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5. Joint NRC Directors, Alexander Mawyer, Director, NRC Pacific Islands & Miriam Stark, Director, NRC Southeast Asia

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# UNIVERSITY OF HAWAIʻI, NRCEA & FLAS, FY 2022-2026 LIST OF ACRONYMS

AA/NH/PI Asian-American / Native Hawaiian / Pacific Islander AAS Association for Asian Studies

AATK American Association of Teachers of Korean

ACTFL American Council on the Teaching of Foreign Languages AS / ASD Asian Studies / Dept. of Asian Studies

ASAN Asian Studies course listings

ASDP Asian Studies Development Program of the East-West Center ASP Asian Studies Program

AY Academic Year

C China / China related materials

CALL College of Arts, Languages, and Letters

CC Community College

CCS Center for Chinese Studies

CDL Controlled Digital Lending of library resources

CHN Chinese Language Program / Chinese language course listings CIBER Center for International Business Education & Research

CITS Center for Interpretation and Translation Studies

CJK Chinese, Japanese and Korean

CJS Center for Japanese Studies

CKS Center for Korean Studies

CLFP Chinese Language Flagship Program

CLT Center for Language and Technology

COS Center for Okinawan Studies

CoE College of Education

EA East Asia

EAC East Asia Council, lead administrators of UH NRCEA

EALL East Asian Languages and Literatures, UH academic department EAS East Asian Studies

EC Executive Committee

EWC East-West Center, independent NPO established by U.S. Congress FAO Foreign Area Officers, in U.S. Army service

FLAS Foreign Language and Area Studies, Fellowship / Award

FSIS Faculty and Scholar Immigration Services, program within OIEP FTE Full-time Employment position count

Flagship National Security Education Program, U.S. Dept. of Defense GA Graduate Assistant, paid campus employment

GEPA General Education Provisions Act

HI DOE Hawaiʻi State Department of Education

HI P-20 Hawaiʻi State P-20 Partnership’s Initiative for Work-based Learning

IFLE Int’l and Foreign Language Education, U.S. Dept of Education ILR Interagency Language Roundtable grading scale

IPA Integrated Performance Assessment curriculum method

ISS International Student Services, program within OIEP

J Japan / Japanese related materials

JPN Japanese Language Program / Japanese language course listings K Korea / Korean related materials

KCC Kapiʻolani Community College

KLEAR Korean Language Education and Research Center KLFP Korean Language Flagship Program

KOR Korean Language Program / Korean language course listings LCTL Less Commonly Taught Languages

MAAS MA in Asian Studies

MAIA MA in Asian International Affairs

MIX Mānoa International Exchange, program within OIEP

MSI Minority-Serving Institution of Higher Education NFLRC National Foreign Language Resource Center NGO Non-Governmental Organization

NRC National Resource Center

NRCEA National Resource Center for East Asia NRCPI National Resource Center for Pacific Islands NRCSEA National Resource Center for Southeast Asia NSEP National Security Education Program

OIEP Office of International and Exchange Programs

OPI Oral Proficiency Interview

PALS Pacific-Asian Legal Studies

PBLL Project-Based Language Learning

PD Professional Development

SAC Study Abroad Center, program within OIEP

SEED Student Equity, Excellence and Diversity

SLS Second Language Studies

SOA School of Architecture

SPAS School of Pacific and Asian Studies

STAMP Standards-based Measurement of Proficiency language testing STARTALK National Security Language Initiative

TA Teaching Assistantship paid campus employment

UH University of Hawai‘i / University of Hawai‘i at Mānoa

UOG University of Guam

WICHE Western Interstate Commission for Higher Education Y1, Y2, Y3, Y4 Years 1-4 of grant funding, respectively

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# University of Hawaii, National Resource Center - East Asian Studies (NRCEA) & FLAS

The State of Hawaii, the 10-campus University of Hawaii system, and its flagship University of Hawaii at Manoa (UH) play key roles in America’s relationships in the Asia-Pacific region.

University President David Lassner notes, “UH leverages our location, cultural heritage, diversity and tradition with a clear commitment to stand at the forefront of scholarship in and about Asia and the Pacific. As a strong MSI (**CPP 1**) we draw diverse students, including from the U.S. affiliated Pacific Islands, into a unique high education environment. We build students’ skills and capacity through our own programs and international partnerships to prepare our graduates for professional careers that link our nation to China, Korea, and Japan.” East Asian Studies (EAS) at UH has exceptional and diverse expertise (**AP 1**). 117 East Asia (EA) faculty specialists offer 300 courses related to EA with enrollments topping over 7,500 annually.

Nationally recognized Centers for Chinese, Japanese, Korean, and Okinawan Studies (CCS, CJS, CKS, COS respectively, together our East Asia Council or EAC), coordinate EAS resources and provide leadership on campus. Collaboration among EAS and degree programs in Asian and Pacific Islands Studies at UH offers rich opportunities to understand East Asia in an Asia-Pacific context while an internationally recognized National Foreign Language Resource Center (NFLRC) provides opportunities to develop and incorporate cutting-edge techniques into language pedagogy across campus and beyond. The 11 projects listed in *Table I-1* (p.39) are put forward under the auspices of an East Asian regional NRC.

# Commitment to Subject Area on which the Center Focuses

UH currently expends $20,213,081 annually in funding for East Asian Studies (EAS) across campus. EA instructional faculty salaries ($12,902,688) comprise 64% of the total and demonstrates UH’s unwavering commitment. *See Table A-1 below for details*.

|  |
| --- |
| **Table A-1: UH Commitment to the Subject Area (quantifiable indicators)** |
| **100% EA-related** | **General Executive Management & Admin/Fiscal**support from staff whose duties are not 100% related to EA |
| ***Operation of the Center:*** East Asia Council, known as EAC, for the Centers of Chinese, Japanese, Korean, and Okinawan Studies* 9.5 FTE @ $693,186
* Operations Allocations: $97,536
 | The Centers are housed in the School of Pacific and Asian Studies (SPAS) which is under the **College of Arts, Languages, and Letters (CALL)*** Administrative staff includes a Dean, 2 CALL Associate Deans, a Fellowships Coordinator, 2 fiscal officers, and a Secretary.
 |
| ***Teaching Staff:*** across UH* 108 FTE @ $12,902,688
 | **The Center for Language and Technology** (CLT) provides technological support for EA language teaching and research* 10 faculty specialists/staff & 3 GAs
 |
| ***EA Library (4 collections):**** 9.5 FTE @ $779,557
* Acquisitions: $237,454
 | **The University Library.** The EA Library collections are supported by the University Librarian, Fiscal Office, Circulation, Preservations, and Serials departments. |
| ***Linkages with EA institutions***:* 49 formal exchange and study abroad agreements, listed on pp. 18
* Waived tuition for 2018-2019 exchange students from EA universities to study at UHM:

$2,848,320 | **The Office of Global Engagement (OGE)** oversees international education programs and services campus wide, including EA programs.* R. Anderson Sutton, Assistant Vice Provost of Global Engagement, a Southeast Asian and Korean ethnomusicologist.
* Departments (% of activity devoted to EA): 20 FTE
	+ Faculty and Scholar Immigration Services (70%)
	+ International Student Services (47%)
	+ Manoa International Exchange (59%)
	+ Study Abroad Center (45%)
 |
| ***EA Outreach:**** Minimum UHM commitment (excludes staff and faculty salaries):

$500,000 (includes $300,000 for Asian and Chinese theater) | **More general outreach that includes an EA component.** UH conducts a wide-range of outreach activities across campus, including lectures, concerts, performances, symposia, seminars, workshops, and conferences. Ex., the biennial Asia Pacific DanceFestival. |
| **EA Student Support:*** undergraduate advisers: 1.5 FTE @

$75,000* tuition waivers:
	+ Undergrad: $28,000
	+ Grad: $174,000
* Professional development activities funding: $300,000

TA-ships: 30 @ $1,577,340 | **Western Interstate Commission for Higher Education (WICHE).** UH adjusts tuition rates to allow selected students from WICHE partner states (15) and territories (1) to pay 150% of resident tuition for undergraduates, and resident tuition for graduate students. At the graduate level, the WICHE program applies in fields where UH has unique strengths-- *e.g*., Asian and Comparative Philosophy, Asian Theatre, Asian Studies, and East Asian Languages and Literatures. |
| **Total Direct Financial Support for EA at UH: $20,213,081** |

**Support for linkages with institutions abroad**. UH has extensive relations with universities and educational/research organizations in East Asia. In addition to the 49 official exchange/agreements with universities, as described in *Table A-1* above, each EA center has its own links with universities in East Asia. CCS coordinates an exchange for UH faculty and PhD students at Beijing University. UH’s Korean Language Flagship Program (KLFP) partners with

Korea University to send its capstone students to one-year language training and internship. CJS is a member of a consortium of elite universities for the Inter-University Center for Japanese Language Studies in Yokohama, Japan.

**Support for students—FLAS recipients.** UH currently covers the tuition difference when it exceeds FLAS institutional support ($18,000); UH will continue to make every effort to do so if awarded FLAS for FY 2022-26.

# Quality of the Center’s Language Instructional Program

# B-1. Extent and Enrollment

UH’s EALL is unparalleled nationally and internationally. With over 100 courses annually, its Japanese and Korean programs are the largest and most comprehensive in the nation. Four years of comprehensive instruction in the five skills of listening, speaking, reading, writing, and culture are offered in Mandarin Chinese, Japanese, and Korean, and EALL is the only university department in the U.S. that offers Okinawan language instruction. EALL has the only Korean Language Flagship Program in the country and, in 2020 was re-awarded a grant for its Chinese Language Flagship Program (CLFP), currently 1 of 13 nationally, with both offering rigorous training to our students.

|  |
| --- |
| **Table B-1: Course Enrollment by Lang. and Type, 2020-2021** |
|  | Japanese | Mandarin | Korean |
| Basic (Y 1,2) | 1,198 | 277 | 485 |
| Advanced (Y 3,4) | 732 | 401 | 491 |
| Grad level | 68 | 42 | 71 |
| TOTAL by Lang. | 1,998 | 720 | 1,047 |
| **TOTAL language course enrollment, overall: 3,765** |

Enrollment in EALL language courses totaled 3,765 in 2020-2021, as indicated in *Table B-1*. To accommodate the demand for EALL

courses, lower-division courses offer multiple sections. Beginning Japanese (101 and 102) averages 12 sections per semester. Beginning Chinese and Korean offer 5 and 7 sections, respectively. Core courses meet for 4 hours per week. Students are assigned to work with

textbook, instructional materials, lessons, and videos (many of which are available online) outside of class. Classes are limited to 20 students, and several target the special-purposes learner: JPN offers a two-semester sequence on professional communications at the 3rd-year level; CHN and KOR offer courses specifically geared toward academics/career professionals at the 4th-year level; KOR offers a two-course sequence covering media (social media, newspapers, TV news, and the internet). All three EA languages use film and television dramas to teach oral skills. Directed study is offered as needed at the undergraduate and graduate levels for variable credit. EALL offers intensive summer instruction in all 3 languages. Also, SAC and MIX offer CJK summer language programs at partner universities in EA. However, since March 2019, overseas studies in EA have largely been cancelled due to the pandemic; in some instances, programs have been offered online, for instance the Inter-University Center for Japanese Language Studies, of which UH is a consortium member, has offered its summer and 10-month programs online.

# B-2. Third Year + Training

**General language.** EALL’s Chinese, Japanese, and Korean divisions offer 4 years of instruction in a standard, graduated program.

|  |
| --- |
| **Table B-2: Language/Literature Courses, 2020-21** |
|  | **100** | **200** | **300** | **400** | **600** | **700** | **Total** |
| Chinese | 2 | 2 | 4 | 18 | 6 | 0 | 32 |
| Japanese | 2 | 2 | 8 | 12 | 9 | 1 | 34 |
| Korean | 2 | 3 | 8 | 17 | 7 | 1 | 38 |
| Total | 6 | 7 | 20 | 47 | 22 | 2 | 104 |

Graduate seminars are offered in CJK as are MA and doctoral degrees in all three languages.

Courses offered in 2020-21 are

summarized in *Table B-2*; details can be found in App. 2, pp. A80-A108. Other disciplines. Several EALL courses target disciplinary content, *e.g*., JPN 407D Readings in Academic & Journal Texts (covers humanities and social sciences), KOR 485/KOR 486 Korean for Academic

Purposes I, II (covers history, religion, politics and government, economics, family & gender, science & technology, and arts), and CHN 485/CHN 486 Academic-Professional I, II (covers art, culture, economy, politics, literature, and current events). EALL faculty regularly tutor students in discipline-based directed readings. Outside of EALL, at the undergraduate-level, faculty incorporate EA materials and lectures in the target EA languages. For example, in ASAN320J Asian Nation: Japan, last year a guest lecturer gave a presentation on social behavior in both Japanese and English. At the graduate level, UHM faculty incorporate EA readings. NRCEA- supported the development of a textbook, *China Law Reader,* which has been used in law courses at UH. In History, Prof. M. McNally reads and translates Japanese resources with his students in HIST 665C Early Modern Japanese History. In Theatre and Dance, when UH is preparing for an EA theatrical production, artists from the country provide acting and music seminars in the target languages, as what occurred in the Fall 20/Spring 21 semesters for the *Remotely Kyōgen* production, and as what will occur in preparation for the planned December 2022 Beijing Opera workshop.

# B-3. Number of Faculty and Pedagogical Training

**Sufficiency.** The size of the instructional cohort in EALL is striking: 70 language specialists teach in EALL. A full-time undergraduate adviser assists all EA majors, minors, and certificate students in selecting their classes and coordinates placement exams and transfers of credit. KLFP and CLFP each employ a full-time

|  |
| --- |
| **Table B-3: CJK Language Faculty Spring 2022** |
|  | Professors | Instructors | Lecturers | GAs | **Total** |
| Chinese | 7 | 1 | 2 | 4 | **14** |
| Japanese | 6 | 10 | 6 | 12 | **34** |
| Korean | 6 | 3 | 5 | 8 | **22** |
| Total | 19 | 14 | 13 | 24 | **70** |

coordinator to handle applications, advising, course offerings, overseas study, and other related

activities. *See Table B-3 for position counts*. This spring EALL hired Prof. PC. Tomassi as a

tenure-track Assistant Prof. for pre-modern Japanese literature (classical and medieval Japanese poetry).

The efforts of these language unit-based staff are supplemented by other strategically placed language scholars: C. Ning, CCS Assoc. Director, is a nationally known Chinese textbook author and pedagogue, while widely published assessment specialist K. Kondo-Brown serves as Associate Dean for CALL. Additionally, G. Kasper, an internationally recognized language pedagogy specialist in Second Language Studies (SLS) is a Collaborating Faculty Member in EALL. Most of her graduate students work on EA-related topics. Many other SLS and Linguistics faculty serve as mentors and thesis committee members to EALL students.

**Pedagogical training.** Approximately 90% of all EALL faculty have attended performance- based instructional and assessment workshops in the past five years. In summer 2019, KLFP offered a professional development OPI workshop for UH faculty, lecturers, TAs, and graduate students. CHN runs training workshops for faculty and new TAs every semester to implement integrated performance assessment (IPA)-based curriculum, reviews teaching plans, and engages in quality control. The Japanese section created a new performance-based language curriculum for JPN 101 through 202, called *Musubi,* an entirely online textbook and place-based, localized exercises series. Every fall, the Japanese section offers training to faculty and TAs on the new curriculum; and, at the end of each semester, it solicits feedback in order to facilitate revisions and improve training. This summer 2022, the Japanese section will hold an in-person professional development workshop for teachers of Japanese on *Musubi* with funding from the current NRCEA grant. A similar redesign of JPN 301-302 curriculum is in the works. While this is a labor-intensive process, the new performance-based teaching should markedly improve students’ Japanese language proficiency. EALL annually coordinates department-wide

professional development activities on such topics as OPI and IPA. All faculty are encouraged to participate in the numerous professional development offerings of UH’s NFLRC and CLT.

As a result of participating in NFLRC’s workshops, EALL faculty have developed Project-Based Language Learning (PBLL) projects and incorporated them into their curriculum. Based on NFLRC’s expertise in PBLL and the success of EALL faculty members’ recently developed PBLL projects, NRCEA proposes to offer PBLL professional development opportunities for all UH-system faculty of EA languages.

UH faculty and graduate students regularly attend or present papers at conferences of the American Council on the Teaching of Foreign Languages (ACTFL) conference, the Chinese Language Teachers Association, the American Association of Teachers of Japanese, and the American Association of Teachers of Korean (AATK). Eight UH faculty and graduate students presented papers and UH NFLRC Director gave one of the two invited presentations at the 2021 AATK Annual Meeting. In April 2022, H. Wang will present a paper at the Univ. of Chicago on business Chinese language textbooks at the Languages for Specific Purposes & Centers for International Business Education and Research (CIBER) national conference.

# B-4. Measurement of Quality

**Performance-based measurements.** EA language instruction at UH is communication- and task-based, emphasizing the development of skills to perform successfully in real-life. Classroom exercises like role playing and skits, provide opportunities for students to practice and build communicative skills. Authentic materials from multiple sources are integrated into the curriculum to develop reading skills (*i.e*., websites, magazines, newspapers, academic journals). EALL uses curriculum maps that include student learning outcomes for courses and for all its undergraduate and graduate programs. EALL offers Standards-based Measurement of

Proficiency (STAMP) language testing to all graduating seniors to encourage them to document their language proficiency with a Global Seal of Biliteracy in preparation of entering the job market. EALL also uses proficiency testing data to adjust curricula and teaching approaches.

**Adequacy of resources.** UH offers one of the most extensive foreign language programs in the U.S., with instruction in 25 languages and strengths in Asia-Pacific languages. This is supplemented by the research and pedagogic strength of the faculty in SLS, EALL, and CLT, who provide the leadership for UH’s Title VI-funded NFLRC and NSEP-funded Language Flagship Technology Innovation Center. CLT’s mission is to support the informed use and integration of technology into instruction and research. CLT offers technical, instructional and research support which when combined with its facilities, resources and staff expertise to constitute a unique combination of assets. CLT facilities include a project development lab to assist faculty in enriching their course delivery through technology enhanced instruction, 2 recently updated class labs (equipped with 48 PC computers with LCD projectors, language software, webcam, and headsets with microphones), 2 media classrooms, a One Button Studio, a simplified video recording setup designed for creating videos for online instruction and other projects, a LUX lab for research via one-on-one interactions, and an audio recording studio. CLT provides support for audio and video production for UH language faculty, and offered workshops to UH language faculty on online teaching, easing the transition under pandemic circumstances.

|  |
| --- |
| **Table B-4: Entrance and Exit Goals** |
| Level | Entry Proficiency | Target Exit Proficiency |
| 101-102 | Zero | Novice Mid/Novice High |
| 201-202 | Novice Mid/Novice High | Int. Low |
| 301-302 | Int. Low | Int. Mid/Int. High |
| 401-402 | Int. Mid/Int. High | Int. High/Adv. Low |

**Proficiency requirements.** *Table B-4* indicates entrance and exit goals for each of the core language levels based on the ACTFL Proficiency Guidelines

with adjustments made according to the textbooks for each level. Testing within the department

indicates that at least 60% or more of students fall within these entrance-exit parameters. Models for capstone assessments for EALL undergraduate programs have been established by CLFP and KLFP, setting high goals of ACTFL scale “Superior” or ILR Level 3. Approximately half of Korean language majors are in the KLFP track. About 40% of Chinese language undergraduate majors are in the CLFP track. All the CLFP and KLFP courses, except for the capstone and overseas study courses, are open to the regular Korean and Chinese BA majors. The Japanese section is in the process of accelerating its four-year undergraduate curriculum based on a redesign of JPN 101 through 202 curriculum and forthcoming revisions to JPN 301/302.

# Quality of the Center’s Non-Language Instructional Program

# C-1. Quality and Extent

|  |
| --- |
| **Table C-1: 2020-2021 Non-Language Courses Offered** |
| **Level:** | **100** | **200** | **300** | **400** | **500** | **600** | **700/800** | **Total** |
| **Total** | **1** | **8** | **55** | **31** | **7** | **16** | **9** | **127** |
| American Studies | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Anthropology | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Art | 0 | 0 | 1 | 3 | 0 | 0 | 1 | 5 |
| Asian Studies | 0 | 1 | 13 | 8 | 0 | 9 | 3 | 34 |
| Dance | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| EALL (in translation) | 0 | 3 | 11 | 2 | 0 | 2 | 2 | 20 |
| Economics | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Ethnic Studies | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Geography & Environment | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| History | 0 | 0 | 9 | 6 | 0 | 2 | 0 | 17 |
| Music | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Philosophy | 0 | 0 | 3 | 0 | 0 | 1 | 1 | 5 |
| Political Sci. | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| Religion | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 4 |
| Sociology | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 4 |
| Theatre | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 4 |
| Women, Gender & Sexuality Studies | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Architecture | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 4 |
| College of Bus. | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 5 |
| College of Ed. | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| School of Law | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 7 |
| **Note:** 17 of the courses are cross-listed of those offered and taught in 20-21,1 course has 3 course numbers; the true total is 118. |

**Extent.** UH maintains extensive EAS curricular offerings at both the undergraduate and graduate levels. In *App. 2*, 177 non-language courses with 25-100% EA content are listed over a 3-year period. In 2020-21, 127 such courses were offered in 21 academic units (including 4 professional programs/schools) with a total enrollment of 3,764, representing 50% of total EA course enrollments. *See Table C-1 above for a full listing of non-language courses offered*.

Course titles, instructors, EA content percentages, and enrollments are listed in *App. 2*. **Availability in professional schools.** The Shidler College of Business, in addition to 5 EA- focused courses and an International Business BBA degree encompassing substantial EA content, offers Japan-Track and China-Track Global MBA Programs. The William S. Richardson School of Law offers 9 courses EA-focused courses (7 taught in 2020-21) in its Pacific-Asian Legal Studies (PALS) program, graduation PALS Certificates for JD and LLM students, and in collaboration with the Asian Studies Department (ASD), a concurrent JD/AS MA degree. The College of Education (CoE) offers seminars in comparative education and cultural diversity with substantial EA content. The School of Architecture (SOA) offers graduate-level courses on modern EA architecture, a doctoral program that incorporates study trips to EA, and a Global Track (China DArch degree) program in partnership with Tongji University’s College of Architecture and Urban Planning.

# C-2. Depth of Coverage in Multiple Disciplines

*App. 2 Course List (pp. A80-A108)* demonstrates that UH has special depths in EAS in the humanities: History (29), EALL Literature/Culture (24), Philosophy (10), Religion (6), Music (5), Theatre (7), Dance (9), Art (7). The number of courses in the performing arts, especially in music and dance, suffered during the pandemic but are gradually returning. In the social sciences, UH has ample coverage in Anthropology (3), Political Science (7), and

Sociology (5). UH seeds tenure-track positions through the CKS-Korea Foundation Rotating Chair in Korean Studies designed to promote continual strengthening of Korean Studies at UH.

H. Kim became its second Chair in History in Fall 2017.

# C-3. Staff Sufficiency and Pedagogy Training

**Sufficiency of faculty.** As demonstrated by the large number of EA courses that are regularly taught by its 83 non-language EA specialists, UH has maintained sufficient staff to cover its EA course offerings. *See App. 1B Faculty List by Center/Department (pp. A6-A12) and App. 1D Faculty Profiles (Alphabetical Order) (pp. A19-A78)*. In fact, several departments, including Anthropology, Asian Studies, History, Sociology, Economics, and Law have specialists for each major EA country. Moreover, 7 EALL faculty teach non-language area courses (*e.g*., “Korean Literature”) in addition to their language courses.

**Pedagogy training.** UH’s Center for Teaching Excellence with its 4.0 FTE staff oversees a wide range of readily accessible pedagogical training opportunities for UHM faculty and staff in such areas as multicultural environments, active learning, assessment, and online course management and collaborative tools. Mid-semester evaluation services are also offered. New **t**eaching assistants are required to attend a mandatory 3-day workshop. There are special sessions for international TAs. Many departments provide additional training—*e.g*., History where new TAs attend a day-long orientation and are required to take a 1-credit class entitled Teaching History (HIST 790) each semester they work as a TA.

# C-4. Interdisciplinary Courses

The Asian Studies Department (ASD) constitutes the primary site for interdisciplinary study of EA. *App. 2* lists 37 undergraduate and graduate AS courses with at least 25% or more EA content. AS courses complement interdisciplinary curriculum development as in the Okinawan

Studies field where ASAN 320O contributes to a growing nexus of courses on Okinawa—HIST 423 Okinawa, and JPN 471 & 472 Okinawan Language and Culture I & II. Of note are Asian Studies graduate-level courses which draw students from other departments, *e.g*., ASAN600 C, J, K “Approaches” series for China, Japan, and Korea which introduces interdisciplinary area studies methods and materials and ASAN 651 “East Asia Now” which examines EA as an interactive region with common historical, political, and cultural themes. Beyond AS, American Studies, Ethnic Studies, Geography and Environment, Women, Gender & Sexuality Studies, and other units regularly offer interdisciplinary courses with EA content. Multiple cross-listings of courses attest to the interdisciplinary foci in departments outside AS.

# Quality of Curriculum Design

# D-1.a Undergraduate Instruction and Programs

**Incorporation into undergraduate degree programs.** Virtually all UH undergraduates (currently numbering 14,120) are exposed to significant EA content by the time they graduate. All are required to complete two 3-credit Global and Multicultural Perspectives courses which deploy substantial EA content. Beyond this, all Arts and Humanities majors must pass two years of a 2nd language while students in the Shidler College of Business must pass either two years of a 2nd language or area studies courses, with the most common option pursued being EA languages or area studies courses.

The undergraduate major in Asian Studies (AS) allows students to design their program from a wide array of AS courses and Asia-related courses in other departments. The major requires a minimum of 30 credit hours (15 in ASD) and a minimum of 2 years of an Asian language. Majors may undertake a Capstone Project in consultation with an AS faculty member. ASD also offers a minor requiring 15 credit hours of Asia-related courses that includes the

option of an EA-country focus. Overseas studies in EA via the University’s MIX or SAC program are actively encouraged.

EALL offers undergraduate majors in a CHN, JPN, or KOR language and literature to students who wish to focus on an EA language. These require 4th year language proficiency plus 30 or more hours of coursework. A minor requires 6 credits of language and 9 credits of non- language courses with a focus on linguistics and literature. A certificate requires 15 credits and 3rd year level language proficiency or higher. UHM is the only university outside Japan that offers Okinawan language and culture courses. UH’s CFLP and KFLP train undergraduate students in professional-level Korean and Chinese and require a capstone year of intensive language courses and an internship experience. Capstone years are typically at a university overseas in EA but due to the coronavirus pandemic in 2020-21 KFLP capstone students studied in the U.S. while participating in internships remotely. Its capstone students are now in Korea taking hybrid language classes while participating in in-person internships there.

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| **Table D-1: Earned Bachelor's Degrees by Major (2020-21), 2 yr. or higher EA Language completed\***\*Total Graduates (364); # Degrees Represented (58) |
| Biology | 36 | Economics | 14 |
| Comp. Science | 29 | Communication | 13 |
| Psychology | 29 | Environmental Design | 11 |
| Japanese | 20 | Creative Media | 9 |
| Art/Art History | 15 | Political Science | 9 |
| Others with 5 or more (77 graduates): Accounting, Asian Studies, Biochemistry, English, Finance, Info. &Computer Sciences, Management, Mgt. Info. Systems, Molecular & Cell Biology, Nursing, Public Health, Second Lang. Studies. |
| Others (58 graduates): Anthropology, Botany, Chemistry, Chinese, Communicology, Computer Engineering, Dietetics, Electrical Engineering, Elementary Education, Ethnic Studies, Food Science, Geography, Global Environmental Science, History, Human Development & Family Studies, Human Resource Management, Interdisciplinary Studies, International Business, Marine Biology, Marketing, Mathematics, Microbiology, Molecular Bioscience & Biotech, Music, Natural Resources & Environment, Social Work, Theatre, Women’s Studies, Zoology. |

The wide reach of EAS is reflected in the diversity of majors that graduate students with at least two years of EA language. Out of 3,168 students who graduated with bachelor’s degrees in 2020-21 (F2020, S2021, Summer 2021), 364 (11.5%) students had completed an intermediate

level of EA language study. The majors of these students represented 58% of all bachelor’s degree programs at UH. *See above Table D-1 for full details on graduates*.

**Appropriateness and quality.** Undergraduate EA courses are regularly reviewed to assess the appropriateness of curricular design. The quality of UH’s undergraduate training is further reflected by student achievements. In the last five years (2016-21), undergraduate majors in CHN, JPN, and KOR received 6 Boren Scholarships, 33 CJS and CKS scholarships, 61 FLAS fellowships, 2 Gilman Scholarships, 7 Japanese Ministry of Education, Culture, Sports, Science and Technology Scholarships, and 10 Ok Bae & Jung Scholarships. From 2016 to 2021, 85 JPN majors were inducted into the Japanese National Honor Society.

# D-1.b Graduate and Professional School Training

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| **Table D-2: Graduate Degree Programs in EA at UH** |
| **Discipline** | **MA** | **Doctoral** | **Discipline/Field** | **MA** | **Doctoral** |
| Anthropology | offered | offered | Music | offered | offered |
| Art | offered | - | Philosophy | offered | offered |
| Asian Studies | offered | - | Political Science | offered | offered |
| EALL (C, J, K) | offered | offered | Sociology | offered | offered |
| Economics | offered | offered | Theatre-Dance | offered | offered |
| Geography | offered | offered | Architecture | - | offered |
| History | offered | offered | Library Science (dual degree option withAsian Studies) | offered | - |
| Linguistics | offered | offered |  |  |  |
| **MBA** |
| Japan-and China-Track Global MBA Programs |
| **Law School** |
| MA in Asian Studies & JD concurrent degree option, and Pacific-Asian Legal Studies Certificate |

**Options.** *Table D-2* summarizes EA focused graduate programs. Most require the ability to conduct research in the language of the area of concentration. EALL offers MA and doctoral degrees in all three C, J, K languages/linguistics and literature/culture. ASD offers two MA degree programs: MA in Asian Studies (MAAS, an interdisciplinary area studies graduate program in which students can focus on China, Japan, Korea, or inter-Asia) and from 2019 an

MA in Asian International Affairs (MAIA), a professional MA program combining area studies courses, applied theory, and a capstone experience that emphasizes application of area knowledge to real-world problems. MAAS students complete 30 credits in C, J, or K area studies courses and demonstrate 3rd-year level or higher language proficiency. ASD also offers a graduate certificate program in C, J or K Studies that requires 15 credits of area-focused coursework, with 9 of the 15 credits must be at the 600 level or above.

The William S. Richardson School of Law is nationally recognized in Asian law with leading faculty, numerous specialized course offerings, a scholarly journal, and regular outreach programming. The Law School’s Pacific-Asian Legal Studies Certificate requires 13 credits plus a substantial writing, and students have received credit for externships in China, Singapore, Hong Kong, and Japan. Japanese Supreme Court Justice Katsuya Uga is scheduled to lecture, meet students, and engage in community outreach in May 2022. The Shidler College of Business has a nationally ranked International Business program offering China- and Japan-track Global MBAs which feature in-country internships. The John A. Burns School of Medicine’s Global Health and International Medical Program coordinates active exchanges and educational programs with physicians and medical schools in the Asia-Pacific. Students can earn credit at partner medical schools in Japan (23), Korea (2), and Taiwan (2).

**Appropriateness and quality.** The University offers diverse, high quality curriculum options for students pursuing academic paths and career training focused on EA. Graduate degree programs undergo rigorous external reviews at the school-level/college-level at five-to-seven- year intervals to assess the appropriateness programs and to identify areas for improvement, while professional schools are subject to their own external reviews. CALL is currently undergoing a review. Outside evaluator visits are scheduled for spring 2022. EA-oriented

professional development opportunities are readily available. Annual EWC and SPAS graduate student conferences invite non-UH scholars and UH faculty to comment on student papers.

Graduate students help plan and present papers at the renowned East-West Philosophers Conference held every five or six years since 1939. Graduate students publish in well-established UH-based journals such as *Philosophy East & West, Korean Studies, China Review International* and produce, under faculty supervision, the online *Asian-Pacific Law & Policy Journal*.

Passing a reading/translation or oral language exam is a requirement in many of the EA- focused doctoral programs, including History (which requires 2 foreign languages), Anthropology, Music, Philosophy, and Theatre & Dance. Applicants for the MA and doctoral degrees in CHN, JPN, and KOR must demonstrate mastery of their language of concentration through diagnostic evaluation. Students advancing to PhD candidacy in the Japanese or Korean Language and Linguistics programs must write two publication-quality papers while Sociology requires one.

UH graduate students who focus on EA have received many distinguished dissertation fellowships and scholarships including the Fulbright Dissertation Fellowship, Japan Foundation Doctoral Fellowship, *Kyujanggak* Visiting Student Fellowship at Seoul National University, Japanese Ministry of Education, Culture, Sports, Science and Technology Scholarship (Research), and the Crown Prince Akihito Scholarship.

One indication of the success of our graduates is in placement data. Details on the placement of graduates appear in *Tables G-2* and *G-3* (pp. 28, 29).

# D-2. Academic and Career Advising

**Academic Advising.** All undergraduate students and graduate students are assigned academic advisers in their respective degree programs in their first year. ASD and EALL both employ full-

time undergraduate and graduate advisers. Chairs and committee members for all EA MA and PhD candidates contain university-designated Graduate Faculty affiliated with the appropriate area center. CCS, CJS, and CKS regularly advise undergraduate and graduate students on intensive EA language programs in the U.S. and in EA, and widely distribute information on available scholarships/funding at UH and outside UH.

**Career Advising.** The University’s Manoa Career Center (MCC) offers workshops and semi- annual career fairs for students preparing to go on the job market. The MCC facilitates on- campus recruitment by government agencies at its semi-annual career job fair and through informational meetings. Through the pandemic, MCC has conducted job fairs virtually. In November 2021, MCC’s fair focused on Careers in the Intelligence Community, one of the areas of need being students with advanced EA foreign language proficiencies (**AP 2**). The Law School and ASD both regularly host career-seminars by UH alumni. A recent example is “Careers in the U.S. State Department” by Shawn Gray (UH BA ASD alumnus) a U.S. State Department Supervisory Special Agent. EA Centers’ websites and email listserv play an important role in facilitating recruitment and advising. EALL’s undergraduate-oriented cultural festivals are used by private employers to recruit prospective employees with language skills.

The Hawaii Language Roadmap, a statewide policy initiative that works to tune language education content to local job market needs, has also expanded its activity in recent years.

Recognizing a need to bridge the gap between the classroom and career for students, the College of Social Sciences started a mentorship program for UH students with the U.S. Intelligence Agency. ASD’s MAIA offers a graduate-level practicum course, requires a capstone project on a real-world problem of the student’s choice, and partners with off-campus organizations, such as the Pacific Asian Affairs Council. In this grant application, UH is

proposing to develop an undergraduate practicum course in ASD, open to all majors, which will include MCC services and feature experiential learning opportunities at organizations that focus on Asia and/or Asia-Pacific, including EWC.

**D-3. Study and Research Abroad Formal arrangements.** Students study overseas through the Study Abroad Center

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| **Table D-3: Universities in East Asia with Official Exchanges/Agreements for UH Students** |
| **China:** Fudan U., International School of Tongji U., Shanghai Jiao Tong U., Sichuan U., Southwestern U. of Finance and Economics |
| **Hong Kong:** Chinese U. of Hong Kong, City U. of Hong Kong, Hong Kong U. of Science & Technology, Hong Kong Polytechnic U., and U. of Hong Kong |
| **Japan:** Akita International U., Chuo U., Doshisha U., Hakuoh U., Hiroshima City U., Hitotsubashi U., Hokkaido U., Ibaraki Christian U., Kagoshima U., Keio U., Konan U., Kwansei Gakuin U., Kyoto U., Meikai U., Nanzan U., Nihon U., Obirin U., Ryukoku U., Sophia U., Taisho U., Tohoku U., Tokyo U. of Foreign Studies, Tsukuba U., U. of the Ryukyus, Waseda U. |
| **S. Korea:** Chung-Ang U., Ewha Woman’s U., Inha U., Korea U., Kyung Hee U., Sejong U., Seoul National U., Sogang U., Sookmyung Women’s U., Soonchunhyang U., Yonsei U. |
| **Taiwan:** National Central U., National Sun Yat-sen, National Taiwan U. |

(SAC) programs and the Manoa International Exchange (MIX) agreement relationships.

*Table D-3* lists **49 institutions with which UH has established formal exchanges and overseas study programs.** Student participation was 181 in 2018-19, 84 in 2019-

20, 45 in 2020-21. Unfortunately, the COVID pandemic forced the cancellation of overseas study programs in EA from March 2020

onward. UH also sends students to EA via other special programs and scholarship opportunities. These have been largely suspended since the spring 2020. The following is a sampling of prior opportunities available to UH students: undergraduate and graduate Japanese Ministry of Education Scholarships for one to two years of study in Japan (2 students); College of Social Sciences’ Manoa Academy-Beijing Summer Study Abroad Program at Beijing Foreign Studies

U. (20 students); CLFP and KLFP capstone programs (4-8 students); Global MBA China and Japan (3-5 students); the Crown Prince Akihito Scholarship to study for a year in Japan (1-2 students), the summer internship program at Ehime Prefectural International Center (Japan, 2

students); the Inter-University Center in Yokohama, Japan (1-6 students); and College of Education Summer International Study Tour to Switzerland and Japan (20 students). UH routinely establishes agreements with institutions or universities in EA, providing UH graduate students unique opportunities (*e.g.,* UH signed an agreement with the National Institute of Japanese Literature providing UH faculty and graduate students with access to collections of rare books and manuscripts in Tokyo, Japan).

**Access to other institutions’ programs.** The EA Centers facilitate student access to other institutions’ study abroad programs by circulating information on study abroad opportunities in EA and encouraging the use of FLAS for programs in Korea, China, and Japan. Faculty in EAC regularly advise students on their specific needs, such as assisting an undergraduate engineering student to study at the Kanazawa Institute of Technology to advance Japanese language skills in engineering. In addition, the Study Abroad Center can arrange independent study at any accredited overseas university.

# Quality of Staff Resources

**E-1. Qualifications of Faculty and Staff and Professional Development Opportunities Qualifications.** All UH EA professorial and most specialist faculty hold doctoral or professional degrees from the top U.S. EA programs, including UC Berkeley (10), Harvard (6), Stanford (5), Columbia (4), U. of WA (5), U. of MI (4), Chicago (4), Columbia (3), UCLA (3), USC (3), Wisconsin (3), 1 each from Brown, Cornell, MIT, NYU, Princeton, UT Austin, and Yale, as well as from top-ranked UH programs like Anthropology (1) and EALL (11). 81% of EA faculty (95 out of 117) are tenured or tenure-track; 73% (85/117) are fully tenured. Before the pandemic, the majority traveled regularly to EA for research and professional meetings and use at least one EA language for their academic endeavors. They play a leading role in advancing EAS

nationally and internationally, having collectively published 37 books and edited volumes, 36 chapters in books and conference proceedings, and 141 journal articles for a total of 214 publications over the past 5 years. During this period EA faculty in the humanities have led in the advancement of applied EA Studies through internationally recognized theater and musical productions, including a Japanese comic remotely *kyōgen* play (J. Iezzi, *bio, App. 1D, p. A18*), and 20 musical works for Japanese, Korean and Chinese instruments and 11 musical compositions released on 5 recordings in labels in the U.S. and S. Korea (D. Womack, Music Composition, *bio, App. 1D, p. A*52). 32 have won awards for teaching excellence, 11 have been recognized for their research. *Table E-1* lists sponsors of UH EA faculty research.

**Table E-1: List of Organizations that Awarded Research Support to UH Faculty, 2018-22**

AAS North East Asia Council, Abe Fellowship, Academy of Korean Studies, American Council of Learned Societies, American Marketing Association, American Philosophical Society, Mellon Foundation, Asian Cultural Council, Atlas Economic Research Fnd., Blakemore Foundation Fellowship, Boren Fellowship, Cooke Fnd., Daesan Foundation, Dukwon Forest Foundation, Ford Foundation, Freeman Fnd., Fulbright, Guggenheim, Harry Grant Scholarship, Hawaii Community Foundation, Hawaii Council for the Humanities, Henry Luce Foundation, Hoover Institution, Hōshaku Institute, Instituto Cultural de Macau, Japan Foundation, Japan Fulbright, Japan Ministry of Education Research, Japanese Society for the Promotion of Science, Javits Fellow, Korea Foundation, Korean National Research Council, MacArthur Foundation, National Asia Research Program, National Endowment for the Humanities, National Geographic Society, National Research Foundation of Korea, National Resource Fellowship, National Science Foundation, National Security Education Program, Office of Naval Research, Niwano Fnd., Pacific Culture Fnd., Sainsbury Research Fellowship, Smithsonian, Robert Wood Johnson Fnd., Social Science Research Council, Society for East Asian Anthropology, Swiss National Fnd., Templeton Fnd., Toshiba Intl. Fnd., US-DOE, US-Japan Friendship Commission, Waseda U. Junior Researcher Fellowship, Weatherhead Foundation, Wenner-Gren Foundation for Anthropological Research, and Woodrow Wilson Center

**Professional development opportunities.** UH’s area studies centers provide additional resources to NRCEA faculty and staff. CJS and CKS, using funds from their endowments, provide every full-time J and K faculty member an annual $1,000 research stipend. Moreover, CJS awards $300 per year to each language instructor for development. Both CJS and CKS hold semi-annual competitions for additional funding for research and special projects. In 2020-21, this amounted to $130,000 in additional faculty support. Annually pre-pandemic, about 10 CCS faculty applied for and received allocations for research at Beijing University and CCS typically

funded 15 faculty and graduate students awards for other travel and research (CCS anticipates restoring these awards after travel restrictions ease). UH faculty regularly utilize the EAC’s contacts in the region to advance their research and intellectual reach. Sabbatical leave for faculty of one-year at half-pay or half-a-year at full pay is offered every 7 years. At the university and college levels, funding for faculty travel, research and instructional initiatives are readily available. CALL has a dedicated faculty travel fund of $50,000 annually. Faculty travel awards are typically $2,000 per travel; research and instructional initiatives ranging from

$10,000 to $100,0000 per project. The UH Study Abroad Center maintains Faculty Resident Adviser positions in Kobe and Machida (Japan) and Shanghai (China) giving EA faculty opportunities to teach, conduct research, and build vital career networks while abroad.

**Teaching, supervision, and advising of students.** Teaching, supervision and advising of students in their areas of expertise are primary components of EA faculty job descriptions. This work is supported by administrative staff, including individuals whose jobs focus on advising EA students at both the undergraduate and graduate level. Faculty Profiles in *App. 1D* at pp. A19- A78 shows percentages of faculty members’ time spent on EA instruction, research, advising, and administration. Fifty-seven of the 117 UH EA faculty devote 100% of their time to EA. The average percentage for all UH EA faculty is 77.5%

# E-2. Staffing and Oversight Arrangements

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| **Table E-2: East Asia Council Organizational Chart** |
| CCS | CJS | CKS | COS |
| Director: M.B. Yue | Director: M. Levin(EAC Chair) | Director: T.U. Baik | Director: M. Ishida |
| Assoc. Dir.: C. Ning Administrative Assistant: Jialin Sun | Assoc. Dir.: G. Satsuma (NRCEA & Outreach) Administrative Assistant:Sachiko Roos | Administrative Assistants:M. Labuguen,K. Oshiro-Chun | Administrative Assistant:E. Camacho |
| Fellowship Coordinator: C. Allen (50%, EA)2 Fiscal Officers: M. Yamamoto (40% EA), S. Su (10%) Secretary: M. Robinson (10%) |

**Center staffing.** The above directors of the EA centers comprise the EA Council and are supported by staff administrators with several decades of combined experience in their positions. *See Table E-2 above for the EAC Organizational Chart*. While all center directors and staff assist in NRCEA project administration, direct day-to-day executive oversight for the UH NRCEA’s activities is exercised by M. Levin (PI) and G. Satsuma (admin. and outreach). Levin holds a J.D. and LL.M. (EA specialization), and Satsuma holds a PhD in EAS specializations. Satsuma has administered six NRCEA/FLAS awards. In addition, administrative support includes the services of 2 fiscal officers and a secretary for the NRCEA, and a Fellowships Coordinator for FLAS fellowships. Allen holds a PhD in Korean History and has coordinated six FLAS awards.

**Faculty/library representation.** The EAC is advised by and is responsible to the Executive Committees (EC) of the respective area centers that represent the larger membership and programs of the Centers. The ECs include elected and appointed representatives of EALL, AS, the Library, and roughly proportionate representation among the humanities, social sciences, and professional schools. Membership in the Centers requires a continuing record of research and instruction in EA and is reviewed every five years.

# E-3. Non-Discriminatory Practices

UH faculty and staff, including all personnel associated with this project, reflect the multi-racial, multi-ethnic diversity of Hawaii. Asian-Americans, Native Hawaiians, and Pacific Islanders (AA/NH/PI) comprise 45.2% and women comprise 47% of UH’s instructional faculty. All open positions in EAS are advertised, and minorities, women, persons with disabilities, and the elderly are encouraged to apply. UH complies with or exceeds all U.S. and state laws on disability access, equal opportunity, and anti-age discrimination.

As further explained in our GEPA Section 427 Statement, non-discriminatory practices are not only an obligation of the University and the EAC, but reflect values that we support and enthusiastically endeavor to fulfill. With leadership attention to these issues, the EAC and its constituent centers will monitor the institutional climate to ensure faculty and staff, particularly individuals in contingent employment positions, can work in an environment free from discrimination or harassment of any kind that could pose an inappropriate burden in the employment setting and impede the success of the programs being proposed here.

# Strength of Library

UH maintains one of the nation’s premier EA library collections, providing ample resources for students to carry out their assignments and research, and faculty to develop/teach their courses and conduct their research.

# F-1a. Holdings and Acquisition Program

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| **Table F-1: EA Language Holdings** |
|  | Chinese | Japanese | Korean | Total |
| Monographs (Total Volumes) | 17,8106 | 145,906 | 81,141 | 405,153 |
| E-Books (Accessible Titles) | 4,984,484 | 968 | 10,662 | 4,996,114 |
| Current Periodicals (Titles) | 20,296 | 165 | 3,428 | 23,900 |
| Current Newspapers (Titles/print & electronic) | 10 | 11 | 0 | 21 |
| Microforms (Microfilm & Microfiche) | 11,447 | 9,105 | 640 | 21,192 |
| DVD | 891 | 1,067 | 680 | 2,618 |
| Computer Files (Titles of CD ROMs) | 254 | 588 | 622 | 1,464 |
| Electronic Indexes, Reference Tools, Full-Text Databases, &Periodicals | 16 | 3 | 2 | 21 |

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| **Table F-2: English Language Holdings on East Asia** |
|  | China | Japan | Korea | Total |
| Monographs (in-print and/or online) | 54,599 | 39,198 | 16,049 | 109,846 |
| Periodicals (in-print and/or online) | 2380 | 2873 | 1225 | 6478 |
| Newspapers (Titles/print & electronic) | 24 | 9 | 6 | 39 |
| DVD | 941 | 1,027 | 655 | 2,623 |
| Online databases to search for EA- related articles in journals, magazinesand newspapers. | Bibliography of Asian Studies, JSTOR, Religion & Philosophy Collection, Newspaper Source Plus, Academic Search Complete, andPAIS International |

**Holdings**. In addition to those detailed in *Tables F-1 & F-2*, above, UH holds additional resources in the Art Dept.’s Slide Library, the Library’s Archives & Manuscripts, Hawaiian and Pacific Collection, and the Government Documents & Maps. The Law Library holds substantial resources on EA law, access to over a million journal articles on international law and Asian law via 100+ law-related periodicals/journals. **Library patrons have access to 3 million print- volumes, more than 417 electronic databases, and 164,588 electronic journals.** Highlighted in Table F-3 are the strengths of each of the individual EA collections.

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| **Table F-3: Particular Strengths of EA Collections (in EA languages)** |
| **China:*** Strengths in history, literature, philosophy, language teaching, and theatre/opera.
* One of the largest collections of Chinese ancient texts.
* Notable holdings on Southeast China; presidential papers of the Republic of China; Taiwan gov’t publications during the early regime of Chiang Kai-shek’s rule.
* One of only 5 collections in the U.S.: over 1,000 reels of microfilm from the Union Research Institute (Hong Kong) collection of People’s Republic of China newspapers for the period 1946-66.
* **The most complete coverage of periodicals on modern China**: permanent access to the full text

databases for Chinese periodicals published in the late Qing Dynasty and the Republican era (1833- 1949). |
| **Japan:*** Focuses on humanities, social sciences, performing arts, and **special collections**.
* Kajiyama Collection, colonial Korea and Japanese diaspora resources.
* Takazawa Collection, the **largest collection on Japanese social movements, 1960s**.
* Kaizawa Collection (online), censored kabuki play scripts and rare photos of the GHQ Censorship Detachment activities during the Occupation of Japan.
* Resources available remotely, *e.g*., Foreign Office Files for Japan (British Intelligence documents and maps covering 1919-1952).
* Ainu resources.
 |
| **Okinawa:*** **Most comprehensive outside of Japan**, anchored by the Sakamaki-Hawley Collection of over 5,000 items, most consisting of Ryukyu Era source materials.
* 500+ rare titles digitized and made available online, partnership with U. of Ryukyus.
* Archives of Okinawan newspapers, U.S. Civil Administration of the Ryukyus documents, primary sources on the reversion of Okinawa to Japan (1952-1976).
* Resources including the Hawaii Karate Museum Collection.
 |
| **Korea:*** **One of the top ten Korean studies academic collections in North America**.
* Strengths in language, literature, history, social sciences, and the arts.
* In support of UH’s premier Korean language program, purchases Korean language textbooks, pedagogy resources, study-aids, and other linguistics resources.
* Largest Cheju Island collection outside of Korea, including on the endangered dialect which is a subject of study among UH faculty.
* Access to online full-text databases from Korea.
* America’s largest microfilm of the Kyujanggak Collection (Choson Dynasty royal collections).
* CKS funding for visiting researchers.
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# F-1a. (continued) Institutional Support

**Institutional support.** The EA acquisitions budget for FY 2021 totaled $237,454 (excluding NRC funds) (*Table F-4*). The category of “Other Sources”

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| **Table F-4: Library Acquisitions, FY 2021** |
|  | China | Japan & Okinawa | Korea | 50%Gen’l Asia | Total |
| Monographs | $46,642 | $42,169 | $39,483 | $3,076 | $131,370 |
| Serials | $21,000 | $24,234 | $10,000 | $14,688 | $69,922 |
| Sub-Total | $67,642 | 66,403$ | $49,483 | $17,764 | $201,292 |
| Other Sources | $0 | $14,162.42 | $22,000 | $0 | $36,162 |
| Total | $67,664 | $80,565.42 | $71,483 | $17,764 | **$237,454** |

represents income from library endowments and external grants. NRCEA funding for the library is crucial, since state funding for UH declined during the pandemic, resulting in a $1.5 million library budget cut. This impacted funding for acquisitions as well as library staffing.

**Support for library staffing.** The Library’s current staffing includes a full-time China Studies librarian, a full-time hire Korea Studies Librarian, a half-time hire Okinawa Studies Librarian, a

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| **Table F-5: EA Library Personnel by FTE 2022** |
|  | Librarians &Cataloguers | Clerical/students | Total |
| China | 2 | 0 | 2 |
| Japan\* and Law | 2.3 | 0.25 | 2.55 |
| Okinawa | 0.2 | 0 | 0.2 |
| Korea | 2 | 0.25 | 2.25 |
| Western Languages | 0.25 | 0 | 0.25 |
| Administration | 0.25 | 2 | 2.25 |
| Total | 5 | 2.5 | **9.5** |

part-time hire Japanese language cataloger, and two full-time catalog librarians for Chinese and Korean languages, along with support from administrative staff and student assistants. The Law School Library employs a full-time librarian who is a Japan specialist. While the Library was seriously set back due to recent retirements and departures, there is a search underway for the Japan Studies Librarian and the University Librarian has confirmed plans to seek three permanent librarian positions by 2025 refilling all lost positions. In the meanwhile, collaborative efforts (EAC, UH Library, community supporters) are mitigating service disruptions. The combined salaries of the library personnel listed in *Table F-5* total $779,557 for 9.5 FTE

(including an estimated salary for a Japan Studies Library position and the full-time librarian in the UH Law School).

# Access to Other Institutions’ Holdings

UH is a member of Online Computer Library Center, the largest international library consortium, and the Greater Western Library Alliance, consisting of 39 research libraries in North America. The memberships provide access to materials unavailable in the UH Libraries via interlibrary loan and document delivery services. Each librarian has established relations with other institutions in their respective regions, facilitating access to outside collections.

**Accessibility of UH EA collection to outside users.** EA collections maintain online discovery tools via websites with users’ guides, research and reference tools, and recent acquisitions. While many research libraries in North America were locked down during the peak of the pandemic, the UH Library continued to provide services to its patrons by scanning book chapters and articles, as well as a curbside pickup for physical materials. UH librarians were allowed to work onsite with precautions; therefore, many external users’ needs were met. Also, during the pandemic the Library developed new Controlled Digital Lending (CDL) processes to assist external institutions. CDL is a method by which digitized items are loaned from their print collections, regardless of the copyright status, similar to the “lend like print” mechanism for Interlibrary Loans. During the 20-21, EA interlibrary loans accounted for 553 titles to North American institutions. The library is now open to internal users and external researchers by appointment. Once the pandemic ends, the Library will return to its open-door policy allowing anyone to access the library’s resources onsite, while regular print and the new CDL lending will continue to be available.

# Impact and Evaluation

The impact of the extraordinary breadth and depth of EAS at UH regionally and nationally is indicated in enrollments, current students, the number of EALL and ASD graduates, graduation placement data, and outreach activities. Proposed projects for the 2022-26 grant cycle address national needs and provide for the dissemination of newly generated information to the public.

Non-discriminatory practices mandated by university policy ensure project participation being inclusive of traditionally underrepresented groups. An evaluation plan will measure the program’s effectiveness and guide program improvements. Career placement data indicate how students have found postgraduate employment in areas of national need and contributed to improving the supply of EA specialists.

# G-1. Indices: enrollments, placement data, participation rates, and usage of Center resources.

745 undergrad and graduate students major in or conduct research in EAS, (*Table G-1* below). As detailed in *App 2 EA Course Listing* on pp. A80-A108, 7,529 students were enrolled in 231 language and non-language courses offered across 23 academic units including 4 professional schools/programs. A total of 566 BA, MA, and doctoral degrees were awarded by EALL and ASD over the 5-year period, 2016-21.

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| **Table G-1: Current Undergraduate Majors and Dept. Concentrations of EA Graduate Students** |
| BA Asian Studies (EA focus) majors: 28 (China 5; Japan 14; Korea 6: EA 3) |
| BA EALL majors: 362 (Japanese 174; Chinese 69; Korean 119) |
| BA Second Language Studies: 27 (Chinese 2; Japanese 9; Korean 14; EA languages 2) |
| Post-baccalaureate Secondary Education: 2 (Chinese 1; Japanese 1) |
| **Total BA & Post-bac Education majors focusing on EA:** **419** |
|  | China | Japan | Korea | EA | Total |
| Dept. or School | MA | PhD | MA | PhD | MA | PhD | MA | PhD |  |
| American Studies | 0 | 1 | 0 | 3 | 1 | 1 | 0 | 1 | 7 |
| Anthropology | 1 | 1 | 0 | 3 | 2 | 1 | 1 | 0 | 9 |
| Art & Art History | 1 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 7 |
| Asian Studies | 4 | 0 | 9 | 0 | 3 | 0 | 0 | 0 | 16 |
| Asian International Affairs | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 17 |
| Communications | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 1 | 7 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EALL | 0 | 19 | 11 | 18 | 12 | 22 | 0 | 0 | 82 |
| Economics | 0 | 2 | 0 | 1 | 0 | 3 | 0 | 0 | 6 |
| Education | 0 | 5 | 0 | 1 | 0 | 0 | 0 | 3 | 9 |
| Geography & Environment | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 4 |
| History | 1 | 4 | 3 | 4 | 0 | 7 | 0 | 0 | 19 |
| Linguistics | 1 | 0 | 1 | 1 | 0 | 2 | 0 | 3 | 8 |
| Music | 0 | 2 | 1 | 0 | 0 | 1 | 4 | 13 | 21 |
| Philosophy | 1 | 5 | 0 | 5 | 0 | 0 | 0 | 4 | 15 |
| Political Science | 0 | 3 | 1 | 0 | 0 | 3 | 0 | 0 | 7 |
| Religion | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Second Language Studies | 3 | 8 | 13 | 5 | 9 | 3 | 3 | 2 | 46 |
| Sociology | 1 | 2 | 0 | 4 | 0 | 1 | 0 | 0 | 8 |
| Theatre/Dance | 0 | 2 | 0 | 3 | 0 | 0 | 3 | 0 | 8 |
| College of Bus Admin (MBA) | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| School of Law (JD, LLM, SJD) | 7 | 0 | 9 | 0 | 7 | 0 | 0 | 0 | 23 |
| Library Sciences Program (MLISc) | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 |
| Total Grad. Students | 21 | 58 | 62 | 51 | 34 | 44 | 29 | 27 | **326** |

# G-2. Increasing student placements in training and employment area of national needs.

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| **Table G-2: Career Placements for 2020-2021** |
| Sector | **BA** | **MA** | **PhD** | **JD****(Law)** |
| **Major** | **Minor** | **Certificate** |
| Elementary/Secondary Education | 4 | 1 | 1 | 1 | 1 | 0 |
| Federal Government | 2 | 0 | 0 | 1 | 0 | 0 |
| Foreign Government | 1 | 0 | 0 | 0 | 0 | 0 |
| Graduate Study | 12 | 6 | 1 | 6 | 0 | 0 |
| Higher Education | 4 | 0 | 0 | 2 | 5 | 0 |
| International Organization (in U.S.) | 3 | 1 | 0 | 0 | 0 | 0 |
| International Organization (outside U.S.) | 1 | 0 | 0 | 0 | 0 | 0 |
| Private Sector for Profit | 34 | 14 | 2 | 3 | 2 | 0 |
| Private Sector for Non-Profit | 3 | 0 | 0 | 2 | 0 | 0 |
| State/Local Government | 4 | 2 | 0 | 0 | 0 | 0 |
| Unemployed | 0 | 2 | 0 | 0 | 1 | 0 |
| Unknown | 35 | 17 | 1 | 2 | 0 | 0 |
| U.S. Military | 2 | 0 | 0 | 4 | 0 | 1 |
| **Total** | 105 | 43 | 5 | 21 | 9 | 1 |

As indicated in *Table G-2* above, in **year 2020-21, 184 students graduated with EA majors or foci.** Over a third of BA graduates entered the private sector, and approximately one- tenth entered graduate programs and almost a third of all MAs entered another graduate degree program. Of the nine who completed their doctoral degrees, five secured instructional positions at universities: Michigan State, Utah Valley, San Diego State, Ryukoku (Kyoto, Japan), and Hangzhou Normal (China). Drawing from the career placements of 2010-18 EA FLAS recipients, we see similarly impressive results. *See Table G-3 below for FLAS career placements*.

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| **Table G-3: Career Placements 2010-18 EA FLAS Recipients** |
| Higher Education | 14 | State Government | 4 |
| Secondary Education | 10 | Federal Government | 7 |
| Entered Graduate Study Program | 47 | U.S. Military | 5 |
| Enrolled, same program | 10 | International Organization | 3 |
| Private For-Profit | 37 | Unknown | 7 |
| Private Non-Profit | 31 |  |  |
| UH awarded 203 FLAS awards for the 2010-2014, 2014-18 grant cycles. 28 students received multiple awards (usually AY and Summer FLAS), thus there are 175 career placements in this table. |
| **Examples of FLAS Career Placements** |
| Higher Education: Asst Prof. at Fordham U, Asst Prof. at Colorado College, International Admissions Counselor at U. of MI-Flint, Researcher/Editor at Korea University, Assoc Prof. at Hosei U., Instructor atTemple U., Professorial Lecturer at American U., Instructor at Hawai‘i Tokai College |
| Federal & State Government: U.S. State Dept. Foreign Service Officer, U.S. Forest Service Technician,Administrator at the State of Hawaii Legislature |
| Military: Language Analyst at National Security Agency Dept of Defense, Translator at Naval FacilitiesCommand, International Student Program Coordinator for U.S. Army Command and General Staff College, |
| Private, for Profit: China Relations Consultant at Law Office, Interpreter/Translator (5), Marketing Assistant,Architectural Planner. |
| Private, non-Profit: Policy Coordinator at National Korean American Service and Education Consortium,Coordinator at Artist Trust, Program Officer at Korea Society, Program Coordinator at Pacific Forum (think tank). |

The data demonstrates that UH FLAS recipients are addressing national needs by securing positions in education, starting careers in the professional arenas, entering state and federal government service. EAC actively engages with professional schools to encourage the training of highly qualified EA specialists. We will continue to track FLAS awardees to 8 years beyond their degrees to assess impacts in areas of national need.

UH is one of the leading universities in the U.S. DoE’s list of institutions for training teachers and professionals in LCTLs. **During 2017-21, EALL awarded 410 BA, 51 MA, and 17 PhD degrees.** One of only three KOR programs nationwide that offer a PhD degree in Korean Literature, UH’s impact on Korean language teaching warrants special attention.

Currently almost 50 UH graduates or ABDs in Korean language, linguistics, literature, and SLS are employed as faculty at university-level Korean programs across the U.S. Nearly 90% of Korean language programs nationwide use the *Integrated Korean* (KLEAR) textbooks authored by a team of Korean language faculty. For 2020-21, 47,271 units of *Integrated Korean* were

shipped, with this year’s number tracking even higher. Graduates of the KLFP’s MA Korean for Professionals program entered careers in the U.S. government, NGOs, and global businesses, including the U.S. Intelligence Community, Dept. of Defense, Dept. of State, Dept. of Commerce, Dept. of Justice, Booz Allen Hamilton, and the Brookings Institution.

ASD’s MA in Asian Studies and MA in Asian International Affairs degree programs have attracted a steady stream of active-duty service members aspiring to become Army Foreign Area Officers (FAO). From 2003 to the present, 22 FAOs have completed their MA degrees with EA foci. Their EAS-enhanced placements include: U.S. Army Japan at Camp Zama, United Nations Command Military Armistice Commission in S. Korea, Office of the Secretary of Defense Institute for Defense Analyses, and the U.S. Embassy in Seoul.

While UH’s record of training students to meet national workforce needs in EAS stands strong, we nevertheless aspire to further improve their career development opportunities. We are proposing several projects on bridging the gap between classroom and career in collaboration with UH’s Manoa Career Center as detailed on p. 41 in program planning and budget.

# G-3. Activities of National Need, Generation & Dissemination of Information to the Public

UH’s EA outreach programs have significant local, regional and national impacts (**AP 1**).

*See Tables H-1, 2, 3—Outreach Highlights*, pp. 34-37 and *Table G-4* below.

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| **Table G-4: UH EAS Impact Highlights, see also Outreach pp. 33** |
| EA lang. & non-lang. courses taught, 2020-21 | 231 courses |
| EA course enrollments, 2020-21 | 7,529 enrollments |
| BA, MA, PhD degrees earned in EALL and ASD, 2017-2021 Chinese-BA 89 Asian Studies BA 42Japanese-BA 207 Asian Studies MA, MAIA 46 Korean-BA 114EALL MA 51EALL PhD 17 | 566 degrees |
| EA Theatre attendees (*Pumba* ’16, *Kyōgen* ’17, *Xiqu* ’18, *Kyōgen* ’22) | 5,500+ attendees |
| CCS, CJS, CKS, COS seminar/lecture series (85), 2016-21 | 1,100+ attendees |

|  |  |
| --- | --- |
| KLFC teacher-training programs and cultural activities (36), 2017-21 | 1,150+ participants |
| Chinese Culture Day (culture and language activities), 2017-21 | 1,200+ participants |
| Nippon Culture Day (culture, language, and food activities), 2017-21 | 2,000+ participants |
| Multilingual Career Development Day, 2017-21, at local high schools and UH | 350+ students |
| *Integrated Korean* (KLEAR) textbooks, 2020-21, units shipped | 47,271 units |
| UH Press Academic Journals:*China Review International, Korean Studies, Philosophy East and West* | 84,583 hits on Muse annual |

Our proposed NRCEA projects promote students’ career readiness, increase the skill capacity of teachers in Hawai‘i and Guam, and improve library capacity. One of the long-term impacts is the creation of an articulated pipeline running from pre-college to post-graduate career (**AP 2**). For impact of proposed NRCEA projects, refer to *App. 3 NRCEA Timeline*, pp. A109- A116 and Program Planning, pp. 38.

# G-4. Evaluation Plan

Programmatic evaluations of EAS are multi-tiered and continuous. An external survey of the School of Pacific and Asian Studies (SPAS) recognized the School’s central role in the University’s strategic mission to pursue excellence in Pacific and Asian Studies and recommended expanding collaborations between Pacific Islands Studies and Asian Studies which the school has subsequently acted on. Faculty established a SPAS monograph series entitled *Asia Pacific Flows* with UH Press. Two monographs have already been published. This year SPAS will conduct two professional development workshops, “Infusing Asia & the Pacific into Curriculum and Research.” For this NRC competition, EAC is collaborating with the Centers on Pacific Islands Studies (NRCPI) and Southeast Asian Studies (NRCSEA) on projects to promote students’ career readiness. At the department level, chairs review course evaluations, course enrollments, number of majors, graduation rates, student-exit interviews, and faculty engagement (publications, outreach) to determine priorities and any necessary changes in curriculum. At the center level, reviews are conducted through reports and discussion at

Executive Committee meetings and annual plenary sessions.

For the evaluation of proposed NRCEA projects, EAC will engage as our evaluator Dr.

M. Hattori of the East-West Center (*bio at App. D-1 p. A60*). Dr. Hattori is well qualified for this task with previous experience managing and assessing NRC, U.S. DOE, and U.S. Dept. of State educational and cultural grants. She will assist project leads in the development of evaluation instruments (surveys, focus group and one-on-one interviews), assist in data analysis, provide feedback and guidance on improving each project iteration, facilitate discussions with project stakeholders, and prepare annual summative reports which we will submit to the IFLE Program Officer. Based on our proposed projects and in consultation with Dr. Hattori, we have developed a detailed evaluation plan in *App. 4, UH NRCEA Projects’ Evaluation Plan, pp. A117-A120*.

# G-5. Equal Access and Treatment

All NRCEA projects in this application fall under UH’s non-discrimination and affirmative action policies. UH, which the 2019 *U.S. News & World Report* ranked 8th place in Best Ethnic Diversity among national universities, supports a variety of committees in this area. Importantly among these are the Commission on Inclusion and Diversity and Commission on Disability Access to promote a positive campus climate welcoming diverse populations and responsive to the needs of those with disabilities, and the Office of Student Equity, Excellence and Diversity (SEED) which administers 16 different programs for recruiting and supporting students from groups underrepresented in higher education, including Native Hawaiians, underserved communities (African Americans, Hispanic Americans, and recent immigrant groups such as Vietnamese, Laotian, and Samoan), students transitioning from welfare to work, students with disabilities, veterans, adults returning to education, and lesbian, gay, bisexual, transgender and intersex students. A SEED program called Kokua (“Cooperate”) provides

services to students with disabilities. Accommodations will be made to make projects accessible to all interested and eligible parties, including scheduling workshops and other activities at wheelchair accessible locations.

As further explained in our GEPA Section 427 Statement, non-discriminatory practices are not only an obligation of the University and the EAC, but reflect values that we support and enthusiastically endeavor to fulfill. With leadership attention to student affairs on point, the EAC and its constituent centers will monitor the institutional climate and ensure support for diverse perspectives and a wide range of views. All activities under this grant will similarly strive for inclusiveness of under-represented beneficiaries with careful attention to the provision of a safe environment free from discrimination or harassment of any kind that could pose a barrier to open debate and academic freedom.

# Outreach Activities

As a publicly funded university in a state where nearly 40% of residents have EA heritage, UH recognizes that it is incumbent to share its EA directed expertise through outreach locally and nationally. The pandemic, unfortunately, forced the cancellation or postponement of several major outreach activities in the last two years. Despite these challenges, a majority of activities from 2020 were carried out remotely. The narrative discusses examples of UH’s outreach activities in detail; while grouped by categories “K-12,” “Post-secondary,” and “Business, Media, and General public,” most of these activities attract broader audiences beyond their target. *Tables H-1, H-2, and H-3* on pp. 34, 36, and 37 provide highlights.

# H-1a. Elementary and Secondary Schools

UH plays a leading role in EA language instruction locally and nationally through its outreach activities to K-12 EA language teachers. With funding from the National Security

Language Initiative’s STARTALK program, UH offered its 2021 Chinese Language and Teacher Training Institute entirely online and will offer its year-round 2022 Institute online. The Chinese Language Program and CCS continues to assist Maryknoll School (a private K-12 school in Honolulu) with its Chinese immersion program and its regular Chinese program by providing teacher training and Chinese curriculum materials. The Korean Language Program and KLFP regularly offer cultural activities to K-12 Korean language programs in the state, including the Korean talent show, *Chuseok* holiday events, crafts, and traditional games. UH’s NFLRC offered workshops (in-person and online) on blended learning, orientation to online learning, and

project-based language learning for language educators.

In this NRCEA grant application, taking advantage of the extensive expertise in EALL, we seek funds to create a professional development (PD) course in the Hawaii State Dept. of Education (HI DOE) for K-12 EA language teachers on ACTFL standards (**AP 2**). In collaboration with the Hawaii Language Roadmap Initiative, this project will capitalize on the success of the seal of biliteracy in public high schools, and, once completed, it will serve as national model on K-12 world language teacher training (**AP 2**).

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| **Table H-1: Highlights of EA Outreach Activities Related to K-12, 2018-2022** |
| Activity | Organizers/Sponsors | Participants |
| Chinese Immersion and Non- Immersion Programs, K-8 levels (2018-present) atMaryknoll School | EALL and CCS | UH Chinese Language Program and CCS assists in teacher training and materials development at Maryknoll School. 20-21 AY: 479 students |
| STARTALK Chinese Language Teacher Training Institute & Language annually except for 2019,2020 | EALL and CCS | Conducted online in 2021: 12 teachers and 12 students(14 to 17 yrs of age)Online, year-around, 2022: 12 teachers and 68 students Half of teachers are from HI, the remainder from the continental U.S. |
| Korean culture and language activities to high schools, 2018-present | EALL and KLFP | UH Korean Language Program and KLFP organized Korean culture day, Chuseok event, and online arts/crafts/games for Waipahu H.S. and Moanalua H.S.Over 300 students and 2 teachers. |
| Nippon Culture Day, 2019 | EALL and CJS | UH Japanese Language Program organized culturalactivities, tea ceremony demo, career opportunities fair. |

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|  |  | 80 H.S. students (Waipahu, McKinley, and MidPacInstitute) and 3 teachers. UH students and faculty also attended. |

# H-1b. Post-Secondary Institutions

UH’s EA outreach to colleges and universities in the U.S. is extensive, especially given the role of UH Press in publishing works such as KLEAR Korean Language Textbooks and the academic journals noted previously. Prior NRCEA investment (2014-18) contributed to the completion of a free online Japanese language textbook, *Musubi: A New Approach to Japanese Language and Culture,* for the beginning and intermediate JPN language classroom and the current NRCEA grant will sponsor a 2022 summer workshop on how to use this new online textbook targeting Japanese language educators in MSI and community colleges. NRCEA and NFLRC have worked closely in the past and will continue to co-sponsor teacher training workshops; this summer we will co-sponsor with current NRCEA funds a Chinese-language blended learning workshop for MSI and community college educators. We are proposing in the next grant cycle to collaborate on annual project-based language learning workshops for EA language faculty who teach at UH-system campuses.

UH EA Faculty contribute to EWC’s Asian Studies Development Program (ASDP), which seeks to infuse Asian content and perspectives into the core curriculum at American 2- and 4-year colleges and universities. S. Brown (History) serves as co-director for the 2022 summer institute “Infusing Chinese Studies into the Undergraduate Curriculum.” In previous ASDP Summer Institutes EA faculty have made presentations on their areas of expertise (*e.g.,* Art/Art History K. Lingley, “Art, Architecture and the Social Dimensions of Buddhist Practice in China”) and by conducting workshops (*e.g.,* C. Ning, “Principles of Standard-based, Learner-

centered Chinese Language Instruction”). The ASDP network includes over 2,500 scholars from the U.S. and Asia.

The EA Centers coordinate extensive lecture/seminar series during the academic year on a wide-range of topics, averaging 30+ total annually. Everyone pivoted to online formats after spring 2020, increasing and diversifying the presenters and participation to a global scale, and posted recordings on newly created YouTube channels.

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| **Table H-2: Highlights of EA Outreach Activities to Post-Secondary 2018-2022** |
| Activity | Organizers/Sponsors | Participants |
| *Integrated Korean* KLEAR Textbooks (ongoing) | Korean Language and Education and Research Center (KLEAR), UH Press, Korea Foundation | UHM faculty play leadership roles in KLEAR and publish textbooks. Almost 90% of Korean programs in the U.S. usethe KLEAR series. |
| *China Review International*/*Korean**Studies* journals | CCS, CKS, UH Press | 24,000 hits/15,000 hits on Muse(annual average) |
| *Philosophy East and West: A Quarterly of**Comparative Philosophy* | Philosophy Dept., UH Press | 45,583 hits on Muse (2021) |
| “Japan/Japanese Studies through a SEA Lens” Workshop 2019, culmination of a 3- yr project on SEA Initiatives in the field of Japanese Studies. In process: editedvolume of select papers | CJS and Japan Foundation | 25 scholars presented, 55 university faculty and 20 graduate students attended. |
| Ignite Green Ideas Korean Speech Event Annually 2018-2021 | UH Language Flagship Center & KLFP | 32 BA KLFP students presented speeches on sustainability. 100 student and faculty participants.(f2f & online) |
| Hawaii International Conference on Chinese Studies, 2020 & 2022 | CCS | International interdisciplinary Chinese studies conference. 2020 (f2f) over 200 scholars attended, 159 presentations. 2022 (online)108 presentations |
| School of Pacific and Asian Studies Graduate Student Conference annual | SPAS, Asian Studies Department, EAC | 120 graduate students presented papers (f2f 2019, online 2020,2021, scheduled 2022). 200participants (faculty, students) |

# H-1c. Business, Media, and the General Public

EAC engages in outreach to the general public locally and nationally in a wide range of forms and through a variety of channels. UH Asian Theatre program is popular with local

audiences. The current NRCEA co-sponsored last spring’s production, *Remotely Kyōgen: Comedy under the (Virtual) Stars*, which combined recordings of classical plays by master Japanese artists with live-streaming new plays by and performed by UH students. Late this spring, NRCEA will co-sponsor a face-to-face 3-scene *xiqu* Chinese opera play, *The Horse Trader’s Tale* (*Fanma ji*). EALL coordinated a streaming series of 3 films (one each from China, Japan and Korea) in spring 2020; CJS collaborated with the Pacific Asia Resource Center to debut via zoom its new documentary *Fukushima 10 Years Later: Voices from the Continuing Nuclear Disaster.* The above theatre performances and film showings include educational resources and Q&A discussion sessions for audiences.

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| **Table H-3: Highlights of EA Outreach Activities to Business, Media, and the General Public 2018-2022** |
| Activity | Organizers/Sponsors | Participants |
| UH faculty present paper atCIBER Language Conference (biennial, ongoing) | CIBER | UH H. Wang will present a paper at the upcoming conference, April 2022, |
| JPN Language & Culture Workshops for the U.S. Army2018 (Schofield Barracks) | CJS, U.S. Army | 2 UH faculty conducted the workshops; 45U.S. Army soldiers participated. |
| *Rakugo* performance by Katsura Sunshine, 2019. | Consulate General of Japan,United Japanese Society of HI, CJS | 350+ attendees (K-16 educators, students and community members) |
| 4 EA film showings online/streaming, 2020 and2021 | EALL, CJS, Pacific Asia Resource Center | 150+ attendees (K-16 educators, students and community members) |
| EA Theater Productions:*Remotely Kyōgen* 2021,Chinese opera 2022. | UH Theater & Dance | 420+ attendees for the online *Remotely Kyōgen* performances (mix of K-16 educators & students and community members).Chinese opera will be later this spring. |

Outreach activities targeting certain professions include UH EALL H. Wang’s presentation on business Chinese at the upcoming 6th Annual International Symposium on Language for Specific Purposes & CIBER Language Conference (April 2022, U of Chicago), and EA law-related public lectures, UH Law C. Petersen’s “Civil Rights and National Security in Hong Kong” lecture (2/2021) and M. Levin’s “Gender and Law in Japanese Legal Education”

(10/2020). In 2018 CJS organized workshops on Japanese language and culture for the U.S. Army’s Civil Affairs Brigade in Honolulu for soldiers who were to train in Japan later that year. The Chinese and Korean language programs offer annual intensive language training for government employees through the Department of Defense Hawaii Language Center. UH Asian Studies K. Govella regularly makes presentations and is interviewed on her specialization Japanese foreign policy and Asia-Pacific security; an example is a recent National Bureau of Asian Research podcast interview, Promoting Good Governance in the Global Commons through the U.S.-Japan Alliance (8/2020).

# Program Planning and Budget

UH NRCEA project goals are: 1) Promote students’ career readiness to enter fields, demanding EA languages and/or area studies (**AP 1**); 2) Increase the skill capacity of K-16 educators in Hawaii and Guam to incorporate and teach EA studies and EA languages (**AP 2**, **CPP**); and 3) Improve library capacity as a critical resource for students, educators, and researchers (**AP 1**). Each of the 11 projects mobilizes and builds on the strengths, expertise, and experiences of existing faculty and programs at UH in the EA field. In partnership with others on and off the campus bringing resources and networks to the initiatives, they will realize innovative projects rooted in a deep knowledge of the EA region. These projects would not be possible without the support of the NRCEA grant.

# I-1. Development/timeline demonstrating how activities will strengthen its program, and utilizes resources and personnel effectively

*App. 3 Timeline, pp. A109-A116* fully describes the NRCEA projects.

# I-2. Quality of the Activities & Relationship to the Purpose of the Title VI NRC Program

*Table I-1* below outlines the proposed projects’ relationship with the NRC absolute priorities and the competitive priority, and the 4 criteria of NRCs. Diverse Perspectives and Meaningful Debate, AP1-1, will be fulfilled in all aspects of our proposed activities. After completing a diversity, equity, and inclusion orientation conducted by UH’s Center for Teaching Excellence, individuals responsible for each of the projects will be tasked with developing instructions on meeting this absolute priority and be obligated to report their engagement periodically and at the conclusion of the work. The PI and coordinator will engage with involved individuals in the event of any deficits in these fundamental responsibilities.

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| **Table I-1: NRCEA Proposed Projects** | AP 1-1Diverse perspectives | AP 1-2Career readiness | AP 2Teacher Training | CP MSI/CC |
| **Goal 1: Promote students’ career readiness to enter fields demanding EA languages and/or area studies.** |
| 1. Alumni Survey and Assessment | **X** | **X** |  | **X** |
| 2. New Undergraduate Practicum Course in Asian Studies Dept. | **X** | **X** |  | **X** |
| 3. New Undergraduate Course on Statecraft and Diplomacy, EA Case Studies, in Political Science Dept. | **X** | **X** |  | **X** |
| 4. Summit on Career Readiness for Asian and Pacific Islands Studies (culminating project) | **X** | **X** | **X** | **X** |
| **Goal 2: Increase the skill capacity of K-16 educators in Hawai‘i and Guam to incorporate and/or teach EA studies and EA languages.** |
| 5. ACTFL Standards Professional Development Workshop for Hawaii DOE K-12 EA Language Teachers | **X** | **X** | **X** |  |
| 6. Project-based Language Learning Online Workshop, 1-1 Design Studio, for UH-system EA language faculty | **X** | **X** | **X** | **X** |
| 7. Kapiolani Community College Certificate in Community Interpreting | **X** | **X** | **X** | **X** |

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| 8. Guam teacher training: a) High school teacher’s curriculum guide on WWII in the Pacific; b) online workshop | **X** | **X** | **X** |  |
| 9. Guam teacher training: b) In-person JPN- place based learning curriculum workshop for U. of Guam’s JPN language faculty | **X** | **X** | **X** | **X** |
| **Goal 3: Improve library capacity as a critical resource for students, educators, and researchers, and as an essential foundation in a teaching and research university environment** |
| 10. Survey of UH EA faculty and PhD students library needs for teaching and research to ascertain acquisitions’ priorities. | **X** |  |  | **X** |
| 11. Acquire materials and electronic databases based on priorities as a result of the survey and EA collection developments’ needs. | **X** |  | **X** | **X** |
| As explained in detail in this application, UH fulfills all 4 NRC Functions: (a) teaching of modern foreign languages,(b) instruction in fields needed to provide a full understanding of world regions, (c) research and training in international studies and international and foreign-language aspects of professional and other fields of study, (d) instruction and research on issues in world affairs. |

# Project Goal 1: Promote students’ career readiness to enter fields demanding EA languages and/or area studies (Absolute Priority 1).

Justification: The data, high enrollments in EA courses and majors, indicates an underutilized

capacity at UH for more focused preparation of future professionals with EA expertise for careers that meet national needs. NRCEA’s objective is to work in tandem with NRCPI and NRCSEA to create efficiency and synergy for our parallel endeavors and add a cross-regional component to these. The four projects under this rubric align with the University’s priority of attuning higher education with workforce needs as articulated in the UH President’s “Post- Pandemic Hawaii Strategic Plans,” UH’s new General Education Redesign Proposal, and the State’s P-20 Initiative for Work-based Learning, (HI P-20) and serve to ensure the support and engagement from the highest levels of the university and state government administration.

1. ***Alumni Survey and Assessment (with NRCSEA, NRCPI).*** UH will conduct assessment by surveying UH alumni (Asia-Pacific degree graduates) to better track their career paths, ask them

if they are using their EAS training, and what professional skills they wish they had learned while at UH. The results will be shared with ASD Chair and EALL Chair to be discussed with their faculty curriculum developers. From Y2, UH will carry out the survey on its own.

Y1: Funds to hire a survey researcher; Y2-4: UH will carry out.

1. ***Undergraduate Practicum in Asian Studies Dept. (with NRCSEA)*.** C. Clayton, ASD Chair, will develop an undergraduate practicum (variable credit), featuring experiential learning in an organization with an Asia focus, and career skills development sessions by UH’s Manoa Career Center. Students engage in focused reflection on making connections between their practical experiences and their academic, career goals. The course, open to all majors (undergraduates and graduate students), will feature a one-to-one student-mentor ratio. ASD currently partners with the Daniel K. Inouye Asia-Pacific Center for Security Studies, Pacific Forum, Pacific and Asian Affairs Council, Center for Excellence in Disaster Management and Humanitarian Assistance, and Berkeley-APEC Studies Center on graduate students’ capstones and graduate practicums. ASD will expand this list of partners to include Matsunaga Institute for Peace, EWC, including its Pacific Islands Development Program. Many of the organizations cover Asia-Pacific, thus later in the grant cycle, the course will be cross-listed with the Pacific Islands Studies Dept.

Y1: Funds for summer overload for C. Clayton to develop the course (shared cost between NRCEA and NRCSEA); Y 2,3,4 .50 FTE GA (shared cost) and course releases for Chair (shared cost).

1. ***Undergraduate course on statecraft and diplomacy with specific EA focus in Political Science*.** P. Flowers (Political Science) will develop this course with EA case studies and class simulations (*i.e*., Model UN), and invite guests with professional field experience to lecture and lead class discussions. The objectives are to introduce the work of U.S. diplomats and how they promote peace and democracy through their activities, to provide a structure of knowledge of the history of U.S. statecraft and diplomacy in case studies with EA countries (*e.g.,* the U.S.

containment strategy of North Korea), and to build students’ skills in formulating strategies, and writing policy briefs. The course will be open to all majors (undergraduates and graduate students), and will be cross-listed with AS.

Y1&2: Funds for summer overloads for P. Flowers to develop course; Y3&4, course releases for Flowers, and speakers fees for guest lecturers.

1. ***Summit on Career Readiness for Asian and Pacific Islands Studies (with NRCSEA, NRCPI).*** This summit will highlight best practices from the U.S. and overseas, showcase the NRCEA, NRCPI and NRCSEA projects, and bring together local, regional, national and international stakeholders on career pathways. The in-person summit will be held at UH in Y4. UH will invite Guam colleagues who will have participated in NRCEA teacher training.

Y4: Funds for conference room rental.

# Project Goal 2: Increase the skill capacity of K-16 educators in Hawai‘i and Guam to incorporate and/or teach EA studies and EA languages (Absolute Priority 2, CPP).

Justification: UH proposes teacher-training with the objective of focusing on the development of

relevant, localized curriculum avoiding the “one-size fits all” method. Educators in Hawaii and Guam will benefit from training that will result in curriculum tailored to their communities. In addition, EAC is prioritizing under-resourced educators by offering travel support to those who live off Oahu.

1. ***ACTFL Standards Professional Development (PD) Workshop for Hawaii Dept. of Education K-12 EA Language Teachers.*** HI DOE employs 45 to 70 K-12 EA language teachers. UH is uniquely qualified to train these teachers. The Hawaii Language Roadmap Initiative, housed at UH and led by D. Yoshimi (EALL), established the Seal of Biliteracy in the DOE. This program awards seals to high school seniors who demonstrate a high level of proficiency in English and another language. So far nearly 1,000 seals have been awarded, many

of them in EA languages. D. Yoshimi will develop and conduct a PD workshop on ACTFL standards as it relates to communication in public service and private-sector workforce, providing teachers with a locally-grounded understanding of the value of language proficiency, the types of experience valued in the hiring process, and the importance of credentialing language proficiency. UH will work with government agencies and employers to provide opportunities for teachers to shadow bilingual employees as a means of developing an appreciation for the use of language outside the classroom. The goal is to develop an approach to raising awareness of how instruction in the classroom aligns with students’ future college, career readiness, a mission of HI P-20, and then for this programming to become a national model.

Y1: Funds for summer overload for D. Yoshimi, GA; Y2&Y3 summer overload, GA, travel support for off-Oahu participants; Y4 GA, travel support for off-Oahu participants.

1. ***Project-based Language Learning Online Workshop, 1-1 Design Studio, for UH-system EA language faculty*.** UH’s NFLRC has built a reputation as the leader for pedagogical training of project-based language learning (PBLL), engaging language learners with real-world issues. UH EALL faculty have taken advantage of NFLRC’s PBLL workshops, and have integrated them into their curriculum. However, this is not the case at other UH system campuses. NRCEA in collaboration with UH’s NFLRC will offer individualized PBLL training to faculty who teach EA languages across the UH system. First priority will go to other campuses. Out of the 10 UH campuses, 7 teach EA language courses; of the seven, four are community colleges (Honolulu CC, Kapiolani CC, Leeward CC, and Windward CC); the other three are 4-year universities (UH Hilo, UH Manoa institution applying for grant, and UH West Oahu). All campuses are MSIs. The goal is to integrate PBLL curricula in EA language courses across the UH-system. NFLRC offers a 10-hour online self-directed course specifically on PBLL. After completing this course, EA languages faculty will participate in a summer in-person NFLRC design studio to receive

one-to-one guidance on their projects in every year of the grant cycle. In the last year of the grant cycle, NRCEA will conduct an online culmination workshop showcasing best-practices and featuring students’ feedback.

Y1-4: Stipends for 6 faculty to attend workshop, stipends for NFLRC faculty/staff to conduct 1-1 Design Studio.

## Kapiolani CC (Honolulu) Certificate in Community Interpreting (with NRCSEA, NRCPI).

NRCEA along with NRCPI and NRCSEA will partner with Kapiolani CC to establish the state’s first Certificate in Community Interpreting (non-credit) program at Kapiolani CC, an MSI. The target demographic includes EA language teachers (K-16), heritage learners, and native speakers of Asian and Pacific languages. NRCEA will provide funding for UH’s EA language faculty to assist in the development of the curriculum (entrance-exit goals, curriculum design, assessment standards) and then implementation of the program (teaching of courses, testing students pre- and post- evaluation, evaluating program’s outcomes). UH will market this program to EA language teachers (K-16) and encourage them to incorporate these skills into their classroom curriculum.

Y1: Funds for summer overloads for 4 EALL faculty to develop curriculum, Y2 summer overloads to implement pilot program. From Y3 onward, program is expected to be self-supporting.

## Guam teacher training: a) High school teacher’s guide; b) online workshop

Guam is an unincorporated U.S. Territory and one of the closest U.S. territories to EA. Guam’s economy relies heavily on EA as a source of tourists, as well as for private sector capital. Despite this, educational institutions in Guam, all of which are MSIs, suffer from a lack of EA-related academic resources nor has Guam been included in any prior USDOE NRCEA program. UH conducted an EA resource needs analysis of Guam’s K-16 institutions last year. The report pointed to two areas of potentially useful collaboration: expanding EAS in high school curricula and professional development for Japanese language faculty at U. of Guam

(UOG). In light of this, UH NRCEA has chosen to focus on Guam as a targeted outreach site with two projects that address these needs.

The goal of the first project is to develop locally-relevant EA content for Guam’s high schools and to train teachers on how to incorporate this content into class lesson plans. It will consist of 1) developing a teacher’s guide on WWII in the Pacific that connects larger EA developments in the region surrounding Guam to indigenous Chamorro experiences during the war in Y3, and 2) offering an online training workshop on the teacher’s guide in Y4. To facilitate continuing training and expand the project’s impact, the teacher’s guide and an edited recording of the workshop will be posted on UH NRCEA’s website in order to allow Guam teachers and other interested parties continuing access.

Y3: Funds to hire an education specialist who will consult with Guam’s DOE high school teachers and Asia- Pacific specialists at UH to develop the guide, Y4 funds to pay him/her to offer an online workshop and collect feedback from participants to refine guide and plan for future PD opportunities for educators in Guam.

## Guam teacher training: b) in-person JPN-placed based learning curriculum workshop for

***U. of Guam’s JPN language faculty***

This project aims to help adapt the University of Guam’s Japanese language curriculum to Guam’s cultural and community setting thereby increasing student engagement and enhancing its relevance to enrolled students. The UH Japanese language program recently completed a redesign of its 101 to 202 courses that incorporates place-based localized learning activities and exercises. UH is thus well suited to offer a workshop (Y3) to train UOG’s Japanese language faculty in the development of place-based and communicative curriculum materials.

Y3: Funds for summer overload for UH Japanese language faculty trainer and travel stipends for 3 U. of Guam’s Japanese language faculty. UH will collect feedback to refine training and to facilitate planning of future teacher training in Guam.

# Goal 3: Improve library capacity as a critical resource for students, educators and researchers as an essential foundation in a teaching and research university environment.

1. ***Survey of UH EA faculty and PhD students’ library needs for teaching and research to ascertain acquisitions’ priorities.*** UH will hire a survey researcher to conduct a needs assessment and determine institutional priorities for library acquisitions in alignment with the Title VI NRC & FLAS program priorities.

Y1: Funds to hire survey researcher.

1. ***Acquire materials and electronic databases based on priorities and EA collection developments’ needs.*** UH will acquire materials and electronic databases based on the survey results, widely publicize the availability of these resources, and collect usage data.

Y1-4: Funds for library acquisitions.

# I-3. Costs in Light of Objectives

As detailed in the attached budget, costs are modest due to leveraging of resources made possible by collaborating with units on campus (ASD, EALL, NFLRC, NRCEA, NRCSEA, NRCPI, MCC) and off campus (HI DOE, KCC). Costs are directly related to the projects; administrative costs are appropriate for the scope of the projects and anticipated reporting needs. **I-4. Long-Term Impact on Programs**

These NRCEA projects will strengthen UH’s programs by a) directly connecting UH EAS curriculum to professional skill acquisition, b) facilitating increased career placements of EA graduates into in-demand careers, and c) creating an articulated pipeline running from pre- college to post-graduation career placement. Building on the success of HI DOE Seal of Biliteracy Program, the training of K-12 EA language teachers in ACTFL standards related to workforce will increase graduating high school seniors’ EA language proficiencies and prepare them for future careers. Students from local high schools (which make up 60% of UH student body) will enter UH’s EA language programs (one of the best in the nation), that have incorporated PBLL curriculum (*i.e*., “real world” projects). Any UH student irrespective of

major will have the option to undertake supervised experiential learning in new EA courses (statecraft and diplomacy, practicum), gain insights to the day-to-day activities of EA-focused organizations like the EWC, and receive specialized career advising from MCC on potential Asia-Pacific-related careers. Students, teachers, and community members with demonstrated advanced-levels of EA languages will be able to train and become certified community interpreters at KCC. NRCEA outreach projects in Guam will integrate EA studies into the high school curriculum and incorporate place-based curriculum in UOG Japanese language classes, laying the foundation for future EAS collaborations between UH and UOG and other U.S. Pacific territories. We believe these projects will, in turn, serve as models for fostering career- relevant and place-based learning nationally, and particularly in areas with a large minority and indigenous population base. Details on the impact of individual projects are in *App. 3 & 4 pp. A109-A116*.

# Competitive Preference Priorities for NRC

# Competitive Preference Priority (NRC) Partnership with MSIs & Community Colleges

UH is a designated MSI, and the institutions of higher education with which we propose to collaborate are all MSIs including the CCs. Projects with other MSIs, including CCs, are: 1) PBLL Online Workshop, 1-1 Design Studio, for EA language faculty at Honolulu CC, Kapiolani CC, Leeward CC, Windward CC, UH-West Oahu, UH-Hilo, Kapiolani CC, and Leeward CC; 2) Kapiolani CC Certificate in Community Interpreting; 3) JPN-place based learning curriculum workshop for UOG’s JPN language faculty. In addition to these 3 projects, UH has the following intra-university projects which qualify as CPP activities, since UH is an MSI (according to the FY2022 Application Technical Assistance Webinar): 1) Alumni Survey and Assessment with NRCPI and NRCSEA; 2) Undergraduate Practicum Course in Asian Studies with NRCPI and

NRCSEA; 3) Undergraduate Course on Statecraft and Diplomacy, EA case studies, in Political Science; and 4) Summit on Career Readiness with NRCPI and NRCSEA.

# FLAS Awardee & Selection Procedures (FLAS only)

***FLAS Fellowships.*** EA Studies at UH attracts a large, diverse, vibrant student body. We request 10 AY FLAS Fellowships (7 graduate, 3 undergraduate) and 12 summer FLAS (9 graduate, 3 undergraduate) in each of the grant years with even distribution among C, J, K.

The EAC will administer FLAS for Chinese (Mandarin), Korean, and Japanese. C. Allen, a tenured faculty administrator, coordinates the application process and administers the fellowship program (awarding funds, writing reports, tracking students’ career placements).

**Advertising.** FLAS awards will be widely advertised through the UH Provost’s Opportunities Announcement, EAC email listservs (1000+ subscribers), websites, social media, newsletters, class announcements, and EAC online scholarship webinars (recorded and uploaded to websites and YouTube channels). EAC will inform UH Graduate Division’s Fellowships Coordinator, academic advisers across campus, and UH’s Enrollment Management Office (admissions/recruitment). Incoming students with EA foci will receive announcements and how to apply. Allen coordinates incoming applications and coordinates student aid for EA to ensure that every applicant and student seeking support is apprised of awards and properly advised.

**Application.** Allen will provide detailed instructions on the application process, list of required materials, deadlines, qualifications, and criteria for selection. Students apply for FLAS through the University’s online scholarship website. A complete application includes a statement of purpose, proposed study program, description of career objectives, previous overseas and career experience, transcripts, standardized test scores, three letters of reference, and submission of the

Free Application for Federal Student Aid (FAFSA) form. Allen works closely with the UH Financial Aid Office so that AY FLAS recipients all demonstrate financial need.

**Selection criteria.** Fellowship recipients must (1) be citizens or permanent residents of the U.S.;

(2) have superior academic achievement and potential (based on GPA, statement of purpose, awards/academic achievements/service related to major, and letters from faculty advisers who rank applicants among their student peers); (3) have clear academic and career goals; (4) demonstrate EA language proficiency at the advanced level (for graduate-level awards) or intermediate level (for undergraduate awards); (5) enroll in an EA language course, at least at the minimum levels described above, in combination with area or professional studies; (6) and for AY FLAS awards, demonstrate financial need based on the Expected Family Contribution. Selection will be conducted first on academic criteria; then the top-18 applicants will be assessed on financial need to create the ranking for AY FLAS. Special consideration will be given to students who are likely to pursue careers that are identified as national need areas.

**Selection personnel.** Each center (CJK) pre-screens applicants from its area through a committee of 3-5 faculty, selected to represent a balance among the disciplines. EAC then meets and distributes the awards equitably among the 3 areas.

**Timeline.** We advertise beginning mid-November with an application deadline on Feb. 1st. Selection and notification of Summer & AY awardees will be completed by March 15th.

**Conforming to priorities.** The centers’ pre-screening committees are apprised of the FLAS requirements. After each evaluator has ranked the applicants, the committee comes to a consensus on an overall ranking that is forwarded to EAC for final decision. EAC will conform to priorities concerning student need and languages in making awards.

# FLAS Competitive Preference Priorities

***Priority 1: Financial need preference.*** As detailed in FLAS Section H, Awardee and Selection Procedures, faculty screening committees will follow a two-tier screening process: 1) evaluate applicants based on U.S. citizenship/permanent resident status and academic criteria; 2) evaluate and give preference to applicants based on demonstrated financial need determined through the students’ Expected Family Contribution based on the information submitted in FAFSA applications in consultation with the UH Financial Aid Office.

***Priority 2:*** 100% of our AY FLAS fellowships will be for the study of the following priority LCTL: Mandarin Chinese, Korean, and Japanese.