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NRC Application 2022

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# GLOBAL ASTA LTST OF ACRONYMS

**ACTFL** American Council of Teachers of Foreign Languages

**ANTH** Anthropology

**ARCH** Architecture and Design

**ASC** Area Studies Center

**AY** Academic Year

**BA** Bachelor of Arts

**BGS** Bachelor of General Studies

**BS** Bachelor of Science

**CC** Community College

**CEAS** Center for East Asian Studies

**CLAS** College of Liberal Arts and

Sciences

**CLACS** Center for Latin American and Caribbean Studies

**CTE** Center for Teaching Excellence

**EA** East Asia

**EALC** East Asian Languages and

Cultures

**ECON** Economics

**EGARC** Ermal Garinger Academic

Resource Center (Language Lab)

**EEO/AAE** Equal Employment

Opportunity/Affirmative Action Employer

**ECTV** Eastern Civilizations **EVRN** Environmental Studies **FLAS** Foreign Language Area

Scholarship

**FMS** Film and Media Studies

**FY** Fiscal Year

**GBS** Global Business Studies

**GSEAS** Graduate Scholars of East Asian Studies

**GTST** Global and International Studies **GTA** Graduate Teaching Assistant **HA** History of Art

**HTST** History

**JCCC** Johnson County Community College

**JD** Juris Doctor

**JOUR** Journalism

**JSA** Japan Studies Association

**K-12** Kindergarten through 12th grade **KASC** Kansas African Studies Center **KCTA** Kansas Consortium for Teaching

about Asia

**KU** University of Kansas

**KUTA** University of Kansas Office of International Affairs

**KUL** University of Kansas Libraries

**MA** Master of Arts

**MST** Minority-Serving Institutions

**NCTP** North American Collection Inventory Project

**NRC** National Resource Center

**OTP** Office of International Programs

**PhD** Doctor of Philosophy **POLS** Political Science **PRNT** Printmaking

**REL** Religious Studies

**SAGE** Study Abroad & Global Engagement

**SOC** Sociology

**STEM** Science, Technology,

Engineering, Math

**WGSS** Women, Gender, and Sexuality Studies

KU CEAS List of Acronyms, iii

# COMMITMENT TO SUBJECT AREA

Established in 1959, the Center for East Asian Studies (CEAS) has continually and con- sistently pursued its mission to promote East Asian (EA) languages and area studies and encour- age diverse perspectives on campus and in the community, region and nation, all with the strong support of the University of Kansas (KU). As the flagship institution in the state of Kansas, KU is committed to excellence in promoting international education and training the next generation of experts for a globalized and interconnected world. Under the leadership of new Provost and Executive Vice Chancellor, Barbara Bichelmeyer, appointed in 2020, KU's international commit- ment has been reaffirmed through the establishment of an Institute for International and Global Engagement that will house all five area studies centers (ASCs), including CEAS. The new insti- tute represents strong, Provost's level commitment to financial and administrative support of CEAS. The Institute, which will be located within the Office of the Provost with an annually ear- marked budget of $321,000, will enhance CEAS' existing budget, provide additional staff sup- port, and facilitate its collaborative efforts with KU's other 3 National Resource Centers

(NRCs)-the Center for Latin American and Caribbean Studies (CLACS), the Center for Rus- sian and Eastern European Studies (CREES), and the Kansas African Studies Center (KASC)- and the Center for Global and International Studies (GIST). The Institute will encourage more robust global engagement among KU's students and faculty and throughout the Great Plains.

KU has a strong record of support for CEAS. In FY21, KU invested $9,738,881 in salary and fringe of CEAS faculty, staff (including an academic program coordinator, a K-12 outreach coordinator, and a communications and event coordinator), Graduate Teaching Assistants (GTAs), and student workers. KU supports 47 CEAS Core (including 2 librarians) and 19 Asso- ciate Faculty, whose primary and secondary research and teaching focuses on EA. KU provided

nearly $820,000 in institutional support for East Asian Library acquisitions and collection man- agement in FY21. In addition, KU provides an array of research, teaching, and career support for faculty and students. Faculty benefit from travel support, competition-based research grants, technological assistance, and pedagogical workshops. KU's low tuition makes high quality edu- cation affordable for students. Nonetheless, most PhD students receive 5-year support from their departments. They can also apply for the Chancellor's doctoral fellowship, pre-dissertation re- search grants, doctoral research fellowships, and dissertation writing fellowships, among others. More than 69% of KU undergraduate receive financial aid with over $391 million awarded annu- ally. Renewable merit scholarship based on a student's grade point average is also available.

KU is one of the leading institutions (ranked 18th) in the nation among public universities for undergraduate participation in study abroad. (27.6% of undergraduates). The KU Office of Study Abroad employs 14 staff and maintains more than 240 study abroad, internship, and re- search programs in over 70 countries. KU International Affairs (KUIA), housed in the Office of the Provost, has more than 200 agreements with partner universities worldwide and 42 Memo- randa of Understanding with universities in East Asia, including Nankai University in China, Oberlin University in Japan, and Korea University in South Korea. KU's institutional support ex- tends to include undergraduate study and research abroad. The Study Abroad & Global Engage- ment (SAGE), the Center for Undergraduate Research, the Honors Program, and academic de- partments all provide necessary support. KU's Office of Fellowships assists students who apply for external grants and fellowships (See section D.3.). KU offers a range of programs to train stu- dents for global engagement and competence. To name a few, a dedicated fund to support gradu- ate student research and professional development in South, Southeast, and East Asia; a desig- nated Fulbright advisor and a campus Fulbright committee to assist application process; and

grant writing support at the Hall Center for the Humanities and the Institute for Policy and Social Research. CEAS is proud to serve as one of the key units on campus to align with KU's commit- ment to international and global engagement.

# QUALITY OF LANGUAGE INSTRUCTION

* 1. **Language Instruction:** CEAS has a long history of offering comprehensive EA language programs. Chinese, Japanese, and Korean language instruction started in 1959, 1961, and 1969, respectively. Uyghur and Tibetan language programs were established in 2004 and 2005. Today, KU offers 5 levels of Chinese, Japanese, and Korean, 3 levels of Uyghur, and 2 levels of Tibetan language instruction through the Department of East Asian Languages and Cultures (EALC) (Appendix A.). Total enrollment in EA languages for AY20-21, pre-pandemic, was 730, repre- senting a 21% increase from 5 years ago. Over the last decade, the Korean language program has increased enrollment significantly, from 88 to 205, a 133% increase. The Chinese program has maintained steady enrollment even though the numbers have fluctuated year to year. In contrast, Japanese enrollment has declined from 346 to 228. Nonetheless, the Japanese program witnessed a significant jump from 228 to 269 in AY21-22 amidst the pandemic despite the national trend of declining enrollments in general (Table B.1.). To keep up momentum and expand interest in the Japanese language and literature program, CEAS plans to hire a seeded tenure track faculty in EALC who teaches one language course and one non-language content course on Japanese popu- lar culture and globalization. Besides Chinese, Japanese, and Korean, Tibetan and Uyghur pro- grams also have maintained steady, though small, enrollment. The key to the steady development and enrollment record lies in good teamwork between CEAS and EALC. CEAS provides neces- sary support for language instruction, while EALC manages course offerings. Through this col- laboration, EALC has steadily grown since 1977, when Oriental Languages & Literature and the

East Asian Studies Program were merged into a single de- partment. EALC's language instruction today contributes to multiple programs beyond

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| **Table B.1. EA Language Enrollment** |
|  | **Chinese** | **Japanese** | **Korean** | **Tibetan** | **Uyghur** | **Total** |
| **AY21-22** | 180 | 269 | 184 | 2 | 6 | 641 |
| **AY20-21** | 283 | 228 | 205 | 6 | 8 | 730 |
| **AY16-17 (5****yrs ago)** | 176 | 285 | 132 | 6 | 6 | 605 |
| **AY11-12****(10 yrs ago)** | 227 | 346 | 88 | 11 | 6 | 728 |
| **Total** | 916 | 1 128 | 609 | 25 | 26 | 2 704 |

the department including KU's Project GO and Language Training Center programs, both spon- sored by the Defense Language and National Security Education Office and administered by the Institute of International Education. Project GO has been serving Reserve Officers' Training Corps students from KU and other institutions across the US since its establishment in 2012 (See section G.3. for the details). Beyond the KU campus, through KU's Language Training Center, EALC offers foreign language courses to active-duty military personnel at the Command and General Staff College at Fort Leavenworth (See section G.3.).

* 1. **Language Training:** With Title VI grant support, KU developed Level 5 Chinese and Japanese in 2009-10 and Level 5 Korean in AY13-14. Students in these upper-level courses read and discuss original literary, historical, and cultural texts. In addition to these 5 levels of modern language courses, EALC provides classical language training in Chinese and Japanese. Classical Chinese courses are taught regularly. Classical Japanese courses are offered based on students' needs. In and outside EALC, graduate seminars routinely work with EA language sources. Field-specific reading courses are taught in EALC, History, History of Art, and Reli- gious Studies. McNair, Rath, and Stevenson taught seminars on the translation of Chinese art texts, the translation of Japanese historical texts, and the reading of non-English religious texts, respectively. CEAS faculty regularly offer "directed readings" and "thesis" courses to guide stu- dents to work on EA language sources and analysis. For example, Xiao mentors graduate

students who work on Chinese literature, culture, and feminist theories. Childs, Gerbert, and Rath have trained students who studied Japanese literary and other cultural works. Greene and McMahon mentor graduate students working with Qing and Republican era Chinese texts. With Title VI support, KU has offered a Chinese Calligraphy class to train students to understand how symbolic language, textual interpretation, and art form are intertwined.

Beyond Chinese, Japanese, and Korean, KU has been committed to teaching Tibetan and Uyghur, critical need languages, for more than 15 years. In the last four years, CEAS imple- mented the necessary foundation for the further development of Uyghur and Uyghur language instruction expanded from two to three levels. Graduate students in fields such as Anthropology, History, Geography, Linguistic, and Political Science are increasingly attracted to KU because of the opportunity to study Uyghur. In the next four years, we will complete the 2nd volume of our online open access textbook and hire a full-time lecturer.

* 1. **Language Faculty**: A total of 22 EA language instructors are well qualified and trained. Of these 22 instructors, 6 are tenured professors (1 Japanese, 4 Chinese, and 1 Korean),

2 are teaching professors (1 Japanese, and 1 Korean), 4 are lecturers (1 Japanese, 1 Chinese, 1 Korean, and 1 Tibetan), and 10 are GTAs. All language instructors have native or near-native command of the language they teach. Language coordinators, Li (Chinese), Naito (Japanese), and Lee (Korean), who specialize in second language acquisition and/or foreign language peda- gogy, oversee high quality language instruction. Li, PhD in Second Language Acquisition, pre- sents her research findings at the American Council of Teachers of Foreign Languages (ACTFL) conferences regularly and uses it to implement new teaching strategies for all levels of Chinese instruction. Naito, PhD in Curriculum and Instruction with a Foreign Language Education em- phasis, is a founding member of the Japanese Instructors Association of the Heartland,

established in 2021, and shares her pedagogical expertise with other Japanese language instruc- tors in the region in addition to training KU's Japanese language instructors. Lee, PhD in Curric- ulum and Instruction and an MA in EALC, uses her expertise to improve teaching materials and assessment tools. These language coordinators regularly attend ACTFL Oral Proficiency Inter- view (OPI) workshops for up-to-date training in the administration of students' placement and proficiency testing. They train lecturers and GTAs and ensure that all language instructors keep up with current best practices in pedagogy and performance-based teaching methodologies.

EALC is proud of its faculty's dedicated engagement in and pursuit of pedagogical train- ing. Childs has served on the Association of Teachers of Japanese advisory board and as a con- sultant for national Japanese language pedagogy workshops. Gerbert, Lee, and Gao are certified in OPI. Building upon the existing strength in language pedagogy training, EALC recently devel- oped a graduate certificate in Second Language Studies to provide further training to GTAs who aspire to become full-time language instructors upon graduation. Whether or not they pursue this certificate, all new GTAs are required to attend a week-long orientation at the beginning of each semester and regular training sessions throughout the year. Through the training sessions, GTAs learn a wide range of pedagogical tips for class management and best practices for language ped- agogy including syllabus development, selection of instructional materials, use of in-class activi- ties, performance-based assessment, and the creation of inclusive class environments. Lecturers and GTAs all receive hands-on pedagogical advice, timely feedback, and any other necessary support from language coordinators. In Tibetan and Uyghur, Lhunpo, a native speaker lecturer with pedagogical training, teaches elementary and intermediate Tibetan. Amat, a native speaker and linguist (MA in Uyghur classic literature and BA in Uyghur language and literature), teaches

intermediate and advanced Uyghur. Snider, CEAS staff and former FLAS fellow, has received basic OPI training in 2017 and instructs elementary Uyghur.

* 1. **Performance-Based Instruction:** All EA language courses use a communicative- language teaching, student-centered active learning, and proficiency-based approach that empha- sizes all 4 skills (speaking, listening, reading, and writing). EALC expects that students complet- ing the 3rd level of language can communicate effectively, using the 4 skills to the extent that they can comprehend and compose a paragraph on a general topic. This performance-based measurement allows language instructors to assess a range of vocabulary, mastery of grammar, and logical coher-

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| **Table B.2. OPl Scores After 2nd, 3rd, and 4th Year (2021)** |
| **Language / Level** | **Nov Mid** | **Nov High** | **lnt Low** | **lnt Mid** | **lnt High** | **Adv Low** | **Adv Mid** | **Adv High** | **Sup** | **Total** |
| 1st Yr. Chinese | 3 | 7 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 14 |
| 1st Yr. Japanese | 11 | 13 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| 1st Yr. Korean | 8 | 14 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| 2nd Yr. Chinese | 0 | 0 | 1 | 5 | 7 | 1 | 0 | 2 | 0 | 16 |
| 2nd Yr. Japanese | 1 | 5 | 16 | 4 | 0 | 0 | 0 | 0 | 0 | 26 |
| 2nd Yr. Korean | 0 | 8 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 20 |
| 3rd Yr. Chinese | 0 | 0 | 0 | 1 | 8 | 4 | 1 | 1 | 0 | 15 |
| 3rd Yr. Japanese | 0 | 0 | 1 | 8 | 2 | 0 | 0 | 0 | 0 | 11 |
| 3rd Yr. Korean | 0 | 0 | 7 | 3 | 0 | 0 | 0 | 0 | 0 | 10 |
| 4th Yr. Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| 4th Yr. Japanese | 0 | 0 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 6 |
| 4th Yr. Korean | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 4 |

ence. To closely monitor students' proficiency progress, all EA language courses incorporate real-world tasks into

the measurement and keep records for analysis. Our efforts at appropriate placement, instruction, and assessment yield fruitful results. In 2021, 62% of students reached intermediate low level or above on the OPI scale by the end of their 2nd year. By the end of their 3rd year, 70% reached in- termediate mid-level or above. By the end of their 4th year, 44% reached intermediate high level and 27% advanced low level and above **(**Table B.2.**)**.

Our performance-based language program is rigorously designed and monitored closely to optimize language training and provide all-round support. The first two levels of Chinese, Jap- anese, and Korean language courses require 3 hours of instruction and 2.5 hours of lab sessions

per week to fulfil 5 credit hours. Students learn necessary vocabulary, syntax, and grammar first and practice them in the lab section, where instruction is solely given in a target language. Stu- dents are also encouraged to attend the so-called Language Tables where they can practice speaking with native speakers. Language instructors administer oral exams once a year at the end of the spring semester to assess students' language proficiency, give students feedback, and re- view our language programs. These scaffolded curricula, integrated assessment, and close moni- toring build a solid foundation for students who take the challenge to learn less commonly taught languages successfully.

Language acquisition teaches students such important lessons as the cultivation of open- mindedness and respect for others. As such, KU academic programs value foreign language edu- cation. Bas in the College of Liberal Arts & Sciences (CLAS), School of Architecture & Design, and School of Journalism & Mass Communications require 4 semesters of foreign language study. In the School of Business, 4 semesters of language fulfill the International Dimension re- quirement. Although language requirements at the graduate level vary by department, the CEAS and EALC MA programs require 3 years of language study. In addition, the EALC MA requires a thesis using original language materials. These language requirements reflect KU's commit- ment as a regional leader in foreign language instruction, offering more languages than any uni- versity between the Mississippi River and the Rocky Mountains. KU ASCs and the Office of Study Abroad & Global Engagement (SAGE) support language learning and EGARC (KU's Open Language Resource Center) provides instructional materials for language educators and learners with a collection of 14,000 items in more than 60 languages, including EA languages and open educational resources such as *Ting Yi Ting*, an online guide to identify phonetic catego- ries in Mandarin Chinese.

# QUALITY OF NON-LANGUAGE PROGRAM

* 1. **Non-Language Courses:** In AYs 20-22, KU offered 172 100% EA non-language courses through 21 departments in CLAS (Appendix A.). Units offering 100% EA courses are spread out across the humanities and social sciences: American Studies, Anthropology, CEAS, Communi- cation Studies, EALC, English, Film & Media Studies, Geography, Global and International Studies (GIST), History of Art, History, Linguistics, Philosophy, Political Science, Religious Studies, and Women, Gender & Sexuality Studies. In AYs 20-22, 3 professional schools, Archi- tecture, Fine Arts, and Law, also offered 100% EA courses. These two years saw a total of 2,805 students enrolled in 100% EA courses. Of these 172 courses, 61 (35%) courses were offered by EALC, 36 by History of Art, 20 by History, and 9 by Political Science, among other units. His- tory of Art, which has 4 tenured EA faculty, the largest in a single History of Art department in the U.S., offers 10 100% EA upper division courses regularly. In professional schools, 100% EA study abroad courses and content courses are offered. In Architecture, Silva and Cai lead study abroad in Asia focusing on architecture in China, Japan, and South Korea. Silva also teaches "Accenture Studio (Japan)" (ARCH 600). In Visual Art, Nam and Bitter lead study abroad in Ja- pan and artist residency programs in Japanese papermaking and woodblock printing. Nam also teaches "Japanese Woodblock Printing" (PRNT 300/500). In Education, Cho regularly leads a group of students to South Korea and offers "TESOL Practicum in Korea" (C&T 491).

In addition to 172 100% EA non-language courses, KU offered 73 courses with at least 25% EA content in 17 departments in CLAS and 7 professional schools in AYs 20-22. These courses, including "Global Environment" (EVRN 142) and "Economic Seminar" (ECON 940), attracted a total enrollment of 1764 students during AYs 20-22. Of 64 CEAS teaching faculty, 20 teach courses with at least 25% EA content in the professional schools. In Law, Bhala and Head

teach such 25% EA courses as "International Trade Law" (LAW 864) and "International Law and Literature" (LAW 827). These courses serve the JD/MA EALC degree program. In Business, Birch, Galindau, and Lee all teach international business and management courses that incorporate at least 25 % EA business practices. In Music,

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| **Table C.1. Gateway Courses** |
| ECIV 104 | Eastern Civilizations |
| EALC 130 | Myth Legend & Folk Beliefs in EA |
| REL 106 | Asian Religions |
| EALC 312 | Japan's Literary Legacy |
| HA 166 | Visual Arts of EA |
| HA 367 | Art and Culture of Japan |
| HA 368 | Art and Culture of China |
| HA 369 | Art and Culture of Korea |
| EALC 330 | China's Cultural Legacy |
| GEOG 396 | East Asia |
| HIST 394 | Chinese Business History |
| HIST 397 | From Mao to Now |
| HIST 395 | History of Sushi |
| F&MS 315 | Survey of Japanese Film |

"Music in World Cultures" (MUSIC 470) is offered by Wong-Cruz to foster global awareness through Chinese opera, Japanese kabuki, and Tibetan songs. In Journalism, Vu teaches "Interna- tional Journalism" (JOUR 590). KU professional schools, particularly Architecture, Business, Fine Arts, Journalism, and Law, value global competence and promote EA courses.

* 1. **Depth Across Disciplines:** Our EA curriculum is designed for students to build nec- essary skill sets systematically from lower to upper division undergraduate courses to graduate studies. Students often encounter EA studies through "gateway" courses, often lower-level sur- veys, that prepare and encourage them to continue on in more advanced topical courses focused on EA. Advanced undergraduates with appropriate training are also permitted to enroll in gradu- ate level courses. Gateway courses are regularly taught in several departments (Table C.1.). "Eastern Civilization" (ECIV 104) plays a major role to grow students' interests in EA lan- guages, arts, history, and religion. History of Art offers a robust series of these gateway

courses-"Art and Culture" of Japan, China, and Korea (HA 367, 368, and 369)-that draw stu- dents into advanced EA courses across History of Art, Religious Studies, History, Film & Media Studies, and EALC. Thematic and topical courses in numerous departments promote the study of EA among students from those disciplines, also serving as gateways to the study of EA. For

example, students from Anthropology and Women, Gender & Sexuality Studies take the cross- listed "Gendered Modernity in East Asia" (ANTH/WGSS 396) and students from History, Busi- ness and Engineering gravitate to "Chinese Business History" (HIST 394).

At the graduate level, a seminar course such as "Contemporary East Asia" (CEAS 704/EALC 590) serves as a gateway for students, who focus on EA countries and regions in their own disciplinary fields, to deepen their understanding of contemporary EA and prepare for their MA or PhD projects. Other graduate courses such as "Minorities in Japan" (CEAS/EALC 610), "Contemporary Japanese Film" (EALC/FMS 743), and "Reform in Contemporary China" (EALC 585 / POLS 668) attract students who intend to approach minority issues and political reforms comparatively and/or incorporate film and media studies into analyses of their thesis topics. New undergraduate and graduate EA courses are consistently developed to improve the breadth and depth of our curriculum across disciplines while addressing pressing topics in a timely manner. In the Humanities, students can concentrate in EA studies in EALC, Film & Me- dia Studies, History, History of Art, and Religious Studies EALC provides broad and deep cov- erage of EA literature in translations and thematically explores such topics as popular culture, gender and sexuality, and complexity of human experience in China, Japan, and Korea through the course offering of "Popular Cultures of East Asia" (EALC 380), "Love, Sexuality, and Gen- der in Japanese Literature" (EALC 375), and "Post-colonial Korea" (EALC 362/562). History covers food, war, and contemporary geopolitics in East and Central Asia by offering courses such as "History of Sushi" (HIST 395), "The Korean War" (HIST 350), "Contemporary Greater China" (HIST 604), and "History of Tibet" (HIST 603). History of Art provides education in Buddhist art, ceramics, and painting through "Art and Culture of China" (HA 368), "Japanese Painting" (HA 340), and "Buddhist Art in Korea" (HA 361). Religious Studies offers "Religion

in Korea" (REL 510), "Religion in Japan" (REL 509), and "Sacred Feminine in Korea & Japan" (REL 776/847). Film & Media Studies offers "Survey of Japanese Film" (FMS 315) and "Ani- mation" (FMS 374).

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| **Table C.2. EA Studies Strength across Disciplines** |
| **Region** | **Departments & Schools** |
| China | Anthropology Architecture & Design Business Communication Studies EALC Economics Geography History History of Art Law Music Political Science Religion Linguistics |
| Japan | Anthropology Architecture & Design Business CEAS EALC Film & Media Studies Fine Arts History History of Art Linguistics Religion Women Gender & Sexuality Studies |
| Korea | American Studies Anthropology Architecture & Design Business CEAS Education EALC Geography History History of Art Journalism Religion Sociology |
| Central Asia | Anthropology EALC Geography History History of Art |
| **Theme** | **Departments & Schools** |
| Globalization | American Studies Anthropology Business CEAS EALC Film & Media Studies Global International Studies Music History Journalism Political Science Sociology Women Gender &Sexuality Studies |
| Conflict & Peace | Geography Global International Studies History Law Political Science |
| Social Transformation | Film & Media Studies Global International Studies History History of Art Political Science Sociology Women Gender &Sexuality Studies |
| Minority Issues | American Studies Anthropology CEAS EALC Film & Media Studies History History of Art |
| Gender &Sexuality | Anthropology CEAS EALC History of Art Sociology Women Gender & Sexuality Studies |

In the Social Sciences, thanks to the seeded position in EA Re- gional Security, Political Science (POLS) covers a wide range of polit- ical economy, national security, and foreign policy through "Government and Politics of EA" (POLS 656), "International Relations of Asia" (POLS 676)," "Reform in Contem- porary China" (POLS 668), and "Chinese Foreign Policy" (POLS 678). Anthropology offers courses on gender in EA, minority languages of China, and Japanese society

through "People of China" (ANTH 368), "Gendered Modernity in East Asia" (ANTH 363), and "Language in Culture and Society" (ANTH 321). Sociology covers race, ethnicity, status, and gender by teaching "Sociology of Gender" (SOC 722) and "Wealth, Power, and Inequality" (GIST 550 at least 25% EA content). In CEAS, minority issues and Global Asia are covered by "Minorities in Japan" (CEAS 610) and "Contemporary East Asia" (CEAS 704).

The breadth of EA course offerings showcases our regional and topical strengths. Besides regional coverage of East and Central Asia, we thematically specialize in globalization, conflict and peace, social transformation, minority issues, and gender and sexuality in contemporary EA (Table C.2.). We also specialize in EA history of art, culture, and religion. Building upon these strengths, we propose to create further synergy across the Humanities and Social Sciences by de- veloping 100% EA content courses in public health, migration, the digital age, and climate and economic security for the next four years. For example, Yun (EALC), who studies well-being in contemporary Korea, Kennedy (POLS), who writes about public health policy in China, and Cai (Architecture), an associate director of the KU Institute of Health + Wellness Design, will de- velop courses on public health issues.

* 1. **Teaching Faculty:** A total of 66 CEAS faculty teach in 18 departments in CLAS and 7 professional schools (Architecture and Design, Business, Education, Fine Arts, Journalism and Mass Communication, Law, and Music). EALC, History of Art, Education, and Business have 4 or more EA specialists while most departments with EA specialists have at least 2 faculty (Appendix. C.). CEAS faculty have terminal degrees in their fields of specialization. Core fac- ulty have teaching and research expertise in EA subjects, and Associate faculty may have one or the other. CEAS faculty teach at all levels, including introductory courses and graduate seminars.

Senior faculty are assigned to mentor new faculty for both their research and teaching. Beyond

in-person mentorship, KU's Center for Teaching Excellence (CTE) and Center for Online & Dis- tance Learning regularly offer an annual pedagogy conference and monthly workshops to pro- vide up-to-date instructional design guidance, assessment advice, and hands-on assistance. These services, along with KU faculty's annual evaluation that reflects the values of teaching, help en- sure that KU instructors deliver a quality learning experience.

KU's commitment to a quality learning experience extends pedagogical training to in- clude GTAs who assist professors teaching large introductory courses. The KU Chancellor's mandate for excellence in undergraduate education requires GTA pedagogy training campus- wide, including an annual institutional orientation and pedagogy workshop for new GTAs. The CTE runs the orientation and workshop with follow-up sessions throughout the academic year. GTAs may also take a credit-bearing course on pedagogy through CTE and their own depart- ments. In addition, all departments require and provide GTA training, mentoring, and formal re- view. Some departments (EALC, History, and History of Art) run additional pedagogy work- shops throughout the year and provide midterm and end of the semester performance reviews.

This pedagogical training and assistance are designed to prepare GTAs to be effective teachers at KU and, should they go on in academia, beyond.

* 1. **Interdisciplinary Courses:** The EALC and CEAS degree programs promote inter- disciplinary education. EALC requires all undergraduate majors take the "Eastern Civilizations" course (ECIV 304/305), which takes an interdisciplinary approach to the study of EA that is in- formed by research in the disciplines of geography, philosophy, religion, history, literature, and art. This is an advanced course version of "Eastern Civilization" (ECIV 1004), one of the most enrolled 100% EA courses, drawing over 100 students every year. To promote diverse perspec- tives and EA studies to students in other majors, EALC cross lists a total of 28 undergraduate courses with 10 other departments such as Architecture, Anthropology, and Political Science in AYs 20-22 (Appendix A.). For example, "Myth, Legend, and Folk Beliefs in East Asia" (EALC 130), which is taught by EALC faculty, is cross listed with ANTH 293 and REL 130. In AY20- 21, the course drew a total of 86 students in EALC, 60 in ANTH, and 42 in REL. To promote in- terdisciplinarity and encourage wider exposure to the disciplines, EALC also cross lists more

than 25 courses that are taught by CEAS faculty in other humanities disciplines and the social sciences. A good example is "The Virtual Arts of East Asia" (HA 166), an introductory under- graduate course, taught by History of Art faculty and cross listed with EALC 198. Of a total of 303 student enrollments in AYs 20-22, 38 (13%) were students in EALC. Another example is an upper-level undergraduate course, "Reform in Contemporary China" (POLS 668), which was taught by POLS faculty and cross listed with EALC 585. Of a total of 62 students in the course in AYs 20-22, 24 (39%) were students in EALC. Besides this course offering strategy for cross- pollination, EALC faculty, consisting of scholars with multi-disciplinary backgrounds from liter- ature, linguistics, cultural studies, and folklore, offer their courses from interdisciplinary-in- formed perspectives.

As for the graduate program in all disciplines, 35 cross listed EA courses are offered. Some examples are "Contemporary East Asia" (CEAS/EALC 704), "Structure of Japanese" (EALC/LING 570), "Chinese Foreign Policy" (EALC/GIST/POLS 678), "Contemporary Japa- nese Film" (EALC/FMS 743), and "Gardens of Japan and China" (ARCH 600/HA 540). In AY20-21, for example, "Chinese Foreign Policy" served 34 GIST graduate students and 7 POLS graduate students. Meanwhile "Gardens of Japan and China" attracted 8 graduate students in Ar- chitecture and 11 in History of Art. Graduate students also regularly enroll in classes from other departments that are not cross listed. To meet graduate students' research needs and to provide hands-on mentorship, CEAS faculty regularly offer independent study courses, directed reading, and dissertation writing courses to graduate students outside of their disciplinary fields.

# QUALITY OF CURRICULUM DESIGN

* 1. **Student Training:** The CEAS curriculum is well integrated into both KU undergraduate and graduate degree programs to train students to learn EA language, culture, and area studies

knowledge and cultivate global competence. Our curriculum and associated programming reflect a wide range of views and is designed to equip students to participate in debate on world regions and pressing global issues.

***Undergraduate Curriculum*:** CEAS efforts feed into undergraduate degree programs across different disciplines and professional schools at KU. All EA language courses fulfill the 2-year foreign language requirement for BA students in CLAS and 4 professional schools (Ar- chitecture, Business, Engineering, and Journalism). In addition, EA language courses assist Teacher Education students to earn bachelor's degrees in Chinese, Japanese or Korean studies. CEAS courses are well incorporated into the university's campus wide requirement, the KU Core, to develop students' global competency. The KU Core, which is required of all undergrad- uate students, consists of 6 learning goals: 1. critical thinking, 2. communication skills, 3.

breadth of knowledge, 4. cultural diversity and global awareness, 5. social responsibility and eth- ics, and 6. creativity. Students may opt to take EA courses to meet 5 of the 6 learning goals. Of 172 100% EA content courses, 64 (37%) are approved as Core courses (Table D.1.).

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| **Table D.1. 100% EA Courses in the KU Core** |
| **Core Goal** | 1. Critical Thinking | 2.Communication | 3. Breadth of Knowledge | 4. Culture & Diversity | 5. Responsibility and Ethics | 6. Integration & Creativity |
| **Number of Courses** | 4 | 0 | 12 | 38 | 2 | 8 |

KU offers a total of 32 undergraduate degree programs (major and minor) in EA or in which students can emphasize EA studies through 8 departments in CLAS and 5 professional schools. EALC alone awards 8 undergraduate degrees: 6 majors and 2 minors (Table D.2.).

CEAS curriculum is also incorporated into the Global Awareness Program, a university-wide certificate program that counts EA languages, study abroad, and cultural activities toward its cer- tificate. Of 585 Graduate Awareness Program graduates in AYs 18-21, 57 (10%) earned certifi- cates using EA languages, content courses, and study abroad programs. To appeal to students in

STEM fields and professional schools, where the curriculum is tightly arranged, SAGE seamlessly integrates study abroad into their curricula and promotes EA op- tions. For example, Chemical En- gineers and Elementary Education majors can opt to study at Korea University and Petroleum Engi- neers and Community Health ma- jors may study at the University of Hong Kong.

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| **D.2. Degrees with EA Emphasis** |
| Department | **Degrees** |
| EALC | BA Japanese Language & Literature Concentration BA Chinese Language and Literature Concentration BA EA Studies with Japanese Language Concentration BA EA Studies with Chinese Language Concentration BA EA Studies with Korean Language Concentration BA Double EA Language ConcentrationMinor Language Emphasis Minor Culture Emphasis |
| CEAS | MA Contemporary East Asian Studies |
|  | **Degrees with EA Emphasis or Concentrations** |
| Other Units | Accounting BSB Architecture MArch/BArchBusiness Administration MBA/BSB Business Supply Chain/Management BSB Communication Studies BAFilm & Media Studies PhD/MA/BA/BGSGlobal and International Studies EA Concentration MA/BA/MinorGeography MA/BAHistory PhD/MA/BA/MinorHistory of Art Asian Art Concentration PhD/MA/BA/BGSJournalism PhD/MSJ/BS Law JD/MA (combined) Linguistics PhD/MA/BA Music MME/BA/MinorPolitical Science PhD/MA/BA/BGSReligious Studies Eastern Religion Concentration MA/BA/MinorWomen Gender & Sexuality Studies MA/BA |

***Graduate Curriculum*:** CEAS graduate curriculum also provides EA focused graduate

training options widely across disciplinary fields. Students can pursue EA MA degrees that focus on language and area studies in EALC and CEAS. EALC offers two types of MA degrees: one is a language and literature concentration, and the other is focused on EA cultures. These tracks re- quire 4 and 3 years of language training (or proficiency), respectively. The CEAS MA also re- quires 2 years of language training or 2nd level language proficiency. KU graduate students can also earn doctoral and master's degrees with EA emphasis in 9 CLAS departments and 5 profes- sional schools (Table D. 2.). Graduate students who enroll in these programs are advised to take courses from EA specialists outside the department for area training and to have them on their

MA and PhD committees. To meet EA students' needs, CEAS faculty offer not only graduate courses with EA content but also independent studies and reading courses.

As an extension of this effort toward interdisciplinary curriculum and training at the grad- uate level, EALC partners with the School of Law to offer a combined MA/JD program. EALC graduate courses are widely cross listed. The CEAS MA in Contemporary East Asian Studies, established in 2014, is designed to provide training options for graduate students from a wide range of disciplines and professional schools. It offers interdisciplinary, social science-oriented training that critically explores contemporary EA in a global context. For the CEAS MA, stu- dents are required to take an interdisciplinary gateway course and methods course, "Contempo- rary East Asia" (CEAS 704) and "Research Design for International Area Studies" (CEAS 710). In addition, they take 4 of 7 elective courses in at least 2 social science departments and produce a publishable paper. Both EALC and CEAS incorporate an interdisciplinary approach to gradu- ate training that also provides students with deep training in languages and area studies.

* 1. **Advising Services:** Most academic and career advising at KU is one-on-one. Each disciplinary department or professional school names its own undergraduate and graduate studies directors to provide more hands-on academic guidance and unit-specific advising. KU also has a centralized undergraduate Advising Center with a mission of providing personalized, compre- hensive academic advising in a supportive environment to empower all students to take owner- ship of their education. The Advising Center assists nearly 13,500 students in choosing a major, making schedule plans, supervising probation cases, finding academic and professional re- sources, and successfully advancing to a college degree. Undergraduates meet with advisors at the Advising Center before they declare a major. Afterwards, undergraduates receive advising from faculty, the Director of Undergraduate Studies and dedicated advisors in their home

departments. KU's Career and Placement Center provides free online job listings, workshops, counseling on employment opportunities, and a dossier service and partners with CEAS on ca- reer training events.

At the graduate level, each CLAS department has an advising specialist handling ques- tions regarding university requirements, policies, and resources. In addition, Directors of Gradu- ate Studies in academic units and faculty advisors advise their graduate students. In CEAS, an Academic Program Coordinator (Mizumura) offers academic and career advising. EA graduate students have been active enough to establish a student-driven supporting network, Graduate Scholars of East Asian Studies (GSEAS), in 2021, to closely communicate with Mizumura to identify areas of advising they seek from CEAS faculty Mizumura brings students' needs, such as preparation for area studies conferencing, job search, and career development, to CEAS Advi- sory Committee for the discussion of advising curriculum development (See section E.2.).

The KU Hall Center for the Humanities and Institute for Policy & Social Research pro- vide interdisciplinary humanities and social science training and advising on grant writing, re- spectively. CTE and Center for Online & Distance Learning offer GTAs advising related to pro- fessionalization, including pedagogical training and online tools. Furthermore, departments or- ganize field-specific professionalization seminars, pedagogical training, and career advising. As for graduate career advising, CEAS invites EA alumni to share their job search experiences and career development advice for undergraduate and graduate students. Partnering with the KU In- ternational Affairs office, the Career Center, and the other ASCs, CEAS contributes to an "Inter- national Career Series" annually. In AY18-19 (pre-pandemic time), CEAS hosted or co-hosted 10 career events and drew more than 526 undergraduate and graduate students. At these well-at- tended events, we provided information on internships, fellowships, and careers as well as tips

on how to leverage EA language and knowledge into a career. While the numbers of these events and student participants significantly dropped during the pandemic, CEAS has managed to co- host a smaller scale in-person event, "Business in East Asia" symposium, in Fall 2021 with KU School of Business. CEAS also promoted a virtual event, "Distinguished Alumni" speaker series, organized by EALC, in 2021.

* 1. **Study Abroad:** KU is a national leader in providing formally arranged, low-cost, high-quality study abroad programs. Through the KU International Affairs (KUIA) office, the university has established 44 Memoranda of Understanding with universities in China (25), Ja- pan (12), Korea (5), Vietnam (1) and Taiwan

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| **Table D.3. EA Study Abroad Students** |
| **Professional School** | **AY 18** | **AY 20** | **AY 21** | **AY 22** | **Total** |
| Architecture | 48 | 47 | 1 | 0 | 96 |
| Arts | 5 | 0 | 0 | 0 | 5 |
| Business | 25 | 2 | 1 | 4 | 32 |
| CLAS | 68 | 10 | 4 | 5 | 87 |
| Education | 4 | 1 | 0 | 1 | 6 |
| Engineering | 7 | 1 | 1 | 1 | 10 |
| Journalism | 6 | 4 | 2 | 0 | 12 |
| Law | 2 | 0 | 0 | 0 | 2 |
| Social Work | 1 | 0 | 0 | 0 | 1 |
| Undecided | 3 | 0 | 0 | 0 | 3 |
| **Total** | 169 | 65 | 9 | 11 | 254 |

(1). KU also has formal exchange programs with 14 universities in China (5), Japan (4), and Korea (5). KUIA manages international agreements, supports faculty research, and de- velops partnerships in East and Southeast Asia. KU offers a systematic curriculum for

the students to study, research, and intern abroad. KUIA offers fund to support graduate students who seek fieldwork and professional development in South, Southeast, and East Asia. A desig- nated Fulbright advisor at KUIA and a campus Fulbright committee assist students to go through application processes. Other interdisciplinary research centers such as the Hall Center for the Hu- manities and the Institute for Policy and Social Research provide grant writing support and ad- vising. Like KUIA, these centers provide funding to support graduate student travel too. As for undergraduate study and research abroad, KU Study Abroad & Global Engagement (SAGE), the Center for Undergraduate Research, the Honors Program, and academic units support students

who study and intern abroad. KU's Office of Fellowships assist both graduate and undergraduate students to apply for external grants and fellowships.

KU Study Abroad & Global Engagement (SAGE) has a dedicated EA specialist (Frias) who provides advising on relevant programs and financial support. Through direct exchange, KU students can attend Nanjing, Nankai, Huazhong Normal, or Sun Yatsen universities or the Uni- versity of International Business and Economics, in China. KU has exchanges with J.F. Oberlin, Okayama, Sophia, and Tsuda universities in Japan, and Hanyang, Hallym, Hongik, Kookmin, and Korea universities in South Korea. These exchanges are well used, including by students in professional schools. To promote EA study abroad and internship programs, CEAS offers com- petition-based financial support, including a Chinese Language Scholarship in China, a Freeman Foundation Fellowship for EA Internships, and a grant for Teaching English in Korea. In AY18- 22, a total of 254 students took advantage of EA study abroad programs and 63% of them are students in professional schools (Table D.3.).

# QUALITY OF STAFF RESOURCES

* 1. **Faculty and Staff:** All CEAS tenured and tenure track teaching professors hold terminal degrees in their fields. They publish with leading academic presses and journals, win major fel- lowships and awards, and serve on the governance boards of professional societies, editorial boards, and review panels. Many of our faculty are internationally known for their research and/or distinguished teaching (Appendix C.).

CEAS staff is likewise well qualified. CEAS Director, Takeyama, (PhD in Anthropol- ogy), specializes in contemporary Japan and publishes extensively on gender, sexuality, and globalization. As her numerous grants and book recognitions demonstrate, she is a visionary leader who clearly articulates ideas and projects and brings people in different fields together to

implement them. K-12 Outreach and FLAS Coordinator, Snider (MA in Anthropology), has been in the position since 2018 and effectively coordinates outreach activities at large. A former FLAS Fellow who studied the Uyghur language and Central Asia, she also contributes to the fur- ther development of the Uyghur program at KU. Academic Program Coordinator, Mizumura (PhD in Sociology), uses her academic expertise in minority issues in EA to manage the CEAS MA program, teach graduate courses and advise students. She will coordinate working groups based on our yearly themes. Communications and Event Coordinator, Copp (MA in History), or- ganizes CEAS activities, from conferences to cultural events, and handles public relations with community partners. She promotes CEAS and its events, drawing upon her experience as an aca- demic editor, former history and international studies instructor, and study abroad faculty. Edu- cation Outreach Assistant, Quirin (PhD candidate in Curriculum & Instruction), uses her exper- tise to create online teaching modules with CEAS faculty to reach out to K-12 and postsecondary educators and students. Communications Consultant for the Kansas Consortium for Teaching About Asia (KCTA), Hope (MAs in Japanese Art History and Education), provides teaching ma- terials and resources to K-12 teachers.

CEAS' robust faculty and staff are well-supported institutionally. KU provides an array of professional development opportunities and training programs for faculty and staff (Table E.1.). For faculty, the university offers research support, grant writing workshops, leadership training, and diversity and inclusion training. Regarding research support, CEAS and the KU Center for Research's research centers, including the Hall Center for the Humanities and Institute for Policy and Social Research, organize a series of working group seminars, speaker series, and collaborative research opportunities. The KU Center for Research also provides external funding information, grant development and grant writing support, and assistance with grant

management. CTE and Center for Online & Dis- tance Learning provide pedagogy training and assistance that includes workshops on new teaching tools, innovative course design, and in- clusive classroom environments. All KU faculty and staff undergo diversity and inclusion train- ing. KU grants staff tuition assistance, fee waiv- ers, and release time for staff to take KU courses for credit. The university also offers free work- shops on technology, management, and grant de-

* Sabbatical leave every 7 years
* Pre-tenure research intensive semester
* Funds to bridge external grants and salaries
* New Faculty Research Grants and the General Research Fund for summer salary and travel
* Research Excellence Fund Grants to develop interdisciplinary projects that have an undergraduate student research component
* Hall Center for the Humanities research leave and travel grants
* Provost's Office research and travel grants
* Intra-university Professorships (to study a new subject/discipline)
* Publication subventions
* KUIA travel grants
* CEAS research travel and course development awards
* Big 12 Faculty Fellowships for short term leave for research collaboration at member schools
* CTE workshops to foster excellence in teaching

**Table E.1. KU Faculty Development Opportunities**

velopment and provides free access to 5000+ LinkedIn Learning courses.

Most tenured and tenure track faculty allocate their time and effort evenly between teach- ing, including advising, and research as KU evaluates teaching and research performance equally for merit salary, tenure/promotion, and sabbatical leave. The average teaching load is 4 courses a year. Beyond the regular teaching load, CEAS faculty offer directed readings, independent stud- ies, and tutorials to meet students' special needs. Supervising students' research, they advise the- sis and dissertation writing for Honors, MA, and PhD seekers. Faculty mentor students through qualifying examinations, comprehensive examinations, and dissertation defenses. In CEAS, graduate advising specialist in the KU College Office of Graduate Affairs, Graham, supervises students' academic progress toward the completion of degree, and Academic Program Coordina- tor, Mizumura, provides field-specific advising. In EALC, a graduate advising specialist from the Office of Graduate Affairs and the Director of Graduate Studies in the department (McMahon) advise their students. The CEAS Academic Coordinator also plays an important role as a liaison

between the EA graduate student network, GSEAS, and the CEAS Advisory Committee to en- sure EA students' academic and career success.

**E.2. Staffing and Oversight:** The CLAS Dean oversees and will continue to oversee all ASCs' administration and staffing in consultation with the ASC Directors in the soon-to-be es- tablished Institute for International and Global engagement at KU. CEAS is fully staffed by a Di- rector (Takeyama), K-12 Outreach and FLAS Coordinator (Snider), Academic Program Coordi- nator (Mizumura), Communications and Event Coordinator (Copp), Communications Consultant for KCTA (Hope), Education Outreach Assistant (Quirin), graduate advising specialist (Gra- ham), and undergraduate student worker (Toda). The Center operates under the CEAS By-laws that require oversight by an Advisory Committee of 7 elected core faculty. The Committee con- sists of the CEAS Director (ex officio.), the chairperson of EALC, 1 EA librarian, and 1 faculty from a professional school and requires a balanced geographic and disciplinary representation. The Committee meets once a month during the academic year. Such regular meetings enable to closely monitor CEAS curriculum development, outreach activities, and overall outcomes. The Committee chooses the CEAS Director in collaboration with the CLAS Dean. Besides advising the Director, the Committee allocates funds, votes on admission of new CEAS members, and discusses issues as they arise. Depending upon the topic, a graduate representative is invited for their input. CEAS has standing subcommittees for FLAS, Prizes and Awards, the CEAS MA Program, and the library. Major planning for each year is addressed in annual general meetings.

Other KU units provide oversight and staffing in such areas as study abroad, K-12 out- reach, and grant management. SAGE manages EA study abroad programs. In the area of out- reach, our collaboration with the other ASCs magnifies our collective effort. The ASCs co-spon- sor programs for teachers and students at K-16 schools, CCs, and MSIs, and international career

forums. Working with other NRCs at KU, we effectively manage FLAS promotion, recruitment, and the FLAS application process. CLAS and the KU Center for Research provide a total of 4 staff for accounting, finance, grant administration, and human resources support who are specifi- cally assigned to assist CEAS. The Center operation is thus properly integrated into the univer- sity system and structurally supported.

**E.3. Nondiscriminatory Employment:** KU is committed to taking affirmative action to employ persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the el- derly. As a committed EEO/AAE institution, the univer-

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| **Table E.2. CEAS Faculty & Staff** |
| **Ethnicity** | **Gender** |
|  | Female | Male | Total |
| Asian | 25 | 15 | 40 |
| Hispanic or Latino | 1 | 1 | 2 |
| International | 11 | 7 | 18 |
| Two or more races | 1 | 1 | 2 |
| White | 15 | 21 | 36 |
| Total | 53 | 45 | 98 |

sity seeks to provide equal opportunity for all individu- als to become aware of and apply for available positions, and to ensure equitable treatment of applicants through-

out the hiring process and after they become KU employees. The Office of the Provost houses both the Office of Diversity, Equity, Inclusion and Belonging and the Office of Civil Rights and Title IX to ensure equal access, nondiscriminatory hiring, and fair performance review so that excellence and innovation are grounded in the strengths of diversity at a workplace.

In faculty and staff searches, CEAS makes sure to include proactive initiatives for in- creasing diversity and provide equal employment opportunities for all potential applicants.

CEAS faculty and staff represent traditionally underrepresented populations, particularly women and people of color, and showcase diversity and inclusion in action. Of a total 98 CEAS- appointed faculty, lecturers, GTAs, staff, and student workers 53 (54%) identify as female and 62 (63%) report as a person of color. Women of color are 38 (Table E.2.). Faculty and staff de- mographics also demonstrate a range of ages and citizenship types: 33 (34%) are 55 years or

older and 18 (19%) are international. CEAS values the knowledge and institutional expertise of its elderly faculty and emeritus, maintaining close relationships with 4 Emeritus Professors, 2 of whom are former directors of the Center. Members of underrepresented groups in CEAS' core

faculty are in prominent positions including Associate Dean for Research and Develop- ment (Journalism), Associate Dean for Diversity, Equity, Inclusion and Belonging (Architec- ture), department chairs (Architecture, EALC, and Sociology), and directors of research labs (Digital Inclusion and Trade War Lab). These leaders ensure that KU recruits and hires a more diverse, equitable, and inclusive workforce.

# STRENGTH OF LIBRARY

* 1. **Library Holdings:** The KU East Asia Library serves a wide range of users and patrons with the largest EA collection (340,172 items) in the Great Plains (Table F.1.). The large collection is ranked 11th among all U.S. public university libraries. Chinese, Japanese, and Korean materials make up 86% of its holdings. Mongolian, Tibetan, and Uyghur materials occupy the remainder.

The abundant sources cover all areas of EA humanities and social sciences in full-text or with bibliographic indexes for a wide range of scholarly research. These sources include books,

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| **Table F.1. East Asian Library Collection as of December 2021** |
| Collection Format | **Chinese** | **Japanese** | **Korean** | **Other** | **Total** |
| Books (physical volumes) | 168 576 | 94 736 | 10 019 | 44 972 | 318 303 |
| E-books (purchased volumes) | 7 243 | 0 | 0 | 1 305 | 8 548 |
| Microform | 3 720 | 4 157 | 200 | 650 | 8 727 |
| Audio | 184 | 235 | 35 | 0 | 454 |
| Cartographic and Graphic | 130 | 400 | 50 | 0 | 580 |
| Film/Video | 174 | 160 | 237 | 45 | 616 |
| DVDs | 1 454 | 866 | 419 | 205 | 2944 |
| **Total (volume /item counts)** | **181,481** | **100,554** | **10,960** | **47,117** | **340,172** |
| E-books Subscriptions (volumes) | 47 366 | 1 535 | 2 017 | 5 | 50 923 |
| Serials Subscriptions (print) | 2 194 | 1 200 | 120 | 150 | 3664 |
| Serials Subscriptions (electronic) | 15 945 | 5 | 2 500 | 216 | 18 666 |
| EA Databases Subscriptions (electronic) | 23 | 7 | 3 | 14 | 47 |

journal articles, laws/regulations/cases, census data, newspapers, historical archives, and confer- ence proceedings. The East Asian Library subscribes to 27 Chinese, Japanese, and Korean data- bases and an additional 14 English language databases cover multidisciplinary materials on EA. KU library's user-oriented service swiftly arranged more than 60 new Chinese, Japanese, and Korean database trials during the pandemic.

The KU East Asian Library collection supports research and teaching at the North Ameri- can Collection Inventory Project (NCIP) level 4 (advanced comprehensive research) in Chinese and Japanese art history, Buddhist studies, and history; and at the NCIP level 3 in general EA studies. Beyond these areas, the Chinese collection provides broad coverage of the social sci- ences in general, and particularly deep coverage in women's studies, and the following historical periods: the Yuan, Ming, and Qing dynasties (1260-1912), the Republican period (1912-1949), and the Cultural Revolution. The Japanese collection is particularly strong in history from the Meiji to Showa periods, food culture, gender, labor, and ethnic minorities. The Korean collection consists of core reference works and has particular strengths in art history on Choson painting and ceramics, pre-modern and contemporary history, religion, and language and literature. The Korean collection has rapidly grown with support from Title VI and the Korea Foundation since the East Asian Library established the Korean collection program in the mid-1990s. This devel- opment manifests how our librarians work closely with CEAS faculty to target areas of need.

KU also provides robust institutional support to maintain sufficient staffing and sustaina- ble development of the EA collection. The East Asian Library consists of 2 tenured librarians (Doll and Ito), 1 EA language materials acquisition specialist, and several part-time student as- sistants. Upon the retirement of Chinese/Korean Librarian (Doll) at the end of 2021, a search be- gan immediately to fill this position. In FY21 the university provided $818,289 to support

personnel, collection, acquisition travel, and supplies (Table F.2.). Thanks to the library collec- tion and service, KU scholars and students across different departments and professional schools, community members with an interest in EA studies, and independent scholars also benefit from East Asian Library materials, instructional classes, and workshops.

**F.2. Availability and Access:** KU Library values availability and accessibility. It makes sure that research materials at other institutions are available to students through interlibrary loans and/or on-line databases while enabling teachers, students, and faculty from other institu- tions to access the library hold-

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| **F.2. lnstitutional Support for EA Library (FY21)** |
| EA Prints/ILL/Membership/Exchanges | $186 995 |
| E-Resources (regional specific & general prorated by region | $76 298 |
| EA Personnel | $ 266 071 |
| Processing Costs (Cat. Outsourcing/ Preservation/Supp. Staff) | $279 725 |
| IT/Supplies/Travel for EA staff | $9 200 |
| **Total** | **$ 818,289** |

ings at KU. The East Asian Li- brary is connected to other ma-

jor EA library collections through such networks as the Great Western Library Alliance Consor- tium, the Plains to the Pacific Alliance, and the Center for Research Libraries to mutually sup- port one another, making a wide range of materials available to faculty and students at KU and lending our holdings to other institutions in the U.S. and abroad. The East Asian Library's large holdings contribute to the work of scholars, teachers, and students at other institutions as indi- cated by the fact that KU is a net lender of EA language materials with a record of borrowing (410 items) and lending (940 items) on average per year. KU is also a leader in open access, be- coming the nation's first public university to pass an open access policy in 2009. As part of this policy and KU Library's tireless effort to make library materials widely available, the library launched ScholarWorks, the university's institutional repository of KU faculty publications, which is openly available to the public for free. The CEAS "community" on KU ScholarWorks includes 833 open access items produced by KU faculty, students, and staff, and the EALC "community" has 65.

# IMPACT AND EVALUATION

* 1. **Significant Impact**: CEAS has a long history of training students in EA languages and area studies in the Great Plains. We are one of only two universities in the region offering EA lan- guage and area studies programs both at undergraduate and graduate levels. As a flagship insti- tute, CEAS contributes to research and education that supports the business community, the mili- tary, and the public and non-profit sectors. CEAS is proud of disseminating evidence-based, cut- ting-edge research, programs, and information that increases the understanding of diverse per- spectives and leads to more informed policy making in various fields.

***University***: Our enrollment and student placement records demonstrate the success of CEAS' language and area studies training at KU. Despite a small Asian population in Kansas (3.1%) and the lack of a visible Asian presence in the region, EA language and studies education attracts highly committed students. We find that stu-

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| **Table G.1. Career Placement (August 2021)** |
| **Career** | **Percent Graduates** |
| Graduate School | 44% |
| Private Sector | 39% |
| Public Service | 26% |
| Education | 10% |

dents who commit to acquiring the challenging skill set and knowledge required to develop expertise in

foreign languages and area studies are hard-working, self-motivated, and open-minded. The ef- fectiveness of student recruitment and training through CEAS programs is proven through a track record of steady student enrollments. In AYs 20-22, 1,326 students enrolled in EA lan- guage courses and 4,569 in non-language EA courses (See sections B.1. and C.1.). Our data from AYs 18-21 EA graduates confirms CEAS's positive impact (Table G.1.). EA alumni are placed in a wide range of fields. Of 113 recent EA alumni respondents, 44% of alumni are pursuing MA and PhD programs, many of them at KU, 39% work in private companies, 26% work in public service positions, and 10% are employed as translators, K-12 teachers of EA languages or faculty specializing on EA in universities. All FLAS fellows are added to a spreadsheet for CEAS to use

to maintain records of fellows' career paths. Former fellows going back to the year 2000 are sur- veyed to determine what percentage are using their language and area studies expertise in their careers. Our most recent survey in January 2022 (29% response rate of 160 surveyed) indicates that 43 (91.5%) of 47 respondents regularly (weekly or daily) use their EA language or area stud- ies skills in their employment or studies: 18 use their language skills daily and 8 have opportuni- ties weekly 37 use their intercultural competency skills daily.

***Community***: CEAS hosts community events and partners with local organizations, in- cluding the award-winning International Relations Council, the Lawrence Public Library, Wat- kins Museum of History, Lawrence Arts Center, Kansas Children's Discovery Center, and Nel- son-Atkins Museum in Kansas City, to provide EA educational and cultural events. The Center arranges CEAS faculty to serve as local resources for reliable information on EA, community- based art projects, and interviews and comments in news media. For example, CEAS assisted a KU architecture class project, led by non-CEAS faculty, to design and build a Chinese pavilion at the Kansas Children's Discovery Center in Fall 2021. and help people of all ages learn about East Asian culture. CEAS faculty and art historian (Stiller) provided her expertise in pagoda and EA cultural symbolism such as 12 zodiac animals, the principle of yin and yang, and the color scheme of red. In the architectural project, the class explored EA cultural symbolism and used the knowledge to digitally design a pavilion that nicely blends into the Midwest landscape and welcomes all sorts of people. This is one of the examples how CEAS leverages its faculty re- source for engaging community outreach activities. Another example is to provide timely educa- tion programs. CEAS faculty member Chong presented a talk on anti-Asian violence and racism to a virtual audience of 89 community members at the height of the national pandemic of anti- Asian racism in May 2021. through a Watkins Museum of History's program in collaboration

with CEAS. Partnering with Lyric Opera of Kansas City, CEAS Director (Takeyama) is leading an interdisciplinary research team, consisting of faculty and graduate students in American Stud- ies, Film & Media Studies, Education, and Music, to implement a multi-year community-based opera project based on oral life histories of Asian experience in the Midwest.

***Regional and National***: From Fall 2018 through Spring 2021, CEAS-sponsored or co- sponsored EA related lectures, symposia, and conferences that drew nearly 2,000 participants, with attendance steadily increasing even during the pandemic due to our broader virtual reach. CEAS EA community events such as a Lunar New Year Celebration, Kite Festival, and Harvest

Moon Festival had over 11,000 participants (Table G.2.). Thanks to digital technology, CEAS

|  |
| --- |
| **Table G.2. CEAS Outreach Participants and lmpacts** |
|  | **Events** | **Lectures Sym- posia** | **Educator Workshops** | **Student Contact** | **Radio Broadcast** | **E-publication Sub- scribers** |
| **AY18-19** | 5 755 | 452 | 260 | 2 849 | 78 000 | CEAS General: 1 097 |
| **AY 19-20** | 5 201 | 588 | 170 | 2301 | 78 000 | CEAS MA: 1 204 |
| **AY 20-21** | 169 | 701 | 68 | 360 | 78 000 | KCTA: 580 |
| **Total** | **11,125** | **1,741** | **498** | **5,510** | **234,000** | CEAS Educator: 1 313 |
|  | **Total: 4,194** |

programs and events reach across the region, the nation, and the international community. CEAS resources are also effectively used in the wide dissemination of reliable information. KU Schol- arWorks is an open access database where CEAS faculty publications, video products, and Other educational materials are widely available. Since its inception in 2007, KU ScholarWorks has published a total of more than 830 readers, textbooks, monographs, translations, videos, and pod- casts, with a total of 770,369 downloads. Over 214,000 viewers have accessed the 22 teaching videos on 2 KU East Asian Library YouTube channels and more than 860 viewers subscribe to them. These materials, open to the public, have a high volume of traffic and download around the globe, demonstrating our national and international impact.

* 1. **Placing Students:** CEAS' record of placing students showcases excellence in our

advising and mentoring. Undergraduate and graduate students in EA studies, including FLAS re- cipients, have gone on to work in a wide array of public and private sector fields, education, and the military. CEAS had a total of 201 EA graduates from AYs 2018-2021. Of these 201, 113 (56%) responded to CEAS exit surveys and provided career placement information (Table G.1., p. 30): 50 (44%) entered graduate programs across the country; 44 (39%) worked in the private sector and for non-profit companies; 29 (26%) found jobs in public service and the military; the remainder found positions in education or other fields. Those who have sought professional ca- reers are in politics, STEM, art, public service, non-profit, postsecondary education, and K-12 teaching. They work in U.S., Japan, Korea, Taiwan, Hong Kong, Canada, the UK, and China.

Examples of recent graduates in public service include a consultant for the US Environmental Protection Agency, a citizenship coordinator at a regional Kansas City non-profit, and a military contractor at the Pentagon. Placement in the private sector ranges from professional translation, industrial design, architecture, and law, to business, computer programming, and international banking. Graduate students in EA studies, especially PhDs, are employed in higher education and cultural institutions. Recent History of Art EA graduates hold tenure track or curatorial posi- tions at the Cleveland Museum of Art, University of Edinburgh, and the Smithsonian. Political Science graduates gained a tenure track position at Oklahoma State University and a faculty po- sition at Bethany College.

The KU Career Center systematically offers students a wide range of support at all points on their career development path. The office provides individualized career coaching/planning, career resources, and opportunities to network with leading employers from around the world.

Professional schools have their own career centers, offering career fairs and workshops. These career centers (except Law) share a common recruiting database that includes resumes of

students and alumni, current job opportunities posted by employers/ recruiters, and internship in- formation. CEAS works with these career centers and departmental programs such as the Depart- ment of Political Science's Washington D.C. internship program, the Art History and Museum Studies internship programs, and SAGE internships in EA to place our students.

CEAS is committed to training and placing students well in our programming and evalua- tion. We continue to co-sponsor the International Career Series with the KU Career Center, Jayhawks Without Borders, and Global Business Studies (GBS). In 2021, CEAS and GBS co- sponsored a "Business in East Asia" symposium and invited EA alumni to inform current stu- dents of business opportunities and career trajectories. The symposium also helped build a stronger alumni, faculty/staff, and student network for internship and career opportunities. CEAS plans to organize an expanded symposium, "Business and Trade in/with Asia," (2024) with the KU Trade War Lab, Business School, and Law School. The symposium is designed mainly for undergraduate students to provide more systematic and advanced training in the Trade War Lab and professional schools. We intend to use this event to establish CEAS as an EA Alumni Hub for networking and internship/career opportunities.

* 1. **National Needs:** CEAS programming covers 5 priority languages (Chinese, Korean, Japanese, Uyghur, and Tibetan) and a world area (East Asia) that are identified as areas of national need based on Section 601(c)(1) of the Higher Education Act of 1965. In the last 4 years, CEAS has trained almost 2,500 K-16 teachers from across the country to integrate EA material and activities into their classrooms. Notably, CEAS faculty member, Xiao, presented an interactive virtual lecture on Women's Rights in China that reached 95 Advanced Placement comparative government educators and students across the country in December 2021. Thanks to the 2019 seeded position in EA regional security (Zhang), as well as long-contributing faculty

(Greene), CEAS enhanced training opportunities for students in the areas of U.S.-China trade wars, international trade law, inter-Asia regional security, Chinese foreign policy, science policy in Taiwan, and social justice. These areas of emphasis also align with KU's recent development of an undergraduate certificate and minor programs in Intelligence & National Security Studies to prepare students for careers in the intelligence community as well as the nonprofit and corporate sectors.

To meet needs in the US military, CEAS has been serving KU Reserve Officers' Training Corps students for over a decade through Project GO. The program currently provides intensive summer language study of Mandarin Chinese and Japanese at KU and produces skills that are increasingly critical for future military officers. CEAS also offers language courses to active- duty military personnel at the Commander and General Staff College at Fort Leavenworth.

EALC provides Chinese, Japanese, and Korean language instruction in partnership with the Graduate Military Program at KU, which serves as the entry point for service universities, the Geographic Combat Command, and the intelligence community. CEAS has also contributed to the Graduate Military Program's Language Training Center program. Since the program began in 2013, 94 students-36 in Chinese, 41 in Japanese, and 17 in Korean- has enrolled. CEAS also partners with the Center for Global and International Studies to support its GIST MA pro- gram with an Interagency Track and prepare military officers for working in interagency envi- ronments. The program serves officers who study in the Intermediate Level Education program at the Command and General Staff College at Fort Leavenworth.

CEAS meets broader national needs by widely disseminating EA language, content, and pedagogical information to the public. With digital technology, our programs and events reach across the region, the nation, and the international community. We provide fully developed

teaching materials, including online teaching modules, for free and disseminate well-vetted, orig- inal research findings based on theoretically sound and empirically rigorous area studies and for- eign language research. CEAS' research support, video and audio production, and promotion ac- tivities have resulted in the wide dissemination of reliable information about EA to the public.

For example, our beginner level Uyghur textbook, *Greetings fram the Teklimakan*, produced in 2009 by CEAS faculty and former Uyghur instructor (Dwyer) with NRC funds, is available for free via KU ScholarWorks and is the most downloaded Uyghur textbook in the world (136,560 downloads). With NRC funding in the current cycle, Volume II for intermediate and advanced Uyghur has been prepared and will soon be available for free. In the next grant cycle, CEAS will hire a full-time Uyghur lecturer to use these current and soon-to-be electronically available re- sources and develop online courses of 1st year Uyghur language and 2 Uyghur content courses.

* 1. **Evaluation Plan:** CEAS uses comprehensive and objective evaluation measures to assess and improve our programs. The measurements are quantifiable, outcome-oriented data that will be supplemented with qualitative data such as comments, feedback, and suggestions. CEAS will continue to use Qualtrics surveys to collect such information as event participants' af- filiation, career/disciplinary background, and the extent to which their event participation en- hanced EA language, culture, and area knowledge. In the past four years, our collected data in- formed us that our newsletter subscription was a main source of event information, and virtual (or hybrid) events saw many more participants domestically and internationally than in-person programs. Based on the feedback, we hired a Communications and Event Coordinator in 2021 to organize our email listserv and disseminate our programming virtually. This move immediately improved our communication tools and event outcomes. For example, we now use a CEAS bi- weekly newsletter to provide timely information about our resources and EA programs to more

than 2,000 subscribers. We also use our newsletter to reach out to faculty and students at postsec- ondary institutions in the US and other countries, showcase our curriculum, and recruit students. Attracting highly qualified students, the CEAS MA program admission increased from 1 in re- cent years to 6 in AY21.

For the assessment of our curriculum, including language, area studies, and MA pro- grams in CEAS and EALC, we use a range of objective, measurable data such as admission rates, course enrollments, OPI scores, study abroad attendance, EA degree seekers, retention rates, job placement outcomes, and surveys. A designated research analysist in the CLAS Data Team, who works closely with the KU Dean's office and Student Academic Services, provides us such historical and comparative data analysis as enrollment trends in EA language and area studies courses, compositions of student enrollments, and retention and completion. KU's Ana- lytics, Institutional Research & Effectiveness also assists us to obtain such datasets as diversity indices of CEAS faculty and staff, institutional supports, and financial expenditures. These num- bers and survey data help to identify our strengths and limitations for strategic planning. Based on the high enrollment numbers, we plan to offer a calligraphy course (EALC 331) more often in the next grant cycle (Year 1 and 3), for example. We also used comparative methods to mutually strengthen CEAS and EALC MA programs. A 2020 survey data point informed us that MA ap- plicants were unsure about the difference between these two programs. To solve this, CEAS and EALC jointly created a comparative degree chart to better inform prospective students and help them to clearly see the most suitable program for their intellectual and career trajectories. The same survey provided information that EA graduate students, from many different academic units at KU, wanted a support network to advance their area-focused projects in an interdiscipli- nary way. These voices led to the creation of GSEAS, a student-driven graduate network, in

2021. We will continue to use these rigorous mixed methods of statistical data collection and feedback in our proposed 2022-26 curriculum.

CEAS K-12 and community outreach programs have been and will be closely monitored by our quantifiable, outcome-based data collection. Qualtrics surveys helped us to collect not only data about participants' affiliations and background but also pre- and post-survey results to assess the impact of our programs. Our data and feedback collection informed us that K-12 edu- cators wished for more ready-to-teach materials than lesson plans and instructional materials we had provided. To respond to these demands, we established an online module portal and opened it to teachers and students for free so that teachers can select a module to teach in class and stu- dents can also study it individually. One successful outcome has been the production of an online lesson module on K-pop music. Through the module, students learn how visual, cultural, and art texts are intertwined with global consumerism in the digital age.

All evaluation data is collected, analyzed, and tracked by the CEAS staff team regularly. The Director, Academic Program Coordinator, K-12 Outreach and FLAS Coordinator, and Com- munications and Event Coordinator systematically cover each area, curriculum, outreach, and event programming to come up with strategic plans to improve all areas equally. To complement our in-house evaluation, CEAS will also have a joint external review with the other 3 KU NRCs and budget it in 2025 (Year 3). In the last grant cycle, the 4 KU NRCs jointly brought 4 external reviewers (an area specialist for each center) from peer institutions to evaluate our programs in 2021 (Year 3). The review committee assessed each NRC individually and collectively. The re- viewers' primary concern was that shrinking institutional support due to statewide budget cuts would detrimentally affect the NRCs' impressive curriculum, outreach, and research output. This feedback enabled NRC directors to come together to request further institutional support,

especially financial and administrative support. This request resulted in the establishment of the Institute for International and Global Engagement at KU with an annual investment of $321,000. CEAS will continue to closely monitor our program and make necessary changes based on meas- urable evaluation criteria.

* 1. **Equal Access:** CEAS strives to provide accessible and affordable EA language, area studies, study abroad, and experience opportunities. In so doing, we create a welcoming environ- ment for all people with diverse backgrounds, including members of underrepresented minority groups. In Fall 2021, underrepresented minorities made up 22% of total KU student enrollment, which indicates a significantly higher rate of racial and ethnic diversity in comparison to the overall Kansas population (15.6%). Since 2011, KU has reformed its recruitment model, finan- cial aid offerings, curricula, admission standards, advising, and support for the student experi- ence both inside and outside the classroom. First-year students, especially underrepresented mi- norities, are paired up with KU faculty based on students' needs such as academic advising, time management, and life and work balance. With this kind of attentive mentorship, KU had in- creased its minority population for 19 consecutive years prior to COVID. In 2019, first-time, mi- nority freshmen increased 8% from the previous year.

CEAS will continue to collaborate with KU service units-the Multicultural Scholars Program, Multicultural Recruitment Team, Office of Multicultural Affairs, and Sabatini Multi- cultural Resource Center at KU-to contribute to the recruitment, retention, and graduation of underrepresented minorities. CEAS has a record of success in awarding Foreign Language and Area Studies Fellowships to students who would most benefit from financial relief. Over 85% of the fellowship recipients have been awarded based on both academic merit and financial need in the last grant cycle. All the graduate fellowship recipients in Summer and AY demonstrated

financial need. CEAS also works with the Academic Achievement & Access Center to coordi- nate appropriate accommodations for students with special needs. KU offers courses in multiple formats (in-person, hybrid, and online) and at different times for working students. KU also pro- vides tuition-free classes for students over 65 years of age, scholarships and VA benefits for mil- itary veterans, and in-state tuition for members of the military, their spouses, and children.

CEAS actively seeks opportunities to partner with K-16 institutions with large, un- derrepresented minority populations on campus and beyond. We coordinated with the KU Asian Classical Music Initiative and the School of Music to provide a music performance at the 2021 One Dream Martin Luther King Jr. Celebration organized by Lawrence Public Schools. Partner- ing with the Lyric Opera of Kansas City and the University of Missouri Opera Conservatory, CEAS also launched a 5-year community-based opera project built upon an oral life history pro- ject of Asian experiences in the Midwest with an opening recital planned for Spring 2025. This innovative, interdisciplinary project consists of faculty and graduate students in different disci- plines collecting oral histories of Asian migrants to Kansas and neighboring states. The project team employs race/ethnicity, class, and gender as analytical categories to tell stories of human experiences and show how these categories shape different historical perspectives. Kao Kalia Yang, a Hmong-American writer who was born in a Thailand refugee camp, will then compose an opera based on these oral histories. It will be performed by local community members. This project is designed for laypeople and raises awareness of historically changing and yet still per- vasive injustices against minorities based racial, class, and gender backgrounds. The project will also provide opportunities for the members of groups that have been traditionally underrepre- sented to actively participate in knowledge production and dissemination.

# OUTREACH ACTIVITIES

* 1. **Measurable Impact:** As the only center of its kind in the Great Plains, CEAS provides ser- vices to students, teachers, and the public mainly in Kansas and Missouri, but CEAS also reaches out to Nebraska, Oklahoma, Arkansas, and South Dakota via a listserv and virtual events. We collaborate widely with postsecondary partners across the region and CEAS faculty deliver lec- tures, teacher training workshops, and community events at K-12 classes, CC/MSIs, and local cultural venues.
		1. ***K-J2 Schools***: CEAS is committed to the internationalization of K-12 school cur- ricula to assist teachers and students alike in learning about EA languages, cultures, and experi- ences. We regularly provide topic-based teacher training workshops on EA. More recently, the pandemic compelled us to produce and disseminate new kinds of web-based instructional re- sources. We will continue this effort to add more online lesson modules, virtual lectures, and electronic versions of instructional materials to our website, called, "Meet East Asia," when CEAS migrates to a new online platform in 2022. CEAS collaborates with the KU School of Ed- ucation and Human Sciences, through our education faculty and Education Outreach Assistant (Quirin), to employ level-appropriate pedagogical expertise in the development of curriculum and instruction materials. They ensure that our programs align with Kansas Curricular Standards.

Our annual K-12 outreach activities also have had a significant impact. The EA LitFest is an opportunity for educators and students to meet authors of EA-focused literature and learn about the creative writing process, with an emphasis on how educators can increase EA content in their classrooms. In 2019, award-winning children's book author, Christine Liu-Perkins, gave an engaging talk with Q&A session, attracting 75 K-12 educators and 75 students. The Traveling World Language Fair, organized with KU's other NRCs and EGARC, brings EA languages to

Kansas high schools. Over 300 high school students and 12 high school educators attended this day-long activity in 2019, and CEAS brought Japanese, Korean, and Uyghur to 1,000 students at Wichita North High School in 2020. The KU NRCs will expand this event to schools in western Kansas, where immigrant populations form diverse communities, for the next grant cycle.

* + 1. ***Postsecondary Institutions:*** CEAS values postsecondary outreach, particularly to faculty at CCs/MSIs, as demonstrated by our long-standing partnerships with the Japan Studies Association (JSA), Midwest Institute for International/Intellectual Education (MIIIE), Johnson County Community College (JCCC), and Donnelly College. Over the last decade, JCCC and CEAS collaborated to educate faculty in developing and implementing curriculum for international education and global awareness. Dawn Gale, a JCCC philosophy professor who now serves on the JSA board, has played a key role in organizing faculty development workshops, including "History, Culture, and Society: Japan Moving into the 21st Century" (2018), and the virtual speaker series "Staying Connected" (2021). Another successful postsecondary outreach program is our annual Global Opportunities Expo with the other KU NRCs and Donnelly College. Donnelly College is a private Catholic college and the only college in the state of Kansas designated both as a Hispanic-serving institution and an MSI. At this Expo, which is open to the public and drew 200 students last year, participants engaged in international experiences through panel discussions and creative performances. CEAS offered EA language mini lessons and fashion shows.

Over the next 4 years, we will both deepen and broaden our outreach activities to further promote EA languages, cultures, and area expertise based on our yearly themes: public health, migration, the digital age, and climate and economic security. CEAS will continue to host con- ferences, symposia, and workshops that draw faculty from other postsecondary institutions as

both presenters and audience, including the 2022 Midwest Conference on Asian Affairs in Sep- tember. This conference draws faculty and graduate students from a variety of institutions across the entire midwestern region. CEAS will provide 15 travel assistance grants for faculty and grad- uate students at CCs and MSIs to attend the conference with Title VI support, if awarded.

* + 1. ***Business, Media, General Public***: CEAS is in partnership with the Asian Cham- ber of Commerce and National Association of Asian American Professionals in Kansas City. Both non-profit organizations are inclusive and open to diverse populations from Asian Ameri- cans and Asian and Pacific Islanders to those who look for business opportunities with Asian traders and consumers. These organizations also assist U.S. employers who are interested in hir- ing workers with EA cultural knowledge and global competence to diversify their workforce. Through these partnerships, CEAS connects our trained students with EA languages and area studies with the business world. A KU student, majoring in Business Administration and Pre- Medicine, was selected for the 2021 Asian Chamber Scholarship and is now part of their Busi- ness Leadership Program. CEAS also provides outreach to a wide public audience through our "Postcards from Abroad" radio broadcast. The radio program is designed to promote a deeper understanding of EA. CEAS' public outreach effort is well supported by local partners such as the Lawrence Public Library, Watkins Museum of History, and Nelson-Atkins Museum of Art in Kansas City. At these venues, CEAS faculty deliver timely talks and lectures to the public audi- ence. CEAS also brings prominent scholars in EA fields to the local communities through the Grant Goodman Distinguished Lecture Series. Other annual public events include our Harvest Moon Festival, Lunar New Year Celebration, and Kite Festival.

CEAS will continue to expand our connections with business, media, and the public through our proposed activities over the next four years. The effort will be amplified by the new

Institute for International and Global Engagement at KU. The Institute's central mission lies in facilitating partnerships between KU area studies centers and the regional business community. For that purpose, KU Today, the major media outlet for KU, plays an important role to dissemi- nate the latest news and events, with in-depth coverage of the cutting-edge research, academic achievement, and policy issues. KU Today will feature the research of KU faculty and graduate students, including CEAS members through articles it disseminates. Partnering with Kansas Pub- lic Radio, KU also hosts "When Experts Attack" series in which area specialists explain current social issues in accessible languages. CEAS Communications and Event Coordinator (Copp) will participate in an Op-Ed workshop, offered by KU, to learn how to write an op-ed and dissemi- nate EA content effectively.

# PROGRAM PLANNING AND BUDGET

* + - * 1. **Plan and Timeline:** To respond to national needs in a systematic way, CEAS proposes de- veloping a conceptual frame of "Global Asia" to address diverse perspectives on nationally and internationally pressing issues. We thematically divide these issues into 4 interrelated areas and scaffold educational activities such as a movie series, monthly workshops, and an annual spring conference based on the yearly themes: public health (Year 1, AY22-23); migration and diversity (Year 2, AY23-24); the digital age (Year 3, AY24-25); and climate and economic security (Year 4, AY25-26). "Global Asia" is a framework to embrace not only Asia specialists but also others who deal with Asian people, commodities, technologies, and thoughts broadly in a global con- text. These yearly themes will serve as the broad framework to bring together curriculum devel- opment, student and teacher training at KU, K-12 and CC/MSIs as well as community engage- ment. "Global Asia" will guide program participants to perceive Asia not only as a geograph- ically fixed location but also as a lens through which to investigate and debate different

perspectives, values, and approaches. Over the course of the 2022-2026 grant cycle, CEAS will build upon what we have developed over the last 4 years, including our seeded hire in EA re- gional security, EA language course development, student training, and outreach programs to K- 12, CCs, MSIs and the local community at large. Supported by KU's new Institute for Interna- tional and Global Engagement, CEAS will leverage its resources to meet national needs and ad- vance its strength in the following 4 areas:

* + 1. ***Language and Area Studies Instruction*:** Partnering with EALC, CEAS will de- velop online courses in 1st and 2nd year Chinese, Korean, and Japanese language and content courses with the goal of creating an online undergraduate degree and making those language courses accessible to a broader group of students. Online development of 1st year Uyghur lan- guage is also planned. KU is one of only 3 institutions in the US to offer 3 levels of Uyghur, and by offering online instruction in 1st year Uyghur we will extend the possibility of learning the language to people outside our immediate region. With the proposed full-time lecturer, CEAS will cover 1st, 2nd, and 3rd year Uyghur and one content course a year. The lecturer will use one course release to develop the proposed online course of 1st year Uyghur and 2 content courses by the end of 2026.

With a seeded hire in Japanese popular culture and globalization, CEAS will support the development of additional 100% EA courses that will bolster and support student interest in Jap- anese language. Additional new course development grants will be given to CEAS faculty to de- velop courses in conjunction with the yearly themes, courses that will then integrate those critical themes into the curriculum on an ongoing basis. With the KU Center for Research and Center for Latin American and Caribbean Studies (CLACS, another NRC), CEAS will jointly hire a lec- turer who teaches "China in Latin America" to enrich our "Global Asia" program.

Interdisciplinary working groups based on the yearly themes will be formed and managed by Mizumura. These working groups will generate and oversee the yearly programming and their commitment and buy-in will help to engage students and the community in robust conversations through film series, monthly workshops, speaker series, and an annual conference each year. Li- brary acquisition of thematic collections will strengthen our robust library collection and support the Center's curriculum development.

* + 1. ***Student Training*:** Integrating yearly themes into EA courses, research training, and career advising trains students to be well-rounded specialists in EA language, area studies, and the theme-oriented conceptualization. Such a theme-oriented approach provides students with targeted training on topics of critical national and regional importance and addresses the two absolute priorities of the grant. The proposed student international research travel assistance, annual graduate student symposium, and career forum with EA alumni will encourage students to seek diverse perspectives, provide them with necessary mentorship, and enhance their global connections. In particular, the Symposium on Business and Trade in/with East Asia in 2025 (Year 3) has two stages designed to train students in area studies content and research methodol- ogies. The first stage of the symposium will bring History, Political Science, Business, Law, and Engineering faculty together to present and debate different perspectives on issues surrounding business and trade conflicts and to model their research methods to students. Selected students will then engage with KU's Trade War Lab (led by Jack Zhang, the Title VI seeded Political Sci- ence hire in the last grant cycle) and the faculty presenters from the symposium to develop their own research projects that they will present at a student-led symposium on the same topic the following year. CEAS also supports graduate students' research and professionalization by

providing travel grants and an annual graduate student symposium in which graduate students can present their research and participated in a career development workshop.

* + 1. ***Outreach to K-J2, CCs, and MSIs*:** To meet the competitive preference priority, along with the KU School of Education and Human Sciences, CEAS proposes a series of teacher training programs to help educators at K-12 schools, CCs, and MSIs incorporate EA content into their curricula. CEAS contributes to K-12 educator workshops, Today in Politics Speaker Series (TIPSS), for AP Comparative Government and Politics teachers. In collaboration with other area studies centers at KU, CEAS will offer Teacher Training Workshops, the Traveling World Lan- guage Fair, and the Global Opportunity Expo to K-12 schools, CCs, and MSIs. Particularly, CEAS supports the Curriculum & Instruction faculty (Cho) to organize a workshop and lead stu- dents to South Korea for their TESOL (Teaching English to Speakers of Other Languages) Practicum. In addition, CEAS will further develop our long-existing partnerships with a national consortium of CC as well as regional CC/MSIs to reach out to faculty and students at these or- ganizations through workshops on the topics that align with our annual themes. Midwest Institute for International/Intellectual Education, for example, will provide workshops on such topics as climate change, global poverty, and human security with EA emphasis. With Johnson County Community College, KU area studies centers (ASCs), including CEAS, focus on our yearly themes in common at annual educator workshops. Along with ASCs, CEA will bring EA lan- guages, area studies, and career opportunities to K-12, CCs, and MSIs through the World Lan- guage Fair and Global Opportunity Expo too. CEAS supports CC/MSI faculty and students to travel to the 2022 Midwest Conference on Asian Affairs (MCAA) conference to be held at KU. To enhance international perspective and global awareness, CEAS will also strategically target teachers and students in the KU Museum Studies and STEM departments through an art

exhibition of a Japanese American artist, Jimmy Tsutomu MiriKitani, in AY25-26 (Year 4) and annual STEM Curriculum Workshops.

* + 1. ***Community Outreach*:** CEAS already has working relationships with the Com- mand and General Staff College at Fort Leavenworth, International Relations Council (IRC), World Trade Center (WTC) Kansas City, Asian Chamber of Commerce, Lyric Opera of Kansas City, Heart of America Japan-America Society, the Lawrence Public Library, and Watkins Mu- seum, among others. CEAS supports music concerts, Greater Kansas City Japan Festival, Japa- nese Resource Center, and Naka-Kon Anima Convention's educational programs, and so on. For general education, CEAS proposes to partner with IRC and WTC to hold China Town Hall Meetings, in which a moderator and 3 panelists bring local perspectives to the U.S.-China rela- tionships and China's global influence, prior to the nationwide China Town Hall Meeting. The event, which was first organized jointly in Fall 2021, was a great success, and we decided to make it an annual meeting. CEAS also proposes to expand our successful kite festivals for K-12 and community members to include both STEM and art education of kite physics and design. Our annual kite festival is another successful outreach program. Partnering with KU School of Engineering and Spencer Museum of Art, we intend to draw even larger community participa- tion. Collaborating with the KU School of Music, Johnson County Community College's Game Development Program, and Lyric Opera of Kansas City, CEAS' interdisciplinary research team will disseminate the oral life history of Asian experiences in the Midwest through music, digital storytelling, and community-based opera.
			- 1. **Effectiveness and Efficiency:** These proposed activities above are all connected through the thread of EA languages, area studies, and knowledge dissemination to meet national needs. Our track record of providing high quality programming with Title VI funding

demonstrates our continuous success and growth. The proposed activities will further strengthen our existing curricula both in numbers (e.g., course offerings, student enrollment, and access to EA languages and cultures) and quality (i.e., he development of courses in areas of critical needs and student training to meet the challenges of the 21st century). The goal-oriented curriculum de- velopment on the basis of yearly themes under the overarching conceptual frame, "Global Asia," will enable us to not only implement proposed activities effectively but also achieve intended ob- jectives efficiently. To reiterate our objectives, all EA languages and area studies that CEAS of- fers contributes to U.S. regional interests for trade, security, and diplomatic purposes; active and engaging outreach activities raise global awareness and contribute to conflict resolution and world peace. Furthermore, CEAS is committed to bringing these values, assets, and resources to members of the general public in nondiscriminatory ways.

* + - * 1. **Cost Effectiveness:** Leveraging financial and administrative support from KU and our own Endowment fund, CEAS operates all proposed programs and activities effectively to maximize the impact of Title VI grant. For example, CEAS requests Title VI to cover only 10% of the seeded hire's salary for 3 years (Year 2 through Year 4) and 25% of the online course de- velopment fund. CEAS uses KU operational budget to maintain 3 full-time employees who man- age the Center's academics, outreach, and communications. Academic Program Coordinator (Mizumura), for whom we request 15% of her salary, will implement undergraduate and gradu- ate student training, arrange the interdisciplinary collaborative research group and support annual conferences. K-12 Outreach Coordinator (Snider), 10% of whose salary will be covered by the Title VI grant, will coordinate all outreach programs from K-12 to CC/MSIs. To maximize our effort and make most efficient use of our resources, CEAS collaborates with other NRCs at KU to share the cost of organizing joint outreach programs. With 10% Title VI salary support,

Communications and Event Coordinator (Copp) will improve our website, social media, and communication tools to further disseminate our programs. With input from the CEAS Advisory Committee and under KU CLAS supervision, CEAS is confident it can carry out proposed activ- ities and contribute to NRC goals over the next 4 years.

* + - * 1. **Long Term Impact**: CEAS programming will have a sustainable, long-term impact on training for undergraduate, graduate, and professional school students at KU. Students will benefit from a faculty hire in Japanese Culture & Globalization, new course development con- nected to the yearly themes, EA study abroad and internships, and support for language instruc- tion and library collection. These different pieces will be orchestrated under the umbrella theme of "Global Asia," through which the critical topics of public health, migration, digital technol- ogy, and climate change will be addressed systematically. EA faculty will develop at least 2 new 100% EA area permanent courses per year in these target areas. These thematically clustered courses will be cross listed across different units on an ongoing basis in CLAS and professional schools at KU.

Chinese, Japanese, and Korean language faculty will offer upper-level courses, develop online beginner and intermediate courses, and disseminate research on best-practices for EA lan- guage instruction. A Uyghur lecturer will incorporate online textbooks in the 3 levels of Uyghur courses while teaching 1 content course in the Fall semester and creating 1 online course in the Spring semester. These new developments will support the creation of online majors and minors in EALC by the end of 2026. Strengthening our language programs and area studies will attract more students to study abroad programs. And, professional school students, who study or intern in EA, will benefit from the wider range and greater levels of language and content courses of- fered by CEAS faculty campus wide. CEAS will more closely work with the Schools of

Architecture & Design, Business, Journalism, and Engineering to facilitate students' transitions between study abroad and coursework.

# COMPETITIVE PRIORITIES

**Partnerships with CCs and MSIs:** CEAS meets the Competitive Preference Priorities. We have long term relationships with two national consortia of CCs (JSA and MIIIE) as well as re- gional CCs and MSIs, including Jonson County Community College (JCCC) and Donnelly Col- lege. Based on joint planning meetings among JCCC faculty on International Education Board and KU area studies center (ASC) directors and outreach coordinators, for example, we have found our common interests that to improve our sustained and scaffolded training programs in national needs, especially target themes we identified, such as public health, migration, the digi- tal age, and climate and economic security. Based on the CC faculty's input, KU ASCs will co- organize annual Internationalizing curriculum workshops for regional CCs and MSIs at the JCCC campus, and also broadcast the workshop to reach out to other educators at CCs and MSIs in western Kansas. ASCs provide speakers and support to create online lesson modules so that at least 4 modules on the yearly theme will be available for in-class teaching and students' inde- pendent studies. By the end of the next grant cycle, a total of 16 ready-to-teach lesson modules will be available that directly address national needs.

CEAS will actively use digital technology to organize hybrid meetings (in-person and virtual) to reach out to faculty and students at CC/MSIs. We will leverage the use of digital tech- nology to bring educators at CC/MSIs to our film series, workshops, and annual conferences that revolve around the yearly themes. Through a series of conversations with CC faculty, we learned that they were interested in incorporating audiovisual images into their international education curriculum and encouraging students' engaged learning. Based on their needs, our movie series

will provide commentators who not only comment on the content of films but also facilitate ped- agogical discussions related to showing movies. We will leverage these opportunities to reach out to other CC/MSIs in western Kansas and the Great Plains by effectively utilizing hybrid models. These efforts speak to the needs of JSA, MIIIE, and local CC/MSIs to have easier access to educator workshops and a set of curricular resources such as ready-to-teach online lesson modules. CEAS contributes to supporting these workshops and disseminating online resources widely for free.