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**The Asia Pacific Center at the University of California, Los Angeles**

**Proposal to the**

**U.S. Department of Education to fund a**

**National Resource Center for East Asian Studies**

**and Foreign Language and Area Studies (FLAS) Fellowships 2022-2026**

**Submitted February 14, 2022**

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* Gene Block, Chancellor, UCLA
* Christina Christie, Professor & Wasserman Dean, UCLA School of Education & Information Studies (K-12 teacher training programs)
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## UCLA East Asia NRC-FLAS ACRONYMS AND ABBREVIATIONS

|  |  |  |  |
| --- | --- | --- | --- |
| **ACLS** | American Council of Learned | **ILR** | Interagency Language Roundtable |
|  | Societies | **J** | Japanese (language) / Japan |
| **ACTFL** | American Council on the | **JRI** | UCLA-Peking Univ. Joint |
|  | Teaching of Foreign Languages |  | Research Institute |
| **ALC** | Department of Asian Languages | **K** | Korean (language) / Korea |
|  | and Cultures | **LA** | Los Angeles |
| **AP** | Absolute Priority | **LAI** | Latin American Institute |
| **APC** | Asia Pacific Center | **LAUSD** | Los Angeles Unified School |
| **ASC** | African Studies Center |  | District |
| **ASM** | Anderson School of Management | **LCTL** | Less Commonly Taught |
| **C** | Chinese (language) / China |  | Language |
| **CA** | California | **LD** | Lower-Division |
| **CAT** | Center for the Advancement of | **MSI** | Minority Serving Institution(s) |
|  | Teaching | **MOU** | Memorandum of Understanding |
| **CBS** | Center for Buddhist Studies | **NHLRC** | National Heritage Language |
| **CC** | Community College(s) |  | Resource Center |
| **CCS** | Center for Chinese Studies | **NTNU** | National Taiwan Normal |
| **CERS** | Center for European and |  | University |
|  | Eurasian Studies | **NTT** | Non-Tenure-Track |
| **CEWM** | Center for East-West | **OPI** | Oral Proficiency Interview |
|  | Medicine | **PCC** | Pasadena City College |
| **CKS** | Center for Korean Studies | **PoCA** | Program on Central Asia |
| **CPP** | Competitive Preference Priorities | **SEIS** | School of Education and |
| **CNES** | Center for Near Eastern Studies |  | Information Studies |
| **CSEAS** | Center for Southeast Asian | **TCJS** | Terasaki Center for Japanese |
|  | Studies |  | Studies |
| **DGSOM** | David Geffen School of Medicine | **T/TT** | Tenure / Tenure-track |
| **DL** | Distance Learning | **TA** | Teaching Assistant |
| **EDI** | Equity, Diversity and Inclusion | **TEP** | Teacher Education Program |
| **EA** | East Asia(n) | **UC** | University of California |
| **EAL** | East Asian Library | **UCLA** | University of California, Los |
| **EAP** | Education Abroad Program |  | Angeles |
| **GCPI** | Global Chinese Philanthropy | **UCLA II** | UCLA International Institute |
|  | Initiative | **UD** | Upper-Division |
| **HGP** | History Geography Project | **UG** | Undergraduate(s) |

# SECTION A: COMMITMENT TO THE SUBJECT AREA

The Asia Pacific Center (APC) at the University of California, Los Angeles (UCLA) promotes greater knowledge and understanding of Asia and the Pacific region on campus and in the community through innovative research, teaching, public programs, and local and international collaborations on East Asia (EA). The center has served as a hub for interdisciplinary research, institutional growth of Asian studies on campus, and K-12 teacher training and outreach programs with other minority serving institutions (MSI) and community colleges (CC) for over 40 years, including 20 years as a Title VI NRC for EA studies. APC is currently home to a thriving Taiwan Studies Program and Program on Central Asia (PoCA). It is also an academic partner of the Global Chinese Philanthropy Initiative (GCPI). Given the importance of EA to Los Angeles (LA), along with UCLA’s unique location in southern California (CA), EA studies is integral to UCLA’s academic and outreach missions as a global university. UCLA’s Chinese and Japanese studies programs were established in 1947, and its Korean studies program, the largest and among the most prestigious in the US, was established in 1985. For over 70 years, UCLA has committed significant institutional and financial resources to ensure that its multidisciplinary EA studies programs continue to thrive and remain among the strongest and most successful in the country. ***Institutional Support for APC and EA Studies.*** APC is housed in the International Institute (UCLA II), UCLA’s hub for international studies with 26 research centers and 5 academic programs offering interdepartmental degrees. It also houses the US State Department’s Fulbright Program Office for all international scholars in southern CA. UCLA fully covers salary, benefits, stipend and course releases for the APC director (tenured faculty) with substantial support for administrative staff and student workers (Section E). UCLA II also provides APC with institutional support for IT, communications, finance, grant and personnel management, fundraising, and

international partnerships and agreements. APC occupies a corner suite with 2 staff offices and communal work space, and a separate office for the director. It shares the use with other NRCs and centers in UCLA II of 3 conference rooms, which have recently been upgraded and technology-enabled for hybrid meetings, and space for visiting scholars. APC works closely with the Center for Chinese Studies (CCS), Terasaki Center for Japanese Studies (TCJS), Center for Korean Studies (CKS), and Center for Buddhist Studies (CBS), all housed in UCLA II, to support EA studies and related programs at UCLA. In 2020-21, UCLA provided $1,235,430 in institutional support for these centers, supplemented by a mix

**Figure A.1: UCLA Institutional Support for EA Studies, 2020-2021**

4% 1% 2%

5%

13%

75%

Graduate Students EA Libraries

APC

Faculty

EA Language/Lit Depts. Other EA Units

of endowment income, grant funds and private donations. Figure A.1 shows the distribution of UCLA funding support for EA language and area studies departments, centers and institutes, graduate students, and faculty in 2020. Such support has increased by 35% since 2018 to a total current institutional commitment of $38,662,495.

### Institutional Support for Teaching Staff. UCLA

has increased its investment in faculty salaries and benefits 21% to a total of $29 million since 2018, adding 14 new EA faculty in tenured/tenure-track (T/TT) positions across 9 departments to a total of 110 regular teaching faculty in more than 27 departments and professional schools. The Vice Provost of International Studies and Global Engagement, the Dean of Humanities, and the Dean of the School of Nursing are all EA faculty. EA faculty hold 15 campus endowed chairs, and UCLA has 6 endowed chairs in EA studies fields, including the country’s only endowed chair in Korean Christianity.

***Institutional Support for Library Resources.*** The UCLA Richard C. Rudolph East Asian Library (EAL) houses North America’s 11th largest EA collection and the largest number of electronic volumes in the country as of 2020, with the Japanese and Chinese collections in the top 10 and Korean collection the 11th largest. EAL serves UCLA as well as all 10 UC campuses and acts as a resource hub for K-16 institutions and the public throughout CA and nationwide. The EAL’s total budget of $2.075 million in 2020-21 represents a 66% increase since 2018 (Section F). In 2016, UCLA received a $5 million endowment to fund the EAL head librarian position.

***Linkages with Institutions Abroad.*** UCLA has 64 formal research collaborations and Memoranda of Understanding (MOU), 32 study abroad programs and 5 student exchange and training programs in EA. More than a third of all UCLA MOUs are with institutions in EA. UCLA has an office in Tokyo, and operates 3 Global Classrooms in Nanjing, Shanghai, and Nagoya, offering US college level courses to high school students in China and Japan who earn academic credit from UCLA Extension. Since 2018, UCLA has held 9 Global Forums in EA, featuring admissions and alumni programs and faculty lectures. The UCLA Chancellor is currently the president of the Association of Pacific Rim Universities. UCLA is an institutional member of the Inter-University Center for Japanese Language Studies in Yokohama, Japan, and was a founding partner and co- chair of the Inter-University Center for Korean language study at Sungkyunkwan University established in 2015, both of which offer advanced language study to international academic and professional students. The schools of medicine, architecture and engineering have joint research and training programs with university partners in EA that advance international approaches to global issues. APC itself maintains active partnerships with 8 institutions in China, Japan, Hong Kong, and Taiwan which support collaborative research, student and scholar exchanges, and international study programs. It has raised over $5 million since 2017 in grants and private

donations to support collaborative research and training, for Taiwan studies and Mandarin language training with National Taiwan Normal University (NTNU), and the GCPI Research Network in partnership with Zhejiang, Tsinghua, Jinan and Hong Kong Universities.

***Institutional Support for Outreach.*** On average, over 100 public programs on EA take place at UCLA each academic year. Even during the challenging times of the COVID-19 pandemic, activities have continued online or in hybrid format. The university supports these activities with matching funds and in-kind support including facilities, venues, publicity and technology services, and has provided extensive support and training for virtual webinars and meetings. The UCLA School of Education and Information Studies (SEIS) houses the History-Geography Project (HGP) and Teacher Education Program (TEP) for teacher training and outreach to urban schools, with which APC partners for K-12 programs. UCLA maintains partnerships with LA Unified School District (LAUSD) schools that offer dual language immersion, including 2 Mandarin elementary schools, 1 middle and 1 high school language magnet school, and the UCLA Community School, located in the low-income neighborhood of Koreatown, which offers a dual immersion Korean program. The UCLA Fowler and Hammer Museums offer regular exhibitions, public programs, and film series on EA culture and art. The UCLA Department of Asian Languages and Cultures (ALC) Yanai Initiative, with $2 million in endowment funding, brings Japanese cultural programs to LA annually.

***Institutional Support for Students Related to the Center.*** UCLA graduate students receive institutional support in the form of recruitment fellowships, TA and researcher appointments, and research and dissertation awards. In 2020-21, graduate students in EA fields received over $5 million in institutional support, with an average award of $49,478 per year. In addition, UCLA offers supplemental grants and awards for graduate students’ conference travel, field research, and

writing ranging from $500-$8,000 from department and center funds. APC offers scholarships for graduate and UG students for Taiwan studies research and Mandarin language training through its

J. Yang endowed scholarships and Taiwan in the World programs, as well as dissertation research on Asia in global and comparative perspectives from its Hiroshi Wagatsuma endowed fellowships. Since 2018, APC has awarded a total of $816,642 in student fellowships.

# SECTION B: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

***Languages and Levels of Instruction.*** Chinese, Japanese, and Korean (CJK) language instruction is offered through the department of ALC, which offers four levels of modern CJK at elementary, intermediate and advanced levels (3rd and 4th year). Students may also take specialized courses on advanced speaking, reading, academic texts, language and culture, linguistics, and classical CJK. There are separate tracks for heritage language learners—students with some proficiency in or a cultural connection to the language—in Chinese and Korean at the elementary and intermediate levels, and two heritage courses in advanced Japanese which accommodate students with other EA language backgrounds as well. Placement tests are conducted throughout the year to determine students’ proficiency and assign them to classes at the appropriate level of instruction. In addition, ALC offers a 1-year MA in CJK language pedagogy for teachers.

ALC also provides instruction in minority EA less commonly taught languages (LCTL), including Taiwanese (Minnan), for which APC provides funding from its Taiwan Studies Program, and Okinawa/Ryukyuan, which was initially piloted in 2020. These courses are taught through a 1-2 quarter language and culture series in ALC, in which the language is introduced through cultural media including texts, visual media, and popular culture. We request funds to support instruction in Cantonese, a new EA LCTL at UCLA, and to expand Okinawan/Ryukyuan, an endangered language (BUDGET I.B.1&2). As APC takes the lead in developing new programs

in indigenous EA studies, UCLA is poised to become a new hub of EA language instruction and preservation through and curricular development for EA LCTLs.

***Enrollments.*** In 2019-20, CJK languages were among top 5 in enrollment at UCLA, after Spanish and French.

Table B.1 shows courses and enrollments for 2020-21. 4,113 students enrolled in 86 CJK language classes with 103 sections at all levels from elementary to advanced. Since 2018, the number of language courses has increased 26%, and enrollments in advanced levels of CJK

**Table B.1: 2020-21 Language Courses and Enrollments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Language** | **Courses** | **Sections** | **Enrollments** |
| **Chinese** | | | |
| Elementary | 6 | 9 | 625 |
| Elementary-Heritage | 3 | 3 | 191 |
| Intermediate | 6 | 6 | 163 |
| Intermediate-Heritage | 3 | 3 | 24 |
| Advanced | 14 | 14 | 315 |
| **Subtotal** | 32 | 35 | 1,318 |
| **Japanese** | | | |
| Elementary | 6 | 9 | 795 |
| Intermediate | 6 | 10 | 435 |
| Advanced | 16 | 17 | 283 |
| **Subtotal** | 28 | 36 | 1,513 |
| **Korean** | | | |
| Elementary | 6 | 9 | 632 |
| Elementary-Heritage | 3 | 3 | 131 |
| Intermediate | 6 | 8 | 215 |
| Advanced | 11 | 12 | 304 |
| **Subtotal** | 26 | 32 | 1,282 |
| **Total** | **86** | **103** | **4,113** |

have increased in all three languages with a 6.4% increase overall.

In addition to the regular academic year CJK course sequences, ALC offers intensive summer language programs in beginning, intermediate and advanced levels, which can be taken individually in 3-week intensives equivalent to one quarter of instruction, or in a 9-week sequence equivalent to a full year at each level. At UCLA, 20 CJK classes were taught in summer 2021 with a total enrollment of 1,003. Students may also cross-enroll in language and study abroad courses offered by other UC campuses. The UCLA II offers some LCTLs from other world areas via distance learning (DL) through this program, and APC will work to add Cantonese, Taiwanese, and Okinawan/Ryukyuan as DL courses after evaluation of these courses in years 2 and 3.

***Range and Availability of Courses Employing EA Languages.*** Outside of language, literature and linguistics, other courses and programs also make extensive use of CJK languages in the

classroom, including reading seminars in Japanese and Korean Buddhist texts (Religion) and Chinese History of the Ming through the Republican Eras (History) which uses original materials such as casual jottings (*biji* 筆記), Qing court memorials, poetry and fiction, police reports, journalist writings, and sound recordings. Faculty also organize individualized independent studies that use authentic language materials for graduate students across many disciplines to conduct dissertation research. Graduate seminars, such as Chinese Art (Art History) and Historiography of Early Modern Japan (History), regularly bring in visiting scholars from EA and incorporate CJK as the language of instruction.

The UCLA-Peking University Joint Research Institute (JRI) offers a summer research exchange program for STEM students, with a preparatory intensive 2-week Chinese language component. In 2019-20, the UCLA Center for East-West Medicine (CEWM) in the David Geffen School of Medicine (DGSOM) developed a pilot program to train medical professionals in healthcare-related Chinese language which was offered to 1st and 3rd year medical students at UCLA. APC requests Title VI funds to expand this program (BUDGET I.B.3, V.2), as well extend it to our CC-MSI partners at the Pasadena City College (PCC) Chinese program (BUDGET VIII.A.1).

***Language Faculty and Training.*** UCLA has invested over seven decades in training, professional development and retention to build outstanding CJK language programs with the highest quality of instruction. ALC has 3 tenured faculty, who also serve as language coordinators, 14 full-time CJK language lecturers (5 C; 4 J; 5 K), and 12 teaching assistants (TA). All UCLA language instructors have a PhD or a master’s degree in a language-related discipline or linguistics, including language pedagogy. Tenure-track and visiting faculty teach advanced and specialized language courses, including classical CJK and Taiwanese language and culture.

All CJK instructors are trained in performance-based language instruction aligned with national standards provided by the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI). ALC also requires TAs to enroll in a one-quarter graduate level training course specifically designed for language content and pedagogy.

UCLA hosts the Title VI National Heritage Language Resource Center (NHLRC), with which UCLA CJK language instructors are affiliated. NHLRC develops effective pedagogical approaches to teaching heritage language learners through research, curriculum design, instructional materials, and teacher training. APC requests Title VI funds to support professional development and language pedagogy workshops in collaboration with NHLRC for faculty, graduate students, and K-16 language instructors from southern CA, including CCs and MSIs. We also request support for professional development for UCLA CJK instructors and students in the Language Pedagogy MA program, including conference travel and ACTFL OPI training and certification (BUDGET VIII.3, VIII.4, and VIII. 5).

In 2021, APC formalized a program to bring up to 2 visiting faculty and 4 graduate researchers annually from the NTNU Chinese language department to offer Chinese for specific purposes such as business and healthcare, participate in language pedagogy workshops, and provide supplemental language tutorials for students in the language classes.

***Performance-Based Instruction and Proficiency Requirements.*** The ALC CJK language program integrates performance-based approaches to instruction emphasizing four skills: speaking, listening, reading and writing. Programs at each level set goals in communication, cultures, connections, comparisons and communities and use progress indicators with language specific outcomes that learners are expected to master (Table B.2). Students with prior exposure to the language outside the classroom might be placed into the heritage or advanced beginners track

based on their level of listening skills, lexical choices in language production, and awareness of discourse and politeness features. Students are assessed every term through projects, oral interviews, exams, quizzes and other assignments that follow ACTFL OPI and Interagency Language Roundtable (ILR) proficiency standards.

**Table B.2: CJK Performance-Based Proficiency Requirements by Level**

|  |  |
| --- | --- |
| **Level** | **Proficiency Requirements/Learning Outcomes** |
| Elementary | Familiarity with basic structures; greetings and introductions Ability to handle short descriptions on topics around self  Can ask and answer simple questions about daily life and routines, schedules, etc.  Can read and write short texts and messages in a different script using frequent vocabulary Expected to attain ACTFL intermediate low |
| Intermediate | Using more complex structures Maintaining conversation on simple topics  Reading longer passages, writing paragraphs, expanded vocabulary  Expected to attain ACTFL intermediate mid to intermediate high proficiency |
| Advanced | Wider range of topics, use of appropriate discourse markers with consistency, expanded range and length in speaking, reading and writing  Reading authentic texts, writing shows use of formal language and academic register Speaking and listening at normal rate of speech, prosodic features are normal Expected to have reached ACTFL intermediate high or advanced levels of proficiency |

***Language Resources***. UCLA provides a wide variety of language resources for students and language instructors, including open language labs equipped with over a hundred multimedia workstations for language training and practice. Students and instructors can view live satellite broadcasts and stream video and audio files, and have access to instructional software, printers and support staff at technology labs. EAL holds a collection of over 400 authentic Japanese Extensive Reading materials in the main reading room which is used in Japanese language courses. The Chinese language program has developed extensive computer-based spoken and written language corpora, including language for academic and professional purposes, as well as teaching materials based on those collections. APC requests Title VI funds to complete and digitize an online dictionary of the Ikema (Miyako Ryukyuan) language along with spoken and written language corpus of Okinawan for instructional purposes, as well as the creation and dissemination of Online Educational Resources for Japanese instruction and other EA curricula (BUDGET V.1.c and

VIII.3.a)

In addition to language coursework, APC and affiliated centers on campus host visiting scholars, writers, and filmmakers from EA who give lectures and talks in CJK through public programs whereby students can improve their CJK listening and speaking skills.

# SECTION C: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

UCLA offers courses on EA at the UG and graduate levels across the humanities, social sciences, professional schools and interdisciplinary programs. The campus offers 265 non-language EA- related courses across 29 departments and

**Figure C.1:**

**Non-Language EA Courses by Type**

110

LD

60

34

38

23

UD

Grad

Interdisciplinary Prof. School

professional schools, taught by faculty experts numbering 96, providing a selection of courses that is distinguished both in its breadth and its depth. Figure C.1 shows the numbers of course offerings at the lower-division (LD), upper- division (UD) and graduate levels as well as interdisciplinary and professional courses.

***Depth of Courses.*** EA is an integral part of UCLA’s UG educational foundation. In 2020-21, there were 8,886 UG and 518 graduate students enrolled in non-language EA courses. UCLA has in- depth course sequences including LD, UD and graduate courses in several EA non-language disciplines, including ALC, anthropology, art history, Asian American studies, archaeology, ethnomusicology, history, geography, gender studies, linguistics, political science, religion, and sociology, as well as in professional programs in architecture, film & TV, law, management, medicine, and public policy (Table C.1). UCLA offers the widest range of UG courses on Korea (over 50) of any US institution, drawing over 2,500 undergraduate students each year, and its Korean studies graduate program is the most comprehensive in the U.S. with the largest number

of Ph.D. specializations and by far the largest number of graduate students, currently estimated at 25-30 in various departments and programs across campus. There were 20 General Education courses with an EA focus offered in 2020-21 alone, including introductory courses on CJK civilizations as well as Buddhism and Anime, which regularly attract several hundred students

every year (Appendix 1).

Beyond the introductory courses, UCLA offers UD courses for majors and minors focusing on EA and those with regional concentrations on EA in a global context, as well as specialized courses on variable topics that fulfill MA and PhD requirements to address specific methodology and research needs of graduate students. For example, ALC offers extensive course clusters in Buddhism, premodern and contemporary CJK popular culture, and EA literature and cinema. Political Science offers

**Table C.1: Non-Language EA Courses by Discipline**

|  |  |  |
| --- | --- | --- |
| **Discipline** | **EA Courses** | **Region** |
| **Humanities (Total 120 courses)** | | |
| Art History | 13 | C, J |
| Asian Lang. & Cultures | 107 | C, J, K |
| **Social Sciences (Total 106 courses)** | | |
| Anthropology/Archaeology | 10 | C, K,  Tibet |
| Asian Am./Ethnic Studies | 8 | C, J, K |
| EA Area/Global Studies | 12 | C, J, K |
| Economics | 1 | J |
| Gender Studies | 8 | J, K |
| Geography | 6 | C, J |
| History | 27 | C, J, K |
| Linguistics | 6 | J, K |
| Political Science | 17 | C, J |
| Religion | 6 | C, J, K |
| Sociology | 5 | C, J |
| **Professional School (Total 39 courses)** | | |
| Architecture/Urban Design | 3 | J |
| Management | 5 | C, J |
| Ethnomusicology | 7 | C,K |
| Film/TV/Theater/Dance | 16 | C, J, K |
| Medicine/Public Health | 3 | C, Tibet |
| Law | 2 | C |
| Public Affairs | 3 | C, J |
| **Totals** | **265** |  |

LD courses on world and comparative politics that introduce students to EA in global context, followed by UD courses on *EA Political Thought* and *International Relations of EA*, and the graduate course, *Contemporary Chinese Politic*s.

***Professional School Courses.*** UCLA professional schools offer over 35 courses per year with an EA focus in 11 disciplines. In 2020-21, 727 UG and 128 graduate students were enrolled in these courses, respectively. In the professional schools, the Anderson School of Management (ASM) offers a Global Executive MBA with an Asia Pacific track that integrates classroom lecture and in-country experiential learning, with global immersion courses in China and Japan; Arts & Architecture offers studio courses that incorporate Chinese and Japanese design theories; the School of Music has beginning and advanced ethnomusicology courses in Chinese and Korean instruments; and the Urban Planning department offers graduate courses on transportation and development in China, Hong Kong, and Japan. CEWM trains medical students in a combination of modern western medicine with traditional Chinese medicine. APC is sponsoring the development of a new course in Social Welfare in Taiwan, to be taught in 2023.

***Non-Language Faculty and TA Training.*** UCLA non-language EA faculty is currently comprised of 30 in the humanities, 29 in the social sciences, and 37 in professional schools. There are 55 faculty who specialize on China, including Taiwan, 22 on Japan, and 4 on Tibet. UCLA has the largest permanent faculty specializing in Korea of any university on the U.S. mainland, with 15 ladder faculty in the fields of history, literature, Buddhism, Christianity, gender studies, sociology, theater, performance studies, and linguistics. Visiting professors and postdoctoral scholars also teach or co-teach new courses related to their expertise. APC takes a proactive role in creating and offering new courses through faculty curriculum development grants and support for visiting faculty instructors. Since 2014, APC has sponsored the creation of 13 new courses on Taiwan studies, EA interdisciplinary studies, global health, and Central Asia.

UCLA trains and supports graduate TAs to equip them to teach effectively and prepare them for careers in higher education. All new instructional assistants are required to take part in a

campus-wide TA training conference and to take a one-term course taught by faculty from their home department to receive training in pedagogy, curricula, diversity and ethics, as well as hands- on training. TAs also enroll in a training course concurrently with the course they are teaching, which consists of weekly meetings with the instructor of the course. International TAs complete a training program in language, cultural and communications skills. The Center for the Advancement of Teaching (CAT) offers supplemental pedagogical workshops, conferences, and recorded webinars which are tailored to Humanities, Social Sciences, and STEM graduate students and postdocs throughout the year. TAs are also eligible for grants to enhance their teaching.

# SECTION D: QUALITY OF CURRICULUM DESIGN

UCLA serves UG and graduate students who wish to specialize in EA and its languages with comprehensive and rigorous programs across a variety of disciplines. A range of majors and minors serve UGs, and graduate students may choose from interdisciplinary MAs in EA studies and work leading to a PhD, as well as global certificate programs in management and health sciences. All our degree programs require both language proficiency and substantial area studies coursework.

***UG Degree Programs*.** EA studies BA degree requirements equip UGs to work in a CJK-speaking environment, to bring a deep knowledge of the region to their professional lives, or to pursue graduate degrees. ALC has UG majors and minors in each CJK language and Asian humanities, as well as a major in Asian religions and a combined major with Linguistics. UCLA II academic programs offer a major with an EA track in Asian studies, and a minor in EA studies (Table D. 1). High performing juniors and seniors taking courses in CJK and in EA can complete a combined BA/MA in EA studies in 5 years through the departmental scholars program. Students majoring in one of the languages and cultures of EA must take a total of 4 years of the language. Language

competency is complemented by rigorous non-language training, with 6-12 upper division courses required in all majors. Interdisciplinary area studies majors and minors require 2-3 years of language study, as well as a summer or quarter of study abroad. From 2018-2021, 493 UG’s received EA degrees through these 7 majors and 3 minors.

**Table D.1: UCLA Requirements for EA UG Majors & Minors**

|  |  |  |
| --- | --- | --- |
| **EA Majors** | **2018-21 UG** | **Minimum Requirements** |
| ALC-Chinese, Japanese, Korean | 136 | 4 yrs. C, J or K, 1LD and 6 UD courses |
| ALC-Asian Humanities/Religion | 100 | 3 yrs. C, J or K, 1 LD and 8 UD courses |
| Asian Languages & Linguistics | 29 | 4 yrs. C, J or K, 2 LD and 6 UD courses |
| Asian Studies EA track-Interdepartmental | 101 | 2 yrs. C, J or K, 6 LD and 12 UD courses |
| **EA Minors** | **2018-21 UG** | **Minimum Requirements** |
| ALC-Asian Humanities | 18 | 2 LD and 5 UD courses |
| ALC-Asian Languages | 96 | 3 yrs. C, J or K, 1 LD and 2 UD courses |
| EA Studies-Interdepartmental | 13 | 3LD and 5 UD courses |

***Graduate Degree Programs.*** Graduate students may pursue EA PhD degrees in Buddhist studies, Chinese language and culture, Japanese literary and cultural studies, cultural and comparative studies with a C, J, or K focus, EA linguistics, or EA cultural and comparative studies through ALC. Master’s degrees are offered in teaching Asian languages (ALC) and interdisciplinary EA studies (UCLA II).

PhD students in ALC must demonstrate advanced (4th year) mastery of their primary EA language and competency in a second EA language. A second European or Buddhist canonical language may meet this qualification for some specializations. Students must complete two methodology courses and a comprehensive sequence of 14 area studies courses. Qualifying exams consist of written exams in 3-4 fields, oral exams, dissertation prospectus and the completion of the dissertation to receive the PhD.

The MA in language pedagogy requires four core courses on Asian language pedagogy, three supplementary teaching practicum courses at local schools, and two electives from ALC and/or other departments. The interdisciplinary EA studies MA requires three years of EA language

competency and 9 area studies courses, equivalent to 1-2 years of coursework. Students must submit three final research papers to a graduate committee.

***Curriculum in a Variety of Disciplines and Professional Fields.*** UCLA offers high quality EA- related training for both UG and graduate students, with EA concentrations offered in anthropology, art history, comparative literature, ethnomusicology, cinema and media studies, geography, public health, history, political science, sociology, and world arts and cultures/dance. All MA and PhD programs require that students whose research focuses on EA complete 4-5 UD and graduate courses on EA and reach sufficient proficiency in at least one CJK language to conduct primary research. From 2018-2021, 26 students at UCLA graduated with an EA studies MA, and 86 students earned PhDs related to EA from 27 different disciplines. 71% of EA graduate degrees were in disciplines outside of ALC.

The ASM Center for Global Management offers a global leadership track for students in the MBA, Executive MBA and Fully-Employed MBA programs that include two-week immersion courses in Hong Kong, Shenzhen, and Tokyo. The schools of medicine and public health offer a global health certificate with elective coursework, international research, and clinical training courses with partner institutions in China and Japan. Architecture and Urban Design leads the Architecture and Urban Design for Disaster Risk Reduction and Resilience (ArcDR3) initiative, in which graduate students engage in a collaborative research studio to rebuild and plan post- disaster community infrastructure across the Pacific Rim, with partner institutions in Japan, Taiwan, and mainland China among others in the region.

***Academic and Career Advisement.*** All UCLA UG and graduate students are assigned a trained departmental staff advisor who provides academic and career advising, and MA and PhD students are also assigned a faculty advisor based on their specific field and research interests. The UCLA

Career Center maintains a career resources library and offers workshops on job search strategies, résumé preparation, and interviewing, as well as an online job database. For graduate students, the career center offers advising focused both on traditional academic positions and careers outside the academy. The Graduate Student Resource Center serves graduate students’ academic and professional development needs with workshops and seminars on topics such as academic and proposal writing, research methods and communication, and career preparation.

The centralized campus services are complemented by seminars, information sessions and career panels organized by departments and centers. UCLA hosts the US State Dept.’s Diplomat- in-Residence, who speaks several times each year to students about careers in foreign service, and a permanent Peace Corps recruiting representative based in the career center. The UCLA II’s academic programs organize regular career panels at which representatives of government, industries and NGOs speak about international careers and professions and advise on international internships, for which UCLA UGs can receive academic credit. APC proposes to organize annual programs on pathways to success for FLAS awardees and EA studies majors, including alumni career forums and social networking events featuring keynote presentations from academia or professional sectors working in EA fields (AP 1, BUDGET VIII.C.1).

***Research and Study Abroad Programs.*** UCLA students may participate in 43 summer and academic year programs at institutions in China, Japan, Korea, Hong Kong, and Taiwan that are offered through the Education Abroad Program (EAP) coordinated with 8 campuses in the UC system, and the global internship program. UCLA offers its own summer travel study programs in China, Japan, and Korea, Hong Kong, and Taiwan that are led by UCLA faculty. All UCLA students studying abroad are eligible for need-based financial aid. Since 2020, study abroad programs have operated virtually due to the COVID-19 pandemic, with online courses, site visits,

and host family exchanges conducted remotely. The UCLA International Education Office is currently upgrading its risk assessment and contingency protocols in order to enable students to study abroad in person once again. In 2018-19, 250 UCLA students studied abroad in EA, representing 12.5% of the total who went abroad during that full year in person.

APC’s exchange program with NTNU sends 6-7 pre-dissertation and advanced graduate students to Taiwan each year, and supports an archaeology field school in collaboration with National Chengchi University through which 8-10 UCLA students participate in coursework and site visits to indigenous communities in Taiwan. Starting in 2022, APC will expand its partnership with NTNU with a new program that will provide 25 students per year with scholarships to study intensive Mandarin. The program includes a service learning opportunity to provide English tutoring in local schools. Additional UCLA departmental exchange programs with Korea University and Peking University School of Engineering provide full funding for an average of 20 students per year to spend the summer in those programs.

UCLA students have ample opportunity to study abroad through EAP and campus programs. In addition, APC offers resources and info sessions for external study abroad programs and specialized programs in EA, such as those offered by the American Councils and the Critical Languages Scholarship Program.

# SECTION E: QUALITY OF STAFF RESOURCES

***Qualifications of Faculty and Staff.*** UCLA houses a large and diverse concentration of expertise on EA with an international reputation for its achievements and the quality of its instruction, as demonstrated by the faculty CVs in Appendix 3. There are currently 110 faculty in 29 departments and schools who specialize and offer courses in EA. EA faculty have published over 50 books by academic and commercial presses and over 310 articles in peer reviewed journals and edited

volumes since 2017. They serve in leadership roles in professional organizations and on the editorial boards of major academic journals and book series, including as editors-in-chief of the *Journal of Chinese Overseas*, *Sinophone and Taiwan Studies* series, and the *Korean Classics Library* housed at UCLA. Our faculty have been recognized with prestigious awards and prizes for academic publications, films, literary translations, and service to their fields by the Association for Asian Studies, the American Academy of Arts and Sciences, the American Sociological Association, and other national and international bodies; and have received prestigious grants from funding agencies including the Social Science Research Council, National Endowments for the Arts and Humanities, American Philosophical Society, and the Guggenheim, Mellon, Korea, Japan, Eurasia, and Chiang Ching-kuo foundations. All core EA faculty are fully proficient in one or more CJK language and have spent a summer, academic term or year abroad in EA since 2018, and many hold joint or honorary appointments with universities in EA.

Three-quarters (77%) of EA teaching faculty are tenured or tenure-track junior faculty. Of UCLA’s 21 non-tenure track (NTT) EA faculty, 12 are continuing language lecturers with multiple-year appointments. All CJK T/TT language directors and NTT instructors hold PhD or master’s degrees in linguistics, language or language pedagogy, and maintain robust publishing activities and memberships in professional organizations such as the national and regional Associations of Teachers of CJK and ACTFL. Our language faculty are leaders in the applications of heritage language instruction and the integration, and have presented at major linguistics and language pedagogy conferences on these topics. Several UCLA language instructors have published textbooks and pedagogy handbooks on CJK language instruction, including *Chinese Grammar Made Easy—A Practical and Effective Guide for Teachers* (Yao), *A Resource for Korean Grammar Instruction* (Sohn), and Kaplan’s *AP Chinese Language and Culture* (Shen)

(Appendix 3).

***Professional Development Opportunities for Faculty and Staff.*** Sabbatical leave is granted to T/TT faculty after 3 years of accrued full-time service at the university, and all faculty are eligible to receive research, writing, curriculum development and travel grants from central campus offices such as the Office of the Vice Chancellor for Research, CAT, as well as from academic divisions, departments, and research centers. The Humanities division’s Excellence in Pedagogy and Innovative Classrooms program supports continual pedagogical improvement for faculty through trainings, grants, and thematic seminars, including language instruction and hybrid in- person/remote pedagogies. In response to the Covid-19 pandemic, UCLA provided access to and intensive training in online class and meeting platforms and pedagogical strategies. For EA faculty, APC provides additional funding, ranging from $5,000 to $15,000 per year, for travel, research, publication, and course development for Taiwan studies and for research collaborations with scholars in Japan.

EA librarians and CJK language instructors receive funding to participate in national and international professional conferences. EA staff attend professional development programs for career enhancement such as the UCLA Staff Enrichment and Professional Development Programs, and trainings such as scholarship and finance administration throughout the year. Staff receive a 25% fee reduction for course enrollment at UCLA.

***Faculty and Staff Commitment to Teaching and Advising Students.*** All faculty at UCLA are required to divide their time between teaching, research and service. On average, faculty devote at least a third of their time to teaching, UG advising and graduate student mentoring. EA faculty have supervised 470 dissertations in the last five years, and 7 faculty have been recognized with the competitive UCLA Distinguished Teaching Award. EA faculty regularly offer supervised

honors and independent research tutorials for UG and graduate students. APC staff also provide information sessions and individual counseling on resources available for students studying EA. ***Staffing and Oversight Arrangements.*** APC Director Min Zhou is Distinguished Professor of Sociology and Asian American Studies, and the Walter and Shirley Wang Endowed Chair in US- China Relations and Communications at UCLA. She is supported by two full-time staff members, Executive Director Elizabeth Leicester (ABD, Japanese History), who oversees center activities including grant administration and program development; Assistant Director Aaron Miller (MA, Korean Studies), who serves as the office administrator and fellowship and visiting scholar coordinator; and 3 student assistants. APC staff have extensive experience administering EA NRC and FLAS grants. In addition, APC hosts a postdoctoral scholar who manages the Taiwan in the World lecture series and teaches one course per year on Taiwan studies. APC is also supported by UCLA II staff, including a chief financial officer, contract and grants manager, fund manager, IT support staff of 5, and external affairs team of 7. Permanent university funds support the salaries of the faculty and executive directors at 100%. APC seeks Title VI funding for partial salary support for the assistant director and a new outreach coordinator position at 49% (BUDGET I.A. 1 and 2).

The APC director reports to the Vice Provost for International Studies and Global Engagement and to the Executive Vice Chancellor and Provost. The center is advised by a 52- member faculty advisory committee, composed of faculty representing all regions of Asia from the schools of public health, public affairs, management, law, arts & architecture, medicine and engineering, as well as the humanities, social sciences, and physical sciences, which meets twice per year to set APC policies and to propose or approve new programs. A 5-member faculty executive committee participates in coordinating specific APC programs and approves budgetary

decisions as needed. In addition, subcommittees for Taiwan studies and PoCA meet quarterly and oversee the development and implementation of activities. An APC subcommittee consisting of the CCS, CKS, TCJS, and CBS directors and EA MA chair advises on academic and institutional goals for EA studies and the Title VI NRC. These centers and programs each have a faculty director and support staff who manage outreach, training and other related programs (5 executive staff; 3 program managers; 4 student advising officers). All APC and affiliated center staff have CJK language and overseas experience in EA. APC coordinates regularly with the EAL head librarian to align programmatic and curricular priorities and provide financial support for EAL acquisitions and outreach strategic planning.

***Non-Discriminatory Employment Practices.*** UCLA is firmly committed to the principle of nondiscrimination in all its employment related practices and proactively seeks to remove barriers to the recruitment, retention and advancement of talented faculty, staff and students from historically underrepresented populations. The success of APC’s own efforts to overcome these barriers is seen in its staff profile. APC employs 6 full-time and part-time staff, 5 of whom are women and 4 of whom are of minority ethnicities. 47% of EA faculty are women and of the 14 new EA faculty hires since fall 2018, 9 (64%) were women and 11 (78%) were of ethnic minorities. The UCLA II has a designated faculty EDI representative and a voluntary staff EDI committee that organizes regular trainings and community-building events to promote an inclusive work environment, including understanding microaggressions, LGBTQ allyship, and a staff antiracist reading group that meets quarterly.

UCLA is implementing strategic plans to address EDI in recruitment, retention and professional development. The Office of the Vice Chancellor for EDI leads and advances strategies to enhance EDI and works proactively to create an inclusive environment that ensures equal access

at all levels of employment and admissions. The EDI office offers robust centralized resources to process Title IX and equity and discrimination claims, disseminate information through reports and public forums, and ensure that hiring committees are proactive in identifying candidates from underrepresented groups through mandatory trainings for all hiring committee members. Faculty and staff are required to complete biannual trainings in sexual harassment prevention. UCLA has programs in place in the College of Letters and Science and all professional schools to promote retention and career advancement among women and minorities in their administrative staff and faculty and has also done so through relevant mentorship and grant programs and institutional support for campus organizations for Latino, Black and LGBTQ faculty and staff and women in management. Services for faculty, staff and students with disabilities are provided by the UCLA Center for Accessible Education, as well as designated HR specialists. In 2021, UCLA embraced a permanent flex work program to allow staff to continue to work remotely, and provided subsidies for home office furniture and equipment.

# SECTION F: STRENGTH OF LIBRARY

The UCLA EAL, established in 1948, is part of the UCLA Library system. Housed in the Charles

E. Young Research Library (YRL), EAL’s large and rich EA collection, as shown in Table F.1, serves faculty and graduate researchers as well as undergraduate students and instruction. These holdings contain the largest Buddhist studies collection outside of Asia, including Tang dynasty scrolls from the Dunhuang caves, printed sutras, and a new collection of archives of Buddhism in LA; traditional Chinese material medicine (1644-1900) and literary works in the form of manuscripts and books, most of which are the only copies in North America, and 100 of which are not found anywhere else, including in China, as well as original materials related to the 1989 Chinese democracy movement; unique archival collections on Korean democracy and unification,

**Table F.1: EA Library Holdings 2020**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Chinese Japanese Korean Non-CJK Total** | | | | |
| Volumes | 410,182 | 312,630 | 75,911 | 58,817 | 857,540 |
| Microform | 8,776 | 95,585 | 268 | 1,500 | 106,129 |
| Electronic title added | 5,382,637 | 4,986 | 4,342 | 350 | 5,392,315 |
| Audiovisual | 12,348 | 1,012 | 1,562 | 1,180 | 16,102 |
| Serials | 1,072 | 194 | 357 | 120 | 1,743 |

North Korean scholarship and Korean Christianity; the Hashikura collection on cinema with almost 10,000 rare serial publications and press sheets from Japanese film companies; and the Richard C. Rudolph collection of Japanese maps (1614-1896). EAL is also the only North American or regional repository for several important holdings, including the only copy in the western US of the Prange Collection of US Occupation archives from Japan; one of only two US libraries to be designated as a Taiwan Resource Center for Chinese Studies by the Taiwan National Central Library; and the only CA library with the complete series of *Folk Literature: Materials in the Collection of the Institute of History and Philology*, a comprehensive compilation of Taiwanese folk literature with over 100 volumes in each series.

EAL is at the forefront of expanding its electronic resource collections in the areas of multimedia, online databases and digital resources, and making them publicly available to scholars, educators, and the public nationwide. Notable recent acquisitions include the Tibetan Buddhist Resource Center Digital Collection and the Dacheng Database, with over 180 million articles from over 7,000 Chinese journals from the Republican era, and the *Taiwan Nichinichi Shinpo Sound Culture Database*, containing 357,200 entries, with more than 20 million characters of metadata.

For non-CJK materials, the YRL serves the campus faculty and graduate and UG students, with more than 3 million items supporting research in the humanities and social sciences. The EAL and UCLA’s non-specialist libraries have purchased extensive digital and print resources on EA in English and other foreign languages, with current holdings of over 59,000, including online

subscriptions to over 100 Asian studies journal titles.

***Graduate, Professional, and UG Services.*** The UCLA Library is ranked among the top 5 university libraries in North America by the Association of Research Libraries. The UCLA Powell Library is the College UG library, holding numerous volumes of printed and electronic materials for UG courses and housing the Instructional Media Collections and Services, as well as instructional computer and media labs. EAL collaborates extensively with EA language programs and UG EA area studies classes and organizes information sessions for EA faculty and graduate students to provide materials and pedagogy training on its CJK extensive reading materials and collections and how to access them. During the COVID-19 pandemic, the UCLA Library developed new conduits for digital access and research support, including digitizing textbook chapters for UG courses, and providing free access to the Hathi Trust Digital Library, which offers a collection of millions of titles from academic and research institutions around the world. UCLA Library access services will continue to incorporate this practice to better serve a wider community of instructors and patrons on and off campus.

In addition to EAL, the UCLA Library has specialized libraries that serve professional schools and researchers. The Biomedical Library offers special resources on global health and Chinese traditional medicine; the Arts Library holds a distinctive collection on contemporary Japanese architecture; and the Ethnomusicology Archive has one of the world’s most extensive collections of recordings and other materials on Asian music. The UCLA Film and Television Archive, the largest in the country, was integrated into the UCLA Library in 2019. Among other holdings, this archive possesses raw footage from Hearst Newsreel about China, Japan and Korea from the silent era to 1960s, for which the EAL has published a companion guide, the *Archival Resources of Republican China in North America, 1911-1949* which is used widely by filmmakers,

researchers, and faculty.

Recently, EAL has hosted a number of workshops for scholars and library professionals on the history of books in EA in conjunction with the California Rare Book School, housed in the UCLA Department of Information Studies. We request funding to expand this initiative with support for short-term residencies and summer institutes to train US students and scholars in EA bibliographic expertise (BUDGET VIII.D.1).

***Institution’s Financial Support for Acquisitions and Library Staff.*** UCLA EAL has 4 full-time librarians, 4 acquisition and cataloging staff, and 2 student assistants, as well as 1 curator for rare books and printing history whose expertise is on rare books of EA. In 2019-20, UCLA provided

$2,043,005 in institutional support for its EAL staffing and collections, a 67% increase from 2017-

18. In addition, the UCLA Library provides up to $3,500 annually for professional development and travel to EA for collection development, and CKS provides librarian grants of up to $3,000 for travel to Korea. Annual funding for the EAL is augmented by 14 collection endowments for Chinese and Japanese materials and funding from APC’s Taiwan studies program. We request Title VI funding for acquisitions to expand our holdings in materials of peripheral EA regions, including North Korea, Tibet, Mongolia, and Okinawa [BUDGET V.1].

***Cooperative Arrangements with Other Libraries.*** In addition to its campus catalog, UCLA EAL shares online catalogs and access privileges with the nine other UC campuses, CA State University libraries and UC’s Northern and Southern Regional Library Facilities for remote materials storage, the latter of which is housed at UCLA. EAL coordinates collection development and service provision with UCs and Stanford University in order to maximize access to resources in CA. It also collaborates with other libraries in EA and the US through professional consortia, including the Research Libraries Group, Greater Western Library Alliance, WorldCat, the Online Computer

Library Center global cooperative, Korean Collections Consortium of North America and EA Academic Libraries of CA. EAL also has cooperative agreements with the Kyoto Institute Library and Archives and Waseda University in Japan, the National Central Library in Taiwan, the East China Normal University Library and Fudan University Library in China, and Korean National Digital Library.

***Access for UCLA and Non-UCLA Users.*** As a public library, UCLA EAL collections are widely used by the local community and scholars nationally and internationally. EAL offers free online access to archival collections related to EA studies through their websites, the Online Archive of CA and other resources. The UCLA Library offers free public access to its facilities and library holdings, and free access and borrowing privileges to LA area K-12 teachers and students. EAL is currently developing Open Educational Resources (OER), following CA SB 1359 which calls on higher ed institutions to take measures reduce the costs of textbooks and course materials for K- 12 and CC teachers and students. We request Title VI funds to create OER and training workshops for EA language instructors at UCLA and other UC, CSU, and CCs in the community, which will include model lesson creation and pedagogy techniques, as well as technical instructions on copyright, licensing, especially open license, institutional repositories, and discovery tools (NRC CPP; BUDGET VIII.A.3.a)

# SECTION G: IMPACT AND EVALUATION

UCLA’s home city of LA is the largest and most extensive gateway to Asia on the west coast of the US, a major hub for trade, transportation, migration and communications across the Pacific Rim with the largest number of ethnic Koreans (230,000) and the second largest share of ethnic Chinese (538,000) and Japanese (141,000) in the US. UCLA itself is one of the most diverse campuses in the US, with a thriving community of international and heritage students from EA,

and an ethnically diverse group of faculty, graduate and undergraduate students with academic interests in the history, culture, and contemporary global relations of EA and the Asia Pacific region. APC’s programs and activities reflect and contribute to this wealth of resources on campus and in the community. APC contributes to the training of UG and graduate students with EA expertise and placement in areas of national need through the development of new courses and fellowships for research and language study and the facilitation of career mentorship and professional development, and to the dissemination of knowledge and understanding about EA and the Asia Pacific region through public events and K-12 teacher trainings. Indices for enrollment, graduate placement, event participation, and usage of resources show that APC’s work has had a significant impact on our campus, in the southern CA region and across the country.

***Enrollments.*** Each year, APC affiliated UG courses have over 13,000 enrollments (Appendix 1). In last year’s graduating class, there were 70 undergraduate majors and 41 minors, along with over 100 others who took at least 4 EA courses without declaring it a major or minor. Graduate students specializing in EA topics number 150. New courses that have been developed and offered with

APC support draw full enrollments and expand expertise in EA to a broader range of students, including Intro to EA Studies (73 enrolled in 2019); Taiwanese Language and Culture (39 in 2020), and Asian Community: Border Crossing, Diasporic Formation, and Social Transformation (108 in 2022).

**Figure G.1:**

**EA Alumni Placements 2018-2021**

7%

6%

17%

53%

17%

Private Sector Higher Education Graduate Study Non-Profit Sector

***Alumni Placements.*** UCLA graduates bring their knowledge and expertise of EA into government, K-16 education, business, nonprofit and other

sectors nationally and worldwide enhancing our nation’s global economic competitiveness. Figure

G.1 shows professional placements in key sectors of national need from 2018-2021. In that time, 7% of our recent graduates chose careers in the public sector, working in state, local and federal government, K-16 education, and the military. Since 2018, 85 UG and MA students have entered graduate and PhD programs with EA focus, and, 51 PhDs have found academic positions and postdoctoral appointments in colleges or universities world-wide in 17 distinct disciplines ranging from EA history, literature, visual & performing arts, sociology, political science and anthropology, to education, urban planning and public health. Many of our graduates have gone on to achieve professional distinction in sectors of national need, as represented in Table G.1.

**Table G.1: EA Alumni Placement Examples** *(bolded represent FLAS fellow placements)*

|  |  |
| --- | --- |
| **Public sector** | California Department of Education, City of Los Angeles, LA County Department of Public Health, LA Unified School District, National Park Service, U.S. Air Force, U.S. Army |
| **Private sector** | **Ad Hoc**, Amazon, Apple, Bloomberg, Citi, Credit Suisse, Deloitte, Genentech, Google, HarperCollins, Instagram, J.P. Morgan, Kaiser Permanente, KPMG, LinkedIn, Microsoft, Morgan  Stanley, Oracle, **Pacific Production Services**, Paramount Pictures, TikTok, **Walt Disney Company**, Warner Brothers Entertainment |
| **Non-profit sector** | AIDS Healthcare Foundation, Asian Americans Advancing Justice, **Borderlink**, Getty Museum,  Japan America Society, Model United Nations Development Organization, Museum of Tolerance, Teach for America |
| **Higher Education** | **Cal State University Long Beach**, City University of Hong Kong, Cornell University, **Loyola Marymount University**, Massachusetts Institute of Technology, Oberlin College, Peking University, **Princeton University**, Seoul National University, Temple University, Tsinghua University, UC Irvine, **UCLA**, UC San Francisco, **University of Alberta**, University of British  Columbia, University of Southern California, **Wake Forest University**, Wellesley College, **Xi'an Jiaotong-Liverpool University** |

***Participation Rates for Events and Dissemination to the Public.*** From 2019 to 2021, APC organized and cosponsored over 200 events, with 3,120 attendees. These events include public lectures, workshops and conferences, film screenings and teacher training programs. The center’s events provide programming and innovative educational opportunities that draw high participation from a diverse audience of educators, business and community leaders, media, and government representatives locally, nationally, and internationally. For example, through its China and Beyond

series, APC has organized 6 community-based forums since 2018 in partnership with the LA Chinatown Service Center, the Chinese Consolidated Benevolent Association, the *LA Times,* ChinaWeek LA, and the Chinese American Museum in LA that bring together academics, community historians, authors, journalists, and performers to educate and engage the community about the history of Chinese immigration and its local and global impact. Attendance at these events averages 150 people, and include lectures in Mandarin Chinese and concurrent K-12 teacher training workshops. All APC’s public programs are recorded as videos and podcasts and made available through our website as well as Apple iTunes and YouTube which have increased viewership by 583 in the past two years. Since 2020, our virtual webinars have attracted an average of 3 times more participants and viewers from around the globe than usual in-person events, and we will continue to run events in virtual and hybrid formats in the future.

***Usage of Center Resources.*** In addition to its public events and outreach programs, APC offers faculty grants and fellowships to support UG and graduate students in humanities, social sciences, and professional schools conducting research on EA and studying EA languages. Since 2018, APC has awarded over $360,000 to 58 students from 15 departments to conduct research in mainland China, Taiwan, Japan, and Korea on topics that include comparative approaches to teaching global citizenship, the environmental and economic impacts of migrant workers in the Taiwanese fishing industry, the politics of Japanese and Korean energy infrastructural development, and indigenous and minority cultures of Taiwan and Japan. Four APC fellowship recipients have published the results of their research pre-PhD, and 7 of our awardees went on to receive Fulbright-Hays DDRA fellowships in 2019-2021. UCLA faculty have published 3 edited volumes from its annual Taiwan studies conferences since 2019. APC’s Taiwan in the World fellowship for the study of Mandarin Chinese is modeled on the FLAS, providing AY in-state tuition and a $25,000 stipend, and up to

$7,000 for summer intensive study to enable students to incorporate language and area studies coursework into their disciplinary programs. APC’s new H. Arthur Steiner endowed scholarship will support promising juniors and seniors to pursue Asian studies with a focus on policy and international relations. With the addition of FLAS fellowships for CJK languages and area studies, APC will expand the number and range of students prepared for advanced study and careers in critical areas, and will organize quarterly career forums for FLAS awardees and EA studies majors (BUDGET VIII.C.1; FLAS BUDGET).

***Evaluation Plan***. APC has developed a comprehensive, measurable, outcomes-based evaluation plan to track progress towards each of the four project goals articulated in Section J, and to assess impacts and make improvements to APC’s MSI-CC partnerships, K-12 outreach programs, language curriculum and courses, and tracking of professional development and alumni career placements. APC has joined UCLA II’s 6 international and area studies centers currently applying for Title VI to retain Thomas P. Miller & Associates (TPMA) as external evaluators. TPMA is experienced in evaluating grantee performance for federal programs, including Title VI-funded centers during the 2018-2022 cycle. TPMA will assist with the evaluation plan development, survey design, compilation and disaggregation of data, performance reporting, and interpretation of the data gathered each year. These evaluation instruments will enable APC to establish baseline data, measure improvement, make continuous adjustments, and plan strategically. The UCLA II will provide supplemental support of $10,000 per year for evaluation.

1. *CJK Language and Area Studies Courses and Programs.* APC will use institutional data from UCLA academic and registrar offices to track the numbers of new EA language and area studies courses and increases in enrollments annually. We will use the same methods to record how many CJK language students advance from beginning to intermediate and from intermediate to advanced

levels at the end of each year. TPMA will conduct focus groups in years 2 and 3 with students enrolled in Cantonese and Okinawan language courses and evaluate feedback to assess interest in future study. These quantitative and qualitative data combined will allow us to assess how well our activities affect course numbers and enrollments—the two main performance measures—and inform the support and direction for sustained LCTL course offerings.

1. *K-12 and MSI Outreach Programs.* APC will work with TPMA to develop survey instruments for participants in each of its K-12 teacher training and K-16 MSI language pedagogy workshops at the beginning and end of each workshop, with follow-up online surveys one year after the workshops, to quantitatively and qualitatively measure the impact of training. K-12 summer teacher trainings will also be evaluated annually through pre- and post-workshop content assessments and reviewing and editing lesson plans by faculty workshop leaders, and by the number of web visits and downloads of lesson plans. Future workshop themes will be selected according to knowledge gaps identified in participant surveys. For example, APC will organize a K-12 teacher training workshop on the Dunhuang Oasis in summer 2022 in response to previous teacher feedback surveys. To evaluate APC’s partnership with our CC-MSI partners at PCC, TPMA will develop a survey to be administered in years 2 and 3 to evaluate academic and career outcomes for participating students. Key indicators will include enrollment numbers in PCC Chinese classes, and the number of students who transfer to EA studies majors at 4-year institutions.

*b. Graduate Placements in Areas of National Need.* Graduate placement data is the most direct indicator of success in meeting the national need for EA language and area experts. APC will work with TPMA to develop a survey to be administered to EA alumni and FLAS recipients and participants in APC career forums annually that will focus on measuring career and academic outcomes, as well as their perceptions and experiences of professional development activities. The

survey will ask for information about post-graduation professional placements as well as use of EA language or area knowledge in their work. Survey results will be used to inform future career program themes and formats. To supplement these surveys, APC will use online social media platforms, such as LinkedIn and Facebook, and strengthen collaboration with our alumni offices to gather data over the longer-term. Indicators of progress will be the number of students who complete the tracking surveys; the number of graduates who are employed in the public, nonprofit and private sectors; and the number of MA or PhD graduates who are placed into EA-related academic positions, and their professional experiences and future career aspirations.

*c. Program Participation.* Program participation rates demonstrate the immediate impact of outreach activities. APC will track public access to our respective websites and online contents annually, and will survey participants at our signature events such as the Pacific World Research and Diversifying EA Studies forums. Data will include the number of people and institutions both within and outside UCLA who participate in our events and activities. APC staff will conduct pre- and post-workshop surveys of participants to assess how they have utilized the resources presented in these programs and how our events and activities have facilitated their skill training and professional development.

***Nondiscriminatory Equal Access and Treatment of Underrepresented Groups.*** In addition to the steps UCLA and APC will take to ensure equitable access and participation as described in our GEPA statement, APC proactively promotes equal access to our academic, training and outreach programs both through structural practices and in the inclusive design and content of our activities. To ensure equal access and treatment for our competitive fellowships and faculty grants, APC relies on standing or ad hoc faculty committees to evaluate proposals and assign numerical ratings based on clearly articulated criteria. Awards are then made based on the aggregate ratings, and

weighted for priority factors including financial need. To promote access to our lectures and workshops for underserved minority and non-English-speaking communities, APC holds events and teacher training workshops in local communities and provides bilingual interpretation for CJK-speaking audiences. For our webinars and virtual events, ADA-compliant transcripts are attached to all recordings posted to our websites.

Since its inception, the field of EA studies has fallen short when it comes to including voices from the African-American, Latinx, and indigenous communities in the United States. One hurdle is the stringent language requirement for admission to most EA graduate programs. APC, working in concert with CCS, CKS, TCJS, and the UCLA II EA studies academic programs, is initiating a program on “Diversifying EA Studies” to create a more diverse environment for the EA field. The EA MA program in particular provides access as well as generous scholarships for a non-traditional set of students between their undergraduate preparations and their professional goals, serving as a bridge into advanced work on EA and entry into a wide variety of academic and professional programs. Recent cohorts have included notably diverse students, including first generation and Deferred Action for Childhood Arrivals (DACA) students, communities underrepresented within the EA-focused field, LGBTQ+ students (who have only just become more visible thanks to the revised university-wide application materials), and even to indigenous minorities in EA, such as a recent Muslim student from Western China. 19 of the 27 (70%) admitted EA MA applicants who were nominated for UCLA’s prestigious Graduate Opportunity Fellowships for underserved and minority students were awarded, resulting in 12 (44%) who enrolled in the program. Since 2020, the UCLA II has organized interdisciplinary public forums on Black Lives Matter: Global Contexts, under which umbrella APC organized two community forums on #StopAsianHate and Reckoning with Current Events.

APC’s proposed activities for the Title VI grant are specifically designed to provide greater access and training to faculty and students in CCs and MSIs as well as low-income communities. These include our partnership with PCC, which aims to increase Chinese language course offerings and enhance the pipeline for transfer students to UCLA and other 4-year institutions; our language pedagogy workshops for K-16 instructors from CCs and MSIs; and the creation and training in free OER curriculum materials for wider and more equitable access. In addition, our interdisciplinary EA area studies initiatives in collaboration with other world area NRCs will bring diverse perspectives and include minority voices in the formation and framing of new knowledge. **SECTION H.a (NRC): NRC OUTREACH ACTIVITIES**

APC is dedicated to increasing the understanding of EA through community engagement, K-12 teacher trainings and curriculum development, and partnerships with campus units and higher ed institutions, MSIs and CCs particularly, that increase our reach and impact locally, nationally, and globally. In an average year, UCLA offers over 90 EA-related scholarly workshops and conferences, public lectures, exhibitions and film screenings for K-12, higher education, professional, and community audiences. Attendance over the year averages over 3,000, and the ideas presented in our programs reach tens of thousands more through our websites*.* In 2020-21, APC shifted all outreach activities to online webinars and remote programs due to the COVID-19 pandemic. As a result of the more than a three-fold increase in attendance and wider geographic reach of virtual programming, APC will continue to offer remote and hybrid programs on an ongoing basis.

***Bringing EA to Elementary and Secondary Schools.*** APC is dedicated to working with K-12 teachers to integrate EA language and area studies into the curriculum. Working closely with our faculty experts and trained teacher-leaders in the UCLA SEIS, APC provides EA-focused

professional development seminars to K-12 teachers in LAUSD, other surrounding school districts and charter and private/parochial schools in which participants develop lesson plans and curricula and receive print, video and web resources to use with students. LAUSD is the second largest public school district in the country with over 600,000 students speaking 97 different languages at home, and offers dual language programs in Korean, Japanese, and Mandarin.

APC has maintained a long-standing partnership with the UCLA SEIS HGP to increase content and pedagogy resources on EA for middle and high school world history teachers through workshops that meet the CA content standards framework. APC-affiliated faculty present lectures and primary source workshops on content in their field of expertise, in partnership with HGP teacher leaders who are experts in K-12 pedagogy. Teachers have between 4 and 40 contact hours with faculty in fields across the humanities, social sciences and professional disciplines. In all of our training programs, teachers are eligible to receive school district salary points or continuing education credits. Teacher lesson plans are reviewed and edited, and exemplary units are introduced to CA teachers at annual K-12 social studies conferences and made available freely on the HGP website. In 2014-18, APC organized workshops that resulted in 16 high-quality lesson units on medieval Japan and China that have been adopted by the Newport-Mesa school district, as well as Mandarin immersion programs and other middle and high school classrooms in LAUSD, and used by an estimated 25,600 students.

APC also designs thematic teacher trainings that are offered in tandem with public programs and center research initiatives, which provides teachers greater access to current academic research and increases the impact of APC programs overall. Recent workshops have been offered on the social history and origins of Chinese immigrant workers on the Transnational Railroad in 2020, and the causes and context of the 1871 LA Chinatown Massacre in 2021, both of which were part

of the larger academic and community programs on these topics and were held in LA Chinatown.

***Postsecondary Institutions.*** APC serves as a resource for faculty and students from a variety of postsecondary institutions throughout the region including CCs, Cal State Univ. and UCs, and private liberal arts colleges, as well as partner institutions nationwide and internationally, through our academic programs and research networks. APC has a track record of initiating new networks for research and graduate training. APC’s Taiwan Studies Program and PoCA are nationally- recognized hubs for fostering research, public programs, and publications. As an academic partner of the GCPI, established in 2017, APC has led a consortium of higher ed institutions from the US, China, Hong Kong, Singapore, and Malaysia which holds biennial international conferences and provides funding for new scholarship to junior scholars to conduct and disseminate applied research on the contours and contributions of philanthropists in the global Chinese diaspora. Recently, APC has launched a new Pacific World Research initiative to build linkages with institutions and scholars in EA and Southeast Asia scholars interested in doing research on Asians in Latin America and Latin Americans in Asia and on transpacific connections and interactions. This new program, which is co-organized with the CSEAS and LAI NRCs, features a listserv and a website to serve as a resource on scholars, current research and bibliographies, and program and funding opportunities, and held its first public lecture on Chinese investment in Mexico in fall 2021.

***Programs Serving Business, Media and the Public.*** APC has active partnerships with business, media, and government organizations that bring faculty experts on EA together with business leaders and executives looking for trade and investment opportunities in the Asia Pacific markets. APC partners with business and policy schools as well as local community organizations to bring leaders in the business, political, media, cultural, and nonprofit sectors together with academics

through events such as the annual Wilbur Woo Greater China Business Conference at the ASM, APC’s China and Beyond Forum, Taiwan in the World program, and GCPI.

APC co-organizes programs in the community with local organizations, including ChinaWeek LA, the LA Chinatown Service Center, Chinese American and Japanese American museums, Taiwan Academy LA, Japan House LA, the Korean Cultural Center of LA, and Asian Americans Advancing Justice LA. APC’s Taiwan in the World lecture series, launched in 2021, features academic and policy experts on Taiwan’s political system, social structure, and institutions in a global context, including public health and healthcare systems with its timely policy response to Covid-19. Videos from the series are shared on the APC website and disseminated through APC’s Taiwan studies listserv.

APC’s websites circulate information about EA-related events hosted by APC and other units on campus and in LA as well as articles, podcasts, and videos of our events. This information is consolidated and distributed to the 4,289 subscribers to APC e-newsletters and amplified through APC and UCLA II social media outlets. Since 2018, APC, has had 175,100 unique visits to our website and 583 podcast and video downloads.

APC and EA faculty serve as resources for national and international media on current issues related to EA. Since 2018, EA faculty have contributed media interviews, publications and op-ed pieces in such major outlets as *Financial Times, Wall Street Journal, New York Times, Los Angeles Times, and Reuters, Washington Post, Al Jazeera, U-T San Diego, LA Daily News, LA Daily Breeze, ABC, CNN, NBC, and CNBC*, as well as in various local and international CJK language media. EA faculty at UCLA consult with government and federal agencies, including the White House Cultural Property Advisory Committee and the National Foreign Language Center, and have worked closely with such organizations as the United Nations Development Program,

World Bank, OECD, Asian Development Bank, World Health Organization, and the Nobel Prize nominating committee for Economics (Appendix 3).

## SECTION H.b (FLAS): FLAS AWARDEE SELECTION PROCEDURES

APC requests funding for 4 graduate and 2 UG academic-year FLAS fellowships, and 6 summer FLAS awards. New and continuing grad students, and continuing and incoming transfer UGs are eligible for AY awards. Summer awards will be made to continuing students only.

***Advertising and Recruiting*.** APC will coordinate advertisement of FLAS fellowships for CJK language and area studies through a wide network of campus and center outlets. The awards will be announced through APC and UCLA II websites and listservs of students, faculty, and departments across campus, as well as through partnering EA centers. EA FLAS award and application information will also be announced through the UCLA Graduate Division online bulletin of funding opportunities for new and continuing graduate students, and the UCLA UG Financial Aid and Scholarships portal, both of which serve as a primary resource for students seeking funding at UCLA. As it does currently with its fellowship announcements, APC will send emails, and personally reach out, to all EA faculty, UG and graduate students, CJK language instructors, academic advisors and department coordinators campus-wide to disseminate the information. APC staff will join other UCLA NRCs to launch the annual FLAS application with a joint information session to detail the aims of the award and application procedures during the UCLA International Education Week in November, which regularly attracts 60-80 UG and grad students in person and dozens more who access recordings of the info sessions. Information and counseling will also be provided in individual student advisement sessions, at department level information sessions to priority students and on request.

***Application Process, Award Criteria, and Selection Committee.*** APC uses an online fellowship

application system developed by UCLA II IT staff which is tailored to the EA FLAS. The application requests a statement of purpose, CV, unofficial transcript, language self-assessment, two confidential letters of recommendation (submitted separately), professional goal, and a budget in the case of summer awards. Awards will be made on the basis of academic strength as determined by the proposal, letters of recommendation and transcripts; academic need for studying the target language for future dissertation or professional success; and the announced CPPs of the Title VI program. Priority is given to support intermediate and advanced language study.

The FLAS selection committee consists of EA affiliated faculty in the humanities, social sciences and professional schools, including language instructors. Committee members rotate annually and each EA country is represented on every committee.

***Timeline*.** Each step in the selection process is clearly laid out in the announcement, application, and emails to applicants, awardees and those waitlisted or denied. Table H.1 shows the timeline for the competition.

**Table H.1: FLAS Competition Timeline**

|  |  |
| --- | --- |
| November-February | Advertising and recruitment / Information Sessions |
| Mid-February | Application deadline |
| Late February - Early March | FLAS selection committee meets to evaluate applicants’ transcripts, CV, 2 letters of recommendation, a language assessment, and a proposal that justifies and outlines the summer language or AY language and area studies study plan. |
| Mid-late March | Award notification with supplemental materials |
| April | Awardee signed FLAS agreement due to APC |

The award letter and supplemental materials address federal government reporting obligations, including pre- and post-award language assessment, IRIS self-reporting, and placement surveys every 2 years over an 8-year period. APC will require a signed agreement from FLAS awardees acknowledging and accepting these requirements.

***Addressing Priorities*.** To meet the FLAS CPP1, applicants will have the option of submitting their Student Aid Report or Financial Aid Summary from the current-year FAFSA application for

consideration of financial need. A link to the FAFSA application is included on the FLAS application website. APC staff will meet with rotating selection committees to explain the CPPs and selection criteria. APC will adopt a two-tier selection process for our FLAS awardees, first selecting a pool of qualified applicants based strictly on merit (as shown by GPA, reference letters and the statement of purpose). The selection committee will receive instructions to give priority to financial need when choosing between viable applicants of equal merit. Since 2018, the UCLA Graduate Division has committed to supplementing FLAS funding by 15% per award, which will enhance the potential to meet students’ financial need significantly. APC will offer 100% of its FLAS awards to priority LCTLs CJK to meet FLAS CPP2.

# SECTION I: NRC PROGRAM PLANNING AND BUDGET

APC proposes a set of activities designed to take on the challenges of expanding the availability of language and area studies training at all educational levels, improving their quality, and demonstrating their continuing relevance to a broader variety of professional careers in the fast- changing world. APC’s commitment is grounded in an understanding of UCLA’s global mission to consciously and proactively connect research, teaching and outreach to fulfill the Title VI NRC and FLAS missions and priorities to meet the national need for experts in EA languages and related area studies with strong linguistic and cultural competence.

To accomplish this, APC has formulated four project goals that build on our strengths: (1) increase the number of courses and access to quality instruction and professional development in EA critical languages at UCLA, K-12 schools and other higher education institutions including CCs and MSIs; (2) expand research and training on EA area studies, including increasing the number of courses, enriching existing course contents, and adding new instructional materials that provide a deeper understanding of global issues from diverse perspectives and views; (3) expand

resources and training for students to enter post-graduate career paths in areas of national need; and (4) enhance greater access to EAL’s unique holdings of rare materials and resources in the growing fields of EA studies. All our proposed activities integrate these project goals that aim to enhance and expand access to UCLA’s EA resources for CCs and MSIs (NRC CPP), incorporate K-12 teacher training (AP2), promote a robust understanding and engagement of diverse perspectives and views on EA for students as well as the government, business, media, and wider public, and provide career training in areas of national need (AP1). Further, these activities interrelate and are incorporated into UCLA’s and APC’s existing relevant programs and outreach efforts to ensure greater impact and more effective use of resources. APC’s project plan and timeline are presented in Table I.1.

|  |  |  |
| --- | --- | --- |
| **Table I.1: Timeline for UCLA East Asia NRC Programs, 2022-2026** | | |
| **Project Goals/Training Programs/Activities** | **Year** | **Priority** |
| **GOAL 1) *Increase the number of courses and access to quality instruction and professional development in EA critical languages at UCLA, K-12 schools and other higher education institutions including CCs and MSIs*** | | |
| New courses on Cantonese (Yr 1-4) and Okinawan (Yrs 1 & 3) Languages | 1-4 | AP1 |
| Medical Chinese & Transfer Pipeline for Pasadena City College (PCC) | 1-4 | NRC CPP |
| K-12 Korean Bilingual Authorization (Yr 1-development; Yrs 2-4 program) | 1-4 | AP2 |
| Language Pedagogy Workshops for K-16 Instructors, including CC & MSI | 1-4 | CPP |
| NHLRC Summer K-16 Heritage Language Pedagogy Workshops | 1-4 | AP2, CPP |
| **GOAL 2) *Expand research and training on EA area studies, including increasing the number of courses, enriching existing course contents, and adding new instructional materials that provide a deeper understanding***  ***of global issues from diverse perspectives and views*** | | |
| Interdisciplinary Programs on Pacific World, Central Asia; Diversifying EA Studies | 1-4 | AP1 |
| UCLA History-Geography Project Teacher Training Institutes | 1-4 | AP2 |
| East Asian Scholarship Translation Series | 2, 4 | AP1 |
| **GOAL 3) *Expand resources and training for students to enter post-graduate career paths in areas of national need*** | | |
| Career Forums for FLAS & EA Studies Majors and Minors? | 1-4 | AP1 |
| EA MA Core Course on Professional Practices & Writing for Diverse Audiences | 2, 4 | AP1 |
| UCLA Center for East West Medicine Medical Chinese Curriculum | 1-4 | AP1 |
| **GOAL 4) *Enhance and expand access to EAL’s unique holdings of rare materials and resources in the growing fields of EA studies*** | | |
| Acquisition & Digitization of CJK and Minority-Language Materials | 1-4 | AP1 |
| CJK Rare Book Residency workshops | 1, 3 | AP1 |
| East Asian Library Outreach Workshops on Access & Use of Collections | 2,4 | AP1, CPP |

### Project Goal #1: Increase the number of courses and access to quality instruction and professional development in EA critical languages at UCLA, K-12 schools and other higher education institutions including CCs and MSIs

1. **New Language Courses**: To augment UCLA’s strong CJK curriculum, APC is actively building programs on the LCTLs and endangered languages of EA. APC requests partial funding to develop offerings of two new EA LCTLs, Cantonese and Okinawan/Ryukyuan, drawing on the model developed for Taiwanese (Minnan) through APC’s Taiwan studies program. (BUDGET I.B.1, I.B.2, II.B.1, II.B.2). The courses will introduce the grammar, vocabulary, and basic conversation skills of these LCTLs to equip students with the skills needed to conduct research in EA regional and minority cultures or to work in EA. APC will partner with the UCLA NHLRC and the University of Hawaii EA NRC Center for Okinawan Studies to host an international symposium on teaching EA indigenous and endangered languages in year 2 of the grant cycle (BUDGET VIII.A.4.b), and will further support the completion and digitization of an online dictionary and language materials archive of the Ikema (Miyako Ryukyuan language) to be hosted by the UCLA Library (BUDGET V.1.c).

To address the need for language competency in professional fields, APC will partner with CEWM at the UCLA DGSOM to develop and implement a series of courses in medical Chinese for healthcare professionals-in-training at UCLA, with a corresponding curriculum for pre-nursing students and community healthcare professionals-in-training at PCC, which fulfills the NRC CPP. Following a pilot program and assessment in 2020, the CEWM will work with its Chinese Medical Interest Group and language training experts from ALC and PCC to develop a tiered series (beginner, intermediate, and advanced) of medical Chinese courses tailored to medical students with different Chinese language levels. Launching a new level each year of the grant cycle, the

curriculum will utilize different formats, including workbooks, Anki decks for practice, group discussion sessions, and short videos for learning and practice. The curriculum will be incorporated into the formal medical education at UCLA, fulfilling the year-long Early Authentic Clinical Experience requirement for first-year students, and a new Area of Concentration required for third- year students on bringing culturally appropriate integrative health programs into resource-limited community settings, such as the LA Chinatown Service Center (BUDGET I.B.3, II.B.3, VIII.A.2).

At PCC, the Chinese language faculty will adapt the UCLA medical Chinese curriculum to provide basic Chinese for frontline healthcare workers in the nursing and healthcare service professions. PCC will develop and submit the course for approval in year 1, and teach and improve it starting in year 2. While in partnership with PCC to enhance its Chinese language program, APC will also work closely with PCC to recruit students of historically underrepresented groups to take Chinese and eventually major in Chinese as transfer students to UCLA and other 4-year institutions by (i) holding a booth at PCC’s annual International Majors fair; (ii) providing mentorship and tutoring opportunities for PCC students; and (iii) organizing visits by PCC students to UCLA to participate in intercultural activities and attend information workshops organized by APC and targeted to potential Asian studies majors (BUDGET VIII.A.1).

1. **Professional Development and Training Programs for Language Instructors:** In addition to new language courses, APC will work with campus partners to organize instructional development workshops for southern CA K-16 CJK language instructors to respond to pedagogical, curricular, and training needs as identified by UCLA faculty and campus and community partners. Relevant activities include annual workshops on the creation of OER in Japanese in collaboration with EAL; teaching heritage and indigenous languages of EA in collaboration with UCLA NHLRC and University of Hawaii EA NRC Okinawan Studies Center (year 2), connecting discourse

analysis to Asian language instruction, which will feature sessions on teaching EA languages for specific purposes using medical Chinese for language instructors as a model, in collaboration with UCLA CSEAS NRC (year 3) (BUDGET VIII.A.4). In addition, APC will provide funding to CJK language instructors and students in the Asian language pedagogy MA program to attend regional and national meetings of CJK teachers and ACTFL workshops (BUDGET VIII.A.5). APC will also support scholarships for CJK instructors to participate in the annual UCLA NHLRC heritage language workshops for K-16 language instructors from CCs and MSIs (years 1-4) (NRC CPP; BUDGET VII.A.6).

1. **K-12 Korean Bilingual Authorization and K-12 Teacher Credentialing**: To meet the large demand for teachers in K-12 Korean bilingual immersion programs in southern CA, APC will partner with the TEP in the UCLA SEIS to create a new Bilingual Authorization Pathway in Korean for CA teachers, fulfilling AP2 of the Title VI grant. A bilingual authorization can be added to any California teaching credential, allowing teachers to provide instruction in both the specified language and English to K-12 students. UCLA TEP currently offers bilingual authorization pathways in Spanish, Mandarin, and French as an intensive summer course which includes a 1-week in-service practicum in a language camp for K-8 students, which is also organized by TEP. APC will work with language faculty in ALC and TEP to design the curriculum for three courses in Korean language and culture in year 1, obtain approval from the UCLA SEIS and the California Commission on Teacher Credentialing in year 2, and begin offering the program in summer of year 2 (BUDGET VIII.A.3).

### Project Goal #2: Expand research and training on EA area studies, including increasing the number of courses, enriching existing course contents, and adding new instructional materials that provide a deeper understanding of global issues from diverse perspectives and views

1. **Interdisciplinary Research and Public Programs:** APC is committed to supporting interdisciplinary research and instruction that respond to current issues facing EA in a global context and promote innovative frameworks of understanding through deep scholarly engagement of diverse geographical, methodological, and cultural perspectives. Working with our UCLA NRC partners LAI, CSEAS, Center for Near Eastern Studies (CNES), African Studies Center (ASC), and Center for European and Russian Studies (CERS), we propose a series of programs that will bring together international networks of scholars from different world regions for collaborative research and training in the liberal arts and professional school curricula as well as for outreach to K-12 schools, CCs, MSIs, and the community. These programs will incorporate public forums, mentorship and professional development for UG and graduate students, and K-12 teacher training workshops that introduce these diverse perspectives on global issues to middle and high-school social studies classrooms (BUDGET VIII.B.1).
   1. ***Program on Central Asia*:** APC’s PoCA, established in 2008, has become recognized as the primary forum in Southern California for the study of this critical region in the EA sphere. PoCA offers lectures, workshops, a graduate student working group, and has sponsored courses on Central Asian research and methods as well as a hybrid-online course on Kazakh language. We request funds to organize annual public forums in collaboration with CNES and CERS on current issues in Central Asia, such as China’s Belt-Road Initiative; traditions and transformation in Central Asian religions, and Central Asia’s position in EA and European relations, as well as on Tibet and the Uyghurs of Xinjiang, which will enrich existing relevant courses.
   2. ***Pacific World Research Initiative***: APC spearheaded the establishment of this joint-center initiative with LAI and CSEAS in 2021. With over 65 members from the US, EA and SE Asia, Latin America, and Europe already committed, APC will take a leadership role in this initiative to

connect scholars in the US, Asia, and Latin America conducting research on transpacific connections and interactions; train a new generation of scholars and professionals who are bilingually and multi-culturally proficient; and disseminate findings through annual public events and a dedicated website and listserv. The organizing centers propose to hold an international symposium in year 1 that will showcase graduate student research and include CC and MSI faculty from the southern CA Latin American Studies Consortium, followed by annual public forums in years 2-4, and organize a K-12 teacher training workshop in year 4 (NRC CPP, AP2).

* 1. ***Diversifying the Pipeline for EA Studies:*** APC, working in concert with the CCS, CKS, TCJS, and the EA MA program, will host a series of workshops with MSI and CC institutions, and develop outreach programs for underprivileged and minority high school students to take intensive language and content courses about EA.

1. **K-12 Teacher Training Workshops**: APC will partner with the 5 UCLA NRCs and HGP, to offer an annual K-12 teacher training workshop series on “Interconnected Worlds: Past, Present, and Future” with topics developed from our thematic programs, including global perspectives on the Cold War and the Pacific World. The 3-to-4-day summer workshops will include lectures by faculty experts from UCLA and other local higher ed institutions, pedagogy sessions by HGP teacher leaders to introduce classroom strategies and model lesson plans, and the production of new lesson plans by participants which will be posted on our websites for open access by educators nationwide (AP1) (BUDGET VIII.B.2).
2. **Graduate Student Conference:** To further interdisciplinary exposure and training on EA in a global context, APC requests funds to support UCLA II’s annual Going Global Graduate Student Conference, jointly organized by graduate students affiliated with the UCLA EA MA and NRC programs (BUDGET VIII.B.3).
3. **EA Scholarship Translation Series**: APC will collaborate with the UCLA TCJS and CKS to commission the translation of foundational scholarship of the history, culture, and society of EA into English to make the works of important scholars in the region more widely accessible. The project expands on APC’s Taiwan translation initiative, launched in 2021, which has already commissioned three volumes of Taiwan scholarship, with the first to be published in 2023. APC requests Title VI support for copy-editing and publisher subvention costs to supplement translator fees, which will be leveraged by the ALC Yanai Initiative for Globalizing Japanese Humanities and additional support from CJS and CKS (BUDGET VIII.B.4).

### Project Goal #3: Expand resources and training for students to enter post-graduate career paths in areas of national need

Our activities aim to improve employment opportunities for students with advanced language proficiency and area studies expertise, to prepare students, including FLAS awardees, for careers in the fields of higher education, government, and the private and nonprofit sectors, and to improve tracking of post-graduate employment in order to respond more effectively to evolving demand from both private and public sectors.

1. **Career Forums for FLAS Fellows**: APC proposes to expand the career resources and professional development opportunities for EA FLAS recipients through annual forums on pathways to success for EA FLAS awardees, alumni career forums, and a social networking event with all UCLA NRC FLAS awardees featuring keynote presentations from academia or professional sectors (BUDGET VIII.C.1).
2. **EA MA Core Course**: The interdisciplinary MA program in EA Studies provides a bridge between students’ undergraduate preparations and their professional goals in a wide variety of careers, which have historically ranged from business and government positions to placements at

top-level doctoral programs in a variety of fields. APC will support the creation of a core course for first-year students in this MA program to strengthen methodological and interdisciplinary training. A key feature of the course will be a component on writing and presenting for diverse audiences, including those outside one’s areas of expertise as well as for diverse publics. APC requests Title VI funds to bring guest speakers from diverse fields and settings to this core course (BUDGET VIII.C.2).

### Project Goal 4: Enhance and expand access to EAL’s unique holdings of rare materials and resources in growing fields of EA studies

1. **Acquisitions and Digitization of Rare EA Materials:** APC seeks funding for the acquisition and digitization of unique EA materials, including rare books, ephemera, and visual materials from North Korea, Mongolia, and Tibet, as well as CJK print and digital collections in growing fields in EA studies (BUDGET V.1). APC will also support professional development programs that aim at raising awareness and increasing access.
2. **EA Rare Book Residency and Training Workshops**: At present, there are no institutions in North America that offer training for graduate students and librarians to access and use rare East Asian materials for teaching and research. EAL and Special Collections of the UCLA Library will support a 2-week residency program for experts from EA who will serve as expert leaders for summer institutes in years 1 and 3 that are dedicated to training a new generation of scholars and library professionals in curation and conservation of EA rare materials (BUDGET VIII.D.1). **Reasonable Costs and Long-Term Impact**

The APC budget is designed to produce long-lasting impact with reasonable costs. Through collaborations with campus and community partners and APC’s institutional leverage capacity, we will use Title VI funds to seed new projects and expand on existing programs for more effective

use of resources. We request support to cover partial salaries and benefits of APC staff as well as funding for an external evaluator, TPMA, to carry out the grant activities successfully and effectively (BUDGET I.A, VIII.E).

By the end of the four-year grant period, APC’s proposed projects will result in the following long-term outcomes on UCLA’s undergraduate, graduate, and professional training programs:

1. Two new languages, Cantonese and Okinawan, will be added to ALC’s regular course offerings;
2. Four new medical Chinese courses will be created and added to the course offerings, 3 at UCLA and 1 at PCC;
3. New publications and educational resources will be created and published via open-access outlets, including OER for Japanese and other EA language courses, an online dictionary of Ikema Okinawan language, and translations of EA scholarly works into English;
4. A core course on EA methods and writing will be added to the EA Studies MA curriculum;
5. Professional networks and resources for interdisciplinary research and career pathways for EA studies students and FLAS recipients will be expanded to increase students’ preparation for academic success and careers in areas of national need;
6. The UCLA Library will expand EAL’s holding of rare books and manuscripts, North Korean publications and ephemera, and minority language sources.

# SECTION J: NRC AND FLAS COMPETITIVE PREFERENCE PRIORITIES

***NRC Competitive Preference Priority:*** APC is fully committed to increasing access and instructional offerings of EA languages and area studies to students attending CCs and MSIs in Southern California by partnering with PCC, a regional community college partner with a high transfer rate to UCLA and a strong Chinese language and culture program. PCC is designated as a

Hispanic Serving Institution (HSI) under Title VI and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) under Title III, Part A. The proposed partnership will have three component activities serving diverse student needs for their educational and career pathways: (i) developing a Chinese language curriculum for healthcare professionals in-training in collaboration with UCLA Center for East West Medicine; (ii) hosting workshops for professional development and pedagogy training in hybrid online language instruction for CC instructors; and (iii) bringing UCLA and PCC students to each other’s campus to participate in intercultural activities and provide information and tutoring/ mentoring opportunities for PCC students interested in transferring to UCLA. We expect to see increases in the number of students studying Chinese at PCC, majoring in EA fields, and transferring to UCLA and other four-year institutions, and to expand career pathways serving national needs for students, as well as for healthcare professionals and Chinese language teachers in training, at UCLA and PCC.

***FLAS Competitive Preference Priority 1:*** As detailed in Section Hb (FLAS), APC is experienced and well-equipped to implement award procedures to give higher priority to students demonstrating financial need (37% of awardees in 2014-18). APC will work with the UCLA financial aid office and graduate division to identify applicants who demonstrate financial need and incorporate this priority in the awarding process.

***FLAS Competitive Preference Priority 2:*** As an EA NRC, all of APC’s FLAS awards will be given to students studying CJK, which are identified as LCTLs on the US Department of Education’s list of priority languages.