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**Application for Title VI Undergraduate National Resource Center and FLAS**

# COMMITMENT TO THE SUBJECT AREA

* 1. **Institutional Support for East Asian Studies.** The University of Pennsylvania (Penn) has

supported scholarship on East Asian (EA) languages and cultures for over a century, since American scholars and collectors began bringing important works of art from Asia to form the collections of the University’s renowned Museum of Archaeology and Anthropology. Penn was one of the first American universities to teach courses in East Asian studies and language. In 1926, Penn began to offer degrees in the Department of Oriental Studies, which has developed into today’s Department of East Asian Languages and Civilizations (EALC). After World War II, Penn spearheaded the study of modern East Asia, adding strength in the social sciences and professional education. The Center for East Asian Studies (CEAS) was founded in 1995 to coordinate and advance Penn’s interdisciplinary approach to EA.

Penn boosted institutional support for EA after Penn President Amy Gutmann announced a new Strategic Framework for Global Initiatives in 2012. The plan led to the appointment of a **Vice Provost for Global Initiatives**; the establishment of **Perry World House (PWH)**, which provides a physical home for Penn’s growing global initiatives and which regularly includes EA in its programming; and the creation of the **Center for the Study of Contemporary China (CSCC)**, a joint project of the Provost’s office and four Penn schools, which advances interdisciplinary programs, research, and scholarship about political, legal, economic, and social factors shaping China and its role in the world today. The **Penn-Wharton China Center (PWCC)** opened in Beijing in 2015 as Penn’s first physical presence in EA, greatly increasing opportunities for joint research and study abroad. To date, all of Penn’s twelve schools have hosted events in conjunction with PWCC. Also in 2015, the Provost’s Office launched the **Penn**

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**China Research and Engagement Fund** (CREF), a five-year ten-million-dollar competitive matching program to stimulate and support activity in China and engagement with the PWCC. CEAS and the Chinese Language Program (CLP) received CREF funding to take undergraduates to Beijing and Ulaanbaatar in 2016 for *A Tale of Two Capitals: A Comparative Study of Development.* The **James Joo-Jin Kim Program in Korean Studies** was founded in 1997 and has supported two postdoc positions since 2015. In 2014, Penn Law established a **Center for Asian Law**, which has hosted such high-profile events as a 2019 international conference on Courts, Law, and Politics in the US and Asia. An informal caucus of tenure-track faculty focused on Japan formed the **Penn Forum on Japan** (PFJ) in 2015. The Fells School of Government and its Fox Leadership Program, led by Professor John DiIullio, has dramatically expanded China- related programming, including through a new MA in International Affairs.

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| **Table A.1 University support for teaching and administration of East Asian studies, AY**  **2021-22** | |
| **Penn support for:** |  |
| Total Operation of Penn CEAS | $101,651 |
| CEAS Outreach activities | $18,000 |
| Total salary/EB for EA teaching staff | $4,596,916 |
| Language faculty Salary/EB | $1,353,156 |
| Non-language faculty Salary/EB | $3,243,760 |
| Library resources in EA (acquisitions & staff) | $1,061,182 |
| **Total Penn support for EA studies:** | $5,759,749 |

Penn’s total endowment of $12.2 billion includes five major EA-specific endowments

totaling over $16 million: the Park Fellowship, the E. Dale Saunders Professorship, the Korea Foundation endowment (which supports two Korea professorships), and the James Joo-Jin Kim and Moon Postdoctoral Fellowships. Penn spends over $9 million annually for the direct support of EA studies, including EA faculty, library, and student aid, and the

CEAS office (Table A.1.). The endowed Kim Program in Korean Studies and the Center for the Study of Contemporary China (both with annual budgets of approximately half a million dollars) provide significant additional resources. Projects related to EA take place with the support of

many departments and schools, pushing Penn’s total support of EA studies to approximately $14 million annually.

**The Center for East Asian Studies** receives $65,500 in salary and employee benefits (EB),

$36,156 in operating expenses, plus in-kind contributions from Penn. The Director’s stipend is fully supported by Penn; the Associate Director position is 50% supported, along with a part- time graduate student.

**Teaching staff:** Forty-three standing faculty members in six Penn Schools devote between 25% and 100% of their teaching and research to non-language teaching and research on EA, at an annual cost of $3,24 (prorated based on the proportion of time devoted to EA). EA languages are taught by 21 professional lecturers, at a cost of about $1.35 million (see A.1.).

**Library resources** include over $1 million annually for EA (see A.1). Libraries in the professional schools and other Penn units also acquire and hold significant EA collections.

**Linkages: Penn has academic agreements with 113 institutions in East Asia**. Penn has more linkages with China than with any other country; Japan and Korea also rank in the top ten. Penn Global coordinates international exchange activities and provides services to international students and scholars, undergraduate study abroad, and formal exchanges. Altogether 876 students studied abroad for academic credit in East Asia from 2017 to 2020. About 25% of Penn undergraduates participate in study abroad, one of the highest rates in the nation. The professional schools each have EA study abroad programs tailored to related career paths.

**Outreach:** Penn currently pays half-time salary and the EBs for the CEAS AD, who manages outreach programs, and for one half-time graduate assistant. Penn provides venues and entertainment expenses for events hosted by CEAS. Faculty and graduate students give outreach lectures, host visiting scholars and otherwise participate in outreach and exchanges.

## Financial Support for Students. Sixty percent of Penn undergraduates receive

**financial aid**. Since the start of its grant-based financial aid program in 2008, Penn has guaranteed 100% of demonstrated financial need for more than 19,000 undergraduates. Between 2018 and 2021 Penn provided over $695,000 to assist in-person engagement for over 100 students to study abroad and complete internships in EA. And there was a further $82,500 spent on virtual course support and remote internships in Hong Kong, Japan, China, and Mongolia as students faced pandemic-related travel restrictions.

Support for graduate students is also substantial. All School of Arts and Sciences (SAS) PhD candidates receive five-year Benjamin Franklin Fellowships (BFF), providing approximately

$78,413 per year in tuition, stipend, and health insurance. Currently twenty-two PhD students focused on EA hold the BFF, for a total of $1,725,086 in support. Penn makes several additional EA-specific awards, including the Park, Seigle, Rickett, Linder, Moon Family and James Joo-Jin Kim prizes and fellowships.

# QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

## Extent of Language Teaching. Comprehensive language training in Chinese,

**Japanese, and Korean,** with additional courses in other EA languages, is central to Penn’s strength. Students develop strong speaking, writing, reading, and aural comprehension skills for specialized advanced training or professional use. All courses integrate cultural knowledge. All Penn undergrads must complete at least two years of language study, and EA-focused graduate students must become proficient. Students in the dual Wharton/SAS degree Huntsman Program take four advanced courses in their target language and undertake at least one semester of overseas immersion. The Lauder Institute’s Chinese, Japanese and Korean concentration **MA/MBA students must attain a Superior rating on the ACTFL Oral Proficiency**

## Interview.

**Chinese Language Program:** Begun under Derk Bodde in 1938, Penn’s Chinese Language Program (CLP) is now directed by Dr. Ye Tian. Each instructional level has a coordinator.

Language Liaison for EALC Prof. Linda Chance offers additional support. Since 2000, the CLP has expanded from five instructors and approximately 200 students to **eleven full-time lecturers and 650-700 students.** It now includes such innovative courses as **Medical Chinese, Online Business Chinese, and Advanced Conversational Chinese.**

The program emphasizes excellence in teaching. Its mission is to develop language abilities for professional schools, business, and government sectors, and to prepare graduate students to teach Chinese. It offers multiple tracks and specialties to accommodate a diverse student body. NRC funds will be used to employ Chinese Language Teaching Assistants (LTAs) who complete a new course to be supported by CEAS, EALC 8600 Chinese Language Pedagogy and Methods. To support Lauder MA/MBA students, Penn offers **Beginning, Intermediate, and Advanced Business Chinese**. In addition to National Standards-based language instruction, these courses address presentation skills, China’s political and economic development, companies’ social and environmental responsibilities, and business plan writing. NRC funds will be used to develop new courses in CJK for One or More of the Professions (business, engineering, medicine, law, etc.). The CLP Director and a senior lecturer have published a series of Business Chinese textbooks, and the Medical Chinese course now has a new interactive website.

**All Senior Lecturers have Chinese OPI certifications**. CLP’s vertical articulation is ACTFL proficiency-based. The horizontal articulation is led by experienced course coordinators to ensure the consistency of content and goals of multiple-session lower-level courses. All textbooks are updated frequently. CEAS seeks NRC funding to develop an intercultural

competency test for Chinese language learners and a self-adaptive Canvas-based placement testing system for Chinese, Japanese and Korean language.

**Japanese Language Program:** Begun under E. Dale Saunders in 1957, the Japanese Language Program (JLP) is directed by Tomoko Takami. The staff of five includes two Senior Lecturers with *de facto* tenure and three staff with certification as ACTFL oral proficiency testers. Pedagogy emphasizes participatory classroom activity. Audio-visual materials, including online homework, video and Wimba voice boards, are used throughout the program. The communal course material site, to which lecturers contribute, facilitates innovation and coordination of instruction and provides automated listening homework that students can complete on their own schedules. Students at the highest levels choose among **Japanese for the Professions, Advanced Proficiency** (a preparatory course for the Japanese Language Proficiency Test), **Advanced Japanese,** and **Readings in Advanced Japanese** (which uses materials tailored to each student). Modern Japanese is the instructional medium in Classical Japanese. Japanese for the Professions supports students in business, law and other areas. Penn is a member of the Japanese Studies Consortium in Kyoto and sends students to six programs in Japan.

Takami is a leader in business Japanese pedagogy. Currently the president of the American Association of Teachers of Japanese (AATJ), she created the Japanese for Specific Purposes Special Interest Group (JSP-SIG) within AATJ. She is also working on a CEAS and Japan Foundation-sponsored project to introduce critical pedagogy in Japanese-language instruction through the prism of such major global issues as climate, economy, equity, health, innovation and peace.

**Korean Language Program:** Formally established in 1984 and now directed by Haewon Cho, the Korean Language Program (KLP) has become one of the largest in the Ivy League.

With more than 200 students per year, taught by three full-time and two part-time lecturers, KLP offers a complete curriculum **covering five full years and offering fourteen courses**. Only twelve institutions in North America offer a five-year program of Korean language.

The KLP curriculum has been redesigned in line with the National Standards, which focus on communicative and cultural competencies. Korean course objectives, teaching materials and assessment tools have been revised to better meet the five Cs (Communication, Cultures, Connections, Comparisons, and Communities). Penn students are encouraged in activities and projects to use Korean in meaningful and authentic contexts. Courses catering to diverse student interests have been developed, including Korean for Heritage Learners, Elementary Korean Online, and Business Communication in Korean. Penn was the **first among North American institutions to design a comprehensive program for Business Korean**, offering courses at three different levels. Online courses in Elementary Korean were first offered in Summer 2013 to provide students with temporal and spatial flexibility, and Penn will build on this initiative. The KLP is a leader in the development of instructional technology. In recent years, Director Cho has served as project leader of a university consortium working to integrate digital and multimedia resources in a series of new online textbooks to improve students’ communicative and cultural competence. Supported in part by NRC research funds, *You Speak Korean 1* and *2* are complete and have been field tested at both Penn and Boise State University. We seek NRC funds to facilitate publication of the texts on Penn’s Pressbooks website by June 2022.

* + 1. **b. Language enrollments.** Enrollments in EALC language courses in AY 2021-22 were:

Chinese, 647; Japanese, 297; Korean, 228 (Table B.1.b.). Total enrollment in AY 2021-22 EA

language courses was 1,172.

* 1. **Levels of Language Training.** A full range of language courses in Chinese, Japanese, and

Korean is provided, through fifth-year courses in modern language (see Table B.1.b.). Specialized business or professional language courses are taught in all three languages. Two years of Classical Chinese and Classical Japanese are offered. Two years each of Cantonese and Taiwanese are taught through the Penn Language Center. Tibetan was introduced in 2013-14 and continues as a yearly offering. Penn began offering Mongolian in Fall 2018 through the Penn Language Center, expanded to the intermediate level with NRC support. CEAS seeks further NRC funding in this cycle to continue supporting Mongolian. Language training abroad is expected of all PhD students (see D.2.b).

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| **Table** B.1.b. **Enrollments in EA language classes AY 2021-22** | | | | |
| **Languages Taught** | **Level** | **Number of Sections** | **Total Enrollment** | **Faculty per Language** |
| Mandarin Chinese | 1 | 20 | 253 | 3 standing  7 lecturers  1 instructor |
| 2 | 19 | 155 |
| 3 | 6 | 70 |
| 4 | 7 | 57 |
| 5 | 7 | 72 |
| Cantonese | 1 | 1 | 24 | 1 instructor |
| Taiwanese | 1 | 1 | 10 | 1 instructor |
|  | 1 | 10 | 151 | 1 standing |
|  | 2 | 7 | 69 | 3 lecturers |
| Japanese | 3 | 8 | 30 | 1 teaching asst. |
|  | 4 | 5 | 21 |  |
|  | 5 | 4 | 34 |  |
| Korean | 1 | 6 | 77 | 3 lecturers  2 instructors |
| 2 | 4 | 48 |
| Heritage | 2 | 33 |
| 3 | 2 | 10 |
| 4 | 7 | 23 |
| 5 | 3 | 37 |
| Thai | 1 | 2 | 2 | 1 instructor |
| Filipino | 1 | 2 | 0 | 1 instructor |
| 2 | 1 | 3 |
| Indonesian | 1 | 1 | 5 | 1 instructor |
| 2 | 1 | 6 |
| Vietnamese | 1 | 2 | 24 | 1 instructor |
| 2 | 2 | 16 |
| 3 | 1 | 5 |
| Tibetan | 1 | 1 | 2 | 1 instructor |
| Mongolian | 1 | 1 | 2 | 1 instructor |
| 2 | 1 | 2 |
| **TOTAL** |  | **136** | **1,259** | **29 faculty** |

Penn is unusual in offering **multiple courses focusing on skills needed by pre-**

**professional and professional students. Advanced language study is taught in substantive courses with a strong language component.** For example, Classical Chinese and Classical

Japanese are taught in modern Chinese and Japanese, respectively. Penn is also exceptional for its reading/discussion sessions in target languages attached to undergraduate lectures in non- language courses. Another innovation is content courses, the equivalent of courses at a university in EA, with all discussions, readings, and assignments in language. Most literature and culture faculty regularly teach language, sometimes as discipline-based courses focusing on original- language texts. Faculty encourage and, at the graduate level and in some undergraduate programs, require students to use EA language materials in their research for papers and theses.

* 1. **Language Teaching Staff and Training.** Penn’s language faculty is highly educated and

exceptionally experienced (see App. C). The CLP includes three standing faculty in Chinese language and literature and nine professional language lecturers, four of whom have PhDs. Three JLP standing faculty teach advanced courses, while five lecturers teach the balance. KLP courses are taught by three full-time lecturers, one of whom has a doctorate.

With support from NRC funds, language lecturers regularly present their work at major conferences, develop curricula and teaching materials in their field, and organize and host conferences and workshops on language teaching (see E.1.b.).

With support from NRC funds, CEAS awards graduate student Language Teaching Assistantships (LTA), to improve teaching capacity and allow LTAs to gain important pedagogical experience. LTAs and Lecturers are regularly evaluated by Program Directors, who also oversee instructors’ participation in supplemental training for oral proficiency testing and **performance-based instructional methodology**, in cooperation with GSE and the Penn Language Center. If funded, CEAS will again support LTAs and language pedagogy.

* 1. **Quality of Language Program.** EA language courses teach the five core skills, balance

linguistic performance with content focus, and emphasize culturally authentic use of language.

Each program uses the latest curricular materials, develops its own supplemental materials, and incorporates technology in delivery and instruction evaluation. All use performance-based instruction and testing, including OPI testing and standards across all languages.

A testament to the quality of language instruction at Penn—and a significant foundation of the quality—is the **extraordinary contribution to teaching beyond Penn**. Working closely with CEAS, the Penn Chinese Language Program has co-directed eleven National Security Agency-funded STARTALK programs. From 2007 to 2014 the Penn STARTALK Chinese Academy taught Chinese (and provided generous scholarships) to nearly **200 area high school students**. From 2017 to 2019, CEAS collaborated with CLP to train Chinese Language teachers with STARTALK funded summer teacher training programs , merging cutting edge pedagogy, technology, and global content related to China’s “One belt one road” initiative. Penn’s KLP is similarly teaching beyond campus boundaries in building open access online Korean texts (see B.1.a).

**Resources: Audio-Visual and Computing Facilities.** Penn’s Multimedia Technology Services supplements in-class instruction of language and EA courses, offering resources in Chinese, Japanese and Korean. Instructional Computing has a state-of-the-art Language Resource Center with multi-language capabilities and multimedia applications for developing course materials. All language classrooms are Smart Classrooms with computers and other equipment for multimedia-enhanced instruction. CEAS maintains a library of videos for use in language and area courses, which it makes available to K-16 educators.

**Language Proficiency Requirements:** Penn has a two-year foreign language requirement for undergraduates in the College of Arts and Sciences. The standard of evaluation is “competence,” which is defined more broadly and culturally than oral proficiency. Penn EA

language programs continue to support oral proficiency testing and high written and cultural competency requirements. Majors in EAST must complete the Penn Language Requirement in an EA language; majors in EALC must complete at least one year more; all students are urged to take three additional CUs to earn a Language Certificate. Students in the Dual SAS/Wharton Huntsman Program, the joint MA/MBA degree Lauder Institute, and EALC and other PhD programs must reach significantly higher levels of proficiency.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Quality and Extent of Offerings.** Penn’s EA programs offer broad coverage in the

humanities, social sciences and professional training (Table C.1). We seek NRC funding in this cycle to add two new EA-focused courses each year. Of 82 courses offered in AY 2021-22, 75 were cross-listed with other departments, a reflection of Penn’s interdisciplinary approach. This (and information in the table) significantly understate course offerings because many appear only in alternate years. Penn Law, for example, regularly offers five courses on EA law, but rarely more than two in any academic year. Strengths among Penn’s EA offerings include the following.

**History:** Linda Chance and David Spafford teach medieval Japanese history; Frederick Dickinson covers modern Japan and EA diplomacy; Eiichiro Azuma specializes in modern Japan and Japanese migration; Jolyon Thomas teaches modern Japan and religion; Victor Mair and Paul Goldin cover pre-modern China; Si-yen Fei focuses on late imperial China; Christopher Atwood offers premodern China and Mongolia; Arthur Waldron specializes in modern China and EA. EA history at Penn regularly embraces **transnational perspectives**: Dickinson and Azuma integrate Japan into comparative and global context. Waldron teaches war and strategy in China and the world. *Faculty:* Atwood, Azuma, Chance, Dickinson, Fei, Goldin, Mair,

McDougall, Spafford, Thomas, Waldron.

**Literature:** Penn offers extensive study of Chinese and Japanese literature. Comparative approaches are encouraged through cooperation with the program on Comparative Literature and Literary Theory. Linda Chance and Ayako Kano teach medieval and early modern Japanese literature, respectively; David Spafford covers the textual history of pre-modern Japan; Hsiao- wen Cheng, Paul Goldin and Victor Mair highlight ancient and medieval Chinese literature; Chi- ming Yang covers international views of Chinese literature. *Faculty*: Chance, Cheng, Goldin, Kano, Mair, Spafford, C. Yang.

**Anthropology and Archaeology:** Adam Smith teaches in EALC, and has created opportunities for Penn students to participate in excavations. Victor Mair has written, lectured and organized exhibits on **Caucasoid mummies from the ancient Silk Road.** Ted Schurr covers ancient Asian migration; Nancy Steinhardt teaches ancient EA architecture and art; Asif Agha offers Sino-Tibetan language. *Faculty:* Agha, Mair, Schurr, Smith, Steinhardt.

**Art and Architecture:** Offerings range from early Chinese architecture and art (Nancy Steinhardt), to early modern Japanese prints (Julie Davis), to urban planning courses focused on EA cities (Annette Fierro, Nancy Steinhardt). *Faculty:* Davis, Fierro, Steinhardt.

**Political Science and International Relations:** Courses cover political economy, domestic politics, international relations and international law. Fiona Cunningham teaches Chinese security and foreign policy; Jacques deLisle covers human rights, law, and politics in China; Eric Feldman offers Japanese law; Yue Hou teaches Chinese domestic politics; Tomoharu Nishino highlights competitiveness and security in EA. Hou’s position was seeded by NRC funds and is now entirely supported by Penn. *Faculty:* Cunningham, deLisle, Feldman, Hou, Nishino.

**Religious Studies:** Paul Goldin teaches Chinese philosophy and thought; Justin McDaniel

offers Buddhism in East and Southeast Asia; Nancy Steinhardt covers Buddhist art and architecture. Hsiao-wen Cheng teaches Chinese religion; Jolyon Thomas highlights Japanese religion; Victor Mair teaches Buddhism and Chinese civilization. *Faculty:* Cheng, Goldin, Mair, McDaniel, Steinhardt, Thomas.

**Sociology:** Emily Hannum teaches Chinese society and education; Hyunjoon Park covers Korean society, health, education, and development; Xi Song offers data analysis of China and EA; Guobin Yang teaches Chinese society with an emphasis on the Internet and new media.

Hannum’s position was seeded by NRC funds and is now entirely supported by Penn. *Faculty:*

Hannum, Park, Song, G. Yang.

**Interdisciplinary study of East Asia:** Interdisciplinary approaches to the study of contemporary East Asia have grown in importance at Penn and in East Asian Studies generally. Penn has particular strengths in scholarship bridging the social sciences and professional schools. Law professor Jacques deLisle works on **Chinese law, politics, and international relations** and has a secondary appointment in Political Science. Law professor Eric Feldman is a **scholar of Japanese law and society**. Emily Hannum researches education in China and has appointments in Sociology and in the Graduate School of Education. Law professor Teemu Ruskola covers Chinese legal history in both Penn Law and EALC. Nancy Steinhardt teaches in EALC and Architecture. Guobin Yang joined Penn in 2012 as **a joint appointment in Sociology and the Annenberg School of Communication**. Yue Hou, in Political Science, works on Chinese domestic politics, including legal issues. *Faculty:* deLisle, Feldman, Hannum, Ruskola, Steinhardt, Hou, G. Yang.

**Central Asian Studies**: Penn has extensive resources in Central Asian Studies. Asif Agha highlights Sino-Tibetan languages; Christopher Atwood is a renowned scholar of Mongolia;

Victor Mair explores cross-cultural exchange in Central Asia; Phil Nichols teaches emerging economies, including Mongolia; Nancy Steinhardt covers early Central Asian art and architecture. Since 2014, CEAS has actively participated in Mongolia and Xinjiang-related events and education in collaboration with the American Center for Mongolian Studies (ACMS), significantly enhancing opportunities for research in Mongolia through ACMS’s facilities in Ulaanbaatar. Penn Global and the Lauder Institute now work with the ACMS on Mongolia trips for students and faculty. *Faculty:* Agha, Atwood, Mair, Nichols, Steinhardt.

**Cinema Studies:** Penn boasts a vibrant cinema studies program across several Penn institutions and SAS departments. Julia Alekseyeva teaches Japanese cinema in the Department of English; Frank Chance offers Godzilla and Monsters of Japan for the College of Liberal and Professional Studies (LPS) online program; Chenshu Zhou covers Chinese and East Asian cinema in Art History. *Faculty*: Alekseyeva, F. Chance, Zhou.

**Gender Studies:** With the the Alice Paul Center for Research on Gender, Sexuality and Women and the Penn Program on Gender, Sexuality and Women’s Studies, Penn is a national leader in gender studies. Si-yen Fei teaches representations of women, plus the history of private life in China. Paul Golden covers sex and society in ancient China; Ayako Kano highlights gender and sexuality in East Asia; Linda Chance teaches gender in medieval Japan; Hsiao-wen Cheng researches female sexuality in Song China; So-rim Lee covers discourses on women in contemporary Korea. *Faculty:* L. Chance, Cheng, Fei, Goldin, Kano, Lee.

**Penn professional school** faculty undertake substantial research and teaching on, and linkage with, East Asia. **Wharton** provides EA offerings in its major disciplinary fields for undergraduate and graduate students, which are substantially augmented by the Penn-Wharton China Center since 2015 (see A.1.). Several faculty offer courses on business and the economy in

China, both in and outside Wharton. Abrami teaches “Doing Business in China”; Jacques deLisle covers “Law and the Chinese Economy”; Yue Hou highlights institutions and the economy in China; Marshall Meyer (now emeritus, but still teaching) offers management in China; John Zhang teaches pricing strategies in China. *Faculty:* Abrami, deLisle, Hou, Meyer, Zhang.

Wharton partners with SAS in two landmark programs with EA foci, the undergraduate **Huntsman Program in International Studies and Business** (see D.1.a), and the **Lauder Institute of Management and International Studies** (see D.1.b.). Frederick Dickinson is a former co-director of the Lauder Institute, which awards MA/MBA joint degrees, including concentrations on China, Japan and Korea. Wharton established the **Initiative for Global Environmental Leadership** (IGEL), which brings together business leaders, professors at Wharton and other Penn Schools, and leading international experts to address business and the environment; a major research focus is China. Wharton provides seminars for select faculty members who participate in study tours to China, Korea and Japan. Graduate students study in a Global Immersion Program, which includes travel to EA, with a focus on business cultures and practices.

**Penn Law School’s** EA faculty is among the strongest in the country: Jacques deLisle, Stephen A. Cozen Professor of Law and Professor of Political Science, is a renowned specialist of Chinese legal reform and engagement with international law; Eric Feldman is a leading expert on Japanese law and society. Teemu Ruskola is a distinguished authority on Chinese legal history. The School regularly offers five courses in East Asian law, with additional courses by visiting or adjunct faculty. It also hosts prominent faculty from EA to teach or co-teach courses and give public talks and frequently welcomes EA Fulbright Scholars.

The student-edited *Asian Law Review (ALR,* formerly the *East Asia Law Review)*—one of

the few EA-specialized law reviews in the U.S.—publishes articles by leading scholars. With the help of CEAS, Penn Law frequently sponsors conferences and talks by EA scholars, lawyers and officials. *Faculty:* deLisle, Feldman, Ruskola.

The **Center for Global Communication Studies** at the Annenberg School for Communication brings transnational and comparative approaches to communications research. CGCS has initiated **ventures with Chinese journalism and communications schools** and works to engage scholars and regulators in China on matters relating to communications laws, policies, and practices. Programs bring graduate students and faculty from universities in China (including the Communications University of China, Renmin, and Tsinghua). Guobin Yang, a preeminent scholar of China and the Internet, has greatly strengthened Annenberg’s program.

Penn’s **Graduate School of Education** (GSE) has student and faculty exchanges with several EA institutions. Yoko Butler studies language learning in Japan and the U.S. and works with Hyunjoon Park and Emily Hannum in Sociology on education and adolescence in EA. Xinyin Chen conducts longitudinal research on the socialization of children and adolescents in China and North America. If funded, CEAS will **partner with GSE to introduce EA into teacher preparation curricula.** *Faculty:* Butler, Chen, Hannum, H. Park.

Penn’s Schools of Dentistry, Engineering, Medicine, Nursing and Veterinary Medicine have all recently pursued collaborative programs in East Asia. Dental Medicine was one of the first recipients of a Penn China Research and Engagement Fund (CREF) award, to advance dental research and clinical practice in China. The **T. C. Chan Center, a Penn Engineering and Design School joint program** with Tsinghua University, focuses on environmentally sustainable building technology and policy. The Perelman School of Medicine Center for Global Health offers a Certificate/Masters program in Translational Research on China. Since 2009, Penn

Nursing has conducted multiple studies on nursing resources and organizational practices in Chinese hospitals. Since 2017, Veterinary Medicine has partnered with pork producers in China.

Penn’s curricular offerings are significantly enhanced by staff who do not hold full-time faculty positions but who are highly accomplished scholars and who teach courses, provide guest

lectures, or provide content to EA programming. Examples include Regina Abrami (business, China and Vietnam), Amy Gadsden (law and history of China), Soek Lee (Korean history), Scott Moore (China environment and politics) and Tomoharu Nishino (competitiveness and security in EA). (see E.1.a.)

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| **Table C.1. Area courses and specialized courses, for 2021- 2022** | | |
| **Discipline** | **Total EA**  **Courses Offered** | **Courses (100**  **Level and up)** |
| Architecture | 1 | 1 |
| Anthropology | 7 | 7 |
| Asian American Stds | 1 | 1 |
| Art History | 4 | 4 |
| Cinema Studies | 3 | 3 |
| Bus., Econ, Public Policy | 1 | 1 |
| Comparative Lit | 2 | 2 |
| Gender+Womens Stds | 2 | 2 |
| History | 3 | 3 |
| Law | 2 | 2 |
| Literature & Culture | 47 | 40 |
| Management | 1 | 1 |
| Political Science | 4 | 4 |
| Religious Studies | 2 | 2 |
| Sociology | 2 | 2 |
| **TOTAL** | **82** | **71** |

* 1. **Depth of Specialized Course Coverage in One or More Disciplines.** Penn offers well over 100 non-language EA courses, most above the 100-level (see Table C.1 for 2021-22 sample year). These have prerequisites in introductory or higher courses, indicating significant depth in coverage.
  2. **Interdisciplinary Courses.** Since its founding by Benjamin Franklin, Penn has emphasized interdisciplinary studies and valued both academic research and practical application. These priorities were confirmed in 2005 with the Penn Integrates Knowledge initiative, which has recruited eighteen top scholars jointly appointed in two or more Penn Schools, invigorating

research and achievement across Penn’s twelve Schools.

The interdisciplinary character of undergraduate and graduate courses is evident in the program strengths listed in C.1 and reflected in EA events and programming. EA courses are

offered in eight SAS departments and five other Schools. Several survey courses are team- taught. Interdisciplinary Graduate Groups supervise graduate students.

* 1. **Non-Language Faculty**. Since its founding in 1995, CEAS has worked to increase the

number of standing faculty in EA, particularly in the social sciences and non-traditional departments and schools. CEAS has, in the past, leveraged NRC funds to bring China coverage to the Departments of Sociology and Political Science. In this application round, we seek NRC support for seed money for a junior social science position on contemporary Japan. Of the nine tenure-track faculty currently focused on Japan, only one (Eric Feldman, Law) covers contemporary Japan.

Penn’s teaching resources include standing, adjunct and visiting faculty, in addition to highly qualified academics who serve in administrative posts and also teach. Standing faculty bear full teaching loads. These resources enable Penn to offer broad as well as specialized teaching on EA. All **Teaching Assistants** are trained in intensive pre-teaching workshops and serve as discussion section leaders in undergraduate EA courses. The Center for Teaching and Learning also supports them with pedagogical workshops.

# QUALITY OF CURRICULUM DESIGN

* + 1. **Undergraduate Degree Programs.** Students focusing on EA humanities and languages

often **major in East Asian Languages and Civilizations** (EALC), which graduates an average of 40 majors and minors each year. EALC majors must complete fourteen EA course units (CUs), including a minimum of six CUs of language (a CU is a one-semester course; most students take 8–10 CUs per year). Chinese, Japanese and Korean concentrators must complete a research paper in a Major Seminar.

Students focusing on EA through the social sciences may choose the interdisciplinary **East**

**Asian Area Studies (EAST) major**, also administered by EALC. Requiring four CUs of an EA language and eight substantive CUs (including two seminars) distributed among introductory gateway courses, history, other humanities, and social sciences, the EAST major provides concentrated language and area studies instruction to students interested in EA careers in law, business, politics, and government. Many Penn undergraduates are dual majors, some combining an EA degree with a degree in a discipline. Students may also minor in EAST or EALC.

Students in other majors who have EA interests can complete half or more of their required departmental credits in EA courses and fulfill Penn’s **undergraduate language requirement** with a minimum of two years of study in EA languages. EA courses draw students from nearly all 60 majors in the College of Arts and Sciences, most frequently from History, Political Science, International Relations, and Communications, as well as such non-SAS majors as Engineering, Finance, and Nursing. Students in the College of Liberal and Professional Studies can concentrate in EA and earn a certificate at the Master’s level. Advanced undergraduates frequently take courses in graduate programs and the professional schools. An **EALC Language Certificate** can be earned by students who complete a minimum of three language CUs beyond proficiency, with grades of B or better. Supplemental curricula such as freshman orientation proseminars and preceptorials (elective mini-courses) provide more EA offerings.

**The Huntsman Program in International Studies and Business** is a unique, highly selective dual-degree undergraduate program in business, language, and area studies. Students fulfill all requirements for a BA (SAS) and a BS in Economics (Wharton), and spend one to two semesters in a full immersion program in the country of the target language. In the class of 2021, there were nine Huntsman students on EA tracks and four declared minors in EALC.

* + 1. **Graduate and Professional Degrees.** The **EALC MA** requires at least third-year

competence in modern Chinese, Japanese or Korean, to enable basic research in one EA area. MA students also take eight CUs in EA graduate courses, mostly seminars, write a thesis, defend the thesis in an oral exam, and either write an MA thesis or write two research papers using primary sources. The program attracts students from a broad range of backgrounds, including members of the armed forces, those in government service and foreign students. An average of fifteen students matriculate each year.

The **EALC PhD** requires twenty CUs of graduate coursework and proficiency in one East Asian language and basic skills in another. The PhD in Chinese studies requires three years of a second EA language. Every PhD student serves as a teaching fellow for at least four semesters. PhD candidates are examined in three fields, take a multi-day research exam and write a dissertation based on original research in primary sources. The program now has 25 students.

Placement in positions for which a PhD is required is nearly 100%. Other departments in SAS offering doctorates with EA focus include **History, History of Art, Political Science, Sociology, Religious Studies,** and **Anthropology**.

Penn professional schools offer graduate degrees focused on EA, including joint degrees and certificate programs with other schools. The **Lauder Institute of Management and International Studies** offers a **joint MBA from Wharton and MA in International Studies from SAS**, including Chinese, Japanese and Korean concentrations. Students must be familiar with at least one foreign culture and fluent in at least one area language. The 30 students studying in EA concentrations (Chinese, Japanese, and Korean) in AY 2021-22 reflect continuing strong interest in EA at Lauder. **Penn Law** students can receive a **JD/MA** with an EA concentration through the **Lauder/Law** joint program, taking 14 CUs toward the MA degree, including five intensive language CUs. **Law students earning the JD also can earn a**

## certificate in EA studies.

An average of five law doctoral candidates work on dissertations on EA topics each year, and approximately fifteen to twenty JD and LL.M. students specialize in EA. Penn Law maintains exchange programs with Waseda University in Tokyo, Tsinghua University in Beijing, and the University of Hong Kong, which allow Penn JD students to pursue one or two semesters in residence. Students in the Hong Kong and Tsinghua programs can earn a dual degree (a JD from Penn and an LL.M. from the partner institution). EA-related law courses draw significant enrollments from other Schools. In recent years, Penn Law has significantly expanded placements of students in EA summer jobs and externships. An international human rights law clinic trains students in asylum cases, including those related to China. Annenberg and its CGCS also have substantial EA-focused activities and programs, as do many other programs at Penn.

* + 1. **Advising and Counseling.** Freshmen have a faculty advisor who guides them through the

first two years of study. Juniors and seniors have major advisors. Entering PhD students have an advisory committee, including a primary advisor. Penn’s Career Planning and Placement office assists undergraduates, graduate students and alumni. Each professional school has its own career advising office. CEAS faculty, including in the professional schools, have many contacts in academia, business and the professions who advise and provide other opportunities to students. The CEAS weekly e-newsletter, which all EA students receive, lists fellowship, study, and job opportunities (see G.5.)

## Study Abroad/Exchange Programs. Penn has 90 academic study abroad agreements

**with institutions in East Asia.** Study abroad is strong at Penn: approximately 25% of Penn’s junior class spends at least one semester abroad. Penn ranks fourth among private universities and is the only Ivy League university among top-twenty research institutions in the proportion of

undergraduate and graduate/professional students studying abroad. EA programs range from Penn faculty-led summer and academic year programs, to partnership in consortia programs, to bilateral exchange programs. Students in the EA tracks of the dual-degree SAS/Wharton Huntsman Program must spend at least one semester—often a year—in a full immersion program in the target country. Since 2011, over 3,800 Penn students have travelled to East Asia for short-term, semester, and year-long study abroad.

Many Penn undergraduates attend study abroad programs sponsored by other institutions.

Academic standards are high, and programs must fit the major and meet Penn academic standards. Penn participates in the Waseda Global Leadership Program, a student exchange with Waseda University in Japan.

Graduate student participation in study, internships, and fieldwork abroad is extensive. The Benjamin Franklin Fellowship provides a $3,700 summer stipend for overseas research by SAS PhD students. Study in the target region is mandatory at the Lauder Institute. Wharton’s Global Immersion Program sends a large number of MBA students abroad for travel courses, many to EA. The Law School offers intensive research-focused travel courses to EA and has partnerships with EA universities. CEAS and the Kim Program support student research and study in EA.

# QUALITY OF STAFF RESOURCES

* + 1. **Qualifications of Faculty and Professional Staff.** Penn EA faculty are appointed in five

Schools and rank at the top of their fields. Many are internationally prominent. They are especially recognized for interdisciplinary research and teaching (App. C). In addition to scholarship and teaching, they serve on editorial boards, review manuscripts for academic presses, and serve in national and international organizations. Many have held Guggenheim, Fulbright, and other competitive fellowships, and they regularly receive prestigious awards.

Of the standing faculty, 26 teach EA courses full or nearly full time. Another eighteen devote at least 25% of their teaching and research to East Asia (see C.1.). EA languages are taught full time by nineteen professional language lecturers, most having doctorates or master’s degrees (see B.1.a); nineteen qualified staff members support EA programs. Visitors, adjuncts, and PhD (or equivalent) level scholars serving in administrative posts provide significant additional teaching coverage.

**Recent appointments to core EA** standing faculty include Julia Alekseyeva in English (Japanese cinema), Fiona Cunningham in Political Science (Chinese security), So-rim Lee in EALC (Korean performance, visual culture), Teemu Ruskola in EALC and Law (Chinese legal history) and Chenshu Zhou in Art History (Chinese cinema). Core EA faculty and others undertake extensive research on and in East Asia. Since 2011, approximately **401 faculty have carried out 862 research or teaching projects on site in East Asia** from all twelve Schools at Penn.

CEAS currently has one full-time Associate Director and a part-time graduate student assistant, in addition to CEAS Director Prof. Frederick Dickinson. We seek NRC funding to continue supporting this graduate assistant and a modest level of office supplies. Academic advising for the EAST degree is managed by CEAS faculty in the Department of East Asian Languages and Civilizations, with cooperation from CEAS. David Dettmann, MA, Associate Director, directs the Center’s programs, and is responsible for budgeting and reporting.

Dettmann, together with a graduate assistant, manages the CEAS outreach program and most aspects of communications.

Professional staff in SAS departments and in other schools provide significant additional support for EA programs at Penn. Examples include China and Vietnam political scientist

Regina Abrami, PhD, Director of the Lauder Institute Global Program; China historian Amy Gadsden, PhD, former Associate Dean for International Programs at Penn Law, former Director of Penn’s China Initiatives and now Executive Director of Penn Global; Korea historian Seok Lee, PhD, Associate Director of the Kim Program in Korean Studies; China historian Scott Moore, PhD, Director of China Programs and Strategic Initiatives; Japan political scientist Tomoharu Nishino, PhD, Co-Director of the International Relations Program; and China anthropologist Yuanyuan Zeng, PhD, Associate Director of the Center for the Study of Contemporary China. All six are accomplished academics who provide substantive content for EA programs. Abrami, Gadsden, Lee, Moore and Nishino all teach EA courses.

* + 1. **Professional development.** Most faculty receive Penn financial support to attend major

professional conferences and have university and external resources to support additional conferences, research, and professional development. With Penn and outside support, faculty regularly travel to East Asia for research, attend conferences, and teach and participate in collaborative programs. CEAS supports approximately ten faculty and student grants for conference travel and two faculty grants for research travel each year. We would like to continue this support in the next application cycle.

Language faculty receive CEAS grants for conference travel, organizing workshops on language teaching, and training. CEAS has consistently supported lecturers in professional development and advancement. To professionalize Korean language teaching at Penn, CEAS helped transform what had been a roster of evening courses run by teaching assistants into the Korean Language Program, at parity with the Chinese and Japanese programs. Lecturers can advance to higher professional status with *de facto* tenure (see B.1.a.). With NRC funding in the next round, we hope to professionalize Vietnamese teaching at Penn, moving away from the pay-

by-course model in the Penn Language Center to a Lecturer A position in EALC.

* + 1. **Teaching/Supervising/Advising Students.** Standing faculty teach three to four courses

each year, are widely available to students outside class, supervise independent studies, and serve as academic advisors. Standing faculty direct BA, MA, and PhD candidates in their research, and help students arrange for study and research abroad through personal and institutional contacts.

EA faculty across the university advise doctoral, masters and undergraduate theses in SAS and other Schools. Faculty serve as advisors to student activities such as the East Asia House, a residence hall for EA-interested students, and numerous EA student publications and clubs. They also lead or otherwise participate in study abroad programs.

**E.2.a. Governance of CEAS/Faculty and Staff Involvement.** CEAS coordinates, supports and

integrates EA research and teaching across several Penn schools. CEAS was established in 1995 and draws together faculty and students from across the University. From 2009 to 2019, Jacques deLisle, a renowned China specialist at Penn Law and Department of Political Science, served as CEAS Director, and current Director Dickinson came to the position after co-directing the Lauder Institute of Management and International Studies (2012 -2019). These appointments highlight CEAS’s interdisciplinary commitment and the EA focus in Penn professional schools.

The CEAS Executive Committee has broad authority over CEAS policy, grants, and other matters. Four members are elected from the core faculty and represent at least three disciplines and at least two country specialties. One elected member represents those who teach and research on EA but are not full-time EA faculty. The Committee includes an EA librarian and director of one EA language program. As of 2012, the Executive Committee includes representatives of the James Joo-Jin Kim Program in Korean Studies and the Center for the Study of Contemporary China, a step undertaken to coordinate activities with these country-

focused centers. CEAS staff members attend ex officio. CEAS policies, programs, and grant award decisions thus reflect the input of a variety of stakeholders.

**E.2.b. Staffing and Oversight of Administration and Outreach.** The Associate Director (AD),

under supervision of the Director, oversees all CEAS programming and all funded activities. The BA program in East Asian Area Studies is coordinated by a standing faculty member in EALC. Outreach programming is managed by the AD with assistance from a half-time graduate student assistant. NRC funding is sought to continue supporting half of the full-time AD position. Given our planned increase in outreach efforts, we also seek NRC funding for a second part-time graduate assistant to coordinate outreach and logistics (see H). EA faculty are intimately involved in oversight and performance of outreach events.

**E.3. Employment practices.** Penn is strongly committed to nondiscriminatory employment

practices and actively seeks to employ members of underrepresented groups. All job openings are advertised widely with specific references to these policies. The Penn Compact identifies faculty and staff diversity as a high priority.

Of the 26 standing faculty members teaching full-time on EA, ten are women (of whom seven are tenured) and ten are people of color (of whom eight are tenured). The Penn Women’s Committee’s has six times awarded Fund to Encourage Women grants to CEAS to bring prominent women scholars to Penn to encourage women in East Asian Studies. Of the nineteen members of the EA language faculty, fourteen are women. All language faculty were born in East Asia.

# STRENGTH OF LIBRARY

Penn Libraries are an important campus, regional and national resource. With an operating budget of $79,678,000, the Penn Libraries holds nine million print and electronic

books and over 375,000 print and electronic serial titles. It maintains depository collections of documents from U.S. and international governmental organizations, as well as Penn’s music and video collections. The collaborative learning and group activity space Weigle Information Commons incorporates advanced information technology with courseware services and offers many IT workshops for faculty, students, and staff. Libraries in several of Penn’s schools, including Law and Business (Wharton) have substantial EA resources not reflected in the central university libraries’ holdings and budget.

* + 1. **Holdings.** Strengths in EA-related holdings in Western languages are in history, literature, and the social sciences (Table F.1.a). The Penn Libraries catalog links to 94 China, Japan, and Korea- focused databases and more than 9900

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| **Table F.1.a. Van Pelt Library holdings in East Asian languages** | | | | |
| **Category** | **Chinese** | **Japanese** | **Korean** | **Total** |
| Books (titles) | 130,153 | 68,983 | 21,583 | 220,724 |
| Serials (including print and electronic journal and newspaper subscriptions) | 7,270 | 2,437 | 2,605 | 12,312 |
| Microformats | 1,081 | 24 | 1 | 1,106 |

electronic journals (up from 220 in 2013). E-journal titles are provided through JSTOR, Project Muse, ScienceDirect, and other programs and publishers.

The Penn Libraries currently has 220,724 titles in EA languages (Table F.1.a). The Libraries also provide extensive access to EA language web/online journals and primary sources. Recent acquisitions include Brill’s Harvard Asia Center E-Book Collection, Sinica Sinoweb and Taiwan Journals Search, China Core Newspapers, and several full-text epigraphical databases.

Penn’s EA Collection reflects a strongly interdisciplinary range, consistent with trends in academic research and teaching today. The majority of EA monographs and bound EA-language journals are housed in Penn’s main library, also home to the Derk Bodde East Asian Studies

Seminar Room, which displays core reference works and academic journals. The Current Periodicals Section holds EA periodicals in EA and Western languages. The University Museum Library has hundreds of EA-language holdings on anthropology and archeology. The Fisher Fine Arts Library covers EA art and architecture. The Biddle Law Library has more than 11,500 titles on EA in Western languages and 220 titles in EA languages, with over 8,900 e-resources and 150 serials, accessible to the full Penn community. Other professional school libraries also have significant EA holdings. CEAS seeks NRC funding to strengthen the newest component of our EA collection, Korean-language materials, especially print and digital sources related to contemporary Korea, the field of our most recent Korea hire.

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| **Table** F.1.b**. Expenditures for East Asia vernacular materials in**  **Van Pelt Library, in dollars, since founding of CEAS** | | | | | |
| **1995/96** | **2000/01** | **2008/09** | **2013/14** | **2017/18** | **2020/21** |
| 297,200 | 421,813 | 461,669 | 520,165 | 623,840 | 659,182 |

* + 1. **Institutional Support of Library.** Since 1995, Penn has increased its EA language

acquisitions budget by 122% to $659,182 in AY 2020–21. Library staff include the Chinese Studies Librarian, Japanese/Korean Studies Librarian, Chinese Library Specialist, and Japanese Library Specialist. Salary and benefits in AY 2021-22 will exceed $402,000.

* + 1. **Access to Other Institutional Holdings.** Penn participates in numerous interlibrary

exchanges and subscribes to extensive online resources. Penn's membership in regional consortia provides expedited borrowing. Penn is a member and co-founder of the consortium program BorrowDirect, initiated with Yale and

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| **Table F.1.c. Penn Library titles by subject heading** | | |
| **Subject heading** | **In all languages** | **In Western European languages** |
| China | 119,079 | 39,677 |
| Japan | 66,878 | 21,740 |
| Korea | 16,969 | 7,236 |
| Taiwan | 7,984 | 2,377 |
| Mongolia | 3,024 | 1,212 |

Columbia in 1999, and now including Cornell, Princeton, Dartmouth, Brown, Harvard, Duke, Stanford, Johns Hopkins, Massachusetts Institute of Technology, and the University of Chicago.

The consortium enables simultaneous searches of all participating library online bibliographical databases and allows online requests for four-day deliveries. Penn also participates in E- ZBorrow, a similar cooperative program for 60 academic libraries in and around Pennsylvania, as well as in other interlibrary loan arrangements.

* + 1. **Access for Other Institutions.** The Penn EA Collection and Penn Libraries resources

generally are available to other institutions in the Mid-Atlantic region, as well as to the public. Affiliates of Haverford, Bryn Mawr, and Swarthmore Colleges can access Penn resources through a consortium agreement. We can also authorize local educators, as well as faculty and students in our partnership with CCP, to borrow. Similar access is available to scholars and graduate students from other area institutions, and Penn East Asia librarians provide extensive reference support to researchers throughout the greater Philadelphia area. Through its lending alliances, Penn supports EA scholars and libraries far beyond campus.

# IMPACT AND EVALUATION

* + 1. **Impact on the University and Beyond**. Penn is a large and vital institution, with EA

faculty and courses distributed widely across its twelve Schools. CEAS provides a key focal point for such interests, coordinating EA activities across campus, providing a meeting point for EA-focused faculty and students, and leveraging Penn and outside resources for EA studies.

Without CEAS and NRC support, departments such as the History and Sociology of Science, Sociology and Political Science might not have created EA-focused positions. CEAS has used NRC funds in the past to seed such positions. Course development grants and visiting faculty positions supported by NRC funds have greatly increased EA course offerings. Faculty grants and events have raised awareness of, interest in, and knowledge about EA across Penn, including in less traditionally EA-focused departments and schools.

Impact on the region is strong with NRC support for EA at Penn. Penn is at the center of the seventh **largest metropolitan area in the U.S.** and is a major postsecondary educational center, with the region ranking in the top five in number of college students. CEAS is well situated to expand its extensive contacts with regional schools, businesses, governments, foundations, museums, media, universities, colleges, and community colleges.

Penn is an internationally recognized resource for U.S. policy on, and partnerships with, EA. Penn professors are regularly cited in national and international media, consulted by government and non-governmental organizations, and perform research with global impact. CEAS-affiliated faculty achieve national impact through research, writing, leadership and public outreach.

Educators across the nation have been deeply affected by CEAS programs. The policy-relevant reach of CEAS is enhanced by partnerships with such institutions as Penn’s Perry World House (the university center for policy-oriented international programs) and the Foreign Policy Research Institute (an independent Philadelphia-based think tank with which CEAS regularly partners for public programs and teacher-training, and where longtime collaborator and former CEAS Director Jacques deLisle is Director of the Asia Program).

* + 1. **b. Advanced Language Training.** Penn supports high quality Chinese, Korean, and

Japanese instruction (all Critical Languages), enrolling nearly 2,400 students between fall 2020 and spring 2022. 41% of EA language courses are at the advanced level. For over a century, Penn has trained specialists in EA, including post-secondary educators at leading universities in the U.S. and abroad. Penn provides programs of the highest standard to undergraduate and graduate students, including graduate students at Penn’s top-ranked professional schools (Business, Communications, Design, Education and Law).

* 1. **Equal Access and Treatment**. Penn is deeply committed to diversity among students and

faculty. Among students majoring in East Asian Language and Civilizations (EALC) and East Asian Area Studies (EAST) for AY 2020-21, more than 50% were minority students (breakdown by ethnicity is not available), and over 60% of enrolled students were women. Among other Penn students focusing on EA, the pattern of diversity is similar.

Penn maintains a strong commitment to equal access and treatment for all students and other participants in CEAS programs. The **Office of Affirmative Action and Equal Opportunity** supports these efforts and reports regularly to the University Trustees. The **Office of Student Disabilities Services** provides professional services for students with disabilities to ensure equal academic opportunities and participation in University-sponsored programs. CEAS promotes diversity in outreach event attendance by targeting marketing efforts to urban schools and community colleges. We work closely with CCP to strengthen EA teaching to minority communities.

Penn’s College of Liberal and Professional Studies offers for-credit courses to non- matriculated students in classes shared with regular Penn students, usually taught in the evening. **Such non-traditional students** add to Penn student diversity.

* 1. **a. Evaluation Plan.** Program evaluation is key to improving implementation and ensuring

achievement of fundamental objectives. Continuous, rigorous evaluation ensures high quality, cost-efficient and effective EA programs at Penn. CEAS and Penn’s existing NRCs have a high level of evaluation and collaborate closely with one another.

To measure objectively the quality and impact of activities supported by Title VI funding, CEAS employs multiple assessment methods, each guided by program goals and performance measures. We gather feedback on all CEAS-sponsored events and include debriefings of all

events in weekly staff meetings, which the Associate Director (AD) uses to assess program effectiveness on an on-going basis, using both quantitative and qualitative measures. An Independent Program Evaluator (IPE) works with all Penn NRCs to devise data tools and provide data management and analysis to facilitate the implementation of best practices. We also periodically retain an external academic examiner to provide a comprehensive assessment of CEAS objectives and implementation. With the support of NRC funds, renowned Harvard China historian Michael Szonyi visited Penn in November 2021 and produced a 14-page evaluation. We seek NRC funds, in part, to implement his four-part recommendation for CEAS Administration, Activities, Impact and Development.

We use data from several sources: those collected for ongoing reporting requirements and GPRA measures, available University data, and new data collected specifically to monitor and assess NRC program impact. To ensure the validity of the data, wherever possible the Center has identified measurements that can be collected independent of the NRCs. We also triangulate data gathered from other sources.

**Quantitative Evaluation Measures:** For our next project cycle, our staff will compile, aggregate and analyze quantifiable project data using computerized project databases such as Penn’s Institutional Research Query Database (IRQDB), which collects course enrollment, degree and other data obtained from the Office of the Registrar and SAS Computing. CEAS will work with the Director of Institutional Research to design record searches that produce results showing aggregate outcomes. Center staff will track student, K-16 educator and community member participation in outreach programs in a database of attendance records. Surveys will be distributed to faculty and graduate students to gather information regarding resources produced,

events hosted and funds leveraged, using Likert scales for a quantifiable measure for program and implementation success.

**Qualitative Evaluation Measures:** The AD will solicit information via surveys for outreach events and workshops. One-time events will be evaluated in terms of topic, location, and presenters. Longer-term series will conclude with an online survey written by the IPE and distributed by the AD. The information will be compiled and analyzed by the IPE. For events held in conjunction with other organizations, surveys will have a table of summary survey results and a comprehensive narrative shared with partners. Surveys will be used to gain insight into impact, relevance and satisfaction as perceived by students, teachers, and other event attendees. We will use online survey tools along with on-site paper forms to maximize response rates. The Director and AD will review course evaluations and other materials to assess quality of, and satisfaction with, EA teaching, with a special focus on courses supported by CEAS course development or teaching assistance grants. We will use these to guide the program and generate information for biannual reviews and performance reports.

**Performance Measurement:** CEAS has identified four goals about which to collect data for performance measurement. The goals and performance measures are sufficiently reliable and representative to accurately reflect general and project-specific success.

**Goal 1**: Improve the quality and scope of teaching and research on modern EA at Penn, especially in the social sciences, to produce graduates prepared for careers in **areas of national need and government service, business, education, and the professions.** This includes hiring one junior Japan social science position on contemporary Japan and developing new EA content courses.

**Goal 2.** Improve and expand learning and teaching of EA LCTLs, especially at advanced levels and for students entering the professions.

**Goal 3.** Build capacity for teaching on EA by strengthening our collaboration with other Penn institutions and NRC’s devoted to world affairs and training for the professions. This includes expanding the number and quality of programs and events co-sponsored with the Center for the Study of Contemporary China (CSCC), Graduate School of Education (GSE), the Middle East Center, Penn Law, the Penn Museum, Perry World House and the Lauder Institute of Management and International Studies.

**Goal 4:** Build on our long-term commitment to outreach in multiple forms. This includes hiring a new Graduate Outreach Assistant to facilitate outreach and expanding the number and quality of programs pursued with our three principal community partners, the Community College of Philadelphia (**NRC Competitive Preference Priority**), the National Consortium for Teaching about Asia (NCTA) and the Japan America Society of Greater Philadelphia (JASGP).

**Program Evaluators.** The CEAS AD is primarily responsible for implementing evaluation activities, distributing results, and managing changes based on data. The Independent Project Evaluator (IPE) selects and develops assessment tools and assists the Center with developing tracking databases and analyzing data. The IPE undertakes an annual review of the program to identify other areas for increased analysis.

The IPE, Laura Chisholm, holds an MA in Urban Studies from Temple University, with a concentration in research and evaluation methods. She is currently the Grants Compliance Officer at Northampton Community College in Pennsylvania. Ms. Chisholm, who has led corporate, non-profit and education-based evaluation and program analysis efforts, has been working as the IPE for Title VI grants at Penn since 2010. Having one IPE oversee all evaluation

efforts for Penn NRCs over a multi-year period provides consistency, economies of scale, and deeper collaboration among partners.

**Evaluation Process: Formative and Summative Analysis.** The evaluation process involves both a formative and summative analysis of project effectiveness. Formative evaluation begins at the start of the program cycle and continues throughout each program year, utilizing weekly meetings and the bi-yearly review process to gather and review information. Formative evaluation seeks to answer these questions: (1) Were program activities and services implemented as intended? (2) Is the project moving forward with new initiatives in a sound, efficient manner that leads to successful implementation within the timeline and budget? (3) Were data collected and reviewed as planned? (4) Are decisions about future programming based on objective data analysis? At the end of each project year, a thorough analysis of all evaluative data is conducted to meet the requirements of the EDGAR § 75. 590 pertaining to annual evaluation.

Regular review of data (such as enrollment numbers and survey results) facilitates evaluative feedback. The AD holds biannual meetings with the IPE for this purpose. Information compiled for the Title VI reports is further analyzed and shared through a trend report written by the IPE, which tracks indices and highlights trends over multiple years.

For summative evaluation efforts, program staff use computerized databases to audit enrollment records and conduct biannual program reviews. The IPE works with the Center to track enrollment, numbers of courses, and levels of language and area studies courses to generate reports comparing outcomes with 1) baseline data, and 2) goals and targets. These procedures insure a complete and thorough evaluation of data to document achievement of objectives and changes in programming. Longitudinal data facilitate detection of trends and cyclical flows.

Reports on NRC activities are prepared to meet IFLE requirements. As part of the summative analysis, the Center scrutinizes metrics to assure comprehensiveness, adding indicators if needed.

**Addressing GPRA measures:** To address **NRC GPRA Measures 2 and 3**, the AD will gather data from Penn’s comprehensive enrollment system to assess increases in enrollment for these languages. Over the grant period, CEAS expects an increase in priority language courses offered and in enrollment, as we implement multi-level courses in EA LCTLs.

To address **NRC GPRA Measure 4**, the AD will identify and actively track the number of those earning certificates and minor and major degrees in priority languages and/or LCTLs, area studies, or international studies, over the four-year grant period.

To address **FLAS GPRA Measure 1**, the AD will administer the FLAS tracking survey to ensure high response rates. The contact information of FLAS graduated fellows will be regularly updated, and they will be contacted annually to maintain engagement with CEAS. By doing so, response rates to the biannual FLAS tracking survey should increase.

To address **FLAS GPRA Measure 2**, the AD will track the number of fellowships that are awarded for each priority language, on an annual basis.

To address **FLAS GPRA Measure 3**, the percentage of FLAS fellows who increase their foreign language reading, writing/listening/speaking score by at least one proficiency level will be tracked annually by the AD. The AD, assisted by the program assistant, will collect data on FLAS fellows to report proficiency levels pre- and post-FLAS, monitoring increases in language proficiency. OPI-trained Penn language faculty will conduct pre/post OPI language interviews to measure proficiency.

**G.3.b. Use of Evaluation Results to Make Programmatic Changes.** CEAS staff review the

program biannually and document any unanticipated outcomes. The review includes an analysis

of the Center’s goals. The AD discusses outcomes with the director, program staff, and senior administrators so that implementation strategies can be modified and enhanced as needed. CEAS shares strategies and solutions with other Penn NRCs and faculty, to achieve best practices and economies of scale.

* 1. **Contributions to the Supply of Specialists on East Asia.** CEAS conducted a survey in October 2021 of alumni who graduated from Penn in EA fields, which found an impressive level of placement in related fields. Of the 58 respondents who graduated from Penn with a BA, MA, or doctorate in EA studies between 1998 and 2020, 65% worked in a related field. Of the 93% who are currently working (54), a third are in fields that address national need: 26% are working in higher education, 5% in state or federal government in the U.S., and 5% in K-12 education. Some placements are: US Department of Defense, New York City Law Department, Cisco Systems, Mount Sinai Hospital, BrightCarbon, and Thomson Reuters.
  2. **Addressing national needs and disseminating information.** Languages and regions

covered by CEAS faculty and programs address all the national needs criteria. Chinese, Japanese, and Korean are all designated critical need languages, and Chinese, Japanese, and Korean-speaking areas are the principal regions of expertise for most Penn EA faculty. CEAS’s extensive support for language instruction fosters early acquisition of advanced skills by undergraduates. Penn students, undergraduate and graduate, regularly win national fellowships that address national needs through advancing studies in foreign affairs and public service, such as the Boren, Truman, Critical Language, and Fulbright Scholarships.

CEAS works to ensure broad access to its resources. Public lectures and media appearances by EA faculty provide effective avenues to disseminate information. A section of the CEAS website will continue development and distribution of sharable educational lesson plans

developed in teacher training programs. CEAS will continue to contribute to a database of public lesson plans through the National Consortium for Teaching about Asia (NCTA) website, which includes hundreds of documents for classroom materials. The CEAS website will also add a new section—to supplement a similar section maintained by the China-focused CSCC—to highlight media commentary by EA faculty. CEAS maintains a vast database of e-mail addresses, totaling over 3,000 students, faculty, community members, and educators, all of whom have chosen to follow CEAS events and resources. During the academic year, we circulate a weekly e- newsletter announcing CEAS events, regional EA events, EA fellowships, EA jobs, teacher- training programs, and other resources. In addition to this e-newsletter, we maintain active Facebook and Twitter accounts, keeping our followers up-to-date with CEAS events and EA- focused news and happenings. We cooperate with other Penn NRCs, CSCC, the Kim Program in Korean Studies, and other programs, departments, and schools at Penn to gather information about and publicize EA-related events and opportunities.

* 1. **FLAS Fellowships addressing national needs.** During the 2018-2022 FLAS cycle, CEAS

prioritized fellowships to address national needs. All fellowships were for students studying and using critical languages, and most recipients studied in professional schools or were preparing for government service or teaching. Of the 56 fellowships awarded in 2018-22, 20% went to International Business students (at Lauder or in the Huntsman program), 7% to Law, 13% to International Relations, and 50% to those preparing for careers in higher education. Awards have gone to students in non-traditional but relevant fields. For example, a FLAS Fellow in Chinese completed a degree in criminology, and now works at Interpol fighting human trafficking.

CEAS has successfully placed many students in post-graduate education and training in areas of national need. In an October 2021 survey of all alumni graduating in majors related to

East Asia between 1998 and 2020, one-third of the respondents entered EA-related fields after graduation (see G.4.). If awarded an NRC in the current cycle, CEAS will continue to strongly prioritize areas of national need, and recruit students by advertising to the relevant professional schools and prioritizing students in fields likely to lead to such placements.

# OUTREACH

* 1. **K-12 Outreach**. With NRC funding, CEAS conducts and sponsors Penn faculty classroom

visits to regional middle and high schools. CEAS AD Dettmann regularly presents on the music of China, minority issues in China’s borderlands, and on East Asian émigré communities in Philadelphia. CEAS faculty present on a variety of themes requested by regional schools.

Classroom visits largely went online after 2020, creating exciting new opportunities. Philadelphia classrooms, for example, were able to Zoom in on CEAS’s annual Mongolian Tsagaan Sar Lunar New Year celebration in February 2022, complete with live feed from Ulaanbaatar. CEAS’s broader reach to K-12 is in the form of K-12 teacher training and collaborative programming with Penn Museum and the National Consortium for Teaching about Asia (NCTA) (see H.2). We seek NRC funds to continue supporting four Penn speakers a year to the K-12 community.

* 1. **Teacher Training.** CEAS is committed to providing elementary and secondary educators

with the training, tools, and resources required to integrate EA themes into their classrooms. Through our partnership with Penn’s Graduate School of Education (GSE), all CEAS teacher workshops offer State of Pennsylvania’s Act 48 professional development credit. CEAS hosts annual workshops and seminars in collaboration with the National Consortium for Teaching about Asia (NCTA) through its coordinating site at the University of Pittsburgh. While programs in the past primarily targeted educators in the Philadelphia region, as CEAS moved seminars

online in 2021, programming now includes educators from greater Pennsylvania and beyond. All teachers contribute unit plans, which are hosted online via NCTA’s East Asia Gateway for Linking Educators (EAGLE) as a resource for teachers worldwide to access. Since 2018, more than 80 teachers have taken part in the CEAS East Asia Seminar, and alumni of those programs are eligible to join NCTA-organized programs abroad (temporarily suspended due to pandemic- related restrictions).

Since 2019, CEAS has partnered with the Penn Museum for its annual East Asia Seminar and shorter workshops, combining teacher classroom experience with guided museum visits and opportunities for catered K-12 classroom visits through programs like Penn Museum’s International Classroom and Inquiry into China (which have moved online in recent years).

CEAS also collaborates with Penn’s Chinese Language Program on teacher training; the most recent pre-pandemic programs were the 2018 and 2019 STARTALK-Penn Chinese Teacher Advancement Program, focused on global themes in national Chinese-language classrooms through the lens of China’s past and present engagement with Eurasia and Africa. Future collaborative programming plans with CLP include support for a new course on Chinese Language Pedagogy, to be cross-listed with the Graduate School of Education (see B.1.a).

CEAS will also use NRC funds to pilot a new test to gauge the effectiveness of intercultural competency taught in Chinese, Japanese and Korean language classrooms (B.1.a).

* 1. **Post-Secondary Institutions.** With partial NRC support, CEAS now manages five

colloquia on Penn’s campus. All are open to members of the Penn community, outside scholars and members of the general public. The CEAS Humanities Colloquium and Issues in Contemporary East Asia series annually invite four to six guest speakers from outside

institutions to speak on humanities and social sciences topics pertaining to East Asia. CEAS also regularly invites speakers from public service spheres and the diplomatic corps to speak on issues related to international relations and development in East Asia. Since 2018, CEAS has introduced three new colloquia: the East-Southeast Asia Speaker Series, highlighting East- Southeast Asia synergies; the Japan Global Issues series, focused on Japanese engagement with contemporary global issues; and the Classroom Speaker Series, which opens to the public virtual visits to Penn EA classrooms by outside specialists on themes of wide appeal. We seek NRC funds in the new application cycle to support twelve academic speakers altogether and two speakers from the public service sector each year.

Given pandemic-related restrictions, CEAS moved all events online in 2020. Audiences for outreach events generally doubled, often including international participants. As in-person events became possible again in Fall 2021, CEAS continued to offer live streaming and expects to maintain that model for the foreseeable future. Selected events are also now recorded for broader reach on the CEAS YouTube channel.

With NRC funding CEAS supports multiple East Asia-related conferences each year on Penn’s campus. CEAS solicits annual calls for conference proposals from Penn faculty and graduate students and the CEAS Executive Committee determines all awards.

Many centers, departments, and schools at Penn (including the Center for the Study of Contemporary China [CSCC), Kim Program in Korean Studies, EALC, major humanities and social science departments in SAS, and the schools of law, business, and communications) offer numerous additional events, often in collaboration with CEAS. CEAS announces all campus East Asia events in its weekly e-newsletter.

Since 1998, the CEAS Distinguished Lectureship has brought an exciting series of eminent senior scholars to Penn. Recent speakers have included Helen Hardacre (Harvard), Jennifer Robertson (Michigan) and Jerome Cohen (NYU). We seek NRC funds in the new cycle to support one distinguished EA speaker each year.

CEAS regularly supports student organizations focused on EA, including the student-run Penn East Asia Review, and EA workshops, colloquia, and conferences organized by the EALC Graduate Student Research Colloquium.

CEAS conducts biannual teacher training programs with educators from the Community College of Philadelphia (CCP), a key minority-serving institution (MSI) in Philadelphia.

Teachers produce training modules from these collaborative programs, which are hosted as resources for educators online. CEAS organized and sponsored “Japan’s Cultural Pivots” in June 2019, bringing together Japan-focused educators from across the nation to work with CCP faculty. CEAS seeks NRC support to fund four Penn speakers to CCP, four teaching modules from CCP faculty and collaborative EA event programming at CCP each year (Competitive Preference Priority).

Penn has long been a magnet for the EA scholarly community in the greater Philadelphia area, a region with more than 50 post-secondary institutions. Swarthmore, Bryn Mawr, and Haverford colleges are part of a consortium allowing course credit from Penn. CEAS is a member of the Greater Philadelphia Asian Studies Consortium, and of the Mid-Atlantic Region Association for Asian Studies (MARAAS) and will help sponsor the MARAAS annual meeting

at Penn in Fall 2022. Such conferences bring together regional EA-focused students and educators promoting undergraduate research on EA.

* 1. **Outreach to Business, Media, and the General Public**. Residents of the Delaware Valley

(Pennsylvania/New Jersey/Delaware) turn to Penn for information on East Asia. CEAS issues a weekly e-newsletter to more than 1000 subscribers beyond Penn’s campus, a key channel for reaching a diverse constituency. Since 2018, CEAS has broadened its reach through engaging posts and content on Facebook, Twitter, Instagram and YouTube. All CEAS speaker events and most other Penn EA events are open to the public and widely advertised. Since 2020, CEAS has enabled virtual participation in all outreach programming, facilitating greater participation from a wide regional and national audience.

Community partnerships are a priority for CEAS outreach. CEAS participates annually in the Philadelphia Cherry Blossom Festival and regularly partners with the Japan America Society of Greater Philadelphia (JASGP) to organize other special cultural presentations open to the public. CEAS seeks NRC funding for a new JASGP-organized annual Black History Month Japanese Culture Fair at local public School of the Future, featuring local black artists inspired by Japanese animation. CEAS also collaborates with the Global Philadelphia Association, a non- profit corporation dedicated to promoting Philadelphia’s global profile and raises global awareness in schools and the community. These connections help funnel new people each year to CEAS’s general outreach and teacher-training programs.

CEAS and other Penn entities serve as a resource to local, national, and international media on EA, responding to queries and connecting reporters to relevant faculty who can provide

EA news analysis. The CEAS weekly e-newsletter regularly includes local and national news stories featuring CEAS faculty.

CEAS also prioritizes outreach to business communities in Greater Philadelphia. Penn EA faculty provide expertise and advice to companies and to local and state government efforts promoting business ties with EA. Penn EA lectures and seminars are designed in part—and sometimes primarily--to meet the needs of the Greater Philadelphia business community. CEAS frequently partners with the Foreign Policy Research Institute (FPRI) to reach a broader business and media community. Wharton’s innovative and highly successful Knowledge@Wharton website draws on Penn EA faculty for business-related analysis and publishes periodic Chinese- language reports, thus extended Penn’s reach into the business community and the Chinese- speaking world. With NRC funding, CEAS will continue hosting national workshops for teaching EA languages for the professions (business, engineering, law, medicine).

* 1. **Involvement of Professional Schools**. Penn’s professional schools, particularly Law,

Business (Wharton), Communications, and Education, are heavily involved in EA outreach activities. CEAS’s long and fruitful collaboration with the Lauder Institute of Management and International Studies includes extensive and sustained involvement of CEAS-affiliated faculty and staff. CEAS Director Dickinson is former Co-Director of Lauder, and the CEAS AD co- directs short-term study abroad programs for Lauder’s MA/MBA students to Mongolia.

CEAS co-sponsors numerous public talks and conferences with Penn Law and highlights timely issues pertaining to international law, such as the February 2019 “Human Rights and China” symposium, with keynote address by former UN High Commissioner for Human Rights

Zeid Ra’ad Al Hussein and panels on repression in Xinjiang and Hong Kong. With NRC

funding, we seek to strengthen our partnership with Penn’s Graduate School of Education with a new course on Chinese Language Pedagogy and Methods, to be cross-listed in EALC and GSE (EALC 8600). GSE students who complete EALC 8600 will be eligible for Language Teaching Assistantships in EALC.

# FLAS-SPECIFIC INFORMATION

* + - 1. **FLAS Selection Procedure**. CEAS announces the FLAS competition widely each

November. It sends email announcements to all students in EA-related programs, EA faculty, chairs of SAS departments, deans and relevant administrators in all twelve Penn Schools, including professional schools, and through CEAS’s widely-distributed weekly e-newsletter. A printed brochure is distributed to departments and such offices as Admissions and Financial Services. EA faculty communicate the opportunity personally to prospective and continuing students. The Center for Undergraduate Research and Fellowships (CURF) sends FLAS announcements to all Penn undergraduates. CEAS features the FLAS Fellowship prominently on its website (www.ceas.sas.upenn.edu), to easily attract Internet searches for EA fellowships. In November and again in February, CEAS holds information sessions for interested undergraduates. For our new application cycle, we will tape these sessions and post them on our website. CEAS staff also participate in information sessions for graduate opportunities. A link to information about FLAS remains on Penn’s main webpage. Penn’s FLAS website (<http://www.sas.upenn.edu/flas/instructions.html)> provides information about the fellowships,

contact information and directions to apply. CEAS Facebook and Twitter pages offer further timely posts.

Applications for Summer and AY FLAS are due in early February. The two competitions

are conducted separately, and this is emphasized in FLAS publicity. Since 2011, the FLAS

application process has been conducted entirely online using a specially adapted version of Interfolio provided by Penn. This makes it easy for qualified students to apply and enhances transparency and, therefore, the diversity of applicants. For efficiency of administration and to enhance awareness of FLAS opportunities, all Penn centers with FLAS fellowships coordinate application procedures and deadlines.

The FLAS application includes a short form summarizing applicant information, a transcript, a CV, two letters of recommendation, and a one-page statement on the importance of EA language training and area study for applicant career goals. Departments and schools rank their applicants, increasing the available information. The Executive Committee makes final decisions in late February or early March, including designating alternate awardees. Applicants are notified immediately.

Rigorous criteria for selection include: academic performance; potential contribution to fields and areas of national need; recommendations; importance of further language training to educational and career plans; and financial need. CEAS’s Executive Committee includes a variety of perspectives through membership drawn from social science and humanities departments in SAS, professional schools, and EA language faculty. CEAS gives priority to students in the social sciences and professional schools and in areas aligned well with national requirements. We request five graduate AY, four undergraduate AY, and six Summer FLAS fellowships (for which graduate and undergraduates will be eligible) per year.

# I. PROGRAM PLANNING AND BUDGET

* + 1. **Purpose and Quality.** Penn seeks NRC funding to pursue specific improvements to

teaching, resources, and scholarship on EA at Penn and outreach efforts to the community, including K-16 educational institutions in the Philadelphia area. At the university, our efforts

will focus on preparing graduates, including students in the professions, for areas of national need related to EA. We will increase course coverage and quality through awarding research travel, conference, and course development grants to faculty, including faculty in the academic disciplines and language teachers, and by bringing distinguished visiting EA specialists to Penn. This will increase the range and depth of teaching on EA at Penn. We will also focus on high- profile policy-oriented speakers in collaboration with Penn’s Perry World House, the Center for the Study of Contemporary China, the Lauder Institute, other regional studies centers at Penn, and Philadelphia’s Foreign Policy Research Institute—events that will be open to the public. We will improve library resources, especially Korea-related print and electronic resources (see F.1.a.).

CEAS will improve language teaching by supporting faculty in attending and holding workshops on teaching methods and proficiency testing and will use NRC funds to provide graduate student Language Teaching Assistants. CEAS will enhance Chinese, Japanese and Korean-language teaching by supporting specialized instruction in these languages for the professions (such as business, engineering, law, medicine or pedagogy). Courses will introduce self-adaptive Canvas-based placement testing and pilot an assessement of intercultural competence. We will build on Penn’s growing strength in Mongolia and Vietnam by continuing support of multi-level teaching in Mongolian and facilitating the move of Vietnamese instruction from the Penn Language Center to the Department of East Asian Languages and Civilizations (see B.1.a.).

**A partnership with the Community College of Philadelphia** (a designated Minority- Serving Institution and Predominately Black Institution) will build on past cooperation and focus on developing shareable web resources for teaching about EA. We will involve Penn faculty and

graduate students in preparing and supporting CCP faculty with EA-focused outreach events.

**(see J: *NRC Competitive Preference Priority*)**.

CEAS will increase the impact of outreach efforts, measured by attendance and numbers of people served, to increase the number of talented students focusing on EA among current post- secondary students and future ones. Projects will include targeting high schools through programs that will send Penn graduate students, faculty, and affiliates with expertise to offer lectures and participate in other projects at Philadelphia-area institutions (sometimes in partnership with other NRCs and non-NRC programs at Penn). In collaboration with the Japan America Society of Greater Philadelphia, CEAS will provide two speakers to a new annual Japanese culture fair during Black History Month at the **School of the Future** (West Philadelphia public high school), highlighting local black artists inspired by Japanese animation. (see H.4.).

## b. Timeline.

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| **Table** I.1.b**. Project Timeline and Implementation Plan** | |
|  | **Summer 2022:** Gather baseline data for grant activities and set targets for the grant cycle**.** Upon award notification, convene CEAS Staff and Executive Committee to discuss grant timeline, budget, evaluation  activities, and reporting. Manage FLAS awards in preparation for fall |
| **Y E A R 1** | **Fall 22**: Launch grant competitions for language and non-language faculty; meet with Library to determine purchase of new materials; initiate search for junior position in contemporary Japan; Begin new language assessment pilot program for Chinese learners; Begin constructing website for new Korean-language text; Work with Community College of Philadelphia (CCP) to create online hosting for EA-focused course modules; announce FLAS; Begin Chinese Language Pedagogy and Methods course, cross-listed with GSE; Support beginning and intermediate Mongolian classes; Begin Vietnamese transition to EALC  **Spring 23:** Award grants to faculty for research and course development and conference organization; Plan EA course/module development with CCP; Black History Month collaboration with JASGP on Japanese Culture Fair; Run FLAS competition; IDI assessment in Chinese language  **Summer 23:** Host American Association of Teachers of Korean conference; Run EA teacher training program for educators; start planning EA language teaching conference ; run faculty grant evaluation survey **Year-long:** Continuous improvements to website and social media presence; work with IPE on evaluation  plan |
| **Y E A** | **Fall 23**: Offer new EA courses, including courses by new junior contemporary Japan hire and one new language for the professions course; Begin new language assessment pilot program for Japanese learners; Continue Mongolian language instruction; start new EA course/module at CCP; Launch grant competitions  for language and non-language faculty; Announce FLAS |

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| --- | --- |
| **Table** I.1.b**. Project Timeline and Implementation Plan** | |
| **R 2** | **Spring 24:** Award grants to faculty for research and course development and conference organization; Plan EA course/module development with CCP; Black History Month collaboration with JASGP on Japanese Culture Fair; Run FLAS competition; IDI assessment in Chinese language  **Summer 24:** Review and evaluate EA course/modules at CCP; evaluate faculty grants; perform formal program evaluation with IPE  **Year-long:** Continue implementation of evaluation plan; continue teacher training programs; continue CEAS  outreach/marketing efforts |
| **Y E A R 3** | **Fall 24**: Offer new EA courses, including courses by new junior contemporary Japan hire and one new language for the professions course; Begin new language assessment pilot program for Korean learners; Continue Mongolian language instruction; Continue EA courses at CCP; Launch grant competitions for language and non-language faculty; Announce FLAS  **Spring 25:** Host national language workshop in Chinese, Japanese or Korean; Award grants to faculty for research and course development and conference organization; Continue EA courses/modules CCP; Black History Month collaboration with JASGP on Japanese Culture Fair; Run FLAS competition; IDI assessment in Chinese language  **Summer 25:** Continue teacher training and K-12 outreach; evaluate faculty grants  **Year-long:** Strengthen CEAS website; work with Library to improve its offering; continue implementation of evaluation plan |
| **Y E A R 4** | **Fall 25**: Offer new EA courses, including courses by new junior contemporary Japan hire and one new language for the professions course; Continue EA course modules at CCP; Launch grant competition for language and non-language faculty; Announce FLAS  **Spring 26:** Award grants to faculty for research and course development and conference organization; Continue EA courses/modules CCP; Black History Month collaboration with JASGP on Japanese Culture Fair; Run FLAS competition; IDI assessment in Chinese language  **Summer 26:** Evaluate faculty grants; Continue K-16 outreach  **Year-long:** Work with IPE to review 4-year data |

* 1. **Resources and Personnel.** CEAS will use resources and personnel efficiently to complete

project goals. The AD has more than ten years of experience managing similar projects and has successfully designed and implemented a full schedule of outreach initiatives for fourteen years. CEAS cooperates extensively with EA faculty, who readily help with efforts to promote knowledge of EA in the region. CEAS works readily with other Penn NRCs, the heads of the EA language programs, and faculty and staff of the School of Arts and Sciences and Penn’s professional schools. The CEAS Director and Executive Committee provide efficient oversight and ensure cooperation among multple Penn institutions.

* 1. **Budget.** NRC funds will be used primarily to: expand and enrich substantive course

offerings through one new faculty line in contemporary Japan, course development grants to

faculty, support for faculty and graduate student research in areas with an impact on teaching, and support for language teaching improvement; support library acquisitions and conferences; support outreach programs, including collaboration with the Community College of Philadelphia and the Japan America Society of Greater Philadelphia; and undertake collaborative outreach efforts and on-campus events with other centers and programs at the university and beyond.

NRC funds will be used to leverage substantial University contributions. Requested staff positions are supported by 50% or more of Penn funds, and one position, the Director, is entirely supported by Penn. CEAS will significantly increase its already extensive cooperation with other Penn NRCs, School of Arts and Sciences departments, other schools and centers at Penn and institutions outside Penn, enabling CEAS to expand the scope and scale of programs and constituents while avoiding duplication.

* 1. **Long-term impact on undergraduate education.** NRC funds for faculty, courses,

programs, research, and other resources will strengthen interdisciplinary undergraduate courses, including graduate and graduate/professional courses open to advanced undergraduates.

Language instruction, enhanced with NRC funding, will benefit undergraduates in job placement (see G.4.).

# J. COMPETITIVE PREFERENCE PRIORITIES

**NRC Competitive Preference Priority**. CEAS will continue its partnership with the

Community College of Philadelphia, the city’s largest Minority Serving Institution (MSI), to build capacity for teaching on EA. CEAS will pursue deep and effective relationships with CCP, achieving outcomes of added courses and modules (sections of courses) on EA taught at PCC. CEAS will provide Penn faculty and graduate students to participate in faculty workshops preparing CCP faculty to develop new courses or modules on EA, plus evaluation and

consultation to assure quality. CEAS will provide stipends and travel grants where needed, to ensure that courses are well prepared and taught regularly.

**FLAS Competitive Preference Priority 1.** CEAS will prioritize financial need, while

still requiring a high level of achievement, potential, and need for EA language study. CEAS has worked with Penn’s Office of Student Financial Services (OSFS) to assure that this objective is met. Announcements before the competition, information sessions, and the FLAS online application process clarify that CEAS FLAS awards give priority to demonstrated financial need. Applicants wishing to be considered for priority based on need must submit the FAFSA application, have FAFSA results sent to the Penn OSFS, and sign a waiver permitting limited disclosure. CEAS sends the list of qualified applicants to OSFS to identify those who have demonstrated need or high levels of need. The CEAS Executive Committee makes awards with highest priority to those demonstrating need among those showing high academic achievement and promise and working in priority fields.

**FLAS Competitive Preference Priority 2.** CEAS programs are 100% addressed to

priority languages and the regions where they are spoken, including Chinese, Japanese, Korean, Mongolian and Vietnamese, and, when needed, to Thai, Tagalog, and Indonesian .