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Asian Studies Center

University of Pittsburgh

Title VI National Resource Center Application (East Asia Undergraduate Center)

2022-2026

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| **Acronyms** |  |
| AAS | Association for Asian Studies |
| ASC | Asian Studies Center |
| CEAL | Council on East Asian Libraries |
| COMPASS | Competency & Program Assessment |
| CTL | Center for Teaching and Learning |
| DSAS | Dietrich School of Arts & Sciences at the University of Pittsburgh |
| EA | East Asia |
| EAL | East Asian Library |
| EALL | Department of East Asian Languages & Literatures |
| EAS | East Asian Studies |
| GSPIA | Graduate School of Public and International Affairs |
| LAC | Language Across the Curriculum |
| NCTA | National Consortium for Teaching about Asia |
| OEDI | Office of Equity, Diversity, and Inclusion |
| Pitt | University of Pittsburgh |
| Pitt GEO | University of Pittsburgh Global Experiences Office |
| SEALS | Summer East Asian Language Studies |
| SLO | Student Learning Outcomes |
| UCIS | University Center for International Studies |
| ULS | University Library System |
| VR | Virtual Reality |

**NOTE**: In the narrative below, references to the Budget are indicated in parentheses and are in bold text, such as (**VIII.A.2**)

# INTRODUCTION

For fifty years, the University of Pittsburgh (Pitt) Asian Studies Center (ASC) has been an essential resource for the campus and the community in building connections with Asia through its expertise, programs, and international collaborations. Over the past four years Pitt has made a deep and abiding commitment to global learning, with acknowledged strength and international recognition in the field. This is reflected, most recently, in the relocation of the editorial offices of *The Journal of Asian Studies* to the ASC. The Center is one of six area and global studies centers that serve the campus community. Organized under the umbrella of the University Center for International Studies (UCIS), this group forms the hub of internationalization efforts on campus.

Implementing a University-wide Global Plan to capitalize on its accomplishments as an East Asia National Resource Center (NRC), the ASC will build on a legacy of equipping hundreds of area studies experts who serve in a wide range of fields and help to not only educate professional and lay audiences, but also foster debate and understanding about the region. To meet the challenges of global transformation and to create equity and secure the future at a time of unprecedented social and political change, the Center is dedicated to a mission focused on expanding knowledge and achieving excellence through greater diversity and inclusion. It effectively leverages financial commitment from the University with its own endowments and external grants from agencies such as the Japan Foundation, the Freeman Foundation, the Ministry of Education, Republic of China, the Association for Asian Studies (AAS), and the Korea Foundation to develop new resources on East Asian Studies (EAS) and create outstanding academic programs. Dynamically redefining area studies, ASC leadership is committed to expanding knowledge about East Asia (EA) through research and teaching, strengthening connectivity with digital humanities as a tool for study and access, supporting advancements in language acquisition, and fostering engagement with educators and the public through programs,

partnerships, and collaboration.

This **undergraduate NRC** proposal requests support to expand ASC’s established programs and strategically build new initiatives to promote area studies and advanced language acquisition around the theme ***East Asia and Global Transformation: Expanding Knowledge, Creating Equity, and Securing the Future***. In cooperation with its Faculty Advisory Board, EAS faculty, and affiliated departments, ASC will enhance EAS with a perspective on global transformation that assesses East Asia’s impact beyond the continent and will pair it with the growing interest in digital humanities and new technologies for research and teaching. Drawing on new expertise and creativity fired in the crucible of the pandemic, the programs and initiatives described in this proposal provide a strategic opportunity to wed East Asia’s increasingly robust global interactions with advancements in language acquisition and technological innovations in scholarship and the sharing of research. Combining NRC funding with Pitt’s $1.4 million investment in its own global plan, EA-related activities are integrated into an institution-wide platform that will not only guide transformation across all academic units, but also expand Pitt’s impact through transnational learning, research, and community engagement.

# COMMITMENT TO SUBJECT AREA

* 1. *Operation of the Center:* Senior leadership at the University has shown a staunch commitment to global learning, research, partnerships, and community engagement in general, and to EAS in particular. The Director of UCIS, Dr. Ariel Armony, is also the University of Pittsburgh’s Vice Provost for Global Affairs and Chief Global Officer. Under his leadership, Pitt provided over $10.6 million in direct, institutional support in 2020–21 to EAS—over 40 times the yearly NRC budget requested (see Table A.1). Additional non-NRC outside annual support of just under $700,000 brings total EAS annual support to over $11 million. EAS has grown dramatically over the past decade, with significant increases in enrollments, courses, professional school activity, library

holdings, and outreach. Sponsorship for ASC’s operations includes funding (salary/fringe) for the Center’s Director (tenured full professor who administers ASC more than half-time) and the equivalent of 11 full-time professional and administrative staff. ASC also employs three graduate student assistants and four undergraduate assistants to assist in EAS activities. Pitt provides a suite of over ten offices, sites for events (lectures, films, concerts), and technology support including a dedicated Director of IT, video conferencing, and hosting of ASC’s website ([www.ucis.pitt.edu/asc).](http://www.ucis.pitt.edu/asc%29) Endowments with a total annual income of over $500,000 also benefit EAS, funding student scholarships, faculty research, and administrative support. Additionally, ASC manages several outside grants for EAS outreach, including a National Coordinating Site for the National Consortium for Teaching about Asia (NCTA) ($512,182 in 2020-21) that currently oversees 11 states;

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| **Table A.1: East Asian Studies Support, 2020-21** |
| **Direct Support from Pitt** |
| Salaries and Fringe: |
| Language Faculty | 1,607,192 |
| Non-Language Faculty | 5,897,309 |
| ASC Staff | 646,506 |
| Library Staff | 239,401 |
| Pitt GEO Staff | 151,976 |
| UCIS Administration | 506,843 |
| Library Acquisitions | 266,901 |
| Travel/Research Grants: |
| To Faculty | 171,000 |
| Japan Studies Postdoc SupportConference Support | 91,00052,000 |
| Student Aid: |
| Graduate Stipends/ Fellowships(Pitt-funded, non-FLAS) | 605,000 |
| Study Abroad | 64,700 |
| Tuition Aid (undergrads,non-FLAS) | 240,300 |
| Administrative: |
| Operations | 35,951 |
| UndergraduateCurriculum Development | 50,000 |
| Journal of Asian Studies | 73,786 |
| **TOTAL** | **10,669,865** |
| **Non-NRC Outside Support** |
| Association of Asian Studies | 93,000 |
| NCTA | 512,182 |
| Taiwan Studies Grants | 47,000 |
| Japan Foundation | 32,000 |
| Toshiba Foundation | 14,500 |
| **TOTAL** | **698,682** |
| **GRAND TOTAL** | **11,398,547** |

Taiwan Studies grant ($32,000); Chiu Family Foundation

($15,000), Japan Foundation Outreach Program Grant ($32,000), and a Toshiba International Foundation ($14,500) annual grant to support programming for the local business community. Finally, the Asian Studies Center houses the editorial staff for the *Journal of Asian Studies*, the premier journal in the field that is sponsored by AAS. ASC Director Joseph Alter is the editor, and funding from ASC and the AAS supports a managing editor and a graduate assistant (ASC

$73,000/AAS $93,000).

* 1. *Support for Teaching Staff:* Over 120 positions are currently EA-related, 80% are tenured or tenure-stream, and 61 (including three librarians) are core faculty whose primary research and teaching focuses on the region (see Appendix III). These faculty span over 20 academic departments or schools and represent a yearly investment of over $7.5 million. In the past four years, Pitt has hired numerous EAS faculty. For example, Cuilan Liu, a Harvard University graduate and Buddhist Studies scholar, is Assistant Professor of Religious Studies. Siyao Li in our Graduate School of Public and International Affairs (GSPIA) completed her Ph.D. at the University of Pennsylvania in Political Science. Another Penn graduate, Keisuke Yamada, is our Japan Studies Postdoctoral Scholar. Searches are scheduled for modern Chinese history, EA Archeology, Korean Language and Culture, and Pre-modern Chinese literature in 2022-24. Financially, ASC provided over $260,000 in faculty support in course development funds ($10,000), research support ($171,000), small grants ($35,000), and faculty conferences ($52,000).
	2. *Support for Library Resources:* Pitt’s East Asian Library (EAL) ranks 5th in United States public universities and 14th among academic libraries in North America and contains over 500,000 volumes. The collection is maintained by three full-time professional librarians. The Library’s strength is due to continued investment by Pitt. Funding for EA language (non-English) acquisitions, EA database licensing, and staff salary totaled $506,302 in 2020-21.
	3. *Support for Linkages Abroad:* Linkages with over 70 EA universities and other academic institutions mean that not only every academic department, but also each of the 14 graduate and professional schools have robust faculty and student exchange programs. Key exchanges include Peking, Tsinghua, Fudan, Sichuan, and Renmin universities in China; Kobe, Konan, and Ritsumeikan in Japan; Yonsei and Seoul National in Korea; Academia Sinica and

Taiwan Normal in Taiwan; Duy Tan and the University of Economics and Finance in Vietnam; and the Chinese University of Hong Kong. Major initiatives include the Sichuan University- Pittsburgh Institute, a large-scale engineering program operated by Pitt and Sichuan University with over 1,600 students in Chengdu. A partnership with the University of Pittsburgh Medical Center (UPMC) to build two new hospitals in China (Chengdu, Changsha) provides international opportunities for Pitt faculty and staff in medicine, nursing, and pharmacy. Other activities include a $100,000 fund for joint research between faculty from Pitt and Renmin University in the social sciences, and a Taiwan Studies program funded by the Ministry of Education, Taiwan.

* 1. *Support for Outreach:* Pitt prides itself as being the center of EAS outreach spanning western Pennsylvania, Maryland, West Virginia, Delaware, and eastern Ohio. ASC maintains six full-time staff positions for outreach activities. The Office of the Provost, University Center for International Studies (UCIS), and the Dietrich School of Arts & Sciences (DSAS) offer supplementary funds for a range of outreach programs. In addition to internal efforts, ASC also supports a National Coordinating Site for the National Consortium for Teaching about Asia (NCTA) with activities in 11 states. Pitt-funded outreach spending surpassed $214,000 in 2020– 21 and directly reached over 25,000 people. Additional non-NRC funded external grants for outreach totaled $600,000. Over 87% of programs were co-sponsored with outside organizations.
	2. *Support for Students:* In 2021-2022, ASC budgeted over $900,000 in non-FLAS tuition remission funds, fellowships, and direct scholarships, which supplemented $166,500 in FLAS support. Over 25% of these awards were given to students in professional schools, and a third went to undergraduates. Over 20 different ASC/UCIS tuition awards and scholarships for undergraduate area studies, language study, and study abroad supplement our FLAS awards. Furthermore, ASC continues to build its student support—a sizable donation (2019) in

recognition of Thomas and Evelyn Rawski funds student research in China. Graduate students have numerous options for funding. All Ph.D. students in the DSAS receive five years of support. Funding for international research and travel is available from ASC, UCIS, Pitt Global Experiences Office (Pitt GEO), departments, and professional schools. FLAS awardees receive Pitt funding to assist in covering any difference between FLAS support and tuition rates for both in-state and out- of-state (including professional school) students, and a stipend for health insurance/expenses.

# QUALITY OF LANGUAGE INSTRUCTION

* 1. *Extent of EA Language Instruction and Enrollment:* The Department of East Asian Languages & Literatures (EALL), chaired by linguist Hiroshi Nara, has overseen a dramatic increase in instruction with NRC support. It now annually offers: (1) an average of 39 different undergraduate language courses per year (46 language courses listed), (2) an average of 14 sections of basic language instruction in Japanese, Mandarin Chinese, Korean, classical Japanese, and classical Chinese, and (3) specialized linguistics, translation, and heritage-learner courses. Vietnamese is housed in the Department of Linguistics’ Less Commonly Taught Languages (LCTL) Center, and four years of courses are offered (see Appendix I.) Undergraduate majors are offered in Chinese and Japanese; minors are offered in Japanese, Chinese, Korean, and Vietnamese (new). In response to student demand, EALL has developed specialized minors with an emphasis on language, culture, or both language and culture. Heritage learner coursework caters to the unique needs of these students. EALL has developed a Korean major and will seek administrative approval in 2022. For 20 years, EALL has offered the *Summer East Asian Language Studies* (SEALS) program that is equivalent to a year of instruction. Created to educate business professionals attached to the many Japan-based companies in the Pittsburgh region, it has expanded to include undergraduate students. The Provost’s Office allows all out-of-state SEALS students to pay in-

state tuition and ASC provides eight full-tuition scholarships for both Pitt and non-Pitt students ($75,000). ASC also funds a SEALS Summer Study Tour to Japan with $20,000 in support to allow students to spend ten days in the Kansai region immediately upon completion of their studies. The program will reopen once travel is possible. Students have access to a range of study abroad options for intensive language through Pitt GEO programs, year-long exchanges in China, Japan, and South Korea, consortia programs, and student-initiated programs. Other specialized programs include the five-week Konan CUBE program developed to introduce students to Japanese language and culture. The ASC Certificate combines two or more years of college-level language study with interdisciplinary area studies coursework. In addition, an interdisciplinary Master of Arts in East Asian Studies degree for graduate students with three or more years of East Asian language study is also offered by EALL. In the 2020-21 academic year, 588 students enrolled in first through fourth-year EA languages. Although new enrollments dropped from 2018-19 because of the pandemic, Fall 2021 attendance already shows a 14% increase in enrollments, and retention from First-year to Second-year, Second-year to Third-year, and Third-year to Fourth-year has increased by more than 20% since 2018.

As part of our NRC ***East Asia and Global Transformation*** theme, we request continued funding to support a position in Korean literature, advanced language classes, development of Language Across the Curriculum (LAC) courses, new course creation, and integration of new textbooks in Japanese and Korean. *NihonGO Now!* was co-authored by EALL faculty member Dr. Stephen Luft with colleagues from Ohio State and will be used on both campuses. In addition, EALL will conduct a search for a permanent position in Korean language and culture as well as Classical Chinese/premodern literature.

* 1. *Levels of Language Training:* The University of Pittsburgh offers four years of

instruction in Chinese, Japanese, and Korean. All EALL programs are considered intensive (i.e., seven contact hours/week) at the First- and Second-year levels, and Third- and Fourth-year courses provide 3–5 hours per week of instruction. In addition, courses in advanced readings (e.g., *Advanced Chinese across Genres*), directed research in the target language, translation, classical Japanese, classical Chinese, legal translation in Chinese, and specialized tutoring for advanced students (i.e., beyond Fourth-year) are also available (see Appendix I). EALL majors are required to complete: (1) a minimum of three years of language study (30 credits), (2) an additional advanced language course (*Current Events Discussion*, *Classical Chinese/Japanese*), (3) an undergraduate capstone course that requires students to undertake research in the target language,

(4) 13 credits in EA literature, linguistics, culture, or film, and (5) a presentation of their research at a conference. Language minors complete two years of language and one additional course.

*Language in the Disciplines:* External to EALL, a full-time Language Across the Curriculum (LAC) Coordinator (Dr. Haixia Wang), who holds a Ph.D. in Education (Language Acquisition) and is co-funded by all UCIS Centers, oversees the development and curriculum of EAS language “trailer courses” for content courses taught by area studies faculty. These trailer courses are optional one-credit recitations held in the target language for existing courses. Currently, field-specific EALL trailer courses are offered every year in Anthropology, EALL language and culture classes, History of Art & Architecture, History, and Religious Studies in the three main EA languages. Funding has been requested in this grant cycle for additional sections. Three professional schools (GSPIA, Business, and Engineering) organize specialized discussion sections in Chinese/Japanese for interested students. In addition, the Pitt in China summer study abroad program, which targets engineering and business students and the School of Business research practicum in Japan, includes “survival” language courses.

* 1. *Faculty Numbers and Training:* Nineteen of 33 EALL faculty members devote all or most of their time to teaching East Asian languages. Language program faculty comprises two tenured faculty members (additional retirement replacement to be hired), two full-time lecturers with doctorates (Dr. Stephen Luft also is a full-time advisor for majors), four full-time instructors of Chinese, three full-time instructors of Japanese, and two full-time instructors of Korean. Eight additional part-time instructors oversee recitation/act classes (for more on “act” see Section B.4.). All EALL full-time Chinese, Japanese, and Korean instructors have advanced degrees in EA language pedagogy and/or second-language acquisition and are ACTFL OPI-certified. Tenured/tenure-stream members teach an average of four courses per year, and lecturers/instructors teach an average of three courses per semester. EALL language courses partner full-time faculty and instructors with part-time instructors. In this arrangement, full-time faculty administer the language curriculum development and coordinate classroom instruction; part-time instructors oversee all recitation/act sections and provide one-on-one tutoring. Tenured faculty mentor lecturers and instructors, strengthening pedagogy for better learning outcomes.

*Pedagogy Training:* Full-time and part-time instructors not only participate in biannual EA pedagogy workshops on campus with nationally renowned scholars but are also mentored by senior faculty. All Chinese, Japanese, and Korean part-time instructors attend a summer intensive language pedagogy workshop before beginning their teaching. In addition, both faculty and instructors conduct weekly in-service training and required professional development training meetings (e.g., *OPI Preparation and Testing*). ASC sponsors ACTFL OPI certification and renewal for all instructors. Moreover, the department also sponsors a *Talks on Pedagogy* series, encourages training and ACTFL certification in writing proficiency, and supports instructors to attend the ACTFL national conference and other workshops.

* 1. *Performance-Based Instruction, Resources and Proficiency Requirements:* EALL provides performance-based instruction using ACTFL standards of language proficiency (Proficiency Guidelines and World-Readiness Standards for Learning Languages) for all four years of instruction. First- and Second-year Chinese, Japanese, and Korean courses feature: (1) pre-class on-line, digital materials that introduce key concepts, words, and phrases, (2) two hours of “fact” lectures per week taught in English and the target language, and (3) four to five hours of “act” classes per week. The “act” classes comprise small groups of 12 or fewer students working directly with instructors to exercise communications skills in the target language. Third- and Fourth-year lessons are conducted entirely in the target language. These courses also promote the acquisition of advanced reading skills through the incorporation of specially-designed texts developed under the sponsorship of ACTFL. The goal of the department’s approach is to train students to develop a culturally appropriate set of both verbal and non-verbal skills. For example, oral performance is evaluated daily (e.g., via role play assessed with a standard rubric), and individual oral examinations are given two to three times a semester (e.g., instructor interview).

*Language Resources:* EALL has ample resources for language teaching. **Class size:** “Fact” classes are capped at 45 students and “act” classes are limited to 12 students. In First- and Second- year, EALL provides seven contact hours per week and students have access to an additional two hours of office hours per week. **Technology:** EALL employs an up-to-date digital language laboratory, which: (1) accommodates individual and group study, (2) facilitates listening, responding, and recording at the student’s pace, and (3) provides multimedia materials, video feeds, and online study resources for all EALL classes. For example, students can not only download all listening materials required for any course in any program, but also access software programs such as *VoiceThread* that provides students the opportunity to develop presentations,

*Kahoot!* a game-based platform for the study of languages, and *TalkAbroad* which assigns students speaking homework with native speakers. EALL provides opportunities for conversation through weekly language tables and cultural events.

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| **Table B.1: Anticipated Student Proficiency in EA Languages, Years 1-4** |
| **Level** | **ACTFL scale match** |
| Year 1 | Novice **high** |
| Year 2 | Intermediate **low** |
| Year 3 | Intermediate **mid** |
| Year 4 | Advanced **low** |

*Language Proficiency Requirements:* EALL follows national-level standards to ascertain language proficiency requirements among students (Table B.1),

with internal baseline and progress checks conducted by ACTFL-certified instructors. In terms of speaking and listening competency, by the end of the third year, all students majoring in EALL should be able to converse with ease in the target language and produce sentences typical of a score in the OPI Intermediate range. ASC and EALL arrange OPI evaluations of 50% of Second- year students and 100% of Fourth-year students. From 2017-22, 82% of our students tested met the departmental goal of ACTFL Intermediate Low or higher proficiency ratings after two years of instruction. Specific Fourth-year written and reading proficiency standards for all EA languages have also been established. In terms of formal linguistic elements, the Korean language curriculum focuses on the mastery of Hangeul; the Chinese curriculum includes pinyin and 3,000 words, and the Japanese program includes hiragana, katakana, and 1,200 kanji characters. Coursework is designed to not only provide students with multiple opportunities to apperceive, process, and produce characters/kanji, but also train students to: (1) make an automatic association of the meaning-sound-form triad, and (2) utilize both strategy-driven and text-driven reading strategies that adopt appropriate reading approaches for the text’s genre.

EALL students are nationally recognized for their language proficiency. For example, from 2018 to 2022, five of our students were awarded US Department of State Critical Language Scholarships (three for Chinese, and one each for Japanese and Korean), ten students were awarded

Boren Scholarships (eight for Chinese, two for Japanese), and seven students received Gilman Scholarships (five for Japan, one for South Korea, and one for China). Moreover, one Chinese and one Japanese language student received Fulbright awards.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. *Quality, Extent of Area Studies Courses*: In 2020–2021, Pitt offered 303 non-language courses with at least 25% EA content, attracting 8236 students (with an average of 27 per course) in 29 departments and 8 professional schools. These courses were well-distributed by country, and over 85% targeted undergraduates. Offering more courses with Asian content, particularly courses that fulfill general education distribution requirements, effectively serves to expose undergraduate students to Asian Studies. To help facilitate course development, ASC awards three Pitt-funded “seed” course-development funds per year to grow new EAS courses or increase content in existing courses. Pitt offers 46 classes via professional schools that include EA content (Appendix I). For example, Pitt’s school of Public Health offers *Global Epidemiology of Vaccines and Vaccination*, the school of Nursing offers *Healthcare Delivery in China*, and the school of Public and International Affairs offers *China in the World* and *Food, Land, and Sustainability in East Asia*. Currently 26 Pitt ASC Certificate students were recruited from professional schools.
	2. *Depth of Specialized Courses:* ASC course coverage extends from the liberal arts to the professional schools with a focus on historical, social, cultural, economic, and political developments in the region; international relations involving East Asia; contemporary East Asian culture and society; and East Asian language and literatures (See Table C.1).

History, History of Art & Architecture, and Religious Studies have field concentrations in EAS, and within Political Science students can specialize in East Asia as part of three different concentrations. Pitt’s strength in East Asian film studies includes courses about the films and film

industries of China, Japan, and Korea. Additionally, courses focusing on the new ASC sponsored

*SCREENSHOT: ASIA* film festival have made Asian cinema a robust concentration of research and teaching.

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| **Table C.1: Number of EA Content Courses (Non-Language) by Department (2020-21)** |
| **Subject** | **# of courses** |
| Administration of Justice | 2 |
| Administration and Policy Studies | 3 |
| Anthropology | 25 |
| Architecture | 2 |
| BCHS | 1 |
| Business | 8 |
| Chinese | 24 |
| Communication and Rhetoric | 2 |
| EAS | 5 |
| Economics | 9 |
| English | 10 |
| Engineering | 3 |
| Epidemiology | 1 |
| Film Studies | 8 |
| German | 1 |
| Gender, Sexuality, and Women's Studies | 2 |
| History of Art and Architecture | 8 |
| History | 24 |
| History of Philosophy and Science | 2 |
| Instruction and Learning | 15 |
| Japanese | 20 |
| Korean | 6 |
| Law | 4 |
| Linguistics | 2 |
| Music | 7 |
| Nursing | 1 |
| Public and International Affairs | 26 |
| Political Science | 18 |
| Religious Studies | 16 |
| Sociology | 8 |
| Social Work | 2 |
| Theater | 4 |
| Urban Studies | 1 |
| Vietnamese | 5 |

Building on the new ASC credential in Global Asia Studies, ASC has sponsored the creation of new courses focused on the study of Asia’s transnational connections across disciplines, including in History (*Transnational Asia: Imperial Peripheries and Indigenous Geographies*)*,* Anthropology (*Gender and Work in Cross-cultural Perspectives*), Religious Studies (*Buddhist Civilization along the Silk Road*), and History of Art & Architecture (*World Art: Contact and Conflict*). An additional 15-20 courses will be developed or reconceived during 2022–2026.

* 1. *Non-Language Faculty and Pedagogy Training:* Pitt currently has a total of 51 tenured and non-tenured or tenure track non-language core faculty, defined as those who conduct research in an EA language and devote a quarter or more of their

time to EA teaching and research (see Appendix III). An additional 70 affiliated non-language faculty, many of them in the professional schools, work on EA. In the past two years, Pitt has

recruited eight new EA faculty, including scholars who are in previously underrepresented disciplines such as Information Science (Song Shi) and GSPIA (Siyao Li, Kay Shimizu). Pitt has also enhanced Asian Studies offerings with new appointments in Religious Studies (Cuilan Liu), History of Art & Architecture (Shirin Fozi), History/ Sociology (Michael Liu) and Music/Anthropology (Keisuke Yamada). These scholars enhance and build on the reputation, scholarly output, and student opportunities provided by internationally recognized senior faculty like Carla Nappi (History), Nicole Constable (Anthropology), and Andrew Weintraub (Music).

Building on a strong foundation of institutionalized support, individual departments and schools have developed innovative programs linked to new course development. For example, faculty in Film & Media Studies have partnered with area film festivals, including *SCREENSHOT: ASIA* to build expertise in film industry studies. Faculty in EALL extended classroom teaching into the community through the development of the *Heike Digital Resource* to improve training by means of layered technologies.The Center for Teaching and Learning (CTL) offers workshops and individual consultations to aid facultyand assistants with current instructional technologies, classroom management, and learning-outcomes assessment. Pitt regularly offers seminars and accredited courses on teaching methodologies to enhance the pedagogical skills of graduate teaching assistants, who are closely monitored by faculty via classroom visits and written evaluations.

* 1. *Interdisciplinary Courses:* 15% of EAS courses are commonly cross-listed among different departments and are integral to preparing students to meet the challenges of a rapidly changing world. In addition, the ASC works with several core departments including EALL, which require multidisciplinary courses in their majors. All ASC Certificates require coursework from at least three different disciplines to ensure that Asian Studies students engage in interdisciplinarity.

The ASC helps to uphold Pitt’s stated commitment to interdisciplinarity by working with affiliated programs to include related Asian Studies coursework in their course lists, including Film & Media Studies, Cultural Studies, Gender, Sexuality & Women’s Studies (GSWS), the Mascaro Center for Sustainable Innovation (Engineering), and the Digital Studies & Methods program.

ASC works hard to ensure that our multidisciplinary conferences are harnessed to produce interdisciplinary courses for our undergraduate and graduate students. For example, our very popular courses, *Buddhism and Psychology*, *Asian Medical Systems,* and *East Asian Regionalism* were all developed out of multidisciplinary conferences. Additionally, over the last four years we have developed two extremely popular speaker-based courses, *Asia Now* and *Asia Pop*. *Asia Pop* focuses on different aspects of Asian popular culture, bringing guest speakers each week from different disciplines to address a topic. *Asia Now* takes inspiration from *The Journal of Asian Studies* to address the current state of the field, bringing scholars from across disciplines to speak about new research in Asian Studies. Additionally, ASC supports curriculum development of interdisciplinary courses through area-specific funding.

# QUALITY OF CURRICULUM DESIGN

* 1. *Undergraduate Curriculum and Language Requirements:* ASC provides undergraduate students with several options for **high quality training** in EAS. Students whose primary interest is in language or literature can major in either Chinese or Japanese through EALL. Majors must take three years of their selected language plus a semester of either advanced or classical language, and an additional 19-22 semester credits in area studies related courses. Language minors in Korean, Chinese, or Japanese through EALL, or Vietnamese in Linguistics, are required to complete 18- 22 credits (see Section B.2 for options in the minor). Undergraduate students have the option to choose from 303 (46 language, 257 non-language) EAS courses during their academic career (see Appendix I for courses offered in 2020-21) and can participate in over 50 different study abroad

programs using ASC/Pitt funding or FLAS Fellowships funding.

ASC offers two interdisciplinary undergraduate Certificates which focus on East Asia and many courses that contribute to a Global Distinction credential. The Certificate in Asian Studies (88 undergraduates and 30 graduate students enrolled in 2020-2021) is demanding: intermediate- mid level language proficiency as assessed by OPI, five courses focusing on Asia taken in at least three departments, and a digital portfolio that is reviewed by EA faculty showcasing coursework, research, and engagement with Asia are required for graduation (for role in assessment, see Section G.2/Table G.2, budget **VIII.C.6**). Transnational Asia is ASC’s second undergraduate credential. Students enrolled in this Certificate choose a transnational theme encompassing five courses. The Certificate requires either intermediate-mid language proficiency in one Asian language, or novice low proficiency in two languages and completion of a digital portfolio. Undergraduate students can also earn a BPhil in Asian Studies in coordination with the University Honors College, signifying the highest level of scholarship attainable by an undergraduate student. All ASC credentials are accessible by students in any major at Pitt (including all STEM fields), and the Center continues to develop coursework in various schools and majors. (see Section C.2. for more information on the depth of courses.)

Graduate students interested in EAS can enroll in Asian Studies Certificates in two tracks: Advanced Graduate and Graduate. Advanced Certificates in Asian Studies or Transnational Asia are a rigorous certification requiring advanced-low language proficiency, five courses in two departments at the graduate level, and a capstone project. Graduate Certificates in Asian Studies or Transnational Asia are meant for students in professional graduate programs and require intermediate-mid language proficiency, four courses in two departments at the graduate level, and a capstone project. The Interdisciplinary Master of Arts (IDMA) Program provides an opportunity

to engage in graduate study in different departments, combining language and cultural studies.

* 1. *Academic and Career Advising:* Undergraduates at Pitt receive exceptional one-on- one **academic and career advising** in their major departments and the ASC undergraduate advisor, Dr. Emily Rook-Koepsel, plays an active role in recruitment. Prior to admission, ASC outreach works with regional high schools to promote EAS and increase student recruitment through our East Asia in the Schools Program (**VIII.A.2**). ASC alsoworks closely with high school teachers across a wide region to include EAS content in high schoolcourses around the region, sparking student interest before coming to Pitt. The ASC advisor works with students considering matriculating at Pitt to promote EAS and answer questions about our programs. Post-matriculation, ASC staff visit relevant language and area studies courses to encourage students to build EAS credentials into their academic plan. The advisor and interns also table at many campus-wide events to share information about EAS courses, credentials, scholarships, and study abroad opportunities. Once enrolled, undergraduate and graduate students meet at least once per year with their ASC advisor to navigate coursework, digital portfolios, language goals, summer study, career and professional development, co-curricular activities about EAS, and study abroad goals. Students can also meet with peer mentors at the Pitt Global Hub (a globally focused and student-centered engagement space).

Over 50 workshops, lectures, and mini-courses are offered each year through the ***International Career Toolkit Series*** which employs a full-time graduate student assistant who introduces undergraduate and graduate students to internship and career opportunities, including US and foreign government agencies (Dept. of State, CIA, Peace Corps, FBI, JET, etc.), information about higher education, and work in private sectors (**VIII.A.30.a,b**). Students can also participate in internships run by the ASC or the ASC peer-to-peer mentorship program. A new

international-studies focused internship program and one-credit professional development courses that focus specifically on area studies expertise at the undergraduate and graduate level have also been developed to build professional experience into ASC students’ academic curriculum. These courses give students an opportunity to work and network with Asia-related organizations in our area, while guiding them through the steps necessary to build a professional identity. The Center provides eight yearly EA-specific internships. Undergraduates are provided preparation for post- graduation careers with assistance in job application and interview preparation, and foreign language testing. ASC provides funding for eligible students to attend the Japanese-English Boston Career Forum to apply for jobs and internships in Japan. EAS students are now able to connect with professional mentors through *Pitt Commons*, a new mentorship connection site. Asian Studies connects EAS FLAS students to former FLAS alumni mentors as well.

* 1. *Quality of Study and Research Abroad Programs:* The University of Pittsburgh offers significant institutional support for the building, running, and funding of **research and study abroad programs**. The Pitt Global Experiences Office (Pitt GEO) has 19 full-time staff members, two graduate student interns, and several undergraduate peer mentors that support over 40 different programs in East Asia. In the last full year of study abroad before the pandemic (AY18-19), 288 students studied in East Asia.

The Pitt GEO office works with ASC to create and support high quality study abroad opportunities to East Asia. To better control the quality of the study abroad experience, Pitt GEO runs Pitt-organized “Panther Programs” which are developed, organized, and led by Pitt faculty. In EAS there are summer and semester long Panther Programs to China, Japan, and Korea, which span the gamut from first experiences abroad such as the *Pitt in Japan* summer program, to specialized Nursing programs like *Healthcare Delivery in China*, to innovative programs like

*Korean Education and Politics*. Pitt also builds EA programs in the professional schools, including Engineering-, Business-, and Nursing-specific programs like *Plus3* and *PittMAP* that always include travel to Beijing, Seoul, or Tokyo, and *Innovate*, a semester-long course that incorporates a 10-day trip to China with corporate visits (Engineering).

Pitt GEO also has strong relationships with outside programs and providers to ensure that students are matched with the study abroad program that is right for them. In Japan, Pitt is a member of several consortia and a co-leader of the *Konan Year Abroad*, to which we routinely send students. Pitt also works with study abroad providers such as CET, CIEE, and IES to enhance study abroad experiences, especially those focused on language. For students looking for a more self-directed experience, Pitt offers direct exchanges with 18 colleges and universities in EA. To help students pay for these experiences, ASC matches students with scholarships internally and externally. ASC offers study abroad scholarships specifically for study in China, Korea, and Japan for undergraduates. Additionally, there are several Nationality Room scholarships ($28,000 annually) available to graduate/undergraduate students who are planning a summer program abroad in China, Japan, Korea, or Vietnam. ASC and the Honors College advise students on building applications for national awards. In the past year, ASC students have won Critical Language Scholarships, Fulbright teaching/research awards, and Boren Scholarships.

The COVID-19 pandemic has made traditional study abroad more complicated, especially as most areas of EA have yet to fully open for foreign student travelers. Despite these challenges, more than 90% of students enrolling in EAS credentials express interest in study abroad programs. Additionally, application rates for ASC study abroad scholarships, contingent on ability to study abroad, have remained at nearly pre-pandemic rates. During the pandemic, Pitt GEO and ASC created several options for students to participate in global experiences, such as virtual internships

abroad (including in China and Japan), virtual study abroad programming (*Sustainable Development in Japan* co-created with Kobe University), and international research at home opportunities. Additionally, ASC and Pitt GEO have been working on Study Away, programs that travel domestically to uncover global experiences without needing to cross borders. These have significant EAS content, including programs on *Buddhism and Diaspora*, and *Exit Asia, Enter Little Asia*. Once international travel for education becomes feasible, Pitt GEO is poised to scale up quickly to support robust EA study abroad interest.

# QUALITY OF STAFF RESOURCES

* 1. *Faculty and Staff Qualifications*: Pitt has 147 EA faculty members, including 67 EA core faculty, 80 affiliated faculty, staff, and part-time instructors (see faculty educational background and productivity in Appendix III). The EA core faculty teaches in DSAS, and the affiliated faculty is distributed among different departments and professional schools. Faculty hold terminal degrees in their fields, publish frequently, serve on editorial and governing boards, and are often recognized for their teaching. In 2021, Joseph Alter, Director of Asian Studies, was selected to be the editor of *The Journal of Asian Studies*, and the Center runs its editorial office*.* Faculty members have developed interdisciplinary projects, including a digital humanities website called *Centering Taiwan in Global Asia* and an impressive open-source *World Historical Gazetteer* focused on interactive mapping and East Asia digital humanities. Core faculty in several departments have developed a project in Film & Media Studies to examine the politics of culture and activism in Korea and are interpreting horror films and fiction to understand how East Asian cinema provides insight on global health and climate crises. Building on the success of our China-Latin America initiative, core faculty in the social sciences and humanities are planning research-based conferences on China’s expanding political and commercial interests in Africa and the intersection of law and religion in the politics of East Asia. Exemplary faculty accomplishments are listed in

Table E.1.

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| **Table E.1: Exemplary Faculty Accomplishments** |
| Carla Nappi | Andrew W. Mellon Chair, Department of History and Director, Humanities Center | *Translating Early Modern China: Illegible Cities*(Oxford University Press, 2021) |
| Yue (Iza) Ding | Assistant Professor, Political Science Department | *The Performative State: Public Scrutiny and**Environmental Governance in China* (Cornell, 2022) |
| Elizabeth Oyler | Associate Professor, Department of East Asian Languages & Literatures | *Cultural Imprints: War and Memory in the Samurai Age* (Cornell, 2022) |
| Stephen Luft | Undergraduate East Asian Languages Coordinator | *NihonGO Now! Performing Japanese Culture**Level 1 Instruction and Activity Books* |
| Jennifer Brick Murtazashvili | Director, Center for Governance and Markets, Graduate Schoolof Public and International Affairs | *Land, the State, and War: Property Institutions and Political Order in Afghanistan* (Cambridge University Press, 2021) |
| Gabriella Lukacs | Professor of Anthropology | *Invisibility by Design: Women and Labor in* *Japan’s Digital Economy* (Duke 2020) |
| Ruth Mostern | Director, World History Center and Associate Professor of History | *The Yellow River: A Natural and Unnatural History* (Yale 2022) |

Our faculty are distinguished by having been awarded numerous large grants (Fulbright, NationalScience Foundation, National Endowment for the Humanities, World Bank, China Medical Board, Japan Foundation, Chiang Ching-kuo Foundation, Korea Foundation, Social Science Research Council), prestigious fellowships (Woodrow Wilson, Social Science Research Council, NEH, NIH), and major awards at Pitt (Chancellor’s Distinguished Teaching & Research Awards). ASC has a professional staff highly experienced in program/grant management and academic advising. ASC Director Joseph Alter, a faculty member at Pitt since 1994, is an award-winning scholar with expertise in the study of religion, nationalism,health, and the body. His publications include *Capturing the Ineffable: An Anthropology of Wisdom* (2020) and numerous articles on the comparative study of East and South Asian medicine published in leading journals. He also holds the position of Research Professor in UCIS. Associate Director James Cook has a Ph.D. in Chinese history and conducts research in Chinese. He has directed over 25 outside-funded grants for the Department of Education, National Science Foundation, and the China Medical Board.

Assistant Director for Academic Affairs Emily Rook-Koepsel has a Ph.D. in Modern South Asia history, and speaks Hindi and Urdu. Her most recent book is *Democracy and Unity in India: Understanding the All-India Phenomenon, 1940-60* (2019). NCTA Director Brenda G. Jordan has a Ph.D. in Japanese art history, speaks Japanese, and conducts research on 19th century Japanese art. Assistant Director of Programs and Partnerships, Lynn Kawaratani (M.Arch), works to oversee all outreach activities along with Outreach Coordinator Catherine Fratto (M.A.). Remaining employees include an NCTA Assistant Director (Ph.D.), an NCTA and Japanese Studies Program Assistant (B.A.), a half-time Language Across the Curriculum Coordinator (Ph.D.), a Japan Studies Program Coordinator (B.A. Japanese), a Film Program Coordinator (Ph.D.), one ASC administrative assistant (B.A. Japanese), a half-time financial officer, two graduate student assistants, and five undergraduate assistants. Five ASC staff hold adjunct faculty appointments.

EA faculty have access to extensive **professional development and funding for overseas experience**. Pitt provides ample resources for curriculum development, research, and travel, including awards through the Office of the Provost, UCIS, ASC, and Pitt GEO. All assistant professors have access to faculty development grants ($4,000) and release time to fund research during their first five years at the University. The Office of the Provost administers the Momentum Seed Grant program that annually awards $150,000 for innovative research and scholarship. Sabbatical leaves are granted on a regular basis by individual departments. ASC administers yearly competitive grants for faculty and instructors totaling over $300,000 for research, professional development, conference support, and curriculum development, including the Asian Studies Small Grants, China Studies Research Grants ($2,000 to $10,000), Research in Japan Grants ($2,000 to $10,000), Japan Studies Small Grants ($2,000), Faculty and Graduate Student Partnership Grants ($6000), and the Korean Studies Grants ($3,000). These are available to all affiliated faculty, and

the vast majority of the grants are used to fund overseas research and curriculum planning. ASC also offers several non-competitive grants to faculty for conference support, professional development, and course development. All ASC faculty members also have access to two UCIS- sponsored grants ($1,000 to $5,000), the Hewlett International (for development or completion of international projects, and travel to international conferences), and the UCIS Faculty Fellowship (see Section A.2). ASC staff have access to over $20,000 in Center travel and research funds. Additional funds are available from UCIS for strategic initiatives.

ASC faculty teach an average of four courses per year in combination with thesis/dissertation supervision and **advising students**.All faculty are expected to provide 3–5 hours per week advising students. ASC Certificate students work with faculty advisors to develop their theses, and advising is available for graduate and undergraduate students. Undergraduate students also have access to university-wide advising services and dedicated staff, with advanced degrees, in each department. Assistant Director Rook-Koepsel advises all ASC Certificate students on a semi-annual basis as well as graduation and e-portfolio meetings. She also provides professional development, internship, funding, and preliminary study abroad advising.

* 1. *Oversight of Faculty and Staff*: UCIS provides oversight and guidance to all NRC and international/area studies programs within Pitt, and the ASC Director works directly with the Director of UCIS. ASC’s Financial Administrator reports to the UCIS Director of Administration and oversees all budgetary and accounting matters related to project funding. The Center is guided by a **Faculty Advisory Board,** composed of the ASC Director, ASC Associate Director, the East Asian Librarian and seven faculty members from DSAS and professional schools (Engineering and Business), which meets 1-2 times per semester to advise on the Center’s mission, review curriculum, and develop programming. Similarly, area-specific oversight is provided by the

faculty from DSAS, professional schools, and appropriate library staff on the China, Japan, and Korea Councils. They assist in vetting research grant proposals, reviewing outreach projects, creating interdisciplinary collaborations, suggesting library collection initiatives, and awarding undergraduate and graduate scholarships. ASC faculty and staff participate in all levels of Pitt’s international studies activities, and the Center has representatives on UCIS’s Planning and Budget, Academic Affairs, K-16 Outreach, and Evaluation and Assessment committees. Affiliated faculty serve on selection committees for student and faculty fellowships, including on selection committees for the FLAS.

* 1. *Equal Opportunity Employment*: As an educational employer, Pitt values equality, human dignity, and racial/ethnic and cultural diversity and actively promotes the rights of all individuals to equal opportunity in employment and education. Creating an inclusive and equitable campus environment is one of the key goals of the University’s current strategic plan, *The Plan for Pitt (2021-2026).* Accordingly, as fully explained in University Policy CS 07, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The Office of Equity, Diversity, and Inclusion (OEDI) reviews all hiring, promotion, compensation, and tenure decisions to ensure compliance with the law and University policy, and reviews all academic job postings to ensure that search committees are composed of diverse and qualified faculty. The University continues to take affirmative steps to support and advance these values consistent with the University’s mission, including appointing a new Vice Provost for Faculty Diversity and Development. OEDI tracks progress and makes it visible to the public through faculty, staff, and student Diversity Dashboards on the Pitt website (<https://www.diversity.pitt.edu/social-justice>).

The University of Pittsburgh is one of only four Pennsylvania institutions to receive a maximum index score of 5 from Campus Pride, a nonprofit organization that identifies LGBTQ-friendly colleges and universities.

# STRENGTH OF LIBRARY

* 1. *Holdings*: The East Asian Library (EAL), University Library System maintains one of the nation’s major East Asian collections containing more than a half-million volumes. The Chinese collection was initiated in 1960 when Pitt was selected as one of 20 National Defense Education Act Centers for Chinese Studies, and Japanese acquisitions began five years later. In 2021, the holdings of EAL ranks 5th in US public universities and 14th among libraries in North America.

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| **Table F.1: East Asian Library Holdings** |
| Holdings as of June 30, 2017 | **CHN** | **JPN** | **KOR** | **Other** | **Total** |
|  | Books (physical volumes) | 312,914 | 142,283 | 19,735 | 17,113 | 498,150 |
| Microform (reels/sheets) | 10,676 | 3,029 | 10 | 1,120 | 14,835 |
| Audio/ Visual (items) | 3,509 | 595 | 1,219 | 32 | 5,355 |
| Cartographic and Graphic (items) | 6 | 167 | 0 | 0 | 173 |
| Streaming Film/Video (items) | 1,750 | 0 | 17 | 1,700 | 3,467 |
| Digitized Archives (items) | 4,424 | 0 | 0 | 0 | 4,424 |
| E-books (volumes) | 6,012 | 181 | 0 | 0 | 6,012 |
| **Total (volume /item counts)** | **336,040** | **144,762** | **20,277** | **19,809** | **520,888** |
| E-books Subscriptions (volumes) | 6,091,907 | 1,353 | 15,363 | 0 | 6,108,623 |
| Serials Subscriptions (print and others) | 438 | 108 | 76 | 140 | 762 |
| Serials Subscriptions (electronic) | 24,386 | 540 | 7,690 | 0 | 32,616 |
| Online Databases Subscriptions (titles) | 17 | 8 | 8 | 2 | 31 |

Using Council on East Asian Libraries (CEAL) comparisons, the Chinese collection ranks 14th with 312,914 physical volumes of books and 6,012 titles of electronic books and it has notable strengths in classics, literature, archeology, Ming-Qing and modern history, art history, politics, and economics. Additionally, the collection contains 10,677 titles of Chinese periodicals in print, electronic and other formats, and 17 databases including CAJ, China InfoBank, China Data Online, Siku Quanshu, and Duxiu. In 2019 EAL was awarded $180,000 by the Luce Foundation to make

a documentary film titled *The Revolution They Remember,* an experimental oral history project that aims to collect memories of the Great Proletarian Cultural Revolution. Graduate and undergraduate students assisted in the collection of the 122 oral histories as part of NRC-sponsored work in the digital humanities. Those videos ([culturalrevolution.pitt.edu](https://pitt.sharepoint.com/sites/ASCStaff/Shared%20Documents/Title%20VI%20NRC%20Reporting/2022-2026%20Title%20VI/Section%20Drafts/culturalrevolution.pitt.edu/)) and documentary

([culturalrevolution.pitt.edu/#documentary](https://culturalrevolution.pitt.edu/#documentary)) are used in classrooms and in research worldwide. In

2018, EAL initiated another NRC supported-project, *Contemporary Chinese Village Gazetteer Data* project ([chinesevillagedata.library.pitt.edu](https://chinesevillagedata.library.pitt.edu/)) offers scholars a dataset that contains

information on 1,500 villages and is available for public download.

The Japanese collection has 142,283 physical volumes of books and 1,353 titles of electronic books and it has noteworthy strengths in economic history, linguistics, rural social structure and agriculture, medical history and *ukiyo-e*. Thanks to a donation by Sumitomo Mitsui Bank in 2004, the library has the second largest collection of Japanese corporate histories (*Shashi*) outside of Japan. Eight subscribed databases include Yomidas Rekishikan, Kikuzo II, Nikkei Telecom 21, JapanKnowledge, Zassaku Plus.

The systematic development of the Korean collection at EAL started in 2004. Since then, the collection has quintupled, increasing from 3,822 volumes in 2004 to 19,735 volumes in 2020. The collection is particularly strong in reference, Korean film studies, historical and contemporary interactions of Korea, and South-North relations. An effort to collect North Korean publications added 3,500 volumes /items of books, journals, movies, music, and 60 titles of North Korean journals. Finally, total English-language holdings include over 7 million distinct articles, including books, conference proceedings, government documents, newspapers, and journals.

The EAL total acquisition budget is 21st among institutions of the Council on East Asian Libraries (FY20)—an increase by nine positions since 2018. Pitt’s **total support** committed

$213,817 in 2020-21 to EAL acquisitions and $229,719 for staff salaries and fringe for three professional Librarians. There are four full time staff supporting acquisition and maintenance of materials. Librarians are involved in activities such as a bibliography of Chinese studies in North America for AAS, serving as a co-chair of ILL/DD Committee of the North American Coordinating Council on Japanese Library Resources, and chairing CEAL committees.

* 1. *Availability of access for resources at other institutions*: The University of Pittsburgh is a member of the Online Computer Library Center and the Association of Research Libraries. The highly praised Gateway Service Center of Chinese Academic Journals (library.pitt.edu/eal- gateway-service), established in 1998 by EAL, provides full-text document delivery from 16 libraries in China and enables access to Chinese materials not held in North America. EAL is a member of the Japan-US Global ILL Framework Project cooperative project (GIF Project) on interlibrary loan, providing access to books/journal articles from over 150 Japanese universities and institutions. For Korean collections, the cooperative agreement with the National Assembly Library of Korea enables access to its electronic resources, while an exchange agreement with Yanbian University ensures acquisitions of North Korean journals. Pitt is a member of the Pennsylvania Academic Library Consortium and its network, PALCI/EZBorrow, and has reciprocal borrowing agreements with many regional colleges and universities. Through inter- institutional agreements, students from local and regional colleges can borrow ULS materials. The ULS is a net lender in the interlibrary loan system. **Accessibility for Individuals from other institutions**: Anyone may obtain a special borrower’s card to access EAL materials. Furthermore, any scholar may also access Chinese/Korean academic journals through the East Asian Gateway Service. The system handles over 3,000 outside requests per year free of charge, and has fulfilled over 20,000 requests since establishment. For Japanese materials, as a member of the GIF Project,

the library provides access to books and journal articles from over 150 major Japanese universities and institutions to outside scholars. Since 2009, travel grants to support researchers whose libraries have no collections have brought over 100 scholars to conduct research.

# IMPACT AND EVALUATION

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| **Table G.1: ASC University Impact** | **2020-****2021** |
| Undergraduate Enrollment in EAS Courses | 8236 |
| Number of EA Language and Area Studies Courses | 303 |
| ASC Undergraduate Certificate Enrollment | 88 |
| EALL Undergraduate Majors and Minors | 165 |
| Undergraduate Enrollments in EA Language Courses | 569 |
| Program Faculty | 147 |
| Number of Qualified Instructors in Critical Languages (Chinese, Japanese, Korean) | 19 |
| Percentage of Second-year Chinese,Japanese language students qualifying with OPI Intermediate Low or higher | 100 |
| Number of Participants in ASC outreach events | 78,782 |
| Percentage of EALL and ASC graduates in EAS-related careers | 64.2% |
| Library Support | $506,302 |
| Pitt GEO Programs | 54 |
| Faculty Research Support | $171,000 |
| Student Support (including FLAS Fellowship award of $158,000) | $916,878 |

ASC and other area studies centers within UCIS have developed an assessment and evaluation plan that allows us to maximize our program impact and maintain and improve current academic and outreach outcomes. Our comprehensive assessment plan—**COMPASS (Competency & Program Assessment)**— evaluates student learning outcomes and ASC programming in both our academic and outreach activities. Combined with language proficiency assessments performed by EALL,

COMPASS evaluation planning ensures that we are continually assessing and improving our core programs, as well as evaluating new programs. Data collected through the PittGlobal COMPASS has informed all aspects of the program planning and budgeting outlined in Section I.

* 1. *Impact of Programs on the University, Community, Region, and the Nation:* ASC is the core site for education, research, and funding about East Asia, and the impact of the Center on the University is reflected in Table G.1. With 147 program faculty and 303 EAS-focused courses **enrolling** 8236 students, and 253 students in its training programs in 2020-21, by every measure ASC’s activities and programs have had a significant impact on the University. Appendix I details more than 300 courses with significant East Asian Studies content. More than 40% of all Pitt

undergraduates take at least one EAS course during their academic career. ASC supports several new courses each year with course development grants, publicity, and advising.

**Center resources have contributed significantly to the creation of area studies and language specialists**. Since 2018, the ASC has awarded more than one million dollars to students to support research, travel to conferences, and increasing language proficiency (excluding FLAS), and other professional development activities. Additional awards from the Center amounting to over $400,000 supported faculty research, teaching, and curriculum development related to EAS. More details on **graduate placement** and on **the extent to which students matriculate into advanced language, area or international studies programs, or related professional programs** can be found in Section G.4 and Tables G.3 and G.4.

**Participation rates in Center events** also increased. For example, ASC outreach events reach more than 25,000 people in the community and region each year. These include ASC’s new *SCREENSHOT: ASIA* film festival, student and community focused mid-Autumn and Lunar New Year festival celebrations, annual PA Japanese and Chinese High School speech contests, NCTA college-level seminars for K-12 educators, and a new interactive program for high school students called *Asia Challenge*. For more details, please see Section H. (and **VIII.A.1-13**.)

ASC and UCIS have enhanced their national/international impact over the last four years. We expanded the number of colleges and universities that participate in our regional consortium for Asian Studies and have continued to expand our *Regional Undergraduate Research Conference.* We support the *Mid-Atlantic Region Association of Asian Studies* annual conference through organizing and conducting an educators workshop and a digital humanities program. (**VIII.A.1**) ASC and UCIS have created the *Summer Institute for Global Educators* (**VIII.A.6.b**), which has connected K-16 educators nationally and internationally with resources to

internationalize curriculum. We have also worked to build junior scholars’ competency with our *Summer Institute for East Asian Studies*, where we invite junior and senior scholars to workshop pre-publication papers and syllabi. ASC has a decade-long relationship with the International Studies Consortium of Georgia, which includes over 20 small and middle sized MSIs and HBCUs, and other Title III institutions, through the organization of 13 EAS faculty development seminars.

ASC has hosted at least 2 international conferences in each of the last four years including the continuation of our China Latin America conference series cosponsored with Renmin University and Universidad Nacional Autónoma de México. We have also partnered with local businesses to enhance EAS through conferences such as *Deals and Disputes: China, Hong Kong, and Commercial Law.* Finally, the Center houses and provides financial support to the field’s most important journal—*The Journal of Asian Studies.*

* 1. *Program Outcome Assessment and Evaluation Plan:* ASC partners with five UCIS area studies centers, Pitt’s Center for Teaching and Learning, and highly-qualified independent consultant Martha Reicks (see bio in Appendix III) to develop a comprehensive and quantifiable plan to assess our programs. COMPASS is a robust plan for evaluation that encompasses assessment of student and faculty participation, student learning outcomes, outreach activities, community and alumni communication, as well as an external evaluation of Center programs and its key assessment tools (see Table G.2). ASC and UCIS have identified key student learning outcomes (SLO) for both undergraduate student learning and outreach program assessment and created a SLO rubric and evaluative scale to measure success. Three fundamental areas of students’ growth are prioritized: knowledge, skills,and cultural awareness. Within each area, curricular and co- curricular offerings seek to provide students the tools to improve in seven global competencies:

(1) Regional (East Asia) expertise; (2) Interdisciplinary connections; (3) World and heritage

language proficiency; (4) Collaboration and communication; (5) Diverse perspectives; (6) Civic and global engagement; and (7) Career and professional development. Additionally, over the past four years, the ASC has continued to review and revise the suite of assessment tools developed for COMPASS to provide more actionable, **quantifiable** data. These tools ensure that the ASC has **outcome-measure-oriented data** with which to assess the impact of NRC activities in compliance with US/ED’s reporting requirements.

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|  | **Table G.2: PittGlobal COMPASS Tools and Timeline\*** |
| ***Target******group*** | ***Tool*** | ***Specific targets*** | ***Administration*** | ***Collection method*** | ***Expected outcomes*** |
| Program Assessment | e-Portfolio Assessment | Student-centered assessments | 2022 | External Consultant | Unbiased assessment of current e- Portfolio design, presentation, and assessment methods andenhancements to e-Portfolio (2.0) |
| Program evaluation | Academic & outreach programs | 2023 (outreach)2025 (academic programs) | External Evaluator reports | Unbiased review of current assessment tools/methods and impact of programs related to outreach to MSIs/CCs and campusacademics. |
| Faculty | Faculty impact survey | Affiliated faculty | Spring, odd years | Qualtrics, on-line | Better understanding of the needs of faculty and impact of Centerresources on teaching, research. |
| Faculty datasurvey | Affiliatedfaculty | Annually, Fall | On-line | Updated data about facultypublications, teaching, and research. |
| Students (NRC and FLAS) | Student Learning Outcomes | Enrolled students (Certificates) | Ongoing | Certificate student pre/post surveys and e-Portfolioreviewer evals | Quantitative analysis of student self- assessments re: cultural competency, area knowledge,language proficiency. |
| Certificate student pre/post survey | Undergraduate Students | Pre-requisite for registrationand graduation | On-line (via myPittGlobal) | Analysis of the impact that progs. have on student lang. proficiencyand international competencies. |
| e-Portfolios (2.0) | Undergraduate Certificate students | Final semester | On-line | Revised e-Portfolios. Blending formative and summative assessment, directed student-self-reflection. |
| OPI testing\* | FLASrecipients and cert. students | At completion ofFLAS term or at graduation (cert.) | Phone or in-person interview | Assessment of language proficiencyfor all FLAS fellows and for a random sample of cert. students. |
| Satisfactionsurvey (student) | All students | At graduation | On-line, request sent out via email. | Program assessment, particularlyregarding advising, DEI goals, and career preparation. |
| Focus groups | Undergrads, grad students | 2024 and 2026 | Focus groupadministered by CTL | Specific SLOs annually.Understanding effectiveness and relevance of offerings. |

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| --- | --- | --- | --- | --- | --- |
| K-16 educators | Focus groups | K-16 educators | 2025 | Focus group administered byCTL | Understanding effectiveness and relevance of program offerings. |
| Participant survey(Events) | All K-12 and MSI/CCEducators | At and after each event | Qualtrics | Identify impact of lectures, study tours, pedagogy workshops, andsummer institute. |
| Resources feedback | Users of on-line teaching resources | On-going | Qualtrics survey (link provided on videos and relevantweb pages) | Understanding of who is using resources, how, and reflections of usefulness/impact. |
| Commun ity | Participant survey (Events) | All event participants | At end of event and (for conferences) 1year after | Paper, Qualtrics | Identify impact and criteria related to DEI goals for lectures, conferences, institutes, andpedagogy workshops. |
| Alumni (FLAS/NRC | Alumnisurveys | All Centeralumni | 5 year, 10 year | Qualtrics | Most up-to-date data on graduateplacement and demographic info. |
| FLAS surveys | All FLASrecipients | 1 year aftercompletion of FLAS AY | Qualtrics | Understanding of FLASimpact over long-term; placement. |
|  | \*These are in addition to those administered by Pitt’s language departments described in Sec. B.4. |

ASC also partners with EALL to evaluate language instruction and program impact on undergraduate and graduate students (see Section B.4). To measure faculty engagement, surveys are administered regularly across UCIS centers to not only develop services and support for teaching/research, but also to discern areas for improvement/growth.

The evaluation plan outlined above provides **multiple opportunities for reflection and subsequent revision to programming (and to the assessment tools themselves)**. Data collected under the 2018 PittGlobal COMPASS evaluation plan has already informed changes to individual assessment instruments (*Suitable* student tracking for C data, as opposed to the richness of e- Portfolio reviewer reports). Other new evaluative tools include: a teacher/faculty survey that collects participant perspectives on effectiveness of programming and use of content in their own courses; an experiential learning survey that examines the results of participating in Center events on intended student learning outcomes; and structured interview questionnaires that examine the effectiveness of mission-driven services to students, teachers, and administrators at K-12 schools, universities, and community organizations. Similarly, recent evaluations have informed the

activities presented in the Program Planning and Budget by focusing on actionable materials and building up EAS-focused STEAM programming.

Our most recent Center 2021 evaluation by Professors John Kennedy (University of Kansas) and Hyunjoon Park (University of Pennsylvania) suggested we have much of which to be proud, but also recommended (1) organizing more events for graduate students to develop a stronger Asian Studies community, (2) redoubling of efforts to retain faculty expertise in EAS, and (3) provide more “events as cultural experiences” for undergraduates. To that end, the Center has developed new opportunities for graduate students to participate in cross-disciplinary programs, including the Humanities Center, ASC lecture series, and workshops. We have worked with GSPIA to fund a new faculty position in Chinese foreign policy (Siyao Li), and a visiting professorship in East Asian sustainable development (Kay Shimizu) in order to provide professional training for future diplomats and national security personnel (see Appendix III). Finally, new undergraduate programming includes our new *Asia Now* and *Asia Pop* classes, an internship program that matches students to local organizations, and new language activities.

* 1. *Activities Addressing National Needs and Information to the Public*: **National needs are of particular concern when awarding FLAS fellows**. All four languages supported by the Center address national needs as reflected in the list developed by the Secretary of Education in consultation with other federal agencies in 2021. FLAS applicants indicate career goals and desired sectors of employment directly on their applications, and during the most recent cycle, 85% of applicants indicated that they intended to pursue work after graduation in areas of national need in education, the public sector (Departments of Defense, State, Education) and the nonprofit sectors. In terms of public information, ASC works with educational evaluation specialists to better develop area studies education at the K-16 level and produces programming that fosters diverse

perspectives within the region (AP-1, AP-2). Additionally in the last six years, ASC has built outreach websites, including webinar-specific sites to share digital programming. ASC outreach events are generally open to the public and advertised in local and regional media, and collaborations are sought with relevant public and non-profit organizations whenever possible. ASC faculty are available to act as experts for media requests. Interns update the ASC webpage, Twitter, Facebook, and Instagram accounts, as well as a Weibo and WeChat group in Chinese.

* 1. *Student Placement into Areas of National Need*: Over 200 Pitt undergraduates completed Certificates in the last four years. More than 25% entered a graduate or professional program that uses their EAS training, and 45% joined businesses that use their language training. ASC has channeled undergraduates into government, security, and K-12 education.

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| **Table G.3: Select University** **of Pittsburgh Asian Studi****es Undergraduate Student Placements, 2017-2021** |
| **Graduate** | **Major(s)** | **Most Recent Placement** |
| **INTERNATIONAL & AREA STUDIES** |
| Jennifer Nguyen (’20) | Political Science & Asian Studies | Language and Administrative Assistant, Global Wordsmiths |
| Mara Wearden (’18) | Chinese & Pathology | Speech | SEL and School Project Coordinator, Little Tiger Chinese Language Immersion School |
| Madeline Echenburg (’18) | History of Architecture | Art & | Lecturer of Art and University | History of Art, | Washburn |
| **MILITARY** |
| Joseph Acevedo (‘21) | Chinese, Hindi, Persian | US Army, Military Intelligence Officer |
| Roberta Allison (‘19) | Chinese | US Armed Forces |
| **SCIENCE & TECHNOLOGY** |
| Jakob Strobl (‘18) | Computer Science &Korean | Software Engineer, Cox Automotive Inc. |
| Alicia Cypher (’17) | Information Systems | System Analyst, PPG Industries |
| **MEDIA** |
| Oliver Jia (’19) | Japanese & English Professional Writing | Social Media Editor, NK news (Korea) |
| **LAW & MEDICINE** |
| Joseph Maurizi (’17) | Political Science | Law Clerk, United Steel Workers International |
| Chisom Obasih (’19) | Neuroscience &Japanese | Ph.D. Candidate and NSF Fellow Neuroscience, Carnegie Mellon University |
| **NON-PROFIT ORGANIZATIONS** |
| Anthony Gavazzi (’20) | Chinese | Student Director of University of Pittsburgh | New Student | Programs, |
| Maxwell Reiver (’21) | English Professional Writing & Japanese | Program Assistant, Repair the World, Pittsburgh |

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| Kyra Samuda (’19) | Japanese & Biology | Coordinator for International Relations, Japan Education and Teaching (JET) program |
| **GOVERNMENT** |
| Courtney Yu (’19) | Political Science & Korean | Legislative Coordinator, New York City HousingAuthority |
| Deborah Jennings (’21) | Public Policy & Chinese | Legislative Correspondent, United States Senate, PatToomey |
| Emma Scupp (’22) | Chinese & Administration of Justice | Security Officer, Department of Defense |
| **K-12 EDUCATION / EDUCATIONAL ASSESSMENT** |
| Gabrielle Lee (’18) | Japanese | Teen Librarian, Carnegie Libraries of Pittsburgh |
| Lynnea Lombardi (’19) | Communications & Korean | Fulbright Teaching Assistant, Korea |
| Jason Burrell (’20) | Chinese & Japanese | Fulbright Teaching Assistant, Taiwan |
| **FOR-PROFIT BUSINESS** |
| Juules Van Leusden (’19) | Chinese & Political Science | Associate, VCheck Global LLC |
| Grace Chilson (’20) | Japanese | Purchasing Assistant, SAN-EL GEN F.F.I Inc |
| Paige Bruckner (’19) | Japanese & Korean | Project Manager, Kojima Productions |

The significant contribution of ASC training programs to an **improved supply of specialists (see Section G. FLAS)** is demonstrated by data on student enrollments (Table G.1) and alumni placements (Tables G.3 and G.4). ASC tracks placements through our alumni portal (ASConnect), ASC LinkedIn page, and exit surveys. We track 50% of our graduates for more than 10 years after graduation. Based on a sample of more than 450 undergraduate Certificate holders, 60% of ASC graduates use their EA languages in their current careers or volunteer work. Over 50% of our alumni report working in a career that uses their EAS education.

ASC and UCIS have developed new programs to **increase the number of students in areas of national need**. In 2019 ASC and UCIS expanded their *International Toolkit Series* (**VIII.A.30**) to include a one-credit professional development course, as well as expanding its offerings to more than 50 professional development programs targeted toward students each year. Students access professional development advising through ASC advising, alumni-student mentorship programs (*Pitt Commons*), and career readiness programming. In 2019, UCIS started bringing in Early Career Practitioners in Residence who meet with students, conduct public

lectures, and do classroom visits. ASC will continue networking site visits to non-profit, public, and for-profit businesses in Pittsburgh and Washington, D.C., including virtual opportunities to accommodate the pandemic. In 2022, ASC will initiate a new internship program that matches its students with community organizations in the area and provides a 1-credit internship course to support network-building.

Since 2018, a quarter of our undergraduate Certificate holders have matriculated into advanced area studies or language programs, including at least three who have been chosen as a Boren Fellow in the year they

completed their ASC Certificate requirements, and four who have been awarded a Fulbright scholarship. Additionally, both the ASC advisor and the *International Career Toolkit Series* works with

students on graduate school applications and building their resume for national scholarships.

*G.(FLAS). FLAS Fellowships Awarded to Address National Needs:* ASC fellowships, financial aid, and tuition remission awards respond to ongoing national need for individuals with expertise and competence in world languages or international studies. In 2018-22, 100% of FLAS Fellowships supported study in LCTL priority languages, 85% of ASC fellowships, financial aid and tuition remission awards were awarded to students who studied East Asian languages, and 85% of fellowships/financial aid went to students planning for careers in EAS, government, education, or non-profitmanagement. FLAS Fellowships comprised a fifth of the $810,893 ASC awarded last year. Additional funding came from the Provost and ASC endowments.

* 1. *Equal Access to Underrepresented Groups*: The ASC adheres to and affirms the University’s commitment to ensuring non-discriminatory equal-access to its programs and activities for traditionally underrepresented groups. To advance this commitment, Pitt established the Office for Equity, Diversity, and Inclusion (OEDI) in 2015. The OEDI was founded to “help build the University into a world-class model of diversity and inclusion defined by inclusive excellence and an environment that allows everyone to thrive” and one of the University’s goals in its strategic plan is to promote Diversity and Inclusion, not just on its campuses, but as a core value that can “enrich… the communities we serve.” The measurable impacts of this work have not gone unnoticed. Since 2017, Pitt has earned the Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine five years running. The HEED Award is a national honor recognizing US colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. To further advance the work of the OEDI, the ASC is partnering with the other area studies Centers at Pitt to integrate international studies and campus internationalization more explicitly through the hire of a new DEI Coordinator of Internationalization Efforts (**I.A.8**).

# OUTREACH

ASC fulfills its mission to serve as an essential resource on a local, national and international level through its multiple engagement activities online and in person, which **impact** over 300,000 individuals annually. As part of the University’s Carnegie Elective Classification for Community Engagement, the Center focuses on providing training and resources to K-16 schools and facilitating an understanding about Asia and its diaspora to the broader community. The pandemic has highlighted the increasing need for outreach by East Asia specialists to the general public, including business and medical fields. ASC is highly qualified to build partnerships with educators and members of the community through our six full-time staff who develop engagement activities.

During the past two years, we have redoubled our efforts to reach new audiences through digital offerings, greater access to academic resources created for K-16 educators, and innovative programming for students to continue global learning in a time of restricted mobility. ASC disseminates information about upcoming programs and new initiatives to over 3,500 people through our digital newsletters. By adopting a virtual format for our programming, expanding the purview of our NCTA coordinating site to 11 states, and concentrating on building global competency in our communities, we have increased participation in our programs and expanded access globally. Table H.1 illustrates program types and engagement numbers.

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| **Table H.1: Outreach Participant Attendance** |
| **Program Categories** | **AY 18-19****#partic.** | **AY 19-20****#partic.** | **AY 20-21****#partic.** | **3 yr. Total** |
| K-12 Teacher Professional Development Workshops | 772 | 1,924 | 2,065 | 4,761 |
| K-12 Student Programs | 2,500 | 3,813 | 1,246 | 7,559 |
| Post-secondary Institutions Professional Development (includes collaborations with MSIs and CCs) | 986 | 1,134 | 1,247 | 3,367 |
| Post-secondary institutions student programs (includes collaborations with MSIs and CCs) | 5,092 | 5,795 | 6,374 | 17,261 |
| Programs for Business, Media, and General Public | 1,202 | 1,413 | 1,570 | 4,185 |
| Outreach and Communications (includes social media and newsletters) | 12,926 | 13,606 | 15,117 | 41,649 |
| **Total** | 23,478 | 27,685 | 27,619 | 78,782 |

Since 2018, ASC implemented over 150 programs and events annually, often in collaboration with other university units or community organizations with the direct participation of over 25,000 people and the multiplied impact of educators who engaged in our professional development on their students of over 300,000. ASC collaborated with fellow UCIS centers on joint programs designed for high schools and community colleges with the input from two advisory boards—one comprised of educators and another comprised of local community organizations and cultural institutions—to coordinate efforts that promote international and global learning in the region. ASC’s affiliated faculty, including those from Pitt’s professional schools, play a critical

role in providing content and EA expertise for the Center’s engagement activities. A signature program developed in collaboration with Pitt’s professional schools and our community college/ MSI partners was the *Business, Energy, Technology and Health* (BETH) faculty development series held each year. The webinars focused on internationalizing the curriculum of career courses that are often central to our partner institutions.

* 1. *Elementary and Secondary Schools*: ASC offers teaching materials and resources, language pedagogy, and experiential learning opportunities for K-12 teachers, both online and in person. ASC developed a new program that enhances the use of picture books in K-5 schools for subjects such as math and art. Accompanying Culture Notes provide context and pronunciation of key language vocabulary for use with these books. ASC also maintains an Educators Resource Library with current holdings of over 1,500 books, media, and curriculum units. To support teacher training, ASC offers professional development workshops to assist in the process of incorporating EAS into existing and new courses across all subjects in K-12 schools. As an NCTA coordinating site, ASC oversees seven seminars on EA yearly for over 130 teachers from 11 states: AL, DE, IL, KY, LA, MD, MI, MN, OH, PA and WV. From 2018-2021, seminar participants reported 420 courses developed or expanded, impacting 28,053 students. Teacher-produced resources are available nationwide on our *East Asia Gateway for Linking Educators* (EAGLE) website, thus multiplying the impact of outreach efforts. As part of an initiative with the *College in High School* program and with NRC support, ASC has participated in running the biennial *Summer Institute for Global Educators* (SIGE) first as a week-long residential program (2018) and then as a hybrid virtual program (2020). Combining faculty presentations with interactive components, the program helps to equip high school educators to teach globally-focused courses. Another priority of ASC is organizing summer study tours for educators to experience Asia, and we are committed

to resuming trips once pandemic restrictions are lifted.

Students are impacted through a host of experiential learning opportunities that promote both language and a deeper understanding of Asia. Starting in 2021, ASC’s *Asia Challenge*, based on the newly formed Regional Comprehensive Economic Partnership (RCEP) agreement, provides a space for high school students to examine the complexities of cooperation in the face of geopolitical conflicts. ASC will expand the UCIS-wide technology initiative *Global 360°* by bringing Asia into the schools using Virtual Reality (VR) experiences. Pitt students studying abroad who will create new content to augment the catalogue of VR experiences. These resources will be available online and can be presented by our students at K-12 classroom visits. In 2018, ASC launched the *East Asia in the Schools* program which paired Pitt English Language Institute students from Asia with K-12 clubs to foster cross-cultural exchanges and motivate students to continue their pursuits in Asian Studies. ASC supports EA languages in K-12 education by hosting annual Chinese and Japanese speech contests for high school students. In the future, the Center will create a credit-based internship called *Teaching Asian Studies Curriculum* (TASC), where Pitt students majoring in EA languages will partner with K-12 language teachers to support classroom learning. Data shows that students who complete the first year of a language are more likely to continue to higher levels; therefore, ASC strives to establish introductory language opportunities through informal lessons at Asia-related clubs, individual tutoring, and partnerships with native speakers as well as collaborating with public libraries that offer language instruction to all ages.

The ASC staff and faculty have served in national roles for the Association for Asian Studies (AAS) including as editor of the AAS journal *Education About Asia* and as members of the Franklin R. Buchanan Prize for curriculum development. With NRC support, ASC was able to hire an Outreach Coordinator, Ms. Catherine Fratto, who has extensive experience as a high school

teacher. With her strengths in developing curricula, she has produced a cross-section of EA lesson plans, educational modules, and digital mapping websites for classroom use. At the start of the pandemic, Ms. Fratto reached out to K-12 educators to understand their changing needs and how the Center could best support them. In response, we created readily adaptable media materials including a new *Tell Me About Asia* interview series between guest scholars and K-12 educators.

* 1. *Postsecondary Institutions*: ASC connects with 13 regional institutions as part of the Pittsburgh Asia Consortium (PAC) to promote EA studies and jointly organizes an *Undergraduate Research Symposium* that rotates annually between the campuses. We also support the regional campuses of Pitt in rural communities through the teaching of EA courses in a virtual format. For over 10 years, ASC has organized biannual professional development workshops with Pitt academic experts for over 120 faculty members in the International Studies Consortium of Georgia Consortium to internationalize the curriculum for the aggregate of over 85,000 students at their institutions. Currently, ASC is in the process of launching a four-course program for college students called *East Asian Studies for Underserved Institutions* to enrich their academic studies with a concentration on East Asia. (**VII.A.17**) These courses would be taught by Pitt faculty starting with an introductory course and then a series of course options that examine the history, politics, and culture of the region. ASC also hosts professional training workshops in ACTFL OPI certification, methods of integrating language across the curriculum, and biannual seminars for LCTL faculty and regional university instructors. ASC coordinates a diverse suite of events in the humanities, arts, language, and social sciences. The *SCREENSHOT: ASIA* film festival supports academic study, from inviting filmmakers to discuss their work, to internships for Pitt students in arts programming, to recruiting university and community members to be screeners for potential films. *SCREENSHOT: ASIA* hosts film programming throughout the year and has highlighted new

ways to engage with silent film through live performances such as traditional film narrators and new musical accompaniment. These annual events are open to the public and contribute digital scholarship on EA silent film via a collaboration with the University of Rochester to document film performance through a media annotation tool.

* 1. *Business, Media and the General Public*: ASC has strengthened current ties and fostered new relationships with business, media, and the local community. These collaborations increase mutual awareness of the benefits of our joint programming, connecting us to broader audiences, while enriching the offerings of our partners. Japanese companies comprise one of the largest groups of foreign-owned-firm employers in the Pittsburgh area. For decades, ASC has collaborated with the Japan-America Society of Pennsylvania (JASP) to organize programs on Japan for regional companies and the public. ASC is also working with the Pitt School of Law and local attorneys to produce programming that support continuing education credits.

With established connections to local organizations such as the Carnegie Museums, World Affairs Council, and the Pittsburgh Cultural Trust, ASC has established itself as a recognized source for local media on East Asia. ASC partnered with the local PBS affiliated WQED to create the 2020 documentary film *Harbor from the Holocaust* about the nearly 20,000 Jewish refugees who lived in Shanghai during World War II. ASC faculty and staff provided scholarly content, in- country contacts, and intellectual materials toward the film’s creation and its curriculum guides.

No longer constrained by physical distance, our programs are reaching national and international audiences in higher numbers than our previous campus events. As we emerge from the worst of the pandemic, the one type of programming format is not replacing the other; instead we are transitioning to a hybrid model where both types of engagement can occur in a single space. We have collaborated with local institutions to pair academic programming with their

exhibitions—a film screening with the Kusama installations at the Mattress Factory museum, an upcoming lecture with the bonsai exhibit at the Phipps Conservatory and Botanical Gardens, and support for authors and translators at the upcoming City of Asylum Literary Festival this Spring. Every year ASC also participates in multiple Asian celebrations throughout the city and on our own campus including virtual events during the pandemic. Over the past few years, *SCREENSHOT: ASIA* has hosted targeted screenings with local community groups, joined the network of film organizations in Pittsburgh, and supported Asian film in other local film festivals.

# PROGRAM PLANNING AND BUDGET

* 1. *Timeline for Proposed Activities*: A Timeline for completion of projects, objectives, resources, and use of personnel can be found in Appendix V.
	2. *Quality and Relation to Purpose of NRC Program*: With requested funding for an **undergraduate NRC**, ASC will train a new generation of area and language specialists to fill national needs through exposure to diverse perspectives and a wide range of views on East Asia and international affairs (**AP-1)**; equip educators at all levels to prepare the next generation **(AP- 2)**; expand access to EAS resources with an emphasis on new media; offer outreach programs designed to meet competitive priorities to collaborate with MSIs and community colleges (**CP)**; and expand teacher training programs in East Asian languages and international studies. To reflect a wide range of perspectives, the budget is organized around the theme of ***East Asia and Global Transformation: Expanding Knowledge, Creating Equity and Securing the Future***.

## Objective 1: Provide new opportunities for the study of key LCTL languages and area

**studies** (**FLAS, CP-1, CP-2**)**.** Responding to increased student interest in Korean Studies, Pitt

invested in a visiting assistant professor and established a Korean minor in 2015. Upon renewal of our status as an NRC, the University has committed to establish a permanent faculty position in Korean Language and Culture (**I.B.1**). This reflects a commitment to promoting diverse

perspectives on a range of views that are critical to regional economic and political security. To support the continued growth in accordance with national needs, ASC requests funds for additional instructors at advanced levels of Korean as well as support for new gateway courses in Chinese, Japanese, and Vietnamese (**I.C.1, I.C.2**). As an innovative collaboration with Ohio State University, ASC will co-host workshops on the teaching of Classical Japanese to develop innovative synchronous/asynchronous online instruction that crosses institutional boundaries (**I.B.8**). New Language Across the Curriculum (LAC) trailer sections in connection with existing courses will be created for the humanities and STEM fields as an inventive way to learn advanced level East Asian languages (**I.C.3**). A dedicated LAC coordinator shared with the other UCIS academic centers works closely with Pitt language departments to provide ongoing support for planned courses (**I.A.7**). Opportunities overseas, particularly internships in Taiwan and Japan and study abroad programs, will provide students a place to employ their language skills in professional settings. To prepare regional students for the global workforce, ASC will continue our *International Career Toolkit Series* and *Career Initiative* program and make it available to local community colleges (**VIII.A.30.a**). Additionally, cost—shared funds support a Career Readiness Graduate Fellow to facilitate workshops on pre-professional topics and focus on career mentoring (**VIII.A.30.b**).

## Objective 2: Build interdisciplinary, digital content into new courses to support

**teaching and research on the global transformation of East Asia (AP-1).** New courses

developed in related academic departments will complement current offerings as our academic agenda reflects a broadened perspective of Asia in the world and the technology that impacts it **(AP-1).** ASC faculty will expand and update new courses on *Comparative Regionalism of Europe & East Asia* (Political Science) **(I.B.5**), *East Asian Environmental and Sustainability* (GSPIA)

(**I.B.9**), *Food, Land, and Sustainability in China* (GSPIA) (**I.B.4**), *Asia Now* (Anthropology) (**VIII.A.20.f**), *Technology in Asia* (History) (**VIII.A.20.a**), *Digital and Global Approaches to Asian History* (History) and *Introduction to Asian Studies* (**VIII.A.16**). Pop-up courses tied to ASC conferences or lecture series will provide the opportunity for in-depth exploration on the topics presented. Most pop-up courses will be one credit so that students with demanding course loads, such as those in the professional schools, can still engage in the interdisciplinary study of EA. Pop- up courses are planned to accompany our annual *SCREENSHOT: ASIA* film festival (**VIII.A.32**) and interdisciplinary and Summer Institute conferences (**VIII.A.18**) on topics as varied as *Environment and Sustainability in Asia*; *China in Africa*; *The Global Transformation of Asian Film,* and *Journalism, Social Media, and the Politics of Truth in Asia*. To increase impact, K-14 teacher training modules will be developed in conjunction with these activities **(AP-2**; **VIII.A.13**). **Objective 3: Expand and strengthen partnerships with Minority-Serving Institutions**

## (MSI) and community colleges to create equity and encourage service in government and

**non-government sectors. (AP-1, CP).** NRC, Pitt, and external funding will be employed to

strengthen and diversify current outreach programming that organized 526 events between 2018 and 2021, impacting hundreds of teachers and thousands of students and community members. ASC will continue its decade-long relationship with the over 20 HBCUs and Title III/V-eligible institutions that are part of the International Studies Consortium of Georgia to provide annual faculty development workshops in EAS (Section H.2; **VIII.A.15**). Expanding and deepening this partnership, the ASC is requesting funds to support an **East Asian Studies for Underserved Institutions** initiative for EAS course development and instruction that will enable faculty at the University of Pittsburgh to provide four hybrid synchronous/asynchronous courses (*Introduction to EAS, East Asia: Business, Energy, Technology, and Healthcare, Asia Now,* and *Asia Pop*) to

participating institutions (**VIII.A.16**). The 15 universities (11 HBCUs) who have provided letters of support are listed in Table I.1 (see Appendix IV).

We are also initiating a conversation with the Department of Distance Education at the US Army War College in Carlisle PA to propose adapting our hybrid course options to their needs. Additionally, Post-Secondary Outreach funding will support programming for community colleges and state institutions, both in Western Pennsylvania and nationally, to support an undergraduate research conference, guest speakers (**VIII.A.24, 25**), and professional development for faculty (**VIII.A.26, 29**). Annual online workshops on the themes of business, energy, technology, and health will

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| **Table I.1: EAS For Underserved Institutions** |
| Name of School (State) | Enrollment |
| **Albany State University** (Georgia) | 6,122 |
| **Andrew College** (Georgia) | 300 |
| \*Dalton State College (Georgia) | 5,047 |
| **Delaware State University** (Delaware) | 5,649 |
| **Fort Valley State University** (Georgia) | 2,306 |
| **Huston-Tillotson University** (Texas) | 1,160 |
| Jacksonville State University (Alabama) | 9,540 |
| **Lane College** (Tennessee) | 1,426 |
| **Livingston College** (North Carolina) | 1,200 |
| **Paine College** (Georgia) | 453 |
| Reinhardt University (Georgia) | 1,500 |
| **Savannah State University** (Georgia) | 3,688 |
| **Tennessee State University** (Tennessee) | 8,081 |
| **Wiley College** (Texas) | 1,400 |
| **Winston-Salem State University** (North Carolina) | 5,190 |
| **Total** | 53,062 |
| *Bolded schools are HBCUs. Dalton State College (\*) is a Hispanic- Designated MSI.* |

address all world regions including Asia, to help attendees design internationally focused courses, modules, and co- curricular activities. All UCIS Centers will continue efforts to increase under-represented groups in our programs, classes, and activities by supporting a **DEI Coordinator for Internationalization Efforts** (**I.A.8**).

## Objective 4: Expand teacher training programs in languages and area studies (AP-2)

As the pandemic moved education to a virtual mode, it created changing needs for educators which

in turn challenged ASC to find new ways to support them. Our outreach team built a suite of resources ranging from professional development opportunities, to curricular materials, to student programs, in face-to-face and increasingly online formats while adding asynchronous training modules and educational media that can be easily integrated into existing classes (see Section H.1). As ASC strives to expand its outreach to diverse audiences, particularly new partnerships with underserved community college/minority serving institutions, funding is requested to maintain support of a dedicated Outreach Coordinator (**I.D.1**). ASC is implementing and developing new methods of teacher training such as adding tracks that focus the content for educators in the *Summer Institute for Global Educators* (**VIII.A.5.b**), creating model lesson plans to accompany the *World Historical Gazetteer* (**VIII.A.3.b**) and exploring creative ways to introduce interdisciplinary concepts through the use of literature and media in the schools (**VIII.A.5.c**). Local educators serving on our Educators Advisory Board evaluate NRC-supported programs.

## Objective 5: Expand knowledge on the global transformation of East Asia through

**increased open access and digital humanities projects (AP-1, AP-2).** NRC funding would assist

in building Pitt’s nationally ranked library collection by continuing to expand the Korean holdings, especially North Korean films and periodicals (**V.3**). As exemplified in the innovative online database, *Contemporary Chinese Village Gazetteer Data*, and the success of conferences and workshops on Digital East Asia linked to this project, ASC will support innovative projects that exemplify the future transformation of libraries from document repositories to centers for mediated creativity involving the synergy of new technology and the humanities (**V.2**). In partnership with Pitt’s Humanities Center, which is under the directorship of a senior China historian, the ASC is requesting funds to support faculty course development and teaching fellowships that exemplify this synergy as well as funding to help create three multi-media digital teaching modules for EAS

social science courses focused on sustainability (**VIII.B.4**). The content for these modules will be identified, recorded, and curated in partnership with the Mascaro Center for Sustainable Innovation. Parallel to this, ASC will partner with the World History Center to develop an online, multi-media mapping project to collect, curate, and develop interactive maps on various scales in teaching modules covering a range of topics to understand the history of East Asia (**VIII.A.23**). ASC will also partner with Theater Arts to integrate performances by the Hachioji Cart Puppet Troupe of Hachioji, Japan into humanities courses (**VIII.A.20.h**.). The East Asian Library will continue to increase the number of EA institutions who are partners in the established East Asian Gateway Service, thereby providing open/no-cost access to EA collections for American students and researchers (**V.2**). NRC funding will contribute to a strengthened program over the next four years as evidenced in the yearly schedule of the implementation of activities in the grant budget and the Timeline (Appendix V). To guarantee effective oversight of NRC funding, an experienced grant management team, led by Director Alter, Associate Director Cook, and Financial Administrator Newhouse, will be assigned. All personnel are supported by Pitt funds.

* 1. *Costs*: If approved, NRC funding will be leveraged with other internal and endowment funds supporting faculty and staff salaries, student aid, summer language programs, research, travel, events, and library acquisitions totaling over $10 million. NRC funds would represent 2.5% of Pitt EAS total spending and 20% of Pitt ASC’s soft-money budget. As these programs are mutually reinforcing, the Title VI funds are a cost-effective use of resources.
	2. *Long-Term Impact on Undergraduate Training Program*: After the completion of the grant, ASC expects to have (1) increased the study of LCTLs—particularly new opportunities in Korean, and Vietnamese—for undergraduates, (2) established new undergraduate course offerings in six departments and three schools that will generate a student audience of over 800, (3)

synchronized our outreach and undergraduate course development initiatives by adapting remote/in person hybrid courses to included students from our MSI partners in the Georgia Consortium, (4) provided international training opportunities both at Pitt and abroad for DSAS and professional schools, (5) acquired new databases and research materials within EAL that will be offered to students and the public, and (6) established educator development programs that will produce better-prepared incoming students. In sum, our planned programming strategically employs NRC funds in concert with Pitt’s internal and external sources to meet all NRC and FLAS absolute and competitive undergraduate priorities. Long-term sustainability is achieved by organizing NRC initiatives that align with the University’s Global Plan.

# FLAS AWARDEE SELECTION PROCEDURES

* 1. *FLAS Advertising:* ASC advertises to eligible students through print and online advertisements, Center newsletters, visits to classes, social media, information sessions hosted by ASC, EALL, Honor’s College, professional schools, and meetings with students enrolled in our programs. We also advertise FLAS competition to regional campuses and local community colleges. We hold a FLAS information and Q&A session before the application deadline with slides available on the Pitt FLAS website. FLAS announcements are sent to all faculty, deans, department chairs, and center directors for announcement to graduate students and new students.
	2. *Student Application Process:* For the graduate and undergraduate FLAS Fellowship, ASC uses application forms developed with Pitt’s other FLAS awarding centers. Applicants submit transcripts, two recommendation letters, CV, a two-page Language Study Plan, and a two- page Academic Objective Plan. Students opt to disclose financial information through the university’s financial aid office, provide a statement of financial need, or opt out of providing financial information. Application evaluation rubrics and information sessions are available to help students craft language and academic plans that effectively express their interest in FLAS

priorities. The ASC academic advisor works with all students advisees about quality applications.

* 1. *Selection Criteria:* The Selection Committee chooses awardees from a graduate and undergraduate pool of nominees separately. Priority is based on the quality of individual applications, regardless of language or discipline. A rubric is provided to selection committee members with clear instructions on what to look for in each criterion. Selection criteria are language level (3 points), reference letters (5 points), academic record (5 points), goals/ scholarship relevance (Academic Objective Plan) (5 points), need for language study (Language Study Plan) (5 points), impact on field of study/ professional field (5 points), and financial need (2 points). Graduate FLAS awardees receive Pitt funding to cover any difference between FLAS support and tuition rates, and stipend support to cover cost of living and health insurance.
	2. *Selection Committee:* The six-member selection committee is appointed by the ASC Director and consists of ASC affiliated faculty, staff, and advisors. One member of the committee serves as the DEI management officer. Committee members fill out individual ranking sheets, which are combined to produce a comprehensive ranking to facilitate discussion of awardees and alternates. Final decisions are made by committee vote after discussing each application.
	3. *Selection Procedure Timeline:* Each September, ASC announces FLAS Fellowships to faculty and students. By November, FLAS applications are available on the ASC and FLAS websites. Applications are due in mid-February to allow graduate programs to encourage applications from their applicant and newly admitted student pool. Successful applicants are notified by mid-March and asked to accept by April 15. New FLAS students are asked to sign a contract outlining their coursework, reporting, and cohort-building responsibilities.
	4. *Priority Languages, Programs, Competitive Priorities:* ASC awards FLAS Fellowships in Chinese, Japanese, Korean, and Vietnamese at the second-year level or above,

with priority given to advanced language students. ASC vigorously recruits FLAS applications from students in Law, Education, Public Health, Health Sciences, Information Sciences, and GSPIA, as well as from students in DSAS, to assure that we are contributing to the nation’s variety of experts. To ensure need is taken into account, students may choose to opt into a need-based assessment of applicant’s Expected Family Contribution, Pell eligibility and individual circumstances—the same mechanism in place by UCIS for evaluating study abroad and Provost scholarships. Students are also given space on the ASC application to describe any extenuating financial circumstances (FLAS CP1).