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This proposal aims to establish a Title VI Undergraduate National Resource Center at the University of Arizona (UArizona) focused on East Asia (EA). The Center for East Asian Studies (CEAS) will be headquartered in the Sonoran Desert, at an institution known as a global leader in climate research and that houses one of North America’s oldest and most disciplinarily diverse departments of East Asian Studies. Less than an hour’s drive from the US/Mexico border and situated in a state with 22 federally recognized native nations, Tucson’s diverse demographics mean that questions about borders and borderlands-oriented topics are embedded in the southern Arizona landscape. This socio-political complexity highlights the need to study issues in globally comparative contexts—and in EA particularly—where territorial disputes and human rights are now global concerns. Moreover, as Arizona’s partnerships with Intel plants in China and Vietnam expand, and the Taiwan Semiconductor Manufacturing Company invests $12 billion here to help rebuild America’s microchip manufacturing capacity, the state is now a key player in the reshaping of the relationship between Asia and the US.

UArizona’s proposed CEAS will leverage its position in the middle of this tumultuous transnational expansion to address extant and emergent challenges that characterize our nation’s critical engagement with EA. It will capitalize on its centrality within one of the US’ largest Very High Research Activity (R1) Hispanic-Serving Institutions (HSIs) to yield new insights about and entrees into EA studies. If funded, CEAS will become the nation’s first and only East Asia-focused NRC at a designated HSI, and a unique contributor to national understandings of the complex interplay among East Asia, North America, and Latin America.

# COMMITMENT TO THE SUBJECT AREA

* 1. **Operations.** UArizona’s commitment to East Asia is apparent; EA languages have been offered here since 1955, and the Department of East Asian Studies (EAS) was established in

1968. Half a century later, EAS continues to be the only department entirely devoted to EA in the state of Arizona. Once established as a new NRC, CEAS will receive a total of $623,380 in direct UArizona support for salaries and fringe benefits, averaging $155,845 per year. This includes the Center Co-Directors’ administrative salaries. CEAS will be located adjacent to EAS to facilitate collaboration. Housed in the College of Humanities (COH), CEAS will have access to language labs and work closely with other COH-supported centers with EA interests.

* 1. **Teaching Staff.** UArizona pays a total of $7,448,361 in the current fiscal year to its CEAS’ affiliated faculty (including fringe benefits), or $5,784,140 after adjusting for the percentage devoted to EA research and teaching (Table A.1).

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| **TABLE A.1. UArizona’s Investment in EA Faculty and Library Collection (21-22).** | |
| **TYPE** | **INVESTMENT**  **(After adjustment)** |
| **FACULTY AND INSTRUCTION** | |
| EA Language Faculty | $1,128,197 |
| EA Area Studies Faculty | $4,451,740 |
| EA Global Programs | $204,203 |
| SUBTOTAL | $5,784,140 |
| **LIBRARY** | |
| EA Acquisitions | $106,492 |
| EA Personnel in UArizona Library | $71,762 |
| Poetry Center Personnel | $21,760 |
| SUBTOTAL | $200,012 |
| **TOTAL** | $5,984,154 |

UArizona’s commitment to EA teaching is evident in its hiring practices:

EAS has hired 3 new tenure-track (TT) faculty members since 2018, with a fourth TT hire currently underway.

* 1. **Library Resources**. UArizona’s commitment to EAS is also reflected in

the $106,492 earmarked for the acquisition of EA library materials in English, Chinese, Japanese, and other languages. The Libraries also allocated $93,520 in staff salaries for EA- related collections, including fringe benefits and special allocations (see Table A.1.)

* 1. **Institutional Linkage.** Global engagement is one of UArizona’s strategic plans, and it has aggressively and ambitiously invested in partnerships with institutions in EA. Of its 13 global UArizona micro-campuses—sites where international educational exchange occurs seamlessly with established support infrastructure—5 are located in the region that CEAS covers. UArizona,

through its Arizona Global initiative, has an Associate Vice President of China & East Asian Affairs (Wang) and a Director for China and East Asia Programs (MacInnis) who coordinate new programs for the region. CEAS’ faculty have also forged many institutional linkages in Asia, such as with East China Normal University and Shaanxi Normal University, and with Ryokoku and Doshisha Universities in Japan.

* 1. **Outreach.** UArizona will support 50% of CEAS’ Outreach Coordinator, if CEAS is funded.

CEAS faculty are actively engaged in EA-related outreach and have cultivated a robust network comprised of Arizona K-12 schools, four HSI community colleges (CCs), other HSIs across the Southwest, and EA-related organizations in the region and beyond.

* 1. **Students.** UArizona provides strong support for its students, with approximately 9 out of 10 UArizona undergraduates receiving financial aid. This strong support translates into high retention rates among BIPOC students; first-year retention rate of African American students was at 78% in 2019. EAS at UArizona is also affordable and attractive to diverse student populations. Tuition for AY 21-22’s undergraduate class is $11,299, guaranteed for 4 years. EAS students also receive Pell Grants and need-based aid from the state.

UArizona also provides generous support to EAS graduate students. EAS currently supports 42 Graduate Teaching Assistants (GTAs), including 3 from the Second Language Acquisition and Teaching (SLAT) interdisciplinary program. The Center for Buddhist Studies (CBS) provides funding for 2 more EAS grad students. EAS PhD students receive 5 years of guaranteed financial support in addition to tuition exemption, and 100% of current EAS PhD students receive at least partial financial support. With the exception of the students in the accelerated MA program (AMP), EAS MA students usually also have full support and tuition remission throughout their programs.

# QUALITY OF LANGUAGE INSTRUCTION

* + 1. **Language Instruction and Levels.** UArizona began to offer EA languages in 1955, and at present its EA language offerings are extensive and student-centered. EAS currently houses Chinese (Mandarin, Classical), Japanese (Modern, Classical), and Korean language instruction. Started nearly 70 years ago, our Chinese Language Program now provides instruction through 4th

year proficiency. Students interested in continuing with their language studies after completing 4th-year Chinese often enroll in Classical Chinese, which is offered at both the elementary and intermediate levels. The Japanese Language Program also provides four years of instruction, and

students can continue with Classical Japanese if they wish. The Korean Language Program was

started in Fall 2018 and provides instruction through the 3rd year. One distinctive feature of all three language programs is that off-cycle 1st and 2nd year language courses are offered, allowing students the flexibility to begin at different times of the year. This flexible arrangement allows students to maintain their language studies momentum, while smoothing out the secondary- postsecondary articulation. This same strategy is also effective for maintaining EA language study for transfer students (e.g., CCs to UArizona). EAS also offers language classes over the summer on campus and faculty-led language immersion through study abroad (see Section D).

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| **Table B.1. EA languages and levels offered at UArizona.** | | | | |
| **Language** | **Years** | **Levels** | **Hours/Week** | **Credits per AY** |
| Mandarin Chinese | 4 | 6 levels available every semester | Beg./Int. 5; Adv. 3 | Beg./Int. 10; Adv. 6 |
| Classical Chinese | 1 | 2 (elementary/intermediate) | 3 | 3 |
| Japanese | 4 | 6 levels available every semester | Beg./Int. 5; Adv. 3 | Beg./Int. 10; Adv. 6 |
| Classical Japanese | 1 | 1 | 3 | 3 |
| Korean | 3 | 5 levels available every semester | Beg./Int. 5; Adv. 3 | Beg./Int. 10; Adv. 6 |
| Cantonese | 3 | 6 levels available every semester | Beg./Int. 4; Adv. 3 | Beg./Int. 8; Adv. 6 |
| Vietnamese | 3 | 6 levels available every semester | Beg./Int. 4; Adv. 3 | Beg./Int. 8; Adv. 6 |

While UArizona’s EA language offerings are particularly deep for Chinese, Japanese, and Korean, two other EA languages (Cantonese, Vietnamese) are regularly offered through

UArizona’s CLP (Table B.1). Moreover, Beginning Chinese is also offered through Arizona Online for students who cannot commit to being full-time college students.

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| **Table B.2. Recent enrollments in EA languages (AY 2018-2021).** | | | |
| **LANGUAGES** | **AY 18-**  **19** | **AY 19-**  **20** | **AY 20-**  **21** |
| Mandarin Chinese | 298 | 367 | 403 |
| Classical Chinese | 18 | 13 | N/A |
| Korean | 247 | 284 | 316 |
| Japanese | 582 | 597 | 518 |
| Classical Japanese | N/A | N/A | 9 |
| Cantonese | 283 | 243 | 121 |
| Vietnamese | 68 | 54 | 46 |
| **TOTAL** | **1496** | **1558** | **1413** |

* + 1. **Student Enrollments.** Overall, enrollments in the EAS’s primary languages (Chinese, Japanese, and Korean) have seen a nearly 5% growth from AY 16-17 to AY 21-

22. Notably, enrollment numbers for Mandarin are now rising again, despite the

association of COVID-19 to China and the subsequent (re)politicization of the Chinese language during the pandemic. The Korean Program has seen remarkable growth since its 2018 incorporation into EAS; its enrollment numbers have increased by 28%. This comports with the MLA’s language enrollments database, which reveals that the UArizona’s Chinese and Japanese Programs were ranked at the top of all HSIs in the ten Rocky Mountain States in 2016.

The strength of UArizona’s EA language programs is also evident in the high enrollments in some of the *least* commonly taught Asian languages (Table B.2). The MLA 2016 survey indicates that UArizona had by far the nation’s largest Cantonese language enrollments at that

time, with UArizona’s numbers alone exceeding those of all other US institutions combined. UArizona’s Vietnamese enrollments were the largest across all Rocky Mountain states.

* + 1. **Courses in Other Disciplines.** The multidisciplinary EAS Department offers courses that engage with EA languages in a range of disciplines. Translation courses are offered every academic year for students studying Chinese and Japanese. In these courses students are exposed to texts in their original languages and learn to make sense of the cultural differences encoded in language. Miura, a professor of Japanese Religion, has designed a course—“Academic

Japanese”—on how to engage with Japanese language texts for academic research into Japanese humanities. Finally, EAS majors in the Capstone Course work under the supervision of relevant faculty who have backgrounds in anthropology, history, cultural studies, religious studies, and others (see Table B.3). These capstone projects must utilize at least one EA language.

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| **Table B.3. Sample List of Recent Undergraduate Capstone Theses** | |
| **CAPSTONE THESIS TITLE (STUDENT, YEAR OF COMPLETION)** | **FIELD** |
| Colonized Korea: Labor and the Issue of Comfort Women (Dallas Sherman, 2019) | History |
| Gentrification in Tokyo’s Sub-Centers: How International Competitiveness and Reurbanization has Driven Homogenization in Tokyo’s Radiating Urban Hubs (Nathan Gosnell, 2019) | Anthropology |
| Rebirth of Leifeng Pagoda—Hangzhou, China (Rob Lisak, 2020) | Religious Studies |
| Digging up a Buried Past: Reconciling the Historical Injustices of Unethical Medical and Anthropological Research with Current Indigenous Studies of the Ainu Peoples (Hibah Iilyas, 2021) | History |
| Mandarin Language Word Choice and the Peoples Republic of China’s “One China Policy” (Grace Faerber’) | Public Policy |

* + 1. **Language Faculty.** All three EAS language programs are directed by tenured/TT faculty specializing in language teaching and linguistics. The Japanese Program includes 2 tenured

professors and 2 FT instructors, including a former Board Member of the American Association

of Teachers of Japanese (AATJ), and former Language and Linguistics Editor of the AATJ’s flagship journal, *Japanese Language and Literature*. The Chinese Program also consists of 2

tenured professors and 2 FT instructors. Liu is a tenured Full Professor who has been directing

the Program since 1993. Associate Professor Diao has served in several national leadership positions within the language teaching field, and previously collaborated with the DC-based Center for Applied Linguistics. The Korean Program is directed by a tenure-track specialist in

technology-enhanced language learning, Assistant Professor S. Yang, and has 1 FT Korean

instructor (Chun). The faculty for Classical Chinese and Japanese courses includes Gregory,

CEAS’ Co-Director, who has a forthcoming monograph with Cornell University on Ming literature; Du, recipient of the Early Career fellowship from the Henry Luce Foundation; and Hayashi, formerly a postdoc fellow at Harvard’s Reischauer Institute of Japanese Studies.

Graduate students also co-teach as GTAs under the supervision of the language faculty.

All GTAs in the language programs are graduate students majoring in Chinese Linguistics, Japanese linguistics, or the SLAT program at UArizona. They must have taken at least one course on Second Language Pedagogy prior to teaching in the Language Programs. Several GTAs have also received pedagogy training through summer teaching in programs such as Middlebury, Indiana University’s Summer Language Academy, and Princeton-in-Beijing.

Finally, the UArizona’s Critical Languages Program (CLP) is directed by Ryu (PhD in Second Language Acquisition & Teaching). Ryu coordinates the University’s courses in Cantonese and Vietnamese, and has received Title VI funding for language teaching innovations from the Center for Educational Resources in Culture, Language, and Literacy (CERCLL).

* + 1. **Language Pedagogy Training.** All language faculty in EAS, as well as the CLP Director, routinely provide, organize, and/or participate in regular pedagogy training. The 4 tenured EA language faculty members (Diao, Jones, Liu, Karatsu) regularly provide such training to language teachers across the nation (see appended bios). EAS’ non-tenure track language instructors are encouraged by their supervisors to pursue language pedagogy training opportunities available through their professional associations, with funds provided by EAS. The many language instruction graduate programs and language education faculty at UArizona also frequently offer language pedagogy courses. CERCLL provides free webinars and an intercultural competency and language teaching conference (with a discounted rate for UArizona affiliates), while the SLAT program hosts an annual language teaching roundtable and a speaker series. EAS language faculty also attend training sessions organized by UArizona’s English Applied Linguistics Speaker Series, the EAS Colloquium, and the Linguistics Colloquium.
    2. **Performance-based Instruction.** All EAS language programs adopt performance-based approaches in their instruction as outlined by the American Council on the Teaching of Foreign Languages (ACTFL); these principles are carefully implemented through curriculum design, material adoption, and instructional techniques. All EAS language programs adopt the ACTFL proficiency criteria and the *can-do* descriptions to design curriculum goals and objectives. All GTAs must learn how to implement communicative and performance-based language teaching principles, which they then must use to make lesson plans and prepare practice lessons in their required language pedagogy course (EAS 579 or EAS 580). The Chinese Program uses the

*Integrated Chinese* textbook series, which is widely acclaimed for being based on the ACTFL proficiency standards. Two former members of UArizona’s Chinese Language Instruction Team, Taochung Yao and Xiaojun Wang, were among the co-authors of this popular performance- based textbook series. The Japanese Program’s teaching material, including the *Nakama* series,

are also proficiency-oriented textbooks that follow ACTFL guidelines. The Korean Program uses

the KLEAR series published by the University of Hawaii Press.

* + 1. **Adequacy of Resources**. UArizona offers a rich milieu for teaching and learning EA languages. Its Teaching with Technology team (under the Office of Instruction and Assessment) provides regular training and ongoing support for faculty looking to use the campus’ many instructional technologies in their in-person, virtual, and hybrid classrooms. EA language faculty have free access to *Clickers*, *Panopto*, *VoiceThread*, *D2L Brightspace*, *Badgr*, *PlayPosit*, and many other instructional apps. Moreover, EAS language faculty routinely acquire, research, and sometimes develop their own technological tools to advance their instructional goals, work that often results in peer-reviewed research publications (e.g., recent work on *Kahoot!* and *Quizlet*)*.*

COH has an award-winning tech support team and two computer labs specifically equipped for language instruction. EA language faculty work closely with these resources and staffers, undertaking projects ranging from the development of interactive online content to the implementation of virtual exchanges. EAS language faculty also coordinate with other campus organizations to create opportunities for students to use the EA languages they are studying outside the classroom. A noncomprehensive list of these resources includes: The Japanese Language Table, The Chinese Table with Chinese international students (now replaced by the Chinese Hour with language faculty), and The Korean Conversation Table.

On the research side of language instruction, Diao’s *DormTalk* project hosts one of the very few Chinese language learner corpora of authentic Chinese discourse in North America. Supported by Title VI CERCLL funding, the project created a corpus consisting of 334,899 transcribed tokens from spontaneous conversations in Chinese between American students and their Chinese peers in China. Diao is developing the *DormTalk* corpus into a real-world oriented textbook for advanced Chinese language training, one that simultaneously promotes linguistic and cultural competencies (see Section I: NRC Program Planning & Budget).

* + 1. **Language Proficiency Requirements.** UArizona’s EA language faculty adopt performance-based and evidence-based principles in language proficiency requirements. All degree programs in EAS have clear language requirements (Section D). Except for the culture- track EAS minor, they all require at least 4th semester proficiency in the relevant EA language, which corresponds to the Intermediate Low to Mid level of the ACTFL performance standards.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Quality and Extent of the Center's Offerings.** Over 6,000 students from across majors enroll in courses taught at UArizona with content relevant to EA every year (see appended Course List). Table C.1 shows the coverage and popularity of non-language EA instruction.

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| **Table C.1. Enrollments in EA Related Courses by Subject Area, AY 20-21, 21-22** | | | | |
| **SUBJECT AREA** | **AY 20-21 UG** | **AY 20-21 GRAD** | **AY 21-22 UG** | **AY 21-22 GRAD** |
| Anthropology | 544 | 6 | 518 | 13 |
| Arts | 481 | 7 | 343 | 5 |
| Communications | 103 | NA | 57 | NA |
| EAS | 2652 | 103 | 2282 | 114 |
| Economics | 28 | 9 | 34 | 4 |
| Education | 47 | 19 | 72 | 24 |
| English | NA | NA | NA | 23 |
| Geography | 92 | NA | 103 | NA |
| Geosciences | 127 | 34 | 5 | 32 |
| Gov/Public Policy | 212 | 60 | 336 | 65 |
| History | 362 | 5 | 545 | 5 |
| Humanities | 676 | NA | 500 | NA |
| Law | 10 | 30 | 31 | 9 |
| Linguistics/SLAT | 281 | 47 | 245 | 28 |
| Management | 216 | 37 | 249 | 30 |
| Religious Studies | 187 | NA | 297 | NA |
| Sociology | 160 | 16 | 146 | 5 |
| **Total** | **6,178** | **373** | **5,763** | **357** |

These courses cover China, Japan, Korea, and Mongolia, as well as those adjacent regions that have deep cultural and political connections with EA (such as Southeast Asia and the Himalayas). Courses with 100% EA content cover a wide variety of disciplines, including anthropology, history, religious studies, linguistics, and film/media studies. Courses with 50% or more EA content are in the disciplines of geosciences, political science, and fine arts (Table C.1).

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| **Table C.2. Number of EA-Related Teaching Faculty and Number of Courses by Subject.** | | | | | | |
| **Subject Area** | **Course Titles** | **Instructors** |  | **Subject Area** | **Course Titles** | **Instructors** |
| Anthropology | 14 | 12 |  | Gov/Public Policy | 19 | 11 |
| Arts | 10 | 7 |  | History | 17 | 13 |
| Communications | 2 | 2 |  | Humanities | 2 | 2 |
| EAS | 76 | 32 |  | Law | 5 | 3 |
| Economics | 2 | 2 |  | Linguistics/SLAT | 10 | 8 |
| Education | 8 | 8 |  | Management | 10 | 5 |
| English | 4 | 3 |  | Religious Studies | 2 | 2 |
| Geography | 3 | 3 |  | Sociology | 8 | 5 |
| Geosciences | 8 | 4 |  | **Total** | **200** | **111** |

200 EA-relevant unique courses were offered during AY 20-21 and 21-22, of which 131 were 50% or more EA content, including 93 that were 100% EA content. These courses were/are taught by 111 faculty members (Table C.2). In AY 20-21, enrollment in non-language EA courses reached 6,547 total, 6,178 (94%) of whom were undergraduates and 373 were graduate students (Table C.1). Courses satisfying General Education (Gen Ed) requirements at both the introductory (“Tier I”) and advanced (“Tier II”) levels are offered frequently, most taught by TT or tenured faculty. The EA courses that satisfy the undergraduate Gen Ed requirement for a Diversity Emphasis are very popular among UArizona’s undergraduate students, because they make East Asia relatable and relevant to young adults. Popular introductory EA Gen Ed classes include *Worlds of Buddhism* (AY 20-21 enrollment=1,106), and advanced EA Gen Ed courses include *Japanese Anime and Visual Culture* (AY 20-21 enrollment=313) and *Introduction to the History of Photography* (75% EA content; AY 20-21 enrollment=115).

**C.1.a. Professional Schools.** Of the 200 EA-related courses identified, 87 (43.5%) were offered for the campus’ graduate and professional students. These included 10 courses through the Eller School of Management, 8 through the College of Education, and 5 through the College of Law (Table C.2). This overlapping coverage between EAS and UArizona professional schools means students can pursue professional MAs in at least 5 different fields (see Section D).

* 1. **Depth of Course Coverage.** In addition to the lower-level coverage, UArizona also offers 149 upper-division EA courses, accounting for 74.5% of the 200 courses. EA coverage at UArizona is particularly deep (100% EA content) in several areas of focus: EA Buddhism (Dachille, Jameson, Welter, Wu, Miura), EA Linguistics (Camp, Diao, Karatsu, Liu), EA Literature (Du, Hayashi, Gregory, Li, Gabriel), EA Anthropology (Ren, Yang), and EA History (Lanza, Schlachet). EAS undergraduates can progress from introductory to advanced classes in

these subfields. Outside EAS, courses with especially deep EA coverage are found in the School of Government and Public Policy (19 EA courses and 11 instructors); History (17 EA courses and 13 instructors); and Anthropology (14 courses and 12 instructors) (see Table C.3).

* 1. **a. Non-Language Teaching Faculty.** 67 faculty members from across UArizona have expressed enthusiasm in becoming affiliated with the proposed CEAS (see Section E); they are from diverse disciplines such as Anthropology (4 faculty); Architecture (1 faculty); Law (2 faculty); Communication (2 faculty); International Business (4 faculty); Government & Public Policy (3 faculty); Geosciences (4 faculty); and more. CEAS’ planned activities will include the creation of interdisciplinary discussion hubs to bring these colleagues together with each other and with students. For example, the Sustainable Futures with/in East Asia symposia will connect

ethnographers studying China’s environmental pollution with researchers studying Chinese green infrastructure, and link geologists working on the Tibetan Plateau with scholars of Tibetan Buddhism and investigators examining the region’s rural environmental communications (Section I: NRC Program Planning & Budget). These dialogues will seed future opportunities for new interdisciplinary teaching and leave a lasting imprint on the UArizona’s EA curricula.

**C.3.b. GTA Pedagogy Training.** COH conducts a full-day training session every August for all incoming GTAs; the training covers academic integrity, student retention and success, disability resources, pedagogical strategies, and library access for teaching. GTAs also work closely with supervising faculty members and are often given opportunities to lecture in classes for professional experience. EAS faculty members are evaluated for their mentorship of GTAs as part of their annual performance reviews. Campus-wide, the Office of Instruction and Assessment also offers an optional 10-unit graduate certificate program in College Teaching.

**C.4 Interdisciplinary Courses.** UArizona offers a wide selection of interdisciplinary courses for undergraduate students. Of the 200 classes with at least 25% EA content, 47 (23.5%) are cross- listed between departments. The majority of these consist of cross-listings between EAS and Anthropology, Religious Studies, Linguistics, History, Sociology, and Political Science. Table

C.4 provides a sample list of the diverse interdisciplinary undergraduate courses.

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| **Table C.4. Selected Interdisciplinary Courses for Undergraduates** | | |
| **DEPARTMENTS** | **COURSE #** | **TITLE** |
| **ANTH/JPN** | 425/525 | Anthropology of Japan: Images and Realities |
| **ANTH/JPN/GWS/LING/SLAT** | 402/502 | Gender and Language in Japan |
| **ANTH/RELI/HUMS** | 428A/528A | Globalization, the Environment, and Indigenous Religions |
| **EAS** | 444/544 | East Asia and Global Capitalism |
| **EAS/RELI** | 351 | Zen, Tea, and Poetry: A Blending of Genres |
| **CHN/Film and TV** | 251 | New Chinese Cinema |
| **HIST/JPN** | 362A | The Culture of Food and Health in Japan |
| **POL/SOC** | 315 | Political Sociology |

# QUALITY OF CURRICULUM DESIGN

**D.1.a. Undergraduate Instruction.** At UArizona, all undergraduate students must demonstrate

some proficiency in a second language to earn their degree(s). EA language learning is required in all EAS undergraduate programs, and is also built into the Global Studies (GLS) major and the Buddhism minor. Among the EAS major programs, the culture track BA (available in Chinese, Japanese, and general East Asia) requires 2 years of EA language study, and the EAS language track BA programs (available in Chinese and Japanese) require 4 years of proficiency in the language (Table D.1). Students who wish to focus on Korea can study in the Korean minor program or pursue a major in the general East Asian culture track, and in either case 2 years of Korean language study is required.

UArizona has a strong culture of encouraging students to pursue interdisciplinary studies through double majoring and minoring, and many students choose to incorporate an EA specialization in their degree programs. Among the 541 students who completed EAS undergraduate studies between 2017 and 2021, 424 were EAS minors (see Section G). Of the

117 EAS majors, 50.4% pursued double majors with another degree, such as Business Administration, Computer Science, Economics, English, Global Studies, Health Studies, Linguistics, Political Science, Religious Studies, and so on.

In addition, the Global Studies (GLS) BA program requires 34 units; GLS students can choose to focus on the EA region which carries a requirement of 3 years of EA language study. They must also declare a minor or a second major in an EA program.

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| **Table D.1. EAS undergraduate degree requirements** | | | |
| **DEGREE** | **TRACKS** | **CORE REQUIREMENT** | **LANGUAGE REQUIREMENT** |
| **EAS BA Major** | Culture: East Asian, Chinese, Japanese | * Minimum of 34 units in EAS, not counting the first three basic language classes. * 120 units. * EAS 201 and EAS 202 * EAS 498: Senior Capstone | 4th semester proficiency in an EAS language. |
| Language: Chinese or Japanese | * Minimum of 34 units in EAS, not counting the first three basic language classes. * 120 units. * EAS 201 and EAS 202 * EAS 498: Senior Capstone | 4th year (8th semester) proficiency in Chinese or Japanese. |
| **EAS Minor** | Culture: East Asia, Chinese, Japanese, Korean | 18 units, including 9 upper division | 2nd semester in an EAS language |
| Language: Chinese, Japanese, Korean | 20 units | 4th semester in an EAS language |

* 1. **c. Training Options.** UArizona provides internationally respected undergraduate training in fields related to CEAS’ mission. In 2020 EAS received Japan Foundation’s largest flagship institutional grant to-date, an endorsement of its internationally leading Japanese language and culture training. The *2021 Times Higher Education World University Rankings* rated UArizona a top 10 US public university for Arts and Humanities. The National Research Council in 2011 ranked CEAS departmental partner Anthropology as Top 3 nationally. The *2021 Global Ranking of Academic Subjects* rated UArizona as globally No. 2 and nationally No. 1 in Water Resource Studies, and *Science of the Total Environment* ranked UArizona No. 1 in the US and 2nd in the world for environmental research—key subjects for CEAS.

As an R1 institution, UArizona provides many opportunities for undergraduates to matriculate into graduate programs. EAS offers several options, including an accelerated 5-year BA and MA option (AMP), as well as several professional MA programs offered jointly with other programs (Journalism, Management, and Government) (Table D.2).

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| **Table D.2. EAS Graduate Degree Requirements.** | | | | |
| **Degree** | **Core Requirement** | **Tracks/ Concentration** | **Track Requirement** | **Language Requirement** |
| **EAS**  **Accelerated Master’s Program (AMP)** | * 33 units (12 may also be applied to EAS BA) * Senior year: Two 500-level classes, including one 4th year language class * EAS 498 Capstone to begin MA thesis | * BA in EAS with one year of graduate study | * Junior year: Apply by January 15 * Spring of Sr. year: Form committee * Spring of MA Yr: Complete thesis or exam * 3 units of Thesis or exam | * 6 units of 4th year Chinese or Japanese, or one semester of classical Chinese or Japanese |
| **EAS MA** | * 33 units (24 must be in EAS) * 6 units of EAS 595A Graduate Colloquium | * Literature * Religion * History * Anthropology * Linguistics and Applied Linguistics | * 33 units of coursework, including 3 units of Thesis or Exam * For General MA, final paper | * 6 units of 4th year Chinese or Japanese, or one semester of classical language |
| **Professional EAS MA** | * 33 units of coursework | * Journalism * Management Information Systems * Business Management * Marketing | * 33 units of course work, including 9-   15 units of coursework in the professional field. | * 4th year language proficiency |
| **EAS PhD** | * 36 units minimum * 6 units of EAS 595a Graduate Colloquium * 18 dissertation units | * Literature * Religion * History * Anthropology * Linguistics and Applied Linguistics | * Field specific courses in EAS * 2 field specific seminars * Additional courses in consultation with PhD advisor | * 4th year language proficiency * Reading proficiency in third language |

* 1. **Academic and Career Advising.** Students in EA-related programs receive academic and career advising through their home departments, their colleges, and the University. EAS students, for example, regularly meet with the EAS Director of Undergraduate Studies (Camp), an award-winning advisor certified to provide mentorship while ensuring students’ well-being

(see Section E). Camp is also the instructor for the EAS Senior Capstone, which consists of

coursework and a thesis with another designated faculty advisor specialized in the topic. Camp incorporates extensive career advising in the coursework portion; she also invites recent alumni—particularly those who work in areas of national need (e.g., USAID, US Department of State)—to share their experiences. EAS also has three designated study abroad advisors, one for each language (Chinese, Japanese, and Korean), to facilitate students’ study abroad experiences. In addition, COH (where EAS is housed) has an Academic Advising office, where a designated academic advisor, Akira (an EAS alumnus himself), devotes 50% of his time working with EAS students. Finally, the University Student Engagement and Career Development office provides reviews students’ job application portfolios and pairs students with a peer coach or a professional career educator to finetune job search strategies and practice interview skills.

Graduate students in EAS meet with the EAS Director of Graduate Studies, Liu, to ensure academic requirements are being met, and with their own faculty mentors for research assistance. In addition, a weekly EAS Brownbag series organized by graduate students feature peer mentoring and coaching by faculty members on career strategies, teaching technique, and so on.

* 1. **a. Programs Abroad.** At UArizona, EAS alone offers five faculty-led study abroad

programs devoted to language immersion or culture learning of EA, with a sixth area studies option in the region offered through the Office for Diversity & Inclusion (Table D.3). All faculty-led programs are cost-effective for UArizona students, and each summer program has around 10 to 30 participants in every cohort.

Arizona-in-Shanghai is an intensive Chinese language program created by CEAS Co-

Director Diao, a language learning specialist with an extensive background in study abroad. The summer program uses evidence-based best practices, and its success led to a 2019 Fulbright- Hays project. Since 2018, the Arizona-in-Hangzhou summer program has been offered; students

live in a Buddhist monastery and take courses at the Hangzhou Buddhist Academy. The Shanghai and Hangzhou programs are offered in rotation to ensure the availability of one faculty-led program in China every summer. For Japanese, UArizona is one of the four founding

members of the Konan Consortium, which runs the Year-in-Japan language immersion. Japanese

Language program directors from the four institutions rotate to supervise language instruction on-site. The Arizona-in-Kyoto summer program has been offered every year since its launch in

2016, and EAS faculty with a Japan specialization take turns leading the program. It has so far focused on diverse topics that take advantage of Kyoto’s historic significance in Japan: food culture, religion, and pre-modern literature.

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| **Table D.3. Faculty-led Study Abroad Programs in East and Southeast Asia.** | | |
| **Program Name** | **Program Focus** | **Faculty Director** |
| **China** | | |
| Arizona-in-Shanghai | Chinese language immersion | Diao |
| Arizona-in-Hangzhou | Chinese culture and language | Welter |
| **Japan** | | |
| Arizona-in-Kyoto | Japanese history and culture | Varies by year. |
| The Konan Consortium: Year-in-Japan | Japanese language immersion | Jones, Karatsu |
| **Southeast Asia** | | |
| Arizona-in-Bhutan | Himalayan Buddhism and culture | Dachille |
| Southeast Asia: Culture, history, and people (Vietnam, Cambodia, Laos, Thailand, Korea) | Climate justice and political history in Southeast Asia | Xayaphanh |

UArizona students can also participate in two summer programs in destinations that are less common among American study abroad programs. The Arizona-in-Bhutan program is a

creative project that blends in-class discussions with excursions in Bhutan, where environmental sustainability is a high priority and all foreign visitors are charged a daily “Sustainable Development Fee.” Another blended program, Southeast Asia, includes service-learning in five

East and Southeast Asian countries and focuses on issues of global and regional concern (e.g., wildlife conservation). Designed by the UArizona Office for Diversity & Inclusion, it has been particularly meaningful for children of refugees and immigrants from Southeast Asia.

**D.3.b. Access to Non-UArizona Programs.** In addition to the numerous faculty-led study abroad programs available to the UArizona students, there are also many non-UArizona programs that students are encouraged to consider. UArizona holds a Study Abroad Fair every year where a host of non-UArizona programs participate. EAS also advertises a list of high quality non-UArizona language programs on the same webpage where its own faculty-led programs are shown, and the EAS office has a poster wall where non-UArizona programs are advertised. Students are encouraged to meet, prior to their departure, with one of the EAS study abroad advisors who review student programs and course selections and pre-approves credit transfers from the program to EAS graduation records (credit transfers can also be approved after students return by submitting relevant syllabi and course work samples). For language programs that are not included in the current EAS list of approved providers, students may also take an assessment test and provide a syllabus upon their return to gain credit. If the test result is deemed equivalent to the EAS requirement, they receive “credit by exam.”

# QUALITY OF STAFF RESOURCES

* + 1. **Faculty/Staff Qualifications.** The faculty and staff of CEAS are highly qualified, as evidenced in the appended CVs. Drawing on an active campus network of 67 associated faculty members and program directors who represent 22 different departments, 8 colleges, and several research and public outreach centers, the people who will comprise the CEAS have received numerous prestigious grants and fellowships. A list from the last five years alone (2017-present) includes recognition from the American Council of Learned Societies, Academy of Korean Studies, the Andrew Carnegie Fellows Program, Chiang Ching-Kuo Foundation, Fulbright and Fulbright-Hays Programs, Guggenheim Foundation, Henry Luce Foundation, Japan Foundation,

National Endowment of the Humanities (NEH), the National Science Foundation (NSF), Social Sciences and Humanities Research Council of Canada, Wellcome Trust, and many others.

The CEAS faculty are particularly well positioned to accomplish the goals outlined in Section I: NRC Program Planning & Budget, as evidenced by their areas of strength (Table E.1).

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| **Table E.1. Thematic Strengths of CEAS’ Affiliated Faculty.** | |
| **AREAS OF STRENGTH** | **REPRESENTATIVE FACULTY** |
| Environment and Sustainability | China: Lamoreaux, Kapp, Pietz, B. Yang, Hu Tibetan Plateau: Dachille, R.Liu, Decelles, Quade Japan: Dettman, Miura, Schlachet  Vietnam: Bakkensen, Schuler |
| Digital Humanities | Augmented/Virtual Reality (VR): Wu & Welter Geographic Information System Mapping (GIS): Wu Massive Open Online Course (MOOC) development: Du Natural Language Processing (NLP): Cui  Optical Character Recognition (OCR): Rychilk |
| Border and/or Migration | Vietnam and South China Sea: Schuler North Korean refugees: Kim  Post-Soviet Mongolia: Myadar |
| East Asian Linguistics (Not language instructors) | Chinese: Diao, Lai, Liu, Zhang Japanese: Camp, Karatsu, Jones, Warner Korean: S. Yang, Ryu  Endangered languages: Archangeli  Translation: Gabriel (Japanese), D. Li (Chinese) |

UArizona’s internationally recognized environmental studies faculty are housed not only in science departments, but also in the humanities, social sciences and professional programs. In addition to prominent geoscientists who specialize in East Asia’s unique climate and natural challenges—e.g., the Tibetan and Loess Plateaus and earthquakes—CEAS faculty also include China specialists Pietz (UNESCO Chair in Environmental History and a Guggenheim Fellow);

B. Yang (Associate Dean of CAPLA who researches China’s urbanization and green infrastructure); Lamoreaux (anthropologist of China’s environment and NSF panelist); and R. Liu (NSF project investigator studying environmental communication in rural Tibetan communities). In addition to studying China, CEAS faculty also include Miura and Schlachet, Japan specialists who in 2021 received The Japan Foundation’s largest ever grant; their own research investigates the relationship between Japan’s food, public health, religion, and the

natural environment. CEAS will also field climate policy expert Bakkensen, who collaborates with Schuler to investigate the effectiveness of Asian government policies to tackle climate change. Several CEAS faculty are experts in Buddhism, especially the role of religion in connecting humans and the environment. In addition to sustainability, the CEAS faculty will also include many digital humanities experts with distinguished grant writing and publication records, as well as specialists in contested EA border politics and migration concerns. A new TT hire is currently underway (Anthropology of Japan); all finalists are experts in either Fukushima/sustainability or migration.

In addition to its strength in EA-related thematic foci, UArizona is also a global hub of language specialists. If funded, CEAS will house one of the nation’s highest concentrations of EA-focused linguists (Table E.1). Our language specialists also include Gabriel and Li, the translators of Nobel Literature Prize nominees Haruki Murakami and Bei Dao, respectively.

The CEAS faculty will also include 5 experts from 3 professional colleges—Education, Management, and Law—who will assist CEAS in accomplishing the Absolute and Comparative Priorities in the proposed program. Wang, Professor in Law and Arizona Global’s Associate Vice President for China and EA Affairs, specializes in connecting legal education between China and the US. Professor Lee (Education) was the expert commissioned by former US Ambassador to China Gary Locke to document the impact of US-China tensions on international education. Finally, CEAS’ affiliated faculty will include specialists in equity and inclusion, and they will deploy their expertise in the monitoring of CEAS activities. Xayaphanh, Director of UArizona’s Cultural & Inclusive Experiential Opportunities Programs, is a project leader for in the proposed CEAS program, and has won a Department of State IDEAS grant for his work to offer study abroad opportunities to BIPOC students.

* + 1. **Professional Development.** UArizona provides generous support for research in area studies and language pedagogy, interdisciplinary collaboration, teaching and outreach, and travel (see Table E.1 for a sample list). All UArizona tenure-track (TT) Assistant Professors receive a minimum of $30,000 for research start-up and are eligible for one semester of full teaching release. TT Assistant Professors are paired with senior faculty mentors to further ensure career success. COH and SBS—where most CEAS faculty are housed—offer generous internal seed grants, and the Title VI CERCLL provides funding specifically for research and resource development in language instruction. UArizona also has designated grant programs to foster interdisciplinary collaboration (Table E.1).

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| **Table E.1. Sample List of PD Support Available to CEAS Faculty.** | | |
| **Type and Program** | **Amount** | **CEAS Faculty recipients** |
| **Research** | | |
| University-wide Tenure-track Start-up Package | $30,000 (min) | All tenure-track faculty |
| COH Faculty Research Grants | $5,000 | Diao, Miura, Schlachet |
| SBS Research Institute Faculty Small Grant | $5,000 | Myadar |
| SBS Research Institute Leveraging Grants | $2,000 | Lamoreaux, Schuler |
| CERCLL Faculty Research Fellow (Language Pedagogy) | $5,000 | Diao, S. Yang, Jia, Ryu |
| **Interdisciplinary Collaboration** | | |
| Confluencenter Faculty Collaboration Grant | $20,000 | Myadar |
| Udall Center for Studies in Public Policy Fellowship | Varies | Bakkensen, Myadar, Sallaz |
| **Teaching and Outreach** | | |
| COH Teaching & Outreach Grants | $5,000 | Diao, Gregory, Camp, James |
| University Student-Faculty Interaction Grants | $500 | Jia, Camp |
| **Travel** | | |
| George H. Davis Fellowship | $2,500 | Sallaz |
| EAS Conference Support | $2,000 | All EAS faculty |

Individual departments also provide support for traveling; EAS, for example, offers $2,000 annually to all its faculty members—including non-tenure track teaching faculty—to present research findings at conferences. In addition, RII provides the George H. Davis Fellowship to support faculty who have been invited to participate in national and international conferences.

* + 1. **Commitment to Students.** Most TT and tenured CEAS faculty devote 40% of their time to teaching, and all faculty members in EAS (which houses the core CEAS faculty) teach

undergraduate area studies courses. EA language courses are team-taught by language faculty and GATs who are graduate students pursuing advanced degrees in the learning/teaching of EA languages. In addition, CEAS faculty also typically spend 20% of their time on service that include advising students; for example, all EAS TT and tenured faculty supervise undergraduate capstone papers and mentor graduate students. They also advise students on study abroad and student organizations devoted to promoting EA cultures. Academic advisors devote even more time to student mentoring. EAS undergraduate advisor Camp has received both the COH Distinguished Teaching Award and the COH Distinguished Undergraduate Advising/Mentoring Award. She has also been formally trained LGBTQ student protection, suicide prevention, diversity best practices, and is fully committed to our students’ physical, social, and academic wellbeing. Other advisors among the CEAS faculty include Liu (EAS Director for Graduate Studies), Jameson (Religious Studies Undergrad Advisor), Archangeli (Linguistics Director for Graduate Studies), and Bakkensen (Director of Master Programs in SGPP).

* + 1. **Staffing and Oversight**. If funded, CEAS will be housed in COH and will work closely with EAS. CEAS will be led by Co-Directors Diao (.20 FTE) and Gregory (.20 FTE). As a Chinese applied linguist, Diao is the Program Director for CEAS’ planning stage, and she brings a wealth of knowledge related to evidence-based best practices for language instruction and study abroad. She also received COH’s inaugural Chatfield Award for Antiracist Research, Teaching and Outreach for her work promoting diversity and inclusion among EA students. Gregory is an expert in premodern Chinese literature and highly regarded teacher and mentor. CEAS is supported by the COH Dean’s Office, with Associate Dean McAllister directly involved in the Center’s planning. Together with the outstanding CEAS faculty and the COH Dean’s Office, Diao and Gregory will document and evaluate the quality and impact of CEAS’

language and area studies instruction, while also ensuring equal access and outreach to the diverse communities that CEAS will serve. EAS PhD candidate Yu is a Program Assistant on CEAS’ planning team. If funded, CEAS will hire a full-time (FT) Associate Director in charge of academic programming and FLAS, and another FT Program Coordinator devoted to outreach. It will also have 2 graduate assistants and share 1 more—a liaison between COE and CEAS—with existing UArizona Title VI Centers (presuming their funding is re-upped). CEAS will also form a Governing Board consisting of 10 faculty members and 2 student members. The 10 faculty members will each serve a 3-year term and will come from CEAS’ affiliated faculty (at least 5 different colleges, schools, or units). Student members will include one undergraduate and one graduate student majoring in the fields that CEAS represents.

* + 1. **Adequacy of Staffing and Oversight.** Although not yet an NRC, the planning of the CEAS has already received adequate support. Diao receives a course release to work with Graduate Assistant Yu (.33 FTE) on this proposal, while Gregory and COH Dean’s Office provide additional support. If funded, the CEAS team will consist of two Co-Directors (.20 FTE each), a FT Associate Director, a FT Program and Outreach Coordinator, 3 graduate assistants (.33 to .5 FTE), and 4 student workers (see Position Descriptions). CEAS will have a business manager who also works for CERCLL and the School of International Languages, Literatures, and Cultures, of which EAS is a member department. In addition, all proposed activities have been assigned to relevant project leaders and/or partnering organizations. The staffing structure will be fully adequate.
    2. **Non-discriminatory Hiring.** As an HSI, UArizona practices diversity and inclusion in every endeavor and aspect of organizational life. The Office of Institutional Equity policy states that employers should actively seek individuals with “experience and expertise working with

diverse students, colleagues, and constituencies,” and equal employment opportunities must be made “without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information.” UArizona is also an Employer of National Service and welcomes “alumni of AmeriCorps, Peace Corps, and other national service programs and others who will help us advance our Inclusive Excellence initiative aimed at creating a university that values student, staff and faculty engagement in addressing issues of diversity and inclusiveness.” In AY 21-22, 55% of UArizona employees are female, and 29% are ethnic minorities. CEAS is even more exemplary for diversity; among its core EAS faculty, 58.6% are women, and 62.1% are ethnic minorities.

# STRENGTH OF LIBRARY

* + 1. **Strength of Holdings:** The UArizona Libraries (UAL) hold more than 5,800,000 volumes in various formats including 400,000 journals (25,000 in print and 375,000 in electronic form) and 2,300,000 electronic books across all subject areas. It also provides access to more than 900 electronic databases and 140,000 online streaming videos (e.g., international film collections). In

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| **Table 4.1. UAL EAS**  **Holdings by Language (FY 2022)** | |
| Chinese | 59,833 |
| Japanese | 19,925 |
| Korean | 82 |
| Vietnamese | 24 |
| Tibetan | 28 |
| E-resources (Chinese, Japanese, Korean) | 8,057 |
| **TOTAL** | **87,949** |

terms of EA language materials, the UAL features 87,974 holdings, the majority of which are in Chinese (59,833) or Japanese (19,925) (Table 4.1). It also features 8,057 e-resources in Chinese, Japanese, and Korean; major EA-related databases accessible through the UAL include China Academic Journals, China Doctoral Dissertations & Master's Theses, DuXiu, JapanKnowledge, CiNii Articles, and MAGAZINEPLUS. Databases relevant to EA that include primarily English- language materials include China: Culture and Society (1750-1929), China, Trade, Politics & Culture, 1793-1980, and China, America and the Pacific.

Outside of the main UAL system, UArizona also has relevant special collections of EA- related materials housed in other units around campus. Its Poetry Center, for example, is a

literary institution that among its many volumes includes nearly 200 anthologies and 250 single- author editions of contemporary East Asian poetry in translation. It also holds unique digital archives of recordings from visitors to the Center including Bei Dao, Nanao Sakaki, and Yoko Tawada. The UArizona’s Center for Buddhist Studies hosts the Rare Buddhist Texts Archive in

collaboration with UAL Special Collections; one notable collection within this Archive are the 1950s era translation notes from the production of the English edition of the Zen Buddhist text *Record of Linji (Rinzai)*. Seventeen binders of notes, many handwritten, have already been digitized and made available to the public. UArizona is also home to the Learning Games

Initiative Research Archive (LGIRA), one of the largest video game archives in the world. Many

of LGIRA’s holdings were produced in EA, and the Archive regularly employs East Asianists to help catalogue the collection, curate exhibits, and assist researchers. Finally, staff from the UAL and Poetry Center are active in the Arizona Library Association’s Horner Fellowship Committee, which organizes annual librarian exchanges to and from Japan. Staff use these opportunities to purchase rare books in Japan and forge ties with Japanese counterparts.

* + 1. **Support for Acquisitions and Staff:** In the fiscal year 2020, UAL’s expenditures on its collections was approximately $15 million, of which approximately $106,492 was earmarked for EA-related materials. Approximately half of those funds were spent on materials in English, 38.6% in Chinese, and 10.6% in Japanese. Additionally, a 2020 Japan Foundation grant has provided $13,800 per year for three years for the acquisition of Japan-related materials. UAL Special Collections has now established a collection of early modern Japanese primary sources.
    2. **Cooperative Arrangements:** UAL participates in consortia and cooperative agreements including with the Center for Research Libraries; the Great Western Library Alliance (GWLA), the largest academic library consortium in the western US; and Interlibrary Loan (ILL). Access to materials also extends through UAL’s HathiTrust and Western Regional Storage Trust memberships and through its subscription to the Online Computer Library Center’s WorldCat.
    3. **Accessibility:** The UAL and the Poetry Center are open to the public, and the majority of collections are open-stack. Faculty and students from other institutions such as Arizona State, Northern Arizona University, Pima Community College, and GWLA members have borrowing privileges at UAL and have access to digital resources when on site. UAL community borrower cards are available to users at other institutions as well. UAL membership in ILL and GWLA mean its collections are accessible to many other institutions through reciprocal agreements.

# IMPACT AND EVALUATION

* 1. **Impact of Center Activities**. While the CEAS has not yet been created, many of its activities (proposed in this document) are based on existing and growing EA initiatives on campus: EAS

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| **Table G.1. Impact of EA Programs on University Campus (2017-2021)** | |
| EA language enrollments | 5938 |
| EAS degrees conferred | 150 (117 BA, 23 MA, 10 PhD) |
| EAS Majors completed | 117 (50.4% double majors) |
| EAS Minors completed | 424 |
| Asia Study Abroad participants | 283 |

major and minor enrollments increased by 57% and 76%, respectively, between 2013 and 2018. Between 2017 and 2021, a total of 5,938 UArizona students enrolled in EA language classes. In the same period, EAS graduated 150 students, including 117 undergraduate majors and 424 minors (Table G.1). Over half of EAS majors double majored, typically in fields such as government, business, and STEM. In addition, 283 students participated in study abroad in Asia. This number was much lower than the annual average prior to the pandemic; according to the

Institute of International Education’s *Open Doors* report, American study abroad saw a 53% decline during the AY 2019-2020 alone.

Other activities led by CEAS faculty underscore the vitality and influence of EA programs at the community, regional and national levels. Table G.2 is a partial list offering a snapshot of the impact that EA programs have already generated. Proposed CEAS activities for 2022-2026 will build on these successes to produce even greater campus, regional, and national impacts, particularly around issues of regional and national importance (see Section G. 4).

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| **Table G.2. Selected Recent EA-Related Activities and Their Impact.** | | |
| **ACTIVITY** | **SAMPLE EVENTS AND INDICATORS** | **IMPACT** |
| EA Speakers Colloquia (Open to public internationally in 2021) | * Michael Hunter (Yale), “The *Classic of Poetry* at the Foundations of Classical Chinese Philosophy”: 112 attendees * Wayne Soon (Vassar), “Global Medicine in Chinese East Asia, 1937–1970: 64 attendees | Created open, online forum during COVID pandemic to discuss critical EA issues, attended by international audiences |
| Regional cultural events | * Tucson Festival of Books panel (2019) “Social Change and Culture in Contemporary China”: Avg Festival attendance 135,000 per year * Tucson Festival of Humanities, presentation by Michael Puett (Harvard) (2019) | Created opportunities for general audiences to learn about EA cultures from expert authors |
| DormTalk Chinese learner | * 12 conference talks * 5 research articles in impactful journals and books; cited 39 times | Created a corpus of spoken |
| corpus (launched in 2019) | Chinese for language pedagogy |
|  | design and material |
|  | development |
| K-16 summer educator program abroad: Fulbright- Hays Group Project Abroad (GPA) (2019) | - 12 educator participants from across the US participated the trip to China | Produced 12 K-16 teaching modules that incorporate Chinese language and culture. |
| *Jiangnan Buddhist* | - 21 presenters | Brought together researchers to |
| *Traditions in Context: The*  *Early Modern Period* | - 150 registered audience members | share work in progress on  Chinese religious studies |
| *Symposium* (Dec, 2021) |  |  |
| Electronic outreach | * EAS Facebook, Twitter, Instagram presence * Center for Buddhist Studies (CBS) YouTube Channel | Provide updates about EA related events and activities through email and social media |

**G.1.b. Undergraduate Matriculation.** A sample analysis of EAS undergraduate student placement is based on the alumni data provided by COH, which were collected through surveys and other available information. Of the 40 EAS undergraduates in the sample who completed their degrees between 2009 and 2021 and have known placement, **25 (60%)** (including 19 who

have finished their advanced degrees and another 6 who are now graduate students) matriculated into graduate/professional programs at prestigious institutions such as Harvard, Columbia, Johns Hopkins, Hopkins-Nanjing Center, Vanderbilt, and so on (see Table G.3).

* + 1. **Student Placement.** Many current EA experts received their undergraduate and/or graduate training at UArizona. Prestigious American scholars who began their careers as EA specialists have BAs from UArizona including Robert Joe Cutter, a past president of the American Oriental Society, and Stephen West, a Foundation Professor at Arizona State University. UArizona alumni are particularly strong as national leaders of EA language education, including Taochung Yao (PhD, 1980), late Professor at the University of Hawai’i and CLTA’s Walton Lifetime Achievement recipient; Agnes He (MA, 1988), a Guggenheim fellow and Professor specializing in Chinese heritage language maintenance at SUNY-Stony Brook; Yi Xu (PhD, 2005), CLTA’s immediate Past President and Associate Professor at the University of Pittsburgh; and Xiaoling Shi (PhD, 2009), Associate Professor at Allegheny College, who just received an NEH grant to develop a Chinese language and culture curriculum. This long tradition remains strong, with many recent MA and PhD students serving as Professors and Lecturers of EA languages/cultures at institutions such as Harvard, West Point, Penn State, and many others.

Notable EAS alumni are also doing cutting-edge work in other fields. Dante Lauretta (B.A. in Japanese) leads NASA’s OSIRIS-REx project and contributed to the Japan Space Agency’s comparable Hayabusa2 mission. Lauretta credited his training in EAS for enabling him to communicate with his Japanese counterparts and explore space “for the human race.” Another EAS alumnus, Kaiser Kuo (MA in Chinese History), co-founded one of China’s most influential heavy-metal bands, Tang Dynasty. Kuo then built a successful career as Director for Global Communication at China’s leading search engine company, Baidu, and later co-founded the

Sinica Podcast to provide discussions about Chinese political and economic affairs with the world. Recent EAS undergrad students also do impactful work. In the aforementioned sample of 40 recent EAS graduates (Section G.1.b), those who have entered professions work in industries that address national and global challenges, ranging from education, government (e.g., Cyber security in the US Air Force), business and finance, research and consulting, law, technology, to work in nonprofit and service sectors (Table G.3). Many of these graduates now have careers in fields that echo CEAS’s thematic strength, namely, conducting research or providing legal consultations on environmental issues (e.g., for the US Environmental Protection Agency), while others use their EA language skills to program intercultural exchanges and humanitarian relief missions (e.g., USAID), or contribute to US national defense.

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| **Table G.3. Recent EAS undergraduate (2009-2020) job placement. (Sample = 40)** | | |
| **INDUSTRY** | **NUMBER OF STUDENTS** | **PERCENTAGE** |
| Business & Finance | 7 | 17.5% |
| Government | 7 (including 1 state, 4 federal,  1 military, 1 AmeriCorps) | 17.5% |
| K-12 Education | 5 | 12.5% |
| Law | 3 | 7.5% |
| Higher Education | 3 | 7.5% |
| Research and Consulting | 3 | 7.5% |
| Technology/Engineering | 2 | 5% |
| Non-Profit | 1 | 2.5% |
| Tourism | 1 | 2.5% |
| Retail | 1 | 2.5% |
| Currently Pursuing Graduate Degrees | 6 | 15% |
| **Total** | **40** | **100** |

* + 1. **Efforts to Increase Placements.** Students’ qualitative responses praised EAS’ efforts to enable them to work in areas of national need. Many commented that EA languages and cultures at UArizona provided “valuable” skills enabling them to work with international partners (Cato Milder, BA 2012, NASA Johnson Space Center) and “better at engaging with” both diplomats and people in everyday life (Anthony Orlando, BA 2013, USAID).
    2. **Addressing National Needs.** CEAS planned activities all relate to critical priority languages defined by US government agencies and/or areas of needs where these languages are used (Table G.4).

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| **Table G.4. CEAS Language Offerings Addresses National Needs for Critical Languages.** | | | | |
| **US Government Agency** | **Chinese (Mandarin)** | **Korean** | **Japanese** | **Vietnamese** |
| Defense | X | X | X | X |
| Education | X | X | X | X |
| Energy | X | X | X | X |
| Peace Corps | X |  |  |  |
| State | X | X | X | X |
| Transportation | X |  |  |  |
| USAID | X | X | X | X |

* + 1. **Providing Information to the Public.** CEAS activities will be planned with public access as a foremost consideration.

Curricula development for

language and area studies will center on the concept of open-access, and it will create new

publicly available digital archives and resources for EA humanities. Once funded, CEAS will also collaborate with COH’s tech support team to create its own platforms and utilize existing ones to share information with the public.

**G.4. Evaluation Plan**. CEAS will implement evidence-based evaluation. CEAS will use UArizona resources to hire a professional evaluator, Dr. Allison Titcomb (see appended bio), to review project programs and help develop CEAS data collection methods. Trained in language education, CEAS Co-Director Diao is a trained language pedagogy specialist and is familiar with assessing learning outcomes qualitatively and quantitatively. The evaluation plan incorporates established instruments (e.g., the 202 *Survey Scales for Evaluating Virtual Exchange Programs* by the Stevens Institute, a set of surveys for study abroad developed by the former Title VI Center for Advanced Research on Language Acquisition) and language assessment (e.g., *can-do* statements). EAS is also scheduled to receive an external departmental review during AY 2023- 2024, which will provide additional evaluations on language programs housed within EAS and its undergraduate programs. Table G.5 provides a detailed evaluation plan.

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| **Table G.5. Evaluation Plan Design and Development** | | | |
| **Objectives** | **Source/Input** | **Data Collection** | **Indicators/Outcomes** |
| **Goal 1. Establishing CEAS.** | | | |
| Coordinate EA-related resources on campus. | * External evaluator * CEAS affiliated faculty * Partnering organizations | * Surveys with faculty * Interviews with partnering   organization | * Survey results * Number of faculty affiliations * Themes in the interviews |
| **Goal 2. Enhance language instruction and integrate language into area studies.** | | | |
| Develop two COIL language courses | * CEAS leadership * COIL instructors * COIL students * Partnering organizations | * Fine-tuned Survey Scales for Evaluating Virtual Exchange Programs (Stevens Institute, 2020) * Language *can-do* statement survey * Student final task portfolio | * Quantitative survey results * Number of student portfolios * Qualitative themes in the portfolios |
| Language Pedagogy Training and Development | * EA language program coordinators * Other attendees for pedagogy training opportunities | * Tracking workshop and conference attendance * Post workshop and conference surveys * ACTFL OPI certification | * Attendance in workshops and conferences * Quantitative survey results * Number of EA teachers certified for ACTFL OPI |
| Korean language curriculum enhancement | * CEAS leadership * Korean language faculty * Students | * Course syllabi * Course evaluation surveys * Language *can-do* statements * Student final writing assignments | * Number of syllabi * Number of students enrolled * *Can-do* statements results * Quantitative and qualitative features of student writing assignments |
| Creating digitally accessible Chinese and Vietnamese curricula | * CEAS leadership * Project team leaders * CERCLL specialists * JUS faculty and students | * Course syllabi or course website * Tracking number of users * Surveys * Language *can-do* statements | * Number of online courses and units * Number of users * Language *can-do* statements results * Survey results |
| **Goal 3. Diversifying area studies instruction through the theme of Sustainable Futures with/in East Asia (Absolute Priority 1).** | | | |
| New course development | * CEAS leadership * External evaluator * Project team leaders * Students | * Tracking enrollments * Fine-tuned Survey Scales for Evaluating Virtual Exchange Programs (Stevens Institute, 2020) * Course surveys * Syllabi | * Number of new courses and their enrollments * Survey results * Qualitative themes across the syllabi |
| Enhancement of blended study abroad programs | * CEAS leadership * External evaluator * Project team leaders | * Tracking enrollments * CARLA study abroad surveys * Syllabi | * Number of redeveloped programs * Enrollments and student diversity * Number of syllabi * Quantitative survey results |

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| **Goal 4. Use digital humanities resources to encourage transdisciplinary EA learning (Absolute Priority 1).** | | | |
| New course development. | * CEAS leadership * External evaluator * Project team leaders * Students | * Tracking enrollments * Course surveys * Syllabi | * Number of new courses * Number of syllabi * Quantitative survey results |
| Digital Resources | * CEAS leadership * External evaluator * Project team leaders | * Measuring the size of the digital resources (e.g., how large is the news archive) * Tracking users and listeners | * Number of news articles included in the archive * Number of podcast episodes * Number of users |
| **Goal 5. Promote EA learning to the region (Absolute Priority 1).** | | | |
| Internship in EA | * CEAS leadership * External evaluator * Arizona Global | * Tracking number and diversity of students in the program * CARLA study abroad surveys | * Number of student participants * Diversity of student participants * Survey results |
| Public lectures and events | * CEAS leadership * External evaluator | * Tracking the number of attendees * Post-event surveys | * Number of lectures, events, and their attendees. * Number of attendees * Survey results |
| **Goal 6. Collaborate with CCs and MSIs (Competitive Preference Priority).** | | | |
| Collaborate with CCs and MSIs. | * CEAS leadership * External evaluator * Partnering CCs and MSIs | * Tracking attendance * Post workshop surveys * Teaching modules from ISPP | * Number of events and their attendees * Number of ISPP pairs and the resulting teaching modules |
| **Goal 7. Support K-12 education and teacher training. (Absolute Priority 2).** | | | |
| Faculty hire and curriculum development | * CEAS leadership * External evaluator * COE students and faculty | * Surveys with Global Education minors * Interview with CEAS affiliated faculty within COE | * Number of new faculty hire in COE * Number of new courses for international studies in COE * Number and diversity of students in the Global Education minor |
| Material development for in- service teachers | * CEAS leadership * External evaluator * CERCLL specialists * Partnering K-12 schools and TCCC | * Teaching materials developed * Interview with partnering K-12 schools and TCCC | * Number of EA materials purchased * Number of EA teaching materials developed * Qualitative themes from the interviews |
| Equitable learning opportunities for K-12 children | * CEAS leadership * External evaluator * Partnering organizations (TCCC, CLP) | * Teaching modules * Interviews with partnering organizations | * Number of K-12 student participants * Number of funded K-12 students * Qualitative themes in the interviews |

**G.5. Equal Access.** UArizona is a Hispanic-Serving Institution (HSI), and 41% of 2020’s first-year undergraduates were BIPOC students. EAS serves students from even more diverse backgrounds.

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| **Table G.6. EAS student demographics in AY 2020-2021.** | | | |
|  | **EAS Majors**  (Total = 158) | **EAS Minors**  (Total =357) | **Basic Languages**  (Total=433) |
| Hispanic | 17.72% | 22.69% | 20.79% |
| African American | 6.33% | 4.48% | 5.08% |
| American Indian | 1.27% | 0.56% | 2.31% |
| Asian or Pacific Islander | 16.46% | 19.05% | 19.63% |
| Two or more races | 7.59% | 10.64% | 11.32% |
| Unknown/Other\* | 13.92% | 13.17% | 11.09% |
| White | 36.71% | 29.41% | 29.79% |
| **Historically Underrepresented** | **41.78%** | **46.78%** | **47.81%** |
| \* Note: International students are counted as Unknown/Other. | | | |

During AY 20-21, students from

historically underrepresented groups—not including international students—accounted for

41.78% of EAS undergraduate majors, 46.78% of minors, and almost half of all students enrolled in our basic EAS language classes (Table G.6). CEAS’ proposed activities aim to continue to serve these diverse students; many explicitly engage students from underrepresented groups, including ethnic and sexual minorities (with lectures on China’s ethnic minorities and LGBTQ rights). In addition, through partnership with community organizations (e.g., TCCC’s school field trips), CEAS will bring EA learning to area children from indigenous communities and who have a variety of physical abilities (e.g., children with cerebral palsy) (see Section I: NRC Program Planning & Budget).

# H-NRC. OUTREACH ACTIVITIES.

**H-NRC.1. K-12 schools.** As a support center for educators in K-12 contexts, CEAS strives to provide impactful resources with equitable access for teachers and children in the state, with the ultimate goal of fostering a K-16 pipeline for EA education. Due to Arizona’s diverse population and its pressing economic need to connect with Asia, the state’s K-12 schools have embraced an internationalized curriculum. According to Elizabeth Weiser, author of *A Parent’s Guide to Mandarin Immersion*, Arizona—only the 14th largest state by total population—ranks 8th

nationally in terms of the number of Chinese Dual Language Immersion (DLI) programs it hosts. Using data gathered from 291 Chinese language teachers in American K-12 schools, CEAS Co- Director Diao’s ongoing CERCLL project (2018-2022) has identified an urgent need among K- 12 educators for age-appropriate language and culture teaching materials and expert support on navigating intercultural challenges. In addition, COE Professor Short’s research further reveals that many Arizona K-12 schools without a Chinese DLI are nevertheless enthusiastic about incorporating EA-related content into a variety of subjects to globalize their curricula. At present, however, Arizona lacks an in-state federally supported NRC focused on EA to help facilitate this work.

CEAS is well positioned to play a significant role in meeting this need by supporting Arizona K-12 educators to develop the effective EA-focused curricula they desire for their classrooms. Diao’s engagement with K-12 schools is clear in her 2019 Fulbright-Hays Group Project Abroad in China initiative; 8 participants were K-12 teachers, 3 of them from Arizona school districts: Catalina Foothills (CFSD), Chandler Unified in Phoenix (CUSD), and Tucson Unified (TUSD). Other CEAS faculty have also been active in K-12 outreach, designing language assessments (Jones’ AP Japanese, Chun’s SAT Korean) and leading summer Korean language camps for children (Ryu).

CEAS’ K-12 outreach is explicitly incorporated in our program planning (Table H- NRC.1), and Section G describes the measurable impact such support would effect. CEAS will create its own age-appropriate virtual learning materials for K-12 children (tentatively titled *Road Maps*). CEAS will also partner with the Tucson Chinese Culture Center (TCCC) to develop a K-8 school trip program. Since 2015, TCCC has provided field trips themed around Chinese culture to over 3,5000 ethnically diverse K-8 children from 7 public school districts, 2

indigenous communities (Pascua Yaqui Tribe, Tohono O’odham Nation), and children with disabilities from United Cerebral Palsy of Southern Arizona. However, because TCCC is run entirely by volunteers, its leaders have expressed an urgent need for expertly developed material and additional support in order to make these trips more accessible and meaningful.

CEAS will support several other K-12 initiatives, including two CERCLL projects led by COE Professors Short and Castek, who will respectively engage K-8 teachers in designing teaching units for critical languages (Chinese, Japanese, and Korean), and develop immersive VR language and culture materials for K-12 children. CEAS will also support China experts to speak at the *Today in International Politics Speaker Series* (TiPSS), a set of virtual lectures designed to help US high school teachers develop their AP Government curricula.

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| **Table H-NRC. 1. A Summary of K-12 Outreach Initiatives in CEAS’ Planning.** | | | |
| **K-12 Outreach Initiative** | **Partners** | **Participants** | **Objectives** |
| *Road Maps*: 5 units of virtual immersive learning modules | CFSD, CUSD, CMES, CLAS | K-12 students | To create open-access materials for K- 12 children to learn EA places, histories, and cultures |
| K-8 field trip: Develop | TCCC, 7 public school | K-8 students | To provide need-based support for K- |
| materials and fund 15 | districts in southern |  | 8 students to participate in the |
| students with disabilities or | Arizona + CUSD in |  | learning of Chinese culture. |
| who are financially | Phoenix, 2 indigenous |  |  |
| underprivileged | communities, UCP |  |  |
| Korean Language Youth Camp | CLP, ACIGS | K-12 students | To provide access for K-12 students in to learn of Korean |
| COE projects: *Learning Language and Culture with K-8 classrooms* and *Virtual K-12 Self-Immersive Global Experiences* | COE, CERCLL | K-8 teachers | To provide materials for K-8 teachers to design learning materials for EA languages and cultures. |
| Development of AP Government curriculum | TiPSS | K-12 teachers | To incorporate knowledge on China in the AP Government curriculum |

**H-NRC.1. Post-secondary Institutions.** CEAS will provide EA experts to assist with the development of EA-related content for the international curricula at three Arizona CCs and one UArizona branch campus: Cochise County Community College (CCCC), Maricopa County Community College District (MCCCD), Pima Community College (PCC), and UArizona Sierra Vista (UA South), all HSIs. CEAS will also lead a new initiative that includes HSIs in four

US/Mexico border states (Arizona, California, New Mexico, and Texas) to share experiences on teaching EA-LCTLs to ethnically and linguistically diverse students. San Francisco State University (SFSU), University of New Mexico (UNM), and Texas Tech University (TTU) have confirmed their participation. CEAS’ outreach will also generate a national footprint beyond the

southwestern US. Jacksonville State University (JSU)—an institution in Alabama where 36% of freshman are first-generation college students—will use the online Chinese course that CEAS develops to help launch its Chinese language curriculum. Table H-NRC.2 shows the variety of CEAS’ post-secondary outreach for AY 22-26.

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| **Table H-NRC.2. A Summary of Post-secondary Outreach in CEAS’ Planning.** | | | |
| **Initiatives** | **Partner** | **Participants** | **Objectives** |
| **Regional Outreach: HSI CCs in Arizona** | | | |
| International Studies Partnership (ISPP) | CCCC, MCCCD, PCC,  UA South, CMES, CLAS, ACIGS | CC instructors paired up with CEAS faculty members | Develop EA language and culture related content for CC curriculum |
| International studies weekend workshop | CCCC, MCCCD, PCC,  UA South, CMES, CLAS, ACIGS | CC instructors | Provide a forum for CC instructors to share internationalization efforts |
| CCCC’s International Film Series | CCCC, CMES, CLAS, ACIGS | CCCC faculty and students, CEAS  faculty | Provide EA experts to engage in discussions of EA-related films |
| **Regional Outreach: HSIs in California, Arizona, New Mexico, and Texas** | | | |
| Teaching LCTLs at HSIs (**CEAS-led**) | SFSU, TTU, UNM, CMES, CLAS, ACIGS, CERCLL | Language faculty for LLCLs at HSIs | Share experiences of student recruitment, retention, and success at LCTL programs in HSIs |
| **National Outreach** | | | |
| Open-access Online Business Chinese (**CEAS-led**) | JSU | Students at UArizona and JSU (current total enrollment = 55,458) | Provide an open-access Business Chinese course to students who otherwise cannot take Chinese language classes. |

**H-NRC.1. Business, Media, and the General Public.** CEAS’ faculty have strong connections the business world and media agencies. MacInnis, for example, is now UArizona’s Director for China Programs but used to be a bilingual TV celebrity in China and has an extensive media background (see appended CV). CEAS will also participate in the Tucson Festival of Books and sponsor EA-related authors and speakers for the Tucson Humanities Festival. CEAS will co-

organize the lecture series *Paths across the Pacific*, which will promote public awareness about the key role Arizona plays in the EA/Latin America business and media network.

# H-FLAS. FLAS AWARD SELECTION

CEAS requests 5 Academic Year Graduate, 6 Academic Year Undergraduate, and 8

summer (undergraduate and graduate) FLAS awards for Mandarin Chinese, Japanese, and

Korean per year. Research on language learning in immersive settings (e.g., Kinginger’s 2009 book *Language Learning and Study Abroad*) has established that the small variation in length of the program, such as that between a summer versus a semester, may not significantly impact proficiency outcomes and that instructional design and programmatic variables may play more important roles. Summer intensive EA language programs are both more accessible to (and have more documented success with) students than regular term programs. Moreover, financial support for academic year programs is generally adequate for undergraduates as compared to summer funding. Consequently, CEAS is requesting 8 summer FLAS awards.

**H-FLAS.1. Advertising.** CEAS’ FLAS Fellowship competitions will be announced early in the Fall semester on relevant listservs (CEAS affiliated faculty listserv, relevant UArizona departments programs, the University Professional Advisors Council listserv), flyers distributed in undergraduate and graduate courses, course websites, EA language classrooms, language proficiency testing rooms, ads in campus papers, and on social media. CEAS will distribute information about FLAS to heads and academic advisors in relevant departments and units, and professional schools will be advised about how to inform their students about FLAS awards and the CEAS FLAS information webpage. CEAS will also publish FLAS Award information in the newsletters and social media sites of partner units and programs, including Arizona Global, CBS, COE, and SBS, and will contact student clubs representing historically underrepresented groups

to request their help in disseminating FLAS award information. CEAS will hold well-publicized FLAS application information sessions in November for undergraduate and graduate students, and will include accessible presentations from CEAS staff and past FLAS Award recipients from other UArizona NRCs about how to craft competitive applications and about how FLAS awards can significantly energize one’s foreign language study. The FLAS Coordinator will advise prospective applicants, and revise and circulate the several excellent FAQs that have already been developed by other UArizona FLAS programs. CEAS will require applicants to submit a Free Application for Federal Student Aid (FASFA) form to determine their financial need.

**H-FLAS.2. Application.** CEAS will provide a 3-page application form requesting information about which language is being studied, level of desired award (undergraduate/graduate), language background and proficiency, educational background, and career goals. In addition, applicants will be asked to provide a 2-page statement in which they articulate the relationship between their proposed EA language study and their academic/career goals. Finally, the application will require transcripts and two letters of recommendation, at least one of which must be from a language instructor. Summer applicants will also submit information about their summer program(s), ranking them in order of preference. All applicants will file a FAFSA form by January 1st to determine financial need.

**H-FLAS.3. a. Selection committee.** The selection committee will consist of at least five members chosen from CEAS’ affiliated faculty, and be chaired by a CEAS Co-Director. Members will represent the Center’s linguistic, regional, and disciplinary diversity, and include experts in Chinese, Japanese, and Korean language and area studies. Faculty with professional or personal relationships with applicants will not be allowed to serve on the selection committee.

**H-FLAS.3.b. Selection criteria.** Each committee member will first review and rank the applications according to guidelines suggested by a combination of the CEAS’ and the Title VI Program’s current priorities. Reviewers will use the evaluation rubric in Table H-FLAS.1.

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| **Table H-FLAS.1. Scoring Criteria for FLAS Applications** | |
| **Scoring Item** | **Points** |
| Strength of Statement of Purpose | 10 points |
| Recommendation Letters | 5 points |
| Evidence of Commitment to Area Language Studies | 5 points |
| Evidence of Commitment to Area Non-language Studies | 5 points |
| Past Academic Merit | 5 points |
| (For summer applications) Impact of a FLAS on long- term academic and professional goals. | 1 extra point |

All committee members will then meet to discuss all applicants. Information about ranked applicants’ federally defined financial need will be

shared at the meeting; financial need will be a decision factor. Applicants’ rankings will be adjusted depending on their level of relative financial need as determined by each student’s Expected Family Contribution. Final rankings will be made after discussion of these factors (in order of importance): potential success and overall excellence; career history and academic goals; financial need; need to distribute awards across EA languages and fields of study.

**H-FLAS.4. Timeline.** Applications will be available in mid-November and due on the first Monday of February. They will be ready for committee review by mid-February, after support staff have verified that all the applications are complete and meet eligibility requirements.

Having conducted their reviews using the Center’s standardized evaluation rubric, the selection committee will meet during the first week of March to discuss the applications and make their final recommendations to the Center’s leadership. Award notifications will be made in mid- March; applicants will have two weeks to accept or decline their FLAS Fellowship offers. The CEAS Associate Director will also serve as the FLAS Coordinator and will meet with all Fellows to review the terms of their awards. Summer awards will be made in early August after the approval of each candidate’s proposed language program of study. The FLAS Coordinator

will arrange for pre- and post-testing of Fellows’ language proficiencies, then will follow up with them in April about their post-award obligations, including further proficiency testing, online ED reporting, and the submission of a final report to CEAS.

**H-FLAS.5. Priorities.** The CEAS FLAS evaluation process ensures the meeting of federal priorities. CEAS will implement a two-stage evaluation process and assign additional points to applicants who demonstrate financial need (**Competitive Preference Priority 1**). Applications will be first ranked by academic merit, then these rankings will be adjusted as necessary to take into consideration financial need as defined by each student’s expected family contribution, as determined under Part F of Title IV of the Higher Education Act. Finally, 100% of CEAS’ FLAS Fellowships will be given to students studying the Less Commonly Taught Languages of Chinese, Japanese, and Korean (Competitive Preference Priority 2).

# I-NRC PROGRAM PLANNING AND BUDGET

**I-NRC. 1.a. Plan and Timeline.** The activities for CEAS are in support of the following 7 goals.

**Goal 1: Establish an effective and sustainable institutional structure for CEAS.** The CEAS will collaborate with EAS to coordinate the many EA-focused faculty members, projects, and resources across the campus and in the community. This work will aim to enhance EA- related research, teaching, and learning at the UArizona, and at the regional and national levels.

**Goal 2: Integrate diverse perspectives in EA affairs through the EA language curriculum, and improve and expand the EA language curriculum to ensure quality and equitable access (Absolute Priority 1)**. CEAS will adopt the collaborative online international

learning (COIL) approach to EA language learning. A COIL classroom uses a globally engaged

pedagogical approach, one that connects instructional staff from two (or more) institutions in two different countries and has them jointly design a thematically driven, project-based course that

students at both institutions will complete collaboratively through digitally mediated communication. COIL has been adopted by several pioneers in international learning (e.g., the Institute of International Education) and several programs at UArizona (e.g., German Studies). Compared to other models that integrate language instruction with content learning, COIL courses maximize students’ intercultural engagement while ensuring equitable participation by learners from both cultures. CEAS will adopt the COIL model in advanced EA language instruction by developing: (1) a 4th year Japanese language course co-developed and co-hosted by UArizona and a Japanese university (TBD) focused on Japan’s approach to environmental sustainability; and (2) a 3rd year Chinese language course on Taiwanese youth identity with the National Taipei University of Technology.

CEAS also aims to improve the quality of EA language instruction at all levels by providing additional professional development opportunities for instructors, including funded trips to language pedagogy conferences every year; on-campus ACTFL proficiency training workshops; and the certification of 3 ACTFL Oral Proficiency Interview (OPI) testers for EA languages. CEAS will also co-sponsor the 2023 CLTA conference and host it in Tucson. In addition to pedagogy training, CEAS will support its Korean language program’s implementation of their innovative model of incorporating machine translation in its beginning and advanced language instruction. This pedagogical model guides students to recognize the limitations of today’s machine translation platforms and learn to use such tools more effectively to engage with (rather than replace) language learning. This curriculum has been piloted in 2nd year classes and evaluated at the UArizona using CERCLL funding. Expanding the use of this curriculum will create further coherence and effectiveness in UArizona’s Korean instruction.

CEAS will create digital open access resources for students in professional schools and public institutions who are striving to learn Chinese and Vietnamese. For learners of Chinese, CEAS will create a beginning-level open access online Business Chinese course for students who would otherwise not have space in their schedules for language learning. Once developed, this initiative will also benefit other higher education institutions that cannot currently offer such a course. Jacksonville State University (JSU) in Alabama, for instance, has expressed enthusiastic support for this initiative, stating that “the ability of JSU students to access the Business Chinese course” would provide them with “a foundational knowledge of one of the most important global languages.” CEAS will also support the launch of an open-access Chinese language textbook, which will be based on the *DormTalk* corpus (see Section B). This textbook project is a collaboration between CEAS Co-Director Diao and Drs. Yi Xu (Associate Professor, University of Pittsburgh) and Jie Zhang (Associate Professor, University of Oklahoma). CEAS will also support the UArizona Critical Languages Program’s transition of its 1st year Vietnamese curriculum into a set of hybrid performance-based courses, all with open-access online components accessible to students who would otherwise not have been able to study Vietnamese. Table I-NRC.1 provides an overview of these initiatives and their timelines.

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| **Table I-NRC.1. Language Learning Initiatives and Timeline under Goal 2.** | | |
| **INITIATIVE** | **COLLABORATOR** | **TIMELINE** |
| **New Courses: Integrating Language into Learning Perspectives and Culture (Absolute Priority 1)** | | |
| COIL 4th year Japanese: Environmental Sustainability | A University in Japan | Yrs 1, 3 |
| COIL 3rd year Chinese: The Taiwanese Identity | NTUT | Yr 3 |
| **Language Pedagogy Training and Development** | | |
| ACTFL workshop for 5 EAS language instructors | CMES | Yr 2 |
| ACTFL certification for 3 EAS language instructors | N/A | Yrs 2, 3, 4 |
| CLTA annual conference | CLTA | Yr 1 |
| **Enhancement of Korean language pedagogy** | | |
| Guided use of Machine Translation model in 1st and 3rd year Korean language | ACIGS | Yrs 2-3 |
| **Digital Access for EA Language Learning (Absolute Priority 1)** | | |
| Business Chinese (online) | JSU | Yr 2 |
| *DormTalk* Chinese Language Textbook | CERCLL | Yr 4 |
| Vietnamese 101 and 102 (Hybrid with Open-access Online) | N/A | Yr 1 |

**Goal 3: Diversify CEAS’ area studies curriculum using the theme “Sustainable Futures with/in East Asia” (Absolute Priority 1).** To accomplish this, CEAS will draw from UArizona’s globally top ranked profile in environmental studies—a campus-wide transdisciplinary research network involving dozens of STEM, architecture, law, business, humanities, social sciences, and arts researchers and teachers—to enhance and frame the EA area studies curriculum (see Table I-NRC. 2). For example, this goal will catalyze the formalization of CEAS’ partnership with two universities in Xi’an, China: Northwest Agriculture and Forestry University (NAFU) (already a site of a UArizona Global micro-campus focused on sustainability) and Shaanxi Normal University (SNNU). This trio of research powerhouses will form the multi-institutional foundation of a collaborative COIL-based climate sustainability course—“China and the Environment”—that includes students from all three universities. As China’s oldest capital city, Xi’an occupies a unique position in Chinese historical and environmental studies; it is located adjacent to two of China’s most significant climate sites: the Yellow River and the semi-arid Loess Plateau. The latter site’s correspondence with UArizona’s location in the Sonoran Desert is ideal, giving students at all three locations a wealth of environmental commonalities to discuss. At the UArizona, this course will be directed by Professor Pietz, UNESCO Chair of Environmental History. In addition, CEAS will support Professor Schuler’s creation of a new UArizona course that will be cross-listed with EAS and the School of Government & Public Policy. This course will introduce students to the ecological tensions around transnational waterways in East and Southeast Asia, especially the Mekong River which flows through China, Myanmar, Laos, Thailand, Cambodia, and Vietnam.

CEAS will also create opportunities of cultural immersion to further engage students who study EA and sustainability by redeveloping two study abroad programs. Both programs will

blend two weeks of Tucson-based learning with another two weeks of service-learning experience oversees. The first opportunity will be the Arizona-in-Bhutan program, which will be built around a new course—“Spiritual Ecology in Himalayan Buddhism”—that will incorporate medical, religious, and political traditions for balancing human life and the environment in Tibet and Bhutan. The second opportunity will be Xayaphanh’s program “Southeast Asia: Culture, History, and People,” which will interweave Vietnam, Cambodia, Laos, Thailand, and Korea.

The revitalized program’s focus will be on Asian approaches to climate justice and human rights.

Finally, CEAS will host two biennial interdisciplinary symposia on the topic “Sustainability in East Asia,” both designed to encourage dialogue across the many environment- related fields within which CEAS’ faculty work. These symposia will be held at UArizona’s Biosphere 2, the world’s largest research site dedicated to investigating the challenges of sustaining Earth’s environmental systems and the impacts of climate change. At each symposium, four CEAS affiliated faculty members will discuss experiences and issues related to the management of the environment in EA, including those that overlap with geoscience, history, politics, economics, and public health. Key to both symposia, which will be attended by faculty, staff, and students, will be opportunities for networking and curricular collaboration.

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| **Table I-NRC. 2. Thematic Area Studies Curriculum and Timeline under Goal 3.** | | |
| **Initiative** | **Project Leader** | **Timeline** |
| **New Courses Development (Absolute Priority 1)** | | |
| COIL: *China’s Environment and History* | Pietz (History) | Yrs 2, 4 |
| *Politics of Transnational Rivers* | Schuler (SGPP) | Yr 3 |
| **Enhancement of Blended Study Abroad (Absolute Priority 1)** | | |
| Arizona in Bhutan: *Spiritual Ecology in Himalayan Buddhism* | Dachille (EAS) | Yr 2 |
| *Southeast Asia: Culture, History, and People*  (Focusing on climate justice) | Xayaphanh (CIELO) | Yr 1 |
| Thematic Dialogues for Thematic Curricular Development **(Absolute Priority 1)** | | |
| *Sustainability in East Asia at Biosphere 2* | CEAS administration | Yrs 2, 4 |

**Goal 4. Utilize digital humanities resources to encourage transdisciplinary learning about EA (Absolute Priority 1).** CEAS has a particular strength in digital humanities (see

Section E). CEAS will draw from this strength to connect EA studies with other areas and disciplines of national need. These initiatives include the development of a new course housed in EAS titled *Digital Storytelling in East Asia*, which will connect EA literature and culture learning with information technologies for data organization, analysis, and visualization (e.g., video gaming, NLP, VR, and GIS). Additionally, CEAS will support the development of *The Archive of Nationalistic Propaganda in One-party States*, a multilingual annotated news collection (Chinese, Korean, and Vietnamese). The archive will provide a searchable database of nationalistic propaganda news that have appeared in the three Asian states that are under single- party rule—China, North Korea, and Vietnam—and will be particularly beneficial to students and scholars studying EA governments, movements, and histories. CEAS will also produce a podcast series titled *Tell Me about East Asia*, with each episode focusing on an EA-related topic (e.g., Confucius, Taiwan, Baidu) and co-hosted by a consistent podcast host, an ad hoc EA faculty expert, and a student double majoring in EA and a field relevant to the podcast topic.

Each year there will be six podcast episodes with transcriptions for inclusive access. Table H- NRC.3 summarizes the initiatives under Goal 4.

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| **Table H-NRC. 3. Digital Humanities Course and Resource Development under Goal 4.** | | |
| **INITIATIVE** | **PROJECT LEADER** | **TIMELINE** |
| **New Courses Development (Absolute Priority 1)** | | |
| *Digital Storytelling in East Asia* | Du (EAS) | Yrs 2, 3 |
| **Digital Resources (Absolute Priority 1)** | | |
| *Nationalistic Propaganda in One-party States* | Schuler (SGPP) | Yrs 1, 2 |
| Podcast series: *Tell Me about East Asia* | CEAS administration | Yrs 1, 2, 3, 4 |

**Goal 5: Promote EA learning to businesses, organizations, government, and the public, focusing on issues of regional and global concerns (Absolute Priority 1).** CEAS will promote EA learning on such issues as border and migration studies, international trade, and human rights, all of which are particularly relevant to the borderlands locale of UArizona and its students, staff, faculty, and surrounding communities (Table H-NRC.4). To accomplish this goal,

CEAS will first provide students with funding for global micro-term internships in EA, thus

making EA learning attractive to students in business and other areas of national need. Second,

CEAS will feature four lectures under the theme *China’s Borders and Minorities.* China’s borderlands are ethnically diverse and are often controversial zones where politics and human rights issues are contested; such discussions may be compellingly remapped onto other borderlands contexts (e.g., North/South Korea; China/Taiwan). The first lecture in this series will focus on ethnic minorities in China’s borderlands. UArizona has hosted a number of leading scholars (e.g. Rian Thum; James Millward) specializing in the challenges faced by the Uyghur people; this talk will continue this discussion. Lecture 2 will focus on China’s sexual minorities. Shanghai-based NGO Shanghai Nvai, whose film documenting Chinese LGBTQ communities received US Embassy support, has agreed to arrange a speaker for this lecture. Lecture 3 will examine intra-Asia connections between transnational Buddhism and China’s religious minorities. The last lecture will feature a prominent scholar on Hong Kong’s current political struggles (TBD). Finally, CEAS will co-host with the Center for Latin American Studies a

program called *Paths Across the Pacific.* In this series , the two NRCs will alternate in providing a speaker and leading a discussion on the political and business interplay between EA and Latin America. Topical sessions will include “EA and LA: Histories and Connections” (Year 1), “The Rising Left in Latin America and Its Solidarity with China” (Year 2), “Trans-Pacific Trade” (Year 3), and “ East Asia’s Post-COVID Diplomacy (Year 4). Through this series, UArizona will become a national hub for analyzing the connections between East Asia and Latin America.

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| **Table H-NRC. 4. Promoting EA Learning to the Region under Goal 5.** | | |
| **INITIATIVE** | **COLLABORATOR** | **TIMELINE** |
| **Internship Experience for Undergrad Students (Absolute Priority 1)** | | |
| Global Microterm Internships in EA | ACIGS, Arizona Global | Yrs 2, 4 |
| **Public Events (Absolute Priority 1)** | | |
| *China’s Borders and Minorities* lecture series | N/A | Yrs 1, 2 |
| *Paths Across the Pacific* lecture series | CLAS | Yrs 1, 2, 3, 4 |

**Goal 6: Contribute to the teaching of EA in community colleges (CC) and Minority Serving Institutions (MSI) (Competitive Preference Priority).** As an HSI-located NRC focused on EA, UArizona’s CEAS will lead a new initiative on teaching critical languages in CCs and MSIs. Program directors and instructors from MSIs on the US/Mexico border— Arizona, California, New Mexico, and Texas—will be gathered to share experiences and document best practices. With other UArizona NRCs, CEAS will also participate in the International Studies Partnership initiative established by CMES and CLAS to further develop international studies curricula with the region’s three community college networks, as well as with the UArizona’s rural Sierra Vista campus—all MSIs. Finally, CEAS will jointly host an annual international studies weekend workshop for CC/MSI instructors, and it will support Cochise County Community College’s International Film Series by funding the participation of EA film discussants.

**Goal 7: Internationalize K-16 teacher training and provide EA language and culture learning opportunities to K-12 schools (Absolute Priority 2**). CEAS will work closely with UArizona’s COE to support K-16 teacher training and curriculum development. We have leveraged—with ACIGS, CLAS, and CMES—a new COE faculty line in International Studies focused on COE’s Global Education minor and tasked with creating a Global Education major.

CEAS will fund a graduate student to help this faculty member with undergraduate recruiting.

CEAS will also create 5 units of the digital resource *Road Maps in East Asia*, which can be used by K-12 schools in the region, and will partner with area community organizations (e.g., Yume Japanese Gardens; TCCC’s Chinese culture field trips) to provide memorable K-12 EA learning opportunities for ethnically and physically diverse children (see Section H-NRC-1).

CEAS funding will be made available to students with disabilities and students with financial

challanges so that they may participate in these trips. In collaboration with CERCLL, CEAS will support K-12 EA-related curriculum development by COE faculty for teachers and children, and in collaboration with CLP, will defray costs associated with K-12 children wishing to participate in the UArizona Korean Summer Camp for Youth. CEAS will also support the *Today in International Politics Speaker Series* (TiPSS) (see section H-NRC for detail). Table I-NRC.5 summarizes the initiative and the timeline for Goals 6 and 7.

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| **Table I-NRC. 5. Supporting EA Teaching and Learning at MSIs (Goal 6) and K-12 (Goal 7).** | | |
| **INITIATIVES** | **COLLABORATORS** | **TIMELINE** |
| **MSI Initiatives (Competitive Preference Priority)** | | |
| Teaching LCTLs at MSIs | SFSU, TTU, UNM, CMES, CLAS, ACIGS, CERCLL | Yr 2 |
| International Studies Partnership (ISPP) | CCCC, MCCCD, PCC, UA South, CMES, CLAS, ACIGS | Yrs 1, 2, 3, 4 |
| International studies weekend workshop | CCCC, MCCCD, PCC, UA South, CMES, CLAS, ACIGS | Yrs 1, 2, 3, 4 |
| CCCC’s International Film Series | CCCC, CMES, CLAS, ACIGS | Yr 4 |
| **K-12 Initiatives (Absolute Priority 2)** | | |
| **Faculty Hire and Curriculum Development for Pre-service Teacher Training (Absolute Priority 2)** | | |
| Faculty hire and course development: International Studies Assistant Professor of Practice | COE, ACIGS, | Yr 1 |
| **Material Development for In-service Teachers (Absolute Priority 2)** | | |
| *Learning Language and Culture with K-8 classrooms* | COE, CERCLL | Yr 1 |
| *Virtual K-12 Self-immersive Global Experience* | COE, CERCLL | Yrs 1, 2 |
| China-related content development for AP Government | TiPSS | Yrs 1, 2, 3, 4 |
| *Road Maps*: 5 units of virtual learning modules | TCCC, CFSD, CUSD, CMES, CLAS | Yrs 1, 2, 3, 4 |
| **Equitable Learning Opportunities for K-12 Children (Absolute Priority 2)** | | |
| Fund 15 students with disabilities or who are  financially underprivileged so that they may participate in K-8 field trips | TCCC, 7 school districts in southern  Arizona, CUSD, 2 indigenous communities, UCP | Yrs 1, 2, 3, 4 |
| Fund children to participate in the Korean Language Youth Camp | CLP, ACIGS | Yrs 2, 4 |

**I-NRC.1.b Resources.** CEAS’ program planning has carefully considered its available resources to ensure feasibility and maximize impact. CEAS’ planning team solicited proposals by sending out Qualtrics surveys to all its affiliated faculty in Fall 2021; interested respondants were convened to help develop a detailed Center plan that draws on **regional resources** beyond the UArizona campus. Collaborations with non-UArizona entities—CCs, MSIs, and K-12 public schools—will be built on existing partnerships already established by current NRCs and by

CEAS’ own EA-related Arizona and southwestern networks. Tucson’s and Phoenix’ HSIs and regional community organizations expressed particular interest in a CEAS dedicated to helping promote EA languages and cultures, and are eager to contribute ideas for new initiatives. Such energetic collaborations by stakeholders will invaluable to CEAS’ sustainability.

**I-NRC.2. Quality.** CEAS’ detailed, achievable, and unique plan directly addresses the NRC Program’s purpose: strengthen EA language learning, enhance thematic area studies curricula to address a pressing contemporary issue (environmental sustainability), and promote EA learning to local, regional, and national publics that is equitable, accessible, and meets national needs.

**I-NRC.3**. **Costs.** The amounts requested to accomplish CEAS’ goals are reasonable and leverage significant UA resources (see Table I-NRC.6).

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| **Table I-NRC. 6. CEAS NRC Budget Expenditures by Category (FY 2018-2021)** | | |
| **Budget Category** | **Amount** | **Percentage** |
| Language Instruction | $107,409 | 12% |
| Area Studies | $189,487 | 21% |
| Outreach | $192,515 | 22% |
| Enhancement | $116,754 | 13% |
| Collaborative Efforts | $29,894 | 3% |
| Library | $12,000 | 1% |
| Indirect Cost | $59,412 | 7% |
| Center Administration | $179,376 | 20% |
| **TOTAL** | $886,846 | 100% |

**I-NRC.4. Impact on Undergraduate Program.** Proposed projects for 2022-2026 will have a lasting impact on UArizona’s undergraduate EA language and area studies training programs.

Table I-NRC.5 provides an overview of what impacts can be expected.

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| **Table I-NRC. 5. Goals and Their Anticipated Impact on UArizona Undergraduate Programs.** | |
| **GOALS** | **IMPACT** |
| 1. Establish CEAS. | * A sustainable Center dedicated to EA that addresses local, state, regional, and national needs using a thematic focus. * Synergized effort to strengthen interdisciplinary undergraduate EA instruction across the campus. |
| 2. Improve language instruction and learning. | * A lasting model for integrated language and intercultural learning at the advanced level in Chinese and Japanese (COIL courses). * Improved quality of language instruction in all EA languages. * Strengthened materials and curriculum for Chinese and Korean. * Expanded opportunities for learning Chinese and Vietnamese. |
| 3. Enhance area studies curricula through the theme of Sustainable Futures with/in East Asia (Absolute Priority 1.) | * Diversified undergraduate curricula with a coherent theme that can train future experts in EA-oriented environmental sustainability. * Improved study abroad curricula that uses the same coherent theme. * Creates a platform to identify possibilities for future interdisciplinary EA teaching on campus and further develop the thematic focus. |

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| 4. Utilize digital humanities resources to encourage transdisciplinary learning. | * Creation of long-term instructional resources for students in diverse fields (e.g., STEM, Government, Geography, Business, EAS) that connect EA languages with area studies. * Promotion of EA learning to the campus community and beyond. |
| 5. Promote EA studies to the region on issues of regional and global importance (Absolute Priority 1). | * Promotion of different perspectives and debate on contested EA issues among undergraduate students and communities. * Expanded opportunities for students in Business and Government to study EA. * More opportunities for undergraduates to apply EA language and knowledge to   educational and career goals. |
| 6. Collaborate with CCs and MSIs (Competitive Preference Priority). | * Identifies best practices for the recruitment, retention, and success of diverse undergraduates in EA language and culture learning at UArizona (an HSI). * Synergizes EA-related programs with regional CCs to ease the transition of diverse students into UArizona’s undergraduate programs. |
| 7. Support K-12 teacher education and student learning (Absolute  Priority 2). | * Fosters a sustainable K-16 pipeline for EA learning in the state. * Undergraduate EA instruction is connected with pre-service teacher training. * Increases the number of UArizona undergraduates placed as teachers in K-12 education. |

In addition to the budgeted items, other initiatives included in the plan will also effect long-term impacts on UArizona’s undergraduate EA training programs through advising, participation in faculty-led research, scholarship to study abroad in EA, and so on.

# I-FLAS. COMPETITIVE PREFERENCE PRIORITIES.

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| **Table I-FLAS.1. FLAS Competitive Preference Priorities.** |
| **FLAS Priority 1: Fellowships to Students who Demonstrate Financial Need** |
| CEAS will award FLAS fellowships to students who demonstrate financial need as determined under Part F of Title VI of the Higher Education Act. Applicants will be ranked first by academic merit, then considered based on the demonstrated financial need as defined above, with adjustments made to applicant rankings accordingly. |
| **FLAS Priority 2: Fellowships Awarded in the Less Commonly Taught Languages (LCTLs)** |
| All FLAS fellowships awarded by CEAS will be in LCTLS: Mandarin Chinese, Japanese, and Korean. |

**J-NRC. COMPETITIVE PREFERENCE PRIORITY.**

As an NRC at an HSI, the proposed CEAS will establish close ties with regional MSIs to further the study of EA languages and cultures over the next 4 years. CEAS will also significantly strengthen existing ties with Arizona’s community colleges, many of which are HSIs, and will collaborate with HSIs throughout the Southwest (Arizona, California, Texas, New Mexico) to develop EA language and area studies curricula. Planned activities include sharing sessions on LCTL teaching at HSIs, funded faculty workshops, collaborations with other Arizona NRCs, and the support of EA-related outreach through a community college film series.