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Proposal for Funding for a Comprehensive National Resource Center

Under Title VI Higher Education Act of 1965 FY 2022-2026

*Submitted to the lnternational and Foreign Language Education Office US Department of Education, Washington, DC*

**February 2022**

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**PROJECT NARRATTVE**

# §A. COMMTTMENT TO SUBJECT AREA

|  |  |
| --- | --- |
| **Table A-1: University Institutional Commitment to East Asia Studies, 2020-2021** | |
| Salaries | |
| *Instructional East Asia Faculty* | $8,958,174 |
| *East Asia Library Staff* | $654,716 |
| *Other East Asia Support Staff* | $871,174 |
| Beijing and HK Center Operations | $3,363,477 |
| East Asia Library Acquisitions | $728,276 |
| East Asia Student Support and Aid | $7,440,000 |
| UC Support of CEAS | $1,819,680 |
| **Total** | **$ 23,835,497** |

**A.1.a Operation and Financial Commitment** University of Chicago (UC) is a private university with faculty renowned for innovative research and intensive training of specialists for

careers in academics, government, and the private sector. UC supports CEAS through direct operational funding and a growing array of pedagogical initiatives and academic support staff (Table A-1). UC continues to provide CEAS optimal and universally accessible office space, including a media-equipped seminar room and CEAS Film Library. The opening of the UC Center in Beijing (CB, 2010) and Yuen Campus in Hong Kong (CHK, 2015) demonstrates continued commitment to EAS by providing a physical presence in the region to promote work in science, economics, and cultural studies. Such activities are of immediate value to EA faculty, students, and alumni served by CEAS and provide a network of both domestic and international

partners in programming. **A.1.b Teaching Staff** FY21 EA-related instructional staff support (Table A-1) includes proportional sums calculated for those devoting less than 100% time to EA. From 2018-2021, UC made 4 new tenure-track and 4 new lecturer and instructional professor (IP) appointments of EA specialists (Table A-2). In addition, 4 faculty were promoted to named

|  |  |  |
| --- | --- | --- |
| **Table A-2: New East Asian Appointments, 2018-2021** | | |
| Rachel Bahng | Korean Language and Pedagogy | Asst. IP |
| Orianna Caccione | Asian Art, Smart Museum | Lecturer |
| Thomas Lamarre | Japanese Film and Media Studies | Professor |
| Zhaotian Luo | Chinese Poli Sci & Economy | Asst. Prof. |
| Zhiying Ma | Chinese Governance & Disability Rights, Crown School-Social Work | Asst. Prof. |
| Satoko Ogura Bourdaghs | Japanese Language and Pedagogy | Lecturer |
| Melissa Van Wyk | Early Modern Japanese Literature | Asst. Prof. |
| Yujia Ye | Chinese Language and Pedagogy | Asst. IP |

professorships (Bourdaghs, He, Lamarre, Ziporyn); 1 to

full Professor (Burns); 3 from Assistant to Associate Professor (Fisch,

Ransmeier, Talhelm); 1 from Lecturer to Associate Professor (Dewoskin); 1 Lecturer to Senior Lecturer (J. Kim); 2 Lecturers to IP (Katagiri, M. Li); 4 Lecturers to Associate IP (Kuo, Na as of 07/01/22, Ngodup, Xiang); and 2 Lecturers to Assistant IP (Ogura, X. Wang). In 2020-2021, tenure-line searches were approved/active in Japanese history (SSD, offer made & accepted), Japanese Buddhism (Divinity), & Asian American Studies (HD). Postdoctoral positions were approved in EA art history (CAEA) and early modern Korean history (SSD). Appointments, promotions, and searches across Divisions and Schools demonstrate UC's interdisciplinary

commitment and the enhanced community of scholars engaged at CEAS. **A.1.c Library**

**Resources** UC strength and institutional commitment to EA library resources is demonstrated in

Table A-1 and detailed in §F. **A.1.d Linkages with Tnstitutions Abroad** UC's expanding global initiatives are detailed on the next page in Table A-3. UChicagoGlobal oversees additional linkages that facilitate faculty and student engagement with EA institutions supported by CB and CHK. Opportunities for study abroad, in-country language training, and internships are a particular focus (§D.4). UC, through CEAS, is a founding member of the consortia that support IUP, IUC, and KCJS; and UGs and GRDs are encouraged to attend these AY and summer language programs in Beijing, Yokohama, and Kyoto. UC EA faculty regularly facilitate

mentorships between UC students and faculty from institutions across the globe. **A.1.e**

**Outreach Activities** In FY21, CEAS allocated over $359,000 to outreach programming (-100 free, public events) with additional UC in-kind support including facilities, venues, and

technology services. Please see further details in §H. **A.2 EAS Students** UC is committed to ensuring that students from every background, regardless of financial need, can succeed (§G.3). More than $170 million in financial assistance and scholarships are awarded annually for need- and merit-based aid. Beginning with UG Class of 2023, the *UChicago Empower* initiative

|  |  |
| --- | --- |
| **Table A-3: University Linkages with EA Institutions Abroad** | |
| **Formal UC Agreements with Provisions for Exchange of Faculty and Students** | |
| CHINA | Fudan, Peking, Renmin, Sun Yat-sen, Tsinghua, Westlake, Wuhan, and Zhejiang Universities; China Europe International Business School; Chinese University of HK; HK University of Science & Technology; Guanghua School of Management; Ministry of Education of China Education Exchanges; UC Harris School of Public Policy (HSPP)-Peking University *International Policy Action Lab*; UC Crown Family School of Social Work, Policy, and Practice (Crown School) *Certificate in Global Social Development Practice* with Peking University |
| JAPAN | Keio, Osaka, Rikkyo and Waseda Universities; University of Tokyo |
| KOREA | Seoul National University; Yonsei University, including HSPP Dual Degree Program with Yonsei University |
| TAIWAN | Academia Sinica; Ministry of Education Exchanges |
| SINGAPORE | Nanyang Business School-UC Booth International Business Exchange |
| **Sample of UC Divisional/School Agreements for Faculty Collaboration and Executive Education** | |
| CHINA | China Medical, Jinan, Peking and Yangzhou Universities; China-United States Exchange Foundation; Chinese Academy of Sciences; Chinese Academy of Social Sciences; Chinese University of HK; UC BFI Joint Center with Tsinghua University; Crown School *Tripartite Collaboration for Advancing Social Work in China* with Peking University and Hong Kong Polytechnic University; Wuhan University Medical School-*Hubei Medical Education Reform*;  Wuhan University Paleography Center and Institute of Cultural Relics and Archaeology |
| JAPAN | Doshisha, Keio, Osaka and Toho Universities; Kawasaki Medical School; University of Yamanashi |
| KOREA | Ewha Womans University; Seoul National University |
| TAIWAN | Academia Sinica |

guarantees free tuition for families with income under $125,000/yr and for those under $60,000/ yr, tuition, fees, and standard room and meals are also covered. The *No Barriers Policy* allows UC students to graduate debt-free, no matter their chosen major or background prior to enrolling in college. As part of UC's continued commitment as a global institution, support for EAS students has increased since opening the CB and CHK in the following areas: recruitment for BA, MA, PhD and professional programs in the US; recruitment of qualified citizens of CJK for UG and GRD programs; creation of opportunities for EA study, research, career treks, and internships; career placement in related professions; and financial aid for students to facilitate their program of study. The financial commitment to EA students is detailed in Table A-1 and includes 2020-2021 fellowships (tuition and stipend) to 186 *(figure does not include MBAs)* EA- related GRD students (Table D-2). The Divisions also supplement tuition and stipends for all students awarded AY FLAS. In addition, CEAS supports UG language training and research in EA along with GRD student conference travel, pre-doctoral research in EA, advanced language

training, and dissertation research (FY21 $282,485, *figure less than years past due to COVlD*). FY19-21 student financial aid included Study Abroad programs and summer Foreign Language Acquisition Grants (FLAG) to 168 UGs focusing on CJK (FY19: 76, FY20: 87, FY21 5, *sharp decline due to COVlD)* (§D.4). Since not enough FLAG grants are available to meet student demand, CEAS provides support for additional UGs to attend summer programs abroad while also providing financial aid to UGs taking CJK at UC Summer Language Institutes (SLI) on- campus (e.g., $33,500 in FY19-21). UC students also successfully compete for other UC internal and external funding for study abroad, teaching and research (Table D-4).

# §B. QUALTTY OF THE LANGUAGE TNSTRUCTTONAL PROGRAM

* 1. **.a Extent of Language Tnstruction** Teaching and scholarship in EA languages are central to the activities of CEAS and the Department of East Asian Languages and Civilizations (EALC), and UC has focused on proficiency-based instruction during its decades of training US scholars in CJK. All UGs must pass a foreign language competency exam and GRD students focusing on EAS must achieve advanced competencies. EALC currently offers 5 levels of modern Chinese (Mandarin) and 4 levels of modern Japanese and Korean. Chinese offers tracks for bilingual learners through Level 3 and Korean piloted a similar track in Summer 2021 (Level 1). EALC administers CB Intensive Summer Chinese Language Program (CB-ISCLP), which offers Level 2 to 5 in Chinese; and UGs in the East Asian Civilizations Program (EA Civ) also take Chinese language courses at CB and CHK *(all programs will resume after COVlD)*. Chicago Public School (CPS) students can enroll in Chinese courses on campus without cost as part of the College Bridge Program. All courses in CJK target the "4 Skills" (listening comprehension, speaking, reading, and writing), and are performance- and proficiency-oriented according to ACTFL national standards, and supplemented by multi-media resources and computer-based

learning activities (with relevant ADA accommodations). Literary Chinese (elementary and advanced) and Japanese (elementary) are offered annually. Advanced levels of literary Japanese

are also offered on a regular schedule and taught by tenure-line faculty. **B.1.b Student**

**Enrollments** Aggregate student enrollments for CJK language courses and enrollments by language level (2018-2021) are provided in Table B-1. The drop between Level 1 and 2 in successive years is in part due to the UC general BA requirement of 1 year of foreign language which many students satisfy with 1 year of CJK. Overall, decreased enrollments were also due to COVID halting UC language study abroad (Chinese) and creating an exacting environment for virtual CJK learning. Despite challenges, CJK lecturers and IPs developed adaptive, innovative, interactive, and synchronous e-learning that resulted in Level 1 Japanese having a 17% increase in aggregate student enrollment,

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B-1: East Asian Language Program Student Enrollments by Level and Aggregate, 2018-2021**  *Total Number of Quarters Taken by Students (e.g., l student taking 3-quarter sequence Elementary Modern Japanese = 3 enrollments)* | | | | | | |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Literary** |
| **2018-2019** | | | | | | |
| Chinese | 222\* | 122\* | 59\* | 28 | 41 | 18 |
| Japanese | 146 | 88 | 30 | 15 |  | 18 |
| Korean | 107 | 60 | 26 | 7 |  |  |
| **2019-2020** | | | | | | |
| Chinese | 281\* | 179\* | 79\* | 17 | 24 | 18 |
| Japanese | 134\* | 71 | 43 | 23 |  | 8 |
| Korean | 124\* | 43 | 29 | 19 |  |  |
| **2020-2021** | | | | | | |
| Chinese | 193\* | 88\* | 58 | 44 | 20 | 28 |
| Japanese | 170\* | 72 | 27 | 26 |  | 1 |
| Korean | 111\* | 38 | 17 | 19 |  |  |
| **Aggregate Student Enrollments** | | | | | | |
| Chinese | 696 | 389 | 196 | 89 | 85 | 62 |
| Japanese | 450 | 193 | 100 | 64 |  | 37 |
| Korean | 342 | 115 | 72 | 45 |  |  |
| **TOTAL** | **1,488** | **697** | **368** | **198** | **85** | **99** |
| *\* includes enrollments in UC CB and CHK for Chinese (20l8-20) and UC SLI for Chinese, Japanese and Korean (20l8-2l)* | | | | | | |

Korean Level 4 almost tripled in size, and Literary Chinese increased 56% from 2018-2021. Increases in Level 4 (C: 61%, J: 74%, K: 272%) are also due to

advanced language study by more

GRDs (e.g., MAPH and MAPSS). Of the total number of students (30 Chinese, 29 Japanese and 30 Korean) enrolled in SLI (*on-campus, Level J CJK)*, 30% were GRD and 70% were UG.

AY and summer FLAS awards also support UC GRD students fulfilling language fluency requirements, as many are learning their 2nd or 3rd EA language for transregional specializations.

* 1. **Area-Based Courses** Most courses taught in CJK are GRD courses in EALC. In addition to courses taught by EALC faculty with joint appointments (e.g., ARTH, CMLT, CMS, HIST, SCTH, TAPS), scholars from EA countries in disciplines other than language and literature regularly hold visiting EALC positions, and GRD students are expected to use EA language(s) in courses and lectures. Council on Advanced Studies (CAS) Workshops are often conducted in an EA language. CEAS faculty also offer art history, history, law, religious studies, sociology and political science courses in CJK in the form of specialized readings and discussions (App. 1 *Area Based Listing*). EALC plans for advanced UG courses offered in EA languages that can be taken for content or language credit. CEAS will continue to support the Language Across the Curriculum (LxC) program that offers UGs the opportunity to use foreign languages in disciplinary courses, allowing them to develop skills related to specific fields and topics (App. 1 *LxC Listing*). Teaching in the program takes the form of supplemental GRD student-led reading and translation sections within faculty-taught content courses. GRDs offering LxC sections receive prior training by Chicago Center for Teaching (CCT) and Chicago Language Center

(CLC) staff and EALC Language Program Directors. **B.3.a EA Language Staff** There are 15 full-time language lecturers and IPs in EALC (Chinese: 8, Japanese: 4, Korean: 3), most with post-graduate degrees and long professional experience in EA language instruction (App. 3). UC is committed to excellence in language pedagogy. EA language course sections are 12 students or less and enrollment is capped at 15. In recent years, EALC anticipated enrollment increases and employed part-time instructors as needed and new hires (Table A-2) to maintain the

mandated class size. **B.3.b EA Language Pedagogy Training** EALC Language Program

Directors are senior lecturers and IPs with full pedagogical training. Dr. Jun Yang (Chinese), Harumi Lory (Japanese) and Dr. Jieun Kim (Korean) have ACTFL and OPI training and ensure that all EA language lecturers/IPs stay abreast of current EA language pedagogy standards.

CEAS supports annual CJK pedagogy training through professional development funds and dedicated workshops, including best practices for performance-based instruction (§B.4.a); and language assessment, test, and curriculum design/development programs using proficiency- oriented reverse design through the CLC Language Pedagogy Innovation Initiative (LPII). To be appointed lecturer or IP, applicants must demonstrate pedagogical training by providing original classroom materials, a teaching demonstration, and an explanation of their teaching methods.

Performance evaluations for all lecturers/IPs take place every 3 years by an EALC faculty committee that includes tenure-line faculty. We request NRC funds to enhance CJK pedagogy initiatives (§I.2.i and BN E.1.a-d) and will continue to partner with CLC, whose director, Catherine Baumann, is a national leader in curricular design, assessment, and ACTFL & OPI

training (see Baumann's letter of support in App. 4). **B.4.a Language Tnstruction Quality** All UC EA language instruction employs standards that are performance-based to enable students to engage actively in real-world application of language training. All 4 major communicative skills are stressed in culturally authentic context, as students are introduced to EA culture and history through readings, videos, role-playing, and class discussions. At Level 1, the ability to write CJK scripts is given equal weight with speaking, listening, and reading skills. Weekly one-on-one tutorials with TAs are required. From Level 1, students engage with authentic materials that include sociolinguistic components, especially electronic and media-based communication, e.g., Level 1 students learn to type in EA languages and create skits and videos; Level 2 Japanese offers a 2-quarter "Japanimation" track; and Level 3 Korean uses films and TV programming to

integrate language acquisition with study of modern Korea. Multimedia materials that increase aural comprehension and cultural proficiency are an integral instructional component. UC language pedagogy is designed to produce fluency in real-world situations while employing the most up-to-date techniques of language teaching (e.g., communicative, task-based learning, and learning based on students' native language skills), as well as multileveled target-language exposure. EALC language lecturers/instructional professors also develop materials that are widely used beyond UC (§H.b-NRC, *Kan}i Alive*). EALC regularly updates CJK placement and proficiency exams and redesigns curricular materials to meet the diverse needs of students,

including heritage learners and those who need ADA accommodations. **B.4.b Resources** CEAS and EALC support language instructors with funding for weekly language tables; textbooks; classroom materials; extracurricular cultural fieldtrips; special projects; and equipment (laptops, tablets, video cameras) for language lecturers/IPs to develop teaching resources, such as web- based repositories for audio-visual materials for classroom instruction and student assessment.

Faculty, lecturers/IPs, and GRD student instructors collaborate to apply the CEAS Film Library to classroom instruction. CLC also serves as a hub that provides instructors with training to create and enhance course materials through access to state-of-the-art technology aids. CEAS will use NRC funds to continue to expand the scope of such support, including enhancement of EA media content for courses (e.g., subtitling and integration of CJK materials for both language acquisition and non-language area studies), and EAC and CEAS Film Library acquisitions to

include resources identified by our faculty (BN D.1-3 & E.1.a). **B.4.c Proficiency** UC language programs are both outcome and proficiency-oriented and standards-based, referring to the National Standards on Foreign Language Learning. This applies not only to linguistic competence but also to the link between language, culture, and content. Table B-2 indicates

entrance and exits goals for each of core language levels based on ACTFL Proficiency Guidelines, with adjustments according to textbooks for each level. EALC Language Program Directors coordinate closely with CLC regarding proficiency assessment as CLC is working to administer new Basic, Practical, and

|  |  |  |
| --- | --- | --- |
| **Table B-2: Entrance and Exit Proficiency Goals** | | |
| **Level** | **Entrance** | **Target Exit** |
| 1 | Zero | Novice High/Intermediate Low |
| 2 | Novice High | Intermediate Mid/Intermediate High |
| 3 | Intermediate Mid | Intermediate High/Advanced Low |
| 4 | Intermediate High | Advanced Mid |
| 5  (Chinese) | Advanced Mid | Advanced High/Superior |

Advanced Foreign Language Proficiency Certifications. Students who pass the advanced proficiency exam are certified as having achieved a minimum of Intermediate High/ Advanced Low, while many test at higher levels. Each year instructors work to develop 4-skills proficiency tests that 1) offer students documentation of their real-world, functional language ability after a year of instruction, and 2) play a key role in the alignment of course design as an element of reverse design. CEAS will continue to work with CLC to ensure proficiency standards and curricula design lead to new courses aligned with ACTFL proficiency guidelines; and there is continued review of articulation across CJK levels to meet the needs of all students (including heritage learners) and enhance acquisition of advanced proficiencies (§I.2.i, BN E.1.a-d).

# §C. QUALTTY OF THE NON-LANGUAGE TNSTRUCTTONAL PROGRAM

**C.1.a. Quality and Extent of Course Offerings** 51 core, tenure-line faculty and lecturers provide EA-related non-language courses in 24 divisional departments and professional school programs. A total of 337 EA courses were offered in 2020-2021, of which 296 were non- language courses. With the exception of GRD- and UG-only seminars, UGs and GRDs enroll in the same EA courses, with course requirements appropriate to each. Beyond the core of EA literature, history, art, and politics courses, the array of disciplines represented in EA non-

language courses is characteristic of the interdisciplinary approach of UC faculty (§C.2&4, App. 1). The selected courses in Table C-1 give a sense of the range of topics offered and cross-listed across the curriculum.

|  |  |  |
| --- | --- | --- |
| **Table C-1: Sampling of Recent Non-Language Course Offerings, 2018-2021** | | |
| **Faculty** | **Department(s)** | **Course Title(s)** |
| Chu | ANTH | Ethnography as Film; Regulating Illicit Flows: State, Territoriality, Law in EA |
| Fisch | ANTH/EALC/ENST | Science, Technology & Media via Japan |
| Yao | ANTH/EALC/CRES/ SOSC/HIST | Material Worlds Across East Asia; Archaeological Writing: History of Waste; Colonizations |
| Foxwell | ARTH/ARCH/EALC | Modern Japanese Art & Architecture;  Photography & EA Art; Woodblock Prints; Japanese Art in the Sinosphere |
| Lin/Zhou | ARTH/ARCH/EALC | Structuring China's Built Environment |
| Wu | ARTH/EALC/KNOW | Feminine Space in Chinese Art |
| Saussy | CMLT/SCTH/CRWR/ EALC | Literary Theory: Pre-Modern, Non- Western, Not Exclusively Literary; Exploratory Translation (LxC) |
| Iovene | EALC/CMST | Chinese Independent Documentary Film |
| Lamarre | CMST/SIGN/MAAD | Yokai Media; Japanese Animation & Global Media; Media Ecology |
| Long | EALC/DIGS | Media, History & EA; Digital Humanities |
| Bourdaghs | EALC | EA Popular Music; Japanese Cultures of the Cold War - Lit, Film & Music |
| Copp | EALC/RLST/HREL | Ethics, Nature, Dao; Chinese Buddhism |
| Eyferth | EALC/ARTH/HIST | Everyday Maoism: Work, Daily Life & Material Culture; Women & Work in 20th Century China (LxC) |
| Choi | EALC/CRES/GNSE | Censorship in East Asia: Colonial Korea; Gender Modernity in East Asia |
| Various | EALC/CRES/HIST | Intro to East Asian Civilizations |
| Ketelaar | EALC/HIST/RSLT/ HREL/SIGN | Japanese History thru Film/Texts; History of Japanese Visual Culture; Japanese Religion & Philosophy |
| Fox | EALC/TAPS | Histories of Chinese Dance |
| Zeitlin | EALC/TAPS | Ghosts & the Fantastic in Lit & Film; Actors & Playwrights in Chinese Theater |
| Ransmeier | HIST/EALC/HMRT | Human Rights in China; Grassroot Microhistories; Law & Society in China;  Taiwan in Asia & the World |
| Cumings | HIST/EALC/CRES | Asian Wars of the 20th Century; Modern Korean History |
| Burns | HIST/GNSE/HIPS | Medicine & Culture in EA; Gender & Japanese History; Spatial Hist of 19th C. Cities: Tokyo, London, New York |
| Arik | MUSI/ANTH/NEHC | Intro to Musical Folklore of Central Asia |
| Luo | PLSC/PBPL/PPHA | Politics of Authoritarian Regimes |
| Yang | PLSC | Politics & Public Policy in China (LxC) |
| Yamaguchi | SOCI | Japanese Society: Functional & Cultural Explanations |

* 1. **b Course Offerings in Professional Schools and Programs** Table C-2 lists a sampling of courses with EA content taught in UC professional schools and programs. In 2020-

2021, 62 internationally focused courses were

offered. In Divinity, Heo, Hopkins, Kapstein, and Wedemeyer provide EA religion courses, complemented by offerings from Copp (EALC), Harper (EALC), Ketelaar (HIST, EALC),

Shaughnessy (EALC), and Wu and Lin (ARTH, EALC). In BSB, He, Hsee, Hsieh, and Talhelm cover EA case studies; and Luo and Yang (PLSC) complement them with courses on political economy, game theory, and public and foreign policy. Specific EA-related courses in the Law School are offered by Ginsburg, with many other courses providing EA-related case studies.

* 1. **Tnterdisciplinary Courses** The conditions that foster interdisciplinary EA courses for both UG and GRD students are: clusters of

|  |
| --- |
| **Table C-2: Sampling of Recent Professional School and Program Course Offerings, 2018-2021** |
| **Booth School of Business** |
| The Wealth of Nations |
| Chinese Economy and Financial Markets |
| International Commercial Policy |
| International Financial Policy |
| **Chicago Center for Teaching** |
| Language Pedagogy for the Contemporary Classroom |
| **Divinity School** |
| Christianity and Religion in Korea |
| Chan, Zen and Pure Land Buddhism |
| Readings of Tibetan Buddhist Texts (LxC) |
| Buddhist Sutras Reading in Traditional Tiantai (LxC) |
| Theologies from Africa, Asia and Latin America |
| Otherwise than God: Creatorless Religiosity - East and West |
| **Graham School - Continuing Liberal & Professional Studies** |
| Tale of Genji and Journey to the West |
| Lotus in the Mud: How Buddhism Keeps Reinventing Itself |
| **Harris School of Public Policy** |
| Seminar on China Macro Policy |
| International Environmental Policy |
| How China is Changing the World |
| Directed Research on COVID-19 and East Asia |
| **Law School** |
| Directed Rdings on Critical Legal Issues in Contemporary China (LxC) |
| Rethinking Rule of Law in Authoritarian Rule |
| Public International Law: Human Rights |
| Chinese Intellectual Property Law |
| Buddhism and Comparative Constitutional Law |
| International Business Transactions and Arbitration |
| **School of Medicine** |
| Case Studies in Global Public Health |
| Cultural Diversity & Multilingualism in Clinical Encounters |
| **Crown Family School of Social Work, Policy, and Practice** |
| Program Evaluation in International Settings |
| Culturally Responsive Intervention, Assessment and Treatment |
| Global Mental Health and Social Policies in Contemporary China (LxC) |
| **Urban Teacher Education Program** |
| Cross-Cultural Teaching: Linguistically & Culturally Diverse Students |
| Assessment, Methods and Materials for Teaching Bilingual Students |

UC faculty across departments whose academic work is interdisciplinary; flexibility in introducing new courses into the curriculum, including Center for Disciplinary Innovation (CDI) co- taught, course collaborations; CEAS faculty bringing EA content into *Core Curriculum* sequences in humanities and social sciences and serving in interdisciplinary major programs (e.g., Fundamentals: Issues and Texts); and faculty-sponsored

workshops that cultivate interdisciplinary approaches by students. Table C-1 provides recent examples and App. 1 contains detailed cross-listings for courses.

The joint EALC/CMS and EALC/TAPS PhDs and the MAPSS and MAPH programs are also evidence of UC's commitment to EAS interdisciplinary training (§D.3.a-b). Innovations include the MAPH 2-Year Language Option (MAPH-TYLO, §D.3.a) and plans to further develop EA-

related academic modules in TAPS and Translation Studies. **C.3.a Non-Language Faculty** The current number of 51 core, tenure-line EA faculty and lecturers teaching non-language courses is robust. For recent growth in appointments, see §A & Table A-2. For faculty strength measured by academic service, research endeavors, and recent publishing quality and quantity, see App. 3.

* 1. **b Teaching Assistants and Pedagogy Training** The basic UC policy is that courses are taught by tenure-line faculty and benefits-eligible senior lecturers and lecturers. Since teaching experience is an important part of professionalization and often a prerequisite for employment in today's job market, teaching is a required component of UC GRD programs. Students receive faculty mentoring and gain teaching experience in both their home departments and the College's Core Curriculum through course assistantships, writing internships, lectureships, and preceptorships that are structured into an individual *Pedagogical Teaching Plan*. To take the example of EALC, a student must first complete a methods course (Yr 1-2) dedicated to best practices for teaching content courses in area studies, focusing on dominant theoretical paradigms (e.g., Orientalism, colonialism, religion, state relations) and how they can most effectively be introduced in the classroom. This is supplemented with CCT training on Teaching @Chicago fundamentals, inclusive pedagogy, online/hybrid teaching technologies, and UC Writing Program pedagogy courses. Students then work directly with faculty in a series of teaching assistantships (Yr 3-4) before applying to teach a stand-alone course (usually Yr 6). Faculty review the detailed syllabus to ensure quality and consistency of content and pedagogy, and if approved, a faculty advisor continues to monitor the course when taught, which includes

ongoing meetings for feedback and classroom teaching observation. Similar frameworks exist across departments with relevant nuances per discipline. CEAS will continue to support CCT

pedagogy training programs (BN E.3.e.i). **C.4 Depth of Course Coverage** The number of tenure-track faculty teaching non-language EA courses in the following disciplines ensures depth of coverage (dual-appointments are counted once in the primary department): EALC (9), HIST (9), ANTH (3), ARTH (3), PLSC (2), TAPS (2), SOCI (1), CMLT (2), CMST (1), BSB (4),

Divinity (4), Crown (2), and Law (1) (Appendices 1&3). EA faculty form clusters of specialists in disciplines for which UC is well-known, e.g., EA media studies, anthropology, history, art, and cultural studies. As faculty develop relevant pedagogy, each cluster produces courses that ensure depth of coverage. See Tables A-3 and C-2 for information on UC professional schools.

# §D. QUALTTY OF CURRTCULUM DESTGN

**D.1.a Undergraduate Degree Programs** In 2020-2021, 7,011 UGs enrolled at UC in 64 departments and interdisciplinary programs offering 53 major and 59 minor BA degrees. BA requirements recognize the value of core curriculum requirements completed during the first 2 yrs of training. These cultivate skills of critical inquiry and the development of exceptional writing skills and are the foundation for specialized training in the 3rd and 4th yrs of the BA program. This intensive training includes course requirements in humanities, civilization studies, arts, and social sciences, as well as a foreign language competency, in order to prepare UC students for careers in education, government service, and other professions. For many UG students, the EA Civ sequence (up to 3 courses over 1 yr) is the foundation for extensive training in EA-related courses across departments and programs. In 2020-2021, EA Civ had total enrollment of 307 (App. 1). The course has also been offered at CB and has included CEAS faculty-led study trips to Japan. In addition to the faculty instructor, GRD assistants and

Teaching Fellows (PhDs) provide separate training in writing and critical thinking skills in EA Civ discussion sections. Students who major or minor in EALC follow the most defined track in EA-specific training: BA requirements are presented in Table D-1. Of the 28 graduating EALC BA majors (2020-2021), all completed 3 or more yrs of CJK study and 71% were double majors (e.g., ANTH, ECON, HIST, PLSC and Public Policy). Strong EA faculty numbers in other departments and programs (App. 3) make it possible for UGs to major with an EA track other than in EALC (e.g., ANTH, ARTH, CMLT, HIST). EA faculty supervise BA theses annually and CEAS awards the annual Asada Eiji Prize to the best BA thesis on an EA topic in humanities

and social sciences. **D.1.b Undergraduate Degree Requirements and Quality** To fulfill EALC BA major requirements (Table D-1), students need to take 13 courses. These include 3 courses in a 2nd-yr (or higher) EA language (students who declare a major will already have completed 1 year of an EA language in fulfillment of the College language requirement); 3 courses in the series 10500, 10600, 10700, "Topics in EALC;" and 7 courses related to EA (3 of which may be a further year of same EA language or a year of a 2nd EA language), which may be taken from EA faculty in any department or program whose courses are cross-listed with EALC (App. 1). Credit for 2nd-yr language may be granted by examination; credit for more advanced language training or for a 2nd EA language is not granted by examination. The requirements facilitate broad, interdisciplinary training with an EA focus. Other departments and programs

offer EA tracks that specify which courses satisfy requirements. **D.2 Academic and Career**

**Advising** UC's GRD and UG students are supported by multiple levels of academic and career advising. Every department has a faculty member or a committee responsible for mentoring UGs and a DGS who advises GRD students until they select a faculty member(s) to guide them through the completion of their dissertation. The College also provides comprehensive advising

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| **Table D-1: Degree Requirements** | | | | | |
|  | | **BA** | **BA Minor** | **MA** | **PhD** |
| **EALC** | **Course Requirements** | 13 Courses, of which 3 are in at least a 2nd- yr EA lang. and 3 are in "Topics in EALC" Sequence | 7 Courses Total | 18 Courses Total | Same as MA |
| *Primary Lang. Requirements* | At Least 2 Years | :S 3 Courses May Count to Course Total | � 3 yrs, Unless Native Speaker/ Placement Exam | All Lang. Courses for Primary Lang. to Achieve Fluency |
| *Secondary Lang. Requirements* | No | No | No | � 2 yrs of a 2nd Modern EA Lang. or 1 yr of Literary/ Scholarly Lang. |
| *Translation Requirements* | No | No | 1 Course | Same as MA |
| **Qualifying Exam** | No | No | No | Yes |
| **Thesis/Dissertation** | Yes, If Graduating with Honors | No | Yes | Yes, Plus Defense |
| **EALC/ CMS**  **- EALC/ TAPS**  **-**  **Joint PhD Degrees** | **Course Requirements** | | 18 Courses Total | | |
| *CMS or TAPS Courses* | | 2 Courses | | |
| *EALC Courses* | | 2 Courses | | |
| *Primary Lang. Requirements* | | At Least 4th Year Proficiency in Main Research Lang. | | |
| *Secondary Lang. Requirements* | | At Least 2nd Year Proficiency (TAPS-German or French) | | |
| **Qualifying Exam** | | 2 Sets of Exams - 1 in Each Department | | |
| *CMS or TAPS Exam* | | Yes, 1 Set (3 written + 1 oral) | | |
| *EALC Exam* | | Yes, 1 Set (3 written + 1 oral) | | |
| **Thesis/Dissertation** | | Yes | | |

to UGs through the College Academic Advising Office, Center for College Students Success (servicing first-generation, lower-income, and immigrant students). The Deans of Students of UC Divisions, working with UChicagoGRAD, do the same for GRDs. FLAS recipients receive dedicated advising about CJK programs and how to best structure EA directed readings and research. CEAS also engages a growing cohort of EA fellowship, research, and study abroad students to serve as resources upon return to campus by sharing experiences, assisting with events, and inspiring others to undertake EAS. Students are served by UC Career Advancement and UChicagoGRAD, which advise students on all opportunities for domestic and international study programs, fellowships, and internships; organize career treks to EA; provide specialist career counselors to guide students interested in consulting and careers abroad; employ specialists on developing careers in business, media, law, health, STEM, education, arts,

government, and the non-profit sectors; and conduct seminars on all aspects of job placement (including networking, resume building, and interview skills). CEAS and EALC staff also compile current EA-related study, fellowship, and career opportunity postings, which are distributed weekly by email to students and faculty across campus. In response to alumni surveys requesting more on-campus, EA-focused career development activities, CEAS career programs in FY22-26 will further expose students to careers in areas of national need, strengthen their professional skills, and facilitate their applications. To do this, CEAS proposes a joint-career program budget line with UC NRCs to augment the existing capacity of UChicagoGRAD and UC Career Advancement, better engage EA alumni across diverse sectors, and streamline the development of programs relating to careers in government service and international contexts

(BN E.3.e). **D.3.a Graduate Student Training** In 2020-2021, there were 10,788 GRD students enrolled at UC in PhD and MA programs, and among them, 235 were pursuing intensive training in EA-related fields (Table D-2). The largest, non-professional school numbers were EALC (includes joint EALC/CMS), HIST, IR, ARTH, ANTH, SOCI, and PLSC. Note also MA students in MAPH and MAPSS with EA disciplinary and interdisciplinary focus. In addition, MAPH-TYLO was designed for students who need advanced language proficiency for admission to a PhD program, are interested in translation studies, and/or want to pursue language study to enhance their academic and career prospects. Students take 9 language courses at intermediate and advanced levels, in addition to the regular MAPH curriculum of 9 courses. Students, many of whom receive FLAS, also use the three summers of the program for language study on campus or abroad. MAPH-TYLO has increased demand for intermediate and advanced EA language courses (§B.1.b). 104 professional school graduates in AY21 with EA specializations included: Business, Divinity, Law, Social Work, and Public Policy. The MA/ MBA degree

offers cooperation between the divisions and BSB. The number of degree and certificate granting programs is also increasing in UC professional schools. While some have established centers in the region (e.g., BSB in HK, Executive MBA), others have partnered with institutions to create certificate and training programs (e.g., HSPP, Crown, Table A-3).

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| **Table D-2: East Asian Studies Graduate Degrees, 2020-2021 PhD and MA** | |
| **Department/Area of Focus** | **Students** |
| Anthropology | 3 |
| Art History | 4 |
| Business Administration (MBA and PhD) \* | 46 |
| Cinema and Media Studies | 1 |
| Religious Studies/Divinity School \* | 12 |
| East Asian Languages and Civilizations | 19 |
| EALC/CMS Joint Degree Program | 2 |
| History | 22 |
| International Relations | 18 |
| Law (JD and PhD) \* | 8 |
| MAPH *with EA thesis* \*\* | 25 |
| MAPSS *with EA thesis* \*\* | 29 |
| Music | 2 |
| Political Science | 3 |
| Public Policy \* | 34 |
| Social Work, Policy and Practice \* | 4 |
| Sociology | 3 |
| **Total** | **235** |
| ***\**** *Professional School I* **\*\*** *MAPH & MAPSS course work and theses focus on EA Art, Cinema, Econ, History, EALC, Political Science, Public Policy,*  *Religious Studies and Sociology* | |

**D.3.b Graduate Student Training Quality** Refer to Table D-1 for an overview of EALC MA and PhD requirements, as well as requirements for the joint EALC/CMS and EALC/TAPS PhD. EA-specific coursework in other departments and programs is determined

by the faculty overseeing the student's program. In most fields, fluency in a primary EA language is necessary for PhD training in order to conduct fieldwork and engage with scholars from those countries. CEAS and FLAS often support 2nd or 3rd EA language specialization for those with transregional topics. To ensure intellectual exchange and training across disciplines and departments, the UC Council on Advanced Studies (CAS) and CEAS fund GRD workshops which create opportunities for students, faculty, and visiting practitioners and scholars to share and debate cutting-edge research across programs. The Workshops encourage rigorous engagement by students and faculty through discussions, evaluations, networking, mentoring, and critical feedback on dissertation research. CAS has become a national model for GRD

education, inspiring similar programs at other institutions. CAS Workshops, in addition to UChicagoGRAD programs, are another venue for students on the job market to prepare for job talks and they regularly

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| **Table D-3: Dedicated EA CAS Workshops, 2020-2021** | | |
| **Workshop Title** | **Faculty Sponsors** | **Funding Source** |
| Art & Politics of East Asia | Iovene, Long | CAS, CEAS |
| East Asia: Politics, Economy & Society | Luo, Yang | CAS, CEAS |
| East Asia: Transregional Histories | Burns, Eyferth, Ransmeier | CAS, CEAS |
| Visual & Material Perspectives on East Asia | Foxwell, Lin, Wu | CAS, CEAS |
| *EAS students and faculty also regularly participate in CAS Workshops focusing on topics such as Digital Media (NEW), Disability Studies (NEW), Gender and Sexuality Studies, Global South (NEW), International Politics, Literature and Philosophy, and Sound and Society* | | |

offer EA-specific sessions on publishing and job placement, along with non-academic career tracks. In 2020-2021, CAS oversaw 56 workshops, of which 4 had a dedicated EA focus (Table D-3). The activities of the Becker-Friedman Institute for Research in Economics, Center for International Social Science Research (CISSR), Energy Policy Institute, Institute of Politics, Neubauer Collegium for Culture and Society (NCCS), Paulson Institute, Pozen Center for Human Rights, and UC Program on Global Environment, also support EA training across disciplines and professional programs. CEAS also offers a platform for graduate students to participate in co-curricular programming and acquire professional skills (e.g., event planning and academic administration of workshops and conferences; translation and interpreting for subtitling

films and event facilitation). **D.4 Research and Study Abroad** While the COVID-19 pandemic has severely impacted research and study abroad over the past two years, UC students have found creative ways to engage virtually (e.g., online classes, digital archives, remote interviews) while they await the resumption of opportunities/physical access to EA. For UGs, the College Study Abroad Office oversees (1) civilization and social science courses taught by UC faculty at CB (EA Civ) and CHK (Social Sciences, e.g., Colonizations, Economics, Gender & Sexuality in World Civilizations, Human Rights in Asia); (2) direct enrollment at KCJS, Fudan, Peking,

Renmin, Waseda, and Yonsei Univ (36 students, 2018-2021); and (3)

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| **Table D-4: EA-Specific Research and Study Abroad, 2018-2021** | | | | |
| **Type**  *(\* Virtual or Deferrals due to COVID)* | **2017-**  **2018** | **2018-**  **2019** | **2019-**  **2020** | **2020-**  **2021** |
| **Undergraduate Opportunities (955 participants, including internships)** | | | | |
| ***EA Critical Language Studies, Boren, Fulbright Awards*** | 7 | 8 | 9 | 7\* |
| ***EA Blakemore, Luce, Princeton-in-Asia, Schwarzman & Yenching Academy*** | 4 | 4 | 4 | 7\* |
| ***Programs at UC Center in Beijing and HK Campus*** | | | | |
| Civ Student Enrollments | 34 | 26 | 40 | - |
| Soc Sci Student Enrollments | 24 | 26 | 30 | - |
| ***Foreign Language Acquisition Grants (FLAG), Total*** | 74 | 81 | 93 | 13\* |
| Chinese (Mandarin) | 11 | 9 | 6 | 3\* |
| Japanese | 5 | 10 | 6 | 1\* |
| Korean | 1 | 3 | 3 | 1\* |
| ***Metcalf Internships, Total*** | | | | |
| Internships Filled in East Asia | 143 | 221 | 133\* | 182\* |
| ***3rd Yr International Travel Grants, Total*** | 18 | 18 | 10 | 1 |
| China | - | 1 | 2 | - |
| Japan | 1 | 1 | - | - |
| South Korea | 1 | - | - | - |
| **Graduate Opportunities (147)** | | | | |
| ***EA Fulbright US Student Program*** | 3 | 7 | - | - |
| ***EA Fulbright-Hays DDRA*** | 1 | 1 | 1 | 2 |
| ***Other -e.g., Luce-ACLS, Japan & Korea Foundations, Wenner-Gren, CLS, China Science Council, Mellon, SSRC, NSF*** | 9 | 10 | 2 | 6 |
| ***CEAS Dissertation Awards*** | | | | |
| China | 7 | 6 | 6 | 7 |
| Japan | 5 | 1 | 4 | 3 |
| Korea | 1 | 1 | - | - |
| ***CEAS Research & Professional Training and Language Study Awards*** | | | | |
| China | 6 | 9 | 9\* | 6\* |
| Japan | 11 | 6 | 5\* | 7\* |
| Korea | - | 2 | 2\* | 1\* |
| **Total** | **274** | **352** | **262\*** | **233\*** |

support for summer research and language study, including FLAG. UC Career Advancement oversees Metcalf paid internships matching students with employers (Tables D-4). Between 2018-2021, 266 UGs

participated in EA research and study abroad (15% of total UG research and study abroad, excluding

internships). For GRDs, research/study abroad programs are overseen by UChicagoGRAD, which includes 1 staff member solely dedicated to supporting student applications for international fellowships. Every GRD student in the area of EAS does research abroad and 147 awards were made for research and study in EA (2018-2021). Please see Table D-4 and §A.2 for more information. UG and GRD programs summarized in §D.1&3 allow students, with appropriate approvals, to enroll in a wide variety of domestic and overseas study abroad and

summer language programs approved for UC transfer credit (e.g., Indiana Univ Summer Language Wkshps, Middlebury, and Peking, Waseda, and Yonsei Univ, Table A-3). UGs/GRDs also benefit from UC formal linkages with institutions abroad for research and training. (§A.1.d).

# §E. QUALTTY OF STAFF RESOURCES

**E.1.a Qualifications of Faculty and Professional Staff** CEAS faculty leadership and professional staff develop EA-related academic and outreach programming and demonstrate our ability to undertake the activities proposed in §I. CEAS faculty are renowned leaders in their fields, have EA language fluencies and overseas experience and residencies, and maintain strong ties with EA universities and research centers. CEAS has 7 Guggenheim fellows (Bourdaghs, Harper, Kang, Saussy, Wu, Yamaguchi, Zeitlin), 7 American Academy of Arts and Sciences fellows (Cumings, Ginsburg, Kapstein, Y. Kim, Pomeranz, Saussy, Wu), and numerous recipients of book awards and major research grants (e.g., ACLS, Ford, Fulbright, Fulbright- Hays, Luce, Mellon, NEH, NSF, SSRC, and the Japan Foundation) (See additional details in App. 3). Of core teaching faculty (tenure-track professors and lecturers), 57 dedicate 100% effort to EAS. Proposed NRC activities and training programs focus on EA digital humanities, history, performance, translation, media studies, STS, and Silk Roads (§I.2, BN E.2.a-e&3.f), and the cluster of involved faculty is sizable across disciplines and departments (e.g., Bourdaghs, Burns, Cacchione, Copp, Choi, Chu, Eyferth, Fisch, Fox, Foxwell, Iovene, Ketelaar, Lamarre, Lin, Long, Pomeranz, Ransmeier, Saussy, Van Wyk, Wu and Zeitlin). The contributions of EALC Language Program Directors (Yang, Lory, Kim) and language lecturers/IPs to all activities and training is vital. The results from integration of non-language and language faculty are detailed in §B. It is also notable that CEAS administrative staff hold degrees with specializations in EA and international studies; have lived, studied, and/or worked in EA; possess fluencies in EA

languages; and collectively have worked on Title VI and/or international education program

administration for over 40 years (CEAS staff, App. 3). **E.1.b Development Opportunities** UC provides professional development opportunities for faculty, including funds for participation in conferences, research and course development, and release time to develop curricula, study abroad programs, and new expertise outside their primary discipline. Faculty are encouraged to undertake such projects by a generous sabbatical policy. CEAS Committees (CCS, CJS, CKS) provide more than $250,000 in annual faculty research funds to support travel for domestic and international collaborations, along with annual funds to EALC language lecturers/IPs and library staff for pedagogical and professional development. Support is also available from the Provost's Office, divisions, departments, UC Faculty Development Program, CDI, Chicago Course Connections/Experiential Learning, CTC, CLC, Women's Board, Franke Institute for the Humanities, CISSR, and NCCS. UC actively supports research projects by providing dedicated divisional and University Research Administration (URA) staff to assist with identifying funding and preparing applications. HR and ITS provide training and individual consultation on accessibility, diversity, technology and workplace skills. CEAS also dedicates annual funding for training, professional development, and continuing education courses, so staff can participate in

professional networks, conferences, and on-campus training. **E.1.c Student Tnstruction and**

**Advising** UC strives to facilitate intensive interaction among faculty, staff and all students. Faculty are required to divide their time between teaching, research, and service. The majority of UC faculty are appointed to the UG College as well as to a department in one of the Graduate Divisions, and they offer courses annually to UG and GRD students. UC classes are small (20 students or less for EA courses is typical) allowing teachers to provide intensive training in critical thinking and writing skills to promote diverse perspectives. Many faculty also conduct

multiple, directed readings/research courses each quarter for advanced UG and GRD students and sponsor student-led programming. Faculty actively supervise student theses and projects at all levels, serve on departmental and curricular committees, and have been recognized for innovative teaching and mentoring (App. 3). Formal and informal provisions for student supervision and advising are detailed in §D.2. CEAS staff also provide info sessions and counseling on resources available for students interested in studying EA, including active

recruitment for FLAS. **E.2.a CEAS Oversight** CEAS is administratively situated between the HD and SSD. Professional HR and accounting staff oversee center appointments, budgeting and expenditures. A dedicated business manager in the SSD Local Business Center works with URA and CEAS staff to ensure compliance with all federal regulations and UC fiscal policies. CEAS administration is composed of a faculty Director (Susan Burns), an Associate Director (Abbey Newman), an Assistant Director for Programming (Connie Yip), a Center Administrator responsible for office administration (Hyeonjin Schubert), and a 3/4-time Outreach Coordinator, (Myra Su). CEAS staff meet regularly with the Director and as a team to coordinate and evaluate all programming initiatives. There is also close coordination with departments with which we co- sponsor events and frequent communication and consultation amongst area studies centers' staff. Structurally, CEAS consists of 3 Committees (CCS, CJS, CKS) each with a faculty Chair.

Committee membership includes faculty from across divisions and schools, language lecturers/ IPs, and EA library staff. The CEAS Executive Committee is composed of the Director, Associate Director, Committee Chairs, EALC Chair, and Head of the UC Library EAC. The Director oversees general CEAS operations with the assistance of the Associate Director. (Yip, Schubert, and Su directly report to Newman, who reports to Burns.) Decisions regarding allocation of funds for activities and student support, as well as major policy and program

developments, are made by vote by the Committees which all meet at least twice during the AY. The CEAS Executive Committee meets at least once a year to discuss general matters including CEAS oversight, staff structure and future initiatives. The Director also calls upon the Executive Committee as the representative body at UC for EA-related affairs, such as the annual review of

applications for FLAS, Fulbright and Luce Asian Scholars Program. **E.2.b CEAS**

**Administration and Outreach** App. 3 provides CEAS administrative staff profiles and §H- NRC discusses outreach. We request NRC funding for a portion of the Assistant Director and Outreach Coordinator's salaries to address key areas of CEAS operations related to public events

and outreach (BN A.1&4). **E.3 Nondiscriminatory Employment Practices** As Chicago's 2nd- largest private employer, UC draws from and contributes to the diverse strengths of its surrounding community and metropolis. It has long-standing policies of affirmative action and equal opportunity for employment, prohibiting discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments in 1972). UC's nondiscriminatory employment policies provide equal opportunity for all qualified persons on the basis of individual merit. The Office of Vice Provost leads a multi-faceted UC Diversity & Inclusion Initiative and works across the institution to examine issues of diversity, accessibility, and inclusion as they relate to UC staff, faculty, alumni, and surrounding communities. Initiatives, such as targeted hiring of minority faculty members and the Provost's Postdoctoral Fellows Program (which ordinarily lead to tenure-track positions), complement activities of the Center for Identity + Inclusion and the Office of Multicultural Student Affairs which operate to recruit and retain a diverse body of faculty, staff and students. Campus dialogue and training on diversity and inclusive pedagogy, including

Student Disability Services, supplement a wide range of resources on nondiscrimination available on campus. §G.3 and GEPA Section 427 Statement detail UC initiatives to support equal access for students, staff, and faculty from traditionally underrepresented groups and specific CEAS action priorities. CEAS staff and faculty reflect these diversity goals and we actively recruit applicants from underrepresented groups for campus employment. Currently 56% of total CEAS affiliated faculty and staff are persons of color and 51% identify as female.

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| **Table F-1: East Asian Collection Holdings** | |
| Chinese | 608,556 |
| Japanese | 277,813 |
| Korean | 105,919 |
| Western Languages | 65,764 |
| **Total** | **1,058,052** |
| *As of June 202l, excludes electronic resources* | |

# §F. STRENGTH OF THE LTBRARY

**F.1.a Strength of Library Holdings** UC has the 9th largest research library in North America, with 12.6 million volumes in print and electronic form housed in 6 campus library facilities serving faculty, staff, UG, GRD, and professional school student populations. The Library holds 70,603 linear feet of archives and manuscripts and 319

terabytes of born-digital archives, digitized collections, and research data. In FY21, the Library circulated 44,908 print volumes to 4,867 unique individuals, and also delivered 5.7 million electronic articles, facilitated 773,000 uses of electronic books and 57,000 use of streaming media. Additionally, 102,482 loans and 47,850 renewals were made from the HathiTrust Emergency Temporary Access Service during the pandemic. UC spends nearly $31.6 million per year on library materials (-$16.9 million) and staff salaries (-$12 million). Ongoing expenditures for electronic resources total -$10.6 million/yr. UC Library East Asian Collection (EAC) houses over 1 million cataloged volumes of print and other traditional formats in CJK languages, as well as Western language titles (Table F-1). It also provides access to many databases and other electronic resources for EAS. The Chinese collection has been recognized as one of the leading collections in North America, and is particularly strong in classics, history, art

and art history, philosophy, and classical and contemporary literature. Sustained effort has been devoted to collecting primary resources in order to support research and curricular developments. These resources include a pre-1949 Chinese newspaper collection of more than 200 titles in microfilm format, the most comprehensive collection of its kind in North America, as well as a collection of about 1,000 titles of Chinese rare books and manuscripts produced between AD 800 and AD 1795. Last year, an E-book database of *Patron Driven Acquisitions* was created for the collection, representing a total of more than 2,000 titles selected from a pool of more than 12,000 offered by CNKI. The Japanese collection boasts one of the largest and most comprehensive repositories in the nation, with a particular focus on literature, history, cinema/media studies, philosophy, religious studies, and contemporary socio-cultural studies. In recent years the collection has striven to acquire rare original issues of twentieth-century popular magazines.

Notable additions include runs of *Garo, Shonen kurabu, Goro, Fufu seikatsu, Kitan kurabu*, the latter three of which are available in no other institution outside of Japan. Another point of recent emphasis is the collection of datasets to support digital humanities research. The Korean collection, though relatively young, is growing quickly and covers a wide range of subjects in the social sciences and humanities, with strengths in history, literature, international relations, welfare, industry, and environmental studies. For the last few years, the Korean collection has led in-house development of several primary digital collections including the *Korean Colonial Period Postcard Collection*, *North Korean Stamp Collection*, and North Korean Textbook and Journal Collections, all of which are currently available through the Library website. These developments enhance pre-modern and modern research, as well as transregional studies about EA at UC and beyond. In FY21, UC Library spent $645,716 on EAC staff and provided

$487,537 for EAC material acquisitions. EAC also received funds from CEAS and grants from

outside agencies (e.g., Korea Foundation) that totaled $240,739. Library acquisitions support from NRC Title VI grants also form an important part of the EAC budget. In FY21, EAC had a total acquisitions budget of $728,276 from all sources and purchased and accessioned a total of 7,711 CJK volumes. Titles acquired through exchanges and donations totaled 4,700 volumes. New FY21 CJK acquisitions totaled 12,411 volumes. In addition to print publications, EAC continues to acquire CJK databases and electronic resources. These resources provide access to many rare, out-of-print materials in electronic format with powerful search tools. UC collaborates closely with other EA libraries on the terms and conditions for licensing agreements

for these resources. **F.1.b Cooperative Arrangements** UC Library users enjoy extensive access to collections of research materials at other libraries through cooperative arrangements (Table F- 2). In addition to traditional Interlibrary Loan services, the Library has been a member of UBorrow since 2012. In 2013, the Library joined BorrowDirect, a service that offers access to collections of 13 Ivy Plus university libraries. Through these consortia agreements, the UC Library supports faculty and students at all levels. UC also has reciprocal library privileges with UIC and Northwestern University. The Library has made great efforts to fulfill its commitment to resource sharing: in FY21, it filled 6,311 UBorrow requests from the Big Ten Academic Alliance; 4,897 BorrowDirect requests from Ivy Plus universities; and 10,253 Interlibrary Loan

requests. Lending statistics indicate that requests came from every US state. **Library Access** Due to the COVID-19 pandemic in FY21, UC provided a reservation system for in-person library visits, with 307,665 reservations made by 3,739 UC users. There were 2 million visits to the Library website and 685,955 visits to the Library Catalog. In addition, the Library fulfilled 12,909 Scan & Deliver requests from its faculty, students, and staff. The Library also offered various training sessions to a total of 6,451 attendees, including a Korean Romanization

workshop for library users offered in collaboration with Yale Univ and Princeton Univ. In FY21, 1,867 books in CJK languages were checked out by UC faculty, staff, and students (1,336 titles in Chinese, 348 Japanese, and 183 Korean).

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| **Table F-2: Library Access and Borrowing** | | | |
|  | **BorrowDirect** | **UBorrow** | **Interlibrary Loan** |
| **Delivery Time** | - 4 Business Days | - 4 Business Days | - 8 Business Days |
| **Loan / Renewal Period** | 12 Weeks / None | 12 Weeks /  4 Weeks | Varies |
| **Which Media?** | Books & Musical Scores | Books, DVDs,  Microforms, & Musical Scores | All Formats |
| **Number of Books** | 83 million | 90 million | 300 million |
| **Number of Libraries** | 13 | 15 | 72,000 |

EAC also lent 670 CJK language titles to requesters from around the world., most from academic institutions, but loans also came from public libraries, associations, community colleges, and government agencies. While there was a drop in circulation and Interlibrary Loan numbers, it does not indicate a reduction in library services provided. Rather, the decreases can be attributed to COVID-19. UC shifted to remote teaching and learning amidst the pandemic, while Library buildings remained temporarily closed or open with limited services. As part of its outreach commitment to enhancing access to EAS materials, CEAS, together with the Library, continues to provide library privileges to CEAS Associates (§H.b). CEAS also offers annual Library travel grants to scholars and GRD students to support their use of EAC for research related to CJK. Priority consideration is given to those at institutions nearby where there are limited or no library resources in EA languages and no major EAS collections available (BN E.3.b).

# §G. TMPACT AND EVALUATTON

* 1. **Tmpact on University, Community, Region and Nation** Our indices for enrollment, graduate placement, event participation, and usage of resources demonstrate that CEAS has had a significant impact on UC, extending to the community, Midwest region, and nation. Evidence

of CEAS's impact includes the steady expansion of EA content in courses and curricula, with total enrollments\* of 9,154 for UG and 7,119 for GRD/ professional students (a substantial 60% increase from FY14-18); our impact on priority LCTL training, fostering a

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| **Table G-1: EA Enrollment Aggregates, 2018-2021** | | | | | |
|  | *Language* | | *Area Studies* | |  |
| Year | UG | GRD /  Professional | UG | GRD /  Professional | **Total** |
| 2018-  2019 | 824 | 228 | 2,525 | 2,032 | **5,609** |
| 2019-  2020 | 918 | 211 | 3,090 | 2,274 | **6,493** |
| 2020-  2021 | 750 | 200 | 3,549 | 2,813 | **7,302** |
| **Total** | **2,492** | **639** | **9,154** | **7,119** | **19,404** |
| *\*Enrollments are representative of the total number of quarters taken by students. (e.g., l student taking 3-quarter sequence Elementary Modern Japanese = 3 enrollments.)* | | | | | |

breadth of coverage with 3,131 CJK enrollments with increasing capacity to train speakers at advanced proficiency and provide certification (Table G-1, §B); and exemplary participation rates in CEAS events and outreach impact events, with 23,468 attendees at 412 events from 2018-2021 (Table G-2). Our graduates have national and international impact and §G.3&4 show the strengths of our training programs through placement of alumni in key sectors (Table G-7), with notable contributions to higher education and other areas of national need. UC prides itself on preparing students to matriculate into advanced languages, international studies, and professional training programs, with 31% of UGs pursuing further study in business,

education, law, medicine, or public service, and a majority of PhDs pursuing careers in higher

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| **Table G-2: CEAS Event Participation, 2018-2021** | | | |
| **Event Type** | **# of Events** | **Avg.**  **Attendance** | **Est. Total Attendance** |
| Book Talks | 44 | 75 | 3,300 |
| Conferences | 20 | 85 | 1,700 |
| Discussions | 60 | 24 | 1,440 |
| Exhibits | 4 | 350 | 1,400 |
| Forums | 9 | 100 | 900 |
| Info Sessions | 10 | 125 | 1,250 |
| Lectures | 57 | 53 | 3,021 |
| K-16 Outreach | 24 | 56 | 1,344 |
| Performances | 10 | 200 | 2,000 |
| Screenings | 83 | 55 | 4,565 |
| Social Gatherings | 7 | 64 | 448 |
| Workshops | 84 | 25 | 2,100 |
| **Total** | **412** | - | **23,468** |

education. 51% of total BAs and MAs pursue careers in for-profit sectors. Of the 62 CJK FLAS recipients (2014-2021), 52% pursued further graduate study and placement in both domestic and international institutions of higher education (§G.4). The activities of CEAS directly nurture the next generation

who will play active roles in engaging with EA, advancing cutting-edge research and scholarship, working to enhance public understanding of EA, and facilitating growth in broad sectors of business, community service, and government. Table G-4

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| **Table G-3:**  **EA Student Placements 2018-2021** | **BA** | **MA** | **Doctorates** | **Total** |
| Elementary or Secondary Education | 5 | 5 | 1 | 11 |
| Federal Government | 9 | 7 | 2 | 18 |
| Foreign Government | 0 | 6 | 0 | 6 |
| Graduate Study | 76 | 143 | 0 | 194 |
| Higher Education | 20 | 33 | 65 | 108 |
| Int'l Organization (in US) | 1 | 1 | 3 | 3 |
| Int'l Organization (outside US) | 1 | 8 | 2 | 11 |
| Private Sector (For Profit) | 166 | 290 | 17 | 417 |
| Private Sector (Non-Profit) | 35 | 65 | 7 | 97 |
| State or Local Government | 3 | 1 | 3 | 7 |
| Unemployed or Out of Job Market | 4 | 2 | 1 | 7 |
| Unknown | 3 | 4 | 5 | 12 |
| US Military | 0 | 0 | 1 | 1 |
| **TOTAL** | **323** | **565** | **107** | **995** |
| *Totals include l) Title VI NRC figures reported to IFLE through IRIS; 2) additional placement information provided by UC professional schools, MAPH and MAPSS; and 3) all CJK FLAS Fellowship recipients* | | | | |

provides additional details regarding impact, usage of resources, and areas of national need.

* 1. **.a Comprehensive Plan with Quantifiable Data** At UC, area studies centers have long collaborated on joint project evaluation, using common data gathering procedures and instruments to enhance the quality and cost-efficiency of evaluation and demonstrate impact with objective, measurable, and outcome-oriented data. Since 2014, CEAS, CEERES, and CMS have collaborated with Outlier Research & Evaluation, a UC-based entity that conducts wide-ranging evaluation projects, including pre-K through GRD-level learners, in formal school and out-of- school time contexts, and focuses on topics such as STEM, language acquisition, computer science, higher education, fidelity of implementation, and evaluation of collaborative projects akin to those carried out UC NRCs. Outlier's expertise across diverse educational contexts is ideally suited to Title VI program needs for comprehensive, objective, quantifiable, and outcomes-oriented assessment across areas as varied as FLAS-scholarship administration, career development, and community college curriculum development. Outlier's regular reporting has ensured consistent program improvement throughout the past two Title VI grant cycles. During

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| **Table G-4: University, Community, Region, and National Impact** | | | |
| CEAS Activities | Indices | University / Community Impact | Regional / National Impact |
| FLAS Fellowships for advanced CJK study  Non-FLAS fellowship and grant programs  Increase and support demand for EA curriculum  Increase and train specialists in EA language and area studies through funding and programs | Awarded 56 FLAS  (2018-2021)  $1,746,970 awarded (2018-2021); 259  students went overseas  7,302 enrollments in 305 EA language and area studies courses (2020-  2021), including UG Core EA Civ courses in Humanities and Soc Sci  323 BA, 565 MA, 107  Doctorates; 995 graduate  placements (2018-2021) | Students become language and area experts in critical region, gain overseas experience, and use knowledge in professional careers  Increase EA functional literacy among non-specialists by exposing UG to EAS early in careers  Students graduate and place into relevant career fields; use language and area studies skills in professional work and global communication  GRD students become successful EA academics and professionals | Increase national competitiveness through training of scholars, teachers, civic and business leaders, lawyers, and other industry experts managing US relations with EA  Strengthen US ties to EA and global institutions |
| K-16 teacher training for CJK language and area studies  Partnerships with MSIs and CCs (curriculum development, co- curricular activities, and professional development) | Conducted 16 teacher  training activities; 938 participants; impacting over 90,000 students via multiplier effect (2018-  2021) Table H-1  Content created for UChicago Educator Outreach website | Increase EA competency by training teachers who then use resources in classrooms to produce overall increase in EA language and area content  Increase access to EA and int'l resources by MSIs and CCs to increase global competencies | Infuse EA content throughout education system; create network of educators in region and nation to synergize resources and create efficiency in teaching and training informed global citizens |
| Public Outreach Events and Programming (K- 16, higher ed, media, government, business, general public)  Develop and maintain pool of highly qualified instructors and researchers  Dissemination of information on EA with diverse perspectives | See Tables G-2 & H-2  Affiliated faculty members in 2021: 73;  Language: 15; Non-  Language: 58; Faculty media appearances and citations 2020-2021: 353  3,658 subscribers to  weekly e-Bulletin; 2,725 social media followers; 39,600 annual website visitors | Create expanded forums for interdisciplinary collaboration and exchange of diverse views among scholars, professional communities, and the general public  Academic and general public communities learn about EA topics; stay informed about EA affairs and cultures; incorporate knowledge into work and daily experiences | Increase cultural and global competencies, public understanding of the histories, societies, cultures, and economies of EA  Increase national knowledge through advising and consulting gov and private orgs; and provision of expertise for national and int'l media |
| Library acquisitions and travel grants  CEAS Film Library | Acquired 56,012 new  materials (2018-2021); 23 library travel grants  Over 7,000 films and  -1,000 registered users | Increased access to EA resources for scholars, educators, students, and general public | Advance research, training, and education in CJK languages and EAS |

FY18-22, Outlier worked on three primary areas of evaluation for UC NRCs: 1) FLAS program administration and fellows' experience; 2) City Colleges of Chicago (CCC) outreach partnership, focusing on curriculum internationalization and its impact on student learning; 3) career outcomes of recent University alumni who pursued coursework during their degree programs in the UC NRCs' world areas. In FY22-26, the joint outreach projects will continue in the 3 aforementioned areas with some adjustments and expansion. There will be less emphasis on evaluation of current FLAS fellows and more focus on career impacts for FLAS alumni. A 4th- area of evaluation will be new, jointly sponsored career programming focusing on areas of national need. Outlier brings expertise on career development programming through its past work on STEM career projects using *Social Cognitive Career* and *Expectancy Value* theories.

Table G-5 illustrates the FY22-26 evaluation plan, highlighting the key evaluation questions, data sources, and anticipated indicators and outcomes. This framework builds on existing evaluation activities and allows for adaptation over the 4 years as programs continue to grow. The evaluation plan will employ a mixed-methods approach of quantitative and qualitative tools designed to yield objective, measurable, outcome-oriented data and process improvements. UC NRCs will meet with Outlier on a quarterly basis to discuss evaluation goals, tools, metrics, and new program developments. Centers will provide data and promote participation in evaluation activities, but all formal data collection and analysis will occur at Outlier, ensuring an objective and professional process. Outlier will create formative and summative reports on an annual basis to recommend program improvements, in addition to a summative report of the 4-year evaluation project in 2026. While the Outlier evaluation focuses on high-priority areas for UC NRCs, CEAS will also undertake and support evaluation projects that align with the expanding culture of program assessment on campus. CEAS aims to enhance CJK language assessment practices and

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| **Table G-5: Outlier Evaluation Plan - Questions, Sources, and Indicators** | | | |
| **Evaluation Questions** | | **Data Sources** | **Sample Indicators/Outcomes** |
| **City Colleges of Chicago (CCC) Partnership** | | | |
| How do outreach events emphasizing global competencies contribute to CCC faculty members' development and incorporation of these skills into their curriculum and teaching practices? \* | | Faculty Surveys | * Faculty successfully internationalizing curriculum   for long term   * Course visits yield meaningful impact for CCC   faculty |
| Interviews with Faculty Fellows |
| How do outreach events emphasizing global competencies positively contribute to CCC students' acquisition and development of these skills? *\* UC NRCs will work with CCC partners to identify priority global competencies each year* | | Co-Curricular  Program Attendee Surveys | * Students achieve global learning outcomes related to   sponsored events |
| Course Visit Student Surveys | * Students achieve global learning outcomes related to   course visits |
| **FLAS Evaluation** | | | |
| What do the most recent FLAS graduates identify as areas for improvement and success in the FLAS program? | | Alumni Surveys | * Areas for improvement identified by most recent   FLAS graduates |
| How did FLAS impact fellows' careers over the medium term (up to 5 years after graduation)? | | Alumni Surveys | * Alumni report using foreign language in careers at advanced proficiencies   + Alumni report positive outcomes of FLAS |
| Alumni Focus Groups |
| **Alumni Evaluation** | | | |
| What are CEAS-affiliated alumni's post-graduate professional and academic pursuits? | | Alumni Surveys | * Alumni show consistently high engagement with international   contexts   * + Alumni show range of career outcomes across areas of   national need   * + Foreign language education proves to be relevant and valuable to alumni careers   + Alumni credit area studies centers for career success |
|  | 1. Are departmental-affiliated alumni utilizing their degree(s) and their language-of-study   post-graduation?   1. What are the different career sectors where alumni have obtained jobs? |
| c. Where are these jobs and alumni located?   1. How many alumni have pursued graduate,   masters-level, or doctoral studies?   1. Are alumni engaging in region-centric work or careers requiring advanced language   speaking, reading, writing, and listening skills? | Alumni Interviews |
| **Career Planning** | | | |
| How well do UC NRC-sponsored career programs address the professional interests and goals of graduate students from the diverse array of academic programs served by the centers? | | Participant Surveys | * Participants indicate satisfaction with career   programs   * Participants note career resource improvement over the   FY22-26 cycle |
| Participant Focus Groups |
| What are cost-effective ways to provide robust career programming that covers a range of professional fields in areas of national need? | | Past Participant Focus Groups | * Participants and UC career planning staff identify   effective formats for 1) career planning and 2) career networking |
| UC Career Planning Staff Interviews |

certifications on campus, including instructor-administered proficiency assessment for FLAS

fellows and UC SLI students. All LCTL language assessment, training, and evaluation

components are coordinated with EALC, CLC, and its dedicated Office of Language Assessment (BN E.1.c, E.3.d). In addition, CEAS outreach activities include participant surveys to assist in ongoing program improvement (§H). UChicagoGRAD and Career Advancement, which provide a range of GRD/UG services and career planning, also conduct a range of evaluation activities and consult CEAS and UC NRCs on the design and deployment of those tools so as to best

capture LCTL- and area studies-related data (BN E.3.e). **G.2.b Use of Recent Evaluations** As reflected in §G.4.a and Table G-5, program initiatives for FY22-26 emerge directly from the evaluation activities of the past grant cycle. Interviews with UC-CCC International Faculty Fellows helped to redesign the application process for future fellows and increase support for integrating EA and other world area learning opportunities into new CCC curricula. FLAS administration has improved dramatically after seven years of evaluation activities, with more contact points and resources for applicants and new fellows added to the selection, onboarding, fellowship management, and community-building processes. New career programming initiatives (BN E.3.e) emerge directly from the findings of recent alumni surveys and will provide more EA-focused career and publishing panels, networking opportunities, as well as professional development through collaborative activities with UC Career Advancement &

# UChicagoGRAD. G.3 Activities Addressing National Needs and Tnformation for Public

**Dissemination** As an interdisciplinary nexus and clearinghouse, all CEAS activities directly address national needs by strengthening CJK language and area studies achievements and facilitating nuanced dialogues about EA. Research collaborations produce scholarly and mainstream publications and CEAS promotes UC faculty and student work. The public has access to diverse EA content through our events and digital footprint. CEAS greatly expanded its public dissemination of information during the FY18-21 grant cycle with social media

subscribers increasing 77%, website traffic and listserv subscribers more than doubling, and increasing development of media materials as a result of the pivot to virtual events during the COVID-19 pandemic. Our weekly e-Bulletin, social media accounts, YouTube channel (44 videos with 56,850 views), and website (see Table G-4) facilitate: 1) communication among our affiliates and with the general public and 2) effective dissemination of information about EA- related events, research, and opportunities. Event participation also broadened due to the accessibility of virtual formats (e.g., more global viewers and more K-16 educators utilizing CEAS events to engage their students). CEAS plans to retain virtual/hybrid options for future

programs. **G.4.a Placement Record in Areas of National Need** Across all academic disciplines at UC, more than 90% of students either secure full-time employment or continuing education at the time of degree conferral. For UGs, 15% go into education and 25% go into jobs in government and public service, including Peace Corps and Teach For America. UC's EAS alumni are highly employed in post-secondary education, focusing on area studies and priority LCTLs. The majority of PhDs go directly on to tenure-track or non-tenure track faculty positions. Tables G-6 and G-7 provide details on 2018-2021 placements for EAS students in areas of national need. CEAS will continue to expand professionalization, training, and career advising programs for students considering careers both within and outside of academia. This involves partnering with UC NRCs, CCT, UC Career Advancement, and UChicagoGRAD to further develop area studies pedagogical training, career panels, and engagement with alumni networks to showcase government, business, and non-profit sectors jobs (§G.4.b & §D.2).

CEAS-supported training programs, including FLAS, directly contribute to an improved supply of EA specialists demonstrated by UG and GRD course enrollments (§G.1) and by placement data. Table G-6 provides information regarding the diverse disciplines of 2018-2021 graduates

and highlights focus in EALC, History, Business, Law, Economics, Int'l Relations, Public Policy, Religious Studies, MAPH, and MAPSS. Long-term impact is seen with UC EA graduates in government service positions: e.g., Japanese Reference Librarian (Library of Congress); Foreign Affairs Officer (Science and Technology Cooperation, State Department); and former Chief Spokesperson and Assistant to the Secretary of Defense for Public Affairs, Department of Defense).

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| **Table G-6: EA Graduates, 2018-2021**  ***(\* denotes minor as 6 or more EA language and area studies courses)*** | | | | | |
| **Department/Program/ Professional School** | **BA** | **Minor** | **MA** | **PhD** | **Total** |
| Anthropology | 14 | - | 3 | 6 | 23 |
| Art History | 9 | - | 7 | 4 | 20 |
| Biological Sciences \* | 2 | 1 | - | - | 3 |
| Business Administration (MBA and PhD) | - | - | 168 | - | 168 |
| Chemistry \* | 1 | - | - | - | 1 |
| Cinema & Media Studies | 3 | 6 | 1 | 3 | 13 |
| Comparative Literature | 6 | - | 4 | 1 | 11 |
| Computer Science \* | 2 | 2 | 15 | 1 | 20 |
| Critical Race and Ethnic Studies | 1 | 1 | - | - | 2 |
| East Asian Languages & Civilizations | 40 | 22 | 2 | 16 | 80 |
| Economics \* | 35 | 1 | 2 | 2 | 40 |
| English \* | - | 3 | - | - | 3 |
| Fundamentals: Issues and Texts | 3 | - | - | - | 3 |
| Gender & Sexuality Studies | 3 | - | 18 | - | 21 |
| History | 15 | 3 | 5 | 14 | 37 |
| Int'l Relations and Global Studies | 17 | - | 31 | 6 | 54 |
| Human Rights | 1 | - | - | - | 1 |
| Laws, Letters & Society (BA, MA) and Law (JD, PhD) | 8 | - | 3 | 30 | 41 |
| Linguistics | 9 | - | 3 | 1 | 13 |
| MA Program in Humanities (MAPH*) with EA thesis \*\** | - | - | 79 | - | 79 |
| MA Program in Social Sciences (MAPSS) *with EA thesis \*\** | - | - | 78 | - | 78 |
| Mathematics \* | 1 | 1 | 1 | - | 3 |
| Medicine - Global Health (MD) | - | - | - | 1 | 1 |
| Music \* | 1 | 1 | 1 | 3 | 6 |
| Philosophy | 4 | 1 | - |  | 5 |
| Physics \* | 1 | 1 | - | - | 2 |
| Political Science | 31 | - | 4 | 5 | 40 |
| Psychology \* | 9 | - | - | - | 9 |
| Public Policy | 9 | - | 80 | - | 89 |
| Religious Studies/Divinity School | 28 | 22 | 42 | 12 | 104 |
| Social Service Administration | - | - | 9 | 2 | 11 |
| Sociology | 4 | - | 7 | - | 11 |
| Statistics \* | - | 1 | - | - | 1 |
| Urban Teacher Education Program | - | - | 2 | - | 2 |
| **TOTAL** | **257** | **66** | **565** | **107** | **995** |
| **\*\*** *MAPH & MAPSS course work and theses focus on EA Art, Cinema, Econ, History, EALC, Int'l Relations, Poli Sci, Public Policy & Sociology* | | | | | |

These are all strong indicators of our students' success and

the extent to which CEAS's resources are leveraged for deep regional expertise. **G.4.b FLAS**

**Awards Based on Areas of National Need** FLAS fellowships are awarded at UC to address

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| **Table G-7: Sample of EA-Related UC Graduate Placements, 2014-2021** | |
| **Higher Education (Teaching & Research)** | |
| **Domestic**: American Univ, Boston College, Boston Univ, Central Florida Univ, Columbia, Dartmouth, Florida Int'l Univ, Fordham, George Mason, Harvard, Indiana Univ-Bloomington, Kenyon College, Knox College, McCormick Theological Seminary, Middlebury Institute of International Studies at Monterey, Missouri State Univ, NYU, Northern Arizona, Northwestern, Norwich, Notre Dame, Skidmore College, Smith College, Tufts, UC, UC- Berkeley, UCLA, UColorado-Bolder, UHawaii-Manoa, UIowa, UMichigan-Ann Arbor, Univ of San Francisco,  UW-Madison, Vassar College, Washington Univ in St. Louis, Wesleyan, Wheaton, Whitman College | |
| **International**: CHINA: Chinese Academy of Social Sciences, Communication Univ of China-Nanjing, Jinan Univ, Nanjing Univ, Ocean Univ, Peking Univ, Soochow Univ, Tsinghua Univ; HONG KONG: Chinese Univ of HK, City Univ of HK, HK Baptist Univ; *HUNGARY*: Eotvos Lorand Univ; JAPAN: Hirosaki Univ, Osaka Univ, Univ of Tokyo; SINGAPORE: Nanyang Technical Univ, National Univ; SOUTH KOREA: Ewha Womans Univ, Seoul National Univ, Yonsei Univ; SWITZERLAND: Univ of Basel; TAIWAN: National Taipei Univ; UK: Univ of Cambridge, Univ of London, Univ of Manchester | |
| **Non-Profit Sectors** | |
| Researcher, Center for Strategic and Int'l Studies | Legal and Policy Coordinator, Human Rights Watch |
| Social Policy Analyst, China Policy | Prog. Officer, Japan Center for International Exchange |
| Researcher, Council on Foreign Relations | Chinese Language Specialist, RAND Corporation |
| Homecare Prog. Coordinator, Hanul Family Alliance | Advocate, Zhitong Guangzhou LGBT Center |
| **Business Sectors** | |
| Software Engineers, Amazon and Google | Global Public Affairs Manager, Huawei |
| Global Supply Manager, Apple | Research Associate, IMF |
| Global Account Executive, Energy BBDO | Investment Banker, JP Morgan |
| Chief Financial Officer, US Treasury Center, ByteDance | Analyst, Korean Air |
| Global Macro Strategist, Citadel | Financial Services Manager, Mizuho Americas |
| Immigration Specialist, Envoy Global | Brand Manager, Int'l Marketing & Digital, Starbucks |
| Data Scientists, Facebook, Slack and Twitter | Global Strategist Exports, Suntory Holdings |
| Investment Banking Analyst, HSBC | International Project Associate, United Airlines |
| **Government Service** | |
| MILITARY: Professor (Strategy & Security Studies), Air Univ, US Air Force; Asst. Professor (China, EA & Modern World History), US Naval Academy; Captain & Instructor, US Military Academy at West Point | |
| US DEPT OF STATE: Desk Officers; Sino-Russian Foreign Policy Intern, US Embassy in Moscow; Foreign Service Officer-Science and Technology in Beijing, China | |
| FEDERAL STATE: Operations Manager, NYC Department of Small Business Services; US Appeals Court Clerkships; NYC Mayor's Office of Criminal Justice; Research Analyst, National Academy for State Health Policy | |
| FOREIGN: Diplomatic Assistant, Political Section, Embassy of Japan in DC; Foreign Service Officer, Ministry of Foreign Affairs, Singapore; Official, Japanese Ministry of Health, Labor & Welfare; Researcher, International Economics and Finance Institute, PRC Ministry of Finance | |

national needs in critical area studies and priority languages. CEAS only awards CJK FLAS fellowships that are all priority LCTLs (§I-FLAS). CEAS awarded 110 grants to 62 students from 11 departments and professional schools (2014-2021). FLAS alumni surveys reflect that UC language and area studies training were crucial in in shaping the trajectory and success in academic and professional careers, including recent 2014-2021 placements [e.g., further graduate study (47), higher education (5 @ Kalamazoo College, UC, Univ of Cambridge, Wheaton College), translator and medical interpreter (2), university administration (2), consulting related

to EA technology and library services (2), and publishing editor (1)]. **G.5 Equal Access and**

**Treatment** CEAS and UC prioritizes equal access in academic, co-curricular, and outreach programs for traditionally underrepresented groups (e.g., racial or ethnic minorities, women, persons with disabilities, and the elderly) in accordance with specific provisions described in

§E.3 and GEPA Section 427. These policies are widely distributed, and internal compliance is monitored by an affirmative action officer. CEAS Executive and CJK faculty Committees, along with CEAS staff, work to ensure that CEAS upholds inclusivity and accessibility as core values. This includes planning events with diverse representation, reviewing UC Office for Access and Equity campus barrier reports, working with faculty to ensure CJK-related courses provide screen-reader accessible syllabi and other accommodations for students with special needs (e.g., equipment modification; provision of qualified readers or interpreters), captioning of video material on YouTube channels, and regular dialogue with students to ensure that diverse voices reach faculty and administrators. CEAS strives to create safe and welcoming spaces for both physical/virtual and intellectual gatherings. We actively inquire about preferred pronouns and the need for specific accommodations as part of application and event logistics to support inclusive environments. CEAS programs address race, gender, sexuality, age demographics, and disability in EA. All activities are accessible and open to the public. We advertise our activities using listservs, websites, posters, mailings, social media, and local press to ensure widespread dissemination with specific information to ensure access for persons with disabilities or special needs. CEAS staff annually complete UC Title IX training and those with supervisory responsibilities attend required professional development programs on diversity in hiring. UC EAS students come from a variety of backgrounds, and CEAS cultivates an open environment welcoming to all students regardless of gender, sexuality, ethnicity, national origin, religion, or

age. Diverse students participate in CEAS events (e.g., LGBTQIA+, veterans, disabled, women, BIPOC) and successfully compete for FLAS and CEAS fellowships among a large pool of applicants, a testimony to CEAS's commitment to equitable and transparent award processes (§H-FLAS). The CEAS outreach program focuses primarily on Chicago institutions that reflect the city's diversity (e.g., MSIs, CPS, CCC).

# §H. NRC OUTREACH ACTTVTTTES (H-NRC)

Outreach is an integral part of CEAS's mission and is conducted in partnership with multiple units on campus, MSIs, community colleges, K-12 schools, businesses, media, non-profits, and the general public, to expand the understanding of and dialogue about EA, promote research, and provide teacher training, all of which extend the impact of UC resources to our region and nation. In FY21, CEAS provided $270,000 of support for outreach initiatives (adapted to virtual formats during the COVID-19 pandemic and accessed by diverse, global audiences), including lectures, conferences, book talks, film screenings, exhibits, performances, and educator workshops. CEAS faculty (across departments, divisions and professional schools) and guests (domestic and international) give hundreds of lectures to both the academic community and the general public, including 290 organized by CEAS (2018-2021). In addition, CEAS spends over

$5,000/yr purchasing and cataloging films for the CEAS Film Library, one of the largest collections of EA film materials in North America, with more than 7,000 titles and -1,000 registered users accessing multiple titles each year. Films are available free to UC affiliates and

also for educational use by K-16 educators, MSIs, and the general public. **H.a Elementary and**

**Secondary School Outreach** CEAS works with on- and off-campus partners to provide outreach opportunities for K-12 students and educators with EA content. The annual UC International Education Conference (IEC) and Summer Institute for Educators (SIE) are programs that bring

educators, researchers, and professionals together to explore issues of global significance and create resources for internationalizing classroom curricula. IEC and SIE are co-planned by UC NRCs, sharing expenses and staff time to increase the impact of events. Each year a topic is chosen based on surveys of past participants and on-going conversations with teachers, CPS Office of Language and Cultural Education, and other local schools about issues they would like to explore and the formats that work best for pedagogical collaboration (including virtual options). Teachers receive up to 17 continuing professional development credits for completing the programs, which are evaluated through surveys and feedback that track how teachers use workshop materials in classrooms. CEAS uses feedback to fine-tune programs to provide the appropriate balance of pedagogy and international content sessions with time for K-12 educators to share resources and best practices. See Table H-1-NRC for 2018-2021 teacher training activities. CEAS staff, in consultation with CEAS faculty and CEAS Associate 'Master Teachers', and other UC NRCs, facilitate the creation of new curricular materials resulting from all programs, including video presentations, PowerPoint slides, lesson plans, suggested readings, and K-16 curriculum guides. All are provided free through the CEAS website, as well as via the UChicago Educator Outreach website and its dedicated YouTube channel (50 videos, over 8,000 views) which are both joint-NRC platforms to disseminate international content and increase outreach impact. CEAS plans to use NRC funds to enrich such programs and web resources (BN E.3.a,f,g). UC NRCs also host model UN activities on campus and UChicago Bridge Program provides high school students with access to LCTL courses (§B.1.a). CEAS also responds to K- 12 requests for classroom speakers on broad topics (e.g., Japanese arts and culture, K-Pop, Chinese politics and the modern global order). CEAS partners with performers and artists to provide programs on EA performing arts for K-12 audiences, including dedicated matinee

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| **Table H-1 NRC: CEAS Teacher Training Outreach Activities, 208-2021** | | | |
| **Year** | **Title** | **Partners *(\* denotes NRC)*** | **Guests** |
| 2018-  2021 | CEAS Library Travel Grants | Educators from domestic institutions w/ limited CJK library resources | 23 |
| 2019 | Global Resources for Teaching and Learning: What Do You Need? | CEERES\*, CMES\*, CCC (MSI) - *Faculty*  *Development Week* | 250 |
| 2019 | UC Workshop on Language Pedagogy for the Contemporary Classroom | CEERES\*, CMES\*,  Chicago Language Center (CLC) | 12 |
| 2019 | Inspiring Connections: Igniting Critical Thinking & Communication through Global News (SIE) | CEERES\*, CMES\*, Pulitzer Center, MSIs (CPS, CCC, Neighborhood Schools Prog.)  \*\* *354 subsequent views on YouTube* | 58\*\* |
| 2019 | ACTFL Written Proficiency Test (WPT) Training Workshop in Chinese | ACTFL, CLC, EALC and other Midwest educational institutions | 10 |
| 2019 | First Annual Internationalization Institute (i2): Critical Thinking for a Better World | CEERES\*, CMES\*, CCC, Pulitzer Center  - *Sessions, Community Fair, Film Festival* | 46 |
| 2019 | ACTFL Oral Proficiency Interview (OPI) Training Workshop in Chinese | ACTFL, CLC, CPS (MSI), EALC and  other Midwest educational institutions | 11 |
| 2019 | Press Play > Globalizing Your Classroom Through Film (IEC)  \*\* *253 subsequent views on YouTube* | CEERES\*, CMES\*, Facets Int'l Film Ctr., Illinois Holocaust Museum, MSIs (CPS, NSP, CCC), Pulitzer Center, Vox.com | 63\*\* |
| 2019 | Chinese Language Pedagogy Workshop on Study Abroad Language Programs | EALC, Notre Dame, Washington University at St. Louis | 10 |
| 2019 | Tools and Methods for Digital China Studies:  Across and Outside the Disciplines | Center for Art of East Asia, Educators  from across the United States | 35 |
| 2019 | The Hot Topic: Teaching Global Climate Change (SIE) \*\* *365 subsequent views on YouTube* | CEERES\*, CMES\*, International House, MSIs (CPS, NSP, CCC) | 46\*\* |
| 2020 | Korean Romanization Workshop ft. UChicago Korean Studies Librarian | UChicago East Asian Collection, Yale University, Princeton University | 75 |
| 2020 | Global Views Summer Webinar: Understanding China from Inside Out - *A Conversation for Educators* | CEERES\*, CMES\*, Pulitzer Center, MSIs (CPS, CCC), PBS NewsHour  *\*\* l35 subsequent views on YouTube* | 40\*\* |
| 2020 | Reporting on Public Health: Challenges, Solutions and Lessons Learned (SIE Webinar) | CEERES\*, CMES\*, Pulitzer Center, MSIs (CPS, NSP, CCC) - *pollution in China* | 85 |
| 2020 | Democracy in Recession (IEC Webinar Series on Networked Protests, Artistic Activism, and The Struggle for Freedom and Democracy in HK | CEERES\*, CMES\*, UChicago Center on Democracy, MSIs (CPS, NSP, CCC)  \*\* *l,l50 subsequent views on YouTube* | 116\*\* |
| 2021 | Global & Local Inequities: Reflections of the COVID-19 Pandemic (SIE Webinar Series including The Pandemic's Impact on Mainland China, Hong Kong and Beyond | CEERES\*, CMES\*, Pulitzer Center, MSIs (CPS, NSP, CCC), PBS NewsHour  \*\* *l87 subsequent views on YouTube* | 58\* |
| *UC NRCs believe COVID-l9 pandemic challenges and educator "Zoom fatigue" impacted real-time attendance for some events, but subsequent YouTube views demonstrate increased dissemination and outreach footprint.* | | | |

performances and children's programming at the Logan Center (e.g., 2019 events: Black String, traditional and modern Korean music ensemble; Wu Man, Chinese *pipa* virtuoso). CEAS intends to use NRC funds to sponsor enhanced artist/ performer residencies on campus with dedicated outreach programs to local schools and MSIs to increase cross-cultural understanding about East

Asia (BN E.3.f.ii,iii). **H.b Outreach to Postsecondary Tnstitutions** CEAS engages faculty and

students at postsecondary institutions in many ways, ranging from faculty leadership on editorial boards and in professional organizations, to creating and publishing materials utilized in EA course instruction (App. 3). One example is the *Kan}i Alive* web learning tool created by EALC Japanese Program Director Harumi Lory with support from CEAS. *Kan}i Alive* allows Japanese language learners to search for 1,235 *kan}i* characters using Japanese, *roma}i*, or English, by meaning, pronunciation, stroke number, or radical. It is one of the only programs that allows students to search within widely used Japanese textbooks so students preparing for the Japanese Language Proficiency Test (JLPT) can organize *kan}i* searches by JLPT levels to optimize their studies. The program is recommended as a language learning resource by more than 50 postsecondary institutions in the US and worldwide and is available for free online and for mobile devices. In addition, CEAS public workshops, lectures, and conferences host faculty with diverse perspectives from institutions across the globe and are announced at MSIs throughout the state. These activities bring together scholars, students, and practitioners from postsecondary institutions, think tanks, museums, and libraries to explore cutting-edge themes related to EAS. Notable topics include an annual workshop on reading Japanese manuscript texts (*kuzushi}i*); Human Rights Crisis in Xinjiang (2019, 2021); Korean Queer and Feminist Politics, EA Urban History, Medicine in Modern Japan, Digital Humanities and Korean Literary Studies, STS and Japan: Animating Ecological Futures, Freedom of Expression and Contemporary Art in Japan (2019); Queer Activisms in Transnational EA (2020); Future of HK's Rule of Law and Democracy (2019-2021); and China, Russia, and Global Politics of COVID-19 Vaccines (2021). CEAS also invites postsecondary educators in the region to join our CEAS Associates program, which provides access to our libraries and encourages collaboration with our EAS community.

Current CEAS Associates hold primary academic positions at Denison, DePaul, Harold

Washington (CCC), Kennedy-King (CCC), Lake Forest College, NEIU, Northwestern, Notre Dame, UIC, Univ of Michigan, Univ of St. Louis, Valparaiso, and Wilbur Wright (CCC). CEAS also provides professional development through teacher training activities (Table H-1). UC area studies centers also have a formal relationship with CCC (MSI) and will utilize NRC funds to further amplify international course development, CC professional development, and co- curricular activities to improve global competencies (e.g., cross-cultural communication,

divergent critical thinking, and creative, problem-solving collaboration) (§J). **H.c Outreach to**

**Business, Media, and General Public** Opportunities abound as Chicago and Illinois have substantial EA populations, multiple organizations that promote EA culture, and increasing business with EA. Faculty regularly consult with media, trade chambers, global affairs councils, and EA consular staff. CEAS staff handle requests from TV stations and newspapers to cover our campus programming and interviews about current affairs. All CEAS-sponsored events are free and open to the public, and we routinely program cultural events that attract wide public participation (*especially with the pivot to innovative virtual formats during the pandemic*), as well as activities with public libraries, EA consulates, and other community organizations (Table H-2). CEAS faculty are senior fellows on global economy and trade with the Chicago Council on Global Affairs, an organization devoted to public affairs and international business; and participate in the annual BSB Emerging Markets Summit, which gathers professionals from across the globe, including Asia Pacific/China, for a pan-regional conference exploring a wide range of emerging market developments from entrepreneurship to social and government policy. CEAS faculty frequently give interviews and lend their expertise to the media. Recent examples include Hoyt Long's (EALC) Humanitas Podcast on connections between technology and humanities; Zhiying Ma (Crown School, Social Work) in *Science, Psychiatry and Social Justice*

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| **Table H-2 NRC: Sampling of Recent CEAS Public Events, 2018-2021** | | | |
| **Year** | **Event** | **Partners** | **Guests** |
| 2018 | History of Korean Papermaking Workshop | The Hanji Society of Chicago | 55 |
| 2018 | US Army Photographers: 'Seen Side' and 'Blind Side' of Japanese Military Comfort Women | SungKongHoe University (Korea) | 50 |
| 2018 | World Korean Lang. 4.0 and Korean Wave 4.0 | Korea University | 35 |
| 2019 | SK Cultural Show & Sensasia-East Asian and Southeast Asian Cultural Show | UChicago Korean Students Organization (KSO) and Sensasia Student Group | 250 |
| 2019 | Abenomics in 2019 | HSPP-Asian Policy Forum, Consulate General of Japan, and Univ. of Tokyo | 75 |
| 2019 | Counter-Readings: Modern Asian Literary Histories | UChicago Library, Franke Institute for the Humanities, Japan-US Friendship Commission, AAS Northeast Asia Council | 50 |
| 2019 | A Night in Tang Dynasty Gardens with Wu Man, Yazhi Guo, Kaoru Watanabe & Tim Munro | UChicago Presents, International House, Chinese Fine Arts Society of Chicago | 250 |
| 2019 | UChicago Global Lecture Series on 1) Nuclear Disaster in Fukushima, Japan; 2) Korean Politics | Blackstone Branch of Chicago Public Library | 60 |
| 2019 | 2019 HK Protests: What Does the Future Hold for Hong Kong? | Democratic Party in Hong Kong, One  Country Two Systems Youth Forum, Notre Dame University | 450 |
| 2020 | Allure of Matter: Art from China Exhibition - *with innovative virtual interactive tours/online programs with over l00K views and*  *2020 MUSE Award for Online Experience* | Smart Museum, Wrightwood 659, LA County Museum, Seattle Art Museum, Peabody Essex Museum | 500+ |
| 2020 | Rebels of the Neon Screen:  A Tsai Ming-Liang Retrospective | Doc Films, Taipei Economic and Cultural Office in Chicago | 805 |
| 2020 | Rea Tajiri: History and Memory Film & Panel on Japanese-American WWII Internment *(virtual)* | UChicago Logan Center for the Arts, South Side Projections | 200 |
| 2020 | Disenfranchised: The Rise and Fall of Industrial Citizenship in China *(virtual)* | Boston University, Johns Hopkins University, Seminary Co-Op Bookstore | 115 |
| 2021 | China, Japan, and India in the  Era of Abrahamic Modernity *(virtual)* | Committee on Southern Asian Studies, Duke University, International House | 187 |
| 2021 | A Glimpse of Everyday North Korean Life  Through Stamps *(virtual CPL lecture, 55 people and UC on-line collection, 755 views)* | UChicago Library, Chicago Public Library  (CPL) Asian American and Pacific Islander Committee | 55 |
| 2021 | *Shomyo No Kai* Buddhist Ritual Chant Premiere Concert Stream and Virtual Wellness Workshop | UChicago Presents, Rockefeller Memorial Chapel, International House, Japan Society | 357 |
| 2021 | Busan Biennale: Words at an Exhibition - The Chicago Chapter - *Say Sue Me* Virtual Performance and *ll Musicians for ll Writers Outside*, installed sound works around exterior of UChicago Logan Center for the Arts | UChicago Gray Center for Arts and Inquiry, UChicago Logan Center for the Arts, Busan Biennale, Kunsthal Aarhus, The Empty Bottle | 600+ |

on mental health services in China; Johanna Ransmeier (History) in *The Telegraph* on NK women trafficked into China's sex trade; Kazuo Yamaguchi (Sociology) in IMF publications on Japan's gender gap; and Dali Yang's (Political Science) in *The Wall Street Journal, The Guardian*, and *The New York Times* on China's COVID vaccine diplomacy and conspiracy theories, SK antagonism towards China, and new regulation of Chinese entertainment and TV

propaganda. UChicago News disseminates our press releases, and their website, along with BSB, Crown, HSPP, provide a clearinghouse for articles and information, as well as links to "Experts Guides" that allow journalists to identify and connect with faculty from particular fields. CEAS makes speakers (and their event videos) available to local media and looks forward to creating additional web resources to enhance the accessibility and footprint of EAS content.

# §T. NRC PROGRAM PLANNTNG AND BUDGET

CEAS requests USED funding to build on UC strengths in meeting global challenges and to respond to USED priorities and the national need for international experts and foreign language expertise, which all have heightened urgency in a time of increasing anti-Asian rhetoric and hate crimes across the world. Our mission directly addresses the activities that define a comprehensive NRC as detailed in Title VI program legislation and are summarized below

(additional details in Table H-1, Budget, BN, and App. 1) **T.1 Timeline and Efficient Use of**

**Resources** Table I-1 outlines a timeline for our project initiatives, with most activities planned across the entire 4-yr grant cycle. The intent is to have steady progress each year to build upon strengths and create best practices for accessibility, training, cooperation, dissemination, sustainability, and institutionalization. Our Budget, BN, and §G.2 give implementation and evaluation plans, and detail program objectives, outcomes, and measures for assessing progress and impact. Each component also entails feedback from stakeholders and regular adjustments as needed to ensure diverse perspectives. CEAS's efficient use of resources is reflected in the productivity of our Center, whose 3.75 FTE staff, along with a faculty director, coordinate the administration of over $3.5 million in funds, implement more than 145 public events (*pre- COVlD*), and serve the needs of over 70 affiliated faculty and hundreds of students annually. Our success in efficient use of resources and personnel can be attributed to strong partnerships with

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| **Table I-1: CEAS Timetable for Major Project Initiatives** | | | | | |
| **Activities** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Outcomes** |
| **Language and Area Studies Instruction and Pedagogy** | Bolster course development and meet demand for intensive Korean track, CJK LSP and heritage courses, EA media and LxC components across disciplines, and Korean area studies; FLAS fellows eligible to apply for advanced study in all EA languages through all 4 years of grant | | | | Course innovation with EA media, including at least 40 language courses and 6 area studies taught by funded instructors and seeding of future, full-time Korean Studies positions  Professional and academic skills strengthened in critical languages and assessment; Increase in UG and GRD LCTL proficiency certifications and UG *Global*  *Honors* on transcripts |
| *3 full-time language instructors and l postdoctoral position in modern* | | | |
| *Korean history with partial salary support from NRC funds, along with* | | | |
| *CJK instructors & language assistants for LxC, LSP, and heritage courses* | | | |
| (Re)Design of CJK language assessment, curricula, and Foreign Language Proficiency Certification (FLPC) | | | |
| EALC pedagogy workshops, ACTFL training and professional development programs with Chicago Language Center (CLC) | | | |
| *CEAS Associate Director works in collaboration with East Asian Languages and Civilizations, CLC staff, and language instructors* | | | |
| **Interdisciplinary Research** | Science, Media & Ecology in Contemporary Japan | | | | Domestic and international cooperation across diverse EA fields; Training of next generation of EA scholars and leaders; Over 100 academic presentations, many of which will be published in scholarly journals, academic presses, and through shared innovative digital formats |
| The Platform Era: New Digital Approaches to Study of Global Culture | | | |
| East Asian Translation Across Disciplines | | | |
| Comparative Literary History of East Asia | | | |
| East Asia and the Silk Roads | | | |
| *Planned by faculty coordinators and CEAS Associate Director, funded cooperatively through various campus units and external sponsors* | | | |
| **Library Support** | East Asian Collection acquisitions (print and digital) and travel grants; new digitization projects for teaching and research | | | | Strengthening UC Library's world-class East Asian Collection to meet evolving and diverse needs of students, faculty, and all other patrons  Increased access to EA materials, films, and digital resource collections |
| *EA Curator and CJK Librarians, with input from CEAS faculty and students, coordinate acquisitions; Digitization collaborations with CEAS faculty and e.g., CAEA, Visual Resource Center, and Smart Museum* | | | |
| CEAS Film Library acquisitions and catalog maintenance | | | |
| *CEAS Outreach Coordinator works in coordination with CEAS Associate Director and CEAS faculty and students* | | | |
| **Teacher Training** | Curriculum development funds for UC and CCC/MSI faculty | | | | EA curriculum and educator professional development to impact broad constituencies through multiplier effect  Further streamlining of campus programming to EAS students with career interests in diverse areas of national need |
| Seminars & workshops for professionalization of current and future educators, including CAS, public lectureships, and career programming | | | |
| Annual Int'l Education Conference; Summer Institute for Educators; and OPI & Summer Language Pedagogy Workshops for K-16 educators from MSIs, private & public schools, universities, and community colleges | | | |
| *Planned by CEAS Associate Director & Outreach Coordinator in collaboration with UC area studies centers, CAS, CLC, CCT, UChicago Career Advancement, and UChicagoGRAD* | | | |
| **Other K-16 and Public Outreach** | Curricular and co-curricular activities with City Colleges of Chicago (CCC), e.g., course visits & virtual exchanges with diverse speakers | | | | Ongoing internationalization of CCC (MSI) curricula to build intercultural capacities of next generation of global citizens |
| *Collaborative outreach events between UC area studies centers, CCC administration and faculty, and Pulitzer Center on Crisis Reporting* | | | |
| Interdisciplinary EA Media, Arts, Culture, and Performance Outreach Events (Film, Global Music Series, Performances, and Workshops) | | | | Enhanced public understanding of EA traditional and modern cultures and societies; dedicated outreach to MSIs |
| *CEAS Associate Director, Assistant Director & Outreach Coordinator work in collaboration with UC, community, and international arts organizations on campus and beyond* | | | |

other entities on campus, in the region, and around the globe (see §A §E, §H). Challenges from COVID-19 also brought opportunities to demonstrate innovation and adaptability which led to an increase in the quality and number of virtual events with captioned-recordings accessible to wide

audiences across the nation and world (§G.3). **T.2 Quality and Purpose of Program Activities**

**i) Language and Area Studies Tnstruction and Pedagogy** CEAS will continue to leverage

Title VI support and the growing interest in Korean language and culture on campus and across the nation to promote and foster the seeding of positions in Korean language and area studies. During the 2018-2022 grant cycle, UC administration agreed to a new, full-time Korean language hire (Bahng, Table A-2), additional part-time Korean instructors to meet enrollment demands, and a postdoctoral position in early modern Korean history. NRC funds (-$86,026 per year or 29% of total budget) will strategically cover partial salaries for Korean language lecturers/IPs (BN A.2.a-c) and a newly proposed Korean postdoctoral position in modern Korean history (BN A.3) as CEAS continues to address the need to further develop Korean Studies in the US both in language and interdisciplinary training to be commensurate with Chinese and Japanese Studies. Such support will bring new courses to campus ensuring both modern and pre- modern coverage, improve heritage language learning tracks and offer summer courses to meet national needs, increase scholarly and pedagogical contributions to the field, and foster opportunities for future positions in Korean Studies. Funds will also support new and enhanced courses (BN D.1 & E.1.a) utilizing EA media to advance linguistic and cultural proficiencies; LxC and *Language for Specific Purposes* (LSP) to further integrate advanced EA language instruction into disciplinary training (BN E.1.a-b); online literacy-focused heritage learner courses (BN E.1.b); CJK curricular and proficiency assessment (re)design to spur innovation in language pedagogy and increase Foreign Language Proficiency Certifications of UC students,

including those seeking new *Global Honors* designations on transcripts (BN E.1.c); and EALC pedagogy workshops, expanded ACTFL training, and other professional development opportunities for language instructors through the CLC (BN E.1.d & E.3.d). Curriculum development, content, and best practices will be overseen by EA faculty, EALC Language Program Directors, and CLC. **ii) Tnterdisciplinary Research** Through a range of lectures,

workshops, conferences, travel support for scholars, and original content creation for digital platforms, NRC funds (-$21,500 per year or 7% of total budget) will support a variety of CEAS faculty-led initiatives that extend the global reach of UC excellence in EAS. The creation of collaborative working groups will lead to future publications and advancements in diverse fields. These activities include dedicated GRD training positions and workshops to provide professional development in skills that are crucial to careers engaging EA in academia, public service, business, media, and arts and culture. This includes translation of specific texts and genres; utilization of specialized archives; text-mining, coding, and other digital humanities methods; and science and technology studies methods for ethnographic research and field work. Key themes include *Science, Media & Ecology in Contemporary Japan* (please see complete description in BN E.2.a); *The Platform Era: New Digital Approaches to the Study of Global Culture* (BN E.2.b); *East Asian Translation Across the Disciplines* (BN E.2.c); *Comparative Literary History of East Asia* (BN D.2 & E.2.d); and *East Asia and the Silk Roads* (BN E.2.e).

**iii) Library Support** NRC funds (-12% of total budget) will enhance UC Library's world class

EA Collection through support for acquisitions (BN D.2), including rare publications to support the *Comparative Literary History of EA* project and important digital resource collections requested by faculty and students to support research, curricular developments, and professional training covered in this proposal (BN E.3.g). Funds will also support CEAS Film Library

acquisitions (BN D.3) and web catalog maintenance (BN E.3.g) to ensure that the accessibility, breadth, and depth of titles meets the growing needs of research, teaching, and outreach programs included in this proposal (BN E.2 & E.3.f.i). **iv) Teacher Training** All requested

USED funds will be used to fulfill the AP of activities that directly promote teacher training.

Moreover, -$66,250 per year (-23% of total budget) of USED funding will complement institutional support and provide curriculum development opportunities (e.g., funding for language & area studies courses, teacher training workshops, and development awards for UC and CCC/MSI faculty); seminars and workshops on the professionalization of current and future educators (including §I.1.ii); workshops on language pedagogy and assessment of LCTL proficiencies; and summer institutes and conferences for educators on contemporary international topics. CEAS will also partner with campus units to streamline internationally focused themes for their robust teacher training and professionalization resources, including career programming for EAS students in diverse areas of national need (BN E.3.e).

**v) Other K-16 and Public Outreach** Working with UC area studies centers, CEAS will use

NRC funds to expand its partnership with City Colleges of Chicago (CCC/MSI) in fulfillment of CPP. These efforts support internationalization of curricular and co-curricular programming on CCC's 7 campuses (§H, §J, App. 4 letter from CCC). CEAS also prioritizes educator outreach through curriculum development, teacher training, and co-curricular programming (§I.1.iv, BN E.3.a-d). New programs in EA arts, culture, film and performance will connect campus audiences with K-16 constituencies and the general public (BN E.3.f). Film series and director visits, a global music series with UChicago Presents, and other performances and participatory artist workshops, will increase exposure to and understanding of diverse perspectives on both traditional and modern EA cultures and societies. Such activities ($20,000 per year or 7% of total

budget) complement EA course offerings and campus programs and provide important opportunities for outreach to local schools and under-served populations. CEAS will also utilize USED funds (-$5,250 per year or -2% of total budget) to support the maintenance, enhancement, and accessibility of CEAS programs via online resources to document, disseminate, and enlarge the footprint of UC EAS (BN E.3.g). **vi) Evaluation** We request $5,000

per year (-2% of total budget) to work with UC Outlier and NRCs on a collaborative evaluation plan (§G.2). Funds will also support evaluation of UC student CJK language proficiencies (*including OPl & 4 Skills*) and improvements to Foreign Language Proficiency Certification (FLPC) (BN E.1.c&3.d). As noted in §E and App. 3, CEAS faculty, language lecturers/IPs, and program staff are exceptionally qualified to carry out all aspects of the proposal. In addition, CEAS leverages strategic cooperation with other UC NRCs, outreach partners, local community organizations, public libraries, campus arts programs, and national scholarly and professional organizations so that activities impact national need in training in EA language and area studies

as well as outreach to the public and MSIs. **T.3 Reasonable Costs** Title VI funds are strategically applied to attain the greatest impact. Our annual NRC request represents less than 9% of the CEAS budget, but it is a critical amount that we use to leverage other funds from UC and other partners. The Budget and BN demonstrate: 1) costs of CEAS's proposed activities are reasonable in relation to our objectives and 2) all project costs directly address AP and/or CPP. Projects will involve significant UC contributions, often with multiple supporting units, and are designed to provide benefits on multiple levels (Table G-4). CEAS stretches USED funds by cooperating on programs and evaluation with UC NRCs. The significant number of events (Tables G-2, H-2), outreach activities (Tables H-1,2), degrees conferred on EA concentrators and their career placements (Tables G-3,6,7) demonstrate that our resources are effectively spent to prepare the

next generation of EA scholars and professionals, advance innovative research and teaching on EA, and provide outreach to enhance understanding of EA across diverse communities and

professional sectors. **T.4 Long-Term Tmpact** Our proposal allows CEAS to seed new activities and enhance existing ones to have local, national, and international impact on EAS research and training with positive outcomes for UC's UG, GRD, and professional programs (§G, Tables G- 3&7, I-1). Use of NRC funds to support new courses; LCTL proficiency assessment and pedagogy training; EA library collections; interdisciplinary research; public access to and dissemination of diverse perspectives; and effective partnerships with MSIs, community colleges, and other under-resourced institutions, will have long-term impact on developing EA language, area studies, and intercultural skill sets necessary for future scholars, professionals, leaders, civil servants, and global citizens to better engage with a world region of strategic importance. CEAS's proposed activities represent a cost-effective, high-quality program that will continue to build institutional capacity at UC & beyond.

**§J. NRC COMPETTTTVE PREFERENCE PRTORTTY (CPP) - *followed by §H-1. FLAS***

***Procedures/CPPs*** To address the CPP for NRC institutions to jointly plan, conduct, and implement activities with MSI and community colleges, UC area studies centers will continue to partner with City Colleges of Chicago (CCC) (BN E.3.a,c,d). The last Title VI grant cycle was successful in strengthening a core group of faculty and administrators (UC-CCC Advisory Committee) to provide feedback and a channel for int'l programming needs, which were realized through cooperation with UC NRCs to implement faculty development sessions, workshops, and interdisciplinary programs, including: 1) in-person and virtual classroom presentations (e.g., HK protest movements; US-EA relations; nuclear disaster, health science, and society in Japan; and global journalism with the Pulitzer Center on Crisis Reporting); and 2) the launching of the *UC-*

*CCC lnternational Faculty Fellowship Program*, thereby creating a new cohort of CCC faculty ambassadors crafting int'l curricular content (e.g., a case study on culture and identity of racial minorities in Japan), and sharing their work with educators on- and off-campus in CC training sessions and through the UChicago Educator Outreach website. Collaboration with Pulitzer Center also led to an int'l reporting fellowship and the signing of a tri-party MOU between UC, CCC, and the Pulitzer Center. In consultation with the CCC Provost's office and UC-CCC Advisory Committee, UC NRCs will further expand collaboration with CCC faculty and students on the development of teacher training; int'l curricular content; co-curricular programming; and program evaluation to support human diversity and accreditation needs and demonstrate impact through cultural and global competencies (BN E.3.c, App. 4).

**§H-T. FLAS AWARDEE SELECTTON PROCEDURES & COMPETTTTVE**

**PREFERENCE PRTORTTTES (CPP 1&2)** CEAS is committed to a high-quality FLAS selection plan. Our procedures ensure compliance with USED regulations and guidelines and guarantee that information about FLAS is distributed widely to potential applicants in all GRD and professional programs. The competition for FLAS fellowships involves close coordination between CEAS staff and Executive Committee, Deans of Students, and UChicagoGRAD. With NRC and FLAS support, UC FLAS fellows have consistently achieved advanced levels of proficiency in one or more EA LCTL, with the majority of alumni reporting that they found employment utilizing their language and area skills. There is a strong correlation between receiving FLAS support and later winning prestigious research grants, evidence that FLAS is leveraged to produce a pool of experts with deep language proficiency and area studies knowledge. FLAS fellowships are essential for UC to maintain its strong programs for training advanced language learners in priority languages with relevant area studies expertise. CEAS

requests authorization to award academic year and summer FLAS for Chinese, Japanese, and Korean. We request 5 AY and 7 summer FLAS awards based on the number of highly qualified applicants for EA language training and to augment the number of MA and professional school

students awarded FLAS fellowships. **Advertising** CEAS works with UChicagoGRAD and other UC NRCs on campus to widely advertise the FLAS competition for both AY and summer awards via posters, flyers, and targeted emails to students, faculty, departments, and administrative offices on campus, including those serving underrepresented students on campus. FLAS fellowship information is available year-round on the CEAS website, as well as on a centralized student funding website administered by UChicagoGRAD. These sites provide details about the competition, selection criteria and application process, priority languages, and regulations governing off-campus programs. Dedicated workshops promote FLAS and advise prospective fellows on application procedures. All communications highlight the priority given to the study of LCTLs as part of training in EAS. CEAS regularly reaches out to UC professional school staff to cooperate on how to foster enhanced language and area studies opportunities for

their students and to develop targeted information sessions. **Application Process and Selection**

**Criteria** Advertising of FLAS awards begins as early as the start of the AY (October), with the bulk of communications in letter and email distributed in early December to GRD students and all departments and professional schools (e.g., affiliated faculty, department chairs, administrators, advisors). The online application is available through UChicagoGRAD and CEAS websites. UC uses a standard FLAS application: a 1-page statement of purpose discussing the proposed course of study and its relation to academic training and career objectives, academic transcript, 1 language AND 2 academic recommendations. The applications are due in mid-February. Incoming GRD students are referred by Departments and Deans of Students, who

verify eligibility for new students. UC has a centralized FLAS coordinator in UChicagoGRAD who works with the Deans of Students to process completed applications for area studies center review. CEAS Executive Committee members review and score EA applications individually and then meet in early March to evaluate, discuss, and rank applications for both summer and AY awards. In addition to prioritizing financial need, selection criteria for FLAS awards place a high priority on students: (1) pursuing advanced levels of proficiency in LCTLs; (2) whose language training is necessary to their disciplinary or professional degree; and (3) who demonstrate a strong focus on EAS or international studies with an EA emphasis. Additional criteria are: (4) academic performance and commitments to language and area studies as evidenced by in transcripts, recommendations, and proposed program of study; and (5) intention to pursue public service. CEAS will not award FLAS to students who already possess fluency equivalent to an educated native speaker. By mid-March, a ranked list of awards is submitted to UChicagoGRAD and the Deans of Students, who then inform successful applicants. In April, after the acceptances are known, alternates for awards are notified based on CEAS Executive

Committee's rankings. **Priorities** CEAS addresses the FLAS Competitive Preference Priorities related to financial need and priority languages. FLAS announcements state that preference will be given to applicants with demonstrated financial need. Applicants are asked to indicate if they are filing a FAFSA, and before the selection committee meets, CEAS works with appropriate offices (Deans of Students & UChicagoGRAD) to assess financial need and rankings. CEAS consistently receives a healthy number of qualified applicants, so the awarding of preference for financial need has substantive impact on the competition (CPP 1). CEAS will make 100% of its FLAS awards in LCTL priority languages: Chinese, Japanese & Korean (CPP 2).