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Project Narrative

# COLUMBIA UNIVERSITY

**EAST ASIA NATIONAL RESOURCE CENTER AND FLAS GRANT PROPOSAL 2022-2026**

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**ACRONYMS LIST**

ACTFL American Council on the Teaching of Foreign Languages

AFE Asia for Educators

APAC Asia Pacific Affairs Council

APEC Asia Pacific Economic Cooperation

ARC Academic Review Committees

CADAL China Academic Digital Associative Library

CC Core Curriculum

CCWP Contemporary China in the World Project

CEFR Common European Framework of Reference for Languages

CIEE Council on International Educational Exchange

CKR Center for Korean Research

CTL Center for Teaching and Learning

CUNY City University of New York

DLC Digital Library Collections

EA East Asia

EALAC East Asian Languages and Cultures

EAS East Asian Studies

EOAA Equal Opportunity and Affirmative Action

ExEAS Expanding East Asian Studies

FLAS Foreign Language and Area Studies

GSAPP Graduate School of Architecture, Planning and Preservation

GSP Global Scholars Program

GSAS Graduate School of Arts and Sciences

IEPS International Education Program Service

IPEDS Integrated Postsecondary Education Data System

IRIS International Resource Information System

JF Japan Foundation

K-12 Kindergarten to 12th grade

KCJS Kyoto Consortium for Japanese Studies

LCTL Less Commonly Taught Language

LDEO Lamont-Doherty Earth Observatory

LGBTQ Lesbian, Gay, Bisexual, Transgender, Queer

LRC Language Resource Center

MaRLI Manhattan Research Library Initiative

MARSEA Master of Arts in Regional Studies: East Asia

MIA Masters in International Affairs

MPA Masters in Public Affairs

MSI Minority-Serving Institution

MTSP Modern Tibetan Studies Program

NCTA National Consortium for Teaching about Asia

NGO Non-Governmental Organization

NRC National Resource Center

NYPL New York Public Library

NYU New York University

OPE Office of Postsecondary Education

OPI Oral Proficiency Interview

POS Program Oversight Staff

ReCAP Research Collections and Preservation Consortium

SAO Student Affairs Officer

SEAS School of Engineering and Applied Sciences

SIPA School of International and Public Affairs

TA Teaching Assistant

TCSOL Teaching Chinese to Speakers of Other Languages

WEAI Weatherhead East Asian Institute

1. COMMITMENT TO THE SUBJECT AREA ON WHICH THE CENTER FOCUSES

The East Asia National Resource Center plays a particularly important role at Columbia University, with its long tradition of both broad and deep resource commitments to study of the region. It is on the foundation of a strong university commitment to East Asian studies that national goals can be achieved. Title VI funding is not a substitute for University funding. The majority of the Center’s goals and activities are addressed through activities which receive funding from sources other than Title VI. Federal funding provides leverage to ensure that in an arena of competing priorities, university goals coordinate with national goals and programs that fall outside the normal budgetary categories of departments. See Table 1 for an overview of the University’s commitment to our work.

# Table 1 – Columbia Financial Commitment to East Asia Center (in dollars) 2021-2022

|  |  |  |
| --- | --- | --- |
|  | **Title VI** | **Columbia** |
| Center Operations\* | $ 97,834 | $ 4,637,302 |
| Faculty Salaries | $ 23,953 | $ 10,731,001 |
| Library Salaries Library Acquisitions | $ 0$37,800 | $ 1,669,719$ 1,230,242 |
| Outreach | $ 56,006 | $ 683,167 |
| Student Support/Fellowships | $ 247,500 | $ 1,212,740 |

\**includes staff salaries, equipment, supplies, phone/fax, website, special programs, internally funded research, travel and special student programs*

East Asian Studies has been designated as a “center of excellence” within the University and stands at the heart of the University’s drive for global engagement. The Weatherhead East Asian Institute works with the East Asia NRC to promote teaching, research and institutional development relating to East Asia across Columbia’s many academic units. This commitment is demonstrated by Columbia’s substantial financial investment in East Asia-related teaching and programming across the University. In the 2018-2022 grant cycle, the University hired new full- time faculty in Chinese political science, Japanese political science, Chinese and Singaporean

urban studies, Chinese sociology, Chinese business, Chinese language, Korean language, Japanese language, and Tibetan language. New adjunct faculty were hired in fields including Chinese anthropology, Chinese theater, Chinese gender studies, East Asian music, and East Asian security. Among the initiatives supported recently by Title VI funding and now paid for out of University funds are: a full-time position in Tibetan language; courses in modern Tibetan history, Mongolian history, Vietnamese language, Chinese economic development, and Chinese business. The C.V. Starr East Asian Library is one of the world’s great dedicated regional studies libraries. In 2009, Columbia established its East Asia Global Center in Beijing to facilitate research and teaching for Columbia faculty and students overseas and to expand links with institutions in East Asia. In the past cycle, ongoing fundraising efforts for East Asian studies yielded approximately $945,000 to support the mission of the Center, further augmenting the $60 million in endowment funds that are dedicated to East Asian study and teaching.

1. QUALITY OF THE CENTER’S LANGUAGE INSTRUCTIONAL PROGRAM

***Instruction in the Languages of the Region.*** In 2020-2021, Columbia offered 161 semester sections in Chinese, Japanese, and Korean, including specially developed sequences that meet the needs of heritage students, as well as 12 sections of Tibetan and 8 sections of Vietnamese. Cantonese, Indonesian, Filipino, Khmer, and Burmese are available through co-teaching arrangements with Cornell (for Indonesian and Khmer) and New York University. Specialized courses are also offered in classical Japanese and Chinese. Classical Korean is taught as part of the regular five-year Korean curriculum. In this cycle, we are requesting funds to develop our Chinese, Korean, Japanese, and Tibetan language programs. For Chinese, robust enrollments in our intermediate Business Chinese I and II and advanced Business Chinese I courses led us to begin development of an advanced Business Chinese II course. We seek support to continue

developing this course, and to write and publish a textbook for it (with accompanying audiovisual materials), as we have for intermediate Business Chinese. Our Korean language program will add specialized upper-level courses in Business Korean and Media/Pop Culture Korean such as those already offered for Chinese and Japanese. The East Asia NRC seeks to support this new course development, which requires travel by the lead instructor to Korea in summer of Year 2 in order to gather materials, and also set up an associated internship program (for Business Korean). The Japanese program, our second oldest and largest East Asian language program, is undertaking a major reform of its entire curriculum (6 levels) to bring it into line with the new Japan Foundation Standard for Japanese-Language education. This includes instituting a “flipped class” format for the first- and second-year levels, and restructuring all levels to foster “multiliteracies” to account for the growing diversity of text forms and contexts in multimedia, update the older emphasis on grammatical structures, and address a more diverse student body. The East Asia NRC seeks to support this comprehensive revision, which will ensure that our historic program remains an international leader in Japanese language education. Finally, we request funds to support the growth of our pioneering modern Tibetan language program, which continues under the direction of Sonam Tsering to create much-needed new textbook and classroom materials for 3 levels of colloquial or vernacular Tibetan (as distinct from classical or literary Tibetan). These materials, and our Tibetan program generally, serve students at Yale and Cornell as well as Columbia, thanks to the Shared Course Initiative at Columbia’s Language Resource Center [LRC].

The LRC, which includes a language lab with state-of-the-art audio-visual and computer equipment, works closely with the Arts & Sciences and professional school faculty to evaluate language acquisition needs and provide innovative modalities for the acquisition of lesser taught

languages. It is through the LRC’s Shared Course Initiative that Columbia, Cornell, and Yale are able to pool resources to offer training in lesser-taught Asian languages such as Indonesian, Khmer, and Tibetan. Using high-definition video conferencing, Columbia students can take two years of Khmer taught at Cornell. Similarly, all three years of modern colloquial Tibetan, taught at Columbia and developed in part by past NRC funding, are available through the LRC’s Shared Course Initiative to students at Cornell and Yale.

Columbia also offers intermediate to advanced intensive Chinese and Japanese at its summer programs in Shanghai and Kyoto, and at its academic year program in Beijing. In normal years students can enroll in intermediate to advanced programs through the Columbia-administered Kyoto Consortium for Japanese Studies [KCJS], and through the Inter-University Center and the CIEE consortia, of which Columbia is a member. Students of Korean language can study at summer or yearlong programs at Yonsei University in Seoul. Many advanced students pursue East Asian language study at Middlebury College, Cornell University, and other accredited U.S. language programs, or choose to study from a list of 14 Columbia-approved programs throughout East Asia. Since 2020 the difficulties of overseas travel caused by COVID-19 have prevented many students from studying East Asian languages abroad. Virtual programs have substituted to some degree. In 2021 KCJS, for example, offered a successful virtual summer program for intensive study of Japanese at the intermediate through advanced levels, and a separate virtual program for intensive study of classical Japanese. Both programs included virtual cultural activities hosted from Kyoto. Similarly, our Chinese language program offered an intensive virtual program hosted from Columbia in summer 2021, and will do so again in 2022. Currently KCJS as well as other approved overseas East Asian language programs are accepting applications for in-person study in summer 2022.

***Language Enrollment.*** The success of our language program is reflected in its high enrollments [Tables 9-10; Appendix A]. In AY 2020-2021, 1,720 undergraduate and graduate students took classes in Chinese, Japanese, Korean, Tibetan, and Vietnamese, while the East Asia NRC provided fellowships for 27 students to conduct language study abroad and/or remotely. During the summer of 2021, the Center provided fellowships to an additional 37 BA, MA, and PhD students to study language and engage in research in East Asian languages both remotely and abroad. To promote language acquisition, we have requested 9 summer FLAS (7 graduate and 2 undergraduate) to be awarded to students at the 3rd year level or above (unless the student is pursuing Tibetan or a second East Asian language), tenurable at the programs described above. We will continue our initiative to encourage promising students at City University of New York and other Title III schools to apply for summer FLAS awards to study Chinese. In acknowledgment of the special challenges faced by Title III student populations, we are building on the approach begun 2018-2022 of targeting the approximately 100 majors and 40 minors in Chinese language and literature at Hunter College (CUNY), and especially their Chinese Language Flagship honors program. Our goal is to identify outstanding Hunter College students early and provide mentoring and advising to facilitate their remote or overseas Chinese language study. Between 2018-22 we received a steadily increasing number of FLAS applications from Hunter College students, and awarded a total of 3 summer fellowships.

***Intensiveness.*** Columbia’s 5-credit language courses require 5 classroom contact hours per week and about 9 hours per week of homework. In addition, for every 3 hours of classroom work, students are required to spend 1 hour in conversation practice and 1 hour working in the language lab. Columbia offers 5 levels of Chinese, Japanese and Korean, 4 levels of Vietnamese, and 3 levels of modern Tibetan, in addition to courses in the classical languages of China, Japan,

and Tibet. A non-credit Tibetan conversation workshop for all levels meets twice a month. Through cooperative arrangements with Cornell and NYU, students can take 3 levels of Indonesian, and 2 levels of Filipino, Burmese, Khmer, and Cantonese. Finally, all Columbia’s overseas programs offer intermediate to advanced-level instruction. A table of skills required at each level can be found in Table 2 below.

# Table 2 - Standards of Language Instruction

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **1st Year** | Use limited memorized material; Rely heavily on context; Know basic courtesy expressions; read basic & highly contextualized texts | Maintain simple Q&A conversation; Use numbers and dates; Write personal letters and notes |
| **2nd Year** | Use recombination of learned materials; Use simple sentence structure; Handle simple survival situations in culture; Understand connected and non-complex material especially that relate to daily life; read fully non-complex texts | Make simple comparisons; Give instructions; Write simple reports; Perform greetings and introductions; Share personal information; Ask directions |
| **3rd Year** | Demonstrate a command of vocabulary; Narrate in all major time frames; Use connected discourse of paragraph length; Gather main ideas and most supporting details; Understand the abstract if in a familiar context; Fully understand main ideas of non-technical prose | Read short stories and essays; Deal with complex cultural situations; Write compositions related to work and school |
| **4th Year** | Communicate smoothly and with confidence; narrate fully in all time frames; understand both concrete and abstract topics; Engage in both familiar and unfamiliar material; Able to defend point of view and support hypotheses in writing | Use compound sentence structure; Understand main themes in television and film; Use and understand authentic materials |
| **5th Year** | Use abundant, comfortable, and substantive language; Listen and read with ease of comprehension; Use paraphrasing and elaboration; Participate in formal/informal exchanges; High level vocabulary | Good control of structure in writing; Comprehend novels, journals and articles; Write research papers |
| **Advanced** | Comprehend uncommon language variations such as Korean/Japanese/Chinese mixed script, older language forms, and dialects | Distinguish literary styles |

***Teaching in the Language.*** While the primary language of instruction at Columbia is English, specialized performance-based 6th year tutorial courses provide opportunities for both disciplinary and professional school students to work in the primary and secondary sources specific to their specialties. The departments of Anthropology, Art History, East Asian Languages and Cultures [EALAC], History, Political Science, Religion, and Sociology offer

advanced courses in which East Asian language materials are assigned and discussed, sometimes in the target language. The advanced seminar “Korean Historical Texts,” for example, requires that students read and discuss Korean-language primary and secondary sources in Korean.

Visiting professors occasionally offer courses taught entirely in East Asian languages, such as “Nine Thought Trends in China,” taught in Mandarin in the Political Science Department by Dr. Boshu Zhang. Students studying in Columbia’s academic year programs in Beijing, Kyoto, and Seoul (cancelled 2020-21 and 2021-22 due to COVID-19) can take courses as part of the regular curricula of local universities such as Peking University, Doshisha University, and Yonsei University. In addition to language instruction, the East Asia NRC offers numerous extracurricular opportunities to develop language proficiency. Language Tables and Language Forums provide training in the professional use of Chinese, Japanese, and Korean and are facilitated by academics and professionals from China, Japan and Korea and their heritage communities in New York. Public events often feature in-person or remote scholars and guests who lecture in their native tongues.

***Sufficiency of Faculty and Performance-based Pedagogy Training***. Most East Asian language instruction takes place in the EALAC Department. This year, we have 29 full-time and 13 part- time language instructors. Even though ours is one of the largest East Asian language programs in the nation, the median class size in language courses is 9.5. Language lecturers undergo a rigorous process of formal review at the 2nd, 5th and 8th year, with the possibility of promotion to senior lecturer with tenure at the end of the 8th year. The **Standing Committee on East Asian Language Instruction**, comprising the directors of the Korean, Japanese, Chinese, Tibetan and Vietnamese Language Programs and three faculty members from the disciplines, meets monthly to provide constant oversight of the language. **Performance-based pedagogy training.** Most of

our senior full-time language faculty and many junior faculty have received training in ACTFL proficiency testing and performance-based instruction. As important, the large majority of our instructors have undergraduate and/or graduate degrees in linguistics and language pedagogy. Columbia has a mentoring program that pairs faculty of established language programs with junior faculty and those teaching less established languages. In the next cycle, we are requesting continued support for ACTFL workshops and a series of language pedagogy workshops directed at the special needs of East Asian language instructors. At regular intervals, each of the 5 East Asian language programs chooses an outside expert on language pedagogy to conduct an in- person or online practicum. The pedagogy events in 2021 included workshops on language teaching to heritage speakers, prosodic phonology, and proficiency assessments. Our language programs also actively contribute to the training of language instructors nationwide and beyond. Columbia’s **M.A. Program in Japanese Language Pedagogy** has to date trained 125 language faculty for schools and universities across the country. Columbia’s international **Teaching Chinese to Speakers of Other Languages [TCSOL] Certificate Program**, pioneered by Teachers College, EALAC and our Asia for Educators Program, has provided accelerated state- of-the-art training in Chinese language pedagogy to over 500 teachers. For the next cycle we request funds to support the development of a new **Certificate Program for Teaching Korean as a Foreign Language**, targeting recent college graduates as well as graduate students in the

U.S. and abroad, as well as a public **symposium on language education for heritage speakers of Korean** to be offered in Year 3 [Budget pp. 1-2].

***Performance-based Instruction***. To ensure functional language acquisition, all East Asian language classes are taught using performance-based instruction that conforms to national standards [see Table 2]. All students, including students returning from overseas study, are

currently required to take a placement test at the beginning of each year unless they completed the preceding year with a grade of B- or higher.

# Table 3 – Language Proficiency Requirements for Degrees

|  |  |
| --- | --- |
| Degrees | Language Requirements |
| Bachelor of Arts (general) | Minimum of 2 years (20 points) |
| B.A. (with major in E. Asian studies) | Three years of Chinese, Japanese, Korean, Tibetan, or Vietnamese |
| Masters in East Asian Languages and Cultures or Regional Studies: East Asia | Advanced proficiency in Chinese, Japanese, Korean or Vietnamese (3 years) or intermediate proficiency in Tibetan (2 years) |
| Professional degree with E. Asian specialization | Minimum of Intermediate II level proficiency for Master in International Affairs (MIA) at SIPA; the Master in Public Affairs (MPA) at SIPA requires the same for students concentrating in Economic and Political Development; MA and PhD students in the School of Social Work with field placements serving Chinese orKorean communities must have advanced fluency in target language |
| Ph.D. in East Asian Languages & Cultures or East Asian History | Advanced proficiency in one East Asian language (5th year or above) and up to 2 years classical language training; reading knowledge of second East Asian language (usually accompanied by intermediate proficiency qualification, ie 3rd-year level); 1-3 years in one European language |

Columbia has exacting standards of language proficiency for all East Asia-related programs. Our language requirement of 2 years for non-East Asia majors is stricter than many of our peer universities who require only 1 year of language. East Asian majors must complete 3 years of an East Asian language [see Table 3]. The School of International and Public Affairs [SIPA] is the only professional school that requires language training--for its Master in International Affairs [MIA] and Master in Public Affairs degrees, and also for dual degree programs that include the MIA (the MIA may be combined with degrees from the School of Public Health, the Business School, Law School, School of Journalism, and School of Architecture). Other professional degree programs, such as those at the Law School or the Medical School, have no formal language requirements owing to the rigor of their core curricula. Nevertheless, Columbia’s professional schools are globally oriented, and offer special programs and opportunities that encourage East Asian language training. The Law School, for example, is the only one in the

nation that has 3 centers focused on East Asian (Chinese, Japanese, and Korean) law; it also offers semester abroad programs for credit at two Chinese and two Japanese law schools, where language instruction as well as courses in the target language are offered. Our Chinese language program offers courses in Legal Chinese thanks to past NRC support; course materials are developed in consultation with Dr. Benjamin Liebman, an expert in Chinese law at the Law School, and the courses regularly enroll law students.

1. QUALITY OF THE CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM

***Course Coverage and Accessibility.*** During the 2020-21 academic year, Columbia University offered 259 disciplinary and language courses relating to East, Southeast, and Inner Asia, including 215 disciplinary sections and 190 language sections [Appendix A]. Instruction is offered on Korea, Japan, China, Taiwan, Hong Kong, Vietnam, Tibet, Mongolia, and Southeast Asia. Courses are offered in the professional schools of Law, Business, International and Public Affairs, Architecture and Urban Planning, Teachers College, and Social Work, and in 16 disciplines with cross-registration available to students. Over 10 schools and departments offer significant depth in the East Asian area. Interdisciplinary courses [Table 4] are offered for both undergraduate and graduate students. The East Asian Humanities core curriculum is an interdisciplinary approach to the region, combining literary, anthropological and historical methodologies. In this cycle, we are requesting funds to continue developing our “Contemporary China in the World” initiative, begun 2018, which will develop new interdisciplinary content for at least 6 new courses to be launched in Years 1-4 [Budget p. 1].

# Table 4 – Depth and Breadth of Non-Language Course Offerings (in AY 2020-21\* & AY 2021-22)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Discipline or School | Undergraduate | Undergrad/Grad | Graduate | Total |
| Anthropology | 5 | 0 | 4 | 9 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Architecture | 1 | 4 | 1 | 6 |
| Art History | 9 | 3 | 9 | 21 |
| Economics + Finance | 2 | 0 | 2 | 4 |
| Film | 1 | 0 | 3 | 4 |
| History | 11 | 17 | 11 | 39 |
| Interdisciplinary | 35 | 19 | 12 | 66 |
| International Affairs | 0 | 0 | 20 | 20 |
| Law | 0 | 0 | 6 | 6 |
| Literature | 6 | 8 | 5 | 19 |
| Music | 1 | 0 | 0 | 1 |
| Political Science | 5 | 6 | 3 | 14 |
| Religion | 5 | 16 | 4 | 25 |
| Social Work | 0 | 0 | 2 | 2 |
| Sociology | 1 | 0 | 2 | 3 |
| Theatre | 1 | 0 | 0 | 1 |
|  |  |  | **TOTAL** | **240** |

**\****AY 2020-21 included a special summer term, so as to reduce population density on campus during the pandemic* ***Sufficiency of Faculty.*** We have 109 full-time professors who teach disciplinary courses in the East Asian program at Columbia. Of these, 90% devote between 75%-100% of their time to research and teaching about East Asia. Faculty qualifications and distribution by discipline can be seen in Appendix C. Since 2018, the East Asia NRC has augmented its disciplinary faculty with 5 new full-time hires, of which 4 are entirely new (see pp. 1-2). Faculty from nearby Title III and V institutions teach in our program, as well as non-East Asianists who have integrated East Asia into their disciplinary offerings. Finally, numerous research associates and visiting scholars often serve as guest lecturers in classes, speakers in our lecture series, and as student mentors and advisors.

***Training of Teaching Assistants.*** Undergraduate teaching in the East Asian program is undertaken by full-time professorial faculty. Teaching assistants [TAs] are doctoral students employed as discussion section leaders who team-teach with senior faculty. Each department designates a faculty member to oversee the pedagogical training of doctoral students selected as

TAs. While the specific nature of TA training varies by department, the History Department may be taken as representative: its Director of Graduate Studies (a senior member of the faculty) works with Columbia’s Center for Teaching and Learning [CTL] to offer a mandatory intensive one-day workshop early in the semester, and follow-up workshops throughout the term, to train TAs to lead discussions, advise students on writing, grade and write comments on student work, handle technology, and deal effectively with other matters that may arise. TAs are strongly encouraged to use the many resources freely available to them at the CTL, such as confidential classroom teaching observations, small-group microteaching sessions, individual mid-course reviews, and regular seminars and workshops on topics such as inclusive teaching strategies and the use of grading rubrics. At the same time, TAs are supervised individually by the faculty whom they assist, even as they learn simply by working alongside award-winning master teachers such as Eugenia Lean (Chinese history) and Carol Gluck (Japanese history). Columbia has also for many years offered a pedagogy course developed specifically for graduate students to prepare them for future careers in teaching and academia, and EALAC offers a Language Pedagogy concentration in its Ph.D. program. EALAC’s M.A. program has a Chinese language pedagogy concentration.

***Building for the future.*** In addition to strengthening our country-specific and disciplinary coverage within the East Asian curriculum, in previous cycles we increased our interdisciplinary and border-crossing offerings to provide a global context for East Asia-specific study and better integrate East Asia into the larger Columbia curriculum [Appendix A]. Building on the base we established, in recent years the university has committed significant resources to the study of contemporary China. The China political scientist Tom Christensen was recruited from Princeton and began teaching at Columbia in 2018, where he also directs the China and the World

Program, a joint Columbia-Harvard venture. In 2020 the university hired another full-time China political scientist, Junyan Jiang, and also a specialist in Chinese and Singaporean urban studies, Nick R. Smith. The East Asia NRC’s **Contemporary China in the World project**, begun in the past cycle, has worked to inform and sustain the university’s commitment to this area of study.

While there exists a growing body of work on domestic Chinese politics and economics, our project addresses a shortage of the type of transnational, interdisciplinary research and teaching that can elucidate developments within and also beyond China’s formal borders, in what might be called the Sinosphere. In the past cycle we focused on leveraging our unique resources in the study of Tibet and northwestern China, as well as Vietnam, to add new courses on modern Tibetan and Sino-Tibetan society, and to offer new courses and programming on the topic of Sino-Vietnamese relations. In the upcoming cycle, we request funds to develop the project further by adding 2 new courses (in Years 2 and 4) on Xinjiang, Islam, and China’s relations with Central Asia. We also plan to support the ongoing development of Vietnamese studies at Columbia, and especially its commitment—under the leadership of faculty members John Phan, a specialist in Sino-Vietic linguistic studies, and Lien-Hang Nguyen, historian of the Cold War in Asia—to an interregional approach to Vietnam. Their Vietnamese Studies Initiative has secured most of the money it needs to offer 1 postdoctoral fellowship per year for the next 4 years. We request $25,000 per year to help pay for the fellowship, which will bring promising young scholars to Columbia to teach 1 new course every year on Vietnam and its neighbors, especially China. Another important new direction is represented by our **Climate Change in Asia project** (pp. 47-48). In Year 1 of the upcoming cycle we look forward to offering a new course on climate change in Inner Asia, co-taught by a Tibetan historian and a dendroclimatologist from the Lamont-Doherty Earth Observatory, which will serve as a model for similar courses and

course modules as we work to “green” the Asian studies curriculum at Columbia. We also request funds to support a postdoctoral scholar in Year 2 who will offer new courses on climate change in Tibet and Inner Asia [Budget p. 1].

1. QUALITY OF CURRICULUM DESIGN

***The undergraduate program.*** Undergraduate instruction on East Asia has been incorporated in structured degree programs within Columbia College, the School of Engineering and Applied Sciences [SEAS], Barnard College and the School of General Studies. Our first-year core programs in East Asian social science and East Asian humanities serve to introduce undergraduates to East Asia early in their careers and encourage further disciplinary and language study. Students can declare majors in EALAC; major in other disciplinary departments with an East Asian concentration; elect an East Asia course as their “Global Core” course—a course required of all Columbia College students as part of Columbia’s renowned Core Curriculum; and SEAS students can minor in East Asia. In AY 2020-2021 there were 4,151 undergraduate enrollments in East Asia courses [Table 9].

***The course requirements for the East Asian undergraduate major*** are: “Colloquium on Major Texts;” 2 introductory East Asia Civilization courses (China, Korea, Japan, Tibet, or Vietnam); a methodology course, “Approaches to East Asian Studies;” 4 East Asian elective courses, 2 of which are from EALAC or Barnard College’s Department of Asian and Middle Eastern Cultures; and 3 years of Chinese, Japanese, Korean, Tibetan or Vietnamese. Students with a GPA of 3.6 and up may apply to enroll in a senior thesis seminar, to write a senior thesis in East Asian studies. Prize-winning senior theses in 2020-21 explored such topics as women’s language in North Korea, and the testimonies of Chinese and Korean “comfort women.” Students are encouraged to continue language study beyond the third year, and/or to study a second East

Asian language. Majors who test out of the third-year level in an East Asian language must take an additional year of either that or another East Asian language. A wide range of courses (lectures and seminars) taught by full-time faculty are offered specifically for undergraduates. Similar programs exist within disciplinary departments with special advising provided by East Asia faculty for students concentrating on East Asia.

***Graduate Programs***. Columbia provides numerous graduate degree options for students studying East Asia. ***Graduate School of Arts and Sciences [GSAS]***. At present 185 students working toward graduate degrees in 9 departments are pursuing a specialization in East Asian Studies.

The largest concentration is in EALAC, followed by Political Science, the MA in Regional Studies: East Asia, History, Art History, Anthropology, and Religion. EALAC offers M.A., M.Phil., and Ph.D. programs in literature, culture, visual arts, and the languages of East Asia. History and EALAC offer a joint History-East Asia Ph.D. The terminal M.A. degree program in EALAC requires advanced knowledge of the target East Asian language as well as 6 content courses at the graduate level, a methodology course, and completion of an M.A. thesis. For doctoral students, the M.A. degree requires advanced knowledge of the target East Asian language, 6 content courses at the graduate level, and an M.A. thesis. To this the M.Phil. adds proficiency in a second East Asian language; at least 2 courses in the primary East Asian language at the fifth-year level or above; 6 more seminars and colloquia; 2 additional research papers; an oral examination in 4 fields; and defense of a dissertation prospectus. For the Ph.D., a dissertation and oral defense are required, and students must also complete a three-year teaching apprenticeship. EALAC’s Language Pedagogy Program also enables Ph.D. students to acquire language teaching skills. Each of the other graduate departments has its own disciplinary requirements. A representative example in the social sciences is the Department of Political

Science, which offers M.A., M.Phil., and Ph.D. degrees in the specialties of comparative politics and international relations. In each case, the student must demonstrate disciplinary proficiency in several subfields as well as advanced East Asian language skills and an interdisciplinary grounding in modern East Asia. The last is generally accomplished by completing the requirements for the Weatherhead East Asian Institute Certificate (p. 17). Further requirements for the Ph.D. in Political Science are: comprehensive written and oral examinations; a dissertation; an oral defense.

***M.A. in Regional Studies—East Asia (MARSEA).*** The MARSEA program was created by the East Asia NRC in 1999 to meet the need for in-depth regional training of early- and mid-career professionals, students pursuing joint degrees, government officials, and others. This degree requires advanced proficiency in an East Asian language; 2 methodological and thesis-writing seminars; 5 regional courses; 1 elective; and an M.A. thesis. Approximately 6% of MARSEA graduates have gone on to pursue careers with the U.S. government or military; 8% continued into professional degree or doctoral programs; 43% pursued careers in business, finance, media, law, and healthcare; 24% found employment in education and non-profits; and 17% worked for foreign governments (Singapore, South Korea, Japan, China).

***The Professional Schools***. During the 2021-22 academic year, 20 students in the School of Law are working with East Asia law professors on East Asian research projects, and 75 students have enrolled in East Asia-related courses. In the School of International and Public Affairs [SIPA], 41 students are pursuing regional specializations in East Asian studies or functional specializations with an East Asian focus; there is a regional knowledge requirement for all SIPA students. In the School of Social Work, 16 students are pursuing M.A. and Ph.D. degrees with an East Asian focus, and approximately 20 students are engaged in internships or fieldwork related

to the region. Teachers College has a special research and teaching program in Chinese education and continues to train teachers who specialize in East Asia in its program in social studies and international education. In any given year there are between 200-300 Teachers College students concentrating on East Asian subjects. In the School of Architecture, Planning and Preservation, 2 students are currently writing theses on East Asia. ***The Weatherhead East Asian Institute Certificate Program*** provides advanced interdisciplinary training in modern East Asian studies for students in all the professional and graduate schools. The WEAI certificate requires that students pass the fourth-year language proficiency examination in an East Asian language and take at least 7 non-language courses, 2 of which are in the history of the region, and at least 2 of which deal with parts of the region other than the student’s country of language specialization. ***Joint Degree Programs with the Professional Schools*** have been organized between the WEAI and the Schools of Business, International and Public Affairs, Law, and Teachers College (Education). These programs enable a student in one of the Schools to integrate the interdisciplinary substantive and language course offerings of the East Asia NRC into his/her/their professional program so that they can obtain a WEAI Certificate simultaneously with the professional degree. The joint programs have been particularly effective because the professional schools have established a number of East Asian courses in their own disciplines [Appendix A] and in several cases have organized centers of teaching, research, and public activity in which the East Asia NRC is directly involved, providing a professional East Asia focus for their students. Such centers include: The Center for Japanese Legal Studies, the Center for Korean Legal Studies, and the Center for Chinese Legal Studies in the School of Law; the Center on Japanese Economy and Business, and the Asia-Pacific Economic Cooperation [APEC]

Study Center in the School of Business; the China Center for Social Policy in the School of Social Work; and the Center on Chinese Education at Teachers College.

# Table 5 – East Asia Programs: Graduation Statistics for AY 2020-2021

|  |
| --- |
| **East Asia graduation rates for AY 2020-2021:** |
| EALACMajor | EALACMinor/ Concentrator | EALAC MA | EALACPhD | EALACM.Phil | MARSEA | WEAI East Asia Certificate | SIPA East Asia Regional Specialization |
| 36 | 20 | 20 | 7 | 13 | 10 | 2 | 19 |

***Counseling.*** Academic and career advising is provided for all students by departmental advisors. East Asia specialists and concentrators are assigned advisors from among the faculty and staff of the East Asia NRC. Members of the EALAC department and East Asia NRC staff provide counseling on language training and options for overseas study. Staff of the C.V. Starr East Asian Library provide frequent orientations and workshops on the use of its collections and databases, as well as individual research counseling and support. The East Asia NRC works with the Columbia Center for Career Education, the Center for Undergraduate Global Engagement, and the Berick Center for Student Advising to participate in Career Fairs, offer information sessions on post-college education and work opportunities related to East Asia, and to develop a mentoring system that connects undergraduates with graduate students who have worked or studied in East Asia-related fields or industries of interest. In September, the East Asia NRC holds information sessions for incoming professional school and graduate students to orient them on opportunities available in East Asian studies and to make professional school students aware of East Asia elective, concentration, and cross-registration options that are open to them. The East Asia NRC’s Student Affairs Officer [SAO], a full-time professional counselor, works with the career services offices of the university, especially at the Graduate School of Arts and Sciences and the professional schools, to spearhead East Asia-specific career initiatives. The

SAO supervises the student-run Asia Pacific Affairs Council [APAC], which coordinates career panels, weekly email job postings, a newsletter, alumni and career networks, and internship/job recruitment. She also runs an Undergraduate Initiative with student representatives from the Columbia colleges, to conduct similar East Asia outreach events targeted at the undergraduate community. The SAO also works with other Asia-focused student groups, such as the Japan Study Student Association, Taiwan Focus in SIPA, and Urban China Network in the Architecture School to help organize similar outreach events targeted at both graduate and undergraduate student communities. In addition, the East Asia NRC funds extensive internship opportunities through its summer grants and student activities budget [see Table 1].

***Overseas opportunities***. Opportunities for study, research and work in East Asia, and contacts with Asian scholars, are an essential part of the university’s programs at all levels. Although the past two years of the global pandemic have challenged the ability of all U.S. universities to sponsor in-person travel and study/work in Asia, Columbia and the East Asia NRC remain committed to its importance. Columbia awards academic credit for 14 overseas academic year and summer programs in East Asia that have met the university’s standards. The East Asia NRC awards more than $500,000 annually in **student fellowship funds** that can be used for study or internships in (or related to) East Asia, and Columbia College and Barnard College award travel fellowships for undergraduate summer research abroad. Pre-pandemic, most fellowship recipients opted to use their funding to pursue projects abroad, and we expect a return to this pattern in coming years. SIPA sponsors internships abroad for which the Center helps pay travel expenses. Undergraduates as well as graduate and professional students may use FLAS fellowships to study at approved summer Chinese, Japanese, Korean and Tibetan language programs abroad, in-person or (since summer of 2020) remotely. Students of Chinese law may

participate in summer internships in public interest law in China, and have the option of spending a semester at Peking University in Beijing or Fudan University in Shanghai. Students of Japanese legal studies may spend a semester enrolled in regular law programs at Waseda and Hitotsubashi Universities in Tokyo, and can choose summer internships with one of 30 Japanese law firms. The Business School runs joint executive training programs with Fudan University and the Government of Guangdong in China, and the Business School and SIPA have joint programs with the University of Hong Kong and the National University of Singapore. Columbia has developed its own specialized overseas immersion programs at top Chinese universities, such as an academic year and summer program at Tsinghua University in Beijing. In addition to language training, our Tsinghua program enables students to take business courses in Chinese, while our Beijing study abroad program provides students with intensive courses focusing on law and business, in addition to opportunities for internships with multinational corporations in China. Columbia also administers the Kyoto Consortium for Japanese Studies on behalf of 13 institutions, and offers programs at the University of Hong Kong, Hong Kong University of Science and Technology, and Waseda University through its Center for Undergraduate Global Engagement. During the summer of 2021, 37 Columbia students studied and conducted research in East Asia despite the obstacles presented by COVID-19, or took part in remote internships such as those at the Brookings Institution’s John L. Thornton China Center, RisingStarEdu (based in China), and the U.S. Consulate General in Wuhan, China.

1. QUALITY OF STAFF RESOURCES

We have 109 full-time disciplinary and 29 full-time language faculty members. Over 90% of Center courses are taught by full-time professorial faculty who devote 75%-100% of their time to East Asian teaching and research [Appendix C]. All have extensive academic and overseas

experience in their countries/regions of study and maintain a high level of proficiency in one or more East Asian languages. Many of our language instructors have degrees in linguistics and language pedagogy; all have attended and continue to attend in-house pedagogy and linguistics workshops and training sessions; and close to 50% have undergone ACTFL training. Eugenia Lean, our East Asia NRC Director, is the Director of the Weatherhead East Asian Institute, a full professor of Chinese history, and a leading member of the senior faculty at Columbia. Kim Brandt, our Executive Director, has a Ph.D. in Japanese history from Columbia, and over 25 years of experience in teaching, advising, and academic administration at the university level.

The Finance Director, Nancy Hirshan, has an M.B.A. and 25 years of experience in higher educational grant and financial management. 60% of our support staff have higher degrees in either East Asian or related fields. Our library staff has both area and library training, and as employees of a free-standing East Asia library, devote 100% of their time to Center-related activities. C.V. Starr East Asian Library has full-time reference librarians for Chinese, Japanese, Korean, Tibetan, and English-language materials. Roberta Martin, our full-time Educational Outreach Director, is a Columbia East Asian studies Ph.D.

***Faculty and Staff Development***. Columbia encourages faculty research in East Asia through sabbatical leaves and unsalaried research leaves. The GSAS Faculty Research Allocation Program provides research grants, with priority given to junior faculty. All tenured faculty receive an annual grant equal to a ninth of their salary to be used for research or leaves in addition to the normal sabbatical program. Special programs supported by the Weatherhead Fund and the Center for Korean Research provide funds for overseas East Asia research and faculty development. Despite the recent obstacles presented by COVID-related travel restrictions, most Center faculty members visit Asia at least once every 2 years and many go more frequently. The

Schools of Law, Business, International Affairs and Teachers College have established formal teaching programs with universities in Asia. Center administrative staff receive tuition benefits that allow them to pursue study in East Asian languages and disciplinary fields. Library staff regularly travel to the region to make contacts, acquire materials, and attend conferences. The EALAC department provides funds to allow language lecturers to attend workshops and conferences relating to language pedagogy.

***Student Teaching, Supervision and Advising.*** East Asia NRC faculty teach 2 courses per semester and are each assigned student advisees at the beginning of each term. Center staff divide their time between the WEAI and the East Asia NRC and commit 30%-50% of their time advising students on curricular and extracurricular matters, fellowships, study abroad programs, summer language study, and careers. We have a full-time Student Affairs Officer in charge of fellowships and student advising and career counseling.

***Oversight.*** The East Asia NRC is supervised by the East Asia Council comprising the NRC Director, WEAI Director, EALAC Chair, C.V. Starr East Asian Library Director, East Asian Educational Outreach Director, and faculty from the Schools of Law, Business, International and Public Affairs, Social Work, Architecture and Urban Planning, and the Graduate School of Arts and Sciences. As a unit of GSAS, the East Asia NRC’s programs and teaching come under the purview of Columbia University’s Policy and Planning Committee. The Center and WEAI Directors are also members of the Interregional Council, together with directors of other regional institutes and NRCs, which coordinates and initiates cross-regional programs, curricular innovations, and events. For oversight of the language programs, see page 7. The East Asia NRC director devotes 50% of her non-teaching time to Center business, aided by the Center’s Executive Director, the Outreach Director, the Finance Director, a finance coordinator, three

program officers, and three administrative assistants who devote all their time to student advising, public outreach, and administration for the East Asia NRC and the WEAI. In addition, the Center employs 5 to 8 student workers annually through the federal work-study program.

***Equal Opportunity in Hiring and Program Development.*** Under the guidance of Columbia’s Equal Opportunity and Affirmative Action [EOAA] policies, and with support and oversight from its Office of EOAA, we make every effort to ensure that we employ women, ethnic/racial minorities, veterans, and persons with disabilities at a rate to be expected given their availability in the relevant labor pools. All hiring of instructional and administrative officers is subject to the approval of the Office of EOAA. Between 2011-2021, the percentage of full-time faculty in GSAS together with the Schools of Law, Business, Social Work, Architecture, and International and Public Affairs self-identifying as Asian increased from 10.2 to 11.4 percent; those self- identifying as Hispanic/Latino from 3.9 to 5.5; and those self-identifying as Black/African American from 4.0 to 4.3. During the same period, the percentage of female full-time faculty in the same schools increased from 35.6 to 41 percent. In 2017, in recognition of the need for greater progress in achieving equity and inclusion for women, ethnic/racial minorities, and also LBGTQ and disabled scholars/teachers, the President of Columbia announced a new university- wide initiative dedicating $100 million over 5 years to increasing underrepresented groups on the faculty. In addition to university-wide programs seeking to recruit and retain a diverse workforce and student body, each individual school has various diversity offices and initiatives, such as the Diversity, Equity and Inclusion Initiative at the Business School, the School of Architecture’s Anti-Racism Faculty Taskforce, and the Office of Academic Diversity and Inclusion in GSAS. Between 2016 and 2021, of the approximately 4,500 full-time administrative employees on the Morningside Campus (home to the East Asia NRC), the percentage of female employees rose

from 58 to 59%, and the percentage of minority employees rose from 39 to 43% (as of 2021, there are 724 Hispanic or Latino employees, 580 Black or African American, 567 Asian, 418 undisclosed, 92 two or more races, 9 Pacific Islander, 8 American Indian or Alaska Native). Columbia does not have a mandatory retirement policy, and all its buildings are wheelchair accessible. All faculty and staff complete mandatory annual anti-harassment, discrimination, and Title IX training, in addition to the annual New York Anti-Sexual Harassment Training mandated by New York State and City.

1. STRENGTH OF THE LIBRARY

The C.V. Starr East Asian Library holds the third largest collection for the study of East Asia in North America, with more than 1.3 million items of Chinese, Japanese, Korean, Tibetan, Mongol, Manchu and Western-language materials and over 2.6 million titles in the e-book collection. In the past grant cycle, the library acquired a number of important, unique archival collections focusing on modern and contemporary East Asian and Asian American history, including the Chenaktsang Ethnographic (Tibetan) Film Collection, the Chinese Diary Collection (1930s-1980s), and the Wan-go Weng Film Collection. Also acquired were the archives of pioneering scholars, such as the Burton Watson papers and the Wm. Theodore de Bary papers.

Also, as part of the Columbia University Libraries Audio and Moving Image Digitization Project, the East Asian library has to date digitized over 1,700 audiovisual items from its special archival collections and made them accessible through Digital Library Collections [DLC], the university’s digital library platform. In 2020-21, Columbia provided $2,921,503 in general support of the East Asian library, of which $1,230,242 was expended for acquisitions support and $1,669,719 for library staff salaries and fringe benefits.

# Table 6 – Holdings of the C.V. Starr East Asian Library

|  |  |
| --- | --- |
| **Type** | **Number** |
| Chinese Volumes | 539,692 |
| Japanese Volumes | 378,109 |
| Korean Volumes | 170,882 |
| Tibetan Volumes | 15,871 |
| Western Language Volumes in C.V.Starr | 91,023 |
| Current periodical and newspaper titles | 12,091 |
| Microfilm reels, microfiche (pieces), and other materials | 105,629 |
| e-Books (by title) | 2,644,364 |
| Databases (by title) | 155 |
| Other Asian minority language volumes | 1,101 |
| Archival and manuscript materials | 1,235 linear feet |

***Widest Possible Access.*** C.V. Starr East Asian Library is one of the most heavily used East Asian collections in North America and has been striving to improve and increase access to its collections in a variety of ways. In 2019 Harvard University joined the Research Collections and Preservation Consortium [ReCAP], previously comprised of Columbia, Princeton, and the New York Public Library. As of 2019, therefore, current faculty, students and staff at all 3 universities, along with the users of NYPL, can freely access items from a shared collection of over 16 million items, including over 50% of the Starr Library collection. Starr East Asian Library also participates in the BorrowDirect partnership, which enables 13 Ivy-plus institutions to share their collections. To further expand and support onsite access to its physical collection, Starr Library has also joined the Manhattan Research Library Initiative [MaRLI]. This permits qualified NYPL researchers as well as faculty and students at NYU to use the Starr Library collection, which serves as a critical support for NYU’s East Asian studies program.

Internationally, Starr Library maintains its 10 principal exchange programs for print materials with key national and university libraries in Japan (2), Korea (5), and China (3). During the last grant cycle, the library also made a special effort to provide international as well as domestic access to its digitized special collection materials through the 5 online digital platforms of:

Internet Archive, HathiTrust, Columbia’s Digital Library Collections, Zhejiang University’s China Academic Digital Associative Library [CADAL], Heidelberg University’s Shanghai Women’s Magazines. The Starr East Asian Library is a member of and/or participates in 6 national and overseas consortia (2 for Japanese materials, 1 for Korean, 1 for Tibetan, and 2 for Chinese) that share resources for borrowing, acquisition, preservation, digitization and online cataloguing. On-site use of the library’s collection and facilities is available to any user free of charge. Borrowing privileges are available to all potential users for a nominal fee. The library has 15 public terminals with multilingual internet access, as well as 2 CD-ROM dedicated workstations (one for Japanese and one for Korean—all Chinese services are now networked). The library remains committed to preserving and expanding access to its collections in a variety of formats by the Columbia community and by users throughout the Tri-State region and beyond.

In 2022-2026, the East Asia NRC requests funding to support acquisitions by the C.V Starr East Asian Library, which seeks to purchase materials (both digital and print forms) in new and growing fields of interest which include: climate change in East Asia; LGBTQ studies in East Asia; women’s rights in East Asia; minority border regions in China; Chinese military studies; Korean Buddhism; Korean social sciences; modern Tibetan studies. The library also continues to acquire archival materials in various formats. We ask for funding to support also the library’s ongoing digitization of its special collections, as it continues to make these rare materials accessible to the largest possible audience. In anticipation of a global amelioration of public health conditions, we plan to support yearly travel to Asia by bibliographers, as these trips are crucial for the ongoing development of the library’s collections.

1. IMPACT AND EVALUATION

The extent to which the Center’s activities and training programs impact the university, community, wider region, and the nation is shown in Table 7.

# Table 7 - National and Community Impact

|  |  |  |
| --- | --- | --- |
| **Activity** | **Impact** | **Indices** |
| Training specialists in | Increase national competitiveness through | Graduates 2018-2021: |
| East Asian language | training of scholars, teachers, officials, | BA: 162 MA: 149 |
| and area studies | lawyers, businesspeople, and others | MIA/MPA: 54 JD/LLM: 68 |
|  | managing US relations with East Asia | PhD: 28 (EALAC) |
| Maintaining pool of | Increase stock of national knowledge by | # FT faculty members in 2022: |
| highly qualified | creating pool of area specialists to advise | Disciplinary: 109; Language: 29 |
| instructors and | and consult government and private |  |
| researchers | bodies; help educate public about East |  |
|  | Asia; provide expertise for national and |  |
|  | international media. |  |
| Undergraduate Core Humanities and Social Science Courses | Increase EA functional literacy among non-specialists by exposing undergraduates to EA studies early in their careers | 2020-2021:# enrollments EA core courses: 4,151 (incl. language courses) |
| Graduate Student Conference | Expand the field of EA studies in the US by strengthening EA network among young scholars and training future EA experts from schools nationwide | 2018 and 2019:# Columbia participants: 110# non-Columbia participants: 140\**The 2020 and 2021 conferences were canceled due to pandemic.* |
| FLAS Program1 | Increase national pool of students graduating with advanced knowledge of a priority language; expand FLAS opportunities in Chinese to Title III populations through CUNY partnership | 2018-2021:Title III (CUNY) recipients: 3Placement of FLAS Fellows: Finishing Ph.D.: **18**Finishing BA/MA: **8**Professional Schools: **7**Elementary/Secondary Ed: **1**Higher Ed: **1**NGO/Non-Profit: **4**Government: **3**U.S. Military: **1**Private Sector: **12**Unknown: **6** |
| Fellowships Program (not including FLAS) | Increase national pool of disciplinary and professional school students graduating with advanced knowledge of a priority language and overseas experience | 2018-2021Total $ disbursed: $2,473,436 # fellowships awarded: 212# students who studied language: 53 # students who went overseas: 74 |
| Language textbook | Increase US capacity in foreign language | 2018-2022: |
| and teaching materials | teaching and acquisition by developing | # texts/tools developed: 123 |
| development (Chinese, | textbooks and other teaching resources |  |
| Japanese, Korean, | aimed at performance-based language |  |
| Tibetan)1 | acquisition |  |

|  |  |  |
| --- | --- | --- |
| Develop new modalities for language learning1 | Increase language learning among non- specialists through continued development of courses in legal and business Chinese, business and media/pop culture Korean | 2018-2022:# enrollments in special language courses: Legal: *tbd* Business: *tbd* Media/pop culture: *tbd* |
| Certificate Program in Teaching Chinese to Speakers of Other Languages (TCSOL) 1 | Increase national pool of Chinese language teachers equipped to provide performance-based teaching at other institutions to mitigate national shortage | # graduates from program 2018-2021: 240 |
| M.A. program in Japanese Language Pedagogy | Increase national pool of Japanese language teachers equipped to provide performance-based teaching at otherinstitutions | # graduates from program 2018-2021: 14 |
| Pilot Certificate Program in Teaching Korean as a Foreign Language | Increase national pool of Korean language teachers equipped to provided performance-based teaching at other institutions | # participants in one-week pilot program scheduled for 2026: *tbd* |
| In-service teacher training1 | Increase national early competency on EA by training K-12 teachers to integrate EA into curriculum and providing inner city, regional, and national reach through national web courses | 2018-2022:# in-service seminars: 125 # teachers reached: 3,600# students impacted: 150,000 |
| AFE, NCTA website hosting1 | Increase quality and reduce costs of EA instruction through unlimited universal no-cost access to teaching plans and materials to assist K-college teachers. Extend content material for classroom use to visual and spoken work through weblibrary. | 2018-2022:Average of 44,481 hits per month |
| Sino-Vietnamese and Sino-Central Asian Curriculum Development1 | Increase knowledge of politically and strategically sensitive East Asia border regions; deepen understanding of core regions by understanding peripheries | 2022-2026:#new courses created: *tbd* |
| Public Events and Programming (lectures, seminars, conferences) 1 | Forum for exchange of views among scholars and the government and business communities; increase public understanding of histories, societies, cultures and economies of East Asia region; dissemination of academicknowledge to wider public | 2018-2022# lectures/events held: 352 # participants: 21,738\*# University seminars: 39\*does not include figures for 2022 events |
| Teaching Resources web portal1 | Increase access by Title III and V institutions to EA resources developed by Columbia and other NRCs; promote East Asia throughout higher education nationally through discussion and collaboration online | 2022-2026:Average # web postings per month: *tbd* # curricula & other materials available for download: *tbd*Average monthly hits: *tbd* |
| Library acquisitions funding1 | Expand research and EA scholarship nationwide by developing and increasing access to one of largest EA collections in the country | # library holdings: 1,196,678 print items, 12,091 current newspapers and periodicals,2,644,364 e-books |
| Hosting overseas visitors; visiting professorships | Filling gaps in the curriculum in fields where academic specialists are in short supply; foster linkages with overseasinstitutions; foster collaborative research | 2018-2022:# EA visiting professorships: 3 # EA visiting scholars: 85 |

Note: 1) *Activities for which we are requesting NRC funding in 2022-2026*

In 2018-2021, 26% of Columbia graduates who studied East Asia went onto graduate studies, 31% into for-profit, private sector and non-profit fields, 27% into education, and 10% into national service (military and government). 27% of students matriculating from East Asia-related

M.A. programs went onto graduate studies, a further 18% went into for-profit professional fields, and 9% into education. For the same period, 89% of Columbia East Asian PhDs are teaching or working in higher education, 7% in for-profit professional fields, and 4% for foreign governments. Equal access and treatment of eligible students and other participants is guaranteed by Columbia’s equal opportunity policies, and all staff and faculty undergo mandatory annual training on these issues [p. 24]. In fall of 2020 slightly over 50% of all undergraduate students, and all graduate students in every graduate or professional school with significant depth in East Asian studies (with the exception of the Law School), were women. 49% of Law School students in fall 2020 were women. 53% of undergraduates in fall 2020 self-identified as ethnic/racial minorities, as did 53% of School of Social Work students, 44% of SIPA students, 37% of Business School students, 36% of Law School students, and 34% of GSAS students. The East Asia NRC’s facilities have wheelchair access and special accommodations are made for students with disabilities to participate in our programs.

Our in-service teacher training program works with teachers and teachers-in-training at Teachers College, all of whom teach in New York inner city schools. Our K-12 online programs bring East Asia programming to teachers who otherwise would have no access to it, and as a national coordinating site of the NCTA, we support outreach in five southern states (Arkansas, Mississippi, South Carolina, Georgia, and Tennessee) that are underserved in East Asia programming. Digitization projects make content material generated by the East Asia NRC available to anyone free-of-charge on the internet. We already participate with faculty serving in

Title III and V institutions in the New York Tri-State area through seven University Seminars focusing on East Asian subjects, educator workshops, and a variety of joint and collaborative projects. In the last grant cycle we began a partnership specifically with Hunter College, which has the only B.A. Program in Chinese Language and Literature and the only M.A. program in the Teaching of Chinese in all of CUNY, which piloted a more targeted approach to the goal of expanding our collaborative activities with Minority-Serving Institutions. For the next grant cycle, we propose to continue our work with Hunter College.

The evaluation of our programs is comprehensive, in that it is continuous and uses multiple evaluation methods and sources of data. Evaluation combines ongoing review by the Center’s oversight organization, the East Asia Council, internal review under the supervision of the Executive Vice-President for Arts and Sciences, periodic outside review, and work with an external evaluator. Financial oversight is provided by the university’s budget office through internal controls and procedures, and through periodic internal audits and external audits by funding agencies. Oversight of the language program is maintained by the **Standing Committee on East Asian Language Instruction**, which monitors student proficiency levels, curriculum size, and teacher performance.

Assessment of the quality of the curriculum in graduate and undergraduate areas is carried out by the university-wide **Academic Review Committees** [ARC] which review each school, department and institute approximately once every ten years. During 2016-17, as part of its ARC process, the university conducted an intensive review of its seven regional institutes, which are the institutional homes of the Columbia NRCs. For the Weatherhead East Asian Institute, this entailed a self-study, a 360-degree review by an internal university committee, a review by an external committee of experts in East Asian programs, and evaluation and recommendations by

the ARC. In their assessment, both the internal and external review committees held our Center to be a model for regional centers at Columbia, and a “jewel in the crown” of the university. The reviewers’ main recommendations, to increase East Asia faculty numbers in the social sciences and to integrate more East Asian knowledge into the undergraduate general curriculum, were addressed through faculty hires in political science, sociology, social work, and urban planning and urban studies, and through increased contribution of courses to the undergraduate “global core.” ARC’s review of the EALAC Department in 2015 ranked the department among the top in the university, and noted that it is a national leader. ARC’s recommendations that EALAC hire more faculty in modern history and film studies/media culture have been duly addressed.

According to the ARC timetable, the next reviews of EALAC and our Center should occur in approximately 2025 and 2026.

In 2009, the Department of Education’s International Education Programs Service [IEPS] and the Program Oversight Staff [POS] of the Office of Postsecondary Education [OPE] conducted an on-site financial and programmatic review of the Columbia NRCs. They concluded that the East Asia NRC had achieved “impressive course development, instructional delivery, and outreach accomplishments that align with its mission to advance the quality and dissemination of knowledge about [East Asia] and train experts with the highest levels of language proficiency,” and that it had forged “effective collaborations [with] international partners.” Their suggestions to provide opportunities for Tibetan language instructors to collaborate with other U.S. language programs and to increase the number of courses that focus on contemporary China have been fully addressed. We are proud of the ongoing development of our pioneering Tibetan language program, and our commitment to teaching on contemporary China—as reflected in our proposals for the upcoming grant cycle—only continues to expand.

Since 2006, the Center has compiled and uses more than 45 **indicators** on all aspects of its programming, including data on a) graduation rates b) courses and enrollments c) placement data

d) financial data e) number and types of programs f) participation and attendance rates g) media contacts h) library activities i) consortia and other cooperative mechanisms j) faculty publications k) overseas travel l) accessibility of programs, etc. Examples of indicators can be found in Tables 8 and 9. All quantitative data is aggregated into a “**Key Indicator Dashboard,”** a subset of key indices and data presented on a year-on-year basis and measured against national indices, allowing us to make timely adjustments to our programs and activities. The Dashboard is used in combination with direct user feedback from detailed course evaluations, post-event surveys, post-travel surveys, focus groups and general surveys of constituency groups, such as students, faculty, alumni, and the New York business, diplomatic, and heritage communities [see Table 8 for a list of data sources]. Longer-term national outcomes are also part of our evaluation. FLAS fellowship recipients complete bi-annual surveys on placement and the extent to which they use East Asian languages and knowledge in their professional lives for at least 8 years. Additionally, the East Asia NRC conducts similar tracking and surveying for all of its non-FLAS fellowship recipients. In the upcoming cycle, the Center will work with **external evaluator**, Dr. Drew LaStella, a consultant with expertise in both program evaluation and personal outcomes, to review Center operations. His record of research and assessment spans more than 30 years, including 15 years in higher education. He will insure proper data integrity, revise existing surveys, establish new measurement instruments, and mediate any gaps in the data needed to accurately assess outcomes.

Frequent program **adjustments** are made on the basis of evaluation data, consistent with past practice. For example, focus groups conducted in 2007 with undergraduates revealed a need for

greater integration of East Asia course content into the larger curriculum (as opposed to more stand-alone East Asia courses), which spurred the East Asia NRC to create the Global Scholars Program Summer Research Workshop [GSP]. Course enrollment data, participation indices, and student evaluations from the 2010-2014 and 2014-2018 cycles were used to assess the impact of the GSP; the result was that Columbia’s Office of the President and Office of Global Programs committed first to contribute funding for GSP, and then took over all the funding and management of the program from 2017. Close analysis of participation data has also helped EALAC to assess the language learning needs of its student constituencies, especially those of non-East Asia specialists, such as professional school students. Analysis of course evaluation data also informs the faculty tenure review process and adjunct hiring decisions and helps faculty to tailor course content to the needs of students.

# Table 8 – Monitoring and Evaluation Data Sources

|  |  |  |
| --- | --- | --- |
| **Program Activity** | **Data Sources** | **Timeline** |
| Graduate and undergraduate curriculum | 1. Various review committees
2. Data monitoring on enrollments and participation
	1. number of graduates by field with EA specializations
	2. course enrollments
	3. placement data
3. Faculty self-report on research, publications, advising, course development, Ph.D. supervision, and project development activities
4. Fellowship students self-report Course evaluation forms
5. Focus groups/surveys with undergraduates
6. Focus groups/surveys with other constituencies
 | Annual AnnualAnnual Annual Semesterly AnnualAnnual/bi-annual |
| WEAI EALAC | 1. ARC Review; IEPS/OPE Audit
2. ARC Review
 | 2016-2017; 20092015 |
| Events & Lectures | 1. Attendance monitoring
2. Post-event surveys, impact surveys
 | All eventsSample small events, all large events |
| Programs Abroad | 11. Post-travel surveys, impact surveys | All programs |
| Teacher Training program | 1. Attendance monitoring of teacher training workshops
2. Program monitoring
 | Continuous Annual |

Tables 9 and 10 below show the number of students studying East Asian languages and area courses, as well as the number who graduate as area specialists. The rising rate of undergraduate enrollments, as well as the numbers of EALAC undergraduate majors, speak to the strength and vibrancy of both our language and non-language instructional programs. The slight dip in graduate enrollments in language courses in 2020-2021 is anomalous, and likely reflects circumstances connected to the global pandemic. A related point is the sharp drop in the number of students graduating from EALAC’s MA program in AY 2020-2021, which is a direct result of the pandemic and associated difficulties in overseas study. Table 11 shows the current placement of FLAS students from 2018-2021, and Table 12 shows the overall placement of East Asian specialists in 2018-2021.

**Table 9 - Undergraduate Enrollments 2018-2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indices** | **AY18-19** | **AY19-20** | **AY20-21** | **Total 2018-2021** |
| **Participation Rates:**# Language course enrollments | 1,042 | 1,242 | 1,472 | 3,756 |
| # Area course enrollments | 1,755 | 2,261 | 2,679 | 6,695 |
| **Graduation Stats:** |  |  |  |  |
| EALAC Majors | 26 | 14 | 36 | 76 |
| EALAC Minors/Concentrators | 17 | 21 | 20 | 58 |

**Table 10- Graduate Enrollments 2018-2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indices** | **AY18-19** | **AY19-20** | **AY20-21** | **Total 2018-2022** |
| **Participation Rates:**# Language course enrollments | 307 | 328 | 291 | 828 |
| # Area course enrollments | 707 | 710 | 890 | 2,725 |
| **Graduation Stats:** |  |  |  |  |
| East Asia Ph.D.’s | 9 | 6 | 13 | 28 |
| East Asia M.Phils. | 9 | 10 | 7 | 26 |
| MARSEA | 9 | 7 | 10 | 26 |
| EALAC MA | 37 | 40 | 20 | 97 |
| East Asia Certificates | 0 | 0 | 2 | 2 |
| Regional Specializers | 19 | 16 | 19 | 54 |

**Table 11 – FLAS Student Placements 2018-2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Placements 2018-2021** | **Bachelors** | **Masters** | **Doctorates** | **Total** |
| Completing B.A. Degree | 6 | 0 | 0 | 6 |
| Elementary/secondary education | 0 | 1 | 0 | 1 |
| Federal government | 0 | 3 | 0 | 3 |
| Foreign government | 0 | 0 | 0 | 0 |
| Graduate study | 0 | 2 | 19 | 21 |
| Higher education | 0 | 0 | 1 | 1 |
| International Organization (in US) | 0 | 0 | 0 | 0 |
| International Organization (outside US) | 0 | 1 | 0 | 1 |
| Private sector (for profit) | 5 | 4 | 3 | 12 |
| Private sector (non-profit) | 1 | 3 | 0 | 4 |
| State or local government | 0 | 0 | 0 | 0 |
| Unemployed or out of job market | 0 | 1 | 0 | 1 |
| Unknown | 2 | 3 | 1 | 6 |
| US Military | 0 | 1 | 0 | 1 |
| TOTAL | 14 | 17 | 24 | 55 |

**Table 12 - Student Placement 2018-2021– all East Asia students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Placements 2018-2021** | **Bachelors** | **Masters** | **Doctorates** | **Total** |
| Elementary/secondary education | 1 | 2 | 0 | 3 |
| Federal government | 2 | 8 | 0 | 10 |
| U.S. Military | 0 | 3 | 0 | 3 |
| Foreign government | 0 | 14 | 1 | 15 |
| Graduate study | 20 | 73 | 0 | 93 |
| Higher education | 7 | 15 | 25 | 47 |
| International Organization (in US) | 0 | 2 | 0 | 2 |
| International Organization (outside US) | 0 | 1 | 0 | 1 |
| Private sector (for profit) | 70 | 31 | 2 | 103 |
| Private sector (non-profit) | 5 | 5 | 0 | 10 |
| State or local government | 1 | 0 | 0 | 1 |
| Self-Employed | 2 | 0 | 0 | 2 |
| Unemployed or out of job market | 0 | 10 | 0 | 10 |
| Unknown | 26 | 36 | 0 | 62 |
| **TOTAL** | **134** | **200** | **28** | **362** |

*Note: Between 2018-2021, 362 students graduated from 367 East Asia-related programs, with some students completing more than one program.*

Columbia’s East Asian teaching program has supplied many of the top specialists in the field for universities across the nation, including Harvard, Cornell, Princeton, the University of Michigan, the University of Wisconsin, the University of Texas, the University of California, Yale, Stanford, Brown and others with high-quality East Asian programs.

The Center plays an important role in generating and disseminating real-world information on the East Asian region for members of the public, including New York’s financial, business, diplomatic, educational and heritage communities. In 2018-2022, we held approximately 400 public lectures, seminars, symposia and other events on East Asia-related topics, reaching a total of well over 22,000 participants. Reports, multi-media clippings, and full videos from many of these events are made available on the Center’s website and through social media such as Youtube. Center-affiliated research programs, such as the Modern Tibetan Studies Program and the Center for Korean Research, produce cutting-edge research on geopolitically sensitive areas and issues of national importance, which in turn is disseminated through outreach events, or through one of the Center’s three publication programs. Our national, award-winning K-12 outreach program reaches more than 1200 school teachers and impacts more than 100,000 students annually. 100% of our FLAS grants are awarded to students of languages that appear on the Department of Education’s priority list. Students from GSAS and from all of Columbia’s professional schools, including Teachers College, are eligible to apply, with 25% of our FLAS reserved for School of International and Public Affairs students, many of whom enter government service.

1. OUTREACH ACTIVITIES

The East Asia NRC maintains a full-time outreach office under the direction of Dr. Roberta Martin [Appendix C]. Our program for teachers, Asia for Educators, is a national leader in the field and is committed to bringing the expertise of faculty at Columbia and other major centers directly to teachers (K to undergraduate level) and students, through in-service teacher training programs in 12 states, and multi-media curriculum materials. Columbia faculty from the Schools of Law, Business, International and Public Affairs and Teachers College actively contribute to

the Outreach Center’s programs, and the Outreach Center also runs a joint TCSOL program with Teachers College and EALAC [p. 8]. In recent years, our outreach programs have significantly increased their reach through new web portals for communication, development of new multimedia, free downloadable digital teaching materials, and fostering and enabling partnerships between undergraduate institutions and secondary schools in states where there has previously been no professional development available for teachers on East Asia. In the last grant period we added a new dimension to our K-12 outreach activities by means of our collaboration with Hunter College, which we plan to continue and develop further [pp. 44, 47- 48]. Quantitative national and regional impact is included in Table 7.

***Elementary and Secondary Schools.*** Our Asia for Educators [AFE] Program continues its national outreach as an original co-founding coordinating site of the National Consortium for Teaching about Asia [NCTA], formed in 1998 with funding from the Freeman Foundation. In 2018-2021 the Columbia National Coordinating site of NCTA (which serves 11 states) sponsored a yearly average of 40 in-service seminars, on-line courses, and workshops, engaging approximately 900 teachers annually. This included outreach to states such as Arkansas, Mississippi, South Carolina, Georgia, Tennessee, and Oklahoma, which are underserved in East Asia programming.

On the AFE website, our series of video presentations by specialists in East Asia is extremely popular with teachers. In 2018-2019 we recorded 9 new video presentations (the Columbia recording studio has been closed since early 2020 due to the pandemic), drawing on faculty from Columbia and other universities. 4000 viewers watched our videos in 2020-21, for a total of 35,000 views (66% of viewers watched videos in their entirety). In the next cycle we plan to expand our library of archived videos for teachers and their students and will be augmenting

offerings in all subject areas, including literature and art as well as history and current issues. One new subject area is environment and climate change, for which we will use our web module “East Asia in Geographic Perspective” as the basis for workshops and taped presentations by faculty experts. AFE website resources also include on-line teaching modules, primary sources for students, and teachers’ guides and lesson plans. In the past cycle, the website was completely redesigned for use by tablets, and new resources were added for geography and art, as well as for elementary school levels. Partly owing to the turn to remote learning during the pandemic, use of the website has grown dramatically, with over 1.3 million visitors in 2020-21, a five-fold increase over the number recorded 2019-20. Similarly, the number of page views of our materials in AY 2020-21 soared to 3 million, 4 times the number recorded the previous year. The AFE website has been featured on numerous lists of highly recommended education sites, and its materials linked on other sites for teachers, including EDSITEment by the National Endowment for the Humanities.

In 2016 AFE initiated a new prize competition for the two categories of Children’s and Young Adult Literature on East and Southeast Asia, which has attracted the attention of librarians and teachers nationally. In recent years the number of submissions and their diversity and quality have risen impressively. Although consortia of centers focused on other world regions have awarded prizes for children’s books for some years, we are the first to do so for East and Southeast Asia. We seek to expand the visibility of the Freeman Book Awards, by jointly sponsoring panels and display tables with other area studies book awards at national meetings of the National Council of Teachers of English, the National Council for Social Studies, and the American Library Association. In addition, we plan to collaborate in the next cycle with the University of Minnesota Global Center’s NRC Virtual Book Club for Educators.

For the next cycle, therefore, we request funds for an outreach assistant to support our outreach director in administering the book prizes and expanding their impact. In addition, we are requesting support for web design, technical design, content revision and partial salary support for our outreach director and outreach program coordinator. We also request supplemental support to send speakers and provide materials for in-service teacher training sessions [Budget

pp. 1-2].

***Post-Secondary Institutions***. Columbia serves as a research center for scholars whose institutions have less varied resources. Seven interdisciplinary University Seminars (Modern China, Modern Japan, Modern Korea, Southeast Asia, Buddhist Studies, Traditional China, and Neo-Confucian) meet monthly throughout the academic year, bringing together Columbia’s East Asian faculty, faculty and scholars from universities and colleges throughout the Tri-State area and beyond, and varied others such as retired faculty and retired State Department personnel.

Faculty who have research leaves from their colleges are invited to the Center as visiting scholars and granted access to the libraries. The WEAI offers adjunct research appointments and office space to East Asia faculty with appointments at local Title III and V and other educational institutions in the New York Tri-State area. In the next cycle, we will continue to use our targeted partnership with Hunter College to encourage greater resource and knowledge sharing with Hunter’s faculty. Based on the assessment data that we will collect on our collaborative projects with Hunter, we are developing a model for outreach to local MSIs that we can apply to other campuses within CUNY and SUNY.

In the early 2000s, our **ExEAS Program** developed curricula for college faculty introducing courses on East Asia and global issues, holding workshops with a diverse group of faculty from 2- and 4-year colleges to test new courses, develop teaching units, and providing pedagogical

training for post-doctoral fellows. The program created 68 downloadable teaching units that are available for free on the web, and trained more than 18 postdoctoral fellows, who have gone on to pursue teaching careers at institutions across the country. While ExEAS has concluded, we continue to apply its lessons and aspects of its model with successive generations of postdoctoral scholars. Between 2018-2022, for example, we hosted 17 postdoctoral scholars, each of whom taught at least one new course on such topics as “Sino-African Relations,” “South Korean Film and History,” and “Sonic Modernity in East Asia.” We plan to make these new syllabi available online as a teaching resource, and to update the older teaching units and syllabi which are still in use by faculty across the country.

***Business, Media and the General Public.*** The **Asia Pacific Lecture Series** of the East Asia NRC is a major source of information about Asia in New York City, and we are requesting partial support for it [Budget p. 3]. Open to the public and advertised in print, email, internet, and social media, the series provides an opportunity to discuss major issues in the fields of business, law, government, politics, the arts and humanities with leading figures from the U.S. and the region. Our various East Asia Centers mount **special seminars and conferences** that bring members of the business, diplomatic, legal and NGO communities to campus. The Center for Japanese Economy & Business, the APEC Study Center, and the Center for Korean Research examine contemporary economic and business issues across the region. The Gordon Wu Distinguished Lecture Series brings Chinese business leaders to the School of Business to share perspectives with school alumni and the scholarly and business communities. The Centers for Chinese, Japanese and Korean Legal Studies sponsor regular lectures for professionals in the legal community. The Modern Tibet Studies Program brings in business practitioners, NGOs, and heritage community members to discuss issues of sustainable business investment, cultural

preservation, human rights and democracy in Tibet. Our **Policy Forums** are open to the public and bring important U.S. and Asian policymakers and policy experts to Columbia to discuss issues of global importance. Recent Policy Forums have featured such notables as H. R. McMaster, former U.S. National Security Adviser, who spoke in 2019 on “The Future of the U.S.-Japan Alliance,” and Bi-khim Hsiao, Taiwan’s top representative to the U.S., who spoke in 2020 (virtually) on “Challenges and Opportunities in U.S.-Taiwan Relations. Other policymakers and experts have included: Taro Kono, the Japanese Minister of Defense (2020); Bonnie Glaser, Director of the ChinaPower Project at the Center for Strategic and International Studies (2021); Johnny Chiang, former party chairman of the Kuomintang, Taiwan’s opposition party (2022).

Our Program on **Contemporary Culture & Art** in East Asia, open to the public, explores cultural production and influences in East Asia, and the role they play in shaping issues in U.S. culture, through visual art, literature, and film, and invites featured artists, writers, curators, and filmmakers to participate in panels. Center faculty also actively address the public need for information concerning East Asia through lectures, consulting, board memberships, and media appearances. Our **Professional Fellows Program** provides training in regional affairs and U.S. policy toward Asia for mid-career government officials, business people, journalists, and legal specialists from the U.S. and abroad. And finally, most of our classes are open to the public through the School of Continuing Education.

The East Asia NRC’s media outreach is among the most active in the country. Members of our faculty made hundreds of media appearances in 2018-2022; they served as expert sources for major print and television news outlets, published op-eds, and featured in a wide range of digital media including podcasts and video interviews. Our faculty are regular contributors to international publications such as *The New York Times*, *Foreign Affairs, Nikkei Asia, Newsweek*

*Japan,* and the *South China Morning Post*. Faculty members and research scholars such as Andrew J. Nathan, Thomas J. Christensen, and Michael C. Davis were frequently tapped to weigh in on US-China relations and developments in Hong Kong and Taiwan, while Gerald L. Curtis, Daniel Smith, Takako Hikotani and others provided insight into Japanese politics and foreign relations. Shang-Jin Wei, who served as the Chief Economist of the Asian Development Bank from 2014-2016, provided regular commentary on developments in China’s economy as a columnist for *Project Syndicate*; and Stephen Noerper, a specialist in Korean politics, made frequent appearances on Korea’s *Arirang News*. Lien-Hang Nguyen advanced the Center’s media presence in Southeast Asian studies by making appearances as a Vietnam expert in high- profile venues such as the BBC and *The New York Times*, and by serving as advisor on television and film sets. The national and international impact of East Asian studies at Columbia is enhanced by several **publications programs** that are sources of path-breaking scholarly works on East Asia. To date, 293 major monographs have been published as Studies of the Weatherhead East Asian Institute (45 in the past grant cycle). An additional 4 books were published as part of a new joint initiative between our Center for Korean Research and the Columbia University Press. 17 of the WEAI books came out in *Asia Perspectives*, a series which deals with important Asian topics that cross the boundary between scholarly monographs and more encompassing general works, and 43 as *Weatherhead Books on Asia*, which publishes

high-quality translations of works in Asian languages for students, scholars and the general reader. In the past cycle, we expanded our social media presence, gaining some 1500 new followers on Twitter over the last cycle. Our output of videos has more than doubled since 2018, and the pace of new video releases picked up during the pandemic, resulting in a YouTube subscribership growth of more than 150% in 2021 alone.

1. PROGRAM PLANNING AND BUDGET

The chief goals for which we seek funding in this grant cycle are stated in the Abstract. Table 13 maps the relationship between the East Asia NRC’s goals and NRC/FLAS priorities, and lays out the timelines for project implementation. The specific relationship between our goals and budget may be gleaned from the Budget Form.

# Table 13 - Relationship between Center Goals and NRC/FLAS priorities

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Activities and Objectives for the 2022-2026 Cycle** | **Priority** |
| Engaging the Real World | Develop, update, and offer **Business Chinese courses and textbooks** -- increase competitiveness in international job marketYr. 1: develop and offer new course Advanced Business Chinese II (4th-year)Yrs 1-4: develop new teaching materials for Adv. Business Chinese I and II (3rd-year); update/revise textbooks created for Business Chinese I and II | Absolute |
| Newly develop and offer **4th Year Business Korean and 3rd Year Media/Pop Culture Korean courses** – increase competitiveness in international job marketYrs. 1-2: compile materials, create syllabi, develop business internship program Yrs. 2-4: offer courses, internship, develop audiovisual teaching materials | Absolute |
| Comprehensive **reform/update of Japanese language curriculum (1st-6th year levels)** - promoting literacy in less-taught priority language, training teachers in new methods, disseminating materials and knowledge for national useYr. 1: revise syllabi, exams for 1st and 2nd year levels, create “flipped class” materials Yr. 2: revise syllabi for 3rd year and “Scholarly Reading” levels, create multimodal materials and project-based activities and assessmentsYrs. 3-4: revise syllabi for 4th and 5th year levels, create multimodal materials and project-based activities/assessments | Absolute |
| Develop **New Teaching Materials and Textbooks for Intermediate and Advanced Tibetan Language** – promoting literacy in a less-taught priority language, disseminating teaching materials for national useYrs 1-2: compile materials and develop textbook for 3rd-year TibetanYrs 2-4: create audiovisual materials for both 2nd- and 3rd-year courses/textbooks | Absolute |
| **Contemporary China in the World** project – develop new multidisciplinary teaching content and generate/disseminate knowledge on subjects important to nation and world Yrs 1-4: **Sino-Vietnamese** postdoctoral fellows teach new courses and conduct research; develop/offer new courses on contemporary China, Inner Asia, and **Sino- Tibetan** topics; graduate student workshops on **Chinese urban planning** in School ofArchitecture | Absolute |
| **Climate Change in Asia** project – develop new multidisciplinary teaching content and generate/disseminate knowledge on subject of vital importance to nation and worldYrs 1-3: offer 3 new courses, organize hybrid research workshops in collaboration with Indiana University Inner Asian and Uralic NRC and Columbia’s LDEO, create databases, host workshop on sustainable urbanization in ChinaYr 4: organize 2 conferences in collaboration with LDEO and Indiana University NRC, create and publicize databases, publish findings on sustainable urbanization in China | Absolute |
| **Asia Pacific Lecture Series** –Increase US understanding of major issues relating to EAthrough outreach to academic, business, diplomatic communities, and media and public; disseminate academic knowledge for public use | Absolute |

|  |  |  |
| --- | --- | --- |
|  | Yrs 1-4: - plan lectures & workshops on topical issues of emerging importance, with emphasis on including diverse perspectives and wide range of views |  |
| **AY and Summer FLAS Program** – promoting advanced literacy in four priority languages; increasing functional literacy among non-specialistsYrs 1-4: annual FLAS summer and academic year competitions | Absolute FLAS P1 FLAS P2 |
| Engaging Under- served Groups | Make Columbia Chinese Study Abroad Programs accessible to Title III students by promoting **FLAS opportunities to CUNY students**Yrs 1-4: run annual competition; recruit applications from CUNY generally, and Hunter College Chinese studies program in particular | Absolute NRC P1 |
| **Collaborate with Hunter College (CUNY) to Promote Chinese Language Acquisition/Instruction in K-12 Schools and Community Colleges Across Nation** Yrs 1+3: promote and run Chinese-language vlog contest for community college students Yrs 2+4: promote and run Chinese-language vlog contest for K-12 students | Absolute NRC P1 NRC P2 |
| **K-12 Online and In-service Teacher Training** to underserved populations across the nationYrs 1-2: create new online courses; convert existing materials into online courses Yrs 1-4: in-service training | Absolute NRC P2 |
| **Teaching Resources Web Portal** -- put academic resources to public use by providing free and publicly accessible teaching and area content to Title III’s, teachers, media and the public.Yr 1: consolidate/compile materials and sites, create new materials Yrs 1-4: outreach to all NRCs, Title III and V community, and public | Absolute NRC P1 |
| Increase size and accessibility of **East Asia Library collection** to all scholars through acquisitions and digitization.Yrs 1-4: annual acquisition trips to Asia; digitization of special collections | Absolute NRC P1 |

As indicated in Table 13, the East Asia NRC is focused on the continued improvement and expansion of our East Asian language program, and many of our goals are related to this comprehensive project. We are developing new courses in Advanced (4th-year) Business Chinese II and Advanced Business Korean, in response to increasing demand from students at the undergraduate level as well as in our professional schools, such as the Columbia Business School, who have already developed intermediate and advanced skills in these 2 languages. We are creating a new third-year course in Media and Pop Culture Korean as well, again in response to strong student demand. In the upcoming grant cycle, we also plan a comprehensive overhaul and updating of our Japanese language program to bring its curricula, methods, and materials fully into line with the international Common European Framework of Reference for Languages/Japan Foundation [CEFR/JF] Standard for Japanese language competency (p. 3). In doing so, we seek to respond to an increasingly diverse student body as well as the growing

variety of language contexts and text forms in our globalizing world. We are asking for funds to help support the 7 Japanese language instructors who will collaborate on this ambitious project, train colleagues and teaching assistants, and share their findings nationally at language pedagogy workshops/conferences and in publications. Finally, we request support for our pioneering Tibetan language program which, in partnership with the Modern Tibetan Studies Program, developed in the last cycle innovative textbooks for modern (colloquial) Tibetan at the 2nd and 3rd year levels. Columbia University is unique in now offering two full tracks of instruction in both colloquial and literary Tibetan for three years each, thereby promoting literacy in one of the main languages of an understudied region (Western China/Inner Asia). In the next cycle we seek funding to develop **additional teaching materials for colloquial Tibetan at the 2nd and 3rd year levels**.

The East Asia NRC continues to develop its **Contemporary China in the World** project, inaugurated in the last grant cycle, which creates and disseminates interdisciplinary knowledge about the Sinosphere in Asia and beyond. Building on the success of ongoing Sino-Vietnamese curricular, programming, and archival digitization projects, as well as the University’s significant recent investments in Vietnamese studies, we seek funds to support research and teaching by **postdoctoral scholars specializing in modern Vietnamese and Sino-Vietnamese topics**.

Another key transnational issue for contemporary China, especially in its northwestern borderlands, is Islam. For the next cycle, we ask for funds to help support development of **new courses on China, Islam, and Central Asia**.

Related to the ongoing Contemporary China initiative is our new **Climate Change in Asia project**. Research and teaching related to climate change are a major new priority at Columbia: the Climate School was launched 2021 to coordinate and build capacity from existing research

hubs such as the Earth Institute, the Lamont-Doherty Earth Observatory, the Center for Climate Systems Research, and other centers. At the same time, recognition of the urgent need for greater collaboration between the natural sciences and the humanities/social sciences in confronting the challenge of climate change is expressed in new initiatives such as “Climate Humanities,” a program started in 2020 by the Graduate School of Arts and Sciences. The success of recent programs by the MTSP focused on **climate change on the Tibetan plateau**, which is the source of water to 1/3 of the world’s population downstream, prompt us to plan an **annual workshop and conference series** in collaboration with the Lamont-Doherty Earth Observatory [LDEO] and the Inner Asian and Uralic NRC at Indiana University, in addition to a **new course on climate change in Inner Asia** (co-taught by Tibet historian Gray Tuttle and LDEO dendroclimatologist Brendan M. Buckley). We will also develop **online resources for climate change research** in order to compile and share the rapidly growing body of research on this subject with educators and students as well as policymakers, the mass media, and general public. In the new cycle we request funds to support an administrative/teaching position in modern Tibetan studies for Years 1-4, which will provide direction and coordination for the MTSP and especially its climate initiative, while adding courses on modern Tibet—including a new course on “Tibetan Rivers and Roads: Infrastructure, Environment and Urban Lives.” We also seek funds in partial support of a **postdoctoral fellowship, in Year 2, on Climate Change** in Inner Asia. Our primary climate focus in this grant cycle is High Asia, the “Roof of the World,” but there are related projects underway in Japanese and Chinese studies for which we seek modest start-up funding as well. One, a project directed by Japanese literature scholar Haruo Shirane, is “greening” the Japanese curriculum by developing modules about climate change for inclusion in introductory courses, and plans the creation of an **online bibliographic database for Japanese**

**climate studies** like that of the MTSP. Another is led by Weiping Wu, Interim Dean of the School of Architecture, Planning and Preservation, who is collaborating with researchers in Hong Kong to examine neighborhood-level urbanization in China in order to propose new forms of sustainable urban development attentive to the health and well-being of residents. Her **workshop on sustainable urbanization in China** will result in publication of an edited volume.

We continue to provide greater opportunities in East Asian studies for historically underserved populations. We have built and actively maintain a strong outreach network with East Asia specialists at Title III and V institutions in the region (including Baruch College, City College, York College, Lehman College, and Hunter College) through our University Seminars, educator workshops, and teaching and research collaborations. In seeking to leverage that network to provide opportunities for outstanding students at Title III and V colleges to receive FLAS fellowships, however, we found that applications numbers were low, owing to the personal and financial challenges faced by Title III and V student populations. In the last cycle, therefore, we began a **targeted partnership with Hunter College, and its Chinese Language Flagship Center**, to focus on the early identification and mentoring of eligible students within their growing honors program. Thanks to this outreach, we achieved our goal of enabling at least one or two Hunter College undergraduates to compete successfully for summer FLAS fellowships each year. In addition, we used the partnership with Hunter College to diversify and expand our already robust K-12 teacher training and outreach programs. In 2022-2026 we will continue to work with Hunter College, and we seek funds to support two new initiatives Hunter College will host and organize with the aid of our Chinese language program, that are designed to support and motivate community college and K-12 Chinese-language learners and their teachers across the nation: a **Chinese-language national vlog contest for community college**

**students** in Years 1 and 3, and a **Chinese-language national vlog contest for K-12 students** in Years 2 and 4 [Budget p. 3].

The East Asia NRC focuses the efforts of more than 109 disciplinary and 29 full-time language faculty, as well as 36 adjuncts and research scholars, from across the Columbia schools and departments to create a cohesive and comprehensive teaching program [Appendices A and C]. This critical mass of scholars not only ensures the depth and breadth of our teaching program, but it also allows the university to concentrate its resources in the areas of staffing, library support, and extracurricular programming to maximize synergy and efficiency gains. This cost effectiveness is reflected in our budget. Much of the funding we are requesting for our programs, such as the Contemporary China in the World and the Climate Change in Asia projects, the Advanced Business Chinese and Korean courses, the revision of the Japanese language curriculum, and the textbook and teaching materials for colloquial Tibetan and advanced Legal Chinese will create materials to be used on an ongoing basis by Center faculty, as well as by faculty from Title III and V institutions as we make these outputs available online. Long-term cost effectiveness may also be measured in the degree of university support gained by the seeding role played by Title VI support [see Table 1] and in the extent to which activities once paid for out of Title VI are now supported by university funds [p. 2]. The activities of the East Asia NRC engage all Columbia students by incorporating East Asian content into the core curriculum and exposing undergraduates to East Asian studies, as demonstrated by increases in course enrollment and East Asia graduation rates [Tables 9 and 5; Appendix A]; by bringing specialized East Asia knowledge and a broad array of study options to students who later choose to engage with the region through careers in government, law, business, and the sciences; and by training and nurturing future East Asia experts through a world-class East Asian teaching

program. Our priorities for 2022-2026 will also reach and engage students in underserved populations beyond Columbia. Table 7 shows the long-term community, national and international impact of the East Asia NRC’s activities.

1. PRIORITIES

The East Asia NRC makes every effort to meet the absolute and competitive preference priorities for the NRC and FLAS programs. First, diverse perspectives and a wide range of views are presented in all speaker series supported by the Center (pp. 28, 40-41, 43), and we promote lively debate on international affairs in all our workshops, symposia, and other public events. We encourage government service relating to East Asia by means of our student counseling activities (pp. 18-19, 22-23), through internships, and by featuring speakers as well as alumni (on career panels) who are prominent civil servants. Many of our faculty, including Tom Christensen, Merit Janow, David Sandalow, and Stephen Sestanovich, bring their own extensive experience in government service to bear in their scholarship, and their teaching and mentoring activities (Appendix C). Christensen, a China expert, is the current Interim Dean of SIPA, where he oversees the granting of over 700 M.A. degrees annually in public policy. Approximately 15% of all SIPA graduates go on to work for the U.S. government. Our Center mentors SIPA students directly through our East Asian Certificate Program, and in its supervision of SIPA Asia-related student groups, such as APAC (pp. 17-19). Recent graduates of our MARSEA program have gone on to national service as regional affairs specialists in the Air Force and Army. In the last cycle, 10% of Columbia graduates who studied East Asia went into U.S. government or military service [Table 12]. As for Absolute Priority 2, the East Asia NRC supports teacher training activities in many ways at Columbia and beyond. On campus, we continue our program of educator workshops for Title III and V faculty as well as our own doctoral and postdoctoral

students and we remain committed to active support of the training of teachers of 5 priority languages, through our TCSOL and Japanese language pedagogy programs, our proposed Korean language pedagogy programs, our language pedagogy speaker series, and other proposed projects for our language programs (pp. 2-3, 7-8, 27-28, 43). Beyond Columbia, we actively train K-12 teachers through our AFE outreach initiative (pp. 36-39).

Our proposal for 2022-2026 meets the NRC Program’s Competitive Preference Priority 1 by

a) continuing our work to create a vibrant network of East Asia specialists in the Tri-State area, by means of active outreach to MSIs such as the schools within CUNY (pp. 39-40, 47), and b) through our focused collaboration with Hunter College (CUNY), and specifically its Chinese language program (pp. 30, 44, 47-48). We are meeting Competitive Preference Priority 2 by collaborating with the Teacher Education program at Columbia’s Teachers College (pp. 8, 36- 37). Finally, our Center meets the FLAS Program’s Competitive Preference Priority 1 by prioritizing eligible FLAS applications by financial need, and Competitive Preference Priority 2 by awarding FLAS academic year fellowships in the priority LCTLs of Chinese, Japanese, Korean, and Tibetan.