Individuals using assistive technology may not be able to fully access the information contained in this file.

For assistance, please send an e-mail to: NRC-FLAS@ed.gov and include “508 Accommodation” and the title of the document in the subject line of your e-mail.

**§A. Commitment to Asian Studies:** The leadership of the University of Utah (UU) and Brigham Young University (BYU) wholly supports the Intermountain Consortium for Asian and Pacific Studies (IMCAPS) and views continuation of IMCAPS' NRC designation as central to our internationalization efforts. UU's Asia Campus in Korea (UUKC) places Asia at the core of UU's mission to "engage local and global communities to promote education, health, and quality of life," while robust programs in languages, international and area studies, and global fields like health, business, and environmental studies demonstrate deep programmatic commitment to the cultivation of interdisciplinary Asia expertise. At BYU, with its motto "the world is our campus," institutional support for Asian Studies is anchored in the Center for Language Studies (CLS) and the Kennedy Center for International Studies (KCIS) which serve as hubs for integration of curriculum, study abroad, and global outreach programs in departments across campus.

UU’s Asia Center (UUAC) has leveraged Title VI (TVI) and internal funds to obtain grants from the Luce Fdn, Japan Fdn, Korea Fdn, Mellon Fdn, and others, which provided an *additional*

$2.46 million in support for faculty, outreach, and library over the last 4 years (external funds NOT incl in Table A). UU also supports two additional TVI Centers: The Center for Latin American Studies (CLAS), and the L2TReC).

Second Language Teaching and Research Center (

BYU’s commitment to IMCAPS includes support for the KCIS, premier language programs, including the CLS, Chinese (C) and Arabic (A) Flagships, and TVI Centers for Intl Business Education (CIBE) and Latin American Studies (also in consortium with UU).

* 1. **Center Operations:** Highly effective, globally engaged staff support NRC initiatives (§E). UUAC houses BA and MA programs and the Confucius Institute (CI). It shares 7 full-time (FT) staff and 3 part-time (PT) student employees with the Intermountain Consortium for Latin American Studies (IMCLAS, TVI NRC) and shares space with other area and intl studies

programs. UU covers operational costs, a Dir course buyout, an Assoc Dir course buyout, a stipend for the Dir of graduate studies, a stipend and tuition waiver for one graduate assistant shared between UUAC and CLAS, and 86% of UUAC staff salaries. BYU’s Asian Studies Program (BYUASP) is 1 of 9 academic programs within KCIS, sharing a building with conference and classrooms, administrative offices, and a staff of 21 FT, 9 PT, and 90 student employees. BYU pays ASP program and staff costs, the Dir’s course buyout and supplemental pay, and 60% of the NRC/Foreign Language and Area Studies (FLAS) Coord salary (Table A).

* 1. **Teaching Staff:** All 231 IMCAPS faculty (teaching, research, and/or service on Asia) affiliate with UUAC and BYUASP, which do not hold faculty lines. UU’s 102 AS faculty

|  |
| --- |
| **Table A: Annual Institutional Support for AS** |
| **Category** | **UU** | **BYU** |
| Center Operation | $640,568 | $326,500 |
| Teaching Staff | $6,663,900 | $13,778,650 |
| Library Resources | $664,717 | $744,900 |
| Institutional Linkages | $1,882,000 | $1,500,000 |
| Outreach | $598,441 | $765,000 |
| Students | $1,698,238 | $3,178,240 |
| **TOTAL** | **$12,147,864** | **$20,293,290** |

include 79 non-lang, 23 lang, 82 tenure track, and 35 whose work is 100% AS. BYU has 129 total AS faculty: 62 non-lang and 67 lang faculty, 83 tenure track, and 87 whose work is

100% AS. IMCAPS has hired 20 new faculty since 2018, in fields such as Sociology, Gender Studies, and Education. Competitive awards for UU faculty total nearly $2.6 mil/yr for research, seed grants, equipment, and research leave (in addition to sabbaticals) and $136,000 for teaching projects. Combined, BYU’s Col of Humanities (CoH), Col of Family, Home and Social Sciences (FHSS), and KCIS provide roughly $2.5 mil/yr for faculty research and travel (Table A).

* 1. **Library:** UU and BYU fund salaries/benefits for Asian Studies (AS) library staff and acquisitions (Table A). UU and BYU libraries have substantial digitized collections and share materials through consortia to broaden faculty and student access to AS collections (§F).
	2. **Overseas Institutional Linkages:** IMCAPS’ overseas collaborations are formalized in 76 MOUs with Asian universities and academic programs. These include study abroad and

research collaborations with many of the top schools in Asia, including Nankai University, National Taiwan University, Pakistan National University of Technology, Seoul National University, Vietnam National University, Waseda University, and Yonsei University. UU provides substantial support for Study Abroad (StAb), internships, faculty exchange, and research in Asia through UUAC, UUKC, Office for Global Engagement (OGE), and various colleges (§D.1, Table D.5). KCIS manages, funds, and staffs BYU program linkages with institutions in Asia (Table A).

* 1. **Outreach:** IMCAPS employs 5 FT and 2 PT staff and 4 student assistants dedicated to K16, business, media, and public outreach (§E, §H). IMCAPS partners with entities on both campuses to enrich outreach, including, at UU, the Tanner Humanities Center (THC), College of Education (CoEd), L2TReC, campus museums, radio, TV stations, Center for Equity and Student Belonging, University Neighborhood Partners; and at BYU, C and A Flagships, BYU Arts, CLS, International Cinema, museums, radio and TV stations (Table A).
	2. **Students:** BYU subsidizes 2/3 of tuition costs for every student. Annually, BYU’s CoH additionally provides $650,000, FHSS provides $170,000, and KCIS provides $160,000 for internship and StAb support. UU and BYU offer dozens of college and departmental scholarships; most can be applied to StAb. UU and BYU generously fund mentored undergrad research programs. UU MA and PhD students focusing on Asia (68 total) are supported through a wide range of RA/TAships and fellowships which qualify for a full graduate tuition waiver. BYU, an undergrad institution with graduate profl programs, offers departmental and university funding for qualified students (Table A)**.** Last year UU gave nearly $533,000 in scholarships for StAb and intl internships, an increase of over 33% since 2018. BYU’s C Flagship and ASP, and UU’s CI provide significant scholarships for study in China. OGE supports over 3,000 intl

students, the majority of whom are from Asia and the Middle East. BYU’s Intl Student and Scholar Services supports nearly 1,800 intl students, about 40% from Asia and the Pacific Islands (PI). L2TReC and CLS provide proficiency assessments to lang students. UU and BYU also support roughly 25 student groups with Asia connections.

**§B. Language Instructional Program:** BYU and UU are national leaders in lang pedagogy,

assessment, and enrollments, well equipped to support attainment of profl proficiency and 3rd lang acquisition for large undergraduate cohorts entering Utah’s IHEs with advanced proficiency. Utah (UT) has 45,360 K12 students enrolled in dual immersion (DI) programs (incl C and Russian (R)) and 5,252 high school students enrolled in C, A, Japanese (J), and R. We are beginning to see the fruition of UT’s C DI program, established in 2009 and the largest program of its kind in the US with nearly 12,000 K12 students enrolled in 92 schools statewide. In 2021, UT’s first C DI cohort graduated high school (HS) and dozens enrolled at UU and BYU. Following 50/50 immersion in K-8, DI students take the Adv. Placement C exam in 9th grade, and then, in grades 10-12, enroll in up to 9 credits of college upper division lang courses in the state-funded Bridge Program. Per NRC Absolute Priority 2 (AP2), UU’s L2TReC provides professional development (PD) for Bridge teachers, assessment tools (developed with UT State Board of Education (USBE)), proficiency outcomes research, and curricular revision.

Coordinated efforts between IMCAPS and its partners ensure long-term impact by averting student attrition in lang programs and providing students access to early college courses and advanced lang proficiency. Statewide, C Bridge enrollments are projected to nearly triple in the next 4 years, from 815 in academic year (AY) 22 to 2,343 in AY26.

In addition to matriculating large DI cohorts, BYU and UU enroll growing populations of Asian heritage lang learners, and large numbers of UT students perform volunteer service for the

Church of Jesus Christ of Latter-day Saints before matriculating (roughly 30% of BYU students who volunteered spent 18-24 months in Asian countries). About 65% of BYU students speak a 2nd lang (of those, nearly 25% speak an Asian lang) and nearly 2/3 are enrolled in lang courses. As a result, UU/BYU have many non-lang majors who enroll in advanced lang courses; these students are primed to utilize Asian langs across diverse careers, from STEM to business and govt employment. With high enrollments, **28 Less Commonly Taught Languages (LCTLs),** (**22 Dept of Ed priority langs),** and performance-based instruction and proficiency assessment, IMCAPS graduates students from many disciplines with strong lang skills.

* 1. **Language Instruction and Enrollment:** IMCAPS offered **665** lang sections in 2019-20 (Table B.1) and **32** lang degree programs (majors, minors, MA, PhD, certificates) with **920** declared students (Table D.1), and enrollments totaling **6,868.** At UU, Department of World Languages and Cultures (WLC) teaches all LCTLs. At BYU, 2 academic departments (Asian and Near Eastern Languages (ANE) and Germanic & Russian (G&R)) and CLS teach LCTLs (Table B.1). In total, IMCAPS offers 8 lang BA degrees, 14 minors, and 3 certificates. In 2021, 64 BYU students completed an advanced lang certificate offered in 10 Asian langs, the only university-wide, competency-based certificate program in the US. According to the 2016 Modern Language Enrollment Survey (the last time the survey was completed), BYU has the country’s 3rd largest R enrollments, 4th largest Indonesian enrollments, 8th largest Korean (K), Thai, and A, and 9th largest Tagalog enrollments. BYU’s J enrollments rank in the top 20 for US universities. At UU, from 2018 to 2020 (pre-pandemic), C enrollments increased by over 170%, K enrollments by 37%, Vietnamese (Viet) by 10%, J by 7% and R by 7%. Outside Hawaii, UU and BYU are the only universities offering Samoan and Tongan, and only BYU offers Fijian, Cebuano, and Malay. Furthermore, L2TReC is a TVI Language Resource Center and a Defense

Language and National Security Education Office designated Language Training Center for

military units in critical langs (K, R, Farsi, and Persian).

|  |
| --- |
| **Table B.1 Levels of Instruction, Number of Courses, and Enrollment Data 2019-2020** |
|  | **UU** | **BYU** |
| Language | Dept./ Center | Instruction Levels | Sections | Enroll- ment | Dept./ Center | Instruction Levels | Sections | Enroll- ment |
| **Arabic** | WLC | 4 levels\* | 18 | 130 | ANE | 4 levels\* | 54 | 562 |
| **Burmese** |  |  |  |  | CLS | 1 level\*\* | 1 | 11 |
| **Cambodian** | WLC | 2 levels\* | 3 | 4 | CLS | 1 level\*\* | 1 | 18 |
| **Cantonese** |  |  |  |  | ANE | 2 levels | 4 | 25 |
| **Cebuano** |  |  |  |  | CLS | 1 level\*\* | 2 | 32 |
| **Chinese** | WLC | 6 levels\* | 55 | 806 | ANE | 4 levels\* | 119 | 1,185 |
| **Fijian** |  |  |  |  | CLS | 1 level\* | 2 | 13 |
| **Hawaiian** |  |  |  |  | CLS | 2 levels | 4 | 47 |
| **Hiligaynon** |  |  |  |  | CLS | 1 level\*\* | 2 | 26 |
| **Hindi** | WLC | 4 levels\* | 9 | 17 | CLS | 3 levels | 5 | 36 |
| **Hmong** |  |  |  |  | CLS | 3 levels | 4 | 23 |
| **Indonesian** |  |  |  |  | CLS | 2 levels | 5 | 19 |
| **Japanese** | WLC | 6 levels\* | 40 | 545 | ANE | 4 levels\* | 98 | 862 |
| **Kiribati** |  |  |  |  | CLS | 1 level\*\* | 2 | 14 |
| **Korean** | WLC | 4 levels\* | 30 | 283 | ANE | 4 levels\* | 48 | 475 |
| **Lao** |  |  |  |  | CLS | 1 level\*\* | 1 | 6 |
| **Malay** |  |  |  |  | CLS | 1 level\*\* | 1 | 10 |
| **Marshallese** |  |  |  |  | CLS | 1 level\*\* | 1 | 15 |
| **Mongolian** |  |  |  |  | CLS | 1 level\*\* | 1 | 6 |
| **Persian** | WLC | 4 levels\* | 9 | 35 | CLS | 1 level\*\* | 1 | 10 |
| **Russian** | WLC | 5 levels\* | 24 | 211 | G&R | 4 levels\*\* | 70 | 825 |
| **Samoan** | WLC | 2 levels\* | 2 | 12 | CLS | 3 levels | 8 | 118 |
| **Tagalog** |  |  |  |  | CLS | 3 levels\*\* | 19 | 263 |
| **Tahitian** |  |  |  |  | CLS | 1 level\*\* | 1 | 6 |
| **Thai** |  |  |  |  | CLS | 3 levels\*\* | 6 | 73 |
| **Tongan** |  |  |  |  | CLS | 2 levels | 5 | 49 |
| **Turkish** |  |  |  |  | ANE | 1 level | 2 | 17 |
| **Vietnamese** | WLC | 3 levels\* | 6 | 45 | CLS | 1 level\*\* | 2 | 34 |
| **TOTAL** | 196 | 2,088 | **TOTAL** | 469 | 4,780 |
| \*Additional levels/grad sections available based on demand, and through study abroad partners.\*\* third year (advanced level) course for students with existing language abilities. |

Since becoming an NRC in 2010, IMCAPS has consistently expanded lang instruction by adding langs and programs, course offerings, levels of instruction, and increasing enrollments. Since 2018 UU has added two levels of Samoan and BYU has added Burmese, Kiribati, Marshallese, and Malay, and additional levels of Hmong and Hindi (Table B.1). BYU offers a summer program (in C, J, K, and R) allowing students from any school to earn 19 graded lang credits by taking an advanced (300-level) 3-credit course and passing a challenge exam based on

the Foreign Language Achievement Test Service (FLATS) test (§B.4.c).

IMCAPS provides lang teachers with 5 specialized lang teaching programs: C Teaching Minor, J Teaching Minor, DI K-12 Teaching Minor, MA in Language Pedagogy (MALP), and Second Language Teaching MA (Table D.1). These programs meet growing nationwide demands for qualified K12 lang teachers (Absolute Priority 1, 2 (AP1, AP2)). USBE public- school licensure is optional for UU’s MALP and required for BYU’s DI Teaching Minor. UUAC holds a Japan Fdn grant to expand J lang capacity to meet growing statewide enrollments.

* 1. **a. Language Levels:** IMCAPS provides 3rd year or higher lang training in 24 of the 28 langs offered. Four or more levels are offered in 7 langs at UU and 4 langs at BYU (Table B.1).

**B.2.b. Languages Across Disciplines:** Upper division lit and culture courses at BYU and UU are offered in C, J, K, R, A, Tagalog, Indonesian, and Persian. UU’s robust Cultures and Languages across the Curriculum (CLAC) program has continued to grow since 2018, adding Viet, continuing A, C, J, K, R and Persian, and incorporating CLAC into Economics, Sociology, and History. The CLAC program now offers over a dozen courses each semester and extends to our partner, Salt Lake Community College (SLCC), which began Arabic CLAC in 2021 (NRC Competitive Pref Priority (CP)). BYU’s C and A Flagships offer CLAC in many disciplines. BYU’s Marriott School of Management offers business lang courses in A, C, J, K, R and Turkish. UU offers profl K, Business C and J courses, with plans to expand profl C in 2022-26.

* 1. **Language Faculty:** IMCAPS lang courses are taught by 89 faculty, 38 (43%) tenure track. Since 2018, IMCAPS has hired 10 new lang faculty, five tenure track (Table B.2). Many IMCAPS lang faculty have won awards for their teaching and scholarship, e.g., the 2021 ACTFL Global Engagement Initiative Award and the 2020 MLA Mildenberger Prize. WLC at UU has 5 applied linguists (3 in Asian langs: C, J, R) who provide mandatory training for TAs

and new faculty each fall. CLAC and lang TAs attend mandatory workshops annually. UU has also been proactive in research to improve lang training. Together with L2TReC, WLC supports research on pedagogical training methods with 1-2 workshops each summer. Each semester BYU’s ANE and G&R provide lang-specific pedagogy workshops for all lang teachers. New adjuncts are interviewed regularly, observed in the classroom, and mentored by section heads.

|  |
| --- |
| **Table B.2 Number and Type of Faculty per Asian LCTL 2022** |
|  | **UU** | **BYU** |
| **Language** | Tenure Track | Non Tenure Track | TA | Total | Tenure Track | Non Tenure Track | TA | Total |
| Arabic |  | 2 | 2 | 4 | 4 | 1 | 12 | 17 |
| Cantonese |  |  |  |  | 2 | 1 |  | 3 |
| Chinese | 3 | 3 | 1 | 7 | 6 | 4 | 2 | 12 |
| Hindi | 1 |  | 1 | 2 |  | 1 |  | 1 |
| Japanese | 4 | 2 | 1 | 7 | 5 | 7 | 2 | 14 |
| Korean | 1 | 2 |  | 3 | 3 | 2 | 1 | 6 |
| Persian | 1 | 1 |  | 2 |  | 2 |  | 2 |
| Russian | 1 | 2 | 2 | 5 | 6 | 1 | 1 | 8 |
| There are also adjunct instructors (1-2 per lang) who teach Burmese, Cambodian, Cebuano, Fijian, Hawaiian, Hiligaynon, Hmong, Indonesian, Kiribati, Malay, Marshallese, Mongolian, Samoan, Tagalog, Thai, Tongan, Turkish, and Viet. |

G&R requires TAs to take a methodology course. CLS requires lang pedagogy training seminars for all of its instructors each semester.

# Program Quality – Instruction, Resources, Proficiency Requirements:

* + 1. **Performance-Based Instruction:** IMCAPS faculty include nationally recognized experts in performance-based instruction who helped develop UT’s Core Standards for K12 Pedagogy and Proficiency based on ACTFL guidelines. All BYU and UU lang programs use performance-based instruction and assessment methods. Three UU methodologists are certified Oral Proficiency Interview (OPI) testers. At BYU, 2 ANE faculty (Warnick and Christensen) developed performance-based pedagogy for J and C. They co-authored *Performed Culture: An Approach to East Asian Language Pedagogy,* used by dozens of lang programs globally.

L2TReC is at the forefront of developing and assessing proficiency and performance-based instruction methods. In 2014, it launched a research project to build the Multilingual Corpus of Second Language Speech. Built with samples from DI students, adults learning through Second

Language (L2) immersion and classroom L2, the corpus allows in-depth research on L2 acquisition across various contexts and pedagogies. A parallel written lang corpus will be launched in 2022. L2TReC often hosts ACTFL and OPI certification workshops for L2 teachers of all langs. L2TReC Dir Rubio is a certified tester and trainer for ACTFL’s OPI and has served as a rater/trainer for ACTFL’s Assessment of Performance toward Proficiency in Language, used to assess UT’s K16 DI students. L2TReC and USBE partner to collect assessment data on UT DI programs and develop appropriate curricular adaptations, including proficiency benchmarks for UT’s 45,360 DI students. In 2018, L2TReC received a TVI Language Resource Center grant to locate, document, and disseminate effective pedagogy and curriculum for K-9 DI instruction; support transition from AP to college-level curriculum; develop procedures to assess proficiency of Less Commonly Taught Language (LCTL) heritage speakers; and create PD for lang educators to promote practices grounded in an articulated vision of K-16 lang learning.

* + 1. **Language Resources:** UU’s DiBona Center for Educational Technology and BYU’s Humanities Learning Resources contain computer stations (UU: 50, BYU: 80) equipped with lang support software (i.e., Mango and Pronunciator), sound recording, and video editing programs. Both facilities have video streaming for classrooms and for students enrolled in traditional and distance-learning lang classes. Space is available for group study, testing, and video conferencing. UU has multimedia lang resources available through Marriott Library (MLIB). BYU’s Foreign Language Activity Commons includes a library of lang videos, books, and periodicals. BYU’s Foreign Lang Houses offer dorms with faculty coordinators and resident lang facilitators for 10 langs incl. C, J, K, R, & A.
		2. **Language Proficiency Requirements:** As a recipient of the National Security Education Program’s Language Flagship Proficiency Initiative, L2TReC, along with SLCC (CP),

led research on assessment of proficiency gains by lang majors and minors. Learning outcomes for all IMCAPS lang majors include proficiency targets based on ACTFL standards. All UU BA students must pass at least a 4th semester course (or equivalent) in a world lang. UU AS majors must demonstrate 3rd year proficiency, lang majors 4th year proficiency. BYU BA degrees require lang study up to the 2nd or 3rd year level, depending on the lang. BYU AS majors, lang majors and minors, lang teaching majors and minors, and language certificate recipients require an OPI (90% of BYU lang majors score in the advanced range on OPI ACTFL scale, compared to 50% nationwide). BYU lang majors must also take the ACTFL Writing Proficiency Test and other proficiency tests which vary by lang (e.g. K: Lang Proficiency Test; J: Reading Proficiency Test and Lang Proficiency Practice Test; C: listening and reading ACTFL; R: reading exam).

BYU has developed FLATS tests for 52 langs (23 Asian) that are used by over 150 IHEs nationwide to determine lang proficiency (last year 1,044 Asian lang FLATS tests were given outside BYU). These tests assess listening, reading and grammar, and provide students with advanced proficiency an opportunity to receive 12-16 credits by examination. For 20+ years, BYU’s C program has administered diagnostic tests that assess Mandarin tone discrimination and students’ ability to hear and transcribe spoken syllables using Pinyin transcription. BYU distributes these diagnostic tests nationwide to IHEs for use in proficiency-based lang instruction. CLS provides pre- and post-StAb/internship lang assessment.

**§C. Non-language Instructional Program:** UU and BYU both offer extensive interdisciplinary

instructional programs to develop critical understanding of Asia in preparation for careers in areas of national need. Wide-ranging faculty backgrounds and disciplinary approaches ensure students gain a diversity of perspectives for engaging with Asia and international affairs (AP1). At UU and BYU, students enroll in AS non-lang courses across many disciplines from the AS

BA and MA, to International Studies (IS) BA programs, and courses dispersed throughout their general education curricula.

* + 1. **Courses across Disciplines**: UU offers **344** non-lang AS courses in **47** departments, programs, and profl schools (41% with 100% AS content). BYU offers **198** non-lang courses in

**29** departments, programs, and profl schools (46% with 100% AS content) (Appx 2). In the last cycle, UU created Global LEAP, focused on South Korea (and paired with StAb); supported Global Learning across Disciplines grants to faculty to

|  |
| --- |
| **Table C.1 Depth of Non-language AS Courses** |
| **Select Disciplines** | **# of courses** |
|  | **UU** | **BYU** |
| Anthropology | 8 | 12 |
| Art and Art History | 16 | 3 |
| Communications | 12 |  |
| Dance/Ballet | 5 | 7 |
| Economics | 20 | 4 |
| English | 4 | 3 |
| Ethnic Studies | 22 |  |
| Film Studies/Intl Cinema | 14 | 1 |
| Geography | 19 | 8 |
| History | 24 | 22 |
| Music | 2 | 5 |
| Philosophy | 4 | 2 |
| Political Science | 29 | 25 |
| Sociology | 11 | 4 |
| **All Professional Programs** |
| Architecture and Planning | 11 |  |
| Business/Management | 11 | 20 |
| Education | 16 | 7 |
| Engineering |  | 2 |
| College of Health/Health Sciences | 3 | 4 |
| Intl Affairs & Global Enterprise | 1 |  |
| Law School | 11 | 16 |
| School of Medicine/Public Health | 1 |  |
| Nursing and gerontology | 4 | 2 |
| Second Language Teaching |  | 7 |
| Social Work | 5 | 2 |

blend AS content into gen ed courses in disciplines ranging from Sociology to Art History (Appx 2); expanded AS offerings in the CoH with new courses in Classical J, J theater, and Traditional Asian Medicine, and in the College of Social and Behavioral Science (CSBS) with new courses on Refugees, Peace & Conflict in Asia, and Asian Economic History and Development. BYU added

courses in South Asian Humanities, History of Southeast Asia (SEA), and History of Mongolia.

A third of IMCAPS’ AS courses are included in our universities’ gen ed curricula, impacting students across our campuses. Courses undergo rigorous review (every 5 years) for inclusion and continuation in the general education curriculum, ensuring high quality of instruction as indicated by peer review of effective instructional practices and core skills and competencies.

* + 1. **b. Professional School Courses**: AS non-lang courses (114 in total; UU: 54; BYU: 60)

are thoroughly integrated through profl degree programs (Table C.1). Profl schools also offer many credit-bearing intl internships, externships, and faculty-led StAb in Asia (§D.1, Table D.5).

**C.2. Depth of AS Coverage:** UU has 13 depts and profl programs each offering more than 10 AS content courses (Table C.1). Notable depts include Philosophy, with one of the highest ranked C philosophy programs in the US; History (7 Asia/Pacific experts), and Art and Art History (7 courses with 100% Asian content). UU has notable faculty concentrations of interdisciplinary Asian expertise in the areas of Pacific Studies (5), gender (10), environment and sustainability studies (9), demography and health (15), diaspora and migration (17), language education (6), and development studies (15).

BYU has 4 departments and 2 profl schools each with 10 or more AS content courses. BYU is known for faculty strength in linguistics and lang pedagogy (§E), has 4 faculty in Asian political economy and 17 faculty in Asian Humanities. BYU plans to deepen strengths in this field with new courses on History of Asian International Relations and History of the People’s Republic of China. Together, BYU and UU have 25 faculty researching popular and visual culture and film studies. BYU’s CoH offers a minor in International Cinema Studies and runs the world’s largest and longest-running univ intl cinema program, screening 11 Asian films in 2021-22.

**C.3.a. Non-language Faculty:** IMCAPS faculty are in nearly every college and professional school with expertise on nearly every geographic region of Asia (Table C.2). A total of **79** UU faculty outside WLC teach **344** non-lang AS courses. BYU has **62** AS faculty outside of langs who teach **198** non-lang courses. Increasing AS faculty across disciplines is a priority at both schools. UU has attracted 11 new non-lang faculty in the last 4 years, including 2 in Education (Pacific Studies, language education), 2 in Writing and Rhetoric, 1 in Gender and Pacific Studies, 2 in History (Africa/Middle East (ME)/Indian Ocean), and 1 in Fine Arts (China).

Recent hiring of Asianists in CoEd, CoH and other units advances UU’s Equity Diversity and

Inclusion (EDI) and internationalization goals. BYU hired one Asianist in Sociology (Appx 2). UUAC is partnering with Geography to make a tenure track hire related to a new Asia, Health, Environment and Development (SEA-AHEAD) initiative. BYU will hire two political science faculty members with scholarly interests in East Asia.

|  |
| --- |
| **Table C.2 AS Faculty by Region\*** |
| **Region** | **UU** | **BYU** |
| East Asia | 46 | 67 |
| South Asia | 11 | 6 |
| Southeast Asia | 7 | 29 |
| Islam/Middle East | 8 | 18 |
| Russia | 3 | 19 |
| Pacific Islands | 6 | 9 |
| Asian American | 10 | 2 |
| Global Comparative | 20 | 24 |
| \*some faculty are counted more than once because they focus on multiple regions. |

**C.3.b. Pedagogy Training**: UU’s Center for Teaching and Learning Excellence (CTLE) coordinates efforts to support effective teaching among faculty and instructional assistants through courses, workshops, symposia, individual instructor evaluations, and a Higher Education Teaching Specialist designation for graduate instructors. CTLE sponsors the Global and Intercultural Learning Community, encouraging innovation in pedagogy and providing PD to integrate global learning across disciplines. BYU’s Center for Teaching and Learning holds TA and faculty training sessions on assessment and classroom management. BYU produces many online training videos on pedagogical topics. BYU’s Writing Program holds a required workshop each semester for all TAs, evaluates student writing, and supports a Student Writing Lab.

**C.4 Interdisciplinary Courses for Undergraduates:** IMCAPS offers **256** interdisciplinary non-lang courses with significant AS content (UU: 140; BYU: 116) (Appx 1), many of which fulfill general education requirements, broadening AS’s impact on undergraduates campus-wide. IMCAPS students are required to take courses across a range of disciplines for the AS and IS/International Relations (IR) majors and minors (Tables D.2, D.3). CoH and CSBS contribute core curriculum for Business majors that includes 6 AS courses (e.g., Global Indian Ocean and Geography of China). BYU’s CoH and Business school run a Global Business and Literacy

minor that integrates area studies and lang proficiency. All BYU undergrads can pursue CLS’ Language Certificate, requiring coursework in lang, culture, and literature.

# §D. Curriculum Design: D.1. Program Instruction, Quality, Requirements: IMCAPS

students pursue AS through 13 non-lang and 31 lang programs (Table D.1). Students in any

|  |
| --- |
| **Table D.1: IMCAPS Asian Programs at a Glance** |
| **UU** | **BYU** |
| **UU Program** | **Credit****Hours** | **Declared****Students** | **BYU Program** | **Credit****Hours** | **Declared****Students** |
| **Non-language programs** |
| BA/HBA (Honors BA) AS | 39 | 23 | BA AS (regional emphases) | 55-60 | 30 |
| Minor AS | 18 | 10 | Minor AS | 17-28 | 48 |
| MA AS | 30 | 6 |  |  |  |
| MA/MS Asian History | 30 | 1 | BA Intl Relations, Asia track | 60-86 | 77 |
| BA/BS/HBA/HBS IS(Asian language track) | 36 | 80 | BA Middle East Studies | 62-70 | 61 |
| BA Middle East Studies | 33 | 26 | Minor Middle East Studies | 16-24 | 14 |
| MS International Affairs and Global Enterprise | 39 | 49 | Global Business Certificate (A, C, J, K) | 9-24 | 39 |
| Total Non-language Majors/Minors | 195 | Total Non-language Majors/Minors: | 269 |
| **Language programs** |
| BA Chinese | 33 | 28 | BA Chinese | 47-60 | 36 |
| Minor Chinese | 15 | 39 | Minor Chinese | 17-42 | 88 |
|  |  |  | Minor Chinese Teaching | 27-43 | 1 |
|  |  |  | Chinese Flagship Certificate | 24-30 | 23 |
| BA Japanese | 33 | 43 | BA Japanese | 44-60 | 40 |
| Minor Japanese | 15 | 68 | Minor Japanese | 19-35 | 73 |
|  |  |  | Minor Japanese Teaching | 29-45 | 3 |
|  |  |  | BA Korean | 43-59 | 20 |
| Minor Korean/Korean Studies | 15 | 32 | Minor Korean | 16-42 | 57 |
|  |  |  | BA Arabic Language | 43-51 | 27 |
| Minor Middle East Language: Arabic | 22 | 13 | Minor Arabic | 31-35 | 36 |
|  |  |  | Arabic Flagship Certificate | 30-40 | 28 |
| Minor Middle East Language: Persian | 22 | 6 | BA Russian | 52-87 | 63 |
| BA Russian | 36 | 15 | Minor Russian | 26-33 | 18 |
| Minor Russian | 15 | 25 | Minor Russian Teaching | 23-40 | 0 |
| Graduate Language and CultureCertificate (Arabic, Chinese, Japanese, Korean) | 15 | 2 | Language Certificate (C, J, K, R,A, Cebuano, Indonesian, Tagalog, Thai or Vietnamese) | 9-25 | 64 |
|  |  |  | MA Comparative Studies | 33 | 17 |
| MA Language Pedagogy (MALP) | 30 | 8 | Minor Dual Language Immersion K12 Teaching (emphasis in Chinese) | 16 | 28 |
| MA World Languages (emphasis in an Asian language) | 36 | 8 | MA Second Language Teaching (emphasis in C, J, R, A) | 33 | 11 |
| Total Language Majors/Minors: | 287 | Total Language Majors/Minors: | 633 |
| Total Majors/Minors in all Asian Programs: | 482 | Total Majors/Minors in all Asian Programs | 902 |

major may elect an honors track, completing a thesis under the direction of AS faculty. BYU ranks 4th for student engagement (WSJ/Times Higher Ed), is a top 50 school for preparing students for the workforce and a top feeder school for PhD programs (Global Univ.

Employability Rankings). BYU and UU house many top profl programs with linkages to Asia (incl business, med, and law) and UU has top ranked online BA, MA and profl degrees (OnlineColleges) that expand access to diverse students, including those from historically underrepresented groups, as well as working professionals and enlisted military members.

|  |
| --- |
| **Table D.2 Asian Studies Major/Minor Requirements** |
|  | **UU AS Major** | **BYU AS Major** |
|  | **Course** | **Credits** | **Course** | **Credits** |
| **Language** | Fulfill university BA language requirement 2nd year proficiency in Asian language | 3-16 | Fulfill university language requirement | 3-16 |
| 2 upper-division language courses or 2 approved research methods courses | 6 | 3 upper-division language courses | 10 |
| **Core Courses** | Intro to Asian Civ Modern Asia | 33 | Intro to Asian Studies Asian Literary Tradition | 33 |
| 1 upper-division course on AS research/career exploration | 3 | Intro to Asian History Humanities of Asia | 33 |
| 1 Asian political science course | 3 |
| 2 sequential history courses | 6 |
| Senior Seminar | 1 |
| **Electives** | 5 upper-division courses from atleast 3 departments with a regional focus | 15 | 6 upper-division courses from at least 3 departments | 18 |
| **Non-Focus Electives** | 2 upper-division courses from Asian Studies outside of the regional focus | 6 |  |  |
| **Signature Experience** | Mandatory internship, service learning, research project, or study abroad program related to Asia | 3+ |  |  |
| **Additional Info** | Students are encouraged to double major or minor in an Asian language | Majors are expected to do work in Asia via study abroad, internships, mentored research, etc. |
|  | **UU AS Minor** | **BYU AS Minor (C, J, K, or Pan Asia Track)** |
|  | **Course** | **Credits** | **Course** | **Credits** |
| **Language** | None required, but language courses count as electives\* |  | Demonstrate 2nd year proficiency in Asian language | 8-16 |
| **Core Courses** | Asian Civ *or* Modern Asia1 upper-division course on AS research/career exploration | 33 | Intro to Asian History | 3 |
| **Electives** | 4 upper-division AS classes from at least 2 departments | 12 | 3 courses from 3 disciplines about C, J, K, or Pan Asia Track | 9 |
| **\***UU’s AS Minor is for students interested in Asia who have not had the opportunity to take an Asian language. |

AS majors at BYU and UU require regional depth, interdisciplinary breadth, and an engaged learning experience (Table D.2). UU students select from 7 regional tracks within the AS major: China, Japan, Korea, South Asia, SEA, the Pacific, and Russia & Central Asia. UU AS majors also complete a 3-credit “signature experience,” completing a StAb, independent research project, or community engaged learning course within their target AS region/language. UU also has an AS MA program that allows students to combine lang study with disciplinary expertise for profl careers or further grad study (Table D.4). This program’s graduates have gone on to top-ranked AS PhD programs and nonprofit, business and govt careers. BYUASP has major/minor tracks for China, Japan, and Korea, and a pan-Asia minor. A UU graduate certificate in AS is in development (§I.4). With 330 majors, UU’s IS degree (BA/BS) is the largest interdisciplinary major on campus. IS students choose a thematic emphasis within the major, as well as a language focus, which may include C, J, K, Viet, R, A, or Persian (Table D.3). BYU’s IR major includes an Asia track that currently attracts 77 students, roughly 40% of IR majors (Table D.3). UU and BYU AS Dirs work with depts across campus to maintain high quality course offerings and rigorous standards, and to promote Asia-related faculty hiring.

IMCAPS also offers a wide range of grad and profl degrees incorporating AS options. UU has 2 interdisciplinary grad programs with AS specializations (Table D.4). In addition to UU’s AS MA students enumerated in Table D.1, 68 grad students and postdocs across campus focus on Asia. Roughly 2/3 of faculty-led Asia/Pacific study abroad (StAb) programs are designed for profl school students (yet open to all students (Table D.5)).

UU’s profl schools and programs offer 63 non-lang courses with significant AS content (Table C.1) and 17 intl internship opportunities managed by the Hinckley Institute of Politics

(HIP). UU’s Global Health Initiative and Center for Global Surgery, involving School of Med, Public Health, Pharmacy, Nursing, Physician Assistant Program, Col of Social Work, and Dental school, provide student, faculty, and physician exchanges with partner universities and hospitals

|  |
| --- |
| **Table D.3 IMCAPS IS/IR Major Requirements (Asia/ME)** |
| **UU IS BA** | **Course** | **Credits** |
| Language Requirement | 2 upper-division Asian/ME language courses | 6 |
| Core | 1 Peoples & Cultures core course | 3 |
| Courses | 1 Global Challenges core course | 3 |
|  | 1 Global Systems core course | 3 |
| Thematic Emphasis | 6 upper-division courses on Asia/ME (from at least 3 different departments). | 18 |
| Study Abroad | Mandatory internship/study abroad in Asia/ME | 3 |
| **BYU IR BA** | **Course** | **Credits** |
| Language Requirement | Two 300-level courses (A, C, J, K, R) *or* one 300-level course in Burmese, Cambodian, Cebuano, Fijian, Hiligaynon, Hindi, Hmong, Indonesian, Kiribati, Lao, Malay, Marshallese, Mongolian, Samoan, Tagalog, Tahitian, Thai, Tongan, Vietnamese | 3-6 |
| Core Courses | 4 intro courses (Econ, Geography, Intl Politics, and Comparative Govt) | 12 |
| Calculus and Political Inquiry | 8 |
| 3 courses in statistics and econometrics | 10 |
| 1 upper-division foreign policy course | 3 |
| 1 upper-division IR course | 3 |
| 1 upper-division comparative politicscourse | 3 |
| Asia or ME Emphasis | Complete 4 courses about Asia or ME from at least 2 disciplines | 12 |
| Asia or ME Capstone | 1 senior seminar in AS or MES or study abroad/internship + research paper | 1-3 |

worldwide. In addition to faculty-led StAb, the Global Health Initiative offers programs at hospitals in Asia: emergency medicine in Vietnam, pediatrics in India, urology and general surgery in Mongolia, cardiothoracic surgery in China, public health in S. Korea; clinical teaching, hospital certification, and community health development in China; and opportunities for student

research abroad in India (maternal and infant health), China (enteric pathogenic organisms), and Nepal (physician assistant education, malnutrition, perinatal outcomes and health system capacity). College of Social Work and UNP (§7) run an interdisciplinary research/service- learning program with refugee populations on the Thai/Burma border. Upon return, students continue work with the local refugee population from Myanmar. UUKC provides several professional degrees (BAs in Civ/Env Eng, Electrical/Computer Eng, and Biomedical Informatics). Following 3+1 and 1+1 structures, UUKC BA and grad programs foster bilateral

student exchange between Salt Lake City (SLC) and Korea. Many UUKC degree programs feature AS courses (Appx 2).

BYU’s profl programs offer 60 courses with Asia content. According to *Clinical Law Review*, BYU law school’s credit-granting externship program is one of the nation’s largest, with 81% of students participating, many with an Asian lang. BYU’s Marriott School of Management offers 3 programs with AS options: an Intl Business minor for MBA students (requires intl business courses, participation in foreign business projects, internships, and/or study abroad in Asia); a Global Business and Literacy minor for non-business majors (requires advanced Asian lang and culture classes and an intermediate-high OPI score); and Global Management grad and undergrad certificates (requiring 2 intl business classes, a business lang course in C, J, K, R, or A, and intl business experience). BYU’s Nursing degree requires global field work (available sites include India, Fiji, Taiwan, Tonga, and Vietnam) and the Col of Engineering has several Asia StAb programs.

**D.2. Advising:** All IMCAPS AS and IS/IR degree programs encourage students to meet regularly with advisors to discuss course and career options. At UU, 86% of declared students in AS, IS, and Middle East Studies (MES) meet with an advisor once a year, and 68% of students meet with an advisor 2+ times per year. The 2 FT advisors meet at weekly advising meetings and collaborate to guide students to appropriate programs. UU’s WLC Dept employs 3 FT advisors and 2 PT student advisors. Advisors hold career and academic exploration events, career panels, networking events, intl grad program fairs, and lang fairs. Additionally, advisors created a YouTube series, *Travelling While...,* that presents StAb experiences of historically excluded individuals (e.g. students of color, LGBTQ+, etc.) and perspectives on StAb in personal and professional development (AP1). UU’s AS core course, Exploring Asia, links AS to academic

and nonacademic intl careers, from research to diplomacy. Career counseling is integral to the HIP global internship program which requires pre-and post-internship meetings with the Dir and weekly communication during the internship. All advisors work in partnership with UU’s Career

and Prof. Dev. Center (19 staff; 8 student employees) to offer the Going Global forum, provide

|  |
| --- |
| **Table D.4 UU Interdisciplinary Non-language Graduate Programs** |
| **MA Asian Studies (established 2008)** |
| **Description** |
| Students receive advanced language and area studies education and explore its application to K12 education, public health, medicine, social work, public policy, law, business, engineering, and other professional fields. The AS MA serves students who are preparing for further academic studies at the PhD level, as well as those who are pursuing careers in government service, the nonprofit sector, intl law, intl business, and education. |
| **Students** |
| # graduated (since 2008): 20 | # currently enrolled: 6 | #admitted (fall 2021): 3 |
| **Requirements** |
| * Credits: 30 (8 three-credit courses and 6 credit thesis)
* Proficiency: minimum 3rd year proficiency in an Asian language.
* Concentration: both regional/country concentration and a disciplinary concentration are required.
 |
| **MS International Affairs and Global Enterprise (MIAGE) (established 2008)** |
| **Description** |
| This joint program offered by the College of Social and Behavioral Sciences, the College of Law and the School of Business employs a rigorous interdisciplinary curriculum. Students combine knowledge of general international business studies and international law with knowledge about the socio-cultural and political-economic global context within which businesses, governments, and non-governmental organizations operate. MIAGE students can concentrate on AS (as outlined below). |
| **Students** |
| # graduated (since 2008): 140 | # currently enrolled: 49 total (30% AS; 15 AS) | # admitted (fall 2021): 29 |
| **Requirements** |
| * Credits: 39 (including 18 elective credits from multiple departments/professional schools; all of which may focus on Asia)
* Proficiency: minimum 2nd year proficiency in an Asian language
* Paper/Project: culminating research paper/project that integrates interdisciplinary perspectives to a subject (Asia-related) or International Internship: Full time 12-week international internship (in Asia)
* International Internship: Full-time 12-week intl internship required for students with less than 6 months of professional experience at the beginning of the program in Asia
* Optional Language and Culture Certificate: Students take 5 upper-level courses in Asian language and area studies (certified through WLC)
 |

feedback on personal statements and CVs, and disseminate information on marketing intl studies and lang credentials. Annually, advisors offer 3 campus-wide career and intl opportunities fairs and a statewide teacher employment fair. AS students also participate in CoH’s credit-bearing course on career planning.

BYU’s combined CoH and FHSS Advisement & Careers Office (12 FT staff and 12 students)

provides academic and career advising in addition to hosting workshops, information sessions, and an annual internship fair. KCIS’ Academic & Career Advisement Center has 2 FT advisors and 3 student advisors shared by all International and Area Studies (IAS) majors. It sponsors

an IS program fair each semester to promote intl internships and StAb opportunities. KCIS hosts over 25 intl career lectures annually, with the number of “Ask Me Anything” forums featuring professionals with intl careers in the govt and private sector doubling over the last 2 years (AP1). KCIS also recently launched "Kennedy Mentors" wherein its majors and minors are paired with a professional in an intl career (business, law, diplomacy, national security, development) who mentors the student one-on-one until graduation (and beyond).

**D.3.a. Study Abroad:** Since 2000 BYU has consistently been a top-ranked school for student StAb participation according to the Open Doors Report. Since 1965, UU’s HIP program has grown into one of the most comprehensive and prestigious intl internship programs. Most IMCAPS students enhance their intl education through participation in StAb or internship programs. About 25% of UU/BYU StAb students go to Asia. The Learning Abroad Office employs 1 Dir, 1 Assoc Dir, 2 Admin Assists, 4 Learning Abroad Coords and 3 peer advisors. HIP employs 1 global internship Dir and 2 full-time support staff, in addition to student staffing. Each host fairs every semester and advise students on StAb/internship opportunities. In AY 2018-19 (pre-pandemic), 138 UU students participated in StAb and internships in Asia.

In 2018-19 BYU once again ranked among the top universities sending students abroad (2,560); 355 BYU students participated in StAb to Asia, and 100 were from institutions other than BYU. BYU’s Intl Study Programs office employs a Dir, 5 Program Coords, 8 support staff, and 30 peer advisors and hosts a StAb fair on campus each semester. It offers 5 types of StAb: Faculty-led programs (Table D.5), internships, field study, direct enrollment and individual

experiences. Many BYU students participate in performing arts StAb programs, receiving

cultural training from BYU faculty before and during their frequent Asia tours. Vocal Point

|  |
| --- |
| **Table D.5 Faculty-led Programs at a Glance** |
| **Programs focused on the Professions** | **Language and Area Studies Programs** |
| **UU Professional Program** | **Country** | **Field** | **UU Program** | **Country** |
| Information Systems | Japan, Korea | Business | Intensive Chinese | China |
| Business | Singapore, Malaysia | Business | Intensive Japanese | Japan |
| Business | China | Business | Intensive Arabic | Egypt |
| Business | UAE | Business | Himalayan Film | Nepal |
| Thai Border Refugee Camps | Thailand, Burma | Social Work | UU Asia Campus | Korea |
| Architectural History | Japan | Architecture | Global Leap | Korea |
| Ancient Traces, Changing Spaces, Modern Faces | Mongolia | Social Work |  |  |
| Society, Development, and Health | Korea | MPH/Social Sciences |  |  |
| Global Public Health in the Himalayas | India | MPH/Geography |  |  |
| International Elective | Nepal, Thailand | Health Sciences |  |  |
| International Elective | Thailand | Pharmacy |  |  |
| **BYU Professional Program** | **Country** | **Field** | **BYU Program** | **Country** |
| Intl Design & Development | Singapore | Engineering | Japanese Language | Japan |
| Asia Information Systems | China, Japan, Korea and Thailand | Business | Chinese Language | China |
| Asia Pacific Business SA | Cambodia, China, Korea, and Thailand | Business | Chinese Flagship Capstone | China |
| China Globalization & Technology, Eastern Religion | China | Business | Arabic Flagship Capstone | Morocco |
| Identifying Emerging Disease in India Internship | India | Health Sciences | Arabic Intensive Program | Jordan |
| Manufacturing Engineering: Asia Spring | China, Taiwan | Engineering | Russian Language | Russia |
| MBA Asia SA | 10 countries in Asia/ME | Business | Korean Language | Korea |
| Nursing SA | India, Taiwan, Tonga, Fiji, Vietnam | Nursing | South Pacific Art | New Zealand, Fiji |
| Oxford to India Global Business Seminar | U.K. and India | Business | Island Biogeography | New Zealand, Samoa, Fiji |
| Asia Information Systems | China, Japan, Korea, Thailand | Business | Geography of Asia | Indonesia, Thailand, Cambodia, Vietnam,Japan |
| Asia Pacific Business SA | Australia, Cambodia, China, Korea, New Zealand, Thailand | Business | Pacific Ecology | Samoa, New Zealand |

toured China and Thailand in 2019. BYU Singers toured Vietnam and Indonesia in May 2018, and the Young Ambassadors Ensemble toured China in 2019 and Japan in 2020.

**D.3.b. Study Abroad Access:** UU belongs to several StAb consortia providing access to Asia/Pacific, e.g., Council on International Education Exchange, International Studies Abroad, Cultural Experiences Abroad, the Education Abroad Network, and University Studies Abroad Consortium. BYU is an institutional member of the Stanford-run Inter-University Center for Japanese Language Studies in Yokohama, allowing BYU students to participate in the most prestigious American university-run program for advanced Japanese. UU has 54 MOUs with IHEs across Asia. BYU has 22 MOUs with Asian universities. AS students studying LCTLs that lack a UU or BYU lang intensive program are supported with scholarship funds to do lang study through partner universities in Asia. Each year about 75 BYU and UU students earn academic credit by doing a StAb program through another IHE. BYU and UU prioritize StAb/intl internships and make them accessible to all students. BYU provides $8.1 million across campus to support experiential learning programs and KCIS Global Opportunities scholarships total

$343,000 annually. UU’s StAb scholarship fee ($3.00/student/semester) yields nearly

$233,000/yr in scholarships, and HIP’s global internship scholarships total $343,000 annually.

**§E. Staff Resources: E.1.a. Qualifications.** (Details in Appx 2). Kim Korinek, Prof of

Sociology, has served as UUAC Dir since 2017, and served as UUAC Assoc Dir from 2011-15. Korinek has been an Asia Research Institute Senior Research Fellow at the National Univ of Singapore and is Co-PI of Mahidol Univ’s Migration Center Joint Research and Policy Unit. She is PI (since 2012) of the Henry Luce Fdn funded “Mekong Region Development Research Group,” which builds capacity and networks for research across SEA, and the NIH-funded “Vietnam Health and Aging Study” with Hanoi Medical Univ (2017-2022). Eric Hyer, Assoc Prof. of Poli Sci, has been BYUASP Coordinator since 2008 and has co-managed the TVI NRC consortium since 2010. He published *The Pragmatic Dragon: China’s Grand Strategy and*

*Boundary Settlements* (2015) and has received support from the Chiang Ching-kuo Foundation, been a Fulbright Scholar, a Pew Faculty Fellow at Harvard’s Kennedy School, and a Council on Foreign Relations Intl Affairs Fellow at the State Dept’s Office of China Affairs (2018-19).

To maximize efficiency and collaboration, BYUASP and UUAC share staff with other programs. UUAC operates in IAS, with 8 FT and 4 PT employees (7 FT and 3 PT shared with CLAS). Staff have extensive intl experience and advanced lang skills and receive ongoing PD. Assoc. Dir.-Admin Bryce Garner (MPA, BA History/AS; speaks J, Viet, and C), has 12 years’ experience working for UUAC/CLAS, managing daily operations, staffing, budgets and grant administration, incl NRC and FLAS. Other FT staff include: 2 Academic Advisors, 1 FLAS and Scholarship Coord and Graduate Advisor, 1 K16 Outreach Coord (AP2, CP), 1 C K12 Outreach Coord (AP2, CP), 1 Events and Communications Coord, 1 Program Asst. (§2.A.c, 2.B.b).

BYUASP is housed in the KCIS with other area studies programs, including the IMCLAS NRC, and StAb office. BYUASP has admin support from the KCIS Dir; 3 Assist Dirs over academic programs, events/outreach, and StAb programs; 2 academic advisors; 4 StAb/internship advisors (plus 6 support staff); 1 accountant and 2 financial assistants, 2 communication Coords, 1 events/marketing Coord, 2 risk safety and security managers, 1 administrative secretary (with 3 PT assists), a travel office with 4 FT employees and approx 85 student assists. BYU ASP shares a FT FLAS Coord with the Latin America NRC.

IMCAPS has **231** affiliated teaching faculty, **165** of which are tenure track. They are productive scholars who publish with major presses and journals (Appx 2). Their work has been awarded grants and fellowships from the Mellon Fdn, NEH, ACLS, NIH, NSF, Japan Fdn, Ford Fdn, RW Johnson Fdn, Korea Fdn, USAID, Luce Fdn, Chiang Ching-kuo Fdn, Social Science Research Council, Dept of Education, Council on Foreign Relations, and others. They are active

in national and intl scholarly organizations, notably ACTFL (CLS Dir Clifford was president 2x) and the Association for Asian Studies. IMCAPS faculty also consult for local, national, and intl organizations including: SLC and UT NGOs, USBE, College Board, Human Trafficking Legal Center, UN Development Programme, World Trade Center Utah, and Fair Labor Association.

Their expertise is sought by many US and Asian governments, e.g., US State Dept, City of San Francisco, Judicial Council of California, Taiwan Ministry of Culture, and Taipei Economic and Cultural Office. From 2018-22, IMCAPS hosted intl faculty fellows researching subjects like Korean Culture, Caste and Labor in India, and South Asian literature, funded by Fulbright Fdn, American Council of Learned Societies, and others.

**E.1.b. Professional Development:** UU offers research grants to faculty through the Univ Research Committee, Faculty Small Grant Program, Interdisciplinary Research Program, Faculty Fellow Awards, Funding Incentive Seed Grant Program, and others. These grants can all be used for research and travel abroad. The Univ Research Committee, THC, and individual colleges also fund research leaves in addition to regular sabbaticals, which occur every 6 years. AS faculty also routinely receive CoH intl travel grants, conference grants, and KickStart funding for extramural proposals. At UU, the Univ Teaching Committee and Council of Dee Fellows provide teaching grants. UU’s CTLE runs faculty learning communities (incl. for global learning), workshop series, and teaching symposia. BYU has a program wherein every 6 years faculty receive 1-2 semesters leave for PD. BYU’s Research Administration Office supports faculty research and grant writing boot camps. Depts, colleges, and KCIS have generous funds for research and conference travel. BYU’s Faculty Center offers ongoing faculty PD on teaching and publication strategies (§A.1.b). UU/BYU also funds ongoing PD for staff including conference and training program attendance and enrollment in courses and degree programs.

Academic Advisors and Outreach Coords attend at least 1 national conference per year.

**E.1.c. Teaching, Supervising and Advising:** Most IMCAPS courses are taught by tenure- line faculty or FT lecturers, many of whom have received departmental, college, and university teaching and mentorship awards. All IMCAPS faculty, including the program Dirs, teach and advise undergrads, and participate on MA and PhD committees. UU AS majors complete a signature experience project with a faculty mentor and the Dir teaches the required core research and career exploration course. BYU AS faculty chair Honors thesis committees. Student research programs at each school fund faculty-mentored research and host annual mentored student research conferences (UU: 3/year; BYU: 1/year). Students annually publish a journal, *The Rice Papers,* under the supervision of BYUASP faculty.

UU IAS’ 2 FT academic advisors and KCIS’ 2 FT academic advisors spend approximately 20% of their time with AS students, providing mentorship on study plans that integrate StAb, internships and career planning (§D.2.a). IMCAPS’ FLAS Coords regularly hold networking “meet and greets” and sessions on preparing scholarship applications (including Boren and other prestigious national scholarships), in addition to providing one-on-one advising. They work closely with each campus’ career services. UUAC’s FLAS Coord also serves as MA advisor (shared with CLAS), providing academic and career mentoring. In AY22, UUAC’s FLAS Coord will partner with the FLAS Coord for the Center for East Asian Studies at the University of Wisconsin-Madison to launch an annual virtual forum featuring former FLAS fellows talking about their career trajectories and post-FLAS lang utilization and advancement.

**E.2. Center Staffing – Oversight, Admin, Adequacy:** For staff info, see §E.1.a. Faculty affiliate with UUAC and BYUASP, neither of which holds its own lines. At UU, the Dir oversees AS academic programs, all center activities, and the CI, in consultation with its Dir.

UUAC will create a new position in 2022, Assoc Dir for Academic Affairs, to oversee FLAS, Asian Studies Program (ASTP) BA and MA programs and their evaluation, while the Dir oversees NRC programs, other grants, and staff. The additional position, funded by UU’s Provost, will significantly increase center capacity. After 16 years of positive, productive relationships with UUAC and USBE, UU central admin plans to close the CI in June 2023.

Looking ahead, the UUAC Dir and staff will work closely with WLC, L2TReC and USBE to sustain high quality outreach and training activities with C DI.

The UUAC has a 9-member advisory board and curriculum committee (7 faculty, 1 staff, 1 student) that meets formally at least 2x/year and frequently consults informally. UUAC faculty meetings are held 2/year to discuss initiatives, plan, and vote on program revisions (30-40 attendees). A UUAC faculty committee representing the lang, regional, and disciplinary range of applicants decides on MA admissions and FLAS awards (§HF). The BYU ASP Coord reports to the VP for Int Affairs and leads a committee of the whole (40 faculty, incl the AS librarian) that meets once per semester to review initiatives and make decisions on program changes and students awards. IMCAPS faculty contributed to 2022-26 NRC program planning.

UUAC’s Dir meets biweekly with the other area studies program directors (all report to the CoH Dean), and consults regularly with OGE. The KCIS Dir is an Assoc Intl VP and sits on the IAS Committee chaired by the Intl VP along with FHSS and CoH deans. The AS Coord meets monthly with other KCIS Area Studies Coords and annually with the IAS committee to review and report on the year’s AS activities. UUAC outreach is handled by 1 K16 outreach Coord, CI Dir, and C K12 outreach Coord. At BYU, outreach activities are handled by BYUASP Dir, KCIS Assist Dir for events and outreach, 1 FT events/marketing Coord, 1 PT staff, and 4 students.

UUAC and KCIS each actively recruit and engage faculty affiliates from departments, profl

schools, and libraries in their programming and faculty governance. MLIB’s Asia librarian is involved regularly in UUAC faculty meetings and one-on-one faculty consultation. Several profl school faculty participate in UUAC faculty meetings, events, and advisory bodies. UUAC’s new working group for C lang learners is purposefully interdisciplinary and engaged with several profl schools. BYUASP works closely with BYU’s CIBE and engages profl school faculty in initiatives and on FLAS selection committees. BYU’s Asia Librarian, by agreement with the library, teaches the Intro to Asia course each semester.

**E.3. Nondiscrimination**: Both UU and BYU are Affirmative Action/Equal Opportunity Employers and meet the standards of the Americans with Disabilities Act. UU’s 102 AS faculty include 52 women, and 57 underrepresented minorities. UU’s nondiscrimination policies and procedures are codified in UU’s Nondiscrimination Policy Rev. 3 and the Equal Opportunity and Nondiscrimination Employment Policy. BYU’s nondiscrimination policies and procedures are outlined in the University Equal Opportunity, Grievance, and Unlawful Sexual Harassment and Inappropriate Gender-Based Behavior Policies. At BYU, 41 of the 129 AS faculty are women, 39 are underrepresented minorities. Both centers have diverse staff and emphasize diversity in all hiring efforts. We adhere to fair hiring practices and procedures in conducting all searches.

 **§F. Library:** IMCAPS’ student and faculty research is supported by Asia holdings at UU’s

MLIB, BYU’s Harold B. Lee Library (HBLL), and the Family History Library (FHL) in SLC, the largest genealogical library in the world, which contains rich Asian primary sources.

Princeton Review of academic libraries ranks HBLL in the top 20—and in 2017 HBLL received the Innovation in Instruction Award from the American Library Association. To maximize resources, MLIB and HBLL have maintained a cooperative acquisition arrangement for area studies since the 1970s (BYU focuses on AS, and UU focuses on ME). This allows faculty and

students from both institutions access to 2 stellar area studies library collections (§F.2.a). BYU’s Museum of Art and Utah Museum of Fine Arts (UMFA) hold small but significant collections of Asian art, used for faculty and student teaching and research (§H.3) (e.g., J Tokugawa era woodblock prints and Chinese porcelain).

* + 1. **Library Holdings:** BYU has the best AS library between the Mississippi River and

California with collection strengths in many regions (China, Japan, Korea, SEA, Mongolia,

|  |
| --- |
| **Table F.1 Physical Book Counts on Asian Studies Subjects MLIB/HBLL** |
| **Language** | **Holdings** |
|  | **MLIB** | **HBLL** |
| Arabic | 48,700 | 1,398 |
| Chinese | 6,376 | 25,419 |
| Japanese | 1,939 | 7,018 |
| Korean | 755 | 4,647 |
| Persian | 7,491 | 96 |
| Russian | 1,023 | 2,139 |
| Other Asian Languages | 1,023 | 221 |
| English | 66,183 | 41,177 |
| All other Languages | 16,335 | 7,714 |

South Asia) and academic subjects (history, country studies, missions, literature, and C, J, K language). The AS Librarian works closely with instructors and students to provide full-text C academic resources in a

variety of disciplines by subscribing to the China National Knowledge Infrastructure, China Online Journals, and Dragon Source databases (full-text access to over 19,000 digitized periodicals in C). HBLL also subscribes to the KCI Korean Journal Database which contains over 2,500 journals (1.4 million articles), covering arts, humanities, history, business, science, engineering, and other disciplines. Articles that are not available can be requested through Interlibrary Loan.

MLIB has a robust AS physical collection with a large focus on ME languages and subjects (incl Islam in SA and SEA) (Table F.1, F.2). The ME library (i.e., the Aziz S. Atiya Collection), one of the largest in North America, is recognized internationally as a major center for research. MLIB’s digital collection spans AS languages and includes nearly 11k eBooks and over 8.5k electronic journals (Table F.1, F.2). MLIB also subscribes to 37 databases relevant to AS. HBLL’s physical holdings in AS concentrate on C, J, K, and R materials (Table F.2).

HBLL’s Special Collections include the Helen Foster Snow collection (3,000 photographs, diaries from China: 1932-1942); Cook Collection (20th century C agriculture data: 6,500 reports, 50,000 print photographs, interviews with farmers); and Bruning Collection (250 rare J materials: maps, hand-painted silk and paper scrolls, illustrated books, 8th century printed scrolls), Victorian-era books about China travel, Arabic manuscripts, maps, and photographs.

HBLL’s Music and Dance Library houses 45 rare instruments from Asia along with musical scores, books, and recordings by Asian artists.

MLIB’s Special Collections has one of the top rare book collections west of the Mississippi. Rare Asian books include a set of sacred Buddhist writings printed in China in 1440, 3,700 rare books in Arabic and Persian (many unique to UU), the largest Arabic papyrus, parchment, and

|  |
| --- |
| **Table F.2 Material Counts by Language, MLIB and HBLL combined** |
| **Language** | **Physical Books** | **eBooks** | **Physical Journals** | **eJournals (links)** | **Other Materials** |
| Arabic | 83,037 | 3,798 | 17,213 | 922 | 1,788 |
| Chinese | 65,141 | 1,784 | 27,864 | 20,443 | 3,302 |
| Japanese | 19,561 | 441 | 14,799 | 1,627 | 3,069 |
| Korean | 10,641 | 126 | 3,420 | 2,739 | 1,412 |
| Persian | 10,442 | 132 | 2,183 | 461 | 902 |
| Russian | 48,635 | 2,258 | 9,763 | 3,103 | 7,101 |
| Turkish | 11,280 | 132 | 2,739 | 940 | 899 |
| Other Asian Languages | 9,949 | 5,809 | 76 | 1,595 | 5,088 |

paper collection in the US (over 1,600 original documents), and rare books from SEA. Special Collections also contains

photographs, original manuscripts, audio and video recordings, oral histories, and other materials related to the Asian diaspora and Asian-American experiences. Other holdings include the Sayegh Collection of diplomatic documents from Kuwait, Levey Collection (Islamic science and medicine books, articles, manuscripts, personal papers), Tierney Photograph Collection, materials from the Russian revolution, and a PI oral history archive.

* + 1. **Financial Support:** HBLL’s FT AS Librarian (Timothy Davis, PhD Chinese History) is supported by 1 FT C Lang Cataloguing Specialist, and 1 PT student assistant. The R collection is supported by 1 FT librarian, 1 FT staff, and 1 PT student. The ME collection has 1 PT

librarian. Total HBLL support last year was $744,900 (salary & benefits, $618,400; acquisitions,

$126,500). Total MLIB support last year was $664,717 (salary & benefits $43,641; acquisitions

$621,076). MLIB dedicates 2 AS librarians, 2 ME librarians, and 1 linguistics librarian to support faculty and student teaching and research. MLIB’s Collection Management team includes 5 catalogers who dedicate a portion of their time to Asian langs. MLIB’s new head of collection management (England) is committed to strategic expansion of AS holdings and access to best serve student and faculty needs (§I.1.d).

MLIB allocates roughly $50K to the acquisition of monographs for AS annually. MLIB further allocates roughly $552K annually to support databases and an estimated $20K annually for journals specific to AS. HBLL allocates $55,000 annually for C, J, K, South Asian and SEA monographs, $4,000 for A monographs, and $17,000 for Slavic languages, mostly R. Annually, HBLL allocates $27,800 for database subscriptions with exclusive C, J, K content and another $1 million for 120 additional databases dedicated to humanities, social sciences, and intl business analysis that provide some Asian content.

* + 1. **Other Collections:** BYU and UU maintain a strong cooperative arrangement, granting all students and faculty full access to both institutions’ collections. MLIB and HBLL are members of RapidILL, Greater Western Library Alliance, UT Academic Library Consortia, and Assoc of Research Libraries. Both have access to the Center for Research Libraries Catalog, cooperative Online Computer Library Center, WorldCat, Digital Public Library of America (DPLA), and Hathi Trust.

Through interlibrary loan arrangements, in 2019, BYU students/faculty borrowed 20,357 and HBLL provided 24,884 materials. MLIB borrowed 15,908, fulfilled 7,796 in-house document

delivery requests for UU student/staff/faculty, and provided 22,640 materials to other IHEs. MLIB also offers acquisition support to UUKC faculty and students.

FHL’s collection, free and open to the public, contains Asian vernacular resources such as local histories, archival materials, biographies, and local gazetteers. These include the world’s largest collection of C and K genealogies, the 3rd largest collection of C local histories, the largest collection of C civil and military service examination rosters from the Qing dynasty, samurai genealogies, land and village records from Japan, Hindu pilgrimage records from India, and oral genealogies and civic registrations from Indonesia, Malaysia, and the PI. IMCAPS faculty, students, and intl scholars use these Asian primary sources. BYU’s HBLL includes a FHL satellite facility where patrons have on-site access to nearly all of FHL’s collection.

* + 1. **Access to Our Collections:** Through library consortia (§F.2.a), UU and BYU participate in reciprocal lending. In 2019, MLIB/HBLL provided 70,499 items and borrowed 57,758 items from consortia partners. During the pandemic, MLIB has significantly expanded patron Home Delivery service, including delivery of print materials and electronic equipment like laptops and WiFi hotspots to support remote access to library resources.

IMCAPS libraries are at the forefront of expanding digital access (§I.1.d). HBLL and MLIB both contribute content to the Mountain West Digital Library shared through DPLA. MLIB hosts the program and staff and provides equipment, search portal licenses, and financial management. HBLL is a collections partner and hosting hub. DPLA offers access to over 44 million items drawn from IHEs across the US, including worldwide digitized primary source materials. HBLL and MLIB have been named by DPLA as 2 of the top 25 most accessed providers of content.

MLIB/HBLL Special Collections departments have active public programs for scholars, IHEs, and the public. Recently HBLL sponsored 3 exhibits highlighting works of Japanese art drawn

from their special collections. MLIB’s “History of the Book” and “Treasure Chest” programs showcase Asian materials from special collections to IHEs, HSs, community groups, and the UT National Guard (among others), reaching approximately **4,000 people** annually.

# §G. Impact and Evaluation: G.1. Impact of Activities and Training Programs: By training

the **1,384** majors and minors in our Asian lang and areas studies programs (Table D.1) and **6,868** students enrolled in our AS lang courses, IMCAPS is imparting critical regional and lang knowledge for significant cohorts entering intl careers and graduate education (Table B.1).

Collaboration with SLCC (CP) extends our reach, making NRC resources available to the majority of higher education students in UT. In partnership with USBE and K12 schools, we impact curriculum and instruction for **over 12,000** additional students, preparing them to excel in lang and area studies in university and careers. IMCAPS’ national leaders in lang instruction and assessment are training the next generation of Asian lang teachers whose expertise will improve AS lang ed across UT and nationwide (§B.3, §B.4). Besides granting some of the largest numbers of Asian lang degrees nationwide, IMCAPS programs are top incubators for lang PhDs and for diplomats worldwide (§I.2). **Hundreds of thousands of people attend our Asia-related events** each year and use the web-based and other resources we produce (§H; Table G).

**G.2.a. Student Placement** Many recent IMCAPS grads have placed in Asia-related careers that serve national needs, including K12 lang teaching, the military, NSA, law, CIA, FBI, Foreign Service, intl NGOs, intl business, and higher ed. About 10% of UU AS and FLAS grads work in non-profits or intl NGOs, and another 10% work in higher education. Many businesses and govt agencies that require workers with advanced lang proficiency seek IMCAPS interns and graduates for their organizations. UT is home to the NSA’s Intelligence Community Comprehensive National Cyber-Security Initiative data center, and the UT National Guard's

Military Intelligence Battalion has a LCTL unit; both recruit BYU/UU grads. Goldman Sachs’ SLC regional office seeks local lang expertise, recruiting regularly on both campuses. BYU is a top feeder school for the Foreign Service, NSA, and CIA (one of a select few targeted IHEs for these organizations). In the last cycle, **20** BYU students interned at the Dept. of State.

|  |
| --- |
| **Table G Selected IMCAPS Activities and Impact 2018-2022** |
|  | *Activities/Outputs* | *Impact* |
| University Impact | Asian LCTL Sections | 671 |
| Asian LCTL Enrollment | 6,868 |
| Career Exploration & Networking Event Attendance | 1,500 annually |
| Asia Study Abroad/Internship Student Participation (pre-covid) | 500 annually |
| Asian Area Studies Courses (non-language) | 515 |
| Declared AS and Language Majors, Minors, and Certificates | 920 |
| Community Impact | K-12 Teacher Workshops Attendance | 500 annually |
| K-12 & SLCC Class Presentations Attendance | 500 annually |
| Public Events Attendance over 4 years | 347,940 |
| Regional and National Impact | Chinese DI Language Instruction Students | 11,862 |
| National Chinese Language Teachers Conference | 1,300 |
| IMCAPS Conferences Attendance | 125 annually |
| 8th International Conference on Language Immersion Education (March 2022) | 550 projected |
| Asian Language FLATS Exams Administered (last year) | 1,044 |
| Annual Dual Immersion K12 Conference | 400 annually |
| L2TReC Assessments and Trainings Attendance | 500 annually |

Approximately 30% of IMCAPS students pursue further grad study. In the past 4 years, BYU/UU have placed AS students in MD, MBA, JD, and PhD programs at Duke, the New School, Georgetown, Michigan, Northeastern, Boston College, UC Davis, Johns Hopkins SAIS, Univ. of Washington, Clemson, and others. 75% of IMCAPS FLAS alumni are employed in sectors that use their critical lang skills. Our FLAS alumni serve in the Foreign Service, USAF, and Dept of Defense; and are employed by NGOs, in lang teaching and intl business.

**G.2.b. Efforts to Increase Placements in Areas of National Need:** From course design and student advising, to coordination of events and international partnerships, IMCAPS prioritizes training students for areas of national need (§D). IMCAPS advisors are trained to incorporate mentoring about govt and NGO career pathways into their advising. UUAC’s FLAS Coord conducts PD sessions with FLAS recipients and AS graduate students on PhD programs, intl careers, and internships. Internship programs develop pathways to careers in govt service and

areas of national need; 40% of HIP participants go on to govt service. Since 2018, KCIS has hosted more than **50 events** focusing on career and internship opportunities in diplomacy, national security, and other public service areas (impact: **3000 students**). All IMCAPS FLAS languages are priority langs. FLAS selection rubrics prioritize professional school applicants and those planning careers in govt, public service, and education.

IMCAPS’ new and ongoing efforts to increase student placement in areas of national need include creating 3 new lang certificates and several new profl lang courses (CLAC and C for Business and STEM) (§I). We will also enhance efforts to increase student professionalization and career readiness through focused advisement, internship creation, and career networking, especially for students with advanced and profl lang proficiency (AP1). We will work with campus and consortium partners (e.g., MIAGE, HIP) to strengthen and focus existing platforms for mentorship in govt and public service careers, incorporating more diverse representation of recruiters/alumni and highlighting emerging areas of national need (e.g., cybersecurity, global health) within our *Going Global*, *Ask Me Anything* and FLAS career information and networking events, including the virtual FLAS alum event with University of Wisconsin (§I.1.b, §E.1.c).

Together with KCIS, HIP and StAb leaders on our campuses, IMCAPS Dirs will pursue new avenues to recruit historically underrepresented students (AP1).

* 1. **National Needs, Information Dissemination**: IMCAPS trains students in **22 priority** Asian langs and provides lang training for the US military (§B). In response to the pandemic, UU/BYU have shifted to digital and hybrid formats for most events, expanding synchronous audiences and providing perpetual access online. IMCAPS events are widely advertised, well attended, free and open to the public. Public events are also broadcast on radio and streamed on YouTube/social media to engage the broadest possible audiences (§H, Table G). We provide

remote, digital access to many of our unique library holdings (§F), create innovative PD that sharpens educators’ AS knowledge and shapes AS and lang instruction in UT and beyond. The curricular and teacher training resources that we create are disseminated on our website and through K12 teacher networks. IMCAPS funded research findings and conference proceedings are disseminated through publication (often open access), and presentations open to the public.

* 1. **Evaluation Plan:** We will adopt a collaborative, multi-pronged evaluation for the NRC/ FLAS program, to be implemented by IMCAPS staff in collaboration with Dr. Donna Ziegenfuss (Ed.D. Academic Leadership/Higher Education), a MLIB Faculty Services Librarian (no affiliation to UUAC, IMCAPS). She has provided independent program and grant evaluation support to several UU departments, from Biomedical Informatics to Geography. Evaluation will focus on IMCAPS’ four goals, delineated in our logic model (Appx 4), and be designed to strengthen curriculum collaboration, facilitate PD, and enhance community engagement for multiple lang and AS programs across UU, BYU, and SLCC. Our mixed-methods approach includes data collection and analysis across a wide variety of lang curriculum design and implementation projects, teacher PD programs, community outreach, and K16 resource sharing.

Evaluation will consist of detailed assessment of the quality of IMCAPS projects, including monitoring program elements such as curriculum design and implementation, teacher PD training, partnership processes, and efficacy of outreach and events. To focus our evaluation upon TVI goals, we will create more robust BA and MA graduate exit and follow-up interviews that assess key learning outcomes (e.g., intercultural competence, interdisciplinary knowledge), future education and career plans, and awareness of, preparation for, and obstacles to careers in areas of national need. We will examine student characteristics as they differentiate career plans and placements (e.g., race, gender, first-gen status, major, lang proficiency).

Using iterative formative and summative assessment best practices, evaluation data will be collected through the 2022-2026 cycle and focus evaluation on the major activities for each year. We will also evaluate the effectiveness of our collaborative consortia process for curriculum design and training processes. Formative data will provide improvement recommendations for future grant activity and sustainability of the projects.

Yearly summative reports will document the process and progress of IMCAPS grant activities focusing on continuous progress, lessons learned, and activities completed. Data from collaborative planning and work products/documents, curriculum program surveys, teacher interviews, student focus groups, and graduating senior exit and follow-up interviews will be collected and analyzed per annual project goals and timelines. Key participants from the three partner institutions will meet to review yearly progress, evaluating and aligning deliverables with respect to strategic program goals. A final summative project review will collate data from all previous years to assess overall post-project outcomes and major activities, as well as the program’s long-term impacts on student, teacher, and community participants. They will also be recruited for follow-up interviews to assess the long-term program impact and sustainability.

IMCAPS’ evaluation plan also entails site visits by experienced NRC administrators. We will invite AS librarians from 1-2 NRC peers to consult on AS collections development (§F), and 1-2 former directors of Asia NRCs to visit UU/BYU to assess structure, staffing, academic programs and outreach, and suggest fruitful pathways for long-term IMCAPS program development.

**Past Evaluations:** UU/BYU program planning is informed by analyses of several recent types of evaluation data, including survey evaluations of NRC activities conducted in the last cycle; course enrollments and student course evaluations; focus group interviews conducted with CLAC course participants; evaluations conducted by partner organizations like USBE; and UU

ASTP’s 7-year graduate council review (BYUASP’s scheduled program review will be conducted in 2024). The following examples show how we utilize past evaluations to modify and plan IMCAPS programming. First, UUAC/THC regularly perform pre- and post-participation evaluation surveys with teachers and other K12 staff who attend summer *Gateway to Learning* AS content workshops. Analysis of these surveys demonstrates that teachers generally perceive their knowledge and preparation to teach about workshop themes (e.g., C culture, C in American history) to increase significantly through workshop activities. In addition to demonstrating effectiveness toward meeting program goals, the post-workshop surveys illuminate which aspects of workshops are perceived as most useful (e.g., lectures and lesson plan development sessions over text materials) and areas for enhancing workshop utility/effectiveness (e.g., creation of resource websites and email listservs moderated by the K16 Outreach Coord for ongoing exchange). Consequently, we have begun to implement these changes. As another example, USBE and the CI have communicated their assessments of program effectiveness, student learning outcomes and teacher preparation with IMCAPS, allowing us to identify priorities for C DI, such as emerging needs for updated textbooks with additional digital resources, and themes for developing PD to assist new teachers (e.g., classroom management and proficiency-based assessment).

UU ASTP’s 7-year graduate council review (Feb 2020) entailed a detailed self-study/review by 2 UU profl school faculty and 2 former Asia NRC Dirs at other IHEs. Recommendations included increasing BA and MA course offerings in areas of faculty strength; creating an Assoc Dir position to increase capacity and faculty governance; and expanding graduate curriculum. In response, ASTP/UUAC’s Dir and advisory committee are implementing key changes (§I): creation of new K Studies courses; a MA Research Design course; a grad-level Certificate in

Asian Societies and Languages (CASL); and an Assoc Dir for Academic Affairs position. Recent KCIS evaluation suggested better integration of area studies Coords in program planning, which has resulted in their taking a more active role in oversight of Center activities.

* 1. **Equal Access:** BYU and UU are fully committed to providing equal access for all individuals. Both campuses are barrier-free, allowing persons of all abilities access to IMCAPS programs. IMCAPS prioritizes equity, diversity and inclusion in staffing, curriculum, and programs. BYU’s University Accessibility Center and UU’s Center for Disability & Access work closely with students and staff to ensure that all individuals can participate in campus activities. Both schools are expanding efforts to promote degree programs, FLAS and other scholarships to underrepresented groups of students. BYU’s FLAS coord promotes FLAS through Multicultural Student Services and the Global Women’s Studies program. UU’s K16 Outreach and FLAS Coords attend student organization meetings, visit classes, cosponsor and table events, correspond with individual students, and otherwise market AS degree programs, StAb, FLAS, and other scholarships to traditionally underrepresented student groups on campus. Campus groups with whom we market FLAS include Asian American Student Assoc, Pacific Islander Student Assoc, Black Student Union, First Year Diversity Scholars, Vietnamese American Student Assoc, Inter-Tribal Student Assoc, Center for Equity and Student Belonging, as well as HSs and IHEs across the state, including SLCC (CP) (see full list, §HF).

**§H. Outreach:** We conduct outreach with many campus units, SLCC, and K12 schools to

expand understanding of Asia, recruit students, and provide teacher training (AP1, AP2, CP). Collaborations maximize impact, reduce costs, and strengthen linkages with departments and diverse stakeholders. All events are open to the public and advertised through digital, print, and social media, and directed toward diverse K12, IHE and community orgs (AP1).

* 1. **Elementary and Secondary Schools**: IMCAPS is integral to a statewide network of educators developing K12 lang and area studies curriculum and teacher training in partnership with USBE (see Bowman letter) and school districts (AP2). UT is a leader in K12 lang education across the nation and was one of the first states to develop an articulated Language Roadmap for K12 lang acquisition. L2TReC faculty serve as a national resource for K12 DI research.

IMCAPS outreach directly impacts over **17,200 UT K12 students currently studying Asian langs**: 11,862 in C DI; 98 in R DI, and roughly 5,200 in secondary C, A, R, and J. C DI programs are in 92 schools statewide, making UT’s the largest program of its kind, with 1/3 of all C DI schools in the US. For years, UUAC and CI have provided critical support to DI and Bridge (§B), including curricular materials, cultural resources, summer camps, trips to China, and teacher PD sessions (e.g., OPI training, summer content workshops). L2TReC is undertaking pathbreaking research on DI pedagogy and student outcomes, directly impacting the **45,360 total DI students across the state** and yielding evidence to inform lang pedagogy nationally.

Maximizing student success within UT’s rapidly growing DI program requires high quality, adaptive teacher training. Pre-pandemic, UU’s CI held 5-day intensive pre-service summer training workshops for 40 teachers from China, covering topics like standards-based curriculum and classroom management. In addition, even during the pandemic period, CI held one-day workshops twice per year for all C teachers statewide (topics such as “Engagement Strategies in Chinese Classes” and “Chinese AP Foundations”) (**60 teachers/ workshop**) (AP2). These workshops are streamed live for teachers who live afar, recorded, and distributed to reference afterward, **impacting hundreds of teachers and thousands of students** (AP2).

UUAC and CI have also supported curriculum creation for C DI, including Bridge course development, teacher’s manuals, and teacher resources (e.g., literacy exercises, textbook

rewrites). Pre-pandemic, CI organized a yearly C Bridge Summer Camp in China for UT HS C learners (**20/camp**) to increase lang proficiency and cultural competency, and yearly trips to China for UT Bridge teachers and administrators to deepen understanding of C culture (AP2). Pre-pandemic, CI also ran annual weeklong C literacy camps for K6 DI students (**1,000 students** in 5 locations statewide) to increase students’ C proficiency and provide new teachers with PD opportunities. L2TReC runs annual summer workshops for C K12 teachers impacting **30/year**.

BYU’s Business school hosts an annual national Business Lang Case Competition for students from HSs and IHEs who compete in target lang presentation of cases, incl C and A (**100 students/yr**). For over 32 years (except a pandemic year online diplomacy camp), KCIS has hosted the largest HS model UN in the intermountain west with **600 students** annually (AP1).

IMCAPS has adapted outreach to address pandemic-related challenges in K12 and IHEs, modifying our programming and modes of delivery to best meet teachers’ needs. In June 2020, IMCAPS, with IMCLAS and L2TReC, organized a Distance Lang Instruction workshop on effective use of tools for online lang teaching (**20 teachers**, AP2). Workshop modules were recorded, archived, and promoted among K12 teacher networks to provide broad, ongoing access. To enhance AS content in K12, UUAC and THC annually host weeklong summer “Gateway to Learning” educator workshops (**25 teachers each**) which engage teachers in content and lesson planning to impact student understanding of Asia while also addressing core standards. Topics included SEA and Pacific Art, and U.S.-Japan relations and Japanese American Internment (AP2). In 2022-26, IMCAPS will enhance this collaboration, pairing THC workshops with curricular material development on several AS themes (§I).

In the past cycle, UUAC and CLAS initiated a partnership with CoEd faculty to launch Reading with Empathy, Awareness, and Diversity with U (READU) to infuse Asian perspectives

into thematic book sets on topics such as intergenerational relationships and identity formation. CoEd faculty teach a graduate-level course on intl children’s literature with an Asia/Pacific focus every other year (AP2). The book sets and courses increase diverse representation (AP1) and diversify pre-service K12 teachers’ repertoire for teaching AS in their classrooms. UUAC and CoEd cohost visits by intl children’s authors to deliver public talks and lectures on AS themes for pre-service teachers (AP1, AP2). UU’s K16 Outreach Coord has developed e-resources for teaching content related to Freeman Award winning titles (East and SEA children’s books).

* 1. **Postsecondary Institutions:** IMCAPS engages in a variety of postsecondary outreach, the core of which is a strong partnership with SLCC (CP). In Jan 2020, UUAC signed an MOU with SLCC’s School of Hum and Soc Sciences, which formalized UU-SLCC course share of Vietnamese 1010/1020, efforts to increase AS courses at SLCC, and UU-SLCC transfer agreements that ensure credit for SLCC C, J, R, and Viet lang and AS courses to support progress toward UU degrees. IMCAPS has also allocated NRC funds to increase LCTL instruction at SLCC, e.g., development of A and C CLAC sections. In Aug 2020, IMCAPS hosted a 3-day J Articulation workshop for UU and SLCC instructors to support a well- articulated pipeline for J lang instruction from SLCC to UU via ACTFL proficiency guidelines, backwards course design, and student assessment (9 participants) (AP2, CP).

IMCAPS hosts a range of academic conferences to encourage AS research, scholarly exchange, and PD. Its faculty routinely sit on the board of the Western Conference of the Assoc for AS (hosted by BYU in 2021, BYU’s Yamada is current president, and BYUASP Dir Hyer is past president). In the past cycle, IMCAPS hosted conferences on K Studies across Disciplines; the Islamic World Today, and Cultures of Crossing: Transpacific and Inter-Asian Diaspora. For over 30 years, BYU’s Intl Center for Law and Religion Studies has hosted an annual symposium

on intl law and religion attended by scholars and government officials from Korea, India, China, Indonesia, Malaysia, and Myanmar, among others (**2,911** people attended 2020’s online version).

IMCAPS also contributes to national lang training efforts (AP2). IHEs utilize computer- assisted lang learning (e.g., Chinese Pronunciation and Romanization Diagnostic Test, and FLATS, (§7)) developed by BYUASP faculty. WebCAPE (C and R) is another BYU-authored program used by over **200 institutions** worldwide for skills-based placement into appropriate lang courses. Since 2012, L2TReC has hosted conferences and workshops on L2 pedagogy. At least once per year, L2TReC faculty are invited to speak at academic conferences impacting **500 faculty.** In 2018, CLS hosted **50 certified ACTFL trainers** from across the country to provide continuing education in training others to complete ACTFL certification processes.

* 1. **Business, Media, and General Public:** IMCAPS-supported public events reach **1,000s of people** annually and range from C modern dance performances, to traditional J comedy, K film screenings, and indigenous language celebrations, as well as guest lectures.

KCIS hosts a lecture series (**40** lectures/year), including recent Asia themes such as Indonesia-US Relations, Asian-African Solidarities, and Urban Poverty in China. Each lecture has a live audience of about **100** and is disseminated through the KCIS YouTube channel (**289,944** views and **3,700** comments last year). KCIS’ Ambassador Lecture Series brings some

15 ambassadors to campus annually, often shared with UU HIP (since 2018: Philippines, Russia, Uzbekistan, Kazakhstan, and Vietnam). HIP’s forum series (**100**/year) encourages dialogue among scholars and political leaders on a range of themes, including Asian and intl affairs (AP1). Recent UUAC co-sponsored forums focused on the Myanmar coup, COVID-19 in India, Biden Era China relations, income inequality in India and China, ethnography of Iran, Asian and

global human trafficking (AP1). Each HIP forum attracts **50-100** people (students, faculty, business community, public) and are podcast by HIP and broadcast on 2 local NPR affiliates.

BYU faculty serve on the board of the World Trade Association of UT, a non-profit organization of citizens, corporate and govt representatives exchanging ideas to inform intl trade and commerce (AP1). BYU regularly partners with the World Trade Center UT and governor’s office to provide speakers and support for business-related events. In 2018, World Trade Center UT and BYU launched a program partnering business students **(60-80/yr)** with UT companies (7-10/yr) to enhance exports by creating reports on country conditions and market potential.

As a Defense Language and National Security Education Office designated Language Training Center, L2TReC provides crucial outreach by training units in critical Asian langs (K, R, Farsi, and Persian) through intensive lang courses and online instruction designed specifically for the US military. BYUASP faculty have trained the UT National Guard military intelligence brigade on Korea, China, and C lang. **500 military personnel** benefitted from these activities having a **direct impact on US national security** (AP1).

IMCAPS faculty are routinely interviewed, cited, or quoted in local, national, and intl media (NY Times, WSJ, Washington Post, Kansas City Star, Vancouver Sun, Seattle Times, Newsweek, National Affairs, Salt Lake Tribune, among others). BYU and UU both have affiliated public TV stations that air nationally syndicated and local programming on Asia supported by IMCAPS faculty. BYU radio’s *Top of Mind* often interviews local Asian experts and KCIS visiting speakers and is broadcast to **thousands of listeners** in the region. BYUASP and KCIS have produced several AS documentaries, screened at conferences and festivals nationwide, including 2021’s “Nine-Dash Line” (about the South China Sea).

IMCAPS museums often stage Asia-Pacific exhibits (Table H), run teacher workshops, and

community classes (AP2). BYU’s Museum of Peoples and Cultures has nearly 1,000 artifacts,

|  |
| --- |
| **Table H: IMCAPS Public Outreach: Select Exhibits and Performances 2018-2022** |
| **Museum/Library Exhibits** | **Region** | **Attendance/ Views** |
| BYU Lee Library Exhibits |  |  |
| Japanimals: Exotic Animal Imports and Street Shows of Early Modern Japan | Japan | 1,200 |
| Discovery and Wonder: Bruning Collection, Rare Japanese Books/Manuscripts | Japan | 11,000 |
| New Kids on the Block: Traditional Japanese Woodblock Printing Finds a new Audience with Ukiyo-e Heroes | Japan | 1,000 |
| BYU Museum of Art Exhibit |  |  |
| Japanese Woodblock Prints-19th Century (from the permanent collection) | Japan | 1,300 |
| UU Utah Museum of Fine Arts |  |  |
| Permanent Exhibit: Chinese Art/South Asian Art/Japanese Art/Arts of the Pacific | Asia | 189,740 |
| Salt 14: Yang Yongliang | China | 12,603 |
| Seven Masters: 20th Century Japanese Woodblock Prints | Japan | 1,156 |
| Chiura Obata: An American Modern (Japanese Internment Camp Art) | Japan/US | 37,200 |
| Race to Promontory: The Transcontinental Railroad and the American West | China/US | 97,892 |
| **Other Campus Event Highlights** |  |  |
| UU CI Annual Events |  |  |
| Chinese Culture Week (speech contest, music concerts, films, art exhibits) | China | 1,500/year |
| Chinese New Year Celebration (music, and dance performances) | China | 2,000/year |
| Children’s Chinese Calligraphy and Painting Exhibition | China | 1,300/year |
| Visiting Performances hosted at UU |  |  |
| Xiamen University Art Troupe | China | 600 |
| Utah Philharmonic with guests from Wuhan University Orchestra | China | 410 |
| Guangdong Modern Dance Company performs “Beyond Calligraphy” | China | 1,000 |
| Finding Home: Thi Bui “The Best We Could Do” Book Discussion | Vietnam | 364 |
| Semester and Yearlong Thematic Initiatives |  |  |
| UU COVID Series 2020 | India/China | 397 |
| Utah Film Center-Film Screenings and BYU Intl Film Series (Asia Films) | Asia | 4,000/year |
| UU Going Global Career Panel and BYU AMAs | Asia | 2,471 |
| Indigenous Language Celebrations including 1st Samoan Lang Symposium | Samoa | 232 |
| Visiting Performances hosted at BYU |  |  |
| Shiyeon Sung Korean Pianist (w/Utah Symphony) | Korea | 1,500 |
| Zakir Hussein Trio (planned in March 2022) | India | est 350 |
| Peking Acrobats | China | 3,600 |
| Kune – Global Orchestra | Global | 500 |
| Performances by BYU Students and Groups |  |  |
| Living Legends (Polynesian Student Dancers) | PI | 10,000/year |
| Annual BYU Polynesian Student Luau | PI | 2,000/year |
| Balinese Gamelan Ensemble | Indonesia | 1,500/year |

textiles, statues, cookware, maps, and archaeological materials from Asia and the Pacific. The museum provides tours for **2,500 students** annually and has curated a PI Culture Case loaned to teachers for use in their classrooms throughout the year (AP2). The UMFA has a small (1,500 objects) but diverse collection of Asian and Pacific art which rotates through permanent displays on Chinese ceramics and Asian, Buddhist, and Pacific art and is available for student and faculty

use. In 2022, UMFA acquired extensive works by Chiura Obata, who was incarcerated at Topaz, UT during WWII, and has been recognized by the Smithsonian as one of the most significant Japanese American artists of the 20th century. In 2021, UUAC’s K16 Coord created online resources for educators to explore J art through the UMFA’s Japan gallery (AP1). BYU’s Museum of Art hosts traveling exhibits on Asia and has a unique collection of 19th century J woodblock prints and scrolls. KCIS produces CultureGrams (Adult and Kids editions), which include short essays, videos, and infographics on the geography, history, customs, and cultures of over 200 countries, many in the Asia/Pacific region. These peer-reviewed reports are written by country experts, updated annually, and available online (**impact: 2-3 million users/year**).

**§ HF. FLAS Awardee Selection Procedures:** UU and BYU have established rigorous,

systematic FLAS selection plans to ensure objective, fair processes that prioritize meritorious applicants and consistency with TVI FLAS and NRC priorities.

**HF.1. Advertisement:** The FLAS program at UU is managed by the UUAC FLAS faculty Dir and FLAS Coord, and at BYU by the ASP Dir and FLAS Coord. UU and BYU FLAS Coords regularly hold info sessions as well as targeted presentations in classes, at StAb fairs, and for profl school students (AP1). The UUAC FLAS Coord works with the academic advisors to advertise the competition through our website, social media channels, and printed materials posted around campus as well as digital materials distributed to UU faculty, the StAb office, academic advisors, the Office of Orientation and Transition, Trio/Upward Bound, First Year Diversity Scholars, and other student groups. UUAC’s K16 Outreach Coord helps recruit applicants from diverse backgrounds by advertising with the Center for Equity and Student Belonging and among diverse student groups, e.g., PI and Vietnamese American Student Associations. UUAC FLAS Coord also shares information and presents to C DI/Bridge students,

and the K16 Outreach Coord also promotes FLAS at SLCC (CP) to strengthen our pipeline of transfer student applicants, a population disproportionately demonstrating financial need (FLAS Competitive Priority 1 (FCP1)). UU’s Scholarships and Financial Aid Office, Grad School, and Office of Nationally Competitive Scholarships also advertise FLAS.

The BYU FLAS Coord works with KCIS staff to advertise FLAS through the Prestigious Scholarships Office, CLS, ANE, BYU’s TVI CIBE, and KCIS’s website, social media, and monthly e-newsletter. Current and past FLAS fellows staff info booths in the student center twice a week and at study abroad fairs, New Student Orientation Fairs, New Graduate Student Orientation Fairs, and the Weidman Center for Global Leadership Fair. Flyers are posted on information boards in all schools and colleges on campus, and individualized flyers are sent to professors who teach FLAS languages associated with this grant. BYU’s FLAS Coord meets with and shares information flyers with the Financial Fitness Center and Multicultural Student Services to ensure that underrepresented students know about FLAS. This cycle, IMCAPS staff have created successful, innovative advertising campaigns. UUAC’s “Expand Your Languages” campaign promotes FLAS eligible LCTLs (FCP2) through digital and print marketing and annual language fairs at MLIB and SLCC campus (CP). In Winter 2022 BYU’s FLAS Coord and CLS launched a scholarships marketing campaign promoting FLAS eligible LCTLs.

**HF.2. Student Application:** UU and BYU grad and undergrad applicants complete an online app open from Oct/Nov to deadline (Table HF). It includes past language training and requires a statement of purpose explaining how their academic and career goals incorporate language and AS; transcripts; 2 faculty recommendations; and the student’s expected family contribution from FAFSA. These requirements guarantee that students selected show potential for high academic achievement (demonstrated by grades and recommendations) along with financial need (FCP1).

**HF.3. Selection Criteria:** IMCAPS’ FLAS scoring rubric and committee review prioritizes applicants stating career plans in govt, public service, business, and L2 education (AP1); superior academic credentials; preference for those with demonstrated financial need (FCP1); and advanced lang study.

**HF.4. Selection Committee:** UU forms an annual selection committee of 7-10 AS faculty, chosen by the UUAC Dir of graduate studies representing the lang, regional, and disciplinary range of applicants. BYU forms twice-yearly selection committees (one for Summer, one for AY FLAS) of 6-8 AS faculty chosen by the BYUASP Coord that represent at least one professional school and the language, regional, and disciplinary range of applicants.

**HF.5. Selection Timeline:** Each step in the selection process occurs as outlined in Table HF.

|  |
| --- |
| **Table HF: IMCAPS FLAS Selection Process Annual Timeline** |
| **Task** | **UU Deadline** | **BYU Deadline** |
| Selection committees meet to review criteria and procedures | March-August | May-August |
| Info meetings, promotional material distribution, and applications open | September to January |
| Summer FLAS applications due | January 31st | Mid-November |
| AY FLAS applications due | January 31st | Mid-January |
| Selection committees meet to award summer FLAS scholarships | Late February | Early December |
| Selection committees meet to award AY FLAS scholarships | Late February | Mid-March |

**HF.6. Awards and TVI Priorities: FLAS CP1**: To increase the number of awards to

students demonstrating financial need, IMCAPS advertises through central scholarship offices and to socio-economically and ethnically diverse students (§H.1). Both UU’s and BYU’s FLAS applications require a FAFSA filed through their scholarship offices. We give preference to students who demonstrate financial need per FAFSA. **FLAS CP2:** IMCAPS will award 100% of

AY and Summer FLAS fellowships in LCTLs. UU requests FLAS for Arabic, C, J, K, R, Hindi, Persian, Samoan, Tongan, and Viet. BYU requests Burmese, Cebuano, C, J, K, Malay, Hindi, Hmong, Indonesian, Tagalog, Thai, and Viet.

**§I. Program Planning and Budget: I.1. Development Plan:** IMCAPS proposes a program plan

that expands lang and AS education pipelines which have been supported by TVI for over a

decade. Following Dept of Ed’s first absolute priority (AP1), we will expand programs that develop lang and AS expertise for careers in government service and other areas of national need and that encourage diverse perspectives and informed debate on Asia and intl affairs. Addressing Dept of Ed’s second absolute priority (AP2), IMCAPS will provide teacher training and curricular resources for teachers and administrators across IHEs and K12 schools, including UT’s extensive K12 C DI and Bridge programs. IMCAPS will deepen partnerships with SLCC to foster LCTL proficiency and AS education across disciplines (CP). We will advance TVI priorities by conducting activities organized around 4 goals: **a)** enhance UT’s strengths in K16 lang instruction to **increase access to advanced and profl lang curriculum in Asian LCTLs**;

**b) refine and augment preparation for global careers** by expanding curriculum linking AS to profl expertise and creating more robust mentoring and placement networks; **c) develop K16 teachers’ capacity to teach** Asian langs and AS by creating and disseminating innovative pedagogical and curricular resources; and **d) expand and diversify library collections, cultural programming and digital resources** to enhance access to AS knowledge that reflects the changing demographics of our campus and local communities.

* + 1. IMCAPS’ first goal–**increasing access to advanced and profl lang curriculum in Asian LCTLs**–supports the NRC goal of advancing critical lang and LCTL proficiency. IMCAPS will expand the number and levels of langs taught, targeting profl LCTL proficiency, critical lang use across diverse settings, and wider access to LCTL instruction. We will develop new lang degree programs and courses, CLAC courses and pedagogy training, and profl school partnerships.

IMCAPS proposes **3 new degree programs** to equip students with lang skills for careers that demand advanced lang proficiency (AP1). Building on programmatic development in K Studies

supported in past NRC cycles, UU will hire a new FT career-line faculty member in K lang and culture to meet steadily growing demand. The new hire will teach 6 new courses, including lower and upper division K courses. This curricular expansion will allow creation of an **interdisciplinary K Studies major at UU**. UUAC will also apply for a K Studies Professorship grant to support a new tenure-track line.

UUAC will create a **graduate Certificate in Asian Societies and Languages (CASL)** to meet growing grad and profl student demand for career-oriented lang proficiency**.** CASL can be integrated with any masters, doctoral or professional degree at UU. The interdisciplinary, lang- focused graduate CASL will formally certify Asian lang and AS competencies for careers in areas of national need (AP1). BYU’s CoH will launch the **Master of Arts in Professional Language** to prepare students for employment in govt and business positions that require profl lang proficiency (AP1). This degree program will feature an integrated BA/MA, a discrete MA, discipline-specific language courses, a 1-yr immersive experience including direct enrollment in a non-US university, and a one-semester in-country internship. Students must demonstrate superior-level lang proficiency in at least 1 of 3 competencies to complete the degree.

UU will add 1 new LCTL, **Tongan**, and BYU will create new courses in **C and Malay** (§B). In 2019, UU established a Certificate in PI Studies -- the only program of its kind at a 4-yr IHE in the continental US. With CoH, Mellon Fdn, and NRC support, the PI Certificate added a lang track in Samoan in 2020. In the next cycle, IMCAPS will allocate NRC funds to create a 2nd lang track in Tongan (1st and 2nd year). Created in partnership with an engaged local PI community and drawing on IMCAPS' diverse lang and area studies resources, UU's PI program is uniquely positioned to enrich study of colonialism, environment, and other critical regional issues, while supporting heritage langs, community engagement, and EDI.

As of fall 2021, hundreds of students from UT's C DI Bridge programs with advanced proficiency and potential for intl careers requiring C fluency are matriculating at state IHEs. To facilitate their acquisition of profl fluency, UU's WLC will add a **2nd Business C course, creating a two-course sequence** on China’s business environment, practices, and culture, and China’s economic impact in the world. Students will enhance C lang for business contexts using case studies of companies operating in Chinese or US markets. WLC will also create a **C for STEM Careers course,** focused on engineering, information tech and other in-demand fields. BYU’s ANE will develop **advanced Classical Chinese** to create a two-course sequence.

UUAC plans to expand CLAC to deepen LCTL instruction across disciplines. We will create a CoH **CLAC in PI langs**, **2-3 new 1-credit C CLAC sections** to accompany intl business and general education courses, and **Arabic CLAC at SLCC and UU** for ME history classes. To hone CLAC pedagogy and develop CLAC for profl lang use, IMCAPS and IMCLAS will host the **2024 CLAC consortium meeting** (see Zhou letter). This event will provide a means for educators across UT, including SLCC, to learn CLAC principles and practices, and for IMCAPS/IMCLAS to share successful CLAC models with an intl audience (AP1, AP2, CP).

IMCAPS’ deepening partnership with SLCC has strengthened Asian lang proficiency pipelines for the many SLCC transfer students at UU (§H, Huftalin letter). In the next cycle, IMCAPS will allocate NRC funds to continue Viet course sharing and extend NRC support to **develop 1st yr Korean at SLCC**, with a long-term plan to create 2nd yr Korean.

* + 1. IMCAPS’ 2nd program goal is to **refine and augment preparation for global careers by expanding curriculum linking AS to profl expertise and creating more robust mentoring and placement networks**. We will create a total of **17 new AS courses across UU, BYU and SLCC**, 9 with NRC support and 8 with internal and Fdn funding. Enabled by recent hires,

increased collaboration with faculty whose courses have not yet included AS content, and routinization of virtual and hybrid modes, this new curriculum will provide the diverse perspectives, interdisciplinary skills, and intercultural competencies necessary for placement in intl careers and areas of national need (AP1). UU will create an interdisciplinary course on ***Health, Environment and Development in SEA*** to complement the Luce-supported SEA- AHEAD project of collaborative research and training with SEA universities (e.g., Mahidol Univ; Royal Univ of Phnom Penh; Natl Univ of Singapore). ASTP, in collaboration with HIP, will create a credit-bearing SEA Development internship that extends the experiential learning started by UU’s Luce-supported Mekong Initiative. ASTP will revise its pilot ***Research Methods for Area Studies*** course, modifying its structure and content to provide research PD to a wider range of students (i.e., advanced ASTP BA students, and AS-focused graduate students in other departments) in addition to ASTP MA students (AP1). The UU History Department has made a transformative hire in ME Studies who will build new curriculum linking the ME to the Indian Ocean and area studies to STEM. UUAC will support his creation of courses on ***Environmental History of the Middle East/Indian Ocean, the Arabian Peninsula and the Global Gulf,*** and ***Mobile Muslims and Globalization.*** AS History faculty also plan to create new courses on ***Chinese Diasporas, Race and Gender in Japan, the Cold War in Asia,*** and ***SEA Environmental History***. Many of these new History courses will have CLAC options.

UUAC will use NRC funds to create an interdisciplinary, upper division course in ***Contemporary Korean Culture*** to contribute to the new K major and OGE’s Global Leap academic learning community, which engages 1st yr students in Korea-focused global citizenship studies and StAb at UUKC. In consultation with OGE, UUAC will explore creation of a second global LEAP/StAb program to China/Taiwan for increasing cohorts of C lang learners.

BYU’s new AS course creation will include a second semester of ***Classical Chinese,*** two new history courses on the ***People’s Republic of China*** and ***Intl Relations of Asia***, and a new course on the ***Political Economy of China***. These courses deepen strengths in East Asian humanities and political science, and curricular options for C DI students at BYU.

IMCAPS will organize a joint interdisciplinary conference on ***“Chinese Approaches to Justice: Rhetoric, Practice and Experience”*** in 2023 (AP1). The conference will span a range of historical periods, national/subnational settings, and themes ranging from inequality, criminal justice and law, to philosophical treatments of justice, and will be accompanied by a team-taught, interdisciplinary course to be cross-listed across several departments. In a similar vein, to connect South Asia scholars in region, we will inaugurate the ***Rocky Mountain South Asia Conference*** in 2024 to enrich scholarly exchange and graduate student PD (AP1).

IMCAPS will enhance placement in areas of national need through mentoring and career advisement. We will develop new programs focused on career preparation for C DI graduates and other C language learners. UUAC will partner with WLC, Business, CI and L2TReC to launch a **monthly C Lang Learners Professional Development Forum** for students to explore experiential learning, China-related careers, and networking with C fluent professionals, including alumni in Asia. IMCAPS will also form a **C lang learner advisory committee** to adapt career services and curriculum articulation for C majors and minors, encourage 2nd Asian lang acquisition, and use NRC funds to create new C internship and StAb opportunities. We will continue successful inter-consortium PD forums, such as KCIS’ *Ask Me Anything* dialogues with alumni in diverse Asia and US government employment; IAS’ *Going Global* Career Panel/Networking Forum, and the *Traveling While…* series, which shares experiences of those working abroad as members of underrepresented groups. UU will develop mentoring networks

modelled on those of BYU with growing alumni clubs in China, Korea, and others.

* + 1. Activities in support of goal 3, **developing K16 teachers’ capacity to teach Asian langs and AS by creating and disseminating innovative pedagogical and curricular resources,** emerge from K14 partnerships IMCAPS has cultivated for 10+ years (§H). At SLCC, we will allocate NRC resources to continue to support **SLCC/UU faculty PD** (e.g., conferences, workshops) to enrich IS and AS teaching (AP2, CP). This will include creation of a **new StAb to India**. We will commit NRC resources to create a ***Modern SEA History*** course that integrates SLCC faculty and students into UUAC's SEA initiatives and expands the geographic scope of their course sequences beyond East Asia and the Middle East.

UUAC will continue providing AS PD through THC’s popular *Gateway to Learning* program for K12 teachers. IMCAPS will coordinate **annual one-week summer workshops**, linking core standards with content on India, the Pacific Islands, Chinese Railway Worker History & Heritage, and Japanese Culture & Internment (AP2). Responding to the underrepresentation of Chinese in the Spike 150 project, IMCAPS’ K16 outreach coord, in consultation with UUAC faculty, UT Division of State History, and Stanford’s Program on International and Cross- Cultural Education, will create and disseminate **curriculum and teacher training resources on Chinese history and culture** through the lens of transcontinental railway workers (AP1, AP2).

IMCAPS will support several UU CoEd programs that provide UT pre-service and in-service K12 teachers with materials and training for incorporating Asian history and culture into their lessons (AP2). We will allocate NRC funds to support the READ-U program’s continued integration of Asian authors and themes into book sets and teaching guides (AP1/AP2). IMCAPS and IMCLAS will jointly fund a **READ U graduate assistant** to support teacher/parent outreach and evaluate program impact. IMCAPS’ K16 Outreach Coord will organize a biannual children’s

author school visit for a student presentation and a **teacher/librarian workshop on integrating Asia-focused titles** and underrepresented Asian cultures into curricula (AP1).

To maintain and ensure proficiency gains in UT’s DI programs, IMCAPS will partner with USBE to **create secondary level C DI textbooks** using NRC funds. Adopting digital format C textbooks will increase access and affordability for DI programs in UT and nationally. IMCAPS will continue to support teacher training for the DI Bridge program (§A, H) (AP2) by running **summer content workshops and trainings in oral proficiency** (OPI) examination.

* + 1. IMCAPS will pursue its fourth programming goal, **expanding and diversifying library collections, cultural programming and digital resources to enhance access to AS knowledge that reflects the changing demographics of our campus and local communities,** in partnership with academic and public libraries, museums, and other public-facing organizations. It expands access within and beyond IHEs and builds community through public events and digital platforms developed for post-pandemic virtual communication. IMCAPS will build library collections in ways that reinforce consortium strengths in AS and contribute to EDI goals for academic libraries. We will use NRC funds for an **AS bibliographer to conduct an annual book purchasing trip to Asia**. Our librarians will emphasize acquisitions from diverse perspectives, including independent, local publishers whose titles may be excluded from traditional acquisition efforts (AP1). An interdisciplinary team, comprised of faculty representing Asia subregions, will communicate with MLIB and HBLL staff to target priority AS acquisitions. To address challenges in area studies collections development, and to critically examine and implement EDI in library acquisitions and access, IMCAPS, IMCLAS, and SLCC will host a **workshop on *Collaborative Collection Development for Area Studies*** (CP).

NRC funds will support IMCAPS library programming geared toward advancing lang

proficiency. The BYU **Asian library’s *Reading for Pleasure* program** is a language-learning project that supplements classroom instruction with the goal of increasing Asian lang students’ enjoyment and confidence in reading in the language. This collection effort, informed by pedagogical research and students’ interests, will incorporate books such as J manga, children’s books, novels, and nonfiction works. To enhance access to AS resources locally and globally, MLIB and HBLL will **enhance digital platforms** linking to their unique collections, such as BYU’s Helen Foster Snow collection. BYU’s Bourgerie will oversee a team of student researchers translating and archiving extensive interviews with over 5,000 Cambodians collected worldwide, creating a unique oral historical record and “preservation of lost stories.”

IMCAPS will partner with UMFA and the Natural History Museum of Utah on outreach that creates conversations between diverse local communities and the AS community in higher education. With UMFA’s *Museum in the Classroom* initiative, IMCAPS and IMCLAS will sponsor **interactive J and Mexican printmaking exhibits** for K12 students statewide, targeting those (e.g., rural, Title I) often out of reach of museum programming (AP2). UUAC will conduct a **“STEM rooted in culture” workshop** for K12 educators to accompany a Natural History Museum special exhibit on Angkor Wat and Khmer culture (AP2).

In the next cycle, IMCAPS will continue its high impact co-sponsorship of **Asian cultural performances** in BYU’s performing arts series; Asian films for BYU’s Intl Cinema series and the UT Film Center; and THC public talks by Asian and intl authors. UU and SLCC will inaugurate an Asian cultural event in collaboration with local Asian and PI communities. With new pandemic-inspired technology, we are well equipped to launch most in-person programming to virtual and hybrid platforms and to develop new audiences and modes of communicating via web-based platforms.

* + 1. **e. Timeline:** Activities, by year, budget source, and NRC priorities, are shown in Table I.
	1. **Program quality and relationship to NRC purpose and goals:** IMCAPS stands out as a unique, high impact NRC in the national area studies landscape. It has exceptional faculty, joined in a public-private university partnership, to support a statewide K16 AS lang and area studies pipeline. The consortium is positioned to expand diverse perspectives and expertise about Asia in a Western state with a booming globalized economy, increasingly diverse population, and deep commitment to national service. With strengths including L2 pedagogy and proficiency; interdisciplinary scholarship on health, migration, gender, and other critical fields; and robust programs in C, J, K, A, and R, as well as unique PI and SEA LTCL programs, IMCAPS has both global reach and local impact. The quality of our programs is evidenced by our award-winning faculty (§B, E) and our numerous partnerships with prestigious IHEs in almost every Asian country. Furthermore, IMCAPS consistently places graduates in areas of national need: NSF ranks BYU 1st in the number of graduates matriculating to PhD programs in business and foreign lang; the Chronicle of Higher Ed ranks BYU 3rd in world lang degrees granted (1st in R and A); and BYU is a top 10 alma mater among Foreign Service officers. UU’s receipt of a 2021 State Department IDEAS (Increase and Diversify Education Abroad for US Students) grant to fund expansion of UUKC Global LEAP participation among underrepresented students demonstrates its commitment to diversifying access to intl education pipelines leading to global careers.

As noted in §I.1 and Table I, our program planning activities are tightly linked with NRC absolute and competitive preference priorities. IMCAPS is well prepared to execute these programs owing to the complementary strengths of UU and BYU, and unparalleled lang proficiency resources rooted in K16 pipelines built over years of NRC-supported collaboration.

* 1. **Costs of Proposed Activities.** IMCAPS shares staff with other units to minimize costs and

maximize impact but attaining our 4 goals and maintaining IMCAPS programs requires

|  |
| --- |
| **Table I. Major Activities in IMCAPS Development Timeline, 2022-26** |
| *Goal 1:* | *Increase access to advanced and profl lang curriculum in Asian LCTLs* | *Y1* | *Y2* | *Y3* | *Y4* |
| Act 1.1 | Create Korean Studies Interdisciplinary Major |  |  |  |  |
| Act 1.2 | Create Graduate Certificate in Asian Societies and Languages |  |  |  |  |
| Act 1.3 | Create Master of Arts in Professional Language degree |  |  |  |  |
| Act 1.4 | Develop and teach 1st and 2nd year Tongan language |  |  |  |  |
| Act 1.5 | Create and teach additional levels of Malay |  |  |  |  |
| Act 1.6 | Create Chinese for Business course and Chinese for STEM course |  |  |  |  |
| Act 1.7 | Expand CLAC for Chinese DI students |  |  |  |  |
| Act 1.8 | Plan and host CLAC Consortium Conference |  |  |  |  |
| Act 1.9 | Create 1st year Korean at SLCC |  |  |  |  |
| *Goal 2:* | *Refine and augment preparation for global careers* | *Y1* | *Y2* | *Y3* | *Y4* |
| Act 2.1 | Develop new Asian Studies Courses across Disciplines (17 courses) |  |  |  |  |
| Act 2.2 | Chinese Approaches to Justice Conference |  |  |  |  |
| Act 2.3 | Rocky Mountain South Asia Conference |  |  |  |  |
| Act 2.4 | *Going Global* International Career Event |  |  |  |  |
| Act 2.5 | *Ask Me Anything* Alumni Career Dialogues |  |  |  |  |
| Act 2.6 | *Traveling While*...Underrepresented Speaker Series |  |  |  |  |
| Act 2.7 | Collaborative virtual FLAS recipient career forum |  |  |  |  |
| Act 2.8 | Professional Development Forum for Chinese language learners |  |  |  |  |
| Act 2.9 | Internship development with Chinese language emphasis |  |  |  |  |
| Act 2.10 | India Learning Abroad at SLCC |  |  |  |  |
| *Goal 3:* | *Develop K16 teachers’ capacity to teach Asian langs and AS* | *Y1* | *Y2* | *Y3* | *Y4* |
| Act 3.1 | SLCC faculty PD, travel support to enrich Asian/Intl Studies |  |  |  |  |
| Act 3.2 | Create SLCC Modern SEA History course |  |  |  |  |
| Act 3.3 | Organize K12 Summer Teacher Workshops for AS Content |  |  |  |  |
| Act 3.4 | Develop and disseminate K12 Resources on Chinese Culture & Railway Workers |  |  |  |  |
| Act 3.5 | Support READ-U program teacher/parent outreach, Asia book set dissemination |  |  |  |  |
| Act 3.6 | Asia through Children's literature - author visit and workshop with K12 |  |  |  |  |
| Act 3.7 | Create secondary level textbooks for Chinese DI |  |  |  |  |
| Act 3.8 | Run summer content and OPI workshops for DI Bridge instructors |  |  |  |  |
| *Goal 4:* | *Expand and diversify library collections, cultural programming and digital resources to enhance access to AS knowledge* | *Y1* | *Y2* | *Y3* | *Y4* |
| Act 4.1 | Conduct MLIB bibliographer book purchasing trip |  |  |  |  |
| Act 4.2 | Purchase Asian Studies materials through library liaisons and approval program |  |  |  |  |
| Act 4.3 | Organize conference on Collaborative Collection Development for Area Studies |  |  |  |  |
| Act 4.4 | Purchase materials for HBLL Asian Library's "Reading for Pleasure" program |  |  |  |  |
| Act 4.5 | Develop and disseminate Cambodian Oral History Project |  |  |  |  |
| Act 4.6 | Develop Japanese and Mexican Printmaking exhibit for K12 classrooms |  |  |  |  |
| Act 4.7 | Organize Angkor Wat/STEM through Culture workshops for K12 educators |  |  |  |  |
| Act 4.8 | Cosponsor Asian Cultural Performances in Bravo Performing Arts Series |  |  |  |  |
| Act 4.9 | Cosponsor Asian films for BYU's Intl Cinema and Salt Lake Film Center |  |  |  |  |
| Conducting Activity, with full NRC support | Conducting activity, with partial NRC support |
| Conducting Activity, but relying on intramural or other grant funds, no funds allocated from NRC budget |

continued NRC funding for portions of some staff salaries. At UU this includes the Project Coord, FLAS/Events Coord, and K16 Outreach Coord who will manage all K12 and SLCC

partnerships (AP2 & CP). All three are shared with UUCLAS. The Outreach Coord also supports IS and MES. At BYU, the NRC/FLAS Coord will be shared between AS, LAS and KCIS.

UU and BYU have subsumed an increasing proportion of AS funding during the last NRC cycle. UU now pays for 40% of the FLAS Coord, 85% of the Outreach Coord, and 100% of AS advisors, as well as AC Dir, AC Assoc Dir for Academic Affairs (new in AY22), and FLAS/Grad Dir course buyouts. To support this application, UU will hardline the J lecturer position created with 2018-22 NRC funds; fund a new K career-line faculty position; fund a UUAC Assoc Dir course buyout; fund 2 Asia CLAC TA lines; and pledge $20,000 in program support for UUAC. BYU KCIS pays 100% of AS staffing costs and 60% of the NRC/FLAS Coord. BYU pays 100% of the AS Coord’s course buyout and supports 50% of the cost of the rotating instructor line in C, J, K with NRC funds as well as 50% of the cost of instruction in intermediate Burmese, Hindi, Hmong, Indonesian, Malay, Thai, and Vietnamese.

Programmatic costs are also shared and most IMCAPS events are co-sponsored with other units on campus to maximize resources and audience. All K12 C training and outreach is shared with the BYU C Flagship, BYU Col of Fine Arts, and the CI. Extramural grants augment NRC funds for several UU programs. Costs for Viet lang and SEA curriculum development, overseas internships, and collaboration with SE Asian IHEs are supported by the Luce Fdn (current grant and application under review). A Japan Fdn grant (2019-22) supported a new faculty hire, Japanese lang StAb, and lang PD workshops/resources. Korea Fdn grants (2018-19, 2022) have funded policy-oriented research programs and contract hire of a Korean lang lecturer. UU’s VP for Research has provided institutional matching funds for several UUAC foundation grants.

IMCAPS typically awards more FLAS fellowships (BYU: 33/year; UU: 30/year) than other IHEs due to our low tuition and UU’s grad tuition waivers granted to FLAS recipients.

**I.4. Training Program Impacts:** NRC funds requested for 2022-2026 and funding pledged by UU and BYU will have a transformative impact on training in AS and Asian langs. By 2026, IMCAPS will have **3 new degree programs** that certify AS knowledge and advanced LCTL proficiency: a Korean Studies major and grad Certificate in Asian Societies and Languages (UU), and MA in Professional Language (BYU).

The past 3 rounds of NRC support built a strong statewide K16 lang and AS pipeline.

IMCAPS 2022-26 activities will support bilingual undergrads arriving at UT IHEs in attaining profl proficiency. Proposed programming for these students expands advanced lang curriculum, experiential learning in LCTLs, opportunities to take a 3rd lang, and lang tailored to business, STEM and intl affairs. Through programs like UU’s Undergraduate Research and Opportunity Program and BYU’s experiential learning initiative, coupled with NRC PD resources, students will be prepared for intl careers by deploying AS, lang, and intercultural competencies through mentored research, international internships, StAb, and Collaborative Online International Learning (COIL). In the post-pandemic era, the programs that we propose will support both traditional overseas engagement, as well as “global learning without a passport,” through innovative instruction, virtual internships, and local engagement with Asian immigrant and refugee communities, and transnational businesses and NGOs in Utah.

IMCAPS programming will provide students with in-depth interdisciplinary knowledge to address key global challenges in critical regions of Asia. UU’s new SEA-AHEAD initiative will generate collaborative, intl student training in research on the health-environment nexus in one of the world’s regions most vulnerable to climate change impacts. SEA-AHEAD StAb and internships will prepare students for careers and post-secondary degrees integrating AS and STEM. In addition to health and environment, new course creation will support emphases in

Refugees and Asian Diasporas and the Global Indian Ocean among others. These enhancements to BA and MA programs in AS, meshing with allied social science disciplines and professions, will allow students to gain professionalization to engage with Asia and advance to intl careers. Finally, the library and digital initiatives at BYU/UU create resources geared toward students’ training and new forms of engagement with AS knowledge. Collections development will be guided by EDI goals reflective of the identities and interests of the next generation of scholars, providing diverse points of access to lang and content.

**§J. Competitive Preference Priorities:** IMCAPS proposes a set of high-quality initiatives for

2022-2026 that are tightly aligned with NRC and FLAS priorities. In addition to the AP and CP/FCP notations throughout the narrative, Table J summarizes how our proposed activities address the NRC and FLAS competitive preference priorities.

|  |
| --- |
| **Table J Proposed NRC Activities and Corresponding Competitive Preference Priorities** |
| *Competitive Priority* | *Activity* |
| **NRC CP1:****Partnerships with Minority-Serving Institutions or Community Colleges** | Increase Asia Course Offerings at SLCC* New Course on Southeast Asia (pg. 53)
* Create India Study Abroad program (pg. 53)
* Begin offering 1st Year Korean (pg. 50)
* Shared 1st year Vietnamese class open to SLCC students (pg. 53)
* Offer CLAC Courses at SLCC (pg. 50)
 |
| UU K16 Outreach Coord. manages all K12 and SLCC partnerships* Offer CLAC training at SLCC (pg. 50)
* Chinese Language Articulation Workshops (pg. 52)
* Development funds for SLCC faculty conference/workshop attendance (pg. 53)
* Annual SLCC-UU Collaborative Asian Cultural Event (pg. 55)
* SLCC Librarians attend Library Collection Development Workshop (pg. 54)
* Involve SLCC faculty in CLAC Consortium conference (pg. 50)
* Adapt SLCC-UU MOU to enhance successful transfer to AS Programs (pg. 41)
 |
| **FLAS CP1:****FLAS Fellowships for Students who Demonstrate Financial Need** | * FLAS materials and selection process reflect a preference for students with financial need (pg. 47)
* Advertise through central scholarship offices and to more socio-economically and ethnically diverse students (pg. 45-46)
* Require completion of a FAFSA for FLAS applications (pg. 47)
 |
| **FLAS CP2:****>25% of awards to LCTLs.** | * 100% of academic and summer fellowships in LCTLs: Arabic, Burmese, Cebuano, Chinese, Japanese, Korean, Russian, Hindi, Hmong, Indonesian, Malay, Persian, Samoan, Tagalog, Thai, Tongan, and Vietnamese (pg. 47)
 |