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East Asian Studies Center

U. S. Department of Education Title VI Comprehensive National Resource Center & Foreign Language and Area Studies Fellowships

PROPOSAL 2022-2026

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Letter 3: Dr. Stephanie Brown, associate dean for academic affairs, Newark Campus, The Ohio State University

Letter 4: Dr. Tami Augustine, associate professor, social studies teacher education, and director of accreditation, placement and licensure, The Ohio State University College of Education and Human Ecology

Letter 5: Dr. Tinaz Pavri, professor of political science, director of the Asian Studies Program, Spelman College

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**CRITERION A: COMMITMENT TO THE SUBJECT AREA:** As one of the nation’s

largest land-grant institutions, The Ohio State University (OSU) is fully committed to support- ing East Asian (EA) language and area studies. Throughout this proposal, we provide data to qualify and quantify our commitment to promote––and our capacity to build––future EA studies efforts. Data are provided for years 2018-19, 2019-20, 2020-21. Since data for 2021-22 are incomplete at this time, single-year data are provided from 2020-21.

In 2020-21, OSU provided a total of

$10,335,894 for EA faculty and instructional staff salary and beneﬁts, student support, EA operations, administration, outreach, and library (see Table 1), an increase of more than 11% over the past decade. Much of the implementation of EA programing is directed by OSU’s East Asian Studies Center (EASC) and its constituent units, the Institutes for Chinese, Japanese, and Korean Studies (ICS, IJS, IKS). OSU also has 76 faculty and instructional staff working in EA Studies, spread across 31 departments and 4 campuses (see V: Curriculum Vitae).

|  |  |
| --- | --- |
| **FACULTY & INSTRUCTIONAL STAFF** | |
| EA Area Studies Faculty | $3,156,970 |
| EA Language Faculty | $850,504 |
| Other EA Instructional Staff | $686,770 |
| **Subtotal** | **$4,694,244** |
| **EA STUDENT SUPPORT** | |
| Fellowships and Scholarships | $488,891 |
| Graduate Associateships | $1,998,880 |
| **Subtotal** | **$2,487,771** |
| **EA OPERATIONS & ADMINISTRATION** | |
| EASC Operations & Admin. | $216,525 |
| DEALL | $251,147 |
| NEALRC | $158,619 |
| China Gateway | $460,000 |
| CLLC (20% EA) | $100,787 |
| UISP (20% EA) | $83,869 |
| College International Offices (CAS, Agriculture, Business, Engineering, Law) (20% EA) | $189,920 |
| OIA Administration (20% EA) | $653,257 |
| OIA Study Abroad (20% EA) | $221,791 |
| Mershon Center (20% EA) | $83,948 |
| **Subtotal** | **$2,419,863** |
| **EASC OUTREACH** | |
| EASC Outreach Personnel | $138,401 |
| EASC Outreach Programming | $22,235 |
| EASC Outreach Evaluation | $26,044 |
| **Subtotal** | **$186,680** |
| **LIBRARY** | |
| EA Personnel | $347,978 |
| EA Acquisitions | $199,358 |
| **Subtotal** | **$547,336** |
| **TOTAL SUPPORT** | **$10,335,894** |

**Support for EASC:** EASC was established in 1969, and received status as a FLAS-granting center in 1972 and as a comprehensive NRC in 1981. The Ohio Board of Regents designated it as a Center of Excel- lence in 1986 and has since contributed more than

$114,000 annually to our operating budget. The center is housed in the Office of International Affairs (OIA), which in 2014 won the prestigious Senator Paul Simon Award for Comprehensive Internationalization. OIA

**TABLE 1: Institutional Commitment to East Asian Studies, 2020-21**

has an annual budget of more than $16 million, and supports EASC through its shared Business Operations and Communications ofﬁces and connects EASC with other international units, such as area studies centers (ASCs), International Students and Scholars, Education Abroad, and the China Gateway. OIA also provides assessment services, IT support, and ample office, meeting, and event space in newly renovated Enarson Hall ($2.6 million renovation). For the next cycle, OIA has agreed to provide signiﬁcantly increased support for EASC staff salaries and beneﬁts (20% increase for Senior Assistant Director, 5% for Senior Research Associate for Assessment). **Support for teaching staff:** In 2020-21, OSU’s support for EA faculty and teaching staff sala- ries and beneﬁts was almost $4.7 million. OSU also provides many instructional grants, research and travel grants, and support for in-class lectures and EA-related events (see E.1.). **Support for library:** In 2020-21, OSU provided $347,978 for EA library staff salaries and beneﬁts, and

$199,358 for EA acquisitions (see F.1.). **Linkages with institutions abroad:** Aided by OIA, our broad alumni network in EA, and our vast array of faculty connections, OSU established 43 new MOUs and MOAs in EA between 2018-21, bringing the total for such agreements to 135. 50% of these new agreements are with the People’s Republic of China, due in part to the support from the China Gateway, which opened in 2010 in Shanghai ($460,000 annual budget) to develop opportunities for international research and teaching, and study abroad. Professional schools are well-represented within these agreements, which include 7 with Business, 4 with Dentistry, and 26 with Law. About 64% of all MOUs/MOAs were distributed in STEM and other professional ﬁelds. A few of the new agreements are particularly noteworthy. In 2020, for example, Medicine signed a 5-year MOU with Kameda Medical Center in Japan to promote the exchange of theses, research, faculty, and students, and host joint workshops. Similarly, our partnership with the University of Tsukuba promotes the Tsukuba Summer Institute to establish a “transborder” environment to enhance the interactions and the mobility of students, faculty, researchers and staff. A new EASC partnership with the School of Asian and African Studies at Moscow State University offers exciting new opportunities for faculty exchange and collabora- tive research in the next cycle. Student Exchange agreements rose as well, increasing by 24 in

the past cycle. **Support for outreach activities:** OSU views outreach as a core component of its mission. Centrally, OSU provides $186,680 annually to EASC’s outreach activities (see Table 1, p. 1). OSU support enabled EASC to secure funding to host National Consortium for Teaching about Asia (NCTA) seminars ($83,690, 2018-21) and multiple events in partnership with the Korea Foundation that have included both an Ohio and a Midwestern sijo competition, a teach- ing workshop, and numerous cultural events. Support from OIA was also a critical factor in EASC winning a 2021 Longview Foundation grant to build a teacher training program focused on global competence. (See H.1.) **Student support:** In the current cycle, OSU augmented FLAS Fellowships from USEd with a 94% match in the form of graduate tuition awards ($1,139,836), enabling EASC to increase the number of Academic Year FLAS awards by 70% (61 awards instead of the original 36). For the coming cycle, conﬁrmed institutional support will enable EASC to enhance USEd funding at similarly high levels. For graduate students: (1) the standard package for the nearly 100 MA/PhD students afﬁliated with EASC is 5 years of university support, in a combination of fellowship and GTA appointments; (2) OSU awarded 2 University Fellowships, 1 Graduate Enrichment Fellowship, and 1 Inclusive Excellence Graduate Fellow- ship to EA graduate students in 2020-21 alone; (3) the Department of East Asian Languages and Literatures (DEALL) annually awards 2 cash prizes to exceptional graduate students; and (4) other funding opportunities for research and travel are available from EASC, OIA, the Graduate School, and numerous colleges and departments, among other sources. For undergraduates: (1) DEALL annually gives 6 ﬁnancial awards to exceptional students; (2) numerous fellowships are available in the Honors Program (currently 10 C/J/K majors/minors enrolled); (3) EA under- graduates can apply for many travel and research grants within OIA and the College of Arts and Sciences (CAS); (4) EASC offers 4 Intensive Chinese Language Scholarships annually ($6,000). **CRITERION B: QUALITY OF LANGUAGE INSTRUCTION: B.1. EXTENT OF LAN- GUAGE INSTRUCTION AND LANGUAGE ENROLLMENT:** OSU’s commitment to EA

languages is demonstrated by the depth and scope of our offerings. We offer Korean up to Level 5, Japanese up to Level 6, and (Mandarin) Chinese up to Level 7, making OSU the only Big Ten

institution that offers 7 levels of Chinese. Most courses are available in multiple formats, including regular classroom, intensive classroom, and individualized instruction (see Table 2). While courses in the regular classroom track require a year to cover the content for 1 level, courses in the intensive classroom track cover 1 level per semester, allowing these students to complete 4 levels in 4 semesters. All courses in the intensive classroom track and many in the regular classroom track offer more than 5 contact hours weekly, resulting in 50% of OSU EA language courses being identiﬁed by

**TABLE 2: Levels & Formats of Chinese, Japanese, and Korean Language Courses**

|  |  |  |
| --- | --- | --- |
| **REGULAR CLASSROOM**  **(hours/week)** | **INTENSIVE CLASSROOM**  **(hours/week)** | **INDIVIDUALIZED INSTRUCTION**  **(hours/week)** |
| **CHINESE** | | |
| Level 1 (5) | Level 1 (SU 20) | Level 1 (vary) |
| Level 2 (5) | Level 2 (SU 20, AU 10) | Level 2 (vary) |
| Level 3 (5)  Level 5 (3)  Level 6 (3)  Level 7 (3) | Level 3 (SP 10) | Level 3 (vary)  Level 4 (vary)  Level 5 (vary) |
| **JAPANESE** | | |
| Level 1 (5) | Level 1 (SU 20) | Level 1 (vary) |
| Level 2 (5) | Level 2 (SU 20, AU 10) | Level 2 (vary) |
| Level 3 (5) | Level 3 (SP 10) | Level 5 (vary) |
| Level 4 (4) | Level 4 (SU 20) |  |
| Level 6 (3) |  |  |
| **KOREAN** | | |
| Level 1 (4) |  | Level 1 (vary) |
| Level 2 (4/5) | Level 2 (SU 20) | Level 2 (vary) |
| Level 3 (5) |  | Level 3 (vary) |
| Level 4 (3) |  |  |
| Level 5 (3) |  |  |

*\* SU: summer; AU: autumn, SP: spring*

USEd as involving intensive language instruction. In addition, DEALL’s nationally acclaimed Summer Programs in East Asian Concentration (SPEAC) offers intensive language classes for OSU students and students and teachers across the country; between 2017-20, for example, SPEAC hosted 216 students and 12 teachers studying Japanese.

OSU is a pioneer of self-mastery based individualized instruction in EA languages. The materials and teaching methods of these courses are the same as those of the regular/intensive classroom tracks, but courses in the individualized instruction track are offered every semester. Students can sign up for one-on-one, 15-minute sessions, 6 days per week, between 9:00 AM and 8:00 PM. This unique format makes language instruction widely available, especially for those in professional schools or those working while pursuing degrees. EASC has consistently provided support to create teaching manuals to make the labor-intensive operation of the pro- gram manageable without diminishing its effectiveness.

EASC has further expanded and diversiﬁed OSU’s already strong EA language programs by: (1) supporting 2 levels of Uzbek instruction; (2) offering a well-enrolled conversational Cantonese course for advanced-level Mandarin-speakers, which is being shared with the Univer- sity of Michigan (9 UM students enrolled in SP22); (3) supporting the instruction of such

least-commonly-taught EA languages as Kazakh, Tajik, and Uyghur through the Central Asian Language Consortium (CALC) and the Central Eurasian Studies Summer Institute (CESSI); (4) supporting Korean Level 5 for the ﬁrst time in 2021-22, which is being shared with the Univer- sity of Illinois; and (4) instituting a professional Japanese interpretation course, which we will share with other Big Ten schools in the next cycle. In addition, Prof. Mark Bender in DEALL regularly offers courses on traditional and contemporary ethnic minority literature in China, with some course materials presented in local minority languages, such as Miao (Hmong), Northern Yi, Hani, Wa, Daur, Dong, Zhuang, Yao, and Mongolian.

The EA language enrollment at OSU is robust (see Table 3). 2016 Modern Language Association statistics (latest available data) place OSU among the national leaders: the enrollment of OSU’s Chinese courses is the 2nd largest of all 4-year universities in

**TABLE 3: Language Enrollments, 2018-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **LANGUAGE** | **2018-19** | **2019-20** | **2020-21** |
| **Chinese** | 526 | 555 | 522 |
| **Japanese** | 681 | 643 | 551 |
| **Korean** | 283 | 315 | 379 |
| **Uzbek** | 8 | 11 | 5 |
| **TOTAL** | **1,498** | **1,524** | **1,457** |

the country; Japanese enrollment is the 5th largest; and Uzbek enrollment is the largest. Our success is further reflected in the exploding enrollment in Korean language courses, which grew from 121 students in Fall 2011 to 215 in Fall 2021. The total enrollment in Korean language classes in 2020-21 reached 379, giving OSU among the largest enrollments in the Midwest.

## ADVANCED LEVEL AND LANGUAGE COURSES IN DISCIPLINES: In 2020-21,

87 C/J/K courses were offered, and 42 of them (48.3%) were at the advanced level (Level 3 and up). These advanced courses are well enrolled, comprising 24% (356) of the total language enrollments (1,457). OSU’s Advanced Chinese Language and Culture (ACLC) MA program is designed to produce professionals with proﬁciency at ACTFL Superior. Table 4 (p. 6) shows the 8 courses in the program—in history, media studies, business, and communication—that are

offered annually or biennially by faculty and are taught entirely in Chinese. In addition, Level 5

Japanese courses are individualized so students can choose reading materials relevant to their

**TABLE 4: Courses in ACLC MA Program**

ﬁelds of specialization. EASC also regu- larly offers lectures in C/J/K to support content-learning in target languages.

|  |  |
| --- | --- |
| **COURSE** | **TITLE** |
| **7615** | Chinese Perspectives on China's Civilization |
| **7617** | Analysis of Contemporary Chinese Media |
| **7650** | Negotiating in Chinese Culture |
| **7655** | Languages in China |
| **7660** | Interpersonal Relations & Professional Networking |
| **7670** | Literary Language in Modern Mandarin |
| **7671.51** | Familiarity with Domain Resources & Research |
| **7672.51** | Domain Research & Presentation of a Project |

During 2018-21, we organized 9 lectures delivered in EA languages (C: 2, J: 5, K:

2), reaching 265 people.

* 1. **SUFFICIENCY OF FACULTY AND PEDAGOGY TRAINING:** DEALL is one of the

largest departments of EA languages in the US, with 16 tenured or tenure-track faculty. Of those, 7 tenured faculty specialize in EA language pedagogy (C: 3, J: 3, K: 1). Additionally, 2 faculty in literature teach Classical Chinese, Classical Japanese, and Kanbun. Furthermore, 2 full-time Academic Program Specialists coordinate and teach C/J/K courses with 6 full-time lecturers (C: 1, J: 2, K:3) and 26 GTAs (C: 17, J: 9). In addition, 1 Title VI-sponsored lecturer teaches Levels 1 and 2 Uzbek, and another teaches “Professional Japanese Interpretation.”

The 7 faculty of EA language pedagogy form one of the nation’s top concentrations of expertise. They all have PhDs in relevant ﬁelds and are thoroughly familiar with current theories of performance approaches to EA language pedagogy. They not only write extensively on pedagogy but also provide training through various workshops and conferences. Their expertise is widely recognized: Prof. Galal Walker is the ﬁrst in the English-speaking world to receive the “China Language and Culture Friendship Award” from the Ministry of Education of China; Prof. Mari Noda is a past President of the American Association of Teachers of Japanese; and Prof. Danielle Pyun is a board member of the International Association for Korean Language Education. Dr. Pyun and the 2 full-time Academic Program Specialists are certiﬁed ACTFL Oral Proﬁciency Interview (OPI) raters, while Dr. Pyun is also certiﬁed for several other assessment instruments. EASC also supported the creation of *NihonGo Now!*, an innovative new curriculum for Japanese language led by Dr. Noda, which works in tandem with a 12-part video series.

All new EA lecturers and GTAs take a TA training course prior to Autumn semester, “Teaching EA Languages at the College Level,” which includes a 40-hour workshop to teach basic pedagogical issues, and requires practice teaching. The Center for Languages, Literatures and Cultures (CLLC) also provides a 1.5-weeklong training program for GTAs in all foreign language departments. Because DEALL’s graduate programs offer specializations in Chinese and Japanese language pedagogy at the MA and PhD levels, there are numerous courses, lec- tures, and workshops, including EASC-sponsored OPI workshops, on EA language pedagogy throughout the year. This extensive training has allowed DEALL’s graduate students to be frequently chosen for national-level teaching and material development awards, such as the Hamako Ito Chaplin Memorial Award for Excellence in Japanese Language Teaching and the Cengage Learning Award for Innovative Excellence in the Teaching of Chinese as a Foreign Language. EASC is also supporting DEALL’s current effort to develop a Graduate Teaching Certiﬁcate that will begin in 2022-23, which requires 12 credit hours of pedagogical instruction including a one-on-one practicum with a senior professor and numerous pedagogy courses.

## PERFORMANCE-BASED INSTRUCTION / RESOURCES FOR LANGUAGE TEACHING AND PRACTICE / PROFICIENCY REQUIREMENTS: DEALL developed

the Performed-Culture Approach to language pedagogy that OSU’s C/J/K programs consistently implement. This approach trains students to acquire a culturally appropriate set of both verbal and non-verbal behaviors, in line with ACTFL’s Proﬁciency Guidelines and 2015 World-Readi- ness Standards for Learning Languages. First, all students are required to spend at least 2 hours prior to each class to learn how newly introduced materials work and practice them using multimedia materials. Then, they perform assigned dialogues and simulate authentic interactive activities in class, based on the new materials. Reading and writing activities are also embedded and performed in actual contexts. Since students are trained and assessed on how they engage in authentic communicative activities, they receive the highest scores not when they merely pro- duce grammatical sentences or write correct characters, but when their performance is culturally coherent within native standards.

OSU also has ample resources for language teaching. **Class size:** C/J sections are limited to 20 students, with Korean at 17 as part of a CAS pilot program. The average overall is 11 students/section. **Faculty oversight:** All courses are taught or led by faculty and professional staff. GTAs are closely supervised and monitored by a lead faculty/staff instructor, 2 Academic Program Specialists, and/or the DEALL Language Program Director, with pedagogy faculty members observing GTA classes. **Technology:** All language courses use a university-supported learning system, Carmen Canvas, that allows instructors and students to utilize audio/video resources. The World Media and Culture Center, which supports only OSU’s language depart- ments, CLLC, and National East Asian Languages Resource Center (NEALRC), provides professionally-staffed labs for developing web-based and stand-alone multimedia learning tools, rooms dedicated to individualized instruction, and multimedia-equipped classrooms and video- conferencing facilities, which have allowed us to export classes in both Cantonese and Korean. **Academic enrichment:** Students have ample opportunity to practice language skills outside the classroom at weekly language tables and at lectures in EA languages sponsored by EASC.

OSU’s EA language proﬁciency requirements are rigorous. Students are graded daily and at the end of every semester based on the proﬁciency rubrics that range from a low scale of 1 (“failed to perform with any culturally viable degree of competence”) to a high of 4 (“perfor- mance is fully culturally competent…would present no difficulty, discomfort, or puzzlement in interaction with a native speaker”). Almost all majors score 3 and above in all 4 skills. In 2014, OSU began hosting the Japanese-Language Proﬁciency Test, a standardized criterion-referenced test held world-wide. With Title VI funding, EASC has supported ACTFL OPI training and Writing Proﬁciency Test training for C/J/K language faculty and teaching staff to incorporate the rubrics into instruction and to test FLAS fellows. Of the 46 Academic Year FLAS fellows tested between 2018-21, 27 scored at ACTFL Advanced or Superior levels. 39 of them studied in DEALL, with 10 improving 1 level and 7 improving two or more levels on the ACTFL scale.

# CRITERION C: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM:

* 1. **QUALITY AND EXTENT OF COURSE OFFERINGS: Disciplines:** As shown in III:

List of Courses, OSU offers 400 EA area studies courses over 33 disciplines. The breadth and impact of these offerings is demonstrated by the fact that in 2020-21, they reached more students in the Business School (2,452) than in DEALL (1,736), and almost as many in History of Art (1,570). Courses cover EA and adjacent spheres of influence, such as Central Asia, Mongolia, Nepal, and Vietnam. Of those, 296 courses were taught in 19 disciplines with a total enrollment of 10,267 in 2020-21 (see Table 5); this number remained almost identical to 2016-17 despite the drop in international students in 2020-21 due largely to Covid. The faculty who teach these classes are highly recognized scholars in their respective ﬁelds (see E.1.) and have received many prestigious teaching awards; 7 EASC faculty have won OSU’s highest teaching honor, the Alumni Award for Distinguished Teaching (see V: Curriculum Vitae).

To augment EA area studies course offerings, EASC supported a number of new classes in the past cycle, some of which became regular course offerings, including “The Korean War”

**TABLE 5: Area Studies Disciplines and Course Levels, 2020-21**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DISCIPLINE** | **UG 1000- 3999** | | **UG/G 4000-5999** | | **G 6000-8999** | |
| Courses | Enrollment | Courses | Enrollment | Courses | Enrollment |
| AEDECON | 1 | 43 | 3 | 144 |  |  |
| AGSYSMT |  |  | 2 | 6 |  |  |
| Arts & Sciences | 1 | 23 |  |  |  |  |
| BUSMGT |  |  | 3 | 47 | 1 | 26 |
| BUSMHR | 13 | 2,379 |  |  |  |  |
| COMPSTD | 2 | 30 |  |  | 6 | 6 |
| DEALL | 19 | 1,068 | 49 | 475 | 76 | 193 |
| Economics |  |  | 7 | 489 |  |  |
| Geography | 13 | 588 | 7 | 94 | 2 | 2 |
| History | 18 | 1,068 | 2 | 24 | 6 | 27 |
| History of Art | 12 | 1,474 | 4 | 69 | 7 | 27 |
| UISP | 4 | 102 | 10 | 122 |  |  |
| Law |  |  |  |  | 3 | 44 |
| Music | 6 | 270 |  |  |  |  |
| Philosophy | 3 | 509 |  |  |  |  |
| Political Science | 11 | 763 |  |  |  |  |
| Public Health |  |  |  |  | 1 | 34 |
| Sociology | 2 | 108 |  |  |  |  |
| Theatre |  |  | 2 | 13 |  |  |
| **TOTAL** | **105** | **8,425** | **89** | **1,483** | **102** | **359** |
| **19 disciplines** | **296 courses with total enrollment of 10,267** | | | | | |

(History; offered 3 years) and “Global Pandemics” (UISP; offered 3 times on 2 campuses). We also supported several new classes designed to attract new students to EA Studies by focus- ing on areas of con- temporary interest, including courses on Japanese Film and Manga (English), Contemporary East

Asian Race and Ethnicity (DEALL); and 3 on modern Korea (“Making Places in Seoul” and “Understanding Korea” (DEALL); “History of Modern Korea” (History)). Dr. Julia Keblinska, an EASC-sponsored post-doctoral fellow, is offering 2 new classes in 2021-22, on Chinese media and technology (DEALL) and EA in the Cold War (UISP). EASC recently prioritized the expansion of EA classes to its 5 smaller regional campuses (3 courses successfully piloted on the Newark Campus). OSU is also a founding member of the Korean eSchool, a partnership that allows participating Big Ten schools to share synchronous Korean courses. Since 2014, this program has allowed 81 OSU students to enroll in more than a dozen classes that would other- wise have been unavailable to them, such as “Gender and Class in Contemporary South Korea” and “Dating, Sex, and Marriage in Korea.” In 2020-21, this program offered its ﬁrst graduate seminar, on Korean history, with more expected to follow. **Professional schools:** OSU’s profes- sional schools have also broadened international course offerings aggressively over the past 4 years. In 2020-21, they offered 27 EA-related courses (AEDECON; AGSYSMT; BUSMGT; BUSMHR; Law; Public Health; see Table 5, p. 9), more than a 30% increase since 2012-13.

Many are offered multiple times per year and are widely available. EASC Director Lerner has recently joined the advisory board for OSU’s Center for International Business Education, which has sparked exciting plans for new EA business courses in the next cycle (see I.2.d.).

* 1. **DEPTH OF SPECIALIZED COVERAGE:** Table 5 (p. 9) and III: List of Courses show OSU’s extensive and in-depth coverage in EA studies. In 2020-21, 64% of all area studies courses were offered at the advanced undergraduate (89 courses in 10 disciplines) or graduate level (102 courses in 8 disciplines). Through the Korean eSchool program, graduate students working in Korea have access to top faculty at other major research universities as well.

# SUFFIENCY OF FACULTY AND PEDAGOGY TRAINING FOR INSTRUCTION-

**AL ASSISTANTS:** A total of 62 EA tenured or tenure-track faculty and 14 teaching staff teach or supervise 400 EA area studies courses with at least 25% EA content in 33 disciplines. Of the 62 EA faculty specialists in 31 departments across CAS and 9 professional schools, 32 have primary (more than 50%) research and teaching interests in EA (see V: Curriculum Vitae).

OSU’s GTA training is nationally renowned. **Training:** (1) The Michael Drake Center for Teaching and Learning conducts a 4-day orientation for all incoming GTAs, supplemented by dozens of pedagogical workshops and seminars each semester on topics ranging from “Foun- dations of Inclusive Teaching” to “Introduction to Curricular Design Processes.” (2) All non- native speakers are tested for English language proﬁciency and required to take mock teaching tests. (3) Each department conducts discipline-speciﬁc pedagogy training, such as “History 7905: Pedagogy and Professional Development.” **Resources:** Each department’s Graduate Program Director regularly organizes teaching workshops. Departmental committees also offer direction; DEALL’s DEI committee, for example, is currently offering a series of DEI pedagogy workshops. GTAs in DEALL also meet every other week throughout their ﬁrst semester as part of an official course (EALL 8701) to discuss teaching techniques and strategies. OSU’s Harvey Goldberg Center for Excellence in Teaching is a renowned center for pedagogical development that reaches more than 6 million people annually across the globe and is a frequent EASC partner. **Oversight and evaluation:** All OSU instructors, including GTAs, are evaluated by the university-wide mandatory online Student Evaluation of Instruction at the end of each semester. The evaluations are reviewed by supervisors to assess GTAs’ teaching effectiveness, with coaching or performance improvement plans implemented as needed.

* 1. **INTERDISCIPLINARY COURSES:** EASC faculty are committed to interdisciplinary approaches. Many faculty have joint appointments and play major roles in interdisciplinary units, such as the Center for Folklore Studies or the Mershon Center for International Security Studies. Table 6 (p. 12) shows a sample of cross-disciplinary, cross-regional, and cross-listed courses that EA faculty offer. Reflecting our commitment to interdisciplinary approaches, EA faculty from Agriculture, Comparative Studies, History, DEALL, Libraries, and Environment and Natural Resources have led the graduate methods course, “Introduction to Graduate-Level East Asian Studies” since 2018, and departments as wide-ranging as AGSYSMT and AEDE- CON have offered interdisciplinary courses that merge traditional content from their ﬁelds and approaches with EA. EASC also supports transnational classes that transcend traditional borders

**TABLE 6: Select Interdisciplinary Course Offerings**

of region and discipline; our popular new course on Global Pandemics attracted students from different disciplines and campuses, while our new post-doc (joint appointment with our Slavic Center) brings to her classes a transnational dimension focused on broad cultural flows.

DEALL is also instrumental in integrating Media and Film Studies, Folklore and Popular Culture, and Performing Arts into its curriculum to make its course offerings interdis-

|  |  |
| --- | --- |
| **COURSE #** | **COURSE TITLE** |
| **Cross-disciplinary courses** | |
| EALL 1231 | East Asian Humanities |
| COMPSTD 7888 | Interdepartmental Studies in Humanities |
| CHINESE 4407 | Eco-literature in China |
| KOREAN 5256 | Interdisciplinary Korean Politics and Society |
| KOREAN 5455 | Interdisc. Korean Art, Music, Film, Theatre |
| AGSYSMT 5786 | Environmental Issues in East Asia |
| **Cross- regional courses** | |
| JAPANSE 2255 | Postwar Culture in Germany and Japan |
| UISP 4520 | Comparative Communism: China and Russia |
| **Cross-listed courses** | |
| AEDECON 4534  UISP 4534 | Comparative Challenges to Economic  Development: Africa, Latin America, China |
| COMPSTD 3673  EALL 3223 | The Buddhist Tradition |
| AGSYSMT 7786  EALL 7897  HISTORY 7405  HISTART 6801  ENR 8890.05 | Introduction to Graduate-Level East Asian Studies |

ciplinary, an effort enhanced by the 2015 creation of the Korean Performance Research Program.

# CRITERION D: QUALITY OF CURRICULUM DESIGN: D.1. EA STUDIES DEGREE

**PROGRAMS AND REQUIREMENTS: Undergraduate Programs and Requirements:** EA studies are incorporated into diverse disciplines. In 2020-21, OSU offered 81 EA language and 194 EA area studies undergraduate courses (5999 courses and below) in 17 departments in 4 colleges/divisions, including 4 professional school departments. During the same year, 52

EA-related majors and 62 EA-related minors graduated (see Table 7).

DEALL annually produces approximately 50 BA degrees in C/J/K. These majors take coursework that includes training in language, literature, and culture (see Table 8, p. 13). In addi-

tion to the programs offered by DEALL, UISP offers 3 degree options in EA studies: (1) EA Studies major (BA); (2) newly developed EA Studies major (BS) that also requires students to complete a minor in one of 9 speciﬁc ﬁelds; and (3) EA Studies minor. UISP EA majors must take 44 hours of EA-related cours-

**TABLE 7: EA Undergraduate**

**Degrees Conferred, 2020-21**

|  |  |  |
| --- | --- | --- |
| **DEGREES** | **MAJORS** | **MINORS** |
| **Chinese** | 15 | 23 |
| **Japanese** | 28 | 17 |
| **Korean** | 7 | 13 |
| **EA Studies** | 2 | 9 |
| **TOTAL** | **52** | **62** |

es, including a minor in C, J, or K. Beyond these EA-speciﬁc majors, students in History or History of Art can concentrate on EA. In addition, there are 9 specialization and certiﬁcate programs in STEM/professional schools (EHE; Engineering; Food, Agricultural & Environmen-

**TABLE 8: Undergraduate Degree Programs in EA Studies, 2020-21**

|  |  |
| --- | --- |
| **MAJORS** | **MINIMUM REQUIREMENTS** |
| Chinese (DEALL) | 33 hours: Language (18 hours, complete Level 3); Literature (6); Advanced Studies  (6); East Asian Arts, Culture, History, Thought (3). Prerequisites\*: 15 hours of Chinese language and culture courses. |
| Japanese (DEALL) | 33 hours: Language (15 hours, complete Level 3); Literature and Linguistics (6); Advanced Studies (6); East Asian Arts, Culture, History, Thought (6). Prerequisites\*:  15 hours of Japanese language and culture courses. |
| Korean (DEALL) | 33 hours: Language (15 hours, complete Level 3); Literature (3); Linguistics (3); Advanced Studies (6); East Asian Arts, Culture, History, Thought (6). Prerequisites\*:  15 hours of Korean language and culture courses. |
| East Asian Studies (UISP) Major (BA track) | 44 hours: Foundation Courses (12); Perspectives Courses (12); Electives (6). Students must minor in C/J/K language (14 hours, complete Level 2); Prerequisites\*:  10 hours of East Asian language, history, and microeconomics courses. |
| East Asian Studies (UISP) Major (BS track) | 42 hours: Foundation Courses (12); Perspectives Courses (12); C/J/K language (3-4 hours, complete Level 2); Electives (3). Students must also minor in Agribusiness, Business, City and Regional Planning, Environmental Science, GIS, Global Public Health, Information Security, International Business, or Quantitative Economics (12- 16). Prerequisites\*: 13 hours of East Asian language courses; 9 hours of microeconomics, history, and statistics courses. |
| **MINORS** | **MINIMUM REQUIREMENTS** |
| Chinese (DEALL) | 14 hours: Chinese language (5 hours, complete Level 2); Literature and Linguistics  (3); Electives (6). Prerequisites\*: 15 hours of Chinese language and culture courses. |
| Japanese (DEALL) | 14 hours: Japanese language (5 hours, complete Level 2); Literature and Linguistics  (3); Electives (6). Prerequisites\*: 15 hours of Japanese language and culture courses. |
| Korean (DEALL) | 14 hours: Korean language (5 hours, complete Level 2); Literature (3); Electives (6).  Prerequisites\*: 15 hours of Korean language and culture courses. |
| East Asian Languages &  Literatures (DEALL) | 15 hours: East Asian Cultures (9); Electives (6). Prerequisites\*: 15 hours of East  Asian language and culture courses. |
| East Asian Studies (UISP) | 15 hours: "Introduction to China and Japan" (3); Critical Perspectives (12). |
| **SPECIALIZATIONS** | **MINIMUM REQUIREMENTS** |
| International Business Undergraduate Specialization (Business) | 15 hours (of 121 total BSBA hours) of international business coursework; an international experience (education abroad or international internship); completion of foreign language through 1103 (4-12). |
| Global Option Certificate (EHE; Engineering; FAES; Nursing; Public Health; Social Work; Business; Public Affairs; City &  Regional Planning) | Introductory study abroad and/or a discipline-specific study abroad program; two on- campus courses with strong international focus; world language other than English or native language; one capstone project (research, internship, service learning) in discipline on an international theme; evaluation of global competencies on a standardized assessment; comprehensive e-portfolio of international activities. |
| Translation and  Interpretation Certificate (Arts & Sciences) | 12 hours: Core courses (6); Electives (6). Open to undergraduate majors and minors in foreign languages, including C/J/K. |

\*Prerequisites are required, however, do not count toward the program minimum requirements.

tal Sciences; Nursing; Public Health; Social Work; Business; Public Affairs; City and Regional Planning) that allow students to pursue EA language and study abroad concurrently with their

disciplinary study. As a result, a total of 380 undergraduates graduated in 2020-21 having taken

at least 4 EA courses (see Table 9). The success of EASC’s efforts to attract students from a broad range of ﬁelds is demonstrated by the fact that almost as many students from professional schools (102) and STEM ﬁelds (92) met this 4-course criteria as did students from Arts & Humanities (110). OSU also offers 2 new undergraduate certiﬁ- cates with an EA focus: Translation & Interpretation (AU21) and Intercultural Competence for Global Citizenship (AU22).

**TABLE 9: EA Program Graduates, 2020-21**

(taken at least 4 courses with

>25% EA content, including one 100% EA course)

|  |  |
| --- | --- |
| **DISCIPLINES** | **BA/BS** |
| Area Studies | 30 |
| Arts & Humanities | 110 |
| Social Sciences | 46 |
| STEM Fields | 92 |
| Professional Fields | 102 |
| **TOTAL** | **380** |

**Graduate Programs and Requirements:** OSU’s graduate programs offer extensive EA training options for the 96 MA/PhD students in EA studies. In 2020-21 alone, we offered 6 EA language and 102 area studies graduate courses at the full graduate level (6000 and above) and 36 EA language and 89 area studies courses in the undergraduate/graduate combined courses (4000-5999) in 13 departments in 5 colleges, including 3 professional schools. In 2018-21, 19 different programs produced 59 EA-related PhDs.

In addition to its MA and PhD programs, DEALL hosts a unique Advanced Chinese Lan- guage and Culture (ACLC) MA, an intensive immersion program using only Chinese language (79 graduates to date). Since 2005, EASC has directed the Interdisciplinary East Asian Studies (IEAS) MA program, which requires 37 graduate credit hours and continuous enrollment in an EA language throughout the program (49 graduates to date). In 2014, EASC created the IEAS MA Mid-Career Professional Track, to accept US Military Foreign Area Ofﬁcers for EA train- ing. Table 10 (p. 15) shows the graduate requirements for EA-related programs at OSU.

**Professional Programs and Requirements:** OSU’s professional schools also offer many training options in EA studies, as shown in Table 11 (p. 16). (See Table 8 [p. 13] for undergraduate programs in professional ﬁelds.) For example, the College of Education offers a MEd in Foreign/World Languages with sub-specializations in teaching K-12 Chinese and

**TABLE 10: Graduate Disciplinary EA Programs, 2020-21**

|  |  |
| --- | --- |
| **MASTERS** | **MINIMUM REQUIREMENTS** |
| Chinese MA | 30 hours: Chinese bibliography & methodology (3); EA language pedagogy (3); Chinese linguistics (6); Chinese literature (6); Electives toward specialty in Chinese literature, linguistics, or language pedagogy (12). Thesis/non-thesis options available. |
| Japanese MA | 30 hours: Japanese bibliography (3); EA language pedagogy (3); Japanese linguistics (6); Japanese literature (6); Classical Japanese (3); Electives toward specialty in Japanese literature, linguistics, or language pedagogy (9). Thesis/non-thesis options available. |
| Advanced Chinese Language and  Culture MA | 32-34 hours: Content Courses in Chinese on language, history, media and a research project; summer pre-capstone; autumn capstone; spring MA thesis/project. Prerequisites: FSI/ILR  level 2 for Mandarin. |
| Interdisciplinary EAS MA | 49 hours: Intro to Grad-Level EA Studies (4); Chinese, Japanese, or Korean language (12); Courses in concentration (21); Courses outside concentration (12). Students must complete at least 3rd level of the language before graduation. Thesis/non-thesis options available. |
| Interdisciplinary EAS MA: Mid-  Career  Professional Track | 32 hours: Intro to Grad-Level EA Studies (2); Courses in concentration (18); Courses outside concentration (12). Students continue language study each term by taking 5th-level and above content-oriented language courses or using language in research. Thesis/non- thesis options available. Prerequisite: completion of 4th level of EA language. |
| **DOCTORAL** | **MINIMUM REQUIREMENTS** |
| Chinese PhD | 50 hours beyond the MA, including course work (30; 18 in DEALL) and dissertation (20). Specialties in Chinese literature, linguistics, or language pedagogy available. Three courses required for major field and 2 courses for each minor area of concentration. Students must demonstrate proficiency in a second EA language, with a minimum ability equivalent to successful completion of the first two levels. |
| Japanese PhD | 50 hours beyond the MA, including course work (30; 18 in DEALL) and dissertation (20). Specialties in Japanese literature, linguistics, or language pedagogy available. Three courses required for major field and 2 courses for each minor area of concentration. Students must demonstrate proficiency in a second EA language, with a minimum ability equivalent to  successful completion of the first two levels. |
| **CERTIFICATES** | **MINIMUM REQUIREMENTS** |
| Graduate Interdisciplinary Specialization in Chinese Cultural Studies | 12 hours from the GIS in CCS course list; courses not on list may be approved on a case-by- case basis. Three of four courses must be selected from outside student's home department. No more than two courses may be from a single department. No more than one course may be a language course, although Chinese language study is strongly encouraged as a background to the specialization. |

Japanese; a similar Korean program is being developed, with EASC’s director and IKS’ director serving on the program committee. The dual PhD program between OSU Material Sciences and Shanghai Jiao Tong University in China requires OSU students to spend a minimum of 2 years at Shanghai Jiao Tong and have faculty advisors at each university serving on candidacy and dissertation committees, as well as meet graduation requirements for both schools. The strength of these programs is evidenced by the fact that approximately 11% of our 2018-22 Graduate FLAS recipients were from 4 professional schools (Agriculture, Education, Law, Social Work).

**D.2. ACADEMIC AND CAREER ADVISING:** OSU provides a wide variety of university-

**TABLE 11: Programs in Professional Fields, 2020-21**

|  |  |
| --- | --- |
| **PROGRAM** | **MINIMUM REQUIREMENTS** |
| **Education & Human Ecology** | |
| PhD: Foreign, Second and Multilingual Language Education | 80 credit hours in foreign language, second language learning, educational research, teaching and learning theory, and diversity in education, including core courses (8), specialization courses (24), research methods (9), research apprenticeship (6),  dissertation (6), and breadth requirement (3). |
| EdS: Foreign, Second and Multilingual Language  Education | Specialization leading to an Education Specialist degree; requires 36 hours post MA/MS, including core requirements (17), specialization requirements (15),  apprenticeship (3-6), and applied project (1-15). |
| MA: Foreign, Second and Multilingual Language  Education | 31 credit hours, including core courses (9), area of study courses (18), research requirement (3), final examination (1-3). Thesis and non-thesis tracks available. |
| MEd: World Language Education | Prereq: 30 credit hours of Chinese or Japanese language, 2 education courses, 1 culture and 1 literature course; must complete 2 ACTFL oral and writing assessments and achieve at least Intermediate High; requires 38 credit hours in education courses, including 10 credit hours of supervised student teaching; upon completion, pply for the Ohio’s multi-age K-12 teaching license in the target language. |
| **Engineering** | |
| MGEL: Master of Global Engineering Leadership | Online degree program designed for working engineers with global issues infused by faculty from Engineering, Public Affairs, and Business; requires 33 credit hours including leadership courses (16-18), technical track specialization (12), and  integrative capstone project (5). |
| Dual PhD Program: OSU Materials Science and Shanghai Jiao Tong  University | Requires a minimum of 2 years at each university although the two years do not need to be consecutive; the schedule must allow the students to meet the degree requirements of each institution; students have faculty advisors at each university with  both serving on candidacy and dissertation committees. |
| **Business** | |
| MBA: International Business Pathway | Requires 12 credit hours (of 57 total) aimed at understanding of international business principles and languages and cultures of other countries; coursework and international experience focus on one region of the world; provide certification of language competency for the region of specialization upon graduation. |
| Global Labs | Business and cultural insight classes and travel led by Fisher faculty and another staff expert with deep country, functional or topic expertise; integrate industry expertise  with a global context. |
| **Law** | |
| JD: Int'l and Comparative Law Specialization | Requires 88 credit hours, 38-43 of which are required courses; students choose from dozens of law courses with international focus. |
| Certificate: Legal Issues in  Int'l Trade & Development | Requires 30 credit hours; 15 with Law and 15 with other departments; all coursework  subject to approval of faculty. |
| **Public Health** | |
| Graduate Interdisciplinary Specialization: Global Health | Requires 15 credit hours, including 9 completed outside of the student’s home program; core course focuses on population health, while the electives allow students to pursue topics across the other health sciences colleges for an interdisciplinary experience; international field experience also required. |

wide and ﬁeld-speciﬁc academic and career advising. For example, University Exploration allows students to experience college-level coursework before committing to a major. To pro-

vide appropriate advising to our many transfer students from Columbus State Community College (CSCC), OSU sends advisors to CSCC’s multiple campuses to meet with students transitioning through the CSCC-OSU Preferred Pathway Program. The Buckeye Bound pro- gram offers additional academic support to CSCC transfers, with a focus on those identifying as underrepresented minorities or ﬁrst-generation college students. The Campus Change program provides similar guidance to the approximately 2,000 regional campus students who transfer to Columbus every year. The Younkin Success Center, the Buckeye Career Network, Buckeye Internships, and Buckeye onPace connect students with future employers and provide compre- hensive career training university-wide. Of particular note, the Center for Career and Profes- sional Success runs multiple programs that include: Career Communities that bring together small groups of students with similar interests; Internship Weeks; Career Conferences; Monthly Coffee Chats; the Handshake job posting system; a mentor-match program; dozens of annual meet-and-greets with distinguished alumni and local business leaders; and “Career Treks” that bring small groups of students to explore professional sites of relevance off-campus.

**Advising for prospective students:** EASC and EA programs organize individualized campus visits for prospective students. EASC leadership also offers a number of in-depth infor- mation sessions for prospective graduate students each year. **Post-matriculation advising:** (1) EASC and EA programs host orientations; (2) college advisors for EA majors meet with incom- ing undergraduate students individually to provide curriculum advice; (3) the Graduate Program Directors in EASC and EA programs meet incoming students and assign each one an academic advisor; and (4) EA language faculty meet with students to map out language study plans. (See E.1.) **Advising throughout program:** (1) EA academic advisors and staff meet with students regularly to provide academic advising; and (2) DEALL and other departments host CV work- shops, candidacy examination preparation workshops, and publication workshops regularly.

**Career advising:** EASC annually hosts EA-speciﬁc professionalization workshops (14 events, 671 attendees in 2018-21), and partners with the CAS Career Office for a few workshops each year. In 2020-21, EASC initiated an online professionalization workshop series, in partnership

with the University of Wisconsin, which brought recruiters and prominent practitioners from government, media, and think-tanks to discuss career paths with students; this program has been expanded in 2021-22 to include Indiana University. EASC also hosts an annual graduate forum intended to hone students’ research and presentation skills, and in 2019 offered its ﬁrst disserta- tion forum, to give graduate students vital information about graduate school and the job search.

**D.3. RESEARCH AND STUDY ABROAD:** OSU is a national leader in study abroad, ranking 8th in the country for the number of students participating. Currently, 36 formal study abroad programs are in place in EA countries (Greater China: 12, Japan: 16, Korea: 8) (see Table 12, p. 19). Overall, 636 students studied in EA countries in 2016-19 (see G.1.a), almost 50% of whom went through faculty-led programs (study abroad data is for 2016-19, due to the pandemic). The diversity in this group is striking, as they represent 105 majors/plans and 4 different professional schools, while the percentage of students from historically underrepresented groups rose from 11% in 2014-17 (and just 8% in 2010-13) to 13.2% in the latest cycle. Our study abroad pro- grams are diverse, ranging from 2-year dual degree programs and year-long exchange programs to semester and month-long options, in a wide variety of subjects. In addition to the many more “traditional” programs, OSU students have done medical rotations in China; participated in a transportation planning workshop in Taiwan; and explored sports and wellness as part of a kinesiology program in Japan. Through the Korean eSchool, EASC also participates in a joint summer program that takes students to Yonsei University in Seoul (on full scholarship). OSU also offers a variety of internship programs in EA. In 2016, EASC established the Teraoka Internship Program in Japan, which sends one student to Tokyo for a summer position each year. The Fisher College of Business has its own summer internship in Japan as well. The China Gateway promoted over 170 opportunities in China in the last cycle, leading to 13 positions in China for OSU students, which ranged from a new product operations program intern for Ap- ple–Shanghai to a lab internship at Merieux NutriSciences. OSU also recently joined the Cam- pus-in-Campus Initiative, developed by Tsukuba University in Japan, to share research and educational resources, and sent its ﬁrst 2 students to Tsukuba in 2019, with plans to send more

**TABLE 12: Select Formal EA Study Abroad Programs at OSU**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROGRAM** | **VENUE** | **TERM** | **SUBJECT** |
| **CHINA** | | | |
| Intensive Chinese Language Study | Suzhou University, Suzhou | Summer | Chinese |
| Ethnic Minority Cultures of  Southwest China | Southwest University for  Minorities, Chengdu | May | Chinese |
| Fisher College of Business Undergraduate Exchange | Peking Univ., Guanghua School of Management, Beijing; Hong Kong Univ. of Science & Technology | Semester or Year | Business |
| Moritz College of Law Exchange | East China University of Political  Science and Law, Shanghai | Semester or Year | Law |
| **JAPAN** | | | |
| Exploring Japan through Sport,  Wellness & Culture | University of Tsukuba | Summer | Kinesiology |
| International Perspectives on Special  Education: Japan | University of Tsukuba | Summer | Teaching &  Learning |
| Public Health Perspectives: Japan | Fukuoka, Hiroshima, Minamata, Sendai, Tokyo, Toyama-shi | May | Public Health |
| Waseda University Exchange Program | Tokyo | Year | DEALL, ECON, POLI SCI, SOC |
| **KOREA** | | | |
| KAU International Summer Program | Korea Aerospace University | Summer | Engineering |
| Ewha Womans University | Seoul | Semester or Year | Korean, UISP |
| Sogang University | Seoul | Semester or Year | Korean |
| **TAIWAN** | | | |
| Taipei National University of Arts | Taipei | Semester | Dance |
| The Power of Planning: Research-  Learning and Engagement in Taiwan | Taipei | Spring Break | City & Regional  Planning |

when COVID restrictions are lifted. In addition to these OSU-sponsored options, students can

(1) apply for Individualized Study Abroad Programs to study at foreign institutions with which OSU does not have a formal program; (2) participate in study abroad programs managed by outside providers that OSU approves (C: 2, C/J: 2, K: 3); and (3) attend summer and academic year language consortia (e.g., Inter-University Center at Yokohama, Inter-University Program at Beijing). Together, OSU sent 47 students to these third-party programs between 2016-19. **CRITERION E: QUALITY OF STAFF RESOURCES: E.1. FACULTY AND STAFF QUALIFICATIONS / PROFESSIONAL DEVELOPMENT / INVOLVEMENT IN**

**TEACHING, SUPERVISING, AND ADVISING: Faculty qualifications:** At OSU, 76 faculty and teaching staff are associated with EA studies and/or languages. The EA faculty are highly regarded, with many serving in leadership positions. For example, EASC faculty members chair

4 departments (DEALL, NELC, History, Speech & Hearing Science) and oversee 6 OSU center/ institutes (EASC, ICS, IJS, IKS, NEALRC, Center for Ethnic Studies). EASC-affiliated faculty also hold 7 endowed chairs and 2 distinguished professorships. Dr. Gil Latz, the recently ap- pointed vice-provost for Global Strategies and International Affairs, is a Japan specialist (Geog- raphy) and an EASC-affiliate faculty member. EASC faculty’s rigorous research and teaching have been recognized with many major grants and awards, including ones from (amongst many others): Academy of Korean Studies, American Council of Learned Societies, Asia Foundation, Fulbright, Fulbright-Hays, Guggenheim Fellowship, Japan Foundation, Japan Ministry of Edu- cation, Korea Foundation, Korean National Gugak Center, National Endowment for the Humani- ties, National Science Foundation, U.S. State Department (see V: Curriculum Vitae). EASC has also worked to connect with faculty on OSU’s regional campuses, adding 5 regional campus faculty members––1 in English and 2 in both History and Education–– to our ranks just last year.

**Center staff qualifications:** EASC and its 3 institutes, ICS, IJS, and IKS, each have faculty directors, all of whom have extensive EA studies and administrative expertise. All 4 faculty leaders receive course reductions, funded by OIA, to allow them to focus on programing. EASC director Dr. Mitch Lerner is a recognized expert on Korean security policy, who in 2019 was appointed to the Association for Asian Studies’ Northeast Asia Council Distinguished Speakers Bureau, and is a former Fulbright Distinguished Scholar at University College-Dublin. ICS director Dr. Ying Zhang is associate professor of Chinese history, who has been a visiting scholar at Princeton’s School of Historical Studies, Institute for Advanced Study (2017-18) and Senior International Research Fellow at the Institute of Advanced Study, Durham University (UK) in 2019. IJS director Dr. Naomi Fukumori is associate professor of Japanese in DEALL and an expert in premodern Japanese literature and culture, who in 2020 became chair of the “Japan to 1900” language, literature, and culture forum of the Modern Language Association.

IKS director Dr. Danielle Pyun is associate professor of Korean (DEALL) and a specialist in Korean language pedagogy who also serves on the editorial board of the journal *The Korean Language in America*.

EASC and the 3 institutes are staffed by 4 experienced administrators. Senior Assistant Director Amy Carey has an EdD in Higher Education Administration and Student Affairs and was previously the Japan Society’s program coordinator. She is a certiﬁed Project Management Professional, and won OSU’s Distinguished Staff Award in 2015. Dr. Carey is thoroughly famil- iar with Title VI NRC/FLAS regulations through her 2 decades of experience implementing NRC projects and administering FLAS. Janet Smith, the Assistant Director of Outreach, has been with EASC for 21 years, and won the university’s 2014 Arts and Humanities Outreach Award in recognition of her accomplishments in outreach and community development. Program Coordinator Francesco DiMarco has an MA in EA Studies and received FLAS fellowship sup- port for language training in Taiwan. He spent numerous years working in higher education international programs at SUNY-Delhi before coming to EASC. Dani Cooke, our ﬁscal and program associate, has extensive experience in managing budgets and ﬁnancial transactions, ensuring ﬁscal responsibility of our university, Title VI, and grant funds.

**Professional development:** OSU provides diverse professional development opportuni-

ties. Competitive grants and awards are widely available for faculty working in EA studies. OSU’s Global Arts & Humanities Discovery Theme, for example, recently provided $75,000 for a postdoctoral position in EA and Slavic Studies that is co-directed by EASC, as well as a

multi-year “Asian Futures” project, co-directed by EASC affiliate Dr. Max Woodworth (Geogra- phy), which is working to expand Asian-related programming on campus, and a “Building

Anti-Racist Ohio” program, co-directed by EASC affiliate Dr. Namiko Kunimoto (History of Art). In 2017, former ICS director Prof. Marjorie Chan, with faculty in Public Affairs and Engi- neering, received the OSU Connect and Collaborate grant ($40,000) for an “Inaugural Confer- ence for Sino-American Cooperation in Outer Space.” CAS’ recently-created Large Grant Award for Arts and Humanities has also been receptive to EA themes ($43,914 to EA faculty since the last grant cycle). Recent awards have gone to ICS director Ying Zhang and affiliate faculty member Dr. Meow Hui Goh for research on Chinese Literature, and to Dr. Patricia Sieber for a Digital Chinese Theater Collaborative. The Mershon Center for International Security Studies

has also been a strong supporter of EA programming, regularly partnering with EASC to support projects focused on security issues. OSU colleges are equally committed to faculty professional development. For example, CAS, with which many EASC faculty affiliate, provides junior faculty with a 25% course reduction during the ﬁrst 4 years of appointment and a $20,000

start-up grant (33% increase from 4 years ago). CAS also makes up the difference between prestigious fellowship stipends and one’s regular salary. In addition, faculty are eligible for Faculty Professional Leave (sabbatical) every 7 years and may apply for a Special Assignment (one-semester leave) to conduct or engage in research, service, or teaching endeavors.

OIA ﬁnancially supports professional development for staff as well. To hone skills to manage the center, EASC’s 4 professional staff engaged in a total of 182 professional develop- ment activities between 2018-21, including graduate coursework and skill-based training in administration, project management, technology, student services, and diversity issues. The China Gateway office in Shanghai also oversees a staff exchange program with Wuhan Univer- sity, which brings relevant OSU staff to Wuhan for 4-6 weeks.

**Involvement in teaching, supervising, and advising students:** In 2020-21, OSU offered 295 sections of EA-related area studies courses, almost 70% of which were taught by tenured or tenure-track faculty. When EA language courses are taught by Graduate Teaching Associates (GTAs), they are always team-taught with language faculty and lecturers. EA lan- guage courses also hold regular “clinic sessions” to provide additional support for students. Overall, instructors connected to EASC have received many prestigious teaching awards across the university and beyond (see C.1.). Faculty and staff are also actively involved in advising and supervising students (see D.2.). For undergraduates, college advisors are designated for each major to provide specialized advice. Working with these advisors, Undergraduate Program Directors (faculty) provide advice on course selection, research projects, and career paths. For graduate students, the Graduate Program Director (faculty) in each department assigns faculty advisors to incoming students. Each graduate student receives extensive academic and profes- sional advice from the lead advisor and at least 2 other committee members. For study abroad,

students are closely supervised by both OIA staff and faculty advisors in each department. For FLAS fellows, the EASC senior assistant director provides multiple information sessions,

in-depth orientations, and advising sessions each semester. Finally, EASC regularly hosts EA studies-speciﬁc workshops for all students that support professionalization. In 2020-21, for example, EASC required students in its “Introduction to Graduate-Level EA Studies” course to attend 4 professional development seminars focused on career opportunities.

# E.2. ADEQUACY OF STAFFING AND OVERSIGHT / FACULTY INVOLVEMENT:

EASC is adequately staffed for both administration and outreach. The EASC director and senior assistant director handle day-to-day operations, FLAS administration, and Title VI reporting. In collaboration with EASC/ICS/IJS/IKS faculty directors and EASC faculty, the program coordi- nator and assistant director of outreach plan and coordinate postsecondary outreach, as well as outreach to K-12, business, government, and the general public. EASC also employs a ﬁscal and program associate. Beyond that, OIA provides support through its administrative, business, and communications ofﬁces (24 relevant positions). EASC also has extensive oversight arrange- ments to ensure high performance, appropriate use of resources, and evidence-based innovation. EASC’s director reports to the associate vice provost for global strategies and international affairs, ensuring that programs align with the campus-wide internationalization effort. The center director has 1:1 meetings with the associate vice provost monthly, and also participates in monthly meetings with the leaders of OSU’s other ASCs to discuss programs and implementa- tion. In addition, all Title VI expenditures are supervised by both the Fiscal Service Center at OSU’s Ofﬁce of Academic Affairs and the Ofﬁce of Sponsored Programs.

A wide range of OSU faculty are involved in EASC activities. Currently, faculty repre- sentatives from 7 departments serve on the following committees: IEAS MA Program Graduate Studies Committee, FLAS Committee, and Scholarship Committee. In addition, faculty led 100% of EASC lectures and conferences on campus between 2018-21 and engaged in 80% of EASC’s community, business, K-12, and community college/MSI outreach activities.

**E.3. NON-DISCRIMINATORY EMPLOYMENT:** OSU is ﬁrmly committed to building a

diverse faculty and staff. We offer university-wide diversity training, such as implicit bias train- ing, for search committees, and maintain an innovative partnership with Opportunities for Ohioans with Disabilities (OOD) to recruit and retain individuals with disabilities; in 2020, OOD gave OSU its Employer Partners of Inclusion Platinum Award for strong commitment to diversity and inclusion. OSU has also developed an inclusive faculty hiring program called TOOLKIT that offers extensive resources to ensure that diversity is a signiﬁcant component of all hiring processes. OSU further requires an affirmative action advocate on each search commit- tee, and employs approximately 150 administrative employees dedicated to enhancing diversity in all aspects of campus life and policy. In 2020, OSU president Kristina Johnson announced a new initiative called RAISE: Race, Inclusion and Social Equity, which promises to hire 50 scholars who address social equity and racial disparities in their work as well as 100 tenure-track faculty members from underrepresented backgrounds. EASC is capitalizing on this effort by working with various departments to propose new hires who work in EA ﬁelds and have diverse backgrounds. EASC also represents diversity within its own ranks, as 45% of EA faculty and teaching staff are women and 50% are Asian Americans or Asians. All 3 institute directors are Asian women, and 75% of the center staff are women. (See IX: GEPA.)

# CRITERION F: STRENGTH OF LIBRARY: F.1. STRENGTH OF HOLDINGS / SUP-

**PORT FOR ACQUISITIONS AND STAFF:** EA collections at OSU Libraries (OSUL) are substantial, with more than 1.2 million items in EA languages and English, including books (print/electronic/serials), rare and archival materials, microforms, and audio/visual materials, cartographic materials, and DVDs (see Table 13, p. 25). According to the Council on East Asian Libraries, our EA serials in English are the 5th largest in the nation, and our physical volume holdings are the 8th largest of public schools. Total support for EA collections in 2020-21 was

$640,413. Of this, the allocation for acquisitions was $292,435, which included $199,358 in OSU appropriations and an additional $93,077 in endowment and grant funding. With this support, OSUL acquired 26,479 new items, which was the 4th largest number in the country. Beyond our conventional holdings, OSUL holds a unique collection of valuable materials not

held by other US libraries. For example, the Japanese collection has what is be- lieved to be the largest manga collection outside Japan and a near-complete run of *Kokka*, a rare periodical of Oriental art

**TABLE 13: East Asian Language Holdings at OSU, 2021**

ﬁrst issued in 1889. OSUL was also the ﬁrst in North America to partner with Japan’s National Diet Library for access to Rekion, their extensive audio database. OSUL has also signiﬁcantly expanded the Korean collection recently, and with funding from Korea Foundation grants that exceeded $13,000 over the past four years, has increased these holdings by 16%, leaving us with the 8th largest of any public university in North America. The Korean performance materials are particularly strong, and complement OSU’s highly regarded Korean performance program.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LANGUAGE** | **BOOKS** | **MICRO-**  **FORM** | **AUDIO/**  **VISUAL** | **TOTAL** |
| Chinese | 166,349 | 1,693 | 2,001 | 170,043 |
| Japanese | 149,752 | 21,752 | 1,491 | 172,995 |
| Korean | 11,329 | 118 | 385 | 11,832 |
| English | 41,406 | 738,463 | 102,524 | 882,393 |
| **Total** | **368,836** | **762,026** | **106,401** | **1,237,263** |

Reflecting the strengths of OSU’s China faculty, Chinese holdings are particularly strong in ethnic minority studies, print culture, and early Western-language sinology.

To build and manage the EA collections, $378,043 has been spent annually (on average) for the past three years to support 7.1 full-time employees. OSU’s commitment to EA collec- tions is apparent from the fact that the Chinese and Japanese librarians, Prof. Guoqing Li and Prof. Ann Marie Davis, are learned scholars with tenured faculty statuses. Prof. Li is editor-in- chief of the *Journal of the Society for Chinese Studies Librarians* and has won numerous awards for scholarly work, including the Chinese American Librarians Association Jing Liao Award for the Best Research. Dr. Davis won OSUL’s 2021 Annual Excellence in Teaching Award and 2019 Excellence in Research Award for her book on Japanese prostitution. Other positions support this effort. For example, Dr. Kay Clopton, the Mary P. Key Resident for Cultural Diversity at the Billy Ireland Cartoon Library and Museum (BICLM), is a manga specialist who spends signiﬁ- cant time processing EAS collections and conducting library outreach.

OSUL recognizes the changing nature of librarianship and pours resources into informa- tion creation and literacy. As part of this effort, library leadership has partnered with EASC to create a number of bilingual websites/digital exhibits with cross-curricular K-12 teaching

modules (e.g., “Atomic Gameboard,” supported by NCTA, which will be used in the upcoming “Exploring Manga, Science, Peace, & Politics” webinar). OSUL has also directed the develop- ment of donor-funded fellowships to support student research projects in EAS special collec- tions. EA librarians also manage EAS blog sites, wiki pages, library guides, digital exhibit sites, and curator videos; the blog sites in Japanese Studies and in Manga, for example, received more than 1 million individual visitors and 8 million page visits in 2019.

# F.2. AVAILABILITY OF RESEARCH MATERIALS TO/FROM OTHER INSTITU-

**TIONS:** Equity and access in the pursuit of knowledge is OSUL’s topmost concern. We were one of the ﬁrst libraries in North America to acquire signiﬁcant collections of ebooks and to explore user-Driven Demand Acquisition (DDA) agreements on the new KinoDen and Maruzen digital library service platforms. In addition, OSUL has unique partnerships with the National Library of China, the Shanghai Library (10,000 e-books available in languages, such as Chinese, Kyrgyz, Mongolian, and Indonesian), National Taiwan Library, and the National Assembly Library of the Republic of Korea, in the form of book exchanges through which faculty and students can access thousands of books for free. OSUL’s Interlibrary Services department recently set up an agreement to allow direct borrowing from Japan’s National Diet Library.

OSU is a national leader in making research materials accessible to borrowers from other institutions. Our EA collections received the 4th largest number of EA interlibrary loan requests for any university library nationwide in 2020––ﬁlling 54,578 requests from users in over 1,200 libraries in 33 countries––and our total EA circulation was second nationally. OSUL also pro- vides free copies and loans from its collections to every public library in the state, and partici- pates in SHARES, the resource sharing consortium of the OCLC Research Library Partnership that lowers barriers to lending and provides low-cost access to members’ collections. Also, all materials in the BICLM, including rare manga (e.g., original art, anime cells, and pre-war manga serials such as *Jiji manga*), are available to the public by appointment. Notably, OSUL provides public access to its general collections as the largest partner of OhioLINK, a renowned statewide academic consortium that serves 117 libraries, 88 institutions of higher education, the

State Library of Ohio, and more than 800,000 students, granting them access to more than 44 million books and other library materials, along with over 100 electronic research databases, 33 million electronic journal articles, and more than 200,000 e-books.

# CRITERION G: IMPACT AND EVALUATION:

* 1. **IMPACT OF CENTER ACTIVITIES:**
     1. **UNIVERSITY IMPACT:** Table 14 demonstrates our strong impact at the university level. From 2018-21, OSU graduated 192 students with C/J/K undergraduate and graduate degrees; 25 students with UISP EA or IEAS MA degrees; and 183 with C/J/K and EA Area Studies minors. Furthermore, 1,404 students graduated having taken 4 or more EA courses during their degree programs.

**TABLE 14: University Impact, 2018-21**

|  |  |
| --- | --- |
| **CRITERIA** | **IMPACT** |
| C/J/K Degrees Conferred | 192 |
| EA Area Studies Degrees  Conferred | 25 |
| C/J/K and EA Area Studies  Minors Completed | 183 |
| EA “Program Graduates”  (took 4 or more EA courses) | 1,404 |
| EASC Postsecondary Event  Attendance | 8,206 |
| EA Language Enrollment | 4,479 |
| EA Area Studies Enrollment | 32,198 |
| EA Study Abroad Participants  (2016-19, pre-pandemic) | 636 |

During the same period, EASC hosted 198 postsecondary on-campus events, attended by 8,206 faculty and students (see H.1.b). EA language (4,479) and area studies enrollment (32,198) are also robust. From 2016-19, 636 students participated in EA study abroad programs. Recent curricular changes, notably EASC-supported course additions such as Cantonese Language; Level 5 Korean; Global Pandemics; Race in East Asia; and the Korean War, also reflect EASC’s success in meeting the increasing student demand related to EA.

# COMMUNITY IMPACT:

Table 15 shows that, between 2018-21, nearly 150,000 community members were reached through EASC’s outreach

**TABLE 15: Community Impact, 2018-21**

|  |  |
| --- | --- |
| **CRITERIA** | **IMPACT** |
| Community attendees at OSU events | 875 |
| Community attendees at off-campus events | 141,764 |
| Local business professionals trained | 344 |
| Local K-12 students reached through direct outreach | 6,158 |

activities (see H.1.c). Particularly notable was a series of public events related to diversity launched to meet popular demand in 2020, which included all of OSU’s ASCs but was initiated and directed by EASC. Through its partnership with CCWA and other programs, EASC reached 6,158 K-12 students (see H.1.a) and 344 business professionals (see H.1.c) between 2018-21.

* + 1. **REGIONAL IMPACT: Teacher training:** In 2018-21, EASC trained 853 teachers

through its 31 K-12 teacher seminars, reach- ing teachers from 32 states and 42 counties across Ohio (see Table 16). **Statewide teach- er associations:** EASC has strong ties to the Ohio Association of Teachers of Japanese

**TABLE 16: Regional Impact, 2018-21**

(OATJ) (50 members) and hosts joint bi-annual teacher workshops. Through OATJ, EASC hosted 6 events with a total attendance of 196 teachers between 2018-21. In 2021, we began collaborating with the Ohio Association of Teachers of Chinese (OATC) (118 members) on an online Chinese Language Teacher Huddle that meets several times each semester to discuss language pedagogy, and which engaged 41 teachers across 8 states. **Korean eSchool:** OSU exports Korean studies courses regularly to universities in neighboring states through the Ko- rean eSchool. Since the program’s 2014 inception, OSU has delivered 12 courses to 11 different Big Ten universities, impacting 138 students. **Collaboration with smaller universities:** To support areas with lesser access to EA Studies, EASC maintains partnerships with many smaller colleges and universities, including community colleges (CSCC, Lakeland, Sinclair), and minor- ity-serving institutions (Spelman College [HBCU]). Through these partnerships, we hosted 9 lectures and symposia in the last cycle, reaching 493 faculty and students from partner institu- tions and beyond (community colleges: Chattanooga State, Edison State, Lorain County, North- west State, Owens, Southern State), and coordinated on a number of other educational programs for students, faculty, and community members. Finally, OSU maintains connections with smaller universities in Ohio, sponsoring joint programs, for example, with Wittenberg University and Hiram College, and reaching 267 non-OSU EA faculty through the Ohio Asianists Network.

|  |  |
| --- | --- |
| **CRITERIA** | **IMPACT** |
| States reached through teacher training | 32 |
| Ohio counties reached through teacher training | 42 |
| Ohio K-12 language teachers served through  OATJ, OATC partnerships | 168 |
| Community colleges and MSIs reached | 9 |
| Non-OSU faculty in Ohio Asianists Network | 267 |

* + 1. **NATIONAL IMPACT:** Strong evidence of EASC’s national impact is shown in Table 17 (p. 29). **National conferences, symposia, workshops, lectures:** From 2018-21, we hosted 11 national conferences and symposia (see Table 23, p. 40), attended by 1,136 participants from the US and beyond. Further, through EASC’s commitment to bring EA scholars together to discuss innovative pedagogy and research methods, we hosted 13 workshops with national

reach, attended by 405 participants (see Table 23, p. 40). EASC also quickly pivoted to online delivery of its lecture series during the pandemic, hosting 38 lectures that reached 1,911 individuals during 2020-

21. Combined, these national events reached individu- als at 155 institutions in 19 countries. **Publications,**

**TABLE 17: Select National Impact, 2018-21**

|  |  |
| --- | --- |
| **CRITERIA** | **IMPACT** |
| Attendees of 11 EASC-supported  conferences and symposia | 1,136 |
| Attendees of 13 EASC workshops | 405 |
| Institutions reached through EASC  online lectures | 155 |
| 17 modules on EA history  combined views on YouTube | 115,385 |

**presentations, and media appearances:** Through articles, books, journals, conference presen- tations, and invited talks, EASC faculty share their expertise nationally and internationally. They also appear regularly in national media to help the nation understand EA-related issues (see H.1.c). **Online materials:** EASC develops online materials and makes them widely available.

For example, the 17 modules on EA history that EASC developed with CSCC were viewed on YouTube more than 115,000 times from 2018-21. **Interlibrary loan:** In 2020, OSU ranked 4th in the country in EA Interlibrary loans among academic libraries (see F.2.). **Placement:** Special- ists trained in EA languages and area studies are currently employed at places such as Williams College, U.S. Chamber of Commerce, and Defense Intelligence Agency (see Table 20, p. 36).

## STUDENT PLACEMENT / EFFORTS TO INCREASE PLACEMENT: From 2018-

21, OSU produced 33 EA MAs and 59 EA PhDs, with a strong placement record after gradua- tion (see Table 20, p. 36). DEALL’s placement record is particularly impressive: 100% of recent PhD graduates gained positions in higher education institutions and 67% of them in tenure-track positions as their ﬁrst jobs; MA graduate placement in academic positions was equally strong.

DEALL graduates currently teach EA languages at American universities such as Harvard, Johns Hopkins, MIT, OSU, Rochester Institute of Technology, University of Maryland, and Washington University as well as at numerous overseas institutions. EASC’s IEAS MA program has placed students in the business, education, government, and nonproﬁt sectors, as well as doctoral level study at institutions across the country. DEALL’s ACLC MA Program also pro- duces uniquely strong graduates who have gone on to careers in government (e.g., State Depart- ment, Congressional staff, NSA, CIA); business (ﬁnance, manufacturing, media), NGO’s (e.g., 5

joined the US-China Business Council to date), and entrepreneurial enterprises (e.g., game developers, cybercurrency, cybersecurity). To encourage EA students to pursue careers in areas of national need, EASC organized 14 professionalization workshops (671 attendees in 2018-21), often focused on careers in government and education. We also regularly engage alumni in professional careers for talks with students. OSU offers a variety of EA internship programs, including 4 global internships through the business school and another longstanding IJS intern- ship in Japan (see D.3.), while the China Gateway promoted more than 170 positions to OSU students during the last cycle. EASC also promotes the Washington Academic Internship Pro- gram, run by OSU’s College of Public Affairs, to EA students interested in government service.

# ACTIVITIES THAT ADDRESS NATIONAL NEEDS / DISSEMINATION OF IN-

**FORMATION TO THE PUBLIC:** EA expertise is considered a top area of national need for federal agencies. In order to train students on national security issues and encourage government service, EASC organized a series of national security events, often in conjunction with OSU’s premiere military history graduate program and the nationally recognized Mershon Center (27 events, 1,294 attendees in 2018-21). One of them, a full day workshop on US-EA relations in the Trump years, brought together 13 scholars and practitioners from across 6 countries, and pro- duced a policy-focused volume now under advance publishing contract with Columbia Univer- sity Press. EASC also regularly hosts information sessions with the Department of State, CIA, FBI, and other agencies. Our 2020 career workshop series, for example, introduced students to recruiters and employees from the State Department, CIA, the Carnegie Endowment for Peace, the *Wall Street Journal*, and *UPI*. Recently, we worked with the Department of Defense’s De- fense Language Institute to create a program to train military Foreign Area Ofﬁcers (FAOs) through our IEAS MA program. In the last cycle, we sent staff to the DLI University Fair at least once per year to share information about the EAS MA program with prospective students/ military officers (4 events reaching 237 FAOs in 2018-21).

EASC makes every effort to disseminate quality information pertaining to EA studies and languages to the public. All lectures and conferences are open to the community. In 2018-21,

875 community members participated in on-campus events (see H.1.b), and over 141,000 attended off-campus events (see H.1.c). As described in H.1.c, EASC shares expertise with the general public not only locally but regionally and nationally through such means as publications, online materials, and media appearances. To promote awareness and interest in EA studies and languages, EASC also (1) aggressively utilizes social media and our website to share informa- tion about EASC programs and EA-related events; (2) produces a weekly e-newsletter (868 subscribers) and an annual print newsletter (500 recipients); and (3) connects 267 non-OSU EA faculty across the state who share EA information with their communities (Ohio Asianists network). During the next cycle, we have pledged to support the inclusion of multiple EA-fo- cused articles and a webinar series in the online history magazine *Origins* (1.5 million readers annually) and a pictorial essay on China and African Americans for *Picturing Black History* (in partnership with OSU’s History Department and Getty Images; see I.2.f).

* 1. **EVALUATION PLAN:** EASC’s evaluation efforts are implemented by a full-time re- search staff member with a PhD in higher education, and signiﬁcant experience in evaluation and assessment of global and intercultural learning outcomes. Dr. Cindy Xinquan Jiang (see V: Curriculum Vitae) is independent of EASC and reports to OIA’s Associate Vice Provost. Under her leadership, OSU’s 5 ASCs coordinate evaluation initiatives, ensuring the effectiveness of our evaluation, preserving data integrity, and reducing costs and personnel hours across centers. Our evaluation plan incorporates a combination of quantitative measures and qualitative data to assess our goals and outcomes and determine where improvements might be made. On the quantitative side, Dr. Jiang utilizes university-integrated databases and student information systems as well as national educational data sets to analyze and report on course enrollments, degree attainment, placement, and more. Further, EASC staff coordinate language proﬁciency tests for FLAS Fellows and graduating IEAS students, and systematically collect and maintain outcome-oriented data on faculty (tenure status, grants received, awards, publications, etc.), outreach programs (teachers trained, students reached, resources developed, geographic reach), budgets (salaries, library acquisitions, co-sponsorships), dissemination of information (circula-

tion, media appearances, website hits, etc.), and more. On the qualitative side, OSU employs a breadth of measures to assess EA programs, including mandatory course evaluations, internal reviews of centers and departments, and external reviews conducted by professional evaluators.

An external review was conducted for DEALL in 2018, and OIA is conducting an extensive

self-study in 2021-22. In addition, Dr. Jiang, who is proﬁcient in educational research methodol- ogy, data collection, and analytical tools, conducts needs assessments, surveys, exit interviews, and focus groups. Upon completion of such initiatives, Dr. Jiang analyzes data, writes reports, and shares ﬁndings with the ASCs, OIA, university leadership, USEd, and the ﬁeld. In addition to our regularly conducted evaluation activities, such as the IEAS MA Alumni Survey and the FLAS Alumni Survey, Table 18 (p. 33) gives an overview of our evidence-based evaluation plan for the programs in this proposal.

**Use of recent evaluations:** EASC has long been a leader in evaluation, as demonstrated by our inauguration of the ﬁrst national conference on NRC evaluation in 2013, “Demonstrating the Impact of National Resource Centers,” which brought 150 faculty and administrators from 46 institutions and 86 NRCS to OSU to discuss effective evaluation practices. OSU is commit- ted to systematically incorporating data into our programming to improve performance and has done so repeatedly: (1) the 2021 lecture series survey reached out to more than 800 attendees, and helped us decide to continue some online delivery even after the pandemic, in deference to certain beneﬁts noted by respondents; (2) based on feedback from the 2020 NCTA program surveys, we modiﬁed the teachers’ book group project to allow more structured group time, added a practice session for feedback, and removed the required video presentation, resulting in polished, synchronous presentations with more positive feedback in 2021; and (3) the 2019 IEAS MA Program alumni survey and subsequent discovery interviews with recent graduates suggested that the program’s interdisciplinary, decentralized nature left some students feeling isolated and struggling with well-being. Subsequently, we developed programs to reduce stigma and encourage open conversation about mental health (e.g., new module in program orientation, panel in required intro course) and foster a sense of community and belonging through student

**TABLE 18: Select Evaluation Plan, 2022-2026**

|  |  |  |
| --- | --- | --- |
| **DESIRED**  **OUTCOMES** | **OUTPUTS TO BE MEASURED** | **ASSESSMENTS PLANNED** |
| **1. PROJECT GOAL: Expand access to quality EA knowledge and instruction to**  **community colleges (CCs) and MSIs** (Competitive Priority: Partnership with MSIs or CCs) | | |
| Community college faculty and students gain EA knowledge and expertise through collaborative projects with EASC | Number of:   1. members engaged in CC advisory board; 2. institutions represented in advisory board; 3. events hosted with CC partners; 4. resources created with CC partners; 5. participants impacted by CC events/resources | **Surveys:** Retrospective post-program surveys of attendees of select events; **Focus Group:** Discussion with CC advisory board to assess impact and utility of programming for CC faculty and students |
| **2. PROJECT GOAL: Increase training capacity of K-12 teachers, faculty, and graduate students**  (Absolute Priority 2: Teacher Training) | | |
| Teachers increase ability to educate students about EA and global issues through participation in long- term professional  development programs | Number of:   1. syllabi/resources developed for programs; 2. seminars offered; 3. teachers trained; 4. students impacted by teachers in programs; 5. pedagogical materials created by participants; 6. web "hits" of online pedagogical materials | **Surveys:** Longitudinal surveys of teachers to assess long-term impact of participation on their pedagogy and curriculum integration;  **Focus Group:** Discussion with "master teachers" to assess program design and  outcomes |
| **3. PROJECT GOAL: Strengthen EA language and area studies instruction** | | |
| Students gain new perspectives and EA knowledge in fields/areas previously  not accessible | Number of:   1. new courses developed with NRC support; 2. new courses offered with NRC support; 3. partner campuses receiving/sharing courses; 4. students enrolled at OSU, partner campuses | **Supplemental Course Evaluations:** Additional evaluation with students to assess impact of the course on their knowledge of and interest in region |
| **4. PROJECT GOAL: Promote EA knowledge and expertise** (Absolute Priority 1: Diverse Perspectives) | | |
| Researchers/students gain expertise through synergy among national/international EA studies scholars | Number of:   1. events (i.e. conferences, lectures) organized; 2. speakers made accessible to participants; 3. attendees impacted; 4. institutions represented among attendees | **Surveys:** Retrospective survey of attendees of EASC academic programming to assess increased EA expertise, knowledge integration, and impact on research/teaching |
| **5. PROJECT GOAL: Develop a globally-engaged society**  (Absolute Priority 1: Diverse Perspectives, National Need) | | |
| Students pursue careers in government service and areas of national need | Number of:   1. professionalization/career events offered; 2. students in attendance at career events; 3. sectors, fields represented among speakers; 4. students placed into desired career sector | **Exit Interviews & Alumni Surveys:** Interviews with FLAS Fellows/EAS MA students and post-graduation surveys to assess job placement, useage  of EA expertise in career |
| General public gains access to high-quality information on EA through EASC online  resources | Number of:   1. articles (i.e. *Origins* ) published; 2. podcasts (i.e. *Korea & the World* ) released; 3. video modules (i.e. *EA History* ) created; 4. web "hits" of online resources | **Interviews with External Partners:** Individual interviews with community outreach partners to assess satisfaction with joint activities, utilization of jointly  developed resources |

involvement (e.g., provide opportunities for connection, empower students to contribute to their own community-building). In addition to these EASC-led evaluation efforts, we often work with other units on campus to ensure maximum impact of EA studies activities and Title VI support.

In 2017, EASC worked with OSUL to assess EA library collections and services, allowing OSUL to reﬁne their user-centered services for EA faculty and students. EASC is currently developing a plan to improve access to EA materials at the regional campus libraries as well, and has commitments from all regional campus librarians to work with us to implement changes in the next cycle. We also recently partnered with the other area studies centers on 1) FLAS alumni survey, and 2) Global Teacher Fellowship program assessment, both conducted in 2021.

* 1. **EQUAL ACCESS:** As one of the largest land-grant universities in the nation, OSU takes seriously its mission to open the doors of education to everyone. Our most recent strategic plan, *Time and Change*, pledged in 2017 to “further our position as a leading public university offer- ing an excellent, affordable education and promoting economic diversity.” Since then, there has been a freeze on tuition for state residents, and a 25% discount on summer tuition. OSU also eliminated 70% of course fees in 2019; allowed military families to pay in-state tuition regard- less of their actual location; and dramatically expanded the number and amount of grants for low-income students through the Buckeye Opportunity Program, which has provided assistance to almost 8,000 Pell eligible students. CarmenBooks, our new program to develop low-cost digital textbooks, saved students more than $2 million in 2019-20 alone. The success of these programs is clear; in 2020, 53% of OSU bachelor’s degree recipients graduated debt free.

EASC is equally committed to providing access to all individuals. Our assistant director for outreach currently serves on OIA’s DEI committee, and EASC works closely with OSU’s equal access ofﬁces and programs, such as the Ofﬁce of Diversity and Inclusion (ODI), the Ofﬁce for Disability Services (ODS), and the Women’s Place. EASC partners with ODS to ensure closed captioning for online events as needed, and worked with ODI on a number of DEI events in the last cycle (e.g., a 2020 webinar on “Understanding and Challenging the Rise in Anti-Asian Racism in the Wake of COVID-19”). Minorities are well represented among EA language learners at OSU, as shown in Table 19 (p. 35). In 2020-21, 16.92% of C/J/K language students were African American, Hispanic/Latino, or American Indian, an increase from 10.99% in 2016-17. This is also signiﬁcantly higher than the 12.3% overall representation at the institu-

tional level. Those studying Korean are particularly diverse, with nearly 20% of enrolled students identify- ing as African American and 60% as non-white.

Further, 57% (449) of the C/J/K language students are

**TABLE 19: Demographics of OSU C/J/K language learners, 2020-21**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT BACKGROUND** | **CHINESE:** | **JAPANESE:** | **KOREAN:** | **CJK TOTAL:**  **786 students\*** |
| **293**  **students** | **292**  **students** | **201**  **students** |
| 1. African American | 8.53% | 9.93% | 19.90% | 11.96% |
| 2. Hispanic/Latino | 3.41% | 4.45% | 6.97% | 4.71% |
| 3. American Indian | 0.00% | 0.68% | 0.00% | 0.25% |
| 4. Asian-Pacific | 41.98% | 35.27% | 31.34% | 36.77% |
| 5. White | 43.34% | 45.89% | 38.81% | 43.13% |
| 6. Other/Undisclosed | 2.73% | 3.77% | 2.99% | 3.18% |
| **Historically under- represented students (1, 2, 3 above)** | **11.94%** | **15.06%** | **26.87%** | **16.92%** |

\* This figure is based on the number of unique students enrolled in C/J/K.

female. Our 2018-22 FLAS awards also indicate strong non-heritage minority participation (21% of awards went to minority students). EASC’s IEAS MA program has also discontinued its use of the GRE for admissions, in recognition of its ﬁnancial burden and the signiﬁcant gaps in GRE performances by women and underrepresented minorities that demonstrate no relation- ship to subsequent academic success. We rigorously recruit minority students to participate in study abroad. Of the 636 students who studied in EA in 2016-19, 13.21% of them were African American, Hispanic, or American Indian (compared to 11.1% in the previous cycle, and 8.0% in the cycle before). To expand access beyond campus, we collaborate with Spelman College (HBCU), sending faculty from OSU and elsewhere to engage their students and faculty. EASC also works closely with CSCC (20% African American), Lakeland Community College (11.6% African American), and Sinclair Community College (14% African American). Through OSU’s “Program 60,” any person over 60 is entitled to audit any OSU course for free. (See IX: GEPA.)

* 1. **IMPROVED SUPPLY OF SPECIALISTS:** For enrollment, see G.1.a; for placement, see

G.2. Of the 50 individuals who received FLAS Fellowships in 2018-22, 44% (22 recipients) are still enrolled in degree programs at OSU. Many go on to receive prestigious awards, such as Fulbright-Hays Doctoral Dissertation Research Abroad grants. Of the 25 who graduated, 3 have gone on to further graduate study elsewhere (FAU Erlangen-Nürnberg in Germany, Michigan State Univ., Univ. of Kansas), and 14 went to the nonproﬁt (such as US-China Heartland Asso- ciation, US-China Business Council, HANA Korean American Community Center) or private

(such as local Japanese manufacturing companies, law ﬁrm in Japan, international intelligence research company) sectors (see Table 20). According to our 2021 FLAS Tracking Survey,

conducted jointly with the other OSU ASCs, of EASC FLAS Fellows from 2010-2021 who

**TABLE 20: Select OSU EA MA and PhD Placement, 2010-21**

|  |  |
| --- | --- |
| **EDUCATION SECTOR: Teaching & Research** | |
| **Higher Education, Domestic:** Brandeis, BYU, \*Carnegie Mellon, \*Dartmouth, Emory,  \*Furman, Hamilton, Kenyon, MIT, \*Ohio State Univ., Reed, Skidmore, Spelman,  \*Swarthmore, \*UCLA, Univ. of Alabama, Univ. of Chicago, \*Univ. of Colorado, \*Univ. of Denver, Univ. of Iowa, Univ. of Mississippi, \*UNLV, Notre Dame, Univ. of Pittsburgh,  \*Univ. of Washington, Wake Forest., West Virginia Univ., Williams, \*Yale | |
| **Higher Education, Int'l:** Ewha Womans Univ. (Korea), Hong Kong Polytechnic Univ.,  \*Korea Univ., National Tsing Hua Univ. (Taiwan), \*Univ. of Leeds (UK), Univ. of Nairobi (Kenya), \*Univ. of Tokyo, Univ. College Dublin (Ireland), \*Xi'an Int'l Studies Univ. (China) | |
| **K-12/Community Education:** Bishop Ready High School, Davidson Online Academy, High Point Elementary School , Showa Boston Institute for Language and Culture | |
| **EDUCATION SECTOR: Administration** | |
| Cultural Coordinator, Middlebury College | Fulbright Coordinator, OSU |
| \*Curriculum Advisor, Purdue University | Data Analyst, National Univ. of Singapore |
| \*Director, Office of Education Abroad, California Lutheran Univ. | |
| \*Research Development Program Director, Univ. of Notre Dame | |
| **NON-PROFIT SECTOR** | |
| Director, U.S. Chamber of Commerce | \*Program Officer, Ohio Humanities Council |
| \*Business Advisory Services Manager, U.S.-China Business Council (Shanghai) | |
| Chairman, Alliance for Language Learning and Educational Exchange | |
| \*Director of Chinese Program, ALLEX Foundation | |
| \*Research Scientist, Institute for Health Metrics and Evaluation | |
| **GOVERNMENT SECTOR** | |
| \*Analyst, Defense Intelligence Agency | Analyst, National Security Agency |
| \*Historian, Air Force Research Laboratory | Foreign Affairs Officer, U.S. Dept. of State |
| \*Economist, U.S. Department of Agriculture Research Service | |
| Forensic Anthropologist, Department of Defense POW/MIA Accounting Agency | |
| \*Program Officer, Int'l & Foreign Language Education, U.S. Department of Education | |
| Senior Congressional Innovation Scholar, TechCongress | |
| **BUSINESS SECTOR** | |
| \*Senior Simulation Operations Lead,  Toyota Research Institute | \*Bilingual Language Instructor,  THK Manufacturing of America, Inc. |
| \*China-U.S. Foreign Sales Liaison,  RLC Technologies, Inc. | \*Project Manager, International Resource  Development, Inc. |
| \*Software Engineer, Samsung | Senior Administrator, Yonezawa USA, Inc. |
| \*Law Clerk, Logan Hovells (Japan) | \*Translation Coordinator, *China Digital Times* |
| \*Interpreter, TS Tech Americas, Inc. | Owner, Columbus School of Chinese |
| **FURTHER GRADUATE STUDY** | |
| \*Brown Univ., \*FAU Erlangen-Nürnberg (Germany), Harvard, \*Indiana Univ., \*Ohio State Univ., \*Princeton., \*Univ. of Chicago, \*Univ. of Kansas, Univ. of Toronto | |

\* *FLAS Fellowship recipient*

graduated from their OSU degree pro- grams (109

total, 71 re- sponded to survey), more than 80% use their language skills in their current profes- sions, and 94% use their area studies skills. Currently, these alumni are placed in

K-12 education (7%), higher education (16%), federal government (4%), military

(2%), private

sector (55%), non-proﬁt sector (14%), and international organizations (2%).

## AWARDING OF FELLOWSHIPS ADDRESSING NATIONAL NEEDS: To address

national needs, 100% of our FLAS Fellowships in 2018-22 were awarded to learners of less- commonly-taught languages (C/J/K). 98% of awardees were advanced learners. Our FLAS criteria prioritize students who plan to enter government service (53% of awards) and those combining an EA language with a professional ﬁeld (11% of Graduate FLAS Fellows hailed from professional schools including Agriculture, Engineering, Education, Law, Social Work). Many FLAS fellows have focused on national security. For example, former fellows have been placed in the Defense Intelligence Agency and the Central Intelligence Agency, and current fellows are pursuing careers in the State Department. To address Absolute Priority 1, we will continue to prioritize students with plans to enter government service.

## CRITERION H: OUTREACH ACTIVITIES: H.1.a. ELEMENTARY AND SECONDARY

**SCHOOLS:** EASC outreach to K-12 schools is diverse, and includes short-term content work- shops, multi-day teaching seminars, and long-term professional development programs for teachers from all grade levels and disciplines including pre-service and in-service. In 2018-21, EASC trained or shared teaching materials with 19,609 teachers and reached out to 6,158 students (see Table 21, p. 38). **One-day/multi-day teacher training:** EASC supports numerous one-day/multi-day teacher training programs. During this past cycle, we regularly offered

multi-day 30-hour Global Teacher Seminars (e.g., “Global Environmental Issues,” 2019, 20 teachers). We also offered numerous short-term and flexible teaching programs to meet more focused needs. In 2021, for example, EASC sponsored an Ohio sijo competition for K-12 schools that included a self-paced, online asynchronous workshop and an interactive synchro- nous event, which reached 46 teachers across 11 states and garnered 129 sijo submissions. We also partnered with the American Association of Teachers of Korean to support their 2021 Fall Colloquium on translation and education, which engaged almost 100 participants. **Long-term teacher training:** For those seeking more extensive training, we offer many long-term profes- sional development programs that begin with an intensive week-long residential seminar and

**TABLE 21: EASC’s Regional & National K-12 Impact, 2018-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **K-12 TEACHER TRAINING** | **EVENTS** | **AUDIENCE** | **SCOPE** |
| One-day content workshops | 24 | 704 | Nation |
| Multi-day seminars | 4 | 76 | Nation |
| Long-term professional  development programs | 3 | 73 | Nation |
| Teachers accessing EASC  curriculum tools (unique visitors) | N/A | 18,756 | Nation |
| **Subtotal: K-12 Teachers Trained** | **31** | **19,609** |  |
| **K-12 DIRECT OUTREACH** | **EVENTS** | **AUDIENCE** | **SCOPE** |
| Presentations for K-12 students | 5 | 408 | Ohio |
| Workhops for K-12 students | 26 | 4,891 | Ohio |
| Contests for K-12 students | 6 | 859 | Midwest |
| **Subtotal: K-12 Students Reached** | **37** | **6,158** |  |

continue for months, with curricu- lum development, implementation, and follow-up components. For example, the NCTA Summer Seminar, conducted in partnership with the University of Pittsburgh, offers a 36-hour summer seminar including an orientation and related follow-up events, on such

topics as “Intersections: East Asia and STEAM” (2020) and “East Asia for Educators” (2019). We also offer numerous EA language pedagogy workshops annually, such as the “Core Practices for Chinese Language Teachers,” and in partnership with OSU’s other ASCs, we conduct a

year-long Global Teacher Fellowship Program on topics such as migration (2018-19) and global pollution (2019-20). To complement the Chinese Language Huddle that we created in 2021, EASC recently took the lead in developing an Ohio Korean Teacher/Language Initiative that is now working with numerous stakeholders to develop certiﬁcate and degree programs in Korean language education for K-12 schools, to be implemented during the next cycle. **Teaching re- sources:** From 2018-21, faculty-led K-12 teacher training generated 96 downloadable lesson plans and resource materials. During the same period, 18,756 teachers (unique visitors) from all over the country accessed our online teaching materials, which include a series of teacher and student resource guides that provide quick access to speciﬁc EA topics, with more in-depth resources available that include suggested readings, websites, maps, videos, vocabulary guides, games, simulations, timelines and more. We also focused on how to integrate speciﬁc materials; our 2020 workshop, “Traveling Through Time with Japanese Art and Manga,” focused on EASC-created teaching resources and had 39 teachers attend from 11 states, impacting 9,217 students annually. **Direct outreach:** EASC sponsors numerous programs directly connecting faculty to the community. Faculty offer talks to high school students through programs like the

CCWA Global Scholars Program, which reached 3,794 students from 19 school districts, and through speciﬁc partnerships with area schools. We also hosted the 2020 Midwest Korean Language Speech Contest and the Japanese Language Proﬁciency Test in 2018 and 2019. EASC also supports the annual Japanese Language Speech Contest and Ohio Japan Bowl.

* + 1. **POSTSECONDARY INSTITUTIONS:** As Ohio’s sole EA NRC, EASC is committed to promoting EA research regionally and nationally, as shown in Table 22. **Lecture series/ conferences/workshops:** Each EASC institute organizes an annual lecture series, which in the last cycle produced 118 lectures on diverse subjects that reached 5,400 people; in 2020-21 alone, speakers addressed such topics as “Why Japan Matters: Business Reinvention and Tech- nology Leadership in the Digital Economy;” “Tibetan Buddhism in Qing’s Mukden;” and “The Trump Administration’s Nuclear Negotiations with North Korea.” Table 23 (p. 40) shows a sampling of the 24 conferences, symposia, and workshops EASC organized in the last cycle, which reached 1,541 participants. EASC’s teaching workshops also brought in faculty from across the nation and the globe. More than 180 faculty members from 13 countries participated in the North American Conference on Chinese Linguistics in 2018, and our 2020 workshop on innovative teaching of EA Culture and Literature reached 85 people across 27 US colleges and universities. In total, our lectures, conferences, and workshops impacted EA scholars at 155

institutions in 19 countries. During the next cycle, we plan to again support numerous lectures, confer- ences, and workshops (see VII: NRC Budget). **Arts programming:** In tandem with OSU’s large cluster of faculty who focus on EA pop culture and performing arts, EASC offered many arts events in the last cycle, including a number of public

|  |  |  |  |
| --- | --- | --- | --- |
| **PROGRAMS FOR OSU & OTHER MAJORITY INSTITUTIONS** | **EVENTS** | **AUDIENCE** | **SCOPE** |
| Lectures | 118 | 5,400 | National |
| Conferences/Symposia | 8 | 872 | National |
| Workshops | 14 | 405 | National |
| Arts Programming | 3 | 149 | National |
| Professionalization Programs | 14 | 671 | Regional |
| Orientations/Info Sessions | 41 | 709 | National |
| **Subtotal** | **198** | **8,206** |  |
| **PROGRAMS FOR MSIs &**  **COMMUNITY COLLEGES** | **EVENTS** | **AUDIENCE** | **SCOPE** |
| Lectures | 6 | 229 | Institutional |
| Conferences/Symposia | 3 | 264 | National |
| **Subtotal** | **9** | **493** |  |
| **TOTAL** | **207** | **8,699** |  |

**TABLE 22: EASC’s Postsecondary Impact, 2018-21**

**TABLE 23: Select Conferences, Symposia, and Workshops, 2018-21**

|  |  |
| --- | --- |
| **YEAR** | **CONFERENCE/SYMPOSIUM TITLE & ATTENDANCE** |
| 2018 | Buckeye East Asian Linguistics Forum 3 (53) |
| 2018 | Midwestern Japan Student Associations Conference (95) |
| 2019 | Art and Dissent in Japan Since 1945 (75) |
| 2020 | Innovations in Cantonese Linguistics (209) |
| 2020 | When East Meets West: Knights and Samurai: Myth vs. Reality (60) |
| 2021 | Divided America, Divided Korea (83) |
| 2021 | Worlds in Contention: Race, Neoliberalism, and Injustice (81) |
| **YEAR** | **WORKSHOP TITLE & ATTENDANCE** |
| 2019 | Chinese Studies Dissertation Forum (20) |
| 2019 | Korean Studies Workshop and Discussion Seminar (15) |
| 2020 | Borderlands, Minorities, and Alternative Archives (13) |
| 2020 | How to Work with Literary Texts from the Yuan Dynasty (13) |
| 2020 | Talk Back to the Pandemic: Innovations in Teaching EA Cultures (85) |
| 2021 | Diversity, Equity & Inclusion in EA Studies Pedagogy Workshop (29) |
| 2021 | Studying China in Korean and Japanese Literature (27) |
| 2021 | Teaching Classical Japanese: A Practitioner's Workshop (24) |
| 2021 | The Practice of Japanese Literary Translation (20 workshop, 92 webinar) |

talks (e.g, “Popular Music and Social Activ- ism Between South Korea and the US”), and many EA ﬁlms, includ- ing an online screening of *Minari* that reached multiple OSU campuses. In 2020, EASC also collaborated with OSUL to support the Global Comics Lecture Series,

which brought in a national audience. In 2021, EASC also partnered with Wittenberg University for a joint performance and colloquium of the symphonic oratorio *Men of Iron and the Golden Spike*. **Programs for underrepresented groups:** EASC has developed strong partnerships with minority-serving institutions (e.g. Spelman) and community colleges (e.g. CSCC, Lakeland, Sinclair), collaboratively hosting 9 events that reached 493 people between 2018-21. In 2016, EASC partnered with CSCC to develop the annual “When East Meets West” symposium, which caters to CSCC students and faculty, and the local community. Recent topics included “Health and Healing Across Global Cultures,” and “Knights & Samurai,” and attracted 264 attendees in the last 3 years. EASC also worked with CSCC to create an online collection of EA Studies learning modules for use in survey-level courses.

* + 1. **c. BUSINESS, MEDIA, AND THE GENERAL PUBLIC: Business:** EASC regularly

collaborates with other campus units and the Columbus Council on World Affairs (CCWA), the Japan-America Society of Central Ohio (JASCO), and the Chinese Chamber of Commerce (CCOC) on business speakers and seminars. Among others, recent topics have included “Global Tensions: The US & China Battle for Economic Hegemony” (Dr. David Bulman, 2019), and

“The Biden Administration and East Asia” (Dr. Sheena Chestnut Greitens, 2021). The 2018-21 events with CCWA alone reached 344 attendees from 105 different companies and institutions. EASC also supports the CCOC, which has 31 members from across the Ohio business commu- nity. The Chamber hosted 14 events and seminars in 2020, reaching a total of 367 people, on such topics as “China Policy & Business,” and “Selling Online to China.” EASC events have also focused on meeting professional needs, including a 2021 workshop focused on training aspiring Japanese translators. **Media:** EASC faculty are quite active in appearing in the media. For example, EASC Director Lerner has appeared on 26 different American media platforms, including the *NY Times*, *Washington Post*, and C-SPAN, as well as on those in 10 different countries, and Dr. Karen Mancl has authored 8 China Environment Forum Policy Blogs for the Woodrow Wilson Center. **General public:** Virtually all EASC events are open to the public. Our 292 events between 2018-21 reached 142,639 community members (non-educators, non-stu- dents) (see G.1.b and G.3.). Our recent partnership with the popular podcast “Korea and the World” also makes a signiﬁcant public impact; the 3 episodes produced in tandem in 2020-21 were accessed by 3,933 people, and we plan to double the number of episodes in the next cycle. EASC also regularly participates in local events, such as the “Evening of Japanese Culture” at Marysville High School; an evening of Korean music with the Suwon City Chorale and a local high school choir in 2018; and the hosting of many cultural events for the community.

# CRITERION I: PROGRAM PLANNING AND BUDGET: I.1. DEVELOPMENT PLAN /

**EFFECTIVE USE OF RESOURCES:** EASC has developed a speciﬁc timeline for our proj- ects (see VII: NRC Budget). **Careful planning:** When EASC develops projects, we carefully consider impact and feasibility, and proceed with clear action plans. Over the past year, we have solicited proposals from faculty, and screened them based on merit, goals, and execution plans. Thus, if EASC is awarded Title VI funding, we can move forward according to our plans imme- diately and with complete conﬁdence. **Strong partnerships:** We have identiﬁed partners for each project, and have solicited ﬁrm commitments. For example, History chair Scott Levi (a specialist in modern Asia) understands the Title VI mission and is prepared to provide ﬁnancial

and staff support for conferences and courses (see VI: Letter of Support from Prof. Levi). OIA also continues to be EASC’s most supportive partner, pledging continued ﬁnancial support for EASC staff and leadership; OIA provided $354,926 for salary and beneﬁts in 2020-21 (which was 74% of those costs), and in the next cycle has agreed to increase support by covering an additional 20% of salary and beneﬁts for the senior assistant director. EASC also puts great care into building relationships with our non-OSU partners, such as CSCC, Spelman, OATJ, OATC, and CCWA. We have met with them many times, examined local contexts, and developed projects that address the needs of all stakeholders. Our recently-created Community College Advisory Board, which features representatives from 6 schools, offers welcome guidance on current and future projects as well.

To enhance the effective use of resources and maximize the impact of Title VI funds, EASC aligned many projects with larger OSU initiatives. For example, the planned expansion of the professional Japanese interpretation course is a major component of an interpretation graduate certiﬁcate directed by DEALL and CLLC. Level 5 Korean is part of our effort to develop a new Korean MA program. We also leverage Title VI funding with signiﬁcant resourc- es from other sources: (1) To augment 2022-26 FLAS fellowships, OSU’s Graduate School has agreed to provide 44 Academic Year tuition awards (valued at more than $500,000) and OSU will waive non-resident tuition for FLAS fellows from out of state. (2) Similarly, OSU Libraries committed to match the requested Title VI funding for acquisitions. (3) EASC regularly secures grants from other organizations (e.g. Freeman Foundation, Korea Foundation, Longview Foun- dation) to augment our teacher training programs, and works in tandem with other Big Ten universities on numerous programs, especially regarding professionalization and job-training.

* 1. **HIGH QUALITY NRC ACTIVITIES:** The commitment and resources of OSU and EASC leave our center in an excellent position to embark on the following carefully developed Title VI projects. **I.2.a. COLLABORATIVE ACTIVITIES WITH COMMUNITY COL- LEGES AND MSIs (NRC COMPETITIVE [COMP] PRIORITY):** EASC recognizes its

responsibility to share expertise widely, especially with institutions that lack resources. There-

fore, EASC will work with community colleges and MSIs on the following projects. First, building on OSU’s long-standing collaboration with CSCC, we propose to: (1) continue hosting the **CSCC-OSU annual “When East Meets West” conferences**, which bring EA scholars to CSCC to examine connections between the traditional Western Civilization narrative and EA history and culture; and (2) develop additional **EA learning modules** for CSCC classes and beyond (see VI: Letter of Support from Prof. Nardone). To share our expertise with other community colleges and MSIs, EASC will (3) send EA faculty to Lakeland Community Col- lege, Sinclair Community College, and smaller colleges in Ohio, especially in the Appalachian region, for lectures and other engagement (“**OSU Speaker Bureau**”); (4) Expand **Faculty Exchange Program**. In 2014, EASC developed a flourishing faculty exchange program with Spelman College (HBCU), which has included 9 exchanges (see VI: Letter of Support from Prof. Pavri). In the next cycle, we will expand this program to include Jacksonville State Uni- versity in Alabama (20% African American, 60% women); (5) Recognizing the need for cur- ricular support for EA teaching at community colleges, EASC will work with its Community College Advisory Board to organize a **National Community College Symposium** to offer teaching resources and networks to community colleges across the nation; 6) although not officially community colleges, OSU’s regional campuses are open-enrollment campuses serving economically-disadvantaged communities, and which have a higher percentage of minority, place-bound, and non-traditional students. To enhance these students’ exposure to EA studies and diversity overall, EASC will begin the **Regional Campus Partnership Program** by developing new classes, supporting EA library expansion, and encouraging cultural events and academic programs on these campuses, including the creation of a digital collections teaching project focused on the Maritime Silk Road (see VI: Letter of Support from Prof. Brown).

* + 1. **TEACHER TRAINING (ABSOLUTE [ABS] PRIORITY 2):** Increasing the training capacity of K-12 teachers, faculty, and graduate students has long been one of EASC’s top priorities (see H.1.a). For the next cycle, we propose the following teacher training programs.

(1) Working closely with the faculty of OSU’s College of Education & Human Ecology (EHE),

EASC will host an **annual week-long Intensive Global Teacher Seminar** for in-service teach- ers (with other ASCs, each one examining a different theme within the United Nation’s Sustain- ability Development Goals, such as “Movement of Goods and People,” and “Conflict & Resolu- tion) (see VI: Letter of Support from Prof. Augustine); (2) Support **EA Language Teacher support programs**, organized in conjunction with the OATC, OATJ, and the Ohio Korean Teacher/Language Initiative, by directing events such as the Fall meeting and Spring workshop of the OATJ; the online Chinese language huddle for teachers; and the development of certiﬁ- cate and curricular programs for the new Korean language initiative; (3) **annual week-long EA studies teacher seminars** for K-12 teachers to help them incorporate EA history and culture into their curricula through such programs as the **NCTA Summer Seminar** (with University of Pittsburgh), a 36-hour seminar that EASC coordinates for Ohio and 10 other states; (4) **K-12 Global Fellowship Program**, in which K-12 teachers attend up to 5 one-day workshops to discuss contemporary issues from a global perspective (with other ASCs and EHE); (5) **postsec- ondary EA training workshops** on classical Japanese, premodern East Asian political history, and other topics; 6) **Online Asynchronous/Synchronous Workshops** for teachers to learn about speciﬁc subjects in greater depth, with student resource materials, multiple check-in points, and synchronous Q+A sessions also included; (7) multiple **Online Resources for Edu- cators** partnerships, including (a) “Teaching the World” Consortium website featuring resources for K-12 teachers, and (b) Community College Educator Resource Website. Both programs partner with 15 NRCs nationally to promote online educator resources across multiple regions.

* + 1. **EA LANGUAGE INSTRUCTION (ABS PRIORITY 2):** OSU has one of the most

comprehensive EA language programs in the country (see B.1., B.2.). Drawing on our strengths in advanced-language and least-commonly-taught language instruction, EASC proposes 8 projects. (1) In order to meet the strong demand for a workforce proﬁcient in Japanese (Japan is the top foreign investor in the region), EASC will expand its new **professional Japanese inter- pretation course** and offer it to partner institutions in the Midwest; (2) The **EA literary trans- lation workshop program**, piloted in 2020-21, will be expanded to include workshops for both

aspiring literary translators and educators seeking pedagogical training; (3) To respond to the growing demand for advanced-level Korean language instruction, EASC seeded a **Level 5 Korean** course that was offered for the ﬁrst time in 2021-22, which will be expanded and shared with other Big Ten institutions in this cycle; (4) In partnership with OSU’s Department of Near Eastern Languages and Cultures and other ASCs, EASC will offer **Levels 1 and 2 Uzbek**, both at OSU and via videoconference to the University of Michigan; (5) EASC will support a **Target Language Lecture Series**, to offer lectures conducted in EA languages; (6) EASC will work with CALC and CESSI to support **critical least-commonly-taught language instruction** in the Midwest; (7) In partnership with the Ohio Department of Education, JASCO, and the Korean Education Center of Chicago, EASC will host both a **Japanese and a Korean Language Summit** as one-day events on campus, to develop additional language programs across the state;

(8) OSU will host the national conference of the American Association of Teachers of Korean in 2026, with the theme: “**Progressing Past the Language-Learning Plateau**.”

* + 1. **EA AREA STUDIES INSTRUCTION (ABS PRIORITY 1):** To respond to the chang-

ing landscape of EA studies, EASC proposes to seed a number of **new courses**, including “(Mis) Representations of Asia: Representing ‘East’ and ‘West’ in Popular Culture,” “Space Programs, Policy, and Commerce across East Asia,” “Geography of Korea,” “East Asian Military History,” and “Emotional Learning through Chinese Literature.” We will also continue to support recently seeded courses such as “Race and Ethnicity in East Asia,” “Global Pandemics,” and “Japanese Anime,” with the intention of having these courses institutionalized during the next cycle. The regional campuses will be a target for new EA courses as well, based on the success of pilot courses offered on the Newark Campus in 2021-22. We will also continue to share and receive Korean studies courses with/from other Big Ten institutions through the **Korean eSchool** (see G.1.c), and in 2022-23, will provide just the second graduate seminar to ever be offered through this program (provided to Indiana University and Rutgers). Finally, EASC’s growing **partner- ship with the Fisher College of Business** offers a number of new projects, including support for a “Global Marketing Program in China,” planned for 2022-23, and the creation of a new

joint education abroad program focused on the business and export of EA popular culture.

* + 1. **EA STUDIES PROMOTION (ABS PRIORITY 1):** EASC will sponsor the following 4 projects to promote EA Studies: (1) EASC will host a series of **EA studies conferences** with EA faculty on such topics as C/J/K linguistics, performed culture approaches to Japanese pedagogy, Chinese theater, as well as workshops on language, interpretation, and other relevant topics; (2) ICS, IJS, and IKS will organize **lecture series** and invite EA Studies scholars from a variety of ﬁelds to promote dialogue and foster scholarship. As described in XI: Diverse Perspectives and Wide Range of Views, EASC’s conferences and lectures will be interdisciplinary and/or transna- tional in nature, and will involve participants from diverse backgrounds and perspectives. In addition to hosting speakers and events focused on their respective nations, EASC institute directors will also collaborate to offer a few signature talks organized jointly and focused on a regional theme each year; (3) Working with faculty in ﬁlm, art history, and performance studies, EASC will organize a **film and performing arts series** to screen critically-acclaimed ﬁlms and host performing arts events; (4) EASC, in partnership with DEALL, will support an **OSU alum- ni speaker series**, to build upon the Ohio-Japan Alumni Network that we started during the last cycle, to bring prominent EA alumni from disparate ﬁelds to campus.
    2. **GLOBALLY-ENGAGED SOCIETY (ABS PRIORITY 1):** EASC is committed to

developing a globally-engaged citizenry, especially in “heartland” areas like Ohio. Accordingly, we propose the following 7 projects. (1) To help K-12 students become global citizens, EASC will work with CCWA to provide global fluency training to approximately 1,000 K-12 students in 20 Ohio school districts (**Global Scholars Diploma**), and will (2) further develop its exten- sive online collection of EA research materials and guides for postsecondary teachers while also developing a new collection of **EA History modules** for high school classrooms; (3) To help business leaders navigate the global market, EASC will work with faculty at OSU’s Business School and host annual **EA Business Seminars** in Columbus, and will offer multiple business- focused events in partnership with CCWA, JASCO, the CCOC, and various business-related entities within OSU; (4) To encourage students to pursue careers in areas of national need and

use their expertise to make society more globally engaged, EASC will organize **EA-focused professionalization events** with representatives from government, education, business, media, and non-proﬁt sectors, and continue our **Career Talks** program in conjunction with the our CAS career office. EASC will also expand the successful online **Midwestern Professionalization Workshop Series** by adding more institutions to this program, thus lessening costs and connect- ing more students to engaged EA professionals; (5) To inform a general audience on current EA events in historical perspective, we will support EA-focused articles, webinars, and podcasts in OSU History Department’s **online magazine *Origins***, including a new “EA and the World” annual webinar and a series of photo-essays focused on race and ethnicity (in conjunction with Origins and Getty Images); and will (6) build on its new partnership, established in 2020, with the podcast “**Korea and the World**” (founded in 2014, with shows accessed 22,352 times in 2021) to offer numerous podcasts geared towards public consumption; (7) EASC will host **EA culture workshops** to raise awareness and provide training about EA cultures to non-EA ex- perts, such as the EA name pronunciation workshops we led for various OSU units in the past.

* 1. **REASONABLE COST OF ACTIVITIES:** EASC has carefully reviewed each budget item, and is conﬁdent that the planned activities are reasonable, justiﬁable, and cost-effective. To ensure reasonable costs and maximum impact, we will adopt the following strategies: (1) EASC will intensify collaborations with OSU ASCs and other NRCs to co-host Global Teacher Semi- nars, K-12 Global Fellowship Programs, Uzbek courses. (2) EASC will team with CCWA to host Global Scholar Diploma program events and EA Business Seminars in Columbus, and with the CCOC and JASCO on other programs. (3) University of Pittsburgh will provide partial support from the Freeman Foundation to host EA studies teacher seminars with us at OSU. (4) We will continue to utilize resources from CSCC to co-sponsor the CSCC-OSU “When East Meets West” conferences. (5) EASC frequently partners with the Mershon Center on projects related to international relations (broadly deﬁned), and the current Mershon leadership has committed to provide similar support in the future. (6) EASC will continue to pursue co-spon- sporships for our programs. (7) Just as we did with our Cantonese language instructor and

assessment coordinator positions in previous cycles, we will continue to utilize NRC funding to seed new positions, with OSU picking up an increased percentage of costs over time until they are fully institutionalized (e.g. our Level 5 Korean course will start with a 10% investment from OSU in Year 1, but will be 50% supported by Year 4).

* 1. **LONG-TERM IMPACT:** EASC’s activities will continue to have a lasting impact on the

constituencies served. A summary of the impact of our projects is provided in Table 24.

**TABLE 24: Long-Term Impact**

|  |  |  |
| --- | --- | --- |
| **PROGRAMS** | **UNIVERSITY AND LOCAL IMPACT** | **NATIONAL IMPACT** |
| **Collaborations with Community Colleges and MSIs** | (a) Improve CSCC's curriculum and instruction through conferences and learning modules; (b) enrich EA knowledge at community colleges and MSIs | (a) Provide equitable and quality EA knowledge and instruction to underrepresented groups; (b) build a broad base of EA studies research and instruction |
| **Teacher Training** | (a) Enhance teachers’ ability to disseminate accurate, authentic, diverse, and standard- appropriate information about EA; (b) promote credentialing and professional development of CJK language teachers | Expose K-12 students to accurate, authentic, and diverse information about EA and pedagogically sound EA language instruction to become future global citizens |
| **EA Language and Area Studies Instruction** | (a) Offer new EA area studies and language courses to address changing fields of EA studies and emerging needs; (b) share courses with other institutions in the Big Ten Academic Alliance to expand impact | (a) Increase supply of EA area studies and language experts; (b) increase national capacity to produce EA-focused experts |
| **EA Studies Promotion** | (a) Advance, promote, and disseminate knowledge of EA; (b) promote networking in higher education | (a) Strengthen EA knowledge infrastructure;  (b) strengthen system to build and promote global competence |
| **Globally-Engaged Society** | (a) Increase availability of high-quality EA resources to the general public; (b) help business leaders navigate in the global market;  (c) professionalize OSU students to connect  their study with future careers | (a) Create culture of global engagement;  (b) improve national economic competitiveness |

## CRITERION J: FLAS AWARDEE SELECTION PROCEDURES: J.1.a. FLAS ADVER-

**TISING:** EASC strives to promote the FLAS program aggressively. Advertising begins in early November and continues until February with a concerted campaign consisting of: (1) emails to all graduate (11,110) and professional (3,290) students; (2) emails to main campus undergradu- ate students (46,984); (3) emails to all OSU faculty and staff (35,840); (4) EASC-led informa- tion sessions; (5) posting on the websites and social media pages of EASC, OIA, and profes- sional schools; and (6) requests to individual EA faculty/teaching staff to share with students.

* + 1. **HOW STUDENTS APPLY:** OSU has a standard application process for all Title VI

centers. Students apply online, answering numerous questions and uploading required docu- ments to a secure server. Students with impairments can request assistance through ODS. Stu- dents can phone, email, or make appointments with the EASC FLAS coordinator at any time. They can also attend an information session or download the slides from the EASC website.

* + 1. **SELECTION CRITERIA USED:** EASC awards FLAS fellowships based on academic merit, professional potential, and ﬁnancial need. Graduate and undergraduate applications are judged separately. Each graduate application must contain biographical information, a narrative statement outlining the applicant’s need for language and area studies coursework to achieve academic and/or professional goals, 3 letters of reference, transcripts, a resume, and a budget. In determining merit, EASC gives highest priority to candidates proposing to study at the advanced level before entering government service; second-highest priority is given to students planning to study at the advanced levels in the ﬁrst 3 years of their graduate or professional program; third-highest priority is given to students planning to study at the intermediate level or above in non-prototypical ﬁelds. Undergraduate applicants must submit evidence of junior or senior standing and a minimum cumulative GPA of 3.4 as well as all the other documents submitted by graduate students listed above. Undergraduates must study the language at Level 4 or higher to be considered. All applicants must submit a Free Application for Federal Student Aid (FAFSA) to be eligible. The committee assesses and ranks applicants in the respective pools based on: (1) intellectual potential; (2) quality and appropriateness of the proposed study; (3) prior proﬁciency and evidence of aptitude in an EA language; and (4) the likelihood of using the proposed lan- guage in their professional careers. The Office of Student Financial Aid (OSFA) then provides data on ﬁnancial need for the applicants deemed to have both sufficient academic merit and professional potential. From this list, priority is given to students with signiﬁcant ﬁnancial need.
    2. **WHO SELECTS:** A committee composed of no fewer than 5 EA faculty from at least 3 different departments and chaired by the EASC director chooses FLAS fellows. Committee membership rotates each year but attention is paid to ensure a high-quality, interdisciplinary committee, with representation from C, J, and K faculty. Each committee member individually

previews and ranks the FLAS applicants in accordance with standardized EASC scoring sheets. The committee meets to discuss and rank applicants with academic merit. Once ﬁnancial need information is gathered, the committee then decides upon all ﬁnalists and at least 3 alternates.

* + 1. **TIMELINE:** EASC opens the application period and launches a publicity campaign in November. The application deadline is February 1, or the next weekday if it falls on a weekend. Applicants must also submit the FAFSA by February 1. By mid-February, copies of all applica- tions, together with EASC FLAS priority information and scoring sheets, are shared with the committee in advance of a March meeting. Once the committee ranks applicants by merit, OSFA supplies data on ﬁnancial need for the committee’s consideration. Award notiﬁcations are sent out by mid-March and students are asked to accept or decline by April 15. The FLAS coordina- tor meets with all FLAS fellows to ensure compliance with the terms of the award.
    2. **ANNOUNCED PRIORITIES:** EASC currently implements **FLAS Competitive Prior- ity 1** by giving preference to students demonstrating ﬁnancial need (see J.1.c, J.1.e). From 2018-22, 79% of our awardees were determined by OSFA to have high need while 11% had moderate need. EASC also currently meets **FLAS Competitive Priority 2**. From 2018-22, 100% of our 81 Academic Year and Summer FLAS awards were for the study of C/J/K, all

considered less-commonly-taught languages (LCTLs). In the next cycle, EASC will continue to

(1) give competitive preference to applicants with academic merit and professional potential who also demonstrate ﬁnancial need as deﬁned in Part F of Title VI; and (2) adopt the competi- tive priority of awarding a minimum of 25% of all Academic Year FLAS awards to LCTLs. **CRITERION K: COMPETITIVE PREFERENCE PRIORITIES**

**K.1. NRC PRIORITY:** EASC proposes to (1) host CSCC-OSU annual “When East Meets West” conferences; (2) create EA learning modules to be used in CSCC classes; (3) send EASC faculty to Lakeland Community College, Sinclair Community College, and smaller colleges in Ohio; (4) continue faculty exchanges with Spelman College (HBCU); and (5) host a National Community College Symposium to meet this priority (see I.2.a). **K.2.a. & K.2.b. FLAS PRIORITIES:** EASC will comply with both FLAS competitive priorities. See J.1.f.