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*EAST ASIA NATIONAL RESOURCE CENTER*

*and*

*FOREIGN LANGUANGE AND AREA STUDIES FELLOWSHIPS*

CDFA 84.015A &84.015B

# UNIVERSITY OF CALIFORNIA, BERKELEY

**2022-2025 Proposal**

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THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

February 2, 2022

# UNIVERSITY OF CALIFORNIA, BERKELEY

*EAST ASIA NATIONAL RESOURCE CENTER*

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UC Berkeley East Asia NRC/FLAS 2022-25

ACRONYMS LIST

ADA Americans With Disabilities Act AY Academic Year

BASC Berkeley Asia Pacific Economic Cooperation (APEC) Study Center BLC Berkeley Language Center

BSA Berkeley Study Abroad Office

BUD Budget (refers to the detailed NRC budget) CBS Center for Buddhist Studies

CPP Competitive Preference Priority CCS Center for Chinese Studies

CJK Chinese, Japanese and Korean languages CJS Center for Japanese Studies

CKS Center for Korean Studies CSEAS Center for Southeast Asia Studies

DACA Deferred Action for Childhood Arrivals (federal program)

EALC EAL

Department of East Asian Languages and Cultures, UC Berkeley

C.V. Starr East Asian Library

FTA Free Trade Agreement(s)

FAFSA Free Application for Federal Student Aid Form FLAS Foreign Language and Area Studies Fellowships GEPA General Education Provisions Act

GEO Global Engagement Office GSI Graduate Student Instructor(s)

FTA HSI HEA

Free Trade Agreement(s) Higher Education Act (of 1965) Hispanic-Serving Institution(s)

IEAS Institute of East Asian Studies, UC Berkeley

IFLE International and Foreign Language Education Office (U.S. Dept. of Ed.) IRIS International Resource Information System

JLPT Japanese-Language Proficiency Test LCTL Less Commonly Taught Language(s)

MSI Minority-Serving Institution(s) NRC National Resource Center

OPI Oral Proficiency Interview

ORIAS Office of Resources for International and Area Studies STEM Science, Technology, Engineering and Math

TCSRS Tang Center for Silk Road Studies

UC UCEAP UCBHSSP

University of California

UC Education Abroad Program

History-Social Science Project, UC Berkeley branch

VCEI Vice Chancellor for Equity and Inclusion, UC Berkeley

# §A. COMMITMENT TO EAST ASIAN STUDIES

**§A1. Institutional Support for East Asian Studies, Including Teaching Staff, Library, Linkages, Outreach Activities, Student Qualifications.** The University of California, Berkeley has long recognized its East Asian studies program as an outstanding asset. The foundation was laid in 1872 when an early regent endowed UC’s first chair, the Agassiz Professorship of Oriental Languages. This led to the establishment, by the end of the 19th century, of North America’s first formal curriculum in Chinese studies. With Japanese added in 1901 and Korean in 1943, Berkeley served the nation with a fully developed East Asia program by World War II. In recent years Berkeley has expanded its language and area studies offerings to include Tibetan, Mongolian, and most recently, Cantonese. Berkeley seeks in 2022-2025 to expand these efforts in a new direction, to *pluralize* East Asian studies: to teach and even celebrate the internal heterogeneity of East Asian languages, cultures, and political potentialities against monolithic visions of “the nation” or the people, especially at a time when interstate and regional cooperation are more important than ever. For language pedagogy, this means moving away from teaching only a standard Sinitic language, Mandarin Chinese, and instead continuing to diversify by adding Taiwanese/Hokkien to our successful offerings in Cantonese. These languages, spoken by millions, are crucial for understanding the distinct Sinophone societies of Hong Kong, Taiwan, Singapore, and the Chinese diaspora in the United States. Pluralizing East Asian studies also means continuing to expand our curriculum in Mongolian and Tibetan, and working with our colleagues in Silk Road studies to add the study of other critical languages such as Uighur and Kazakh at UC Berkeley. Further, as East Asia grows ever more important as a geopolitical force—one with which California and the nation are closely intertwined—we also seek to pluralize our student body by taking steps to encourage historically underrepresented and non-traditional students to learn East Asian languages, gain expertise in those cultures, and

prepare for careers in diplomacy, business and academia. Black, Latinx, and other groups remain severely underrepresented in East Asian studies, preventing us from drawing on the spectrum of American voices needed to represent the nation in the region. With appropriate outreach and funding, UC Berkeley can lead the way toward righting this historical wrong and reimagining East Asian studies for a new era. This objective—to pluralize East Asia—animates our proposal, in service of the national need.

To be successful, this effort will require a campus-wide effort. It will be coordinated by Berkeley’s Institute of East Asian Studies (IEAS), the nexus of all East Asia programs at Berkeley. Major partners include four of IEAS’s six regional centers that focus on East Asia, the Department of East Asian Languages and Cultures, the Starr East Asian Library, the Institute of International Studies, and Berkeley’s Office of Equity and Inclusion, as well as several existing K-14 training and outreach programs (see Section **§**H).

Support for Berkeley’s East Asia program has been a high priority for successive campus administrations. Table 1 provides a summary of the university’s current financial contributions. Indeed, after 150 years, the study of East Asia remains a top field of teaching and research at Berkeley. Chinese and Japanese are among

|  |
| --- |
| **Table 1: UC Berkeley Annual Institutional Commitment to East Asian Studies, FY 2021-2022***Salary, benefits and other contributions* |
| **Category** | **Amount** |
| Administrative Staff (21 FTE) | $2,688,690 |
| East Asian Language Faculty (45 FTE) | $6,620,115 |
| Non-Language Faculty (57 FTE) | $9,720,322 |
| Library Personnel (18 FTE) | $2,488,896 |
| Library Acquisitions | $861,553 |
| Outreach/Museum Staff (2 FTE) | $262,540 |
| Other (e.g., public program expenses) | $1,055,000 |
| Fellowships & Student Aid | $3,440,800 |
| **Total University Commitment** | **$27,137,916** |

the most enrolled foreign languages on campus, and Korean is usually ranked fourth or fifth, ahead of German and Arabic. In recent years Berkeley has graduated more undergraduate majors and PhDs in East Asian studies than any other school in the United States, hosted more visiting scholars in all fields, and (in 2019,

until COVID complicated the picture) enrolled nearly 3,700 students from East Asia—numbers that bespeak our deep connections to the region. Collaborations with East Asian institutions have, in recent years, grown quickly in number and complexity. Indeed, despite the COVID pandemic, Berkeley maintains strong ties to East Asia, with multiple formal agreements signed with institutions across the region for collaborative research in the sciences, social sciences, and humanities. This commitment translates into significant overall resources for East Asian studies at Berkeley, including a faculty that spans multiple departments and professional schools.

As the hub of Berkeley’s East Asian studies program, IEAS and its constituent Centers for Chinese, Japanese, and Korean Studies (CCS, CJS, and CKS respectively), Center for Buddhist Studies (CBS), Berkeley Center for Asia Pacific Economic Cooperation (BASC), and the Tang Center for Silk Road Studies (TCSRS), employ a total of 24 faculty administrators, academic and professional employees, and part-time staff. In 2017, the formerly independent Center for Southeast Asia Studies (CSEAS) also came under the IEAS umbrella. (Please note that CSEAS and TCSRS are applying for separate NRC/FLAS grants: the former for a Southeast Asia grant in consortium with its UCLA counterpart, and the latter for an International NRC, as a novice center.) IEAS has also had success in recent years in building, with extramural funding, one of the few Mongolia programs in the nation; and with NRC funding, a new U.S.-Taiwan Next Generation Working Group, as well as a thriving two-track Cantonese program. IEAS is the largest area studies Organized Research Unit at Berkeley, and one of the largest in any field on campus. The Department of East Asian Languages and Cultures (EALC) has the greatest concentration of East Asian specialists on campus; other academic departments, the professional schools, and the Graduate Division contribute significantly to the overall enterprise. As of December 2021, EALC had 44 regular faculty members (19 ladder-rank and 25 full and part- time lecturers), plus 23 visiting or affiliate faculty and graduate student instructors (see §B). The

Berkeley Language Center (BLC) provides further support in East Asian languages, with practice facilities and resources for students and pedagogical training for lecturers. Berkeley’s non-language departments and professional schools have 57 regular faculty members specializing in East Asia either fully or part-time. Numerous visiting instructors further complement the curriculum.

Library resources for East Asian studies are discussed in §F. The University spends nearly

$2.2 million annually on library salaries and acquisitions related to East Asia. The C.V. Starr East Asian Library, the first freestanding building erected to house an East Asian collection in North America, opened 14 years ago in the heart of the campus, adjacent to the Main Library. Funded by private donors, it has allowed for a major on-campus expansion of Berkeley’s renowned East Asian collections, which are ranked among the best in the nation.

As for formal linkages with institutions abroad, Berkeley has campus-recognized international exchange agreements with at least 36 East Asian universities according to the Global Engagement Office (GEO), which manages the campus’s international initiatives and exchanges database. Berkeley’s Education Abroad Program, which employs a regional adviser for East Asia, sent 249 Berkeley students to programs in East Asia in 2018-2019 (the last year unaffected by COVID). Its offerings are described in §D3. Berkeley is also one of the nation's biggest receivers of foreign scholars and students. In 2019-2020 Berkeley hosted 2665 foreign scholars, of whom 1167 (44%) hailed from East Asia. In fall 2019 the campus enrolled 6833 foreign students, of whom a striking 3732 (55%)—over half—were from the greater China region, South Korea and Japan. Scholars and students from East Asia far outnumber their counterparts from other world regions, surpassing Europeans (the next most-represented group) by a factor of seven. Both of these groups—visiting scholars and enrolled students—not only represent a significant East Asian presence within disciplines across the campus, but are a source

of lasting linkages between Berkeley and institutions across East Asia. Until COVID arrived in 2020, about 60 visiting scholars pursued research at IEAS annually, which employs three bilingual visiting scholar assistants. Comprehensive administrative support for these scholars and students is provided by the Berkeley International Office and Visiting Scholar and Postdoc Affairs Office, the former of which maintains online records from which these figures are drawn.

Outreach programs are detailed in §H. In addition to the activities of our academic departments, the professional schools, student groups and libraries, a number of other campus units enhance the East Asian studies outreach program. First among them is ORIAS—the Office of Resources for International and Area Studies—a joint program of all NRCs at Berkeley specifically established two decades ago to s a K-12 and community college instructors’ training needs in international education. We also collaborate closely with the UC Berkeley History- Social Science Project (UCBHSSP), which has, with NRC support, expanded its training programs to include international topics.

Berkeley students are highly qualified, and come from diverse backgrounds. The freshman admissions rate in 2020 for all applicants was 17.6%, the vast majority (77%) hailing from public schools, with 200 more African-American and 1000 more Latinx students admitted in 2020 than in any previous year. As for graduate students, Berkeley admits only the most promising and talented; admissions rates vary by department but average 4%. IEAS and its centers support several student associations, including the *Journal of Sino-American Studies*, an undergraduate group that has now published three seasonal volumes with NRC funding; Strait Talk, a group that supports research and discussion on the Taiwan/China question; the Bakai Association for students of Japanese studies; and the Korean Studies Graduate Student Group. Such student groups encourage intellectual collaboration by providing an environment to share ideas through conferences planned in conjunction with IEAS and the East Asian faculty.

Finally, IEAS and its centers, partnering with departments, have sponsored various annual fellowship programs that provide direct grants to qualified students working on East Asia. In 2020-2021, IEAS and its centers provided over $360,000 to 65 Berkeley students from endowment and non-FLAS grant funding. Students in East Asian studies also win university and departmental fellowships, teaching/research appointments, and extramural fellowships. The Graduate Division supplements FLAS stipends for incoming students.

# §B. QUALITY OF BERKELEY’S LANGUAGE INSTRUCTIONAL PROGRAM

**§B1. Extent of East Asian Language Instruction and Enrollments.** Berkeley offers a wide variety of language, linguistic, literature and film courses in Mandarin Chinese, Cantonese, Japanese, Korean, Tibetan and Mongolian, including 5th-year modern language instruction (for the first three languages), translation theory, and advanced seminars. We have long offered heritage tracks for Chinese, Korean, and even Japanese, (one of the few heritage Japanese courses in the nation), and in 2020 EALC introduced a heritage track for Cantonese. Berkeley also offers multiple advanced courses in classical and modern literature, linguistic courses on grammar and usage, and even “Japanese for Sinologists,” which

|  |
| --- |
| **Table 2:****East Asian Language Enrollments, 2019-2020** |
|  | Total |
| EALC General | 400 |
| Chinese | 962 |
| Cantonese | 41 |
| Japanese | 1132 |
| Korean | 888 |
| Tibetan | 18 |
| Mongolian | 17 |
| TOTAL | **3438** |

trains students to read, analyze, and translate modern Japanese scholarship on Chinese subjects. Table 2 displays the enrollments in all East Asian language courses offered in 2019-2020, including the various language sequences and upper-division literature and film courses in the target language. Chinese and Japanese enrolled

a combined 2074 students during the academic year, while Korean had 888. In terms of growth, Chinese and Japanese (especially the former) have declined somewhat in the last decade (by about 25% since 2008), which the program coordinators identify as a positive trend away from “fashion” and toward more committed learners. Enrollments in Korean however, continue to

increase markedly—from 75 in 1995 to 888 in 2020 (a 1200% increase)—while Cantonese is expanding quickly with second-year and heritage offerings having begun in 2020-2021. The data show that Berkeley has reached and stabilized capacity—at high numbers—in Chinese and Japanese, while Korean and Cantonese have become growth languages with strong student interest. The majors in Chinese and Japanese are well enrolled, and the Korean major is poised for implementation. These languages, once considered “exotic,” have become a prominent part of the general student curriculum across the campus: in 2020-2021 there were 246 BA degrees awarded to students who had taken 20 or more units of an East Asian language (through the second year of study), a number that bespeaks deep interest in East Asia across the Berkeley campus. The EALC department also offers minors in Chinese, Japanese, Korean and Buddhism. Our large enrollments in East Asian languages reflect Berkeley’s commitment to build and maintain programs in these critical-needs languages, which helps to increase the nation’s capacity of competent speakers.

**§B2. Multiple Levels of Language Instruction and Languages across the Curriculum.** Berkeley’s East Asian language offerings are among the most developed in the nation. Five levels of modern Mandarin Chinese, Japanese, and Korean are taught, plus an array of advanced readings courses. Our 5th-year offerings in modern Chinese, Japanese and Korean are designed to train students for research or employment in East Asian settings at the advanced/high or even superior level using authentic materials. Cantonese, Tibetan and Mongolian are taught through the second year, and extra training is available for advanced students. The Mandarin program was the first to offer separate sequences for non-native Chinese speakers (regular track) and for those who possess some background in Mandarin Chinese (“X” track), or knowledge of a non- Mandarin Chinese dialect (“Y” track). Y-track students are integrated into the X track after the second year. Such pedagogical accommodations provide a streamlined learning experience for

both heritage and non-heritage students. Analogous X tracks are also offered for 1st- and 2nd-year Korean and Japanese (see Appendix 2). Berkeley offers three levels of summer intensive Mandarin and Japanese and two levels of Korean. A number of courses outside of EALC offer opportunities for language learning. Many seminars in History and Art History require research based on modern and classical language texts, while readings in contemporary Chinese and Japanese sources are a regular part of the graduate curricula in Political Science, Economics, Art History, and Comparative Literature. Research in Japanese and Mandarin is an optional component of graduate seminars such as Professor Dana Buntrock’s courses on Japanese Architecture (e.g., Arch 269) and in certain Law courses. Some courses offered in non-language departments, such as Junko Habu’s “Archeology of East Asia” (Anthro 125A) are cross-listed for credit in EALC. Numerous IEAS research seminars are offered in East Asian languages, and attract many students. Berkeley also offers “Business Chinese” in Taiwan during the summer and launched a Business Korean course with NRC funding in 2019, which is now taught annually.

**§B3. Adequacy in Numbers of Language Faculty and Their Pedagogy Training.** As of fall 2021, a total of 57 faculty and Graduate Student Instructors (GSIs) were teaching East Asian language courses

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 3:****Language Faculty** | Tenured Full-Time | Non-Ten Full-Time | Lecturer | Visitor | GSI | **Total** |
| Mandarin | 8 | 1 | 6 | 1 | 6 | 22 |
| Cantonese |  |  | 1 |  |  | 1 |
| Japanese | 6 |  | 9 |  | 6 | 21 |
| Korean | 1 | 2 | 8 |  |  | 11 |
| Tibetan | 1 |  |  |  |  | 1 |
| Mongolian |  |  | 1 |  |  | 1 |
| **Total** | **16** | **3** | **25** | **1** | **12** | **57** |

(distribution in Table 3), including 19 ladder-rank professors. Kevin Smith, a specialist in modern Korean

literature, was hired in 2020 to help launch the Korean major along with long-term visitor Professor Young-min Kwon and Professor Jinsoo An, the latter having also recently assumed the chairship of IEAS’s Center for Korean Studies. Language training is provided primarily by 25 lecturers, almost all of whom are native speakers, and most of whom have career appointments.

Berkeley hires only language instructors with advanced degrees in linguistics or pedagogical practice. Each team of language lecturers consists of six to nine instructors, many of whom also have PhDs. For example, of the eight current Korean lecturers, five have PhD degrees and four have MAs in linguistics or Korean as a second language. Language instructors keep up with recent developments in language pedagogy through a variety of means. Our lecturers are among the most active participants in Berkeley Language Center programs (described in §B4): no fewer than eight have won fellowships in the past four years: among them, to develop online language courses (Minsook Kim, for Korean, 2018), or to incorporate film and multimedia into classroom teaching (Weisi Cai in 2021, for Chinese; and Soojin Lee, Kyongmi Park and Minsook Kim, 2018, for Korean). Our lecturers have also published widely consulted pedagogy works and textbooks, including the MLA Mildenburger Prize-winning *The Multilingual Instructor* by Lihua Zhang in collaboration with Claire Kramsch (Oxford University Press, 2018), and *Cantonese through Classroom Conversations*, by Kelvin Chi Leung Chan, (Hong Kong: Chung Hwa, 2021). Many of our instructors have trained as Oral Proficiency Interview (OPI) testers and nearly all of them have presented papers at professional meetings in recent years (see bios in Appendix 1). Most of EALC’s lecturers are members of the major language teachers’ associations and attend their annual workshops.

**§B4. Performance-Based Instruction, Practice Resources, Language Proficiency Requirements.** With the goal of producing functional competency in language learners, the East Asian language program makes it a priority to incorporate new approaches and national standards into the curriculum. All of our instructors are familiar with the underlying principles of performance-based pedagogy that incorporate American Council on Teaching of Foreign Languages (ACTFL)-endorsed standards including interactive, cooperative, communicative, and performance-based teaching techniques. Our instructors emphasize using the target language

appropriately, integrating culture and authentic materials into teaching through task-based and project-based assignments and making connections between the classroom and the real world.

A pedagogy improvement project headed by Hayato Saito (Japanese language), Ina Choi (Korean language), and Cai Weisi (Chinese language) was established during the Fall 2021 semester. The goals of the project are to review instructional and assessment methods with the aim of enhancing and innovating current pedagogical practices in EALC, including new practices necessitated by COVID-19 restrictions such as fully online and hybrid courses, delivering sustainable content over the internet, and integrating online and asynchronous teaching into in-person classroom teaching. The project is also exploring ways to provide, at all learning levels, more specialized content, such as literature, film, social sciences, and social media. Most ambitiously, the project is also investigating a full restructuring and renaming of existing East Asian language courses, to better attract new students and meet student interest.

As for practice resources, the Berkeley Language Center, founded in 1994, provides students and instructors with four state-of-the-art language classrooms, high-end student labs for creating multimedia presentations, a recording and DVD/digital media duplicating facility, and an extensive instructional library of audio resources. The BLC also offers fellowships and pedagogical workshops for Berkeley lecturers. BLC is a major practice resource for students and instructors of East Asian languages: in 2019-2020, there were over 15,000 individual visits (both online and in person) to BLC by students of Chinese, Japanese, and Korean alone. BLC continues to upgrade its resources in East Asian languages, thanks in part to substantial participation over the years by EALC lecturers. The BLC has an extensive collection of films in East Asian languages that have been “tagged” with pedagogical information for use in EALC language classrooms (they are also available for lending outside of Berkeley). The BLC also sponsors a dozen pedagogy lectures each year, many of which include topics specific to East

Asian languages. For example, lecturers Chika Shibahara (Japanese) and Lihua Zhang (Chinese) both delivered presentations at the 2021 BLC Summer Fellows Forum on “Film in the Language Curriculum.” The BLC library contains roughly 500 journals and monographs, 1700 DVDs/videos/ podcasts and instructional media, 1200 language textbooks, and over 2000 sound recordings covering 90 languages.

The three main language programs in EALC all require placement and proficiency testing. Placement tests are offered once a semester and are mandatory for new students who wish to enroll in courses other than first year, or who plan to test out of a level. The Chinese program administers an online digitalized proficiency test through Berkeley’s bCourses portal. As for placement testing, the current online test was adopted in 2015 using simplified characters; traditional characters were added in 2019. Our Japanese program has developed a single sophisticated online “norm-referenced” test that reports whether the test-taker’s performance is above or below the score of selected groups of actual test-takers. Many Berkeley students also take the Japanese Language Proficiency Test each semester; they consistently score much higher than the mean in all three areas: vocabulary, listening, and reading. Several have reached the N1 (highest) level in recent years, normally obtainable after 900 hours of instruction. (Fifth-year Japanese focuses in part on preparation for this test.) As for Korean, non-heritage students must take an online placement test developed with BLC and NRC support. The test assesses the student's proficiency from elementary to intermediate levels, with speaking and writing evaluated in person. For heritage students and upper-level courses, the Mock-TOPIK (Test of Proficiency in Korean) has been used in person for speaking and writing evaluation. All three programs are thus able to quantify student progress with tests that approximate the six base levels of the Interagency Language Roundtable standards recognized by the U.S. Department of Education. Berkeley testing practices are thus consistent with NRC goals.

# C. QUALITY OF THE EAST ASIAN NON-LANGUAGE INSTRUCTIONAL PROGRAM

**§C1A. Extent and Quality of Courses in Various Disciplines and Availability in the Professional Schools.** Berkeley regularly offers nearly 200 courses with 100% East Asian content in 31 non-language disciplines. Most are offered every year or every other year. Berkeley also offers an additional 154 courses with 25% or more East Asian content, not including hundreds of directed readings and independent study classes. In 2020-2021 there were 74 courses offered in 21 departments or professional schools with 100% East Asian content, and 121 more with greater than 25% content; that year, 5559 students enrolled in non-language courses with East Asian content (Appendix 2). In the professional schools, Architecture, Business Administration, Education, Journalism, Law, Natural Resources, and Public Health regularly schedule 19 courses with East Asian content. These include courses on Chinese IP Law (Law 275.66); Asian Legal Systems (Law 265.2); Japanese Architecture (Arch 269); and Energy and Climate Change in China (ANR 170).

**§C2. Depth of Specialized Courses across Disciplines.** Berkeley offers highly specialized courses across the curriculum and at all levels. Japan and China are especially well covered in multiple departments, including EALC, History, Political Science, Anthropology, Economics, Sociology, Art History and others. All offer instruction from lower division through advanced graduate levels. In 2020-21, courses with East Asia content were offered by non-language departments as diverse as Music, Rhetoric, Philosophy, Film, Law and even Architecture (Appendix 2). Coverage of Korea across the disciplines has made significant strides in recent years. Five ladder-rank faculty members, Jinsoo An of EALC, Kevin Smith of EALC, John Lie of Sociology, Laura Nelson of Women’s Studies and Jun Hu of History of Art offer courses on Korea, such as “Korean Art History” (HistArt 132) and “History of Korean Cinema” (EALC 186). Berkeley also regularly welcomes long-term visiting professors and lecturers in Korean

studies, including Youngmin Kwon (2016-present), a world-renowned specialist in Korean literary culture, and Hannah Michell (2012-present), who teaches on the Korean Wave and Korean popular culture.

**§C3. Numbers and Depth of Faculty, and Training for Instructional Assistants.** Across the campus there are 57 ladder-rank faculty members in 28 non-language departments who spend the majority of their academic activities on East Asia. Another 15 lecturers and a half dozen visitors each year also offer courses in the area. In all, over 70 faculty members offer non-language courses with East Asian content each year (Table 4). History, with five ladder (and two active emeriti) faculty members, and Anthropology and Political Science (with four tenured East Asianists apiece) are particularly strong. Other social science and humanities disciplines have at least one faculty member who focuses

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 4: Area Studies Faculty, 2020-2021** | Tenured Faculty | Non- Tenured Faculty | Lecturers | Visitors | Total |
| Social Sciences | 26 | 5 | 5 | 3 | **39** |
| Humanities | 10 | 2 | 2 | 2 | **16** |
| Professional Schools | 12 | 1 | 4 | 1 | **18** |
| Area Studies | 1 | 0 | 4 | 1 | **6** |
| **TOTAL** | **49** | **8** | **15** | **7** | **79** |

on East Asia. Professional fields represented by East Asianists include Architecture (Buntrock, Chow), Business Administration (Kamada),

Education (Holloway), Information Science (Reddie), Law (Stern, Berring), Natural Resources (Auffhammer, Lin, and Roland-Holst), Public Health (Neuhauser, Tseng) and Social Welfare (Chow). Since 2018 Berkeley has made six ladder-rank hires in non-language fields: Karen Nakamura (Anthropology), Dana Funahashi (Anthropology), Yan Long (Sociology), Jun Hu (Art History), Puck Engman (History), and Lester Hu (Music). GSIs teach course sections with faculty or individually. To ensure high-quality instruction, GSIs are provided with pedagogical guidance through the GSI Teaching and Resource Center, which organizes workshops and offers extensive web-based resources on pedagogical issues from “theories of learning” to “grading students’ written work.” First-time GSIs at Berkeley are required to attend a one-day “teaching

conference” before the start of the semester and to complete a comprehensive “GSI Professional Standards and Ethics Online Course.” Each department at Berkeley also has a designated Faculty Adviser for GSI Affairs. International GSIs also attend a second workshop specifically designed to address teaching in U.S. classrooms. Course Improvement Grants help GSIs undertake projects to enhance instruction, and grants to departments to establish pedagogy courses are awarded competitively. Many departments also have established 300-level pedagogy courses for their GSIs, such as “Seminar in History of Art Teaching” (HistArt 375); “Professional Preparation for Graduate Instruction” (PoliSci 398); and “Teaching in Global Studies” (Global 375), some of which–including the latter two–are taught by East Asia specialists. Several East Asian studies faculty have also received “Excellence in Mentoring” awards in recent years.

**§C4. Interdisciplinary Courses for Undergraduates and Graduates.** Berkeley presents an exceptionally interdisciplinary atmosphere for its faculty, as well as opportunities to teach across departments. In EALC alone, ten faculty members have primary or joint appointments in other departments including History, Anthropology, Buddhist Studies, Comparative Literature, English, Film, Global Studies, History of Art, and Comparative Literature. Courses at all levels are regularly cross-listed in recognition of their interdisciplinary nature (Appendix 2). The department of Rhetoric, an inherently interdisciplinary field, counts two East Asianists among its faculty (Pheng Cheah and Winnie Wong), who teach East Asia-focused courses such as “Colonialism/Postcolonialism” (Rhetoric 155) and “Rhetoric of Image in China” (Rhetoric 137). All East Asian faculty members participate in the interdisciplinary Global Studies major and Asian Studies MA degree program, which offers a gateway upper division course, “Asia in Global Context” (110Q). This course is supervised by one anchor faculty member who invites faculty participants from many Asian Studies disciplines. The course is required for the undergraduate major in Global Studies (Asia Focus). Each year the graduate program in Asian

studies offers new interdisciplinary courses (“Special Topics” 150Qs) that are popular with students seeking to expand their exposure to East Asia. The program has in fact become a testing ground for new interdisciplinary courses. Recent course titles include “Immigration and Multiculturalism in Asia” (Global 150Q) and “East Asian Regional Conflict” (Global 111Q).

Other recent new interdisciplinary courses, such as “China and India in the Age of Globalization” (Global 151Q) and “Psychoanalytical Theory, Asian Texts” (EALC C142) join fields as disparate as Economics, Media, Psychology and Buddhism. At the graduate level, the “Asian Studies Proseminar” (Global 201) is a required interdisciplinary course for majors, as is EALC 200 “Approaches to East Asian Studies.”

# §D. QUALITY OF BERKELEY’S CURRICULUM DESIGN

**§D1A. Undergraduate- and Graduate-Instruction-Appropriate Requirements and High- Quality Training.** Undergraduate students who wish to study East Asia choose from a wide range of courses in the social sciences, humanities and professional schools; they can earn degrees in Global Studies (Asia Focus), Chinese, Japanese, Buddhist Studies, History, Art History, Political Science, Sociology, Geography, Comparative Literature and several other departments. During the last academic year (2020-2021), 246 undergraduate students at Berkeley received BA degrees with a concentration in East Asian Studies, a typical figure in recent years. Hundreds more join the pipeline each year. The Group in Asian Studies for years administered a traditional BA degree program that crossed disciplinary lines to emphasize core knowledge of one geographic area of Asia. In 2018, all the Berkeley interdisciplinary area studies majors were replaced by the “Global Studies” BA, allowing for deeper training in Asia from various methodological and area perspectives. Global Studies majors who choose to concentrate on Asia select a geographic region (China, Japan, Korea, etc.) and one of three concentrations: (1) Global Development; (2) Global Peace and Conflict; or (3) Global Societies and Cultures. By choosing

a concentration, students are able to focus their studies on a specific aspect of the “global” and have an opportunity to become experts in how specific regions of Asia relate to larger questions that arise from global interaction. In addition, the major requires two years of foreign-language training and courses in critical thinking that teach how to study a particular problem in a consistent and rigorous way. Students work with faculty and the Global Studies advisers to devise a program that best captures their interests and allows them to reach their intellectual and professional potentials. This Global Studies major is more flexible and relevant than the old Asian Studies major and–requiring ten disciplinary and area courses as well as two years of language study–is more rigorous. As for the EALC undergraduate major, in addition to upper- division area studies courses, it requires that undergraduates study the target language through the third year, however most students study language through the 5th-year level, receiving deep and appropriate training in both area content and methodology, choosing from courses on Asia in various departments. These requirements (in EALC, Global Studies, and elsewhere) ensure training is customized, but also of high quality. In the past several years, at least ten new courses have been added to the undergraduate curriculum in East Asian Studies, such as “The East Asian Sixties” (EALC 112) and “Popular Media” (Chinese 188). IEAS support, combined with extramural funding from sources such as the Academy of Korean Studies (2006-2016), Japan Foundation (2013-2020), and Samsung Corporation (2014-present) enhance this effort.

A new option within EALC will also be available in fall 2022 to Berkeley undergraduates: the East Asian Humanities major. This new major is designed to teach and employ various humanities approaches to East Asian texts–written, visual, musical, and otherwise–allowing undergraduates more flexibility to immerse themselves in East Asian culture across disciplinary and country-specific boundaries. We anticipate attracting many students who have been dissuaded by the heavy emphasis on language of the traditional major. Although at least one year

of language will count toward the major and will be strongly encouraged, students will have the opportunity to create their own intellectual itineraries. The major represents another step in our plan to pluralize our field for a new generation of students, scholars and practitioners.

As for graduate students, they may specialize in East Asian studies in a number of social science and humanities disciplines and several professional schools. EALC offers MA and PhD degrees in Chinese and Japanese languages and cultures. In non-language disciplines, History and Political Science are especially well-represented for graduate students, and the following departments and schools also allow East Asian specialization: History of Art, Anthropology, Architecture, Geography, Sociology, Journalism, Linguistics, Interdisciplinary Studies, Religious Studies, Business, Law, Music, Comparative Literature, and Social Welfare. The Group in Buddhist Studies grants PhDs in East Asian Buddhism. The long-standing interdisciplinary Asian Studies graduate program, now housed within EALC, continues to offer terminal MAs, as well as a concurrent MA degree combining Asian Studies with Journalism. (The Asian Studies MA at Berkeley remains a shining exception to the rule that minority students do not study East Asia: in recent years several Black and Latinx students in our program have gone on to PhD programs at Berkeley and other institutions. Our program remains a crucial point of access into academia for non-traditional students, or those from immigrant and working-class backgrounds). Graduate students in all East Asian fields must become proficient in the relevant Asian language (and in the case of EALC and History, a second East Asian language and at least one European language), in order to conduct fieldwork or research using primary sources. Most programs require completion of at least nine graduate-level courses (including methodology sequences) and qualifying exams in three fields before students can advance to doctoral candidacy. These requirements ensure training is of high quality and that students are prepared for the highest levels of academic professionalism. Students seeking intensive language study can select from

five levels of Chinese, Japanese, and Korean (and currently two levels of Cantonese, Mongolian and Tibetan), with specialized reading courses in all the languages except Cantonese. For the summer they often go abroad, choosing from 15 UC-affiliated language programs and many non- UC programs (see §D3).

**§D2. Academic and Career Advising.** Departmental advisers, including faculty advisers assigned to each graduate student, provide most counseling services. Fellowship (including FLAS) recipients are provided extra advising by departmental and IEAS staff, in particular Associate Director Davis, who works with students during both the pre-award and post-award periods. Global Studies undergraduate majors emphasizing East Asia are assigned a dedicated adviser with expertise in East Asia. Each year an orientation meeting is held for new graduate students in the Asian Studies MA program that highlights opportunities available at Berkeley. Students are then seen individually by the faculty and the student affairs officers for further advising. The campus Career Center and separate placement offices in departments and professional schools provide counseling and job seminars for students, including programs on international careers. As an additional measure starting in 2022, IEAS and the other area centers at Berkeley will be partnering with staff at the Berkeley Career Center to add customized “Beyond Academia” workshops for not only FLAS recipients from all the Berkeley area centers, but any graduate student interested in non-academic career opportunities. These twice-annual workshops will help students identify their professional options, build their networking and knowledge bases, translate their credentials into effective profiles, and prepare for interviews.

Fellowship recipients will be informed of these workshops in their award letters and urged by Center staff to attend the events. This training, available from the beginning years of a graduate student’s training, will help students target opportunities beyond traditional academia.

**§D3. Research and Education Abroad and Access to Summer Programs.** Through the Berkeley Study Abroad (BSA) Office, undergraduates and graduates have access to 28 UC-wide programs in East Asia, as well as dozens of non-UC-based programs with which UC has signed credit agreements. (As of January 2022, nearly half of the programs have returned to operations, per guidance of the UC Office of the President in consultation

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| **Table 5: UC Education-Abroad Programs in East Asia** |
| **China/ Hong Kong** |
| CIEE Shanghai |
| Fudan University |
| Peking University |
| Tsinghua University |
| Chinese University of Hong Kong |
| HK Univ. of Science/Technology |
| University of Hong Kong |
| **Japan** |
| Doshisha University |
| Hitotsubashi University |
| International Christian University |
| Keio University |
| Meiji Gakuin U. (Global Studies) |
| Osaka University |
| Tohuku University |
| Tokyo University |
| Waseda University |
| **South Korea** |
| Korea University |
| Seoul National University |
| Yonsei Universit**y** |
| **Taiwan** |
| National Taiwan University |

with the host institution and government.) BSA and the UC Education Abroad Program (UCEAP) now have 20 formally- affiliated campuses in East Asia (Table 5), with a variety of programs focused on language, culture, general research, or STEM research for students in the sciences and professional schools (with some affiliated universities hosting more than one program). IEAS and EALC also maintain files on other overseas programs, giving students even more choices. In 2018- 2019 (the last year unaffected by COVID), 249 Berkeley students took advantage of UC Study Abroad programs in East Asia, many with merit and need-based fellowships from Berkeley or UCEAP.

In the last ten years, 2098 Berkeley students have studied abroad in East Asia, with Japan once again becoming the most in-demand destination in East Asia (as it was during the 1980s), with more than 480 students applying to study abroad through UCEAP. In spite of COVID, 147 UC students have studied in Japan since 2018 alone. During the same period, 46 UC Berkeley students also passed the Japan Exchange and Teaching Program (JET) selection process. IEAS, academic departments, and the Berkeley Graduate Division help to support students (especially graduate students) studying abroad. In 2018-2019, IEAS and its centers supported 38 students

who studied abroad, most during the summer, at both UC and non-UC programs. Many fellowship recipients take advantage of these programs to go abroad for the immersion experience. While over the years, many Chinese language students chose to enroll at the Inter- University Program for Chinese Language Studies at Tsinghua University (administered by IEAS from 1997 until 2017), in recent years Taiwan-based programs have seen a rebound. FLAS fellows in Japanese often attend the Inter-University Program for Japanese Language Studies in Yokohama, of which Berkeley is a charter member. Fellowship recipients who stay at Berkeley do intensive language study during the academic year (5 hours per week plus tutorials), or intensive summer programs (10 hours per week) during which one year is condensed into ten weeks. East Asian studies graduate students also do well in competition for Mombusho, Blakemore, Fulbright, Nippon, and other fellowships for overseas study. Many graduate students conduct fieldwork in East Asia through department or IEAS support. As for undergraduates, they benefit from several programs offered by IEAS and its centers. For example, IEAS and the Center for Japanese Studies send two students each year to the Japan-America Student Conference. IEAS has hosted several Korea-America Student Conferences and Japan Student Conferences, including the former in December 2021. IEAS also offers an undergraduate award, the Anne Scott Scholarship, which is often used for research abroad.

# §E. QUALITY OF BERKELEY’S EAST ASIAN STAFF RESOURCES

**§E1. Qualifications of Teaching Faculty and Professional Staff Members; Professional Development Opportunities and Time with Students.** Berkeley has exacting standards for research and teaching. As demonstrated in the appended CVs (Appendix 1), our East Asian faculty are exceptionally well-qualified, having received rigorous training at distinguished universities throughout the world. They have made numerous trips (many supported by IEAS and center research grants) to their countries of specialization, including extended periods of

residence. Core faculty members read, write, and speak the language of their target countries. Our faculty’s distinction is recognized by the leadership roles they hold in this country and abroad in research, professional associations, and editorial boards, and by the international fellowships and prizes they have won. Berkeley faculty members have served as consultants and advisers to government organizations at home and abroad. Other teaching staff, including visiting faculty and UC lecturers, are also highly qualified. A PhD is usually required for all fully in-charge instructors, with lecturers hired from among the nation’s pool of top talent. Berkeley recognizes the value of professional academic staff by affording them opportunities for security of employment and benefits that are indistinguishable in many regards from ladder-rank faculty. Many staff members, particularly those managing research units, are likely to have earned the PhD. In fact, UC has a formalized hybrid academic/staff position, the “academic coordinator,” which manages the administration of research units and some teaching departments in coordination with faculty, allowing the faculty to concentrate on research and teaching, rather than administrative duties.

All junior faculty members at Berkeley are encouraged to enroll in the year-long Teaching Excellence Colloquium, led by the executive dean of the Colleges of Letters and Science, which provides participants with the knowledge, tools and inspiration to achieve Berkeley’s high expectations for teaching excellence. The colloquium is organized by the Center for Teaching and Learning at Berkeley, which provides an array of professional development programs for Berkeley faculty, including best-practices workshops, development grants, and programs to promote iterative experimentation and transformation across curricula to enhance student learning and engagement. During the last two years, the center has also provided extensive support for coping with teaching disruptions caused by the pandemic, including resources for developing and executing online and Zoom-based courses. Every nine years, faculty members

may take one year of leave with full pay to pursue professional development and research. Berkeley’s East Asian faculty members traditionally coordinate such sabbatical leave with other grants, enabling them to conduct research in East Asia. Berkeley’s Committee on Research provides annual grants to faculty for professional development opportunities. In fact, research support is cultivated by Berkeley at all levels: according to data published online by the Vice Chancellor for Research Office, Berkeley generated a total of $1.05 *billion* in research funding for faculty in all fields and levels in 2020-2021.

Most departments, along with IEAS and its centers, offer significant additional research support to their East Asian faculty, with many ladder faculty having access to $10-20K or more annually. Most senior faculty members also hold endowed professorships, which provide for additional support. Professional development for librarians is also available in the form of IEAS and center travel grants. As for language lecturers, the Berkeley Language Center (BLC) offers professional development fellowships that allow for a course off to complete projects, and travel awards to present papers at conferences. Since 2018 the BLC has given four fellowships and at least nine conference awards to lecturers in EALC.

Berkeley faculty members are required to spend a large portion of their time in contact with students. As a public institution with a teaching (and research) mission, teaching is valued and rewarded. The Center for Teaching and Learning at Berkeley promotes teaching excellence with grants to more than 1500 full-time and 500 part-time faculty members in over 130 departments each year. It also recognizes top teachers through its annual Distinguished Teaching Awards, which are highly coveted, and through its Committee on Teaching, which provides assistance to departments to develop teaching skills. Ladder-rank faculty members generally teach four courses per year and many East Asian faculty members regularly volunteer to teach Berkeley’s Freshman Seminars, Undergraduate Research Seminars, and 300-level pedagogy/teaching

courses. It is common for Berkeley faculty to conduct one or more “directed readings” and independent study courses each term for advanced students. In addition, faculty members actively supervise student theses and projects at all levels. Full-time lecturers teach five courses per year and also advise students. Funding opportunities from IEAS and departments allow graduate students to participate in faculty research projects. Organized research opportunities also are available for undergraduates: the Office of Undergraduate Research and Scholarships (OURS) supports an array of programs and partnerships that link research faculty with talented students, some of whom have gone on to notable careers in East Asian studies.

**§E2. Faculty Oversight of the Center and Adequacy of Staff; Extent of Faculty Involvement in Center.** The executive committee of the Institute of East Asian Studies is composed of the director and associate director of the institute, its seven center faculty chairs, and two members of the Berkeley academic community. It is a true executive committee that meets monthly to oversee programs, activities (including NRC projects), and the overall budget. The committee approves funding proposals and reviews fellowship files. In 2020-2021, the members represented the departments of Anthropology, Political Science, History of Art, EALC, Middle Eastern Languages, Buddhist Studies, and Environmental Science, Policy and Management. A second IEAS governance committee, the advisory council, is composed of a wide group of affiliated faculty in multiple disciplines that meets twice yearly to discuss the general direction of the Institute. In addition, each center and program of IEAS has an executive committee that provides oversight of our component parts. The NRC and IEAS, like all Organized Research Units at Berkeley, fall under the general purview of the Vice Chancellor for Research, who is charged with the regulation and support of research affairs at Berkeley. The Research Division in turn is overseen by the Executive Vice Chancellor and Provost, as well as the Chancellor, under policies instituted by the UC Office of the President.

IEAS, the host of the East Asia NRC at Berkeley, has eleven academic administrators (including faculty heads of programs and centers), twelve professional staff, and five program and clerical staff. They plan, organize, and administer the institute’s research, publication, conference, lecture, and outreach programs. Direct administrative responsibility for NRC programs is held by the director, associate director, and IEAS business manager, and they are all highly qualified. The director of IEAS is Kevin O’Brien. Professor of Political Science, he is also the Haas Chair in Asian Studies and the Jack Forcey Chair in Political Science. A scholar of Chinese politics in the reform era, Professor O’Brien studies topics such as legislative politics, local elections, fieldwork strategies, popular protest, and village-level political reform. He is the author or co-author of several books, including *Reform without Liberalization: China’s National People's Congress and the Politics of Institutional Change* (Cambridge, 1990; paperback, 2008), and *Rightful Resistance in Rural China* (Cambridge, 2006); he has also edited a number of volumes, including *Rural Politics in Contemporary China* (with Emily T. Yeh and Jingzhong Ye; Routledge, 2014). O’Brien served as the chair of the Center for Chinese Studies from 2005 to 2008. Appendix 1 contains more of his biographical information.

Dylan Davis has served as the associate director of IEAS since 2018. Formerly the program director of IEAS’s Center for Korean Studies, he served from 2015 to 2018 as the country representative for The Asia Foundation in Korea. In 2017 he received the foundation’s Presidential Medal for his achievements in regional development in Korea, Southeast Asia and Mongolia. Davis is well positioned to move the Center beyond its historical focus on China and Japan. Indeed, since 2018 he has helped to launch several new initiatives, including the U.S.- Taiwan Next Generation and Central Asia Working Groups.

Daniel Ureste serves as the IEAS and NRC Business Manager. He has been employed at UC Berkeley since 2010, first as a research grants administrator where he assisted faculty with

complex proposals to various federal agencies, then later as a finance analyst-supervisor for the Vice Chancellor for Research, overseeing $8 million in research funds. Since 2018 he has been employed directly by IEAS to oversee all of its business and finance operations, including grants. Daniel has received numerous campus “Spot Awards” for his excellence in service.

**§E3. Nondiscriminatory Employment/Encouragement of Underrepresented Minorities, Women, the Disabled and the Elderly.** Our goal to pluralize East Asian studies will be supported by resources at UC Berkeley, which has a deep commitment to the twin goals of excellence and diversity. As a public institution of higher learning in the nation’s most ethnically and culturally diverse state, Berkeley is actively committed to championing opportunity for persons of every race, gender, ethnicity, age, sexual orientation and socioeconomic background. Given its leadership role in California, a state with a large Hispanic population, Berkeley has established a task force and is actively taking steps to apply for federal Hispanic Serving Institution (HSI) status by 2027.

Many of Berkeley’s diversity initiatives are coordinated by the Office of the Vice Chancellor for Equity and Inclusion (VCEI), which seeks to improve the retention, graduation rates, research and professional opportunities, and campus climate for all groups. As a Chancellor’s Cabinet appointee, VCEI Dania Matos is charged with finding ways to promote excellence and diversity without consideration of race-based admissions and employment practices that were in place in California before the implementation of Proposition 209 in 1996. The VCEI’s “Campus Climate” Initiative, established in 2014, supports a sweeping array of research projects, faculty chairs and student scholarships and dozens of new courses and programs designed to take proactive steps to improve the campus environment with regard to respect, inclusion, access and equity. In 2020-21, the VCEI published its “Impact Report” on Berkeley’s multiyear efforts, detailing not only progress (or lack thereof) on its specific Equity and Inclusion initiatives, but

also the national politics of diversity and inclusion, the role of COVID-19 on inequalities, and recommendations for the campus’s future in its state and national contexts. Chancellor Christ, in her introductory comments, praises the progress made, but notes, aspirationally, the campus still has a ways to go before it “fully achieves its diversity, equity and inclusion goals.” The report can be viewed at the VCEI website.

As for policy, UC’s equal access policy is included in §G5 of this proposal, and our detailed GEPA 427 statement, with further discussion, is appended. Berkeley’s equity and inclusion policies have resulted in a highly diverse campus. Thirty-five percent (35%) of our current East Asian studies *ladder-rank* faculty members are female and 35% are Asian, Asian-American or other minorities, including the chair of EALC Andrew Jones, who is of Jamaican heritage. Non- minority males make up less than quarter (23%) of the ladder-rank faculty in our world area.

Underrepresented minorities (African American, American Indian and Latinx) made up 26% of Berkeley’s 2020 entering freshman class; Asian-Americans were 42% and white students, 17% (15% were international students, or declined to state). As for non-academic staff, the VCEI reports that 55% identify as non-white, with 26% being underrepresented minorities; 11% also identify as LGBT or gender non-conforming, a figure that is even higher than the general population of the San Francisco Bay Area, a fact that underscores Berkeley’s welcoming employment policies.

For entering undergraduate students, Berkeley has also initiated multiple programs to promote college preparation in K-12 schools and community colleges and to nurture students from disadvantaged backgrounds. Berkeley is one of the few universities in the nation with an office designed solely to help integrate undocumented students in all aspects of campus life, including providing opportunities for work authorization in recent years through the federal government’s Deferred Action for Childhood Arrivals (DACA) program.

# §F. STRENGTH OF BERKELEY’S C.V. STARR EAST ASIAN LIBRARY

**§F1. Relative Strength of Library, Holdings; Financial Support, Access.** Berkeley’s C.V. Starr East Asian Library (EAL) contains one of the most comprehensive collections of materials in East Asian languages in the United States. It ranks first among U.S. universities in combined print and electronic holdings, and second in print holdings alone (see Table 6): its Japanese print holdings rank first among all U.S. university collections; its Chinese holdings, second; and its Korean holdings, fourth. Materials range from recently published books and periodicals to early editions of Chinese, Japanese, and Korean works, manuscripts, early maps and rubbings, and other graphics. Electronic holdings include e-books, audio and video recordings, CDs, DVDs, microfilm and microfiche, and full-text databases, including databases of academic journals.

While historically the library focused on classical studies, it has since expanded its collection profile to include modern and contemporary studies. It is now the largest repository of materials for the study of contemporary China outside of China.

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| **Table 6: East Asian Library Summary of 2020-2021 Holdings** |
| **Bound Volumes** |  |
| Chinese | 627,168 |
| Japanese | 439,953 |
| Korean | 130,763 |
| Tibetan, Mongolian | 24,159 |
| Other languages | 11,569 |
| **Total Bound Volumes** | **1,233,612** |
| **Serials (in Print)** |  |
| Chinese | 860 |
| Japanese | 889 |
| Korean | 218 |
| Other languages | 144 |
| **Total Serials (Print)** | **2,116** |
| **Other Materials** |  |
| Microform | 66,366 |
| Cartographic/graphic | 8,571 |
| Audiovisual | 21,803 |
| **Total Other Materials** | **96,740** |
| **Electronic Books** |  |
| Total volumes | **3,357,015** |
| **TOTAL HOLDINGS** | **4,689,483** |

Aside from EAL, the university’s main library offers over 100,000 volumes in Western languages on topics related to East Asia. The EAL has a staff of eighteen: six specialty librarians, one rare book curator, and eleven library assistants. Professional librarians and assistants are specialized both by job function (bibliography, cataloging, or public services) and by language (Chinese, Japanese, or Korean).

Financial support allocated to the library by the university in 2020–2021 is summarized in Table 7. If

funding for the construction of the C.V. Starr East Asian Library is to be considered ($52 million), UC Berkeley can be said to have earmarked more support for EAL over the last fifteen years than any other U.S. university has with respect to its own

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| **Table 7: East Asian Library 2020-21 Non-Federal Budget** |
| **Acquisitions** | $ 861,553 |
| **Salary & Expenses** | $2,488,896 |
| **Total** | $3,350,449 |

Asian collection. All Berkeley (and other UC branch campus) students, faculty, and staff have full access and borrowing privileges to the collections.

**§F2. Cooperative Arrangements and Access to Collections.** The library’s online catalog is freely accessible worldwide. In addition to all UC students and faculty, scholars from nearby Stanford University, as well as faculty and students of other institutions with which the university has made reciprocal arrangements, enjoy full borrowing privileges. California residents and non-resident academic visitors can obtain borrowing privileges for a nominal fee, which is reduced for in-state teachers and students. Visitors have unrestricted access to the stacks and may use any resource in the library, including the rare materials collection.

# §G. IMPACT AND EVALUATION

**§G1. Program Impact on University, Community, Region and Nation.** The U.S. need for East Asian experts grows more urgent every year. Berkeley is meeting this demand by offering one of the largest and most comprehensive East Asian training programs in the nation. Table 8 displays the quantifiable impacts of our NRC/FLAS activities on the Berkeley community, California and the nation. We aim to expand these impacts in the 2022-2025 NRC cycle.

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| **Table 8: Quantifiable Impacts of Berkeley’s East Asia Program** |
| **Activity** | **Impact** | **Quantitative Indices** |
| Training East Asian specialists. | Increasing the number of experts onEast Asia in the United States. | Concentrators 2018-2021 (3 years):BA: 659; MA: 33; PhD: 52. |
| Further broadening enrollments (to professional school and underrepresented students) and strengthening offerings in EastAsian languages. | Increasing number of trained speakers of Chinese, Japanese and Korean available to work in areas of national need. | 3023 students enrolled in 2019- 2020. Chinese, Japanese and Korean all in top five most enrolled languages at UC Berkeley. |

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| Developing resources for language teaching and proficiency testing. | Producing language textbooks, computer teaching resources, and web resources for national and local use. Teacher training at BLC. | 2018-2021: 2 new textbooks; new web-based practice programs; 8 instructors supported at BLC; 15k student visits to BLC annually. |
| Promoting lesser-taught and critical-needs languages. | Offering among the most advanced courses in Chinese, Japanese, andKorean in the nation, as well as Cantonese, Mongolian, and Tibetan. | CJK offered through 5th year. Korean enrollments up by 42% since 2012 and 1200% since 1993. |
| Expanding area studies curriculum offerings to attract new students. | Training students in a wider range of subjects, to expand pool of experts. | 387 regularly-taught courses and 10 new courses created, 2018-2021. |
| Continuing and expanding weekly colloquia on East Asia through IEAS and component centers. | Extending knowledge of East Asia in all fields among diverseaudiences, including heritage students, the elderly and underserved | Approximately 150 events per year, 20-70 participants per event. Strongparticipation from the general public. |
| Conducting K-14 teacher training through ORIAS and IEAS. | Fostering integration of Asian studies into K-14 classrooms; preparing students for advancedstudies. Building pipeline of new students in East Asian studies. | 96 programs completed in 2018-21 with 1576 educator participants from 32 MSIs and 200 schools, reachingover 10,000 students; 351K unique page views on ORIAS website. |
| Strengthening library resources. | Making resources available at local, community, and regional levels. | Over 40k transactions per year; 4.7 million total holdings (media andprint), increasing at 10% annually. |
| Outreach efforts to the media, business, and general public. | Providing expertise on East Asia to local and regional media, business,and the general public. Building general knowledge about East Asia. | High-profile events, some posted on IEAS YouTube channel or withmedia coverage. IEAS page views 2018-2021: 2.3 million. |
| Using NRC funding and endowments to leverage outsidegrants. | Providing significant support to strengthen East Asian studies atlocal and national levels. | In 2018-2021 Berkeley’s East Asianfaculty won 16 awards totaling 4 million (non-federal grants). |

**§G2. Addressing National Needs through Student Placement.** Our effort to address national needs is reflected in the jobs our graduates and FLAS awardees take after leaving Berkeley, which are often in service of the non-profit, educational and government sectors. It is also reflected in the programs mounted by IEAS and our centers, which regularly address topics related to geopolitics, security, the environment, and international relations. Berkeley has a solid record of placing BA, MA, and PhD graduates into important positions. The Berkeley Career Center, which tracks student placements, indicates that in 2020 an average of 7% of BA recipients in the humanities and social sciences entered the federal and state governments, suggesting that as many as 35 of our 246 East Asia concentrators that year might have taken careers related to government service. Our recent graduates have been hired by the Federal Aviation Administration and U.S. Department of Housing and Urban Development. Berkeley

graduate students primarily go into teaching and research, but they are represented in all professional fields, including government. (For example, the current Assistant Secretary of Defense for Indo-Pacific Security Affairs, Ely Ratner, earned his PhD in Political Science at Berkeley.) Overall, Berkeley awards more PhD degrees, and more to underrepresented minorities and women, than any other school in the nation. Our graduates enter careers in government, international organizations, private industry and business, thereby serving the national need for East Asia experts. Charts 1 and 2 display placement data for 2018-2021 MA and PhD recipients. While 80% of PhDs (42 of 52 degree recipients) took positions in higher education, at least 17%

(8) entered careers in other fields, including government service and non-profits. For MAs, at least 32% entered such careers.

 

In those same years, 52% percent of East Asia BAs entered private sector jobs, both for-profit and non-profit. Through outreach efforts and the general globalization of the sciences, Berkeley has had considerable success recruiting students from science, engineering and professional programs into our East Asian language classes. Among those 246 East Asia BA concentrators in 2020-2021, sixty-two (25%) graduated with degrees in science, math, and engineering, as well as from the professional schools. Among these there were 36 concentrators in computer science/information management alone, or 15% of all of our BAs. These figures suggest that

Berkeley is placing high numbers of STEM and professional program students with knowledge of East Asia into jobs that are of service to the nation, through private industry or government.

**§G3. Addressing National Needs through Public Programs & Dissemination of Information** Our efforts to address national needs are also reflected in the programs mounted by IEAS and our centers, which regularly address geopolitical, security, environmental, and international relations topics that are of concern to the United States. Recent examples include the panel, “Nuclear (In)Security: The Korean Peninsula and U.S. Foreign Policy” (November 2020), and colloquia such as, “The Geocultural Politics of the Silk Road” (April 2021), “Security Opportunities and Challenges in the Taiwan Strait” (April 2021), and “The Significance of a Chinese ‘Ritual Economy’ in Global Capitalism” (February 2022). Our events, whether in person, by Zoom or hybrid, are widely publicized and well attended, often with 75 or more audience members and sometimes receiving press coverage. The institute’s NRC-supported panel “Contextualizing Coronavirus,” held on February 26, 2020, as the first case of community spread came to light, received widespread coverage in the TV news and print media. We estimate that IEAS mounts at least 25 events relevant to national needs each year, reaching over 1000 members of the public, and more via our YouTube channel. In addition, IEAS continues to publish up to five monographs each year, some of which address policy issues, a recent example being *Sunflowers and Umbrellas* (Thomas Gold and Sebastian Veg, eds., IEAS, 2020), which examines recent sociopolitical movements in Taiwan and Hong Kong. Information is disseminated via our website and email lists containing over 6000 names. Looking forward, our planned program over the next four years on “New models and modes of interstate and regional cooperation in East Asia” squarely addresses issues of national and international importance.

**§G4. Comprehensive Evaluation Plan; Program Improvement**. The Berkeley East Asia NRC’s evaluation plan is comprehensive and professionally designed. It involves four main

activities: (1) the collection of quantifiable data and subjective evaluations through campus sources and longitudinal surveys that will be assessed by a review committee in 2024; (2) for our teacher-training efforts, the updating and refining of survey instruments for our ongoing and new programs, paired with: (3) ongoing data evaluation and teacher interviews by our education evaluator; and (4) review and follow-up by the IEAS director and executive committee. Over a decade ago the area centers at UC Berkeley introduced surveys to measure the overall performance of our outreach and teacher-training programs. These longitudinal exit surveys have assessed the longer-term outcomes for our K-12 and community college instructor training programs over a period of eleven years, and will continue to do so. These surveys quantify the outcome of NRC teacher-training activities, including their effects on K-12 and community college classrooms. For 2022-2025, we have asked Alisha Kirchoff, an Indiana University- trained educator (CV in Appendix 1) to update and refine this plan to assess longer-term outcomes on behalf of all of Berkeley’s NRC teacher-training programs. Using data provided from years of our surveys, plus (for 2022-2025) pre- and post-program interviews, additional post-program questionnaires, lesson-plan reviews and website analytics, she will provide annual outcome-oriented written assessments of the effectiveness of our K-12 and community college training programs. In addition, evaluation will specifically focus on ways the pandemic and contemporaneous social changes are altering teacher willingness and capacity to internationalize curricula and classroom instruction; Berkeley's NRC teacher-training programs will adapt to meet these changing needs. As for the evaluation of our general NRC program, IEAS will continue to collect extensive data on our Center’s “outputs” as detailed in Table 9. To enhance this quantitative data and survey material, we will also collect qualitative information such as course evaluations (Berkeley requires the distribution each semester of standardized and anonymous questionnaires used for multiple purposes including curriculum revision and

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| **Table 9: Outcome-Measure-Oriented Data Collected by the NRC** |
| **Student Data** | **Faculty Data** | **Outreach Data** | **Budget Data** | **Qualitative Data** |
| Undergrad and grad degreesFellowships received Financial aid received Language concentrators PlacementsUCEAP participation Language proficiency | FTE/tenure status Grants received Courses taught Awards Publications Travel experience | Teacher programs# of teachers trained # of students reached IEAS website hitsIEAS YouTubechannel hitsEvents attendance by type of participant | Faculty salaries Staff salaries Outreach budgets Library acquisitions Library salaries Cost of coursesFee and tuition rates | Course evaluationBreadth of coursesBreadth of languagesBreadth of thesesBreadth of subjectsTeaching evaluations. |

faculty assessment); departmental reviews (Berkeley reviews all campus departments every decade with committees of internal and external faculty); information gleaned from faculty and student interviews; and observations of classroom teaching and organized research activities.

These data will then be used to support a full program review, including a site visit, in 2024 by a committee composed of two external evaluators and one internal faculty member. The review will provide clear, measurable, and comprehensive assessments of areas where we are doing well and where improvement is needed, which in turn will support long-term program planning.

The director and executive committee of IEAS—and the Berkeley administration—are responsive when the need for change is demonstrated, and recent evaluations have been helpful in this regard. When the last external review of IEAS identified the need for a more robust advisory board structure for our large operation, a two-tiered structure was implemented with an executive committee composed of center chairs that meets monthly, and a larger advisory board of campus-wide stakeholders that meets once a semester. Following the 2017 review of the MA and PhD degree programs of the Group in Asian Studies by the Academic Senate, formal by- laws were developed, and the concurrent degree with the Law School was discontinued (due to low enrollment). Evaluation is an ongoing process at UC Berkeley and issues identified through this process in the future will be addressed by the IEAS executive committee during its monthly

meetings and reported annually to the Vice Chancellor for Research.

**§G5. Equal Access for Underrepresented Groups, including the Disabled and Elderly.** It is the policy of the University of California to ensure equal access and treatment for all eligible participants to its programs. In accordance with federal and state law, Berkeley prohibits discrimination and harassment on the basis of race, color, national origin, religion, sex, gender identity, pregnancy/childbirth, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran.

This includes members of underrepresented groups: racial or ethnic minorities, women, persons with disabilities and the elderly. Accordingly, IEAS continually strives to make our Center events more accessible by consulting regularly with the campus Disability Access Services, which provides information and assistance to the campus community and individuals with disabilities who require access to participate in university-sponsored non-course-related activities. We also regularly send notices of our events to the Campus Retirement Center and Berkeley Osher Lifelong Learning Institute, and are pleased by wide participation by the elderly in many of our events. We schedule events only in wheelchair accessible buildings and rooms. We place an accessibility contact statement on all publicity, including print ads and web pages, which provides an event contact and information about how to request accommodations such as sign language interpreting and real-time captioning (where possible and available). We also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance. For web access issues, we recently redesigned our website to be in full compliance with campus and federal ADA (Americans with Disabilities) accessibility guidelines. Of course, since the advent of COVID-19, virtually all of our events have become Zoom-accessible, which provides access to anyone with an internet connection.

**§H. OUTREACH ACTIVITIES (NRC)** *(Note: FLAS section H begins on page 49)*

**§H1. Domestic Outreach Activities with Significant and Measurable Impacts.** Our first priority is to offer programs that strengthen teacher training at all levels and provide outreach to constituencies beyond the campus, especially to community colleges, Minority-Serving Institutions and K-12 school districts. Over the years we have developed deep ties to educators in schools, colleges and universities throughout California, including numerous MSIs. New and continuing activities are described later, including those that respond to the NRC Competitive Priority for 2022-2025. Many, but not all, of our outreach activities are coordinated by ORIAS, the Office of Resources for International and Area Studies. ORIAS is a major joint outreach program of the current world area centers, established nearly four decades ago at UC Berkeley, which now fully pays the annual salary and benefits cost of its coordinator, Shane Carter.

ORIAS provides training programs for professional development in international subjects for K- 14 instructors. Current ORIAS programs include free Summer Institutes and Working Groups throughout the year for K-12 teachers, World History workshops for community college instructors, a Speaker’s Bureau for K-14 classrooms, stipends for professional development, and multiple web-based resources and curricula. During the three academic years ending in July 2021, ORIAS held 96 programs, including meetings, workshops, institutes, etc., by Zoom and in person, reaching 1576 educators. This included participants from 32 community colleges in California, most of which are MSIs; and more than 200 K-12 schools from 32 districts. Virtual participants in ORIAS programs came from 24 states outside of California and even attracted teachers from outside the United States, who interacted productively with their U.S. counterparts. The ORIAS newsletter is emailed to 1300 teachers (with an opening rate of 34%), and its Twitter feed has 660 followers. Over the past year the ORIAS website received over 351,000 unique page views. Since January 2020, 34 videos have been added to the ORIAS YouTube channel,

with 3108 views of those videos. ORIAS serves all the currently-funded NRCs at Berkeley and continues vigorously to fulfill our K-14 outreach mission. In 2022-25, ORIAS plans several new initiatives, which are described in §H1a and especially §I. Since 2014 we have also collaborated closely with the UC Berkeley History-Social Science Project (UCBHSSP), the Berkeley branch of a state initiative that seeks to bridge the academy and K-12 communities (more in §H1b).

Berkeley’s East Asia program is strongly committed to its training and outreach on the languages, cultures and contemporary affairs of East Asia.

**§H1a. Outreach to Elementary and Secondary Schools.** Our plan for 2022-25 includes multiple ongoing and new projects that align with NRC teacher training priorities for sustained training for K-12 educators. IEAS has for years joined with the other area centers on campus to present an annual ORIAS Summer Institute for elementary and secondary teachers. These summer institutes, offered every June, have served thousands of teachers since their inception. The 2021 effort, “The Little Ice Age,” explored a period of global climate change that extended from the 15th century to the 19th century caused by cooling, rather than warming, which was primarily the result of natural, not anthropogenic causes. Examination of this period offered a way for teachers to think about how changes in climate can affect economies, social structures, politics, and daily life. The institute also offered examples of successful (and unsuccessful) responses to climate change, plus meaningful questions that can be applied to thinking and talking about our future. Thirty-two teachers enrolled in the program, which as usual combined lectures by scholars, introductions to university and online resources, and guided work sessions for development of curriculum units. Teachers earned course credit through UC Extension. The resulting materials for this and all previous institutes are placed on the ORIAS website for use free of charge, to maximize their local and national impact. The titles for upcoming workshops are “Climate Change beyond the Science Classroom” (2022); “Envisioning the Future:

Speculative Fiction from around World” (2023); “Climate and Migration” (2024) and “Infrastructure and Society” (2025). ORIAS will also continue to offer World History Reading Groups that provide professional development for K-12 teachers who share interests in world history. Each group involves ongoing, content-focused seminars with Berkeley scholars. One recent book read by the group was *The Company and the Shogun: The Dutch Encounter with Tokugawa Japan* by Adam Clulow. Another new ORIAS initiative, over the next several years, for younger students, is “Meal Map,” in which schools will produce representative meals from world regions that will trace the path of food products, labor and technology that make the meals possible. ORIAS will also cooperate in the “Teach the World” website lesson repository currently being developed by NRCs across the nation.

We will continue our collaborations with the state-recognized UC Berkeley History Social Science Project (UCBHSSP) to better train California teachers in international subject matter consistent with new state standards. While Berkeley, by design of the California Master Plan, does not credential teachers at its Graduate School of Education, it does support teacher training and enrichment programs, including UCBHSSP, which has a long record of success in training teachers to develop history curricula. In 2014, with NRC support, the program expanded its focus to topics in area studies/global history. Each year, the Berkeley area centers have partnered with UCBHSSP to organize three or more workshops for teachers, each examining a particular standard through a different geographical lens. Each workshop features a presentation by an academic expert in the field and a model lesson developed by a teacher, with a session to analyze the instructional strategies embedded in that model lesson. There have been a number of workshops focused on East Asia since 2018, with model lessons posted online that saw hundreds of (free) downloads. With the recent adoption of new history and social science frameworks by the state of California, the program also embarked on a new effort in 2018, under the direction of

Dr. Rachel Reinhard, to work with teacher groups to create three global history courses (for the 6th, 7th and 10th grades; one for each grade) that build content knowledge and identify sources for lesson development consistent with the new standards. The project will continue in 2022-2025 with an effort to create “Source Sets,” (pedagogy tools well known to K-12 educators) for the same three grades that will attempt to *center* marginalized or missing voices in existing narratives within the ancient, medieval, and modern worlds. The Source Sets will be made available on the program’s website for open download. This project complements our other teacher training programs, such as the ORIAS Summer Institutes for K-12 and community college instructors, providing substantial training opportunities for teachers.

IEAS also has one other non-ORIAS program specifically targeted to K-12 teachers: its annual “Summer China Institute for Teachers,” which provides an intensive five-week learning experience for sixteen middle and high school educators recruited from across California. The program begins with a one-week orientation training, including basic language introduction, followed by four weeks of field study in China. In 2016 and 2018 this institute was partly funded by Fulbright Hays Group Projects Abroad grants. (The 2020 program, also funded by Fulbright, has been on hold due to travel restrictions to the region.)

**§H1b. Outreach to Postsecondary Institutions and Minority-Serving Institutions (MSIs) (NRC Competitive Preference Priority).** We plan four major outreach programs to community colleges and Minority-Serving Institutions (MSIs) around California in 2022-2025, two ongoing, and two new. All are consistent with the NRC Competitive Preference Priority. For a decade now, ORIAS has offered workshops for community college instructors, many from MSIs, with the goal of providing better curriculum articulation between two- and four-year California colleges on international topics. Most California community college courses on world history and other international subjects have not been transferable to UC. These workshops, which have

met at least once a year since 2010–including by Zoom through the COVID pandemic–have sought to rectify this problem by providing specific curriculum guidance for instructors and curriculum-building exercises. The summer 2021 workshop on “Coerced Labor across Time and Place” contextualized histories of chattel slavery and racism within a broader, global context.

Among the topics explored was the plight of the Uighurs in Xinjiang. Twenty-seven community college educators from California participated, 17 of whom were from MSIs. The 2020 workshop on “People Power” featured a full day on the theme of “The Why, How, and Who of Hong Kong's Pro-Democracy Protests.” That workshop was attended by 23 educators, none of whom had any particular expertise in East Asian studies previously. These workshops will continue in 2022-2025, with titles to be decided each fall in consultation with the coordinator and participant schools. These events for community college educators have reached hundreds of instructors since inception, benefitting thousands of regional students. The second continuing program, which was new for the 2018-2021 cycle, is the ORIAS Community College Online Course Construction Project. Teams of four experienced community college instructors, the majority of whom teach at MSIs, have met since 2018 to build UC-articulated online credit courses for students on World History (one pre-1500 and the other post-1500 AD) for community college students. As of fall 2021, sixteen courses are available on Canvas Commons (a learning object repository site for teachers). Additional lessons, up to 32 total, will be posted as the project sees completion in 2022-2023. This project provides even more sustained engagement between UC Berkeley and regional community colleges.

The third program, new for 2022-2025, is a Technical College Education Fellowship program for community college instructors, with a focus on energy transition, sustainability, and climate adaptation. In a word, we seek to “internationalize” technical education by bringing technical/career and community college instructors to Berkeley for workshops with experts on

international approaches and solutions to subjects such as water conservation, fire management, invasive species control and other real-life matters. We believe this project, which is now in planning stages, offers an innovative educational service to a community–technical school instructors–that was never before reached. The fourth project, the Economics and Climate Change Working Group, will involve ORIAS coordinator Shane Carter working with a team of six teachers from community colleges and one scholar expert over the next four years to create a set of five lessons appropriate for introductory economics courses at the community college level. The lessons, using climate change-related issues to interrogate common concepts from economics curricula, will be published on the ORIAS website and shared at the National Council of Social Studies conference for use nationwide.

**§H1c. Outreach to Business, Media and the General Public.** With business, economics and industry being so crucial to understanding contemporary East Asia, IEAS and its centers have long focused on providing the general public and business communities with timely information on these topics. This effort will continue for 2022-2025, not only through our regular center programming, but through the 24 conferences/events that we propose in §I, Table 10, partly funded by the NRC. These conferences will be organized in collaboration with five of IEAS’s component centers and the Institute of International Studies, Berkeley’s center for the study of global politics and economics. Since 2015, IEAS has mounted no fewer than 55 economics- oriented events, from lectures to major conferences, on topics such as “Trade Policy in the Trump Era,” “Corporate Governance Reform in Japan,” “The Trans-Pacific Partnership and Mega FTAs,” and so forth. Some of these events are co-sponsored with the Haas School of Business, and all are well attended by members of the local business community and Haas students and faculty. IEAS also significantly increased its presence in the business and trade policy world in 2018 by integrating the Berkeley Asia Pacific Economic Cooperation “APEC”

Study Center (BASC) into its core operations. BASC is headed by Professor Vinod Aggarwal, who now also serves on the IEAS advisory council. Its mission is to produce and spread knowledge to decision-makers in the public and private spheres to create mutually beneficial cooperation in the business, academic, and policy-making communities. BASC brings together scholars from various departments, institutes, and centers from around the world to seed collaborative research on Asia-Pacific economic cooperation. Indeed, the BASC conferences proposed in Table 10 are squarely targeted at the business world and policy makers.

Regarding professional schools, IEAS works closely with Berkeley’s College of Natural Resources, Law School, and School of Public Health. Our Center for Korean Studies was instrumental in the 2013 founding of the Berkeley Korea Law Center (with Professor John Yoo) and collaborates closely on its public programming; with Public Health IEAS has been involved with the multiyear “China Worker Wellness Project,” which seeks to understand and improve the lives of migrant workers in Chinese urban areas. Three international conferences on this topic have been sponsored by IEAS in recent years. In 2019, IEAS partnered with the Berkeley College of Natural Resources on a 10-day training program for the National Park Administration of China, led by former director of the U.S. National Park Service, Jonathan Jarvis.

IEAS also independently organizes or co-sponsors high-profile cultural activities in cooperation with on-campus and community groups. Some of these events have been of national, or even international, importance with reviews in major publications such as the *San Francisco Chronicle* and the *Los Angeles Times.* We co-sponsor exhibitions with the Asian Art Museum of San Francisco, the Berkeley Art Museum (25% of its collections are devoted to Asian materials), and the campus-based Pacific Film Archive (which has an extensive schedule of showings and guest artists from Asia; 17% of its holdings are of Japanese film). While all of these events, save for a few film screenings, have been suspended since early 2020, an example of a major

upcoming high profile event is our collaboration with the Asian Art Museum, “The Caves of Dunhuang,” a 2024 multimedia exhibit that will bring objects, replica caves and other materials from the Mogao Caves, a UNESCO world-heritage site situated along the medieval Buddhist Silk Road. IEAS will provide, with grant funding from the NEH, all the public educational programming, including outreach to schools.

**§I. PROGRAM PLANNING AND BUDGET (NRC)** *(FLAS section I begins on page 51).* **Major Activities for Which We Seek Funding (1-7).** With NRC support over the next four years, we believe Berkeley will become one of the few centers in the United States offering comprehensive training in *all* of the major languages and societies of East Asia, including the LCTLs of the region. We have several overarching goals: (a) to train in greater numbers, with an eye on emerging issues in the region, future American leaders from diverse backgrounds with expertise on East Asia; (b) to strengthen the language program so that more students can not only attain advanced levels of proficiency in Mandarin Chinese, Korean and Japanese, but gain also competence in Mongolian, Tibetan, Cantonese, and even Taiwanese/Hokkien; (c) to strengthen the C.V. Starr East Asian Library as a national resource with acquisitions on the current unfolding situation in East Asia; (d) to expand our efforts to train K-12 teachers on East Asia and build curricula through four programs; (e) to offer training opportunities for community college and MSI instructors through two continuing and two new programs; and (f) to present diverse perspectives in our programs at IEAS and attract underrepresented students to our classrooms.

Activities in Language Instruction (1): Berkeley’s Japanese, Korean and Mandarin course

offerings are comprehensive, sustainable and a national resource. With this proposal, we request NRC support to expand our Cantonese offerings (to fully cover two years, plus the first-year heritage track) and to introduce the rigorous study of elementary Taiwanese/Hokkien. (We will also continue offering Mongolian and Tibetan, which were created with seed funding from

previous NRC grants.) Taiwanese/Hokkien and Cantonese are strategic regional languages with inadequate coverage in the U.S. West. Cantonese, while spoken by hundreds of millions of people both inside and outside of China–and designated a national priority language by the federal government–is not widely taught in the United States. By offering two levels of Cantonese (plus a heritage track), we will open new gateways into both China and communities outside of China, offer a path into the study of southern Chinese history, literature and culture, and build interest in one of China’s most important dialects, countering its unjustified disregard (BUD A2ab). Activities in Non-Language Instruction (2): We will offer two new courses on

Korean culture, on K-Pop and Korean independent cinema, taught by Professors Kevin Smith and Jinsoo An respectively. These will be taught in alternate years and will allow EALC to launch the Korean major. We request only incidental funding for course development, not salary support (BUD E4). Activities in Organized Research (3): IEAS will partner with its four East

Asia centers and the Berkeley Institute of International Studies over the next four years on a new program on the theme of “New Models and Modes of Interstate and Regional Cooperation in East Asia.” With China’s meteoric rise and an emerging bipolar economic order between the United States and China, friction has risen in interstate cooperation on a variety of issues, challenging the historical multilateral order of the 20th century. International institutions dedicated to general or issue-specific cooperation (such as the United Nations and World Trade Organization) have seen crippling deadlock on key topics such as emerging technologies and maritime disputes that have upended historical patterns of cooperation between states. We propose a series of conferences each year to study these phenomena in light of recent political and cultural events. Each of our centers and IEAS itself propose events (Table 10) that will highlight current thinking on models and modes of interstate and regional cooperation in East Asia. These activities, funded in part by the NRC (BUD A2E3), will be open to the Berkeley

community and general public. We plan to post research results whenever possible on the IEAS and Berkeley research webpages, and as YouTube broadcasts. Publications might also emerge, produced through our in-house book series or other publishers.

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| **Table 10: Proposed NRC-supported organized research activities, 2022-25** |
|  | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| **Institute of** | Pandemic information | The South China Sea: | Models of interstate | Higher education |
| **East Asian** | sharing in East Asia: | barriers to Maritime | and regional | interdependence |
| **Studies** | new public safety | Cooperation | corporation in East | across nations: |
|  | measures and social |  | Asia with regard to | network technology, |
|  | practices |  | climate change | modes of pedagogy, |
|  |  |  |  | and communicative |
|  |  |  |  | practices |
| **Center for** | China's potential and | An international | Maritime | China, Taiwan and |
| **Chinese** | probable roles in | Peace Park for | democracies & | the semi-conductor |
| **Studies** | shaping the physicalworld environment. | Korea's DMZ:China's potential pole | trans-Pacificnetworks: language, | industry |
|  |  |  | politics, geo-politics |  |
| **Center for** | Environmental | From treaty ports to | Agrarian | Developing new |
| **Japanese** | humanities and Japan: | maritime | cooperatives: from | models of |
| **Studies** | multidisciplinary and | cooperation: | the local to inter- | sustainability: |
|  | regional cooperation | Nagasaki, Kobe, | regional | interstate cooperation |
|  |  | Yokohama |  | and collaborations |
| **Center for** | Democratic backsliding | Climate crisis | Past interstate | Intellectual property |
| **Korean** | and the future of | management in | trauma and the | protections: new |
| **Studies** | interstate cooperation in | Korea and across | grassroots non-state | questions and |
|  | Korea and the East Asia | borders: new | advocacy endeavors: | challenges in the |
|  | region: the changing | agencies, | the evolving contour | changing media |
|  | contour of trans- | collaborative models | of historical | environment. |
|  | regional politics and its | and future prospects | understanding and |  |
|  | implications |  | reckoning |  |
| **Berkeley** | Belt and Road Initiative | Mega FTAs and the | Middle powers and | Governance of high- |
| **APEC Studies** | in East Asia: | political economy of | regional security: | tech industries: |
| **Center** | opportunities and risks | East Asian | cooperation amid | multilateral and |
|  | for regional cooperation | regionalization | the U.S.-China great | regional approaches |
|  |  |  | powers competition |  |
| **Institute of** | Ideas of international | Democracy, | The military balance | Economic |
| **International** | order in East Asia | alliances, and | and international | interdependence & |
| **Studies** |  | international order in | order in East Asia | international order in |
|  |  | East Asia |  | East Asia |

Library Support (4). To build on resources that align with the “new models and modes of

interstate and regional cooperation” research theme of our centers, the library seeks funding to expand holdings pertaining to currently unfolding developments in East Asia: the U.S.–China trade war, military competition in the Pacific, the U.S. role in China-Taiwan relations, Hong

Kong after the imposition of the National Security Law; immigration and environmental issues

in Japan; the reunification of the Koreas, etc. Acquisitions in these areas will better position the library to respond to new trends and research in East Asian studies. A modest amount of NRC funding would also support staff to catalog the material (BUD A4D1). Planned Training for K-

12 Educators (5). We request funding for the ORIAS Summer Institute for K-12 teachers, World

History Reading Groups, and Meal Map projects previously described (BUD E2dfg). We also request modest funding to support the national Teach the World lesson repository, to improve the ORIAS website, and to support conference travel by the ORIAS coordinator (BUD Ca, E2a).

Our other K-12 partner, the Berkeley History Social Science Project, will complete its Global History courses (no funding requested) and will build new Source Sets on “Marginalized Voices,” both projects being in alignment with new California State standards as described in

§H1 (BUD E1a). Planned Outreach to Higher Education (6): the ORIAS Community College

Workshops for community college instructors will continue for 2022-2025 (BUD E2e), reaching hundreds of new instructors, many from MSIs. ORIAS will also launch its Technical Education Fellowship program and Economics and Climate Change Working Group (BUD E2hi), and will complete its Community College Online Course Construction Project. Outreach to Business,

Media, Government, and the General Public (7). Our new program of conferences on interstate

cooperation in East Asia is squarely aimed at attracting the attention of the media, government and general public. These programs will be implemented by existing staff at our centers without additional NRC salary support. Funds will be allocated toward program expenses (BUD D2, E3).

# §I1. Timeline for Strengthening Our Program and the Effective Use of Resources

Table 11 provides a detailed timeframe for implementing major goals over the next four years. We believe *all* of these programs can be implemented as planned and/or completed by 2026, barring another pandemic or other disruption, resulting in an expansion of our East Asia program into places not often visited in the United States (see §I4a for a description of these impacts).

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| **Table 11: Timeline for NRC-Funded Activities (F=Fall; S=Spring. \*New activity)** |
| Activity/Page# | **2022-23** | **2023-24** | **2024-25** | **2025-26** |
| **Key:** |  |  Partially NRC-funded | UC Berkeley-funded |  |
| Fully NRC-funded |  |
|  |
| **Language Instruction**p. 43 | 1st and 2nd year Cantonese(4 courses, 2 tracks) F, S | 1st and 2nd year Cantonese(4 courses, 2 tracks) F, S | 1st and 2nd year Cantonese(4 courses, 2 tracks) F, S | 1st and 2nd year Cantonese(4 courses, 2 tracks)) F, S |
|  |  | elementary Taiwanese\*F, S | elementary Taiwanes\* F, S | elementary Taiwanes\* F, S |
| **Area Studies Courses** p. 43 | K-Pop **\***S | Korean Independent Cinema **\***S | K-Pop **\***S | Korean Independent Cinema **\***S |
| **East Asian Library**p. 45 | acquisitions on contemporary East Asian relations\* | acquisitions on contemporary East Asian relations\* | acquisitions on contemporary East Asian relations\* | acquisitions on contemporary East Asian relations\* |
| **K-12****Outreach** | ORIAS K-12 Summer Institute | ORIAS K-12 Summer Institute |  ORIAS K-12Summer InstituteWorld History Reading GroupsEast Asia Meal Map\*HSSP Source Sets for 6, 7, 10th grades\* | ORIAS K-12Summer Institute |
| pp. 35-39, 46 | World History Reading Groups | World History Reading Groups | World History Reading Groups |
|  | UCB History Social Science Source Sets for 6, 7, 10th grades\* | UCB History Social Science Source Sets for 6, 7, 10th grades\* | UCB History Social Science Source Sets for 6, 7, 10th grades\* |
| **Community College/MSI Outreach (CPP)**pp. 39-41 | ORIAS Community College Summer Institute | ORIAS Community College Summer InstituteClimate Change Working Group\* | ORIAS Community College Summer InstituteTechnical Education Fellowship Prgram.\* | ORIAS Community College Summer InstituteTechnical Education Fellowship Prgram.\* |
| **Organized** | **6** public events on | **6** public events on | **6** public events on | **6** public events on |
| **Research** | “New models/modes | “New models/modes | “New models/modes | “New models/modes |
| **Conference** | of international and | of international and | of international and | of international and |
| **Series** | regional cooperation” | regional cooperation” | regional cooperation” | regional cooperation” |
| pp. 44-45 | (Table 10)\* | (Table 10)\* | (Table 10)\* | (Table 10)\* |
| **Evaluation**pp. 29-35 | external evaluation of K-14 programs | external evaluation of K-14 programs | Full evaluation\* | external evaluation of K-14 programs |
| **New Majors**P. 7-8, 17, 40 | East Asian Humanities\*F | Korean\*F |  |  |

IEAS, with its “federal” structure of autonomous centers, and close relations with departments, can effectively coordinate the use of NRC resources. IEAS facilitates the growth of East Asian studies at Berkeley by providing funds to areas of priority or need. Needs are identified by

faculty input to the IEAS director and executive committee in conjunction with specified NRC

goals. Program and financial management of the NRC is under the control of the director and associate director with support from the IEAS business manager and a grants analyst who works for Berkeley’s central administration, with general oversight from the Office of the Vice Chancellor for Research. The university’s Offices of Sponsored Projects and Contracts & Grants Accounting oversee the allocation and expenditure of funds.

**§I2. Quality of Program and Suitability for NRC Program.** We believe our proposed NRC program for 2022-2025 will be of high quality. The program as a whole has been reviewed and endorsed by the IEAS executive committee. The new East Asian Humanities major has been approved by the executive committee of the Berkeley Academic Senate; our new courses, and modifications to existing courses, will or have already come under the scrutiny of the Senate’s Committee on Courses of Instruction. These bodies ensure that instructional programs at Berkeley meet the highest standards. As for our public programs, we submit an annual report to the Vice Chancellor for Research, which becomes part of the ten-year review of our program’s impact and effectiveness. All of the proposed activities for 2022-2025, whether for instruction, public programming, teacher training, library support, or evaluation, are wholly suited for support by the National Resource Center grants program. NRC funds will not be used for any activities that are already supported by our institution, but instead strictly to seed new, or expand existing, activities, foreign language instruction, K-14 teacher training, and public programming that is in the national interest. We hope to fill gaps in the national curriculum on East Asia and lead the way toward a more inclusive approach to the study of East Asia.

**§I3. Reasonable Costs.** Our Title VI funds are strategically applied to get the greatest good out of the funding available. Money to support instruction in East Asian languages will enable us to further develop one of the nation’s few programs in the lesser-taught, priority languages of East Asia, adding intermediate Cantonese and elementary Taiwanese/Hokkien to our existing courses

in Mongolian and Tibetan. NRC funds will also help to expand our Korean offerings toward the launch of our Korean major. NRC funding to EALC represents a modest but crucial 4% of its budget; it seeds the new courses that allow the program to expand. The total NRC request represents only 7% of the annual IEAS budget, but it is a critical amount used to leverage other funds from the university and outside sources, especially in strategic fields needing an initial “leg up,” such as Korean, Cantonese, and Taiwanese studies. Support for the East Asian Library, less than 2% of its annual budget, will expand access to regional and contemporary digital materials. Funding requests for outreach programs to K-14 teachers and community college students, as well as business, media and the general public, will help us reach a broad audience beyond our campus. In all cases, NRC funding provides a strategic boost that leverages new support.

**§I4a. Long-Term Impact on Training Programs.** Proposed funding requests will allow us to seed new activities and extend existing ones. NRC start-up funds lead to long-term, UC-funded innovations to our curriculum and outreach training programs. By 2026, we will have (1) begun one of the nation’s few programs in Taiwanese/Hokkien, and strengthened our offerings in Cantonese and launched the Korean major; (2) broadened teacher training at the K-12 level through new online courses and Source Sets for California educators teaching the 6th, 7th, and 10th grades; (3) started two new and strengthened two existing programs for regional community college educators, including an innovative training program to provide international expertise to technical school educators; and (4) focused IEAS’s and our centers’ programming on the theme of interstate and regional cooperation in East Asia, a topic in the current U.S. national interest.

These activities have a long-term impact on our state and community. By educating our students, teachers, and community at large in emerging areas of concern and importance, our goal is to provide a leading understanding of East Asia, not a lagging one. The NRC plays a crucial role in this effort. Indeed, IEAS has a successful track record of leveraging NRC seed funding into

permanently funded programs of national or regional importance, as exemplified by our Mongolian, Tibetan and Cantonese programs, the seeds of which were planted years ago.

**§J. NRC COMPETITIVE PREFERENCE PRIORITY** *(Note: see FLAS CPPs on p. 51).*

**§J1. Competitive Preference Priority: Partnerships with Community Colleges and MSIs.** We respond to the NRC Competitive Priority by offering four programs detailed in §H1b and §I. These are the 2022-2025 ORIAS Community College Summer Institutes, the ORIAS Community College Online Course Construction Project, the new Technical College Education program and the Economics and Climate Change Working Group. We expect to receive many more applications for enrollment in these programs than we can accommodate; instructors from California Minority-Serving Institutions will be given preference.

# §H. FLAS AWARDEE SELECTION PROCEDURES (FLAS ONLY)

**§H1. Selection Plan, Application Procedures, Selection Criteria, Process, and Priorities.** The FLAS selection plan at Berkeley is time-tested and regulated. IEAS and the Graduate Fellowship Office at Berkeley disseminate FLAS fellowship information via emailed announcements and postings on the Graduate Division and IEAS websites, as well as on the IEAS Facebook page. IEAS and its centers also advertise FLAS opportunities with information sent to over 250 faculty and students. The competition is announced as early as October and advertising continues through January. A well-attended joint informational workshop is organized each December by all the area centers at UC Berkeley for students interested in FLAS. Students apply in December and January, ahead of the late January deadline for FLAS applications. Instructions for FLAS applicants are posted on the Graduate Division and department websites. New students apply in conjunction with general admission; continuing students apply through the Graduate Fellowships Office. In either case students are encouraged to submit the FAFSA form, to be considered for federal assistance. Dylan Davis, the FLAS

coordinator, fields questions from students. Table 12 displays an outline of key dates. As for the selection process, each year in late fall the IEAS director nominates a FLAS review committee comprised of three faculty experts on East Asia (with one preferably from a professional school). A balance of disciplinary fields and knowledge of Chinese, Japanese, Korean, and in occasional years, Tibetan or Mongolian is sought. The IEAS associate director briefs committee members on the FLAS selection rules and announced priorities; he sits on the committee in an *ex-officio* capacity. Individual members of the committee then assess and score both the academic year and summer files (initially) for academic merit and consistency with FLAS criteria. Having scored the files based on merit alone (noting such factors as GPA, letters of recommendation and the students’ statements), the committee then convenes in early March to finalize their rankings.

They are provided with the averaged scores and FAFSA information for each student as analyzed by the Berkeley Graduate Division using the Expected Family Contribution (EFC) formulas outlined in Section F of Title IV of the

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| **Table 12: FLAS Selection Process Steps** | **Dates** |
| Announce FLAS fellowship opportunities | Oct.-Nov. |
| IEAS nominates faculty review committee | November |
| Advertise via email & website posts | Nov.-Jan. |
| Joint informational workshops by all areaunits center staff | December |
| Application deadlines, AY & Summer | Late January |
| Faculty committee’s review of applications | Feb.18-March 8 |
| Completed FAFSA forms due (UC deadline) | March 2 |
| Rankings finalized using FAFSA data | By March 9 |
| AY and Summer award notifications | Mid-Late March |
| Award notifications of those on waiting lists | April-June |
| Seek approvals from IFLE for travel study | April-May |
| IEAS submits FLAS reports to IRIS | July 1, Oct 15 |

Higher Education Act. Having ranked FLAS candidates first for merit, the committee then adjusts the final FLAS rankings based on financial need. In this way, those students with demonstrated financial need *and*

potential for academic success receive highest priority, ensuring consistency with FLAS Competitive Preference Priority 1. Associate director Davis coordinates the award letters, assisted by the other program staff. Highly-ranked students are notified of their status by mid- March, while those waitlisted are notified through the spring and summer as awards become available. Stipends are disbursed by the Graduate Division Fellowship Office, which also

provides a supplementary incentive of $1000 for incoming students. Applicants must be U.S. citizens or permanent residents, possess superior academic abilities, and (non-native) proficiency past the first year level. Fellowships are awarded in Mandarin, Cantonese, Japanese, Korean, Mongolian and Tibetan for the academic year; in the summer, intensive elementary and intermediate Mandarin, Japanese and Korean are available at Berkeley, while advanced students often take their FLAS fellowships abroad (with IFLE approval). Demand for FLAS is strong at Berkeley. We receive about 30 applications each year and hope to award at least seven AY grants, and four summer grants annually in 2022-2025. Given the demand among graduate students, along with the fact that these fellowships play a key role in attracting diverse students to our programs, we plan to continue our practice of making awards only to graduate students.

# §I. FLAS COMPETITIVE PREFERENCE PRIORITIES

**§I1. FLAS Competitive Preference Priority 1: Awards to Students with Financial Need.** We address this Priority by including a process for determining and incorporating financial need in the FLAS selection process, as described immediately above in §H1 (FLAS). FLAS applicants are urged to submit the FAFSA form in their applications, an analysis of which is provided to the faculty selection committee to assist with their final FLAS rankings. The FLAS files are thus reviewed first for merit, and second for financial need, consistent with CPP1.

**§I2. FLAS Competitive Preference Priority 2: Awards in Priority Languages.** As described previously, the Berkeley East Asia NRC will award FLAS fellowships *only* in priority languages of national need (Mandarin Chinese, Cantonese, Japanese, Korean, Mongolian, and Tibetan), fully consistent with FLAS Competitive Preference Priority 2, and we will teach them at the very highest levels available nationally. All six of these languages are among the 161 Priority Languages that have been identified in 2022 by the U.S. Secretary of Education in consultation with Federal agency heads under Section 601(c)(1) of the Higher Education Act of 1965 (HEA).