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Application to US Department of Education:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs (Cfda84.015 A & B)

**National Resource Center for Asian Studies and FLAS Fellowships**

University of Colorado Boulder



# LIST OF ACRONYMS

AATJ American Association of Teachers of Japanese

AIP Asia Internship Program

ALC\* Department of Asian Languages and Civilizations ALTEC\* Anderson Language Technology Center

AP Absolute Priority

CADRE\* Center for Assessment, Design, Research, and Evaluation

**CAS/the Center\* Center for Asian Studies**

CCT Certificate in College Teaching

CIBER Center for International Business Education Research

*CJAS Colorado Journal of Asian Studies*

CLAC Cultures and Languages Across the Curriculum CMCI\* College of Media, Communication, and Information CPP Competitive Preference Priority

CTL\* Center for Teaching and Learning **CU/CU Boulder University of Colorado Boulder** CU Denver University of Colorado Denver

DILS Directed Independent Language Study

DEI Diversity, Equity, and Inclusion

EA\* Education Abroad

FLTA (Fulbright) Foreign Language Teaching Assistant

FTE Full-Time Equivalent

IAFS\* International Affairs

IBC International Business Circle

IIB-CIBER Institute for International Business (at CU Denver) JLF Jaipur Literature Festival Colorado

JLPT Japanese Language Proficiency Test

LCTL(s) Less Commonly Taught Language(s) MSU Denver Metropolitan State University of Denver

NCTA National Consortium for Teaching About Asia

ODECE\* Office of Diversity, Equity, and Community Engagement QTI Quality Teaching Initiative

RAP Residential Academic Program

SSEWA South, Southeast, and West Asia Outreach Program TEA\* Program for Teaching East Asia

THI\* Tibet Himalaya Initiative

UISFL Undergraduate International Studies and Foreign Languages UROP\* Undergraduate Research Opportunities Program

\* indicates units of the University of Colorado Boulder

Narrative: List of Acronyms University of Colorado Boulder

Narrative v

# COMMITMENT TO THE SUBJECT AREA

* 1. **Support for Asian Studies.** The University of Colorado Boulder (CU Boulder) consistently exhibits a strong commitment to Asian studies teaching, research, and outreach. In the spirit of Association for Asian Studies President Christine Yano's recent call for Asian Studies to emphasize transnational circuits, oceanic flows, and dynamic encounters as part of "Global Asias" (Yano 2021), CU Boulder approaches the study of Asia through a transregional and interdisciplinary lens and is committed to understanding each of Asia's diverse regions as well as the connections among them.

The Center for Asian Studies (CAS)-which would serve as the home for the proposed undergraduate Asian studies National Resource Center (NRC) and FLAS grants-is the interdisciplinary hub for Asian studies across the CU Boulder campus. CU Boulder provides

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| **Table A.1.a. SNAPSHOT OF CU STRENGTHS IN ASIAN STUDIES, 2020-21** |
| UG Majors | 102 students |
| UG Minors | 141 students |
| Graduate Students Working on Asia | 102 students |
| Asian LCTLs Offered | 8 priority languages |
| Language Curriculum | 89 courses |
| Asia-Related Content | 158 courses |
| Asia-Related Enrollment | 10,325students |
| Center Affiliates | 117 faculty |

financial and other support to the operation of CAS, Asian studies teaching staff, library resources, linkages with institutions abroad, outreach activities, and qualified students in fields related to Asian studies (Table A.1.b.). CAS promotes diverse perspectives and prepares students to think critically about global issues related to Asia by building

Asian studies curricular capacity across campus; offering study abroad and internship opportunities in Asia; and hosting a dynamic calendar of Asia-related events.

This proposal, focusing on ***Infusing Asia Across Campus***, supports existing Asia expertise and expands engagement with transregional Asia. Four main goals, all of which sustain the broader mission of NRC/FLAS programs, undergird this theme: 1) promoting diversity, equity, and inclusion in Asian studies; 2) broadening student impact; 3) supporting faculty and student

research; and 4) expanding K-14 professional development and teacher training programs. These initiatives will stimulate critical thinking about diverse perspectives and prompt debates about global issues related to Asia (**NRC AP1, AP2**).

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| **Table A.1.b. CU SUPPORT FOR ASIAN STUDIES, 2020-21** |
|  | **CU** | **NON-CU** | **TOTAL** |
| A. SALARIES AND BENEFITS |  |  |  |
| Affiliated Faculty |  |  |  |
| Tenured and Tenure-Track Professors (85) | $ 4,155,303 |  | $ 4,155,303 |
| Instructors and Lecturers (27) | $ 2,379,437 | $ 69,100 | $ 2,448,537 |
| Library Faculty and Staff | $ 1,896,549 |  | $ 1,896,549 |
| Asian Studies Staff | $ 355,373 | $ 18,129 | $ 373,502 |
| Education Abroad Staff (prorated) | $ 600,898 |  | $ 600,898 |
| Advising Staff | $ 90,391 |  | $ 90,391 |
| ALTEC Language Technology Staff (prorated) | $ 238,615 |  | $ 238,615 |
| Professional Staff & Research Faculty for Outreach | $43,258 | $ 311,709 | $ 354,967 |
| International English Center Staff (prorated) | $ 730,221 |  | $ 730,221 |
| Other Support Staff (prorated) | $ 227,078 |  | $ 227,078 |
| B. FACULTY & STAFF PROFESSIONAL DEVELOPMENT & TRAVEL SUPPORT | $ 28,412 | $ 4,500 | $ 32,912 |
| C. SYMPOSIA, LECTURES, PERFORMANCES | $ 18,112 | $ 9,439 | $ 27,551 |
| D. SUPPORT FOR STUDENTS |  |  |  |
| Undergraduate Scholarships and Internships | $ 13,764 |  | $ 13,764 |
| Graduate Assistantships and Fellowships | $ 725,799 | $ 542,400 | $1,268,199 |
| E. EDUCATION ABROAD SUPPORT | $ 32,757 |  | $ 32,757 |
| F. ASIAN LANGUAGE TEACHING MATERIALS | $ 17,133 |  | $ 17,133 |
| G. ASIAN LIBRARY COLLECTION | $ 1,672,908 |  | $ 1,672,908 |
| H. OUTREACH | $ 2,450 | $114,254 | $ 116,704 |
| I. OPERATIONS | $ 100,028 |  | $ 100,028 |
| **TOTAL (Excluding In-Kind Support)** | $ 13,328,486 | $ 1,084,531 | $ 14,413,017 |

In 2020-21, support for Asian area studies at CU Boulder totaled nearly $14.5 million (Table A.1.b.), despite pandemic-related challenges and budget impacts. Ongoing CU Boulder funding includes salaries, benefits, and professional development support for 117 affiliated faculty; the CAS Faculty Director stipend; salaries for professional staff working on Asia and an Academic Advisor assigned to our BA degree programs; operational budgets for CAS and related units; library and ALTEC acquisitions; research symposia and events; K-16 outreach activities; and support for qualified Asian area studies graduate and undergraduate students.

CU Boulder's significant match for this grant is a testament to its strong commitment to Asian studies. Over the course of the grant, CU will provide partial support of salary and benefits for three instructor positions, speaker and event funding, and one out-of-state tuition differential per year for a FLAS Fellow. Thus, the funding provided by the NRC and FLAS grants will not replace CU's financial support but will supplement and allow us to build upon that foundation.

* + 1. **Operations**. CU support for Asia-related staff salaries and benefits in ALC, CAS, Advising, Education Abroad, ALTEC, the International English Center, and support positions in the College totals approximately $2.2 million. CU's 2020-21 operations support of $100,028 includes ALC and CAS, plus prorated funding for other units such as ALTEC and Education Abroad. Operations expenses dipped during the pandemic but have already begun to rebound with a return to campus and more normal activity. CU will continue to provide the CAS Faculty Director course release and stipend, CAS instructor and staff salaries, operating expenses, matching programming funds, and workshop and library acquisition funds. CAS is allocated a portion of Indirect Cost Recovery on its external grants. Plans to move CAS into its own newly- refreshed building during the grant period are further evidence of the university's robust commitment to Asian studies.
		2. **Teaching staff for the Center's subject area.** 117 CAS-affiliated faculty teach and conduct research in 25 Arts and Sciences departments (spanning the physical and natural sciences, social sciences, humanities, and arts), five professional schools (Colleges of Law; Business; Engineering; Music; and Media, Communication, and Information), three research institutes, and the Libraries.

CU Boulder supports the Asian Studies BA program administered by CAS with a full-time instructor who teaches gateway and capstone courses in the major; cost-share support for grant-

funded language instructor positions in Indonesian, Tibetan, and Nepali; and an instructor position in Tibetan/Himalayan Studies. An additional 82 Asian area teaching faculty are housed in other units, for a total commitment of $6,603,840 in faculty salaries and benefits.

The College of Arts and Sciences commits $1,000 annually to individual faculty research accounts. Other faculty research funds are available on a competitive basis from the A&S Fund for Excellence, the Center for Humanities & Arts, CU Diversity & Excellence grants, the President's Fund for the Humanities, the Research and Innovation Office, the Center to Advance Research and Teaching in the Social Sciences, and the Center for Outreach and Engagement.

* + 1. **Library resources.** In 2020-21, the Libraries invested $1,672,121 to acquire and provide access to Asian language and area studies materials. This includes ALC faculty purchasing accounts, annual budgets for Asian language materials, and Libraries funds from other interdisciplinary areas that cover Asia, such as Religious Studies, Art, History, Geography, Special Collections, etc. See Section F for details.
		2. **Linkages with institutions abroad.** CU Boulder has active linkages with institutions in Asia and encourages exchanges with Asia. In AY 2020-21 CU hosted 354 scholars from Asia engaging in research collaborations on campus. CU offers 63 study abroad programs in 14 Asian countries as well as 10 active student exchange agreements with Asian universities. In 2015, CU pledged to double its study-abroad participation rate by 2020, and this goal was met just prior to the onset of the COVID-19 pandemic. Prior to the pandemic, CU typically enrolled at least 2,000 international students from Asia each year; for Fall 2021 the number was 1,751, reflecting nationwide trends related to pandemic travel restrictions. CU remains committed to surpassing pre-pandemic enrollment for Asian international students. CU has research MOUs with 27

universities across Asia, and current collaborative research projects with Asia-based partners amount to over $2.6 million in externally-awarded funding.

CU's high-level commitment to Asian studies is demonstrated by the recently-established Global Engagement Office, which coordinates international education and research on the CU Boulder campus. It manages hundreds of international partnerships and liaises with CU's Global Ambassadors, one-third of whom are based in Asia. The Office prioritizes Asia as the central pillar of CU's internationalization initiatives and overall strategy.

* + 1. **Outreach.** CU Boulder provides financial and other support for outreach activities. For example, the Office of Outreach and Engagement provides professional development opportunities for university professional staff engaged in community and business outreach and helps to publicize the work of CU outreach programs (**NRC AP2**). Space for Asia-focused outreach staff in the Program for Teaching East Asia (TEA) is provided as part of the CAS offices and includes a designated resource center that serves Colorado educators. TEA is a national director site for the National Consortium for Teaching about Asia (NCTA). CAS- affiliated faculty collaborate with professional outreach staff from TEA, ALTEC, and the CAS- headquartered American Association of Teachers of Japanese (AATJ) to offer workshops, institutes, and summer programs for language teachers at all levels. (See Section H.)
		2. **CU Boulder support for qualified students.** CU Boulder provides substantial financial and other support to qualified students in Asian studies. Through funding from the Undergraduate

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| **Table A.1.f. UNDERGRADUATE EDUCATION ABROAD SCHOLARSHIPS** |
| **Source** | **Home Unit** | **Supports** |
| Tang Endowment | CAS | Annual faculty-led course in China |
| Li Seung and Wong Shee Li Endowment | CAS | Asia Internship Program travel and living expenses |
| Buffs Abroad Scholarships | Education Abroad | Program and travel costs for overseas study and internships |
| Global Seminar Scholarships | Business School | Program and travel costs for faculty-led courses in Asia |

Research Opportunities Program

(UROP), CAS is able to offer an undergraduate research assistantship each year. With a

successful track record of attracting donations for undergraduate study abroad and internships in Asia, CAS has provided scholarships for education abroad programs to nearly 150 CU Boulder undergraduates since 2010 and students also receive scholarship support for study in Asia from Education Abroad and the Business School (for Business Global Seminars). (See Table A.1.f.)

CU support for graduate students in Asian studies amounts to approximately $725,000 annually. CU Boulder currently hosts 102 graduate students conducting Asia-related research in 19 departments, of whom over one-third are supported by teaching or research assistantships. CAS awards 10-12 annual graduate fellowships in Japanese studies through the Seidensticker Graduate Fellowship and the Japanese Studies Scholarship Fund.

# QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Instruction in Asian languages and enrollments.** CU Boulder offers excellent and diverse Asian language training, and student enrollments in language courses reflect strong interest in Asian languages. The **Department of Asian Languages and Civilizations (ALC**) offers four

years of instruction in modern Chinese and Japanese, classical Chinese and Japanese, and graduate instruction in both languages to support MA and PhD programs. In addition, ALC offers four years of Arabic; three years of Hindi-Urdu and Korean; and two years of Sanskrit. ALC students may complete a major or minor in Chinese or

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| **Table B.1.a. ASIAN LANGUAGE COURSES OFFERED AT CU** |
| **Language** | **No. of Courses** | **2020-21****Enrollments** |
| Arabic | 8 | 153 |
| Chinese | 34 | 255 |
| Hindi-Urdu | 6 | 30 |
| Japanese | 33 | 423 |
| Korean | 6 | 208 |
| Sanskrit | 4 | 9 |
| Indonesian DILS | 4 | 12 |
| Nepali DILS | 3 | (began in 2022) |
| Tibetan DILS | 4 | 12 |

Japanese and pursue minors in Arabic, Hindi-Urdu, and Korean.

To develop growing institutional strengths in Southeast Asian and Tibetan and Himalayan studies, CAS has added Indonesian, Tibetan, and Nepali to the language curriculum at CU

Boulder. CAS has supported Indonesian through the Fulbright FLTA program for the past three years, and hired Directed Independent Language Study (DILS) instructors for Tibetan and Nepali through UISFL grants.

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| **Table B.1.b. TOTAL ASIAN LANGUAGE ENROLLMENTS** |
| 2017-18 | 1321 |
| 2018-19 | 1208 |
| 2019-20 | 1227 |
| 2020-21 | 1340 |

Despite pandemic-related drops, enrollments in Asian language courses

(Table B.1.b.) are outperforming the College overall. As the only institution in Colorado or the Rocky Mountain region offering this breadth and depth of Asian language courses and opportunities for students to major or minor in so many Asian languages and regions, CU Boulder's offerings have an outsized impact in the region in contributing to training in areas of national need (**NRC AP1**).

* 1. **Advanced language training.** CU Boulder offers advanced (three or more years) language training in Arabic, Chinese, Japanese, Hindi-Urdu, and Korean. Indonesian, Nepali, Tibetan, and Sanskrit language students are encouraged to take advantage of independent study opportunities with affiliated faculty as well as study abroad programs to complete advanced language training.

Language instruction at CU is rooted in content-based instruction: students learn about history, culture, arts, film, religion, sociolinguistics, etc., and the majority of class time is spent on reading, listening, and speaking in the target language. Advanced undergraduate and graduate courses in ALC often use the target languages for instruction.

In building the **Cultures and Languages Across the Curriculum (CLAC)** program at CU since 2017, CAS has developed additional opportunities for effective language learning in disciplines other than language, linguistics, and literature. Through this program, one-credit language-intensive courses allow faculty to supplement existing content course curricula with in- depth language use. For example, with the CLAC program, Professor Yonemoto has

incorporated primary materials in Japanese for students in her modern Japanese history course. Since 2017, eight faculty members have received CLAC course development grants.

The **Asia Internship Program (AIP)** requires that students connect their real-world work experience to corresponding coursework in Asian Studies or other disciplines, further expanding methods for developing advanced language skills. In most cases, students use Asian language skills in formal and informal interactions with coworkers or clients, thus reinforcing vocabulary, grammar, and cultural content learned in the language classroom. Donor-funded CAS scholarships expand program accessibility to a wide range of CU Boulder students.

To complement formal coursework, CAS, ALC, and the Anderson Language and Technology Center (**ALTEC**) offer extracurricular opportunities for students to develop language proficiency. For example, monthly Conversation Tables in Asian languages facilitated by language instructors and teaching assistants, such as the Indonesian Nongkrong offered by the Indonesian FLTA, provide opportunities for students to practice their listening and speaking skills. In addition, Asian studies librarians Lisbon and Li support student access to and use of vernacular Asian language materials for classwork and research purposes. (See Section F.)

* 1. **Language faculty and language pedagogy training.** Sufficient numbers of highly-trained

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| **Table B.3. LANGUAGE INSTRUCTORS** |
|  | Tenure-track Literature and Culture Faculty | Instructors | Teaching Assistants |
| Arabic |  | 2 | 2 |
| Chinese | 5 | 3 | 12 |
| Hindi-Urdu |  | 1 | 1 |
| Indonesian DILS |  |  | 1 |
| Japanese | 5 | 6 | 8 |
| Korean | 1 | 1 | 3 |
| Nepali DILS |  | 1 |  |
| Tibetan DILS |  | 1 |  |
| Sanskrit offered as needed by Religious Studies professor Biernacki.. |

language faculty are available to teach Asian languages. While East Asia was the early focus of the Asian language program, since 2005 CU Boulder has expanded offerings in other Asian languages to facilitate

cross-cultural and interdisciplinary studies. Full-time language faculty and supervised graduate

TAs teach all regular language classes (see Table B.3.). Asian language instructors are chosen in national searches based on **teaching experience, pedagogical training, demonstrated excellence in performance-based instruction, interviews, and teaching demonstrations**. All instructors work closely with CU's Center for Teaching & Learning (CTL) to remain current in pedagogy and to extend performance-based teaching practices to their graduate student assistants. CU Boulder's full-time Asian language instructors have graduate degrees in language pedagogy, linguistics, or cultural studies and proven teaching records. They conduct workshops on Asian language pedagogy at national and international conferences. Several have authored or served as consultants on proficiency-oriented text and material development projects.

CAS-affiliated faculty across disciplines boast expertise in traditionally under-represented Asian languages. In Religious Studies, for example, Professor Ali has expertise in Arabic, Persian, and Urdu; Professor Gayley works with Tibetan; and Professor Biernacki with Sanskrit. Such faculty assist students in using original language sources for coursework and research, resulting in opportunities for students to develop skills outside the language curriculum.

* 1. **Performance-based instruction, language-teaching resources, and language proficiency requirements.** Language programs are of high quality as measured by use of performance-based instruction and language proficiency requirements. CU Boulder's Arabic, Chinese, Japanese, and Korean language programs draw on standards set by ACTFL and current research in pedagogical linguistics. In addition to written exams, proficiency is assessed with oral examinations (e.g., role play or topic-based conversations); individual or group projects involving skits, speeches, or presentations on a research subject; essay writing; and tele-collaboration with native speakers. These four languages serve as models for standard-setting and proficiency assessment in the "least commonly taught" Asian languages for which national standards have not been drafted.

Language programs have adequate resources for teaching and practice. ALTEC works closely with CAS and ALC to develop language pedagogy training and technological support for Asian languages. For language faculty, ALTEC provides an extensive collection of instructional films, textbooks, CDs, software, and audio/video recording equipment, as well as media digitizing and online streaming. In addition, ALTEC offers professional development opportunities for language faculty, such as financial awards for training through the Foreign Language Technology Program. For example, in 2019-20, ALTEC supported Arabic instructor Mona Attwa in designing a new online course in beginning Arabic.

With the Quality Teaching Initiative (QTI) in the College of Arts and Sciences, faculty have been called upon to standardize their teaching goals to ensure that students receive high-quality instruction. By spring 2022, CAS will have finalized standards for assessing quality teaching in its Indonesian, Tibetan, and Nepali DILS language courses; these will include both instructor-led assessment and student self-assessments in the four skills of reading, writing, listening, and speaking. ALC is currently finalizing its own QTI assessment criteria.

During the grant period, CAS and ALC have jointly planned two workshops in LCTL instructional proficiency to be made available to all Asian language instructors and graduate teaching assistants at CU Boulder, thereby contributing to advanced pedagogical training in Asian language instruction.

# QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Quality and extent of course offerings, including professional schools.** With 117 faculty members teaching courses with 25% or more Asian content, CU Boulder offers 462 non- language courses across 25 departments and 5 professional schools. The extent of CU's non- language Asia curriculum stretches across Anthropology, ALC, Art and Art History, Geography,

History, Religious Studies, Theatre and Dance, Music, and more, with courses spanning the regions of Asia. As indicated in Table C.1., undergraduate and graduate courses with significant (25% or more) Asian content are taught in the Colleges of Engineering; Media, Communications, and Information; Music; Business; and Law.

The high quality of Asian studies teaching can be seen from the teaching and mentoring distinctions of faculty, linked series of courses (Section C.2.), and successful outcomes of students (Section G). Most recently, for example, Professor Yeh (Geography; focus on China, Tibet, and the Himalayas) won the Graduate School's 2020-2021 Outstanding Mentor Award and Professor Mukherjee (focus on India) won a 2021 award from the College of Arts and Sciences for her efforts to promote diversity and inclusion in the

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| **Table C.1. NON-LANGUAGE ASIAN AREA COURSES** |
| **Discipline** | **100%****Asia** | **25-99%****Asia** | **Total** |
| Anthropology | 9 | 1.4 | 23 |
| Art and Art History | 1.4 | .4 | 18 |
| Asian Languages and Civilizations | 129 | 0 | 129 |
| Asian Studies | 1.4 | 0 | 1.4 |
| Cinema Studies & Moving Image Arts | 1 | 1 | 2 |
| Classics | 2 | 0 | 2 |
| Economics | 1 | 10 | 11 |
| English | 0 | .4 | .4 |
| Environmental Studies | 1 | 0 | 1 |
| Ethnic Studies | 0 | 2 | 2 |
| Farrand Residential Academic Program | 0 | 1 | 1 |
| French | 0 | 1 | 1 |
| Geography | 7 | 9 | 16 |
| History | 57 | 21 | 78 |
| Humanities | 7 | 1 | 8 |
| International Affairs | 11 | 16 | 27 |
| Jewish Studies | 3 | 9 | 12 |
| Media Studies | 2 | 5 | 7 |
| Philosophy | 1 | 2 | 3 |
| Political Science | 6 | 3 | 9 |
| Religious Studies | 26 | 16 | .42 |
| Sociology | 0 | .4 | .4 |
| Theatre and Dance | 1 | .4 | 5 |
| Women and Gender Studies | 3 | 10 | 13 |
| College of Engineering | 2 | 1 | 3 |
| College of Media, Information, andCommunication (CMCI) | 0 | 2 | 2 |
| College of Music | 8 | 3 | 11 |
| Leeds School ofBusiness | 5 | 5 | 10 |
| School of Law | 0 | .4 | .4 |
| **Total** | **310** | **152** | **462** |

History Department, two awards

recognizing exemplary teaching and mentorship.

The CLAC program provides grants for faculty teaching non-language Asian studies classes to add supplemental co-

seminars to existing courses that involve students working with course materials in relevant Asian languages (Section B.2.). The CLAC program increases course quality by strengthening connections between language and non-language Asian studies instruction.

* 1. **Depth of specialized course coverage.** Specialized courses are a marker of depth in various disciplines since they provide an advanced focus on specific regions or countries or on transregional topics, and students are required to enter with basic knowledge of the countries or regions. Many departments across CU offer specialized and sequential Asian area classes that build on each other. For example, in Religious Studies, Professor Biernacki offers a lower- division course on ancient and modern yoga, as well as an upper-division class on yoga, caste, and magic in Hindu society. In Anthropology, Professor Jones teaches advanced classes on global Islam(s) and ethnography of Southeast Asia, both of which build on introductory courses. History provides especially deep offerings in Asian studies, with a remarkable one-third of faculty members offering specialized courses on various Asian regions. Such range and depth in classes contributes to diverse perspectives and debate on world affairs (**NRC AP1**).

While maintaining current strengths in East and South Asian studies, over the past five years CU has systematically increased offerings in Southeast Asian studies and Tibetan and Himalayan studies through a series of grants and strategic partnerships. This has resulted in new Southeast Asia-focused classes in Anthropology, Geography, History, and Sociology, and in 2020 CAS hired an instructor (Collins) with the expertise to offer courses in the Asian Studies major focusing on Southeast Asian civilization and environmental politics.

An especially high-quality and distinctive area of Asian studies instruction at CU Boulder is in the region bridging South and East Asia (due to faculty expertise in Anthropology, Geography, and Religious Studies). Launched in 2015, the Tibet Himalaya Initiative (THI),

enables programmatic cohesion for this area of excellence. With a UISFL grant beginning in 2020, CAS has developed a **Tibetan and Himalayan Studies Undergraduate Certificate** and hired instructors who are teaching Tibetan language and history/civilization classes and Nepali language classes. CU Boulder now has sufficient faculty expertise to offer unique specialized courses such as ASIA 4300 Encounters: Tibet, Himalaya, and the West, which examines the history of transnational linkages between Western societies and the Himalayan region.

Many departments have specialized **graduate courses, tracks, or degrees** that **focus on Asia or include in-depth Asia conten**t. In 2020-21, 102 graduate students in 19 departments and two professional schools were engaged in the study of Asia. In addition to interdisciplinary MA and PhD tracks in Chinese and Japanese (ALC), and a PhD track in Asian History (History Department), many other departments incorporate Asian studies graduate coursework. For example, Geography Professor Fluri's Development Geography seminar delves into case studies of Afghanistan and India, while Religious Studies Professor Gayley's seminar examines transregional schools of thought and movements in Buddhism.

* 1. **Teaching faculty and pedagogy training.** With 117 faculty members teaching courses with 25% or more Asian content, CU Boulder provides high-quality undergraduate and graduate training in Asian studies. Faculty, instructors, and graduate teaching assistants at CU have access to excellent pedagogical training through the Center for Teaching and Learning (CTL), which offers a broad suite of workshops, consultations, a lead graduate student fellowship program, and other teaching resources for instructional faculty and graduate students. To recognize graduate teachers and faculty who devote time to improve their teaching, CTL offers the Certificate in College Teaching. Requirements include classroom teaching, participation in workshops and discipline-specific activities, video teacher consultations, a faculty observation, and completing a

teaching portfolio. CTL offers programs such as the Inclusive Community of Practice to share best practices related to diversity and inclusion in teaching; an Online Pedagogy Community of Practice devoted to best online teaching practices; learning assessment micro-grants; and workshops on teaching assessment. Department and program chairs at CU Boulder encourage faculty and instructors to take advantage of such opportunities and they are incentivized to do so through merit and promotion criteria. The CAS faculty director engages CAS instructors in discussions of pedagogy, reviews their course evaluations with them each semester, and conducts annual class observations. As mentioned in Section B.4., in spring 2022, each unit is developing explicit criteria for assessing high-quality and inclusive teaching through the Quality Teaching Initiative, and this will be applied to Asia content courses as well.

* 1. **Interdisciplinary courses for undergraduate and graduate students.** Interdisciplinary teaching is a strength of the Asian studies curriculum at CU Boulder. CAS defines interdisciplinarity as combining material and concepts from a variety of fields, including but not limited to literature, history, political science, religious studies, anthropology, and women and gender studies. The introductory Asian civilization survey courses for the Asian Studies major are based on interdisciplinary sources. Asian Studies majors then take courses in a variety of departments to meet the remaining major requirements. Many of these courses are cross-listed in more than one department or program precisely because of their interdisciplinarity.

Increasingly, the College of Arts and Sciences encourages teaching with an **interdisciplinary** and **global/transnational** focus. To qualify for the College's new Global Diversity requirement, classes must 1) focus on a particular country or culture in depth outside the U.S., placing it within transnational and global context; 2) address a problem or phenomenon in the context of two or more countries, cultures, or regions; or 3) examine global affairs through a comparative

framework. To date, 45 Asian studies courses have been approved for this requirement. Many Asian studies courses such as HIST 4619/WMST 4619 Women in Asian History, include empirical and theoretical readings from social sciences, humanities, and gender studies. Many social science classes take a transnational or comparative approach, such as SOCY 3012 Women in Development*,* which examines development paradigms and includes case studies of China and Indonesia, and IAFS (International Affairs) 3010 Islam, Geopolitics, and Society, which focuses on the Middle East and South Asia and their relationships with the West (**NRC AP1**).

Many Asian studies **graduate courses and seminars** are interdisciplinary*.* Students in ALC, Anthropology, Geography, Religious Studies, and other graduate programs are encouraged to include coursework on Asia across a range of departments to acquire an interdisciplinary perspective that is essential to understanding the complexity and variety of Asia as a global region. Faculty from multiple departments are regularly included on dissertation committees of students engaging in interdisciplinary Asian research. Graduate certificate programs including Development Studies, Population Studies, Media and Communication, and International Engineering enrich and deepen the interdisciplinary skills of graduate students in Asian studies.

# QUALITY OF CURRICULUM DESIGN

* + 1. **(FLAS) Training options for students from a variety of disciplines and professional fields, resulting in high-quality graduate training programs.** CU Boulder provides high- quality graduate training options for students from a variety of departments and professional fields. **ALC** offers MA and PhD degrees in Chinese and Japanese, as well as dual MA degrees in Chinese or Japanese and History or Religious Studies. **History** offers MA and PhD tracks in Asian History. **Students in 20 other departments and several professional schools** can focus on Asia at MA and PhD levels, with particularly strong offerings in Anthropology and

Geography. CU enrolls upwards of 100 graduate students per year focusing on Asia-related research (see Table D.1.a.1.). Graduate students pursue language training specific to their degrees. For example, PhD students in Geography are required to demonstrate proficiency in a foreign language, while Anthropology PhD students must do so if their fieldwork is done in a setting that is not their native language.

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| **Table D.1.a.1. GRADUATE STUDENTS STUDYING ASIA BY DEPARTMENT, 2020-21** |
| **Discipline** | **Students** |
| Applied Math | 3 |
| Art and Art History | 5 |
| Asian Languages and Civilizations | 22 |
| Anthropology | 2 |
| Atlas | 1 |
| Atmospheric and Oceanic Sciences | 2 |
| Classics | 2 |
| English | 7 |
| French | 1 |
| Geography | 2 |
| History | 2 |
| Linguistics | 1 |
| Museum Studies | 2 |
| Philosophy | 2 |
| Physics | 1 |
| Religious Studies | 3 |
| Russian | 1 |
| College of Engineering | 7 |
| CMCI | 1 |
| Leeds School of Business | 34 |
| Law School | 1 |
| **Total** | 102 |

Graduate students at CU Boulder receive pedagogical training through their departments as well as through the Center for Teaching and Learning (CTL), which provides a range of training workshops and assessment tools to improve graduate teaching (Section C.3.). Professionalization activities include departmental and divisional workshops on proposal writing, preparing for conferences, and the job application process.

As evidenced by external fellowships and career placements, CU Boulder graduate students are receiving excellent training in Asian studies across diverse disciplines. With mentoring from CAS-affiliated faculty, graduate students studying Asia are extremely successful at securing external research grants. Since 2014, CU Boulder graduate students conducting research and studying in Asia have won fellowships and grants from Fulbright, Boren, NSF, the Korea

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| **Table D.1.a.2. GRADUATE DEGREES IN ASIAN FIELDS, 2018-2021** |
|  | **MA** | **PhD** |
| Year | Chinese | Japanese | Other Disciplines | Japanese | Other Disciplines |
| 2018-19 | 4 | 4 | 89 | 1 | 1 |
| 2019-20 | 4 | 2 | 87 |  | 2 |
| 2020-21 | 3 | 5 | 104 | 1 | 3 |

Foundation, the Japan Foundation, and ACLS, among others. CU Boulder graduate students studying Asia have had strong

career placements in academia in recent years, including tenure-track faculty positions at the University of South Carolina (Geography), State University of New York Cortland (Sociology), and Hong Kong Baptist University (ALC), among others. The Geography graduate program, which trains many students conducting research in Asia, consistently ranks in the top three geography programs nationally according to the National Research Council, while CU Boulder's other graduate programs have strong reputations in their disciplines. CU's graduate degrees in Chinese and Japanese are endorsed by the Western Interstate Consortium on Higher Education for the Western Regional Graduate Program, allowing students from member states to enroll in designated programs for in-state tuition.

* + 1. **Undergraduate instruction in the area of specialization, resulting in a high-quality undergraduate training program.** CU Boulder's Asian studies curriculum allows undergraduate students across the university to pursue the study of Asia through core courses that satisfy general education requirements and allow for specialized study in a variety of departments, through language and literature-focused degree programs in Asian Languages and Civilizations (ALC), Asian concentrations in other undergraduate and graduate programs (i.e., Anthropology, International Affairs, History, Geography, and Religious Studies), the Asian Studies major and minor, and interdisciplinary certificate programs.

ALC offers **BA, MA and PhD degrees in Chinese and Japanese** and **minors in Arabic, Hindi, and Korean**. ALC majors require a minimum of 30 credit hours of coursework, of which 18 must be upper-division courses. Minors require a total of 18 credit hours including 13 upper- division credits. Chinese and Japanese majors must take four years of modern language and one year of classical, plus interdisciplinary content courses on literature, film, art, society, and history. ALC administers certificates in South Asian Languages and Civilizations and Middle

Eastern and Islamic Studies, which are available to students in any major who are studying

Arabic, Farsi, or Hindi-Urdu. Certificates require at least four semesters of language plus nine credits of related area studies classes.

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| **Table D.1.b.1. OVERVIEW OF CU INSTRUCTIONAL PROGRAM IN ASIAN AREA STUDIES** |
|  | **100%****Asia Courses** | **Total Asia Courses** | **Non-Language Courses** | **Language Courses** |
| **Graduate** | **Undergraduate** | **Graduate** | **Undergraduate** |
| 2018-19 | 163 | 359 | 57 | 242 | 12 | 48 |
| 2019-20 | 135 | 196 | 25 | 124 | 10 | 37 |
| 2020-21 | 137 | 205 | 30 | 128 | 10 | 37 |
| **3-Year Total** | **435** | **760** | **112** | **494** | **32** | **122** |

CAS is the home of the **interdisciplinary major and minor in Asian Studies**, which draws on Asian area courses across the university (Table D.1.b.1.). Students have the option of focusing on one of four tracks: Korea, South Asia, Southeast Asia, or West Asia/Middle East.

Asian Studies majors complete a minimum of 42 credit hours of Asia-focused courses, including traditional and contemporary courses on at least two Asian civilizations, at least two years of an Asian language, the interdisciplinary Gateway to Asian Studies course, and a senior capstone course during which they complete a senior paper that is presented at the Asian Studies graduation ceremony and which may be published in the *Colorado Journal of Asian Studies.*

This curriculum was developed in order to ensure that Asian Studies majors have a **broad foundation in Asia as a region, as well as depth in a particular area of Asia**. Asian Studies minors complete a minimum of 21 credits of Asia-related courses. The interdisciplinary Asian Studies minor allows students from across the university to engage with Asia and add an Asia- related focus to their studies regardless of major (**NRC AP1**).

In Fall 2022 CAS will begin offering an undergraduate **Certificate in Tibetan and Himalayan Studies** (Section C.2.). With unique faculty expertise and undergraduate student interest in the culture and environment of alpine regions, including the Himalaya and Tibetan

Plateau, CU Boulder has gained recognition as one of the world's centers of excellence in Tibetan and Himalayan studies. The certificate and its associated classes will allow students to gain crucial knowledge about the social, political, and cultural aspects of the region (**NRC AP1**).

A CAS partnership with the Business School's Global Initiatives program has yielded Business classes in Asia, Business student participation in AIP, and Asian studies courses counting toward the Global Business Certificate's training in international business studies.

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| **Table D.1.b.2. ASIA-RELATED DEGREES BY MAJOR AND MINOR, 2018-2021** |
|  | **Asian Studies** | **Chinese** | **Japanese** | **Hindi-Urdu Minor** | **Arabic Minor** | **Korean Minor** |
| **Major** | **Minor** | **Major** | **Minor** | **Major** | **Minor** |
| 2018-2019 | 6 | 8 | 13 | 8 | 23 | 13 | 1 | 7 | 7 |
| 2019-2020 | 11 | 5 | 8 | 12 | 20 | 16 | 6 | 11 | 3 |
| 2020-2021 | 4 | 1 | 12 | 17 | 15 | 10 | 1 | 9 | 5 |

These major, minor, and certificate programs in Asian studies have and will continue to result in an undergraduate training program of high quality, as evidenced by undergraduate student success in professional opportunities, graduate admissions, and scholarships. (See Section G.1.a. for more details.)

**D.2. Academic and career advising.** CAS Asian Studies majors and minors receive targeted academic and career advising. Given that CU Boulder students may not have prior knowledge about career possibilities related to Asian studies, CAS staff endeavor to facilitate students' learning about Asia-related careers and opportunities, both in the U.S. and overseas. The CAS Executive Director, Asian Studies Program Director, and Arts and Sciences Academic Advisors meet at least twice a year with current and prospective students to assist in academic planning, referring students to faculty and alumni, advising students on career opportunities, monitoring placements, and tracking career paths. Advisors and CAS staff notify students by email of job opportunities, job fairs, scholarships, study abroad opportunities and deadlines, and Asia-related events and maintain listings on the CAS website. Asian Studies instructors include material

about Asia-related careers in class instruction. CAS organizes a Career Forum each semester, inviting alumni and community members to engage with students about Asian studies careers, to be expanded during the grant to include CU Denver IIB-CIBER students (**NRC AP1 and CPP**).

In Fall 2023 the undergraduate *Colorado Journal of Asian Studies* (*CJAS*), established by CAS in 2012, will become an open-source peer-reviewed journal hosted by the University of Colorado Boulder Libraries through the Open Journal Systems platform. Undergraduate students across campus who have conducted research and creative work on Asia are encouraged to submit to this journal. The *CJAS* editorial process, led by the Asian Studies Program Director, is a significant opportunity for students to receive feedback and polish their work for publication.

The CAS Advisory Council, a group of community professionals committed to Asian studies, was instrumental to the establishment of the Asia Internship Program in Tokyo and Shanghai and is helping to establish additional internships in Indonesia. Internship and study abroad opportunities such as AIP and the Tang Global Seminar are publicized widely. Asian studies librarians assist with advising and coaching students for the Japan Exchange and Teaching Program and other related opportunities.

CAS offers career advising support, including two programs supported by UROP grants: panels for an undergraduate audience where Asian studies faculty discuss their research trajectories and experiences, and an undergraduate editorial assistant for the *Colorado Journal of Asian Studies*. Additionally, CAS regularly hires videography interns to record faculty lectures and interviews with research advice for undergraduate students.

CU Boulder students receive academic and career advising across the curriculum and across campus. The Alumni Association's Forever Buffs Network facilitates online interaction with alumni. In addition, Career Services, the Graduate School, and Education Abroad provide

services including job fairs, internship coordination, career resource libraries, consultation on career goals, and resume and interview workshops.

**D.3. Research and study abroad and access to other institutions' programs.** CU Boulder prioritizes and encourages study abroad. CAS faculty, staff, and advisors work with the CU Office of Education Abroad to assist students in selecting appropriate study abroad options in Asia, offering 63 programs in 14 Asian countries (Bhutan, Cambodia, China, India, Indonesia, Israel, Japan, Jordan, Nepal, Singapore, South Korea, Taiwan, Thailand, Vietnam), including 10 direct exchange programs in Hong Kong, Indonesia, Japan, Singapore, South Korea, and Taiwan. Exchange programs at Asian universities that are open to graduate students include Hebrew University of Jerusalem (Israel), National Yang Ming Chiao Tung University (Taiwan), Sophia University (Japan), and Waseda University (Japan).

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| **Table D.3. TOTAL STUDY ABROAD IN ASIA, 2018-2021** |
| **Year** | **Students** |
| 2018-19 | 120 |
| 2019-20 | 17 |
| 2020-21 | 3.4 |
| **Total** | **171** |

CAS has funded faculty-led undergraduate courses in Asia for two decades, including the Tang Global Seminar in China every summer and a summer course in Indonesia that began with CAS support in 2018.

While recent numbers have been impacted by the global pandemic and related travel restrictions, since 2018 171 CU Boulder students have studied abroad in Asia (Table D.3.). CU has the infrastructure and expertise in place to return to earlier study abroad rates as soon as health precautions allow.

In 2016, CAS Executive Director Salaz launched the Asia Internship Program (AIP), providing experiential-learning opportunities with credit-bearing summer internships at companies in Tokyo and Shanghai. During the pandemic these internships have moved online; while in-country internships will resume once travel to Asia is once again safe and reliable, CAS

plans to continue offering virtual placements to expand access to this program for a wider and more diverse pool of CU students.

# QUALITY OF STAFF RESOURCES

* + 1. **Extent to which teaching faculty and other professional staff are qualified for the current and proposed Center activities and training programs.** CU Boulder's Asian studies teaching faculty and professional staff are highly qualified, with doctoral degrees from major research universities, publications by university presses and peer reviewed journals, extensive overseas experience, and language proficiency. They strive for excellence in teaching and mentoring. With new CAS Faculty Director and NRC PI Rinaldo bringing her expertise on gender, Islam, and social movements in Indonesia, and longtime CAS Executive Director and NRC Co-PI Salaz, who has an MA in Japanese and extensive experience with Asia-related projects and strategic planning, CAS brings dynamic leadership to Asian studies at CU Boulder. CAS Instructor and Asia Program Director Collins holds a PhD in global education with a focus on China and Thailand.

The teaching faculty at CU Boulder includes 117 Asia experts who teach courses with Asian studies content (Appendix III). Affiliated faculty and staff participate actively in teaching, supervising, and advising students. CAS-affiliated faculty (over 70% of whom are tenured or tenure-track) include internationally-recognized scholars such as Professor Oakes (former CAS faculty director) in Geography and Professor Yonemoto in History; a strong contingent of junior faculty; and non-tenure-track instructors with extensive expertise in teaching and curriculum design. CU Boulder Asian studies-related hires in the past four years include tenured and tenure- track faculty in ALC, Anthropology, Art and Art History, Ethnic Studies, Geography, and History. In addition to long-standing faculty strengths in East Asia, CU has built solid expertise

across regions within and across Asia, and many faculty approach their work from an interdisciplinary and/or transregional perspective (Table E.1.a.). CU Boulder is thus well situated to provide diverse perspectives on Asia (**NRC AP1)**.

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| **Table E.1.a. CU FACULTY EXPERTISE** |
| Transnational/ Comparative | 28% |
| East Asia | 46% |
| South Asia | 15% |
| Southeast Asia | 6% |
| West Asia | 6% |

Affiliate faculty serve or have served as editors of major journals and on national fellowship and grant review boards. They have won teaching awards and have served the field as officers of professional societies such as the Association for Asian Studies; consultants to business, non- profits, and the public sector; and collaborators with K-12 schools. As a marker of research excellence, affiliated faculty have received fellowships and grants totaling nearly $4 million in the past four years. For example, Geography Professors Oakes and Yeh were awarded $485,000 from the Henry Luce Foundation for the China Made project, a major research collaboration focused on Chinese infrastructure development across Asia. With such highly-qualified scholars at the helm, the quantity and diversity of faculty and staff provides CU Boulder and CAS with the resources to achieve the goals laid out in Section I.

* + 1. **Professional development.** CU Boulder faculty and instructors have access to training to enhance their teaching skills through the professional development outlined in Sections B.3. (language pedagogy) and C.3. (CTL offerings). CAS supports faculty research by organizing talks, symposia, performances, and conferences that facilitate interdisciplinary collaboration.

CAS recognizes the importance of providing professional development opportunities to staff and has secured funds in support of such opportunities from internal and external sources. CAS staff are encouraged to take advantage of professional development and leadership training opportunities offered by the university. CAS Executive Director Salaz maintains connections with program officers in the International and Foreign Language Education Office of the

Department of Education and regularly attends and presents at the Association of Asian Studies and CLAC Consortium conferences, using travel funding provided by CU Boulder and its Research and Innovation Office. Education Abroad provides funds for staff travel to expand their international expertise and meet with partners in the U.S. and abroad.

* + 1. **Time devoted to teaching, supervision, and advising.** CU Boulder **tenure-track** faculty are expected to devote 40% of their effort to teaching and supervising students, and an additional 20% service obligation may include outreach and service to the profession. **Instructors** devote at least 85% of their time to teaching and service; some also have a 15% commitment to research in areas such as curriculum, pedagogy, and translation. Professional **advisors** provide course selection support for undergraduate students according to their major(s), and faculty and instructors provide course, research, and career advising support to both undergraduate and graduate students. The CAS Faculty Directorship is a 50% position to allow the incumbent to remain engaged in teaching and mentoring students.
	1. **Adequacy of Center staffing and oversight arrangements and extent to which faculty from a variety of departments, professional schools, and the library are involved.** CAS activities are led by the Faculty Director, Executive Director, and Faculty Executive Committee, and are monitored through regular internal and external evaluations (Section G.4.). The CAS Executive Committee meets monthly to engage in planning and center oversight. Members have three-year terms; nominations are solicited from affiliated faculty each year. The Executive Committee selects from among the nominees with the goal of balancing the committee to represent departments across campus and teaching and research interests across Asia. Current members are from ALC, Art & Art History, Geography, History, and Women & Gender Studies. *Ex officio* members representing Business, Engineering, Law, the Libraries, and CAS Outreach

serve on the Executive Committee for open terms to facilitate cross-campus collaboration. The Asian Studies program director oversees the curricular aspects of the Asian Studies major and minor, teaches undergraduate courses, and supervises undergraduate student research in Asian Studies. An external Advisory Council composed of community members and alumni is consulted for strategic planning, networking, and fundraising.

# Quality of CAS staff for administration and outreach.

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| **Table E.2.a. CAS STAFF AND ADMINISTRATIVE PERSONNEL** |
| **POSITION** | **NAME** | **PERCENTAGE** |
| CAS Director, NRC P.I. | Rinaldo | .50 FTE |
| CAS Executive Director, NRC Co-P.I. | Salaz | .80 FTE (**CU/Title VI**) |
| Asian Studies Instructor | Collins | 1.0 FTE |
| Tibetan and Himalayan Studies Instructor | Tsepak | 1.0FTE (**CU/Title VI**) |
| Climate and Society in Asia Instructor | *proposed* | .50 FTE (**CU/Title VI)** |
| CAS Event Coordinator | Williams | .75 FTE |
| CAS Finance and Grant Administrator/FLAS Coordinator | *pending* | .75 FTE (**CU/ Title VI**) |
| Arts & Sciences Research Administrator | *pending* | 1.0FTE (**CU**) |
| SSEWA Outreach and CLAC Coordinator | *proposed* | .50 FTE (**Title VI**) |
| Professional Advisor for Undergraduate Majors | Luft | 1.0 FTE |
| Associate Director for Outreach, Director of TEA | Parisi | 1.0 FTE |
| TEA Senior Staff Associate/Japan Korea Programs | Ishida | 1.0 FTE |
| TEA Senior Staff Associate/China Programs | Kalinauskas | .50 FTE |
| AATJ Executive Director | Schmidt | 1.0 FTE |
| CAS Editorial Assistant | *rotates* | Hourly Appointment |
| Undergraduate Interns | *rotates* | Hourly Appointment |

CAS has long benefited from high-quality staff (Table E.2.a.). Executive Director Salaz has been at CAS since 2005. Current support staff positions consist of a 75% Event Coordinator (at CAS since 2017) and a 75% Finance and Grant Administrator (search underway). The Program for Teaching East Asia (TEA) supports a staff of three research faculty. TEA Director Parisi serves as CAS Associate Director for Outreach. Parisi holds an MA in Asian Studies and certification in secondary education, with 45 years' experience in classroom teaching, curriculum development, and Asian studies outreach. TEA's Japan-Korea Program Coordinator holds MA degrees in

Asian studies and education; the China Program Coordinator holds a PhD in Chinese literature. All three have been instructors at the elementary, secondary, or college level.

The CAS executive director and research faculty contribute to the fields of Asian studies and K-12 education at the state and national levels. They serve on editorial boards, professional award selection committees and conference planning committees, and contribute to professional journals and other publications. They participate in local and regional community, business, and cultural organizations and collaborate with higher education partners in the U.S. and Asia.

* + 1. **Broad faculty involvement.** Affiliated faculty from 25 departments and 5 professional schools as well as the Libraries are closely involved with CAS and bring CAS into engagement with their departments and disciplines through invited speakers, collaborative course development, and participation in CAS committees. CAS has more affiliated faculty than any other center on the CU Boulder campus. In addition to the Executive Committee, affiliated faculty serve on the Speakers and Events Committee, the UISFL Steering Committee, and the Curriculum Committee. They also serve on scholarship and internship selection committees, including the FLAS Selection Committee (Section K and Appendix III).
	1. **Non-discriminatory employment practices.** CU Boulder is committed to non- discriminatory practices in Asian studies faculty and staff hires. Native speakers of Asian languages and members of Asian and Asian American heritage groups are particularly valued members of the Asian studies community at CU. 44% of CAS affiliated faculty are women, while 47% are members of under-represented communities. CAS staff is 79% women and 29% minority. For more information, see GEPA statement.

# STRENGTH OF LIBRARIES

* + 1. **Library holdings.** The CU Libraries' Asia-related holdings are approximately 214,792

volumes. The collection ranks 29th in North America according to the Council of East Asian Libraries (CEAL). **It curates the largest collection of Asia related materials in the Mountain West and Southwest.** Materials in subscription and open access databases are seamlessly integrated

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| **Table F.1.a.1. ENGLISH-LANGUAGE HOLDINGS, January 2022** |
| **Country** | **Books** | **eBooks** | **Serials** | **Multimedia\*** | **Microform** |
| **China** | 68,562 | 1,387 | 7,466 | 3,141 | 6,794 |
| **Japan** | 31,511 | 165 | 6,173 | 3,342 | 2,014 |
| **Korea** | 4,620 | 32 | 316 | 1,054 | 760 |
| **Tibet** | 1,725 | 795 | 21 | 226 | 20 |
| **India** | 17,288 | 13,011 | 158 | 326 | 428 |
| **Indonesia** | 2,827 | 3,968 | 199 | 1,217 | 99 |
| **Sri Lanka** | 998 | 1,167 | 170 | 123 | 65 |
| **Malaysia** | 2,504 | 2,416 | 505 | 276 | 141 |
| **Vietnam** | 5,769 | 4,984 | 730 | 595 | 713 |
| **Iraq** | 3,746 | 6,560 | 231 | 853 | 236 |
| **Iran** | 4,783 | 5,823 | 577 | 871 | 589 |
| **Afghanistan** | 1,718 | 3,797 | 103 | 677 | 122 |
| **Nepal** | 1,405 | 813 | 81 | 1,269 | 35 |
| **Pakistan** | 2,591 | 2,959 | 305 | 338 | 95 |
| **Saudi Arabia** | 1,163 | 1,254 | 105 | 251 | 216 |
| **Bangladesh** | 214 | 120 | 99 | 7 | 13 |
| **Totals** | **151,424** | **49,251** | **17,239** | **14,566** | **12,340** |
| **Grand Total** | **244,820** |
| \* Includes all physical and digital maps, graphics, video, photos, and art |

through the Libraries' online catalog to create vast digital holdings totaling 73 million materials, with nearly 40 million in Asian languages. Holdings include diverse formats: books, scholarly articles, newspapers, multimedia (video, audio, cartographic, etc.), and high-quality scans of primary source materials.

The collection is one of the youngest in the U.S., only formally founded in 1989. It has grown rapidly since its inception through close ties between the faculty librarians and research and teaching faculty. Donations are sought aggressively and processed quickly into collections. Conservatively, the library holds approximately 244,820 English language volumes on Asia

(Table F.1.a.1.); vernacular materials make up another 166,563 volumes (Table F.1.a.2.). Physical materials make up the majority of the collection at 79%; the remaining 21% are individual eResource purchases. There are 24 databases dedicated

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| **Table F.1.a.2. VERNACULAR HOLDINGS, January 2022** |
| **Language** | **Books** | **eBooks** | **Serials** | **Multimedia\*** | **Microform** |
| **Chinese** | 76,336 | 1,388 | 7,467 | 1,557 | 1,265 |
| **Japanese** | 37,169 | 192 | 6,636 | 1,204 | 2,045 |
| **Urdu** | 362 | 2,428 | 37 | 26 | 0 |
| **Arabic** | 2,936 | 372 | 245 | 451 | 18 |
| **Hindi** | 1,417 | 609 | 89 | 369 | 1 |
| **Korean** | 3,026 | 2,415 | 1,935 | 658 | 22 |
| **Tibetan** | 1,103 | 27 | 32 | 67 | 0 |
| **Languages of India (except Hindi)** | 492 | 1,873 | 33 | 127 | 1 |
| **Farsi** | 1,472 | 63 | 166 | 225 | 0 |
| **Languages of Indonesia** | 98 | 425 | 144 | 90 | 2 |
| **Other Asian Languages** | 2,211 | 965 | 2,769 | 1,481 | 22 |
| **Total** | **126,622** | **10,757** | **19,553** | **6,255** | **3,376** |
| **Grand Total** | **166,563** |
| \* Includes all physical and digital maps, graphics, video, photos, and art |

exclusively to the study of Asia, and 1,350 databases host a range of primary resources and secondary peer reviewed research.

* + 1. **Financial support for staff and acquisitions of library materials.** In 2020-21, funding specifically for Asian languages totaled $100,035, and $1,672,121 was spent on interdisciplinary English language materials on Asia. The College of Arts and Sciences provides the Libraries with $10,000 in monograph funds for each new faculty member. Over the last four years, the College has provided $90,000 to support the growth of Asia-related materials.

Two full-time faculty librarians and 1.0 FTE cataloging staff are dedicated to Asian studies, the only subject area in the Libraries to have more than one dedicated librarian or cataloger.

Seven additional faculty librarians from disciplines in the humanities and social sciences collaborate closely with the Asian studies librarians to procure vernacular and English content on Asia in their subject areas. Six professional staff in collection development, acquisitions, and

interlibrary loan make significant contributions to the Asia collection. The Libraries' total in 2020-21 annual spending for these salaries and professional development was $1,896,549.

**F.2. Accessibility of materials.** The Libraries participate in several consortia to increase access.

Locally, CU is the flagship member of the Colorado Alliance of Academic Research Libraries, reciprocally sharing materials with 48 Colorado and Wyoming public and academic libraries. The Libraries further shares its resources with a Missouri consortium of 71 libraries. Regionally, CU is part of the 38 member Greater Western Libraries Alliance, sharing resources to bulk-purchase database subscriptions, while providing free interlibrary loan between members. Internationally, the Libraries is a member of the Center for Research Libraries, where all 241 member libraries pool funding to gain access to difficult-to-acquire materials. This consortium has been especially important for collections in Chinese and Japanese, including digital content, historical research materials, periodicals, newspapers, and dissertations. Collections are accessible through OCLC, a worldwide network of libraries which maintains the WorldCat database.

The Libraries firmly prioritizes the **use of materials and proactively reaches out to faculty and students** to encourage utilization of its collections for research and teaching. Even special collections and archival materials, traditionally limited to graduate and faculty research, are utilized in undergraduate education. Librarians regularly examine the archives and special materials to recommend them to faculty and **reach out to Asian diaspora communities** about rare holdings to **foster outreach and engagement.**

In 2021, the Libraries digitized over 3,000 Asian language volumes unique to CU Boulder's collections in cooperation with the Google Books Project and HathiTrust. Librarians produce online research guides that help students, faculty, and the public navigate Asian vernacular and English language books on Asia. These guides were viewed over 4,200 times last year.

# IMPACT AND EVALUATION

* 1. **(FLAS) Activity and training program contributions to supply of specialists.** CU Boulder activities contribute to an improved supply of Asian studies specialists in Colorado and nationally. See Section G.1.a. for enrollment/placement data.

**G.1.a. Extent of impact of the Center's activities and training programs on the university, community, region, and Nation.** CU Boulder's Asian studies activities and programs have a significant impact on the university, community, region, and the nation. To track these impacts, CAS collects and analyzes data on courses and enrollments, graduate placements, participation rates for events, and usage of resources, with the cooperation of the CU Office of Data Analytics, Education Abroad, the Registrar, and the Alumni Association.

**Enrollments** in CU Boulder's Asian studies classes have increased significantly. In the decade following the founding of CAS in 1999, undergraduate student enrollment in Asia-related courses at CU increased by 145%, Asia-related majors increased by 168%, and Asia-related course offerings increased by 217%. In 2017-18, enrollment in undergraduate Asia-related courses was 8,464. Despite the challenges of the COVID-19 pandemic, in 2020-21, enrollment in Asia-related classes at CU Boulder grew to 10,765, showing an increase of 21%.

A substantial number of CU Boulder Asian studies **undergraduate alumni** matriculate into advanced language and area or international studies programs or related professional programs. CAS exit surveys since 2014 show that CU Boulder **Asian Studies majors** go onto graduate or professional training (20%) as well as jobs in higher education (12%), the private sector (48%), and non-profits (12%). Based on CAS-administered exit surveys, between 2019 and 2021, 15% of **CU Boulder Asia-related undergraduates** (those who have taken at least 15 credits related to Asia) went on to graduate or professional training; 48% joined the private sector, 5% went

into government or military, 8% worked for international organizations, 8% worked for non- profits, and 5% went into K-12 teaching and administration (**NRC AP1**).

A 2020 CAS-administered survey of **students who participated in CAS's Tang Global Seminar in China** between 2012 and 2019 received responses from 38 alumni, including 13 (34%) who were working or studying in higher education, with several in Asian studies; 17 (45%) working in private sector jobs; and 3 (8%) working in government and public sector jobs (**NRC AP1**). Students who participate in this seminar, many of whom have had limited exposure to Asian studies and can demonstrate financial need, return with foundational knowledge about China and many seek further opportunities to pursue Chinese language and area studies.

Of the **graduate students with an Asia focus** who have completed their studies at CU in the past three years, roughly half have gone into teaching and research, 25% into government and non-profits, and 12% into the private sector. Many of these positions are Asia related. For example, **2020-21 data for graduates of the Chinese MA program (ALC)** shows 5 placements in PhD programs at Harvard, Princeton, Oregon, Oxford, and St. Louis University (**NRC AP1**).

CAS data on placement of **past CU Boulder Asian language FLAS fellowship recipients** shows a rate double the overall CU Boulder rate for students going into higher education teaching and/or research. A survey of these recipients shows that 76% have gone into higher education positions, while 12% are working in the private sector. We expect FLAS fellowships to continue having a high rate of success in graduate placements, thus contributing to national needs for Asian language and regional expertise (**NRC AP1**).

Students who participated in CAS programs have won prestigious fellowships for research in Asia, including priority countries. Recent highlights include **Jessica Yan, a 2018 alumna of the Tang Global Seminar** who was awarded the 2022 Schwarzmann Scholarship for an MA in

global issues at Tsinghua University. **Tracy Fehr, a sociology PhD student,** was awarded a 2022 Fulbright-Hays fellowship for Nepal. **Xiaoling Chen, a PhD student in Geography** won a 2021-22 Society of Woman Geographers Fellowship for dissertation research in China.

CAS's significant impact on the community can be seen through participation rates at CAS events, which draw over **2,000 people annually**. When the pandemic forced events to be held virtually, CAS posted notices about lectures on platforms including H-Asia and social media, leading to **international audiences**. CAS's October 2021 panel on the U.S. departure from Afghanistan attracted nearly 100 audience members from across Colorado and the U.S., Europe, and Asia. CAS makes a **national impact** through professional development projects such as summer institutes on Asia for K-12 teachers, which reach thousands of **primary and secondary teachers nationwide** (**NRC AP2**).

In short, Asian area studies teaching and research has a **significant impact** on the CU campus, the Boulder/Denver community, the Rocky Mountain region, and the nation. CAS is increasing the supply of Coloradans with expertise on Asia, as well as contributing to national needs for Asia knowledge.

* 1. **Record of placing students into post-graduate employment, education, or training in areas of national need and efforts to increase those numbers.** CU Boulder regularly places students in government service in areas of national need, including expertise in Asian languages such as Chinese, Indonesian, and Hindi, and students also bring their advanced language and cultural knowledge to the education, business, and nonprofit sectors.

Students who study Asia at CU Boulder matriculate into advanced language and area or international studies programs and/or related professional programs (Section G.1.a.). CAS works to increase these numbers by regularly offering panels on careers and graduate programs in

Asian studies, and CAS affiliated faculty are active mentors, encouraging students to pursue employment, education, and training in areas of national need.

* 1. **Activities of the Center and awarded FLAS fellowships address areas of national need and disseminate information to the public.** CAS offers research, teaching, and outreach that focuses on **priority world regions such as China and Southeast Asia**. CU Boulder currently offers training in **9 Asian languages**, all of which are **national priorities and LCTLs**.

All **FLAS fellowships awarded by CAS since 2006 address national needs, since all of the Asian languages at CU Boulder are priority languages** (**FLAS CPP 2**). Approximately two-thirds of FLAS fellowships were awarded for advanced-level language study. The high percentage of past CU Boulder FLAS recipients working in higher education is a significant contribution to national needs for Asian language and area studies expertise.

CAS initiatives contribute to placing students in postgraduate employment, education, and training in areas of national need (Section G.1.a.). Ongoing CAS-sponsored research initiatives such as the **Tibet Himalaya Initiative** and the **China Made Project** address issues of national need and make a national and international scholarly impact, assuring CU Boulder's position as a leader in the study of transregional Asian connections (**NRC AP1**).

CAS provides Asian expertise to the **Colorado communit**y. CAS is engaged in professional development for teachers in Asian languages and area studies at K-16 levels nationwide (**NRC AP2**; see Section H). Through collaborative relationships built with organizations such as the World Trade Center Denver, the International Business Circle (Boulder/Denver), and the Colorado International Trade Office, CAS is committed to bringing the resource of CU's Asian studies expertise to Colorado's professional and government communities. CAS talks and events attract large audiences, disseminating crucial information about Asia to the public (Section

G.1.a.). The CAS website provides online access to the products of our talks and symposia.

With NRC funding, we will develop partnerships with two minority-serving institutions, the Institute for International Business at CU Denver and Metropolitan State University of Denver, which will provide opportunities for students from underrepresented and non-traditional backgrounds to access Asian studies expertise at CU Boulder and to expand Asian studies at those institutions (**NRC AP1, CPP**).

* 1. **Evaluation plan.** Recent CAS initiatives in CLAC, Southeast Asian Studies, and Tibetan and Himalayan Studies involved discussions with independent evaluation specialists from the national **CLAC Consortium** and the **Center for Assessment, Design, Research and Evaluation (CADRE, housed in the School of Education at CU Boulder)**. CAS established our internal evaluation and assessment procedures in consultation with them and revised our CLAC faculty training in response to their feedback. With NRC funding, CAS will **work with CADRE to develop a comprehensive evaluation plan for our entire program**.

CAS' regular evaluation procedures and tools include exit surveys from Asian Studies and Asia-related graduates, qualitative surveys of current Asian studies students and faculty and K- 12 teachers participating in professional development programs, and surveys of community members regarding the impact of outreach activities. The Executive Committee and Speaker Committee monitor these surveys and adjust curricular and outreach activities accordingly.

As a CU Boulder program, CAS undergoes a thorough program review and reauthorization process every seven years, most recently in AY 2016-17. This review includes evaluations from internal and external faculty evaluators. The next **CU Boulder program review** will be during the third year of this grant, **2023-24**. These reviews, in combination with reviews of previous Title VI grants and applications, have provided specific recommendations for program

improvement, and CAS has implemented most of these recommendations. CAS was commended by the External Evaluation Committee in the most recent review as "an exemplary area studies center." That review found that CU had addressed nine out of eleven specific recommendations made by evaluators during the previous (2009-10) program review, including adding a full-time program director and instructor position for CAS to oversee the Asian Studies curriculum and major, creating an Asian Studies minor and graduate certificate in Asian Studies, building capacity in key Asian regions of Southeast Asia and Tibet/Himalaya, and developing strategic partnerships. The 2016-17 program review recommended that the College of Arts and Sciences should provide CAS and other centers with a more sustainable funding model. This has been accomplished. The next review (occurring in grant year 3), will provide recommendations for program improvement in the final year of the grant and beyond.

* 1. **Provision for equal access and treatment of under-represented groups.** CAS cooperates enthusiastically in the efforts of the CU Office of Diversity, Equity, and Community Engagement (ODECE), which implements university policies on nondiscrimination (see GEPA statement, page GEPA.1). We follow CU Boulder's principles of diversity, equity, and inclusion in all CAS hiring, programs, and activities. To ensure that our internships, study abroad opportunities, and FLAS fellowships reach the broadest possible audience, we publicize them extensively to students in the College of Arts and Sciences as well as the professional schools. Thanks to donations, we can provide scholarships for students to participate in the Tang Seminar and AIP, ensuring that students from less-advantaged backgrounds can participate.

CAS is a hub for diversity on the CU campus. A significant percentage of faculty affiliated with the Center identify as Asian, and the Center has become known as a space for bringing together faculty, students, and staff from diverse backgrounds (Section E.3.). In fall 2021, 23.5%

of Asian Studies majors identified as Asian, 14.1% as Latino, and 23.2% as first-generation college students, significantly exceeding College of Arts and Sciences rates of 5.2% of students who identify as Asian, 13.3% as Latino and 16.2% as first generation (**NRC AP1**).

CAS will promote equal access and treatment of under-represented groups by adding need- based criteria for FLAS fellowships and recruiting pre-professional and professional applicants. For example, in partnering with Engineering for a Climate and Society in Asia initiative (see Section I for more details), CAS will prioritize an Engineering student for one of the FLAS fellowships. CAS will also reserve one undergraduate FLAS grant each year for a student from our partner Metropolitan State University of Denver, a minority-serving institution. These activities will promote equal access for under-represented groups as well as professional school students who are not traditional applicants to FLAS programs (**NRC CPP** and **FLAS CPP1**).

# OUTREACH ACTIVITIES

* 1. **Center demonstrates significant and measurable regional and national impact on, and faculty and professional school involvement in, domestic outreach activities.** CAS has a strong track record of significant faculty and staff involvement in domestic outreach activities that impact elementary and secondary schools; postsecondary institutions; and business, media, and the general public. Under the experienced direction of Executive Director Salaz and TEA Director Parisi, and with the new energy of faculty Director Rinaldo, CAS' outreach initiatives build on existing highly-regarded programs for the public and K-16 teachers (**NRC AP2**).

As an NRC, CAS will focus outreach efforts on 1) balancing East Asia-focused programming with an expanded K-14 outreach program on South, Southeast, and West Asia (SSEWA), including expanded professional development courses via virtual and traditional classroom modes and online teaching resource support; 2) collaborating with the University of Colorado

School of Education to encourage (a) students in Asia-related majors and minors to pursue teaching and (b) preservice teachers to pursue concentrations in Asia; and 3) building and expanding relationships with non-profit organizations, government agencies, and businesses to increase familiarity with Asia in the broader community.

Seizing on the opportunities presented by the pandemic, CAS is ideally positioned to expand and strengthen outreach to target audiences via virtual programming, especially for K-14 teachers, and local, national, and international audiences interested in Asia. For all outreach initiatives, a focus for the NRC will be to better meet the needs of rural, diverse, and underserved communities across the country through the expanded opportunities of virtual, interactive programming. (See Section I for details on proposed outreach activities.)

* + 1. **Outreach to elementary and secondary schools.** CAS is home to professional development and curriculum development programs for K-12 teachers and schools through the Program for Teaching East Asia (TEA) and the National Consortium for Teaching about Asia (NCTA). TEA programs are conducted by three research faculty (2.5 FTE), in collaboration with CU Asian studies faculty as well as Asianists from institutions around the country. Current and recent offerings to the K-12 community include annual summer institutes on East Asia for secondary teachers; occasional study tours to East Asia for K-12 teachers; an extensive program of recertification-credit-bearing professional development courses; intensive summer language study for Chinese teachers under the auspices of the National Security Agency STARTalk program; a lending resource library for K-12 educators; a national monthly electronic newsletter and Twitter feed; and curriculum and resource development, disseminated free online. TEA's NCTA courses engage teacher participants in synchronous and asynchronous academic presentations, readings, moderated discussion forums, and strategies for integrating academic

content into classroom instruction. All of these draw upon the expertise of CU faculty, guest webinars by other national specialists, and TEA's research faculty.

Annually, TEA serves another 20-30 teachers nationwide through its intensive summer institutes, which offer Continuing Education graduate credit through the CU School of Education. These institutes take place on the CU campus (virtual in 2021), providing teachers with intensive, in-depth study of a particular topic in East Asian studies.

Since 2013, NCTA at TEA has compiled an online video library of expert presentations designed to provide concise overviews of complex topics in Asian studies to classroom teachers. TEA actively disseminates resources and professional development opportunities through the TEA monthly e-newsletter, which reaches over 4400 individual educators and Asian studies programs; the TEA Twitter feed; and the NCTA website and Facebook page.

Additional education outreach is provided in collaboration with the American Association of Teachers of Japanese (AATJ), headquartered at CAS. AATJ coordinates K-16 professional development workshops for Japanese language teachers nationwide, including online courses for teachers at all levels; organizes collaborative curriculum development projects for teachers; administers study abroad scholarship competitions, online student exams, contests, and other activities involving more than 7,000 students annually across the nation; and conducts workshops promoting better articulation between K-12 and university language programs. CU Boulder serves as one of 18 test sites in the U.S. for the Japanese Language Proficiency Test (JLPT), an annual examination given worldwide to thousands of non-native learners of Japanese.

* + 1. **Outreach to postsecondary institutions.** CAS currently provides outreach to other colleges and universities through an Asian Studies Colorado listserv, event programming, informal networks, and information about Asian studies activities on the CAS website. CAS

actively collaborates with CU Denver's Institute of International Business-CIBER, where CAS Director Rinaldo serves on the Advisory Council. CAS's April 2022 Asia Symposium, "Why Teach Asia in Colorado?" will bring Asian studies faculty from around the state and region together to share their academic expertise with the broader community.

* + 1. **Outreach to business, media, government, and the public.** During her tenure at CAS, Executive Director Salaz has led the Center in partnerships with the World Trade Center Denver, the Colorado International Trade Office, StudyColorado at the Colorado Department of Higher Education, and the Japanese Consulate in Denver. In 2014, CAS was an inaugural partner in the annual Jaipur Literature Festival Colorado (JLF) and has played a central role in connecting CU faculty, as well as community members, with the JLF ever since. Through its Advisory Council, CAS has launched a partnership with the International Business Circle (IBC), a membership organization for executives in the region with an interest in global business, providing faculty and other speakers for IBC events each quarter.

CAS offers a robust academic-year program of events for audiences on campus and in the community. Most CAS events are recorded and made accessible to the public via the CAS website. In 2020, these offerings transitioned to virtual programs, resulting in participation from around the world (Section G.1.a.). This virtual format had the advantage of creating greater accessibility for K-12 and higher education audiences, as well as those from diverse backgrounds and economic means. Activities undertaken by CAS outreach faculty will continue to be accessible to the general public via CAS social media platforms and web resources.

# PROGRAM PLANNING AND BUDGET

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| **Table I.1. PROJECT GOALS, ACTIVITIES, AND TIMELINE** |
| **Goals** | **Activities** | **Y1** | **Y2** | **Y3** | **Y4** | **Priorities****Addressed** |
| 1. Promoting diversity, equity and inclusion in Asian studies | Teaching professor hire in Arabic/West Asia | X | X | X | X | NRC AP1 |
| Need-based summer FLAS for undergraduates, including MSU Denver student and student from School of Engineering | X | X | X | X | NRC CPP, FLAS CPP1, 2 |
| Partnership with MSU Denver (MSI)FLAS fellowship for MSU Denver studentTravel honoraria for MSU Denver students/faculty Joint speakerJoint cultural event | X X XX X | X X XX X | X X XX X | X X XX X | NRC CPP, FLAS CPP2 |
| Partnership with CU Denver IIB-CIBER (MSI)Joint career panel Southeast Asia talkTravel honoraria for CU Denver students | XXX X | XXX X | XXX X | XXX X | NRC CPP NRC API NRC AP2 |
| Tibetan DILS instructor |  | X | X | X | NRC AP1, FLAS CPP2 |
| 2. Broadening student impact | Asian Studies CLAC | X | X | X | X | NRC AP1 |
| Asia Internship Program | X | X | X | X | NRC AP1 |
| Climate and Society in Asia collaboration with School of Engineering - instructor hire | X | X | X | X | NRC AP1 |
| Faculty course development grants | X | X | X | X | NRC AP1 |
| Need-based summer FLAS for undergraduates,including MSU Denver and CU Boulder Engineering students | X | X | X | X | NRC CPP, FLAS CPP1, 2 |
| LCTL pedagogy workshops | X | X |  |  | NRC AP1, FLAS CPP2 |
| Project evaluation | X | X | X | X | NRC AP1 |
| 3. Supporting faculty and student research in Asian studies | Annual Symposium | X | X | CU | X | NRC AP1 |
| CAS Speaker Series programming | X | X | X | X | NRC AP1 |
| Social Sciences initiatives | X | X | CU | CU | NRC AP1 |
| Workshops for non-Asia specialists | X |  | X |  | NRC AP1 |
| Asian studies library acquisitions | X | X |  |  | NRC AP1 |
| Graduate FLAS fellowships | X | X | X | X | NRC AP1, FLAS CPP1, 2 |
| 4. Strengthening outreach opportunities for K-14 professional development and teacher training | SSEWA outreach position | X | X | X | X | NRC AP1, 2 |
| SSEWA online school year courses for secondary teachers and grade 9-14 educators | X | X | X | X | NRC AP1, 2 |
| SSEWA Saturday workshops for elementary and middle school instructors | X | X | X | X | NRC AP1, 2 |
| SSEWA summer workshops for grade 9-14 instructors | X |  | X |  | NRC AP1, 2 |
| Preservice education workshop program |  | X |  | X | NRC AP1, 2 |

* 1. **Timeline demonstrating how proposed activities contribute to a strengthened program and effective use of resources and personnel.** CU Boulder requests funding for activities that advance NRC/FLAS purposes, priorities, and competitive preferences. Activities are designed to strengthen instruction in languages that are national needs, contribute to fuller understanding of

countries and regions where Asian languages are spoken, and provide opportunities for research and teaching on important issues in world affairs.

The overall theme for this 2022-2026 NRC proposal is ***Infusing Asia Across Campus***, to be accomplished by offering programming covering a broad spectrum, from introducing Asia to

non-specialists to encouraging depth and specialization in Asian studies. This theme encapsulates CU Boulder and CAS' efforts to both support existing Asian expertise and expand engagement with Asia, as expressed through the following four goals:

***Goal 1: Promoting diversity, equity, and inclusion in Asian studies***. We see Asian studies as contributing to diversity, equity, and inclusion efforts through promoting understanding and engagement with non-western societies and cultures. We seek to diversify Asian studies beyond a narrow geographical focus and to promote inclusivity in Asian studies. The activities associated with this goal will expand student access, particularly from underrepresented groups, and contribute to the teaching of Asian languages and area studies and providing diverse perspectives on Asia (**NRC AP1**).

***Goal 2: Broadening student impact***. This goal aims to increase our impact on undergraduate students through curriculum development, internships, and expanded access to Asian studies, especially areas of national need (**NRC AP1**).

***Goal 3: Supporting faculty and student research in Asian studies***. The activities associated with this goal will promote faculty and student research and teaching of Asian studies and Asian issues relevant to world affairs and national needs (**NRC AP1**).

***Goal 4: Strengthening outreach opportunities for K-14 professional development and teacher training****.* Professional development and teacher training are essential for ensuring that Asian studies are included in elementary and secondary school curricula. Such professional

development leverages the Asian studies resources of CU Boulder to expand Asian studies across the nation **(NRC AP2**).

Proposed activities to meet these goals over the NRC and FLAS grant period include:

* + 1. **Teaching Professor hire in Arabic language and civilization** (Y1). Given the difficult environment of pandemic-related budgets, this is an opportunity to ensure that filling this critical vacancy in ALC is prioritized (with matching by the College of Arts and Sciences). This hire meets NRC program goals of addressing areas of national need and diverse perspectives (**Goals 1-4; NRC AP1**).
		2. To promote diversity and inclusion in Asian studies, CAS will prioritize **need-based FLAS fellowships to undergraduate and graduate students** and encourage students from Engineering to apply (**Goals 1 & 2**). **Graduate FLAS fellowships** will enable graduate students to receive advanced Asian language and area studies training, facilitating their research in Asian studies (**Goal 3; FLAS CPP 1 & 2**).
		3. Two partnerships with **minority-serving institutions (MSIs)** in the Colorado Front Range will address **Goals 1-3**. The first partner is **Metropolitan State University of Denver** (**MSU Denver**); CAS will reserve a FLAS fellowship each year for an MSU Denver student, provide support for transportation for MSU Denver faculty and students to attend CAS events, annual funding for two speakers who will present at both institutions, and annual funding for jointly-organized Asian cultural events. The second partner will be the Institute for International Business, a Title VI Center for International Business Education (IIB-CIBER) at the **University of Colorado Denver (CU Denver)**. This partnership will allow IIB-CIBER students to enroll in Asian studies classes at CU Boulder, offer an accelerated pathway for CU Boulder Asian Studies majors to pursue

CU Denver's MS in International Business, offer annual joint Asia Career Forum events, provide support for IIB-CIBER faculty and students to attend CAS events, provide an annual lecture on Southeast Asia, and bring CU Boulder and CU Denver faculty together to discuss research collaborations (**NRC CPP, FLAS CPP2**).

* + 1. In support of Asian LCTL instruction, and to further develop Tibetan and Himalayan studies at CU Boulder, CAS will use NRC funds to hire a **Tibetan DILS instructor** (Y2- 4). This will allow Tibetan instruction to continue beyond the UISFL grant, extending the time available for establishing sufficient demand for the position to be picked up by CU in 2026-27 (**Goals 1 & 2; NRC AP1, FLAS CPP2**).
		2. CAS will use NRC funds to strengthen our **Culture and Languages Across the Curriculum (CLAC) program**, providing hiring a **part-time CLAC coordinator** to assist with offering two **course development grants** per year for non-language faculty to develop language co-seminars for content courses, and **CLAC conference travel** for professional and program development (Y2 & Y4). These efforts will expand the variety of Asian studies offerings for more students on campus (**Goal 2; NRC AP1**).
		3. CAS will **expand the Asia Internship Program** (AIP) to allow for more diverse participants and program offerings through annual **scholarship support for interns** and **program development travel** (Y1 & Y2). With Faculty Director Rinaldo's extensive networks in Indonesia and CU Boulder's new exchange program with Gadjah Mada University in Yogyakarta, CAS will develop **internship opportunities in Indonesia**, encouraging more diverse perspectives on Asia (**Goals 1 & 2**; **NRC AP1**).
		4. **In collaboration with Engineering**, CAS will spearhead a **"Climate and Society in Asia" initiative**, bringing together Engineering and Asian studies faculty and students to

analyze climate and environmental issues in Asia, contributing to greater understanding of issues of national and global importance. Because many Engineering students are from under-represented backgrounds and have not traditionally participated in Asian studies, this will enhance diversity and inclusion in Asian studies. Through this initiative, CAS will support the **hire of an instructor** (Y1) to **teach interdisciplinary undergraduate classes on climate and environmental issues in Asia** (**Goals 1-3; NRC AP1**).

* + 1. **Course development grants** tied to annual symposium themes will expand Asian studies offerings and instruction across campus, inviting students to gain a fuller understanding of Asian countries and regions and enhancing student research (**Goals 2 & 3, NRC AP1**).
		2. To further strengthen capacity in Asian language instruction, CAS will offer two **workshops on LCTL pedagogy** (Y1 & Y2) for language faculty members, promoting high-quality teaching and assessment across Asian languages (**Goal 2; NRC AP1, FLAS CPP2**).
		3. CAS will work with the **Center for Assessment, Design, Research and Evaluation (CADRE)** annually to develop a **comprehensive evaluation plan** that includes tracking student honors and awards, Asian Studies alumni as well as alumni of other Asia-related majors after graduation, student enrollments in Asian studies classes across campus, Asian study abroad and internship alumni, awards/fellowships for graduate students studying Asia, placements of graduate students studying Asia, FLAS recipient career placements, and Asia-related faculty research and collaborations (**Goal 2; NRC AP1**).
		4. CAS will use NRC funds for an **annual speaker series and annual symposium, with themes chosen to highlight current collaborations and initiatives**, including DEI (2022-23), climate and society in Asia (2023-24), and West/East Asia connections (2024-

25; funded by CU). The final theme will be determined based on program evaluation and outcomes of Y1-3 symposia. The speaker series and symposium contribute to NRC/FLAS goals such as greater understanding of countries and regions where Asian languages are spoken, and facilitating research and teaching on important issues in world affairs (**Goals 1 & 3; NRC AP1**).

* + 1. In **collaboration with the Social Sciences Division, CAS will bring junior and mid- level Asian studies faculty speakers to campus each year** (Y1 & Y2, with matching for Y3 & Y4 from the Division) to build excitement about Asian studies in the social sciences and with an eye toward promoting potential Asian studies hires in the Division, thus expanding understanding of Asian countries and regions for students in the social sciences (**Goals 2 & 3; NRC AP1**).
		2. CAS will organize two themed **workshops to help faculty from across campus who do not specialize in Asian studies incorporate Asia into their research and teaching** (Y1 & Y3)**.** This will support research and teaching on Asia across campus, as well as promote critical thinking about important issues related to Asia (**Goal 3; NRC AP1**).
		3. CAS will use NRC funds for **library acquisitions** (Y1 & Y2), with a focus on expanding collections in **Southeast Asian** and **Tibetan and Himalayan studies** (**Goal 3; NRC AP1**).
		4. CAS proposes to expand **outreach** activities to include material on regions outside the TEA focus of East Asia, and to reach a broader audience of K-14 instructors. Proposed **outreach activities** include a hiring a part-time **South, Southeast, and West Asia (SSEWA) Outreach Coordinator** who will plan **summer residential workshops in Asian studies for Colorado grade 9-14 instructors** (Y1 & Y3) followed by **online**

**school year courses using related materials for secondary teachers and grade 9-14 instructors nationwide** (Y1-4)**;** a series of **Saturday workshops on Asian studies for elementary and middle schools instructors** (Y1-4); **joint TEA-SSEWA "Teaching About Asia" workshops in Asian studies for preservice K-12 teachers** (Y2 & Y4)**;** and the development and maintenance of an **online database** of recommended and virtually-accessible instructional resources related to SSEWA (**Goal 4; NRC AP1, AP2**).

* 1. **High-quality activities directly related to the NRC program purpose.** The activities we propose are of high quality and directly address the purposes of the NRC/FLAS program by promoting teaching of Asian languages at CU Boulder; promoting instruction in fields needed to provide full understanding of Asian regions and countries; promoting research and training in Asian area studies and foreign languages; promoting instruction and research on issues in world affairs (e.g. initiatives such as Climate and Society in Asia); broadening student access to Asian studies through partnerships with minority-serving institutions (CU Denver and MSU Denver); preparing students to encounter diverse perspectives; and encouraging service and employment in areas of national need. NRC and FLAS funding will expand high-quality interdisciplinary capacity in Asian studies teaching and research. These activities will ensure that CU Boulder continues to serve as a national and state resource for Asian studies.
	2. **Reasonable costs of proposed activities.** Despite its small staff, CAS has a demonstrated track record of leveraging resources for maximum impact and sustainable growth. CAS has developed successful programming using funding from the Japan Foundation, Korea Foundation, Henry Luce Foundation, Cressant Foundation, Freeman Foundation, Fulbright-Hays Group Projects Abroad, UISFL, and the Fulbright Language Teaching Assistant Program, in addition to operating funds from CU Boulder and gift and endowment funding. Title VI funds invested

during 2022-2026 will strengthen Asian studies on the CU campus and contribute to CAS's broad impact, including an increased supply of specialists in priority areas of national need and promoting critical thinking about global issues among students and the public.

* 1. **Long-term impact on undergraduate training.** The activities outlined in this proposal will have long-term impacts on undergraduate Asian studies training at CU Boulder, while expanding that impact to a more diverse set of students. By building CU Boulder's strength in Asian studies, NRC and FLAS funding will contribute to critical thinking and knowledge of Asia in the Rocky Mountain region-which ultimately expands our nation's expertise on Asia. CU Boulder is committed to sustaining CAS initiatives built with Title VI funding beyond the period of this current NRC cycle (**NRC AP1**).

# NRC COMPETITIVE PREFERENCE PRIORITY

This project addresses the **NRC Competitive Preference Priority** via our partnerships with two **Minority-Serving Institutions:** Metropolitan State University of Denver and the Institute for International Business-CIBER at the University of Colorado Denver.

CAS has developed the MSU Denver partnership with Asian studies faculty who have recently launched MSU Denver's provisional interdisciplinary Asian studies minor. CAS will reserve one FLAS summer fellowship for an MSU Denver student (**FLAS CPP 2**). With the aim of inclusion in Asian studies for students from under-represented backgrounds, CAS will use NRC funds to cover transportation costs for MSU Denver Asian studies faculty and students to participate in CAS events. CAS and MSU Denver Asian studies faculty will collaborate to invite two speakers each academic year to present at both institutions and will organize joint cultural events. Finally, to facilitate coordination, an MSU Denver faculty member will be invited to join the CAS Speaker and Event Committee.

The partnership with the Institute of International Business (IIB) at CU Denver (the only CIBER in the state of Colorado) has already begun, as CAS faculty director Rinaldo has joined IIB-CIBER's executive board and IIB-CIBER's faculty director Manuel Serapio has joined CAS's Executive Committee. The goals of this collaboration are to allow CU Denver international business majors to earn credit for Asian studies classes at CU Boulder and to provide CU Boulder Asian Studies majors with an accelerated pathway to CU Denver's MS in International Business. Along with these initiatives, CAS and IIB-CIBER will collaborate to organize an annual Career Forum for CU Boulder and CU Denver students, CAS will provide transportation funding for IIB-CIBER students to attend CAS events, and IIB-CIBER will cosponsor one CAS talk each year on Southeast Asia. Finally, as this collaboration develops we will seek to promote research partnerships between CU Denver international business faculty and CU Boulder Asian studies faculty.

# FLAS FELLOWSHIP SELECTION PROCEDURES

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| **Table K.1. FLAS APPLICANTS AND AWARDS, 2010-14** (5 AY, 3 SUMMER) |
|  | **AY 2010/11** | **Summer 2011** | **AY 2011/12** | **Summer 2012** | **AY 2012/13** | **Summer 2013** | **AY 2013/14** | **Summer 2014** |
| Applications Received | 20 | 19 | 21 | 12 | 18 | 7 | 16 | 10 |
| Fellowships Awarded | 5 | 7 | 5 | 7 | 5 | 4 | 6 | 6 |
| Degree Program | 2 PhD2 MA1 MA/PhD | 2 PhD6 MA. | 1 PhD4 MA | 2 PhD5 MA | 1 PhD4 MA | 4 MA | 5 PhD1 MA | 3 PhD3 MA |
| Priority Languages | 5 | 7 | 5 | 7 | 5 | 4 | 6 | 6 |
| Least-Commonly Taught Languages | 3 | 6 | 1 | 1 | 2 | 2 | 3 | 5 |
| Intermediate Proficiency and Above | 4 | 7 | 4 | 7 | 4 | 6 | 4 | 4 |
| Government Service or Professions Career Goal | 2 | 4 | 3 | 4 | 1 | 0 | 4 | 5 |
| Minority/Diverse Fellow | 0 | 1 | 1 | 0 | 0 | 3 | 1 | 0 |

CAS established a successful FLAS program from 2006 to 2014 (Table K.1.), and students and faculty recognize the significant impact FLAS has on student learning. With 2022-2026 funds, CAS will add **undergraduate fellowships, prioritize awards to students demonstrating**

**financial need (FLAS CPP 1 & 2)**, and **encourage applications from non-traditional candidates in professional and pre-professional fields through outreach to professional schools,** giving priority to at least one graduate or undergraduate award to a student from Engineering and one undergraduate award to our partner institution of MSU Denver (**NRC CPP**).

* 1. **Advertising.** CAS will utilize print and electronic media as well as in-person presentations to publicize FLAS fellowships to faculty and staff and potential applicants. FLAS awards will be advertised in the brochures, newsletters, and websites of ALC, CAS, affiliate and other appropriate departments, the Graduate School, and the professional schools. E-mail notices will be sent to academic advisors, faculty, and students. FLAS competitions will be announced in Asian language classes, with particular focus on intermediate and advanced classes. In addition, renewed emphasis will be placed on disseminating information about FLAS awards to professional school directors and faculty; this will be facilitated by the participation of senior international representatives from each professional school in the CAS Executive Committee, which began in spring 2022. At least one FLAS information session will be offered each year.

**To increase applicants from under-represented groups and diverse backgrounds**, we will work with the CU Office of Diversity, Equity and Community Engagement (ODECE) to identify and recruit a diverse pool of applicants. Need-based FLAS fellowships will be publicized via Financial Aid advisors. ODECE will promote FLAS via its communication channels. Posters advertising summer fellowships will be circulated to chairs and advisers across campus. Graduate-level FLAS awards are publicized via the Graduate School's website and websites and listservs for graduate programs, with application materials sent to prospective and continuing graduate students. To assist with graduate student recruitment, CAS has secured one out-of-state tuition differential each year from the CU Graduate School for an incoming student.

Special attention will be given to publicizing summer FLAS fellowships to **students at MSU Denver** through our faculty contacts there for intensive Asian language study on the CU campus and at other FLAS institutions (**NRC CPP**).

With the addition of summer undergraduate FLAS awards, CAS will concentrate efforts to reach the undergraduate community. All of the schools and colleges at CU will be asked to promote FLAS on their undergraduate scholarship websites and in related brochures. CAS will reach out to student groups for their assistance with publicizing FLAS.

* 1. **Application process.** The FLAS application will be posted on the CAS website and linked from departmental websites and other CU websites as appropriate. In addition to completing the FLAS application form, **graduate-level applicants** are required to submit all college-level transcripts; GRE/BMAT/or LSAT scores; three letters of recommendation; and a personal statement addressing previous training in the target language and area, proposed course of study during the award, and how Asian language and area study will facilitate future research and/or career goals. Those applying for need-based consideration will also provide a statement of financial need. Incoming graduate students are required to supply a copy of the Graduate School application and a nomination letter from a CAS faculty affiliate. **Undergraduate applicants** will be required to submit the application form, college-level transcripts, SAT/ACT scores, three letters of recommendation, personal statement, and documentation of expected family contribution, as determined under part F of Title IV of the HEA.
	2. **Selection criteria.** AY fellowships will be awarded for study of any modern Asian language (**FLAS CPP 2**) offered at CU and Summer FLAS for intensive Asian language study at CU or other accredited institutions. Fellows will be selected based on academic achievement, language ability, recommendations, commitment to apply language and area studies in future

careers, promise of high academic or professional achievement, significance of the proposed course of study to the academic or professional world, and financial need. Candidates with at least intermediate competence in the language are to be given preference.

**Priority will be given to graduate students demonstrating financial need**, with a goal of awarding at least one need-based academic year fellowship per year, and undergraduate applicants will be limited to those who can demonstrate need **(FLAS CPP 1)** and are at the intermediate level or beyond. **Preference for one award to a student from Engineering** and **one undergraduate award to a student from MSU Denver will be granted** (**NRC CPP**).

*Selection committee members will be asked to prioritize financial need* and then consider all other selection criteria in their review of applications.

* 1. **The selection committee** will consist of one faculty affiliate each from ALC, the Division of Arts and Humanities, the Division of Social Sciences, and one of the professional schools (on a rotating basis). The CAS Director will chair the committee and facilitate its deliberations, with assistance from the FLAS Coordinator. Committee members will review and rate candidates, then meet for final selections.
	2. **Timeline of selection process.** Application information and forms will be available year- round. Information sessions will be held in November. Application deadline will be 2/15; initial screening and ranking completed by 3/1; final selection by 3/15; and written notification by 4/1.
	3. **Relation to competitive priorities**. As described above, need-based summer FLAS awards will be made available to four undergraduate students per year, and financial need will be prioritized for at least one graduate fellowship each year (**FLAS CPP 1**). All of the Asian languages we offer are LCTLs, thereby meeting **FLAS CPP 2**.