run by the area studies

centers. Our programming with MSIs also aligns with a broader push at UNC to support HBCUs in NC, such as our comprehensive partnership with NC Agricultural and Technical State University in the “Looking Forward” program to promote joint research in key areas.

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| **Narrative Section H (FLAS only). FLAS Awardee Selection Procedures** |

**Advertising and Advising.** CAC collaborates with other FLAS centers at UNC in the promotion process, although each center retains responsibility for its own selection process and award administration. Together we advertise the competition to students through announcements at student-facing events and in language and area studies classes, email reminders to affiliated faculty, and notices through the Study Abroad Office. Additionally, prospective graduate students are informed about the opportunity by their future department or school, including for example strong promotion by the School of Social Work, Gillings School of Global Public Health, and DAMES. FLAS centers hold joint information sessions for all prospective applicants, and webpages on both a shared site and the CAC website are updated by the FLAS coordinator, Kevin Fogg, who also takes 1-on-1 advising appointments with prospective applicants. **Application Process.** Students submit a virtual application for a joint deadline across all UNC FLAS centers. The application comprises information on the candidate’s academic course of study, language study, and future career plans, alongside a statement of purpose, transcript, CV, and two letters of recommendation. Demographic data on the applicants is collected for evaluation purposes but not disclosed to the selection committee. Students are informed of the outcome of their applications within a month of submission, and alternates are selected in each round. **Selection Criteria, Panel, Process and Timeline.** CAC assembles a panel of faculty and staff each year that is diverse in terms of departments/professional schools, geographic focus within Asia, gender, and racial/ethnic background. Committee members are briefed about the goals of FLAS by the FLAS coordinator,

who is not a voting member of the committee but ensures regulatory compliance throughout the process. This committee reviews each application in full and evaluates it across three areas: (1) academic merit (judged by transcript, CV, and letters of recommendation), (2) commitment to the area of study (judged by course of study, language study, and statement of purpose), and (3) alignment with the goals of FLAS (judged by future career plans, statement of purpose, and recommendations). In the final meeting to allocate awards, the committee also consults data

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| **Table H1: FLAS Fellowships Timeline** |
| **Action Items** | **Timeline** |
| Determine a common deadline and prepare materials for advertisement | September |
| Post advertisements online, via listservs, UNC student newspaper, notice board and visit classrooms and student-facing events | Late September to Early January |
| Hold joint information sessions | October-January |
| Recruit Selection Committee members | January |
| Deadline | Early February |
| Office of Scholarships and Student Aid reports applicants’ financial needs | February |
| Selection Committee meets, awards made | Early March |

provided by UNC’s Office of Scholarships and Student Aid regarding expected family contribution, to ensure they give preference to students with demonstrated financial need. **FLAS** **Priorities.** CAC prioritizes students

studying Arabic, Chinese, Hindi-Urdu, Japanese, Korean, Persian, Vietnamese, and other Asian priority languages for both academic and summer fellowships. 100% of awards will be in LCTLs, and we anticipate more than 95% will be in those languages listed as priorities by the Secretary and other federal agencies. The committee weighs students’ financial need as part of a holistic process that selects grantees with potential for high academic achievement. Since 2018, CAC has awarded summer and academic FLAS grants to 35 graduate students and 16 undergraduate students—all for priority languages. We request funding to award FLAS grants to 7 graduate students and 1 undergraduate each AY and 6 students (graduate and undergraduate combined) each summer (totaling $326,000/year). UNC has committed to covering the difference in tuition and fees above the FLAS award amount for all FLAS recipients in the Graduate School of Arts and Sciences, and to matching that level of funding for any professional school student—with the

possibility of additional funding for those students from their respective schools.

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| **Narrative Section I (FLAS only). FLAS Competitive Preference Priorities** |

**I1. FLAS Fellowship for Students Who Demonstrate Financial Need.** Our FLAS application process last cycle took into consideration undergraduate and graduate students’ financial need. While we employed metrics like students’ GPA, letters of recommendation, statement of purpose, and language level, we considered financial need (based on data from UNC’s Office of Scholarship and Student Aid) as an important determining factor in making awards. This will continue to be our process (Narrative Section H FLAS), focused on financial circumstances as reported on federal forms. UNC and CAC strive to provide underrepresented students with the opportunity to engage in Asian and global coursework and to study abroad (Narrative Section D3); the FLAS application will continue to be one way in which we can help eliminate financial barriers and provide equal opportunities. CAC is committed to advertising this program to students across the undergraduate college, graduate and professional schools in a way that targets those with demonstrated financial need, and to provide 1-on-1 advising that will support them in the application process.

**I2. FLAS: Less Commonly Taught Languages (LCTLs).** All of CAC’s FLAS awards in the last cycle were in LCTLs, and all but one were in priority languages: Arabic (with a research focus on South Asian Muslims), Burmese, Chinese, Hindi, Japanese, Korean, Persian (with a research focus on South Asian Muslims), Tagalog, Urdu and Uyghur. (The lone non-priority was Sanskrit for modern liturgical uses in South Asia.) With the recent relaunching of the Vietnamese language instruction, we anticipate receiving FLAS applications in Vietnamese in the next grant cycle. We propose to continue supporting the study of Asian languages at programs and institutions both domestic and abroad, provided they comply with FLAS regulation. We commit that we will make no awards for French, German, or Spanish.