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**Encouraging Diversity and Inclusion in East Asian Studies: Scholarship, Curricula, and the Next Generation of Specialists**

**Proposal for**

The U.S. Department of Education Office of Postsecondary Education

Title VI National Resource Center & FLAS Programs

**Prepared by**

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February 14, 2022

**The George Washington University, EA-NRC & FLAS**

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**LIST OF ACRONYMS**

|  |  |
| --- | --- |
| AAS | Association for Asian Studies |
| ACTFL | American Council on the Teaching of Foreign Languages |
| ASERL | Association of Southeastern Research Libraries |
| ASU | Albany State University |
| AY | Academic Year |
| CCAS | Columbian College of Arts and Science |
| DCPS | Washington DC Public Schools |
| DRM | Digital rights management |
| EA | East Asian |
| EALL | Department of East Asian Languages and Literatures |
| EAS | East Asian Studies |
| EA-NRC | GW East Asia National Resource Center |
| ED | U.S. Department of Education |
| EFC | Expected family contributions |
| ESIA | Elliott School of International Affairs |
| FAFSA | Free Application for Federal Student Aid |
| FCPS | Fairfax County Public Schools |
| FLARE | Florida Academy Repository |
| FLAS | Foreign Language and Area Studies Program |
| FTE | Full-time equivalent |
| FY | Fiscal Year |
| GPRA | Government Performance and Results Act |
| GRC | Global Resource Center |

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| GTA | Graduate teaching assistant |
| GW | The George Washington University |
| HBCU | Historically Black College or University |
| HEA | Higher Education Act |
| IAFF | International Affairs courses |
| IKS | Institute for Korean Studies |
| J2B | Junior Japan Bowl |
| J-LEARN | Japanese Lang. Education Advocacy & Research Network |
| J.LIVE | Japanese Learning Inspired Vision and Engagement |
| JRC | Japan Resource Center |
| LC | Language Center |
| LGBTQIA | Lesbian/Gay/Bisexual/Transgender/Queer/Intersex/Asexual |
| MAATJ | Mid-Atlantic Association of Teachers of Japanese |
| MCPS | Montgomery County Public Schools |
| MES | Middle East Studies |
| MSI | Minority-Serving Institution |
| MSSC | Multicultural Student Services Center |
| NCL | National Churchill Library and Center |
| NEH | National Endowment for the Humanities |
| NGO | Non-governmental organization |
| NRC | National Resource Center |
| NSA | National Security Archives |
| NSF | National Science Foundation |

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| OCLC | Off-Campus Library Services |
| OGSAF | Office of Graduate Student Assistantships & Fellowships |
| OPI | Oral Proficiency Interview |
| PISA | Partnerships for International Strategies in Asia |
| PMF | Performance Measurement Form |
| PRC | People’s Republic of China |
| RPI | Rising Powers Initiative |
| SCAS | Sigur Center for Asian Studies |
| TERP | Taiwan Education & Research Program |
| TGL | Tibet Governance Lab |
| TSI | Taiwan Studies Initiative |
| TRC | Taiwan Resource Center |
| WRLC | Washington Research Library Consortium |

**NARRATIVE**

The George Washington University (GW) was created by an Act of Congress in 1821.

The University grew out of President George Washington’s desire to establish a national institution of higher learning. Today, GW is the largest institution of higher learning in the capital of the United States, with more than 26,000 students from all 50 states, the District of Columbia, and 130 countries studying in a wide range of disciplines. GW is a comprehensive research university, training over 11,000 undergraduate and 14,500 graduate students in its schools of Arts and Sciences, International Affairs, Business, Education, Media and Public Affairs, Engineering, Law, Medicine, Public Health, and Nursing. Located near the White House, the State Department, and the World Bank, GW has consistently attracted faculty and students interested in international affairs and area studies, particularly to its Elliott School of International Affairs (ESIA). With institutional roots at GW dating from 1898, ESIA is the largest school of international affairs in the nation, with over 2,200 undergraduate and over 800 graduate students.

The Department of Education (ED) first selected GW as a National Resource Center for East Asian Studies in 2018. The center (GW East Asia National Resource Center, or EA-NRC) built upon the University’s long-established strengths in East Asian Studies (EAS) and its more general reputation for academic excellence. The EAS program at GW is the largest and most influential of its kind in the Washington metropolitan area, with a national and international reputation for excellence. While EAS expertise is found throughout the University, the Sigur Center for Asian Studies (SCAS) and the Institute for Korean Studies (IKS), serve as institutional centers of gravity. Together, they have over 75 affiliated EAS full and part-time faculty and are the academic home of the Elliott School of International Affairs’s undergraduate and graduate programs in Asian Studies. SCAS has actively pursued its mission to “increase the

quality and broaden the scope of scholarly research and publication on Asia, promote US-Asian scholarly interaction, and educate a new generation of students, scholars, analysts, and

policymakers” since its founding in 1991. IKS was established in 2016 with a mission to consolidate, strengthen, and grow the existing Korean Studies program at GW, and more generally in the greater DC area. GW is the only school in the DC area with its own Institute for Korean Studies. IKS enhances productive research and education relationships between individuals and departments in several universities, and among the many experts scattered throughout the region and the world.

# Commitment to Subject Area

GW annually commits roughly $12.1 million for the operation of EAS-related academic units, faculty salaries, research support, library staff and resources, and student fellowships (Table 1.1).

|  |  |
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| **Table 1.1: GW Commitment to East Asian Studies** | |
|  | Estimated Amounts (2020-2021) |
| Operations (SCAS, IKS, EALL, Textile Museum) | $3,185,745 |
| GW EAS Faculty Salaries (ESIA, CCAS) | $6,336,057 |
| EAS Endowed Positions Support (China, Japan, Korea) | $13,380,996 |
| EAS Library Resources (Collections and staff) | $964,290 |
| EAS Student Support (undergraduate/graduate awards, grants, scholarships) | $2,919,960 |
| **TOTAL** | **$26,787,048** |

In addition to the University’s financial support, EAS has benefited from over $9.3 million in grants since 2018 for EAS-related subjects from donors including the Department of Education, the Department of Defense, the National Endowment for the Humanities, the Smith Richardson Foundation, the US-Japan Friendship Commission, the Chiang Ching-kuo Foundation, and the Academy of Korean Studies. Lastly, GW EAS departments provide additional research support resources for faculty, staff, and students. In AY 2020-21, IKS supported a post-doc fellowship,

faculty research awards, and faculty course releases that totaled $105,313.

***Operations:*** While general operations support for EAS can be found across the campus, specific support for EAS-related units—including SCAS, IKS, EALL, and the Textile Museum—is almost $3.2 million annually. The Textile Museum alone commits roughly $600,000 annually toward staff, exhibitions, educational programs, research, and care for its East Asia collections, which include textiles of minority cultures in China and Japan.

***Teaching Staff:*** GW provides an estimated $6.3 million annually in compensation for EAS faculty across ESIA and the Columbian College of Arts and Sciences (CCAS). Among the University’s EAS-specific endowments, five support professorships and related activities in Korea (3), Japan (1), and China (1) studies, totaling approximately $13.4 million in 2021. GW has provided matching gifts to support the establishment of various professorships, including the Japan-US Relations Chair in Memory of Gaston Sigur in 1998, and three Korea Foundation professorships in History (1997), Political Science (2005), and Literature (2018).

***Library Resources:*** The University provides annually over $960,000 in support of East Asian resources at the Library. The East Asian Collections, which forms a core part of the Library’s Global Resources Center (GRC), includes specialized holdings for China, Taiwan, Japan (including Okinawa), and the two Koreas.

***Linkages with Institutions Abroad:*** GW supports numerous EAS-related international programs and linkages, including 15 East Asian exchange program options, and 48 academic partner programs in the region: China (12), Japan (8), Korea (13), Taiwan (7), Hong Kong (2), and Singapore (6). These linkages facilitate student exchanges, research collaboration, and academic programming. In-kind support assumes the form of hosting visiting and non-resident scholars, with SCAS (45) and IKS (36) hosting 81 scholars in total during AY 2017-21 from China, Japan,

Korea, Taiwan, and Russia. Likewise, EALL has hosted distinguished East Asian academics through the CCAS Dean’s Global Distinguished Scholar in the Humanities chair, including Professor Seong-kon Kim, former President of the Literature Translation Institute of Korea.

***Outreach Activities:*** GW has a vibrant EAS outreach program. During the 2020-2021 academic year alone, GW offered 95 East Asia-related public events attended by over 12,384 people (detailed in Section 8). The scope of these events showcases GW’s wide reach and rich academic as well as professional focus in EAS. Invited speakers have included government officials and civil society activists from East Asian countries, professors and scholars from around the world, as well as GW’s own faculty. Additionally, the EA-NRC has facilitated 19 in-person and virtual teacher training workshops for over 300 K-12 educators and coordinators with East Asian area studies experts. GW EAS programs conduct regular outreach activities to Minority-Serving Institutions (MSIs) to enhance access to EAS resources among communities historically underrepresented in the fields of Asian Studies and foreign affairs.

***Support for Students Related to Teaching Program:*** During AY 2020-21, GW provided approximately $1.6 million in financial aid to undergraduate students majoring or minoring in East Asian Languages or East Asian Studies. At the graduate level, ESIA awarded $563,861 during AY 2020-21 in tuition aid packages to Asian Studies and International Affairs East Asia Concentration graduate students. ESIA also earned $601,495 in Freeman Foundation grants to support students pursuing internships in East and Southeast Asia. SCAS provided $30,415 in awards to support student field research in East Asia. Between 2019 and 2021, $100,122 was awarded through FLAS Summer awards and $660,000 for full academic year awards.

Additionally, ESIA, SCAS and IKS provided a further $427,846.11 to support undergraduate or graduate summer internships, conference travel, research, or language study in East Asia.

# Language Instruction Program

***Foreign Language and Culture Instruction and Enrollments:*** GW offers instruction in Chinese, Japanese, and Korean languages through EALL, offering majors and minors in all three languages (with 37 majors and 46 minors in 2020-21). AY 2020-21 course enrollments in the three languages reached 1,652 students (Table 2.1). These figures do not include students who pursued study abroad in East Asia (363 students in 2020-21), many of whom were engaged in intensive language study.

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| **Table 2.1: East Asian Language Enrollments, 2020-21** | | |
| Program | Majors & Minors | Class Enrollments |
| BA Chinese | 38 | 772 |
| MA Chinese | 5 | 23 |
| BA Japanese | 29 | 451 |
| BA Korean | 16 | 406 |
| **TOTAL** | **88** | **1,652** |

***Levels of Language Training****:* EALL offers four levels of instruction in Chinese, Japanese, and Korean. Beginning sequences are typically taken by students in their first year, followed by Intermediate-level sequences in the second and third years. This language foundation culminates in a final year with Advanced conversation and composition classes in Chinese and Japanese, Advanced directed readings in all three languages. Classical Chinese and Japanese are also taught in one-year sequences. A pro-seminar (for one or two terms) focusing on additional advanced reading, research, and methodology is offered for Chinese and Japanese majors.

Majors also have opportunities for more specialized coursework in linguistics or other topics (such as Tang-Song poetry). A course in *Business Chinese* originally developed through GW’s Title VI Center for International Business Education and Research has gained popularity. The two 3rd year Korean classes also focus on Business Korean. The *Business Chinese* and *Business*

*Korean* classes and a class on *International Proficiency in Chinese*, as well as specialized courses in Linguistics and Literature, all have strong subject content in addition to language learning. These are supplemented by non-credit “Language for Professionals” online learning modules in business and other real world applications of Chinese, Korean, and Japanese (in development), created by the GW Language Center (LC) and EALL faculty.

***East Asian Language Faculty****:* EALL has made a concerted effort in the past few years to hire more full-time faculty to meet the growing demand for East Asian language instruction.

Currently, 80% of all language courses are taught by EALL’s 12 full-time faculty (six Chinese, three Japanese, and three Korean instructors). Part-time faculty teach the remaining courses and aid in drill sections. EALL language faculty have strong academic backgrounds and pedagogical experience. All of the 12 full-time faculty (and four of six part-time instructors) have doctorates in Linguistics, Literature, or Education. EALL faculty also have considerable experience with proficiency-based instruction and testing. The current chair, Shoko Hamano, is the author of several proficiency-oriented Japanese language textbooks. Along with Japanese instructor Wakana Cavanaugh, Professor Hamano received a MERLOT Award for Exemplary Online Learning Resources for their “Visualizing Japanese Grammar” program. The director of EALL’s MA in Chinese Language and Culture program, Phyllis Zhang, is a recognized leader in proficiency-oriented language pedagogy, a fully certified American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) tester since 2006, and the author of several language textbooks based on her pedagogical experience. Additionally, faculty have given and received specialized pedagogical training with EALL support, taking advantage of training programs offered by the LC to enhance and present their own pedagogical skills.

***Quality of Language Instruction Program****:* The quality of the EALL faculty and its strength in

pedagogical theory and practice has translated into high-caliber instruction. EALL subjects its entire curriculum to regular evaluation to ensure greater uniformity in performance-based instruction, with positive cumulative effects on student performance. EALL faculty have been particularly active in developing new proficiency-based texts and materials that incorporate computer-aided learning of real-life materials, promote deployment of various communication modes, and foster cultural understanding and competence. Early levels are team-taught so instructors have an opportunity to observe and learn best practices from each other. EALL faculty have won numerous teaching prizes. Professor Hamano has won the Trachtenberg Prize for Teaching Excellence, GW’s highest award for undergraduate teaching as well as a LC award for language instruction innovations; Professors Zhang and Tsujioka have won the University’s Bender Award, which recognizes effective teaching at all levels.

***Resources****:* A key asset for EALL’s instruction is the GW LC, led by Ikuko Turner. The center houses: two state-of-the-art classrooms equipped for specialized language teaching, a computer laboratory for testing and teaching, and a walk-in lab for tutoring and self-learning. The LC also offers streaming audio and visual materials. It provides faculty with digital equipment such as laptops and video cameras to be used in course-material creation and instruction. The center provides funding for professional development of part-time instructors and organizes various pedagogy and proficiency assessment workshops for professors including ACTFL OPI training workshops. It also supports faculty with a platform for online placement exams and offers testing services for ESIA’s proficiency requirements. Lastly, the LC hosts “Language for Professionals” online language modules for self-study of business Chinese, Korean, and Japanese (in progress). ***Proficiency requirements:*** Specific proficiency-based learning objectives have been established for all East Asian language classes. Chinese, Japanese, and Korean majors are expected to

achieve minimum intermediate high proficiency in reading, writing and speaking. Levels of instruction are organized around specific proficiency standards, with regular in-class assessment measuring progress toward learning objectives. Multi-level rubrics based on 2012 ACTFL standards have been developed to aid in this process. In the most recent assessment, all graduating Chinese and Japanese majors were found to have achieved the expected intermediate high level of language proficiency or above. Further, Asian Studies MA students are required to demonstrate a minimum intermediate high reading and speaking proficiency in an East Asian language. All take initial proficiency tests to determine the baseline for assessment. This process is aided by diagnostic tests developed by EALL faculty.

# Non-Language Instruction Program

***Extent of Course Offerings:*** In 2020-2021, GW offered 147 separate EAS-related undergraduate and graduate courses across 18 different disciplines/departments. Over 81% of these classes contain 100% EAS content, while the remaining offer 25-75% EAS content, and 100-110 sections of these classes are offered each academic year, with new courses added every year.

While the majority of these classes are offered in CCAS and ESIA, EAS courses are also offered in GW’s schools of Business, Education, and Law, totaling 13 in AY 2020-2021. GW’s membership in the Consortium of Universities of the Washington Metropolitan Area also allows students to take advantage of numerous EAS courses for credit at 17 partner universities in the DC area, and enables students at consortium schools to enroll in GW’s EAS classes.

***Disciplinary Depth:*** GW offers depth of coverage in EAS with specialized classes in a number of disciplines, most notably History, EALL, Political Science, International Affairs, and Religion (Table 3.1). Another indicator of this depth of coverage is the amount of undergraduate (5,022) and graduate students (419) that enrolled in these non-language EAS courses. Furthermore,

almost 30 new EAS courses were added (across all of the disciplines mentioned above) in the last three academic years. These courses support MA/PhD students in disciplines such as History and Political Science and allow students in other advanced degree programs in GW’s professional schools to specialize in East Asian aspects of their fields. In addition to the courses listed above, GW offers many courses with significant East Asia content. General courses in World History, US Diplomatic History, Comparative Politics, and other areas are often taught by faculty with expertise in East Asia and devote 25 to 50 percent of their syllabi to the region.

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| **Table 3.1: GW Non-Language EAS Courses by Discipline/Department and Area** | | | | | | |
|  | **E. Asia** | **China** | **Japan** | **Korea** | **Taiwan** | **Totals** |
| **History** | 13 | 7 | 5 | 4 |  | 29 |
| **East Asian Lit/Lang** | 3 | 13 | 5 | 6 | 1 | 28 |
| **Political Science** | 22 | 4 | 2 | 3 |  | 31 |
| **Intl. Affairs** | 13 | 6 | 1 | 4 | 2 | 26 |
| **Religion** | 11 | 4 |  |  |  | 15 |
| **Business** | 5 | 1 |  |  |  | 6 |
| **Econ** | 2 | 2 |  |  |  | 4 |
| **Other** | 2 | 5 | 1 |  |  | 8 |
| **Totals** | 71 | 42 | 14 | 17 | 3 | 147 |
| +Certain courses are cross-listed/interdisciplinary and therefore the total reflected here is higher than the actual total number of non-language EAS courses offered. | | | | | | |

***Interdisciplinary Offerings:*** GW’s academic system offers two pathways for the provision of interdisciplinary courses. First, courses directly offered by multi- or cross-disciplinary programs are required to be interdisciplinary. Thus, all the International Affairs (IAFF) courses offered by ESIA, including courses supporting its multidisciplinary Asian Studies BA and MA Programs, are interdisciplinary. Fourteen such courses are offered in EAS-related topics and split between undergraduate and graduate courses. Second, faculty developing interdisciplinary courses are allowed to cross-list the course with other relevant disciplinary departments. Our most common

cross-listing of courses with strong EAS related- content are within the International Affairs, History, and Political Science disciplines, however, courses are often listed within Anthropology, EALL, Religion, and Women’s Gender and Sexuality Studies as well.

***Non-Language Faculty Available for Teaching:*** GW has 64 full-time faculty who self-identify as having a substantial teaching/research interest in EAS, with 40 estimating this interest as equal to at least 50-100% of their efforts. Of the 64 full-time faculty, 50 are tenured or tenure-track.

The teaching strength of this core faculty is supplemented by part-time faculty. Because of its location in the nation’s capital, GW is able to draw upon a wide range of local teaching talent from government, non-profits, businesses, and cultural institutions to offer timely specialized

classes on EAS-related topics taught by retired ambassadors, military analysts, economists, and linguists. Such distinguished faculty play a particularly important role in professionally-oriented EAS classes. The ratio of full-time to part-time faculty teaching EAS-related classes varies by program, but in some key academic departments such as History and Political Science, 90% of EAS-related classes are regularly taught by full-time tenured or tenure-track faculty.

GW offers a robust program of pedagogical training for graduate teaching assistants (GTAs) where such assistants are deployed. The University requires new GTAs to enroll in a one-credit online certification course to (1) learn the philosophical and research foundations of higher education, and (2) learn practical suggestions and examples of skills relevant for GTAs. GTAs also have access to 18 monthly training workshops on teaching and digital accessibility hosted by GW Libraries & Academic Innovation, Many departments have instituted mandatory class observations by faculty and written feedback to help GTAs improve their performance.

# Quality of Curriculum Design

***Undergraduate Program:*** EAS is well integrated into the GW undergraduate curriculum. First, students may pursue a multidisciplinary BA major in Asian Studies, with the main focus on East

Asia, within ESIA. Second, students in ESIA’s sizable (nearly 2,200-student) International Affairs major also have the option of taking Asian Studies as their main 15-credit concentration. Third, undergraduates in CCAS may pursue majors or minors in Chinese, Japanese, or Korean language and literature through EALL. Fourth, students in all ESIA BA programs can double major (or minor) in East Asian languages, while all CCAS students may also double major in ESIA’s Asian Studies program. Taken together, there were 147 majors/minors/concentrators in EAS-related undergraduate programs in 2020-21 (Table 4.1). Beyond specific degree programs, East Asian Studies courses play a major role in General Curriculum Requirements across the University and are popular options in majors such as International Affairs, History, Political Science, Anthropology, and Religion.

|  |  |
| --- | --- |
| **Table 4.1: East Asian Studies Undergraduate Majors and Minors, 2020-21** | |
| Asian Studies Majors | 11 |
| East Asian Languages & Literatures Majors | 37 |
| International Affairs EAS Concentrations | 53 |
| East Asian Languages & Literatures Minors | 46 |
| **Undergraduate Total** | **147** |

***Appropriate and High-Quality Training****:* The EAS curriculum is designed to prepare the next generation of policymakers, diplomats, educators, and business leaders to face the challenges of today’s globalized world through a better understanding of East Asian languages, culture, religion, politics, economics, and history. The high quality of instruction in EAS is best seen in the curriculum of Asian Studies and EALL majors. The 39-credit Asian Studies (Appendix D) major is designed to provide a broad multidisciplinary academic foundation preparing students for a range of careers or more advanced study. Students in the Asian Studies major start with a common interdisciplinary foundation course (*East Asia Past and Present*), then take at least one

course in Asian literature and a six-course multi-disciplinary core in the social sciences. Students must also take a course to gain an understanding of a region of the world outside of Asia and the US, as well as a research methods course. Students conclude their degree with three additional Asian Studies elective courses from any discipline. Finally, all Asian Studies majors must demonstrate 3rd year proficiency in Chinese, Japanese, or Korean languages. Nearly all Asian Studies majors spend one semester or more in study abroad programs in Asia.

Chinese, Japanese, and Korean majors pursue a 39-credit program (Appendix D) devoted to language and cultural proficiency. GW was the first school in the DC area to offer a Korean language major and is currently the only school in the area to offer one. All majors must complete advanced-level (4th year) study in their chosen language and at least two courses in literature in translation, along with other advanced-level elective coursework (including literature in the language, classical Chinese or Japanese or the history of Chinese or Korean). The rigor of these programs is enhanced by a GW requirement that every degree program have specific learning objectives to assess achievement. For example, Chinese majors are expected to achieve minimally intermediate high written and oral language proficiency (beyond passing certain language classes), analyze modern literary texts within appropriate cultural, social, and historical contexts, and demonstrate analytical competency in papers written in modern Chinese. These objectives are assessed through rubrics applied to work produced by students in required classes. ***Graduate Training Options for Students:*** GW provides extensive graduate training options in

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| **Table 4.2: EAS Graduate Students by Program, 2020-2021** | | | |
| **Masters** | **No. of Students** | **PhD** | **No. of Students** |
| Asian Studies | 51 | Political Science | 3 |
| Intl. Affairs, East Asia Concentration | 20 | History | 3 |

|  |  |  |  |
| --- | --- | --- | --- |
| Chinese Language & Literature | 5 | Economics | 1 |
|  |  | Anthropology | 1 |
| **TOTAL** | **76** |  | **8** |

EAS. First, a career-oriented multidisciplinary MA degree in Asian Studies is offered through ESIA. Students in the Asian Studies MA program may also pursue a joint degree with an MBA in International Business, a joint degree with a JD in International Law, or a dual degree within the Global Health program of the Masters of Public Health. Second, CCAS offers an MA program in Chinese Language and Literature for students interested in deepening intellectual and cultural understanding of China. Third, graduate students in a number of Masters-level programs may concentrate in EAS as a main field or a special focus. EAS also forms a key component of several doctoral programs, especially in Political Science, History, Economics, English, Public Policy, and Strategic Management. Presently, there are over 80 students enrolled in GW EAS- related graduate programs (Table 8.2). There are also graduate students in the Milken Institute School of Public Health, the Trachtenberg School of Public Policy, and the Law School who focus on legal and policy issues but include significant amounts of East Asian Language and Area Studies courses in their degree programs. These students could not be enumerated here but include law school students focusing on human rights who study Mandarin Chinese and epidemiology students in the Milken School interested in Japan and Korea.

***Appropriate and High-Quality Training:*** GW’s graduate programs are systematically designed to offer advanced training to prepare students for their future careers. The 40-credit MA in Asian Studies (Appendix D) provides students with both a strong foundation in Asian Studies and flexible options to enable them to pursue careers in government, education, business, and non- profit sectors. The program requires its graduates to gain a broad knowledge of Asia, proficiency in an Asian language, and more specialized professional skills. Students begin with a nine-credit

core in history, politics, and international relations, followed by one methods course, three courses in a chosen thematic specialization and two courses in a chosen professional specialization. All students participate in a student-led capstone project where the knowledge and skills learned in the program are applied to a “real- world” issue. A majority of Asian Studies students work directly with organizations spanning the private, public, and non-profit fields.

The 30-credit MA in Chinese Language and Literature (Appendix D) combines academic and profession-relevant coursework. Students in this program first complete courses in advanced reading, composition, and conversation in modern Chinese. They then take at least 18 credits of coursework in Chinese literature and linguistics. Students follow this with up to 9 credits of relevant coursework from other programs, such as history, religion, or courses offered by the School of Education on language teaching. They may also pursue an independent study or a thesis. EAS is also integrated into other degree programs with specific discipline-based coursework on East Asia and appropriate language requirements (e.g. students in Ph.D. programs with an East Asia focus are required to have proficiency in an East Asian language).

The number of graduate students focusing on East Asia has increased significantly during the last grant period–most notably in the Asian Studies and Chinese Language MA programs. In 2018, total enrollment in the Asian Studies MA programs was 28; it is currently 51. The MA in Chinese Language was still a fledgling program at the time of GW’s last Title VI grant application. It has now become an established program with a steady enrollment of 5 students. It is the only MA Program in Chinese language in the DC area and attracts students from the public and private sectors who seek to achieve a professional working proficiency in Chinese.

***Academic and Career Advising:*** GW students have access to a multilayered advising architecture, including professional, faculty, and peer advising. Each school has professional

advisors to aid their students with general academic and career advising. ESIA provides Asian Studies BA and MA students access to nine undergraduate and four graduate professional advisors. At minimum, students meet with their assigned advisors to plan and confirm their course of study; further meetings are encouraged at different points in the student’s progress. Programs and departments also offer appropriate faculty advising. The program director serves as an advisor to all students in the Asian Studies MA Program and offers general guidance on their plans of study and potential career opportunities. Students with specific interests are also directed to relevant East Asia faculty for individual mentoring. All ESIA undergraduate students also have access to a system of peer advisors, while undergraduate and graduate students in Asian Studies are also aided by a program assistant. Specialized university offices, including the Center for Career Services, Counseling Office, and Study Abroad Office also provide career guidance. Asian Studies graduate students have access to the Elliott School’s seven-person Graduate Student Services Office that maintains job listings, hosts career fairs, and provides personalized career advising. SCAS also fills a special role for all students with East Asian interests by collecting and distributing information on Asia-related activities, language study programs, fellowships, internships, and career opportunities.

Finally, the director of the Asian Studies Program recently established a new mentoring program with DACOR (Diplomatic and Consular Officers Retired). This program, which began in the fall of 2020, pairs Asian Studies MA students interested in careers in the foreign service, intelligence, and development, with experienced mentors. The mentors offer the MA students advice on preparing for work in a specific field and help to point them toward internships and other opportunities. The program has been very successful, with over 90% of students rating it as useful or very useful despite the challenges of holding meetings during the pandemic.

***Study Abroad****:* Study in East Asia by GW students is firmly grounded in a strong study abroad academic culture. Over 40% of GW undergraduates have some study abroad experience and sends 1,000 abroad each academic year. GW’s Study Abroad Office offers more than 150 approved one-year or semester programs in over 60 countries. These programs include 53 special GW Exchange Partners in 27 countries and an extensive number of collaborations with 29 provider programs (such as CET, CIEE, IES, etc.). GW has been recognized by the US State Department as a top producer of Gilman Scholarship Recipients. Students may petition to attend programs organized by other universities but not on GW’s approved list if the quality of the program can be confirmed and the student has a strong academic rationale for the program. GW has 20 Exchange Partner Programs for undergraduate and graduate students in East Asia (6 in South Korea, 1 in Hong Kong, 4 in Japan, 3 in China, 3 in Singapore, and 2 in Taiwan). Beyond general university-approved programs, a number of GW’s professional schools have specific exchange agreements with East Asian partners. ESIA has one-semester graduate study programs with Ewha Women’s University (Korea), Fudan University (China), Waseda University (Japan), and the University of Hong Kong. The School of Business also has one-semester programs with Fudan, Korea University, and Taiwan’s National Chengchi University, as well as a number of short-term courses offered in East Asia on topics. The Medical School has clinical rotation or internship arrangements with partner medical colleges in China, Japan, and Korea. Lastly, since 2017 IKS has offered a two-week summer study abroad program, which sends 13-15 undergraduate and graduate students to Korea, allowing them to visit various professional sites. Starting from 2020, IKS began to include Spelman College students in its summer program.

GW is specifically committed to increasing diversity of the study abroad student population.

GW’s Study Abroad Office offers a robust program of information sessions and advising that

includes a strong emphasis on increasing access and providing resources for underrepresented populations and students with special needs. GW also participates in organizations designed to facilitate diversity in study abroad, such as the Diversity Abroad Network.

# Quality of Staff Resources

***Faculty Members:*** GW has 64 full-time faculty who do substantial teaching and research in EAS, 50 of whom are tenured or tenure-track. All are highly qualified and internationally competitive, research-active, with doctorates in their teaching fields. Hiring for such positions is through rigorous and competitive national searches. Nearly all full-time faculty have strong competence in relevant East Asian languages. Seventeen have received Fulbright or Fulbright- Hays fellowships, 11 have been Fellows at the Woodrow Wilson International National Center for Scholars, and others have received significant research grants from the American Council of Learned Societies, the Carnegie Corporation of New York, the Henry Luce Foundation, the Institute for Advanced Study, the MacArthur Foundation, NEH, NSF, and the Social Science Research Council. In the last 3 years alone, this faculty collectively has published 27 EAS- related books, 11 EAS-related book chapters, and 111 refereed journal articles. They have won numerous prizes including, most recently, the Fairbank Prize, received by Eric Schluessel for best book of 2021 in Asian history.

***Professional Development Opportunities****:* GW provides a range of professional development opportunities to faculty and staff. Junior faculty are assigned tenured faculty mentors to enhance their teaching skills and research agendas. GW generally provides $1,500 in annual travel support to its full-time faculty, and lesser amounts for part-time faculty. Additional GW awards of up to $5,000 are available for professional training and course development, including separate funding for online or short-term study abroad courses. New faculty also receive start-up packages which include research funding, course releases and as appropriate, funds for research

assistants. Sabbaticals with 100% of salary for one semester or 60% for one academic year are earned by tenured faculty in 7-year cycles. The University regularly provides funds to support collaborative faculty projects and individual faculty summer research through a competitive process. SCAS combines its own internal and external funds to support faculty research in Asia. Although fewer faculty have traveled to Asia during the last grant cycle because of the pandemic, the Sigur Center still awarded over $100,000 in research funds for Asia-related travel and research since 2018. Since 2016, the Institute for Korean Studies has raised $2,680,918 through winning multiple awards that allowed it to support faculty and student research on the Korean peninsula, various academic programs, and postdoctoral fellowships.

***Faculty/Staff Participation in Teaching, Supervising, and Advising of Students*:** Faculty members teach two courses per semester and are expected to spend 20 hours per week on student advising or other teaching-related activities. Faculty also provide program-specific advising based on their areas of expertise. This is generally department or program-based, with one or more lead faculty advisors depending on the size of the degree program. The faculty director of the Asian Studies Program, Gregg Brazinsky, serves as the lead advisor for Asian Studies BA and MA students, aided by a program coordinator. Finally, our Asian Studies faculty have helped to mentor Spelman College students as part of our collaboration with the college.

***Oversight/Center Administration:*** The GW EA-NRC will be jointly administered by SCAS and IKS. The reason for this joint arrangement is that SCAS has a remit covering all of Asia, while IKS focuses on the Korean peninsula. Physically and administratively housed together, their shared academic and administrative resources comprehensively cover the entirety of East Asia. The IKS Director is chosen by, and reports to, the ESIA Dean. Directors serve for renewable 3- year terms. Likewise, the SCAS Director serves a 3-year renewable term and reports to the ESIA

Dean, as well as the University Provost.

The current IKS founding director, and proposed NRC Principal Investigator, is Professor Jisoo M. Kim (PhD, Columbia University, History), a noted expert on gender and legal history of Chosŏn Korea. Professor Kim was awarded the 2017 James B. Palais Book Prize of Association for Asian Studies for her book *The Emotions of Justice: Gender, Status, and Legal Performance in Chosŏn Korea*. She has co-edited another book and has published numerous journal articles or book chapters. She is partnered with the current SCAS Director, Professor Gregg Brazinsky (PhD, Cornell University, History). Professor Brazinsky is a leading expert on US-East Asian relations, the author/editor of three books, and proficient in both Korean and Mandarin Chinese. They also work with the Sigur Center’s Associate Director, Research Professor Deepa Ollapally (PhD, Columbia Univeristy, Political Science), formerly an associate professor at Swarthmore College as well as a program officer at the United States Institute of Peace, and current head of

the SCAS’s Rising Powers Initiative (RPI). Professors Kim, Brazinsky, and Ollapally are aided by a 4-person permanent staff and additional student project and research assistants supporting SCAS and IKS academic and research programs and operations.

***Non-Discriminatory Hiring Practices:*** Following Federal and DC law, GW does not discriminate against any person on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense or veteran, and place of residence or business. These laws cover all programs, services, policies, and procedures of the University including admission to educational programs and employment. As of Spring 2022, roughly 43% of EAS full-time and part-time faculty and staff were women and roughly 48% were minority

members. SCAS and IKS staff are selected through competitive searches closely monitored by the University’s Division of Human Resources and by ESIA’s Finance Director.

# Strength of Library

***Strength of Library:*** GW’s University Libraries contains over 3.5 million volumes (including over 1.6 million e-books), subscribes to 146.392 serials (in e- and print), and provides access to 863 databases, many of which have multiple sub-databases. Its annual collections budget is approximately $13 million across all libraries. The Library has approximately 165,000 East Asia- related items, including 49,618 Chinese/Japanese/Korean (CJK) language items. Most GW East Asia resources are located in the GRC, which also provides access to approximately 16,500 CJK language print/electronic newspapers and journals, and 2.68 million CJK e-books. Recently, the Library processed and added major donations of 6,000 Chinese-language history books and 1,500 in Chinese literature and other fields. A team of librarians have also developed a new tool for discovering Chinese digital collections located around the US. The GRC employs 1.5 full- time librarians focusing on East Asia, supported by 1 full-time GRC employee and student assistants. GW libraries’ annual budget includes $964,290 in direct support for EAS collections and staff, and another $$1,651,033 to support area studies collections and staff more generally.

The GRC also has a $350,000 endowment to support its Taiwan collection. From 2017-2021, the GRC received awards of approximately $38,500 from the Korean Foundation to support Korea- related collections processing and development. The Library has received approximately

$290,000 from the Okinawa Prefectural Government over the previous four years to support the ongoing development of the Okinawa Collection/Japan Resource Center.

The GRC East Asia collection is organized around specialized resource centers for China, Taiwan, Japan, and Korea. The China Documentation Center, with over 10,000 Chinese language books and backsets of approximately 70 periodicals and newspapers, is one of the

largest repositories outside of China dedicated to national security and foreign affairs of the People’s Republic of China (PRC). It has unparalleled holdings on contemporary Chinese military affairs, along with considerable holdings on contemporary Chinese politics and the Chinese Communist Party. Besides a growing collection of print materials, the Taiwan Resource Center (TRC) provides access to full runs of important newspapers, over 450 journals, and other historical materials collections through five major full-text databases. The TRC also holds the largest single collection (over 500 volumes) of “opposition” (*Dangwai*) journals from 1975 to 1989 as well as the papers of noted Taiwan scholar Nancy Bernkopf Tucker. The Japan Resource Center is built around the collection of the Japan Economic Institute, a renowned non-profit research organization whose library GW acquired in 2000. In 2015, GW Libraries began a partnership with the Okinawa Prefectural Government to establish a collection within the Global Resources Center’s Japan Resource Center devoted to the study of Okinawa. Finally, a recently established Korea Resource Center has added over 10,500 items to the collection and subscribed to eight core Korean-language databases that support active research. This collection has a strong focus on Korean culture, language and literature, international trade, and politics, with a particular emphasis on the issue of national divisions. The National Security Archive is another important EAS resource which initiates document declassification requests on US security policy issues and has published extensive collections of such material on East Asia.

***Access to Collections***: GW is a member of the 9-institution (including Georgetown University and Howard University) Washington Research Library Consortium (WRLC). The over 11,000 faculty members (6,500 of which are full-time) and over 100,000 full-time students of WRLC member universities have direct access to a shared catalog of over 13 million volumes, with joint borrowing privileges through the WRLC loan service. GW Libraries is also one of 30 core

members of the Northeast Research Library Consortium. The GW Library also participates in the Off-Campus Library Services Reciprocal Faculty Borrowing Program with 200 other universities and provides library access to faculty of the 123-member Association of Research Libraries.

Access is also provided to local neighborhood association members, students at a public high school located on GW’s campus, and staff of nearby organizations such as the Woodrow Wilson International Center for Scholars. All special collections, including the East Asia collections of the GRC, are open to the public. Additionally, GW Libraries has entered into a partnership with National Taiwan University (NTU) to digitize and share their combined *Dangwai* opposition press publications. GW's collection will expand NTU's resources by 800 issues of magazines and journals published from 1975-1989, the height of the opposition movement. Once finished, the project will provide access to a unique online resource for anyone studying the development of democracy in Taiwan. The GRC regularly assists patrons from government agencies, think tanks, non-governmental organizations (NGOs), and international and domestic academia.

# Impact and Evaluation

***Impact***. EAS has an important position within the GW community, projecting a significant

impact on the nation’s capital, and exerting influence that extends to the nation as a whole. There is a total enrollment of 6,597 undergraduate and graduate students in East Asia-related classes (language and non-language), as well as 233 students enrolled annually in undergraduate or graduate programs focusing on EAS or language. Table 7.1 below presents EAS course enrollments and students in EAS-related academic programs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 7.1: Education Impact** | | | |
| **EAS Course Enrollments, AY 21-22** | | **EAS Students, AY 21-22** | |
| Non-Language Courses | 5,014 | EAS Undergrad Majors/Minors | 94 |

|  |  |  |  |
| --- | --- | --- | --- |
| EA Language Courses | 1,583 | EA Language Majors/minors | 83 |
| EAS focused Graduate Students | 84 |
| **Class Enrollment Total** | **6,597** | **Student Total** | **233** |

With a student body drawn from nearly every US state, GW plays a major role in developing a national pool of East Asia experts. GW’s impact is also strengthened by its

participation in the 17-member Consortium of Universities of the Washington Metropolitan Area (including Howard University), which allows students at partner schools to enroll in GW’s EAS classes. GW’s success at placing students into post-graduate employment is evident from the career trajectories of both our MA and Ph.D. students. Among GW’s 10 schools, the Elliott School of International Affairs has by far the largest number of students focusing on East Asia.

This includes students in the Asian Studies MA Program and students in other programs with regional concentrations in East Asia. The Elliott School and Asian Studies programs both have strong track records at placing their graduates. During the last five years they have, on average, placed over 92% of their graduates in work or further study related to the degree within six months of graduation. Typically, approximately 41% of ESIA students have gone into the public sector while 26% have gone into the private sector and 26% have found employment in non- profits. Among 2021 graduates in the Asian Studies MA Program 86% found work relevant to the degree or decided to pursue further study within 3 months of graduation. Of these, 21.1% work in nonprofits; 15.8% work in the private sector; 21.1% work in the public sector, and 21.1% are pursuing further education or language training. Most of GW’s Ph.D. programs are relatively small and have had a smaller number of graduates during the last few years, but Ph.D. students focusing on East Asia have been successful in finding academic employment. During the last four years, the two history Ph.D. students working on East Asia found employment at the

London School of Economic and Virginia Tech. One Political Science Ph.D. focusing on East Asia is employed by the Naval War College. GW regularly ranks as a “Top Producer” of Fulbright students for research institutions according to the Chronicle of Higher Education; from 2019-2021, 34 GW students earned Fulbright research fellowships. GW is also a top-performing institution for producing David L. Boren Graduate Fellowship and Scholarship recipients (11 Boren awardees in 2021 are GW students).

GW’s EAS-related public events attracted over 12,300 people attending 95 events in AY 2020-21 (see Table 8.1). The demographics of those that attend GW’s EAS related-events includes K-12 educators, journalists, academics, students, ambassadors, U.S. and foreign government employees, and non-profit workers. GW faculty are also in high demand for official training programs for military, diplomatic, and intelligence officers, speaking at over 25 programs, training foreign service and foreign affairs officers at the United States State Department, making a direct contribution to national needs. Audio-visual recordings of events and a wide range of online engagement increase the national impact of GW’s EAS outreach.

***Equal Access:*** GW does not unlawfully discriminate against any person on any basis prohibited by federal law, the DC Human Rights Act, or other applicable law, including without limitation, race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity or expression. These principles cover all programs, services, policies, and procedures of the University including admission to educational programs and employment. GW has a diverse and multicultural student body that is 62.2% female and 37.8% male; and 38.3% ethnic American, 46.7% white American, and 15.0% international (from 130 countries). The Asian Studies MA Program is particularly diverse. Roughly 59% of students who matriculated during the last two years were people of color. Students benefit from many programs enhancing

equal access and supporting campus diversity. The Multicultural Student Services Center (MSSC) supports students from underrepresented groups and provides educational programs, cultural heritage celebrations and other activities and services that support an inclusive campus community. GW’s Office of Disability Support Services, opened in 1978, offers individualized services to those with disabilities (e.g. scholarships, readers, sign-language interpretation, adaptive/assistive technologies, and housing accommodations). The University provides $197 million in need-based financial assistance, targeting minority and low-income students, and is a national leader in encouraging study abroad access for low-income and minority students.

***Improved Supply of Specialists on East Asia:*** GW’s EAS enrollments and successful career placements of students from EAS-related degree programs demonstrate that it has already significantly contributed to the production of EAS specialists for national need. Particularly noteworthy is the large number of students from our graduate programs that enter government service and non-profit organizations. GW produces a small but growing number of EAS-focused Ph.D. students in core academic departments, many of whom go on to teach at other universities, multiplying the effect of their EAS education at GW. GW has also historically seen many BA and MA students use their GW experience in EAS as a foundation for successful entrance to PhD programs and successful scholarly careers.

***Addressing National Needs and Informing the Public:*** Our contribution to the pool of EAS experts serves an important national need, and this proposal is part of our greater commitment to increase our capacity to perform this role in the future. At the same time, we reach out extensively to the public. Given our location in Washington, DC and the interests of our potential audience, many of our events directly address issues of national import, with a strong focus on understanding US-East Asia policy and presenting views and perceptions from East Asia.

Additionally, a major focus in recent years has been to expand our outreach to both the policy community and the general public through electronic media and online materials.

***Fellowships Addressing National Needs:*** GW’s ability to meet national needs in EAS is directly supported by $3 million in financial support specifically targeting undergraduate or graduate students pursuing EAS-related degree programs or East Asian language study. This includes Elliott School fellowships to Asian Studies M.A. Students (typically around $300,000 per year) and Institute for Korean Studies M.A. fellowships (typically around $125,000 per year). It also includes GAships and fellowships for Ph.D. students in East Asian history and politics provided by the Columbian College of Arts and Sciences (typically around $700,000 per year). During the last grant cycle, GW awarded 19 Academic Year and 14 Summer FLAS Fellowships. GW covered the gap between the tuition portion of the FLAS and GW’s full tuition so that every AY FLAS recipient paid no tuition during the year of their award. We intend to use the remaining funds to award an additional 5-6 summer FLAS fellowships in the summer of 2022.

The vast majority of these fellowships address national needs directly and have helped to enhance the diversity of our graduate and undergraduate programs. Roughly half of the FLAS awardees in the previous grant cycle are still completing their degrees at GW, and half have graduated and found employment. The employment breakdown for FLAS recipients from 2018- 21 who have graduated is as follows: federal government (3); private sector, such as consulting and government contracting (3); academia, including think tanks and academic centers (4); and NGOs (1). IKS fellowship programs aim to promote diversity in the field of Korean Studies and support students with an interest in public diplomacy. The IKS started awarding most of these fellowships in 2019 but some of the recipients have already moved into positions in the State Department, international organizations, think tanks, and the private sector. Looking ahead, GW

will continue to combine the FLAS fellowships with financial aid resources from the SCAS, IKS, and the Elliott School to make it easier for young professionals seeking careers related to East Asia to pursue their degrees and acquire needed language skills and regional expertise.

***Evaluation Plan:*** EAS at GW has considerable depth of experience regarding performance measurement and program evaluation. EAS programs are assessed regularly through a number of institution-wide and program-specific mechanisms. GW has a robust, staged assessment process for all academic programs. First, clear learning objectives for every course and academic program must be identified. Second, departments create assessment plans for each academic program based on these objectives, with quantifiable metrics used to measure student progress at two points during their program of study. Third, at the end of every academic year the program faculty meet to review this data and to submit plans for program improvement to School leadership. EALL’s assessment plans for Chinese, Japanese, and Korean language/literature majors serve as University models in this process, with general learning objectives focusing on both language proficiency and analytical skills and detailed rubrics to evaluate specific components of each objective. During each year of the previous Title VI grant cycle, an independent evaluator conducted comprehensive program reviews of EA-NRC and FLAS activities that involved content analysis of relevant websites, documents, and project deliverables as well as individual interviews with EAS staff, faculty, and external stakeholders. The evaluator generated a written report each year and debriefed members of the EA-NRC team on the findings of the evaluation. These experiences have informed the evaluation plan in this proposal.

Our project evaluation plan incorporates performance measures for a set of three goals covering both NRC and FLAS project activities. These broad goals are:

1. Prepare a Diverse and Inclusive Generation of EAS Leaders at GW, HBCUs, and

Nationwide to Pursue Careers Areas of National Need

1. Support K-12 and Postsecondary Educators to Develop EAS Research and Instructional Excellence that Incorporates Diverse Perspectives in EAS
2. Promote Deeper Understanding of Critical Issues in EAS across Academia, Policymakers, and the General Public

The activities proposed in Section 9 (Program Planning and Budget) are formulated based on their implementation feasibility, cost-effectiveness, ability to produce measurable outcomes that address each of the goals mentioned above, and alignment with USG standards such as Government Performance and Results Act measures specific to the NRC and FLAS projects as well as the ED’s FY 2022-26 Departmental Strategic Plan Framework. In collaboration with GW faculty and staff with extensive experience in performance management and evaluation, and in reference to past independent evaluation reports, we designed a Performance Measurement Framework with quantitative and qualitative data indicators assigned to each proposed activity. We view that measuring impact is optimally done when we generate diverse sets of data and triangulate outcomes from a wide range of perspectives. For instance, to assess the scope of impact of our Professional Development Program with Spelman College, we include quantitative measures such as number of workshop sessions and qualitative measures such as focus group interviews conducted in conjunction with the National Humanities Alliance. This mixed methods approach allows us to understand more clearly the breadth and depth of the impact our activities may generate, and identify early on whether changes to activities need to be made. An overview of our proposed activities and performance measures is located in Table 7.1 below. A detailed version of our Performance Measurement Framework is in Appendix E.

**Table 7.3: Title VI & FLAS Activities Performance Measurement Overview**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Goal 1: Diverse and Inclusive Generation of EAS Leaders** | **Goal 2: K-12 and Postsecondary Training** | **Goal 3: Outreach on EAS Critical Issues** |
| **Activities** | 1. New EAS language courses 2. Speech contest support – Japanese, Korean, and J2B 3. New language assessments 4. HBCU outreach – Spelman professional development workshop; Spelman adjunct lecturer; HBCU visits 5. Library acquisitions of EAS digital/print materials 6. Recruitment of 6 AY and 6 Summer FLAS Fellows | 1. EAS Innovations workshop 2. EAS faculty skills development trips (conferences) 3. K-12 outreach: advisory council and training workshops | 1. Public events – Diversity in Asian Studies panel and East Asia Intersections series 2. China Peripheries seminar series |
| **Metrics** | 1. # of courses designed/created 2. # of contests held 3. # of assessments created 4. # of HBCU outreach activities; focus group interviews w/Spelman cohorts 5. # of new Library acquisitions   6. # of FLAS Fellows recruited | 1. # of workshops held; survey feedback from participants 2. # of trips organized; reflections from faculty 3. # of advisory council members; # of curriculum resources developed; focus groups on advisory council cohorts; # of workshops; survey feedback from participants | 1. # of public events hosted 2. # of seminars held; feedback from seminar attendees |

To enhance internal program improvement over the grant’s life and external accountability to ED, we propose to continue working with an external evaluator each year of the grant cycle to implement an evaluation plan that meets industry standards for performance measurement. Throughout the grant period, the independent evaluator will provide ongoing coaching and technical assistance to help NRC staff implement the evaluation plan (including the development and refinement of data collection tools), routinely analyze results and their implications, and make use of findings via programmatic and strategic adjustments. The evaluator will also conduct a final, independent review of the grant activities during its last year, which may include additional data collection activities such as surveys and interviews with project stakeholders. The evaluator and EA-NRC staff will then develop a plan for disseminating and applying evaluation results to future programming. The overall evaluation activities will benefit from the evaluator’s collaboration with multiple GW EAS units, allowing for the efficient

pooling of resources and comparison of findings across grant sites. Questions to guide the evaluation process include, but are not limited to: (1) to what extent does the EA-NRC contribute to the achievement of GW’s enumerated project goals over the course of the grant period; (2) to what extent does the EA-NRC provide for equal access and treatment for eligible students and other participants who are members of traditionally underrepresented groups; (3) to what extent does the EA-NRC partner with priority institutions to deliver programming throughout the grant period; and, (4) how accurate are the performance measures in capturing project activities as well as demonstrating progression toward completion of project goals. Each of the above questions will be reflected in the evaluator’s performance evaluation report that they will generate and circulate to EA-NRC staff, faculty, and community partners during each evaluation period of the grant. This will provide opportunities for the EA-NRC to take feedback from internal and external stakeholders and make project adjustments as needed.

Appendix E contains performance measures (PMs) for each project goal listed above, and Appendix F a Logic Model (LM) that maps out the expected inputs, activities, outputs, and outcomes of the project. The PMs have tentative entries for data indicators, frequency, and data sources reflecting preliminary planning of data collection activities, such as designing and administering participant feedback surveys for workshops or trainings. The LM, adapted from a model developed by the independent evaluator in the previous Title VI grant cycle, serves to situate NRC and FLAS activities and deliverables within the context of our target outcomes.

Public and nonprofit agencies such as the National Endowment for the Arts use logic models to visualize the connections between activities, deliverables, and desired short, medium, and long- term impacts in target communities. We will use our LM as a tool to strategize project priorities, structure any project adjustments, and assess our progress toward achieving broader goals in

consultation with the independent evaluator.

# Outreach Activities

GW’s EAS faculty and programs engage in a wide range of outreach activities, which serve the needs of both the campus and broader Washington area (Table 8.1). This outreach includes dozens of public events hosted by various centers and institutes at GW, such as the EA-NRC, SCAS, IKS, EALL, TSI, and the Textile Museum, that reach the wider DC community and serve as extracurricular resources benefiting GW students. Altogether, GW offered 95 EAS-related events during the 2020-21 academic year, including numerous lectures, multi-presenter seminars, and 10 multi-panel conferences. Presenters in these events came from a wide variety of academic and professional backgrounds, including GW faculty, practitioners from various NGOs, and officials from the US government as well as from countries throughout East Asia. As University- level research institutes, SCAS and IKS actively collaborate with faculty, departments, and Schools across the campus in organizing or co-sponsoring public events. Given GW’s DC location, ESIA faculty are most strongly represented, but School of Business faculty are also frequent panel participants. EALL faculty play a leading role in events focusing on the humanities through GW’s Columbian College of Arts & Sciences. Professors from the School of Business and Milken School of Public Health have also been panel participants.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 8.1: GW EAS Outreach At a Glance (2020-2021)** | | | |
|  | | **Number** | **Audience** |
| **Public Events** (SCAS, IKS, EA-NRC, and EALL) | | 95 | 12,384 |
| **K-12 Outreach and Training Programs** | | 11 | 210 |
| **Online Materials** | |  | **Views** |
|  | SCAS Website |  | 21,663 |
| RPI Website |  | 18,798 |
| IKS Website |  | 71,235 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Taiwan Education and Research Program (TERP) Website |  | 198 |
| EA-NRC Website |  | 11,357 |
| *Asia on E St Digest* (Weekly newsletter that includes information on grants, internships, events, etc.) |  | 19,544 |
| *Asia Report* Emails (Synopses of high-profile events) | 11 | 9,710 |
| RPI commentaries, alerts, policy briefs, and reports | 45 | 39,106 |
| **Social Media Outreach** | | **Followers** | |
|  | SCAS (Facebook, Twitter, Instagram, YouTube) | 4,002 | |
| RPI (Twitter) | 438 | |
| IKS (Facebook, Twitter, Instagram, YouTube) | 2,737 | |
| TERP (Instagram, LinkedIn) | 59 | |
| EA-NRC (Facebook, Twitter, Instagram, YouTube) | 755 | |

***Public Outreach*:** SCAS, IKS, the EA-NRC, and EALL hold numerous events each year independently and collaboratively that spotlight contemporary issues in East Asian affairs from a wide variety of academic, cultural, and professional perspectives. Such events have included: a public panel discussion on democracy movements in Taiwan, Hong Kong, and Myanmar supported by SCAS and the EA-NRC; Korea Policy Forums, coordinated by IKS and supported by the EA-NRC, that featured speakers such as US Congressman Andy Kim and Ambassador of the Republic of Korea to the US Soo Hyuck Lee to discuss contemporary Korean affairs; and book talks that highlight new scholarship in EAS from GW faculty and scholars from around world, such as GW faculty member Eric Schluessel’s newest monograph, *Land of Strangers: The Civilizing Project in Qing Central Asia*. GW EAS departments also integrate humanities disciplines in public outreach activities. EALL hosts the Young-Key Kim Renaud East Asian Humanities Lecture Series that brings specialists in East Asian humanities to encourage cross- disciplinary discussions, such as the musical connection between social movements in South Korea and the United States. IKS is home to the annual Hahn Moo-Sook Colloquium in the

Korean Humanities, the world’s longest running Korean studies colloquium. Cross-departmental collaboration is a key feature of our public events apparatus: 50 of SCAS and 7 of IKS’s academic events were co-sponsored with various GW departments and GW student groups such as the graduate student-led Organization of Asian Studies.

GW EAS departments leverage GW’s geographic, intellectual, and professional position in the Washington, DC area to host events that connect US and foreign government officials with academia and the general public. SCAS invited Taiwan Representative to the US Bi-khim Hsiao to speak on Taiwan’s economic prospects with the US, and the EA-NRC collaborated with the Office of Tibet in Washington, DC and the US Agency for International Development to host a cultural performance of dance and music from across the Tibetan region, with opening remarks from the then-US Ambassador-at-Large for International Religious Freedom Sam Brownback.

SCAS, IKS, the EA-NRC, and other EAS-affiliated programs at GW expand this impact by integrating digital accessibility and multimedia tools into outreach efforts. Especially after the onset of the global pandemic, videos of most EAS-related public events are posted on institute websites and social media. Synopses of major events are emailed to select audiences as “Asia Reports.'' GW EAS departments make regular use of email and social media campaigns, such as SCAS’ weekly digest (“Asia on E Street”) that provides information on DC public events and Asia-related academic and professional opportunities, and the EA-NRC’s regular newsletter for K-12 educators. SCAS’s Rising Powers Initiative, SCAS’ signature research program on Asia's rising and aspiring powers, is an increasingly important vehicle for outreach, with its website and emails reaching officials across the United States government. IKS hosts the *Journal of Korean Studies*, which is the preeminent scholarly journal in the field.

***Emphasis on Diversity and Inclusion***: Acting on critical developments in national discourse,

GW EAS departments have collaborated to issue joint public statements on diversity and inclusion of the Asian Studies field and on historic and contemporary structures of violence against minority communities in the US. SCAS, IKS, and the EA-NRC have worked together to ensure that a wide range of perspectives, standpoints, and human experiences are represented in outreach activities. These three institutions collaborated to host conferences that spotlight intersectional issues in Asian Studies, such as a panel with scholars, nonprofit organizers, and journalists outlining issues regarding Asian and Asian American inclusivity in advance of 2021 Asian American and Pacific Islander Heritage Month, and a panel discussion with scholars on the topic of East Asian communities in Latin America during 2021 National Hispanic Heritage Month. IKS addressed the theme of “From Enmity to Empathy: African American and Korean American Communities since the 1992 Los Angeles Riots” in its 2020 Hahn Moo-Sook Colloquium. GW EAS departments position diversity and inclusion issues at the core of outreach activities to encourage audiences to broaden worldviews and deepen intercultural understanding. ***Elementary and Secondary Schools:*** The GW EAS program strives to build strong intersectional K-12 networks between educators, policymakers, and learners via teacher training workshops, student-facing engagements, and curriculum development. In the past four years, the EA-NRC has hosted or facilitated 19 in-person and virtual teacher training workshops that have connected over 300 K-12 educators and coordinators with East Asian area studies experts. In these workshops, experts impart content knowledge, resource recommendations, practical skills, and diverse perspectives to workshop participants. For example, we collaborated several times with Fairfax County Public Schools (FCPS) in northern Virginia to host workshops on topics such as how to design culturally responsive curriculum and how to incorporate historical and contemporary narratives in teaching world affairs, such as the intersection of nationalism and

music in Mongolia. Our EALL faculty have also conducted workshops to train language educators on how to integrate technological tools in hybrid classrooms to enhance immersive learning experiences. Teacher workshops have included expert speakers from GW’s EAS faculty, from think tanks in the Washington, DC area, and from sister Title VI centers such as the Institute of East Asian Studies at the University of California, Berkeley.

Student-facing outreach activities highlighted diversity in world cultures and encouraged developing careers in international affairs. Leveraging access to Washington, DC area resources, EA-NRC coordinated a visit for 38 local high school students to the Japan Information & Culture Center (JICC), the public outreach wing of the Embassy of Japan, and Taipei Economic and Cultural Representative Office (TECRO). The visits consisted of presentations given by JICC and TECRO officials about historical and contemporary issues in US-Asia relations, and Q&A sessions between officials and students that centered on career development, study abroad, and other EAS topics. The EA-NRC also formed a partnership with the Japanese Language Education and Research Network (J-LEARN) to support the Junior Japan Bowl (J2B), an annual quiz bowl contest about Japanese language and culture, and designed study guides for J2B contestants on topics such as Japanese history and popular culture. GW EAS departments aim to continue building bridges between the K-12 and foreign policy communities.

***Postsecondary Education***: GW’s numerous public events consistently draw large numbers of postsecondary faculty and students from the greater DC region, while the frequent participation of faculty from other universities in these events facilitates collaborative exchanges. Individual GW faculty have organized activities focused specifically on engaging university and college teachers. SCAS and IKS have an established track record of outreach to faculty from other universities and colleges. Through their visiting scholars programs, both SCAS and IKS have

welcomed academics, journalists and government officials from both the US and overseas. In the past, SCAS has welcomed and received applications from faculty at HBCUs, foreign Fulbright recipients, Korean Army officers and officials from the Taiwanese Ministry of Foreign Affairs. Likewise, IKS has welcomed visiting scholars heralding from a broad range of backgrounds, including academia, media, and government. The visiting scholar program has created a large

alumni network giving GW’s EAS an extended reach, both domestically and internationally.

IKS programs targeted towards students include the Undergraduate Research Fellows program, which provides research opportunities and mentoring for highly motivated undergraduate students with an interest in Korea, and an annual study abroad program for GW and Spelman College students. Numerous EAS faculty also travel to present their research findings at other universities and professional conferences, such as the Association of Asian Studies. They are also invited to be external examiners; one faculty member recently served in this role at American University for a PhD student working on Chinese statebuilding and governance. RPI’s Database has attracted considerable attention from postsecondary faculty and students. The database currently boasts 6,234 entries and was used 1,127 times in 2017.

Augmenting all this is the fact that many EAS faculty serve as chief or associate editors of a number of high profile academic journals, including *Modern Asian Studies*, *Journal of Korean Studies* and *Critical Asian Studies*.

***Business, Media, Government, and the General Public:*** Outreach by GW EAS faculty to business, media, government and the general public takes many forms. All these communities are part of the target audience for the extensive program of public events conducted by SCAS, IKS, EA-NRC, and EALL. Individual GW EAS faculty members often participate in training programs for government officials, military staff, diplomats, and intelligence officers. EAS

faculty also gave presentations for the Capitol Hill Club, CIA, the Joint Counterintelligence Training Academy, the Mansfield Foundation (in a program for policymakers), the National Defense University, the State Department, and US Pacific Command. In addition to presentations, the Rising Powers Initiative, housed in the SCAS, produces fortnightly “Policy Alerts,” which are sent to the media and to the staffers of policymakers on Capitol Hill. GW EAS faculty have given lectures in collaboration with influential think-tanks and non-profits, such as the Asia Foundation, the Brookings Institution, the National Bureau of Asian Research, the National Committee on US-China Relations, the Sasakawa Peace Foundation, the Taiwan Foundation, and the Woodrow Wilson International Center for Scholars. SCAS and IKS continue to regularly welcome visiting scholars from East Asia who come from government, media, and think tank sectors. Since 2019, IKS has hosted an annual six week intensive program focused on North Korea designed to provide professionals from the Washington, DC area and throughout the world (including Congressional staff, government officials, think tank and private sector experts, media, NGOs, and graduate students) with a variety of perspectives about North Korea. GW’s EAS faculty also have a strong media presence, appearing on CNN, PBS, NPR, BBC, VOA, and Radio Free Asia among others. GW EAS faculty have been frequently cited or referenced in national and international media, including *The Wall Street Journal, Business Week, China Daily,* and *Taipei Times.* Faculty op-eds have recently appeared in *The Wall Street Journal, National Interest, Japan Times, and Deutsche Welle.*

# Program Planning and Budget

To advance the NRC goals of preparing aspiring leaders for EAS careers in areas of national need, empowering educators with EAS knowledge and resources, and promoting national and international dialogue among academic, policy, and public communities with equity in EAS, we propose to undertake an array of activities including expanded language instruction and

assessment, area studies outreach and educational programs, teacher training, and institutional capacity-building. These proposed activities pay special attention to inclusivity and diversity in the field of Asian Studies, intersectional perspectives in East Asian affairs, and careers in public service. This proposal both builds on recent initiatives and introduces new elements to expand on GW’s existing excellence in EAS education and outreach. This proposal also expands on synergistic collaborations across GW units and between GW and other educational institutions (including sister Title VI centers) to generate transformative impact across learning communities. An overview of the proposed activities over the course of the award cycle can be found in Appendix E. Activities are described in detail below:

## Goal 1: Prepare a Diverse and Inclusive Generation of EAS Leaders at GW, HBCUs, and Nationwide to Pursue Careers in Areas of National Need

Future leaders need training in language and area studies to navigate intercultural, intersectional, and interdisciplinary issues at the national and international levels. To prepare successive diverse and inclusive cohorts of aspiring leaders in Asian Studies, GW EAS proposes the following activities:

**New EAS Language Courses & Assessments**: To support FLAS recipients and students enrolled in our BA and MA level language programs with courses that will improve advanced communications skills, EALL seeks support for **Advanced East Asian Language Course Development**. An EALL faculty member will design a new course each year that focuses on specialized professional applications of critical EAS languages less commonly taught, such as Diplomatic Chinese. In addition to course design, EALL seeks support for lecturers to deliver the newly developed **Advanced East Asian Language Courses** each year and to deliver **Advanced Chinese Language Courses** to support the MA in Chinese Language & Literature program.

Responding to student demand, the NRC seeks support to offer a new **Uyghur language class**

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each semester of the grant cycle. GW currently has two faculty members (Eric Schluessel and Sean Roberts) who work on Xinjiang and have knowledge of Uyghur. They will aid in recruiting instructors with native language skills from our robust network of Uyghur scholars and community leaders in the Washington, DC area. Cohorts of students will take the class together over a two-year period so that students exit the program with intermediate-level Uyghur language skills. Uyghur language skills are urgently needed across US public, nonprofit, and educational institutions, particularly those with equity in developments related to Xinjiang.

In combination with new courses, the LC seeks to support advanced-level EAS language engagement through the creation of publicly available **EAS language self-assessments for professionals**. Building on its previous work developing digital self-guided Language for Professionals modules that focused on professional applications of Chinese, Japanese, and Korean languages, the LC will collaborate with external language assessment specialists and EALL faculty to design interactive reading and speaking assessments in EAS languages that incorporate primary language sources from a variety of disciplines such as international affairs, business, and law. The assessments will be made publicly available on the LC website, as are the modules and other language resources. Assessments will be designed with reference to industry standards for language assessments, including ACTFL, the Chinese Proficiency Test (HSK), Test of Chinese as a Foreign Language (TOCFL), the Japanese Language Proficiency Test (JLPT), and other related standards. Such assessments will assist GW students and language learners around the country to gauge, track, and measure their language skills development.

**FLAS Fellowships**: To recruit and support a diverse pool of exceptional students who aspire to

be leaders of EAS in academia, public service, business, and other areas of national need, we request funding to award **6 academic-year graduate FLAS awards and 6 summer awards for**

**graduate and undergraduate students** annually during the next grant cycle. They will support

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the study of priority EAS languages, particularly Chinese, Korean, and Japanese. We aspire to develop a Uyghur language program that is FLAS-eligible in the near future. Reflecting the university’s strong commitment to the FLAS fellowship program, GW’s schools will generally cover the gap between the FLAS fellowship and full tuition up to 20 credits per semester. FLAS fellowships are invaluable for enabling our best students to reach high levels of proficiency in

their target languages because, with GW’s supplement, they can focus on academics and have less need to work or take on debt. Often the best students can study an East Asian language at an advanced level with an AY FLAS and then continue to study during the summer with a summer FLAS. This enables students at the intermediate or high intermediate levels to reach a point where they can read challenging authentic texts in the target language. FLAS fellows are required to take one area studies course per semester in addition to a language course but most take more than one. The result has been MA, JD, and PhD students with strong language skills and broad knowledge of East Asia’s history, politics, and culture.

**Language Outreach**: We seek to build on successful language outreach programs that expose students at all education levels nationwide to new cultural perspectives and motivate students to pursue advanced language study. EALL seeks support for GW faculty to continue organizing its highly successful and nationally recognized **J.LIVE Talk Japanese presentation contest**.

EALL also seeks support to establish a new **Korean language speech contest**, modeled after the J.LIVE Talk, to bring further attention to Korean Studies, an area of major strength at GW. Being able to recruit judges and organizers for the Korean language speech contest will be a boon to our EALL faculty. To support language learning at the elementary and middle school level, the NRC proposes to continue supporting the **Junior Japan Bowl** (J2B, letter of support attached) in collaboration with the Japan Language Education Advocacy and Research Network

(J-LEARN). J2B, modeled after the National Japan Bowl, is a quiz bowl style competition

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focused on Japanese language, history, and culture that attracts elementary and middle school students around the country. In 2021, 150 students participated in J2B virtually across five states. The NRC has collaborated with J2B since 2020, designing study guides, online quizzes, and other educational materials to prepare student contestants. Supporting J2B with digital assets such as promotional videos, interactive web tools, and study guides will deepen the quality of the competition and raise awareness of Japanese language and culture across primary and intermediate schools nationwide.

**Partnerships with HBCUs**: Addressing an urgent national need to enhance accessibility and inclusivity of the Asian Studies field, and responding to the NRC Competitive Preference Priority 1, our EAS NRC seeks to scale up our **collaborative relationship with Spelman College** (letter of support attached), a historically Black liberal arts college for women in Atlanta, Georgia. Building on the strong relationship we forged together over the last four years, we propose three independent yet interrelated activities. The first is to continue our highly successful EAS Professional Development Program (PDP), which is a series of workshops held annually for a small group of Spelman students, led by a **Spelman faculty coordinator**, that features presentations from experts at GW and elsewhere on contemporary and interdisciplinary EAS topics such, meetings with US and foreign government officials representing nations and organizations with equity in East Asian Affairs, and site visits to locations of cultural and political significance such as museums and embassies. Integrating lessons learned from the pandemic, the PDP will be offered in a hybrid format, wherein students will participate in virtual meetings as a cohort throughout the academic year, and the program will culminate in a physical visit to GW and Washington, DC. The aim of the series is to introduce, expand, and deepen the students’ familiarity with EAS topics, broaden career horizons for students interested in pursuing

EAS further, and encourage students from historically underserved communities to consider

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future roles in public service and academia. The second activity is extending **GW Non-Resident Scholar** status to a Spelman faculty member each year to provide Spelman faculty access to GW’s extensive EAS resources in the Library and to promote the bidirectional flow of intellectual and institutional knowledge between Spelman and GW faculty. The third activity is to support EAS curricular activities at Spelman College through an **EAS Adjunct Lecturer**. The Lecturer will offer one course each academic year at Spelman on an EAS topic, in consultation with Spelman College’s Asian Studies Program director. Supporting an EAS Adjunct Lecturer will be a boon to Spelman’s Asian Studies and Japan Studies minor programs by enabling Spelman students to take more classes on EAS subjects, satisfy degree requirements, and gain a deeper understanding on diverse perspectives in world affairs.

Building off of previous engagements with other HBCU partner schools during the last Title VI cycle, the NRC proposes to **conduct annual visits** of GW faculty and staff to schools including Albany State University (letter of support attached), Morehouse College, and Howard University. GW faculty and staff would conduct EAS content presentations for HBCU partner faculty and student bodies on EAS topics, meet with HBCU partner faculty and staff to share institutional knowledge, and participate in student-facing professional development workshop talks. Throughout the period of the grant, the NRC will explore new avenues for collaboration with HBCU partners that addresses inclusivity and diversity in academia and foreign policy.

**Library Enrichment**: The GW Library plays a crucial role in our capacity to expand EAS instruction and train EAS experts for a variety of careers. The new availability of digital Asian language materials provides us with a unique opportunity to expand resources for student and faculty research. We request support for a major infusion of **digital and print East Asian materials** in key research areas, particularly ones that reflect underrepresented perspectives in

EAS such as Okinawan publications and Uyghur studies materials. Such support would help

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leverage additional support for EAS from Library leadership, which has made the acquisition of digital collections a top priority. To provide critical research support to Korean Studies faculty and students, and to coordinate Library outreach efforts to K-12, post-secondary, and international scholarly communities, the Library seeks support for a **Korean Studies Librarian**. ***Goal 2: Support K-12 and Postsecondary Educators to Develop EAS Research and Instructional Excellence that Incorporates Diverse Perspectives in EAS***

Addressing NRC Absolute Priority 2 on supporting teacher training in EAS language and area studies at all education levels, we propose to undertake the following activities: **Innovations in Language Research & Pedagogy Workshop**: Building on extensive institutional experience in organizing teacher training workshops at the primary, secondary, post- secondary, and professional levels, EALL seeks to create a new workshop series on **Innovations in EAS Language Research and Pedagogy**. The workshop series will bring together Chinese, Japanese, and Korean language educators for interactive seminars that explore the latest trends, tools, and challenges in EAS language research and pedagogy. Uniquely, this workshop will encourage learning and collaboration across language programs so that faculty may learn from one another in an open and interdisciplinary setting. Special attention will be given to connect with language instructors at Minority-Serving Institutions, community colleges, and K-12 schools. EALL faculty members will organize three Innovations workshops per year, with each workshop involving a guest expert presenter in EAS language research and pedagogy. The workshop series will be modular in nature, whereby sessions can be combined into one longer- form conference or divided into separate sessions throughout the year by linguistic focus.

**GW Faculty Skills Development**: To assist GW EAS language faculty in deepening their instructional capacities and integrating cutting-edge methods to their research, we seek to

support **EALL faculty travel to language research and pedagogy conferences** each year.

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Through conference travel support, EALL faculty can participate in valuable knowledge dissemination spaces, network with language instruction professionals from around the world, and improve the quality and rigor of their coursework and research projects.

**K-12 Educator Outreach**: We seek to expand our collaboration with K-12 school districts in the Washington, DC area and nationwide through three interrelated activities. First, to institutionalize connections and nurture a broad intellectual community between K-12 educators, GW EAS faculty and staff, and DC area experts at think tanks, nonprofits, and public agencies, we propose to create a four-member **K-12 EAS Advisory Council**. Drawing inspiration from the National Humanities Center’s Residential Fellows program, the Advisory Council would be an opportunity open to K-12 educators around the US to serve in one-year fellowships in which they would have access to GW Library resources, attend EAS content lectures and seminars organized by GW EAS staff and faculty, develop curriculum content in consultation with GW Librarians and other area experts, facilitate teacher training seminars for other educators in the field, and facilitate a field trip for their students to a foreign embassy, US government agency, and other organizations with equity in EAS. Consultations with our local school district partners, including DC Public Schools, Montgomery County Public Schools, and Fairfax County Public Schools (letters of support attached), suggest that such an opportunity would be invaluable to the professional development of educators seeking to gain deeper understanding and access to knowledge networks on East Asian affairs.

Second, we seek funding to support a **new EAS teacher training workshop series** that

emphasizes diversity, intersectionality, and underrepresented perspectives in EAS. Expanding on the teacher training workshops we have conducted in collaboration with our local partners, this annual four-part workshop series will invite experts across EAS disciplines to deliver

presentations on EAS-specific content and facilitate curriculum development discussions to

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provide educators with resources to take into the classroom. Workshop sessions may coincide with school district professional development (PD) days and may also take place at GW or related DC-area sites including embassies and the GW Textile Museum. Centering inclusivity, diverse viewpoints, and relevance to contemporary world affairs will be consistent themes of all workshop sessions. Third, we seek to support K-12 EAS curriculum development through creating **document sets** of primary and secondary EAS sources and other multimedia resources. To do so, we would hire GW EAS graduate students as **K-12 Outreach Assistants** who would collaborate closely with GW EAS faculty and librarians, K-12 school district coordinators, and members of the K-12 EAS Advisory Council to ensure that all curriculum materials are user- friendly and integrate a variety of perspectives on a wide range of EAS-related disciplines.

## Goal 3: Promote Deeper Understanding of Critical Issues in EAS across Academia, Policymakers, and the General Public

GW is at the nexus of research, policy, and world affairs. As such, it is ideally located geographically and intellectually to promote public discourse on EAS subjects critical to areas of national need. To act on this priority, we propose the following activities:

**Public EAS Events**: Building on the extensive EAS public outreach experience of GW units including SCAS, IKS, the NRC, and EALL, we propose two new public event series that are distinct in scope and unique in topics covered. First, we seek to establish a new “**Diversity in Asian Studies”** panel event series that would spotlight new voices, scholarship, and perspectives in the field of Asian Studies, as well as reflect on the state of the EAS field itself and identify new paths for additional research or discourse. This event series expands on the events the NRC, SCAS, and IKS collaboratively designed since 2020 that explored topics related to race, gender, identity, and transnational societies, such as a panel event we hosted in October 2021 on the

topic of “East Asian Diaspora in Latin America: A Transnational History” in commemoration of

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National Hispanic Heritage Month. In response to the developments in national discourse concerning the intersections of race, gender, history, and justice, we aim to use the Diversity in Asian Studies event series to highlight issues critical to the field of Asian Studies such as inclusivity and identity. The event series would take place twice per year as a major inter- departmental effort between EAS units at GW. This event series will also serve as a platform to develop and act on synergies and rapport established with other EAS institutions around the country, such as the Institute of East Asian Studies at the University of California, Berkeley, and the Asia Pacific Center at the University of California, Los Angeles. Second, we seek to create a new event series on “**East Asia Intersections**,” in which we invite a guest speaker per event to give a public presentation on EAS topics historically underrepresented or marginalized in the field. Topics may address ethnic, religious, or socio-political minorities in East Asia, such as Zainichi Koreans in Japan, as well as topics that are of critical national need including Taiwan, Xinjiang, and Tibet. We seek to support four events per year to provide the GW community and the public with a consistent platform in which they can engage EAS topics.

**China Peripheries Seminar Series**: Modeled after our very successful Tibetan language and culture seminar in the previous Title VI grant that attracted GW community members and public servants alike, and after IKS’ North Korea Program that takes cohorts of researchers, journalists, and public servants through a set of lectures focused on North Korea, we seek support to establish a new **China Peripheries Seminar Series**. The annual series is designed to take a small group of civil servants, scholars, and graduate students through a six-week course of seminars on topics concerning regions in China’s peripheries that are of high importance to national needs and foreign policy priorities, including Taiwan, Xinjiang, and Tibet. We would recruit a seminar organizer from GW’s extensive network of EAS faculty, experts, and policy

practitioners to design and facilitate the six-week course. Each week would feature a guest

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speaker – ideally scholars, policy practitioners, and other experts – who would provide a content- focused lecture, recommended readings, and other related educational resources. The series will also nurture relationships between participating policy practitioners, researchers, and students who aspire to be leaders in the field. Such cohort experiences will yield career dividends for participants as they become exposed to the works of others with related interests in the field. The aim of this program is to deepen understanding among researchers and policymakers about the social, political, economic, and historical contexts of China’s peripheries so that they may craft policies and research projects with greater intercultural sensitivity and acumen.

***Personnel Support & Cost Estimation***: The deliberate collaborative linkages central to the design of this proposal take advantage of shared resources and maximize the impact of program elements. The number of activities proposed, however, will require additional staff. We are seeking support for 70% effort by the EA-NRC Program Manager to provide administrative supervision, strategic direction, and report coordination (the remainder of this salary will be supported by the University), 70% support for the EA-NRC Program Coordinator position to provide logistical support for all private and public outreach engagements (the remainder of this salary will be supported by the University), and 50% support for a Korean Materials Cataloguer (the remainder supported by the University). We also request modest support for external evaluation of the EA-NRC program on an annual basis. All costs presented in the narrative budget are estimated based on past or current expenditure rates under Title VI or other GW units, consultations with GW administrators, and recommendations from community stakeholders.

***Impact:*** The proposal’s elements will have significant long-term effects on GW’s undergraduate, graduate, professional training programs, and outreach capacity. An increase in the availability of advanced language courses in EAS priority languages, including Uyghur – which is not

regularly offered by any institution of higher education in the Washington, DC metropolitan area

– will increase the number of students pursuing EAS-related language and area studies degrees, which then supports demand for continued high-level course offerings. Language competitions and self-guided assessments will expand this language outreach to learners across the US. Our positive partnerships with HBCUs, and particularly with Spelman College, have already resulted in numerous transformational experiences of students and faculty (one alum of the PDP has, as a result of the program, gone on to become a Schwartzman Scholar to pursue graduate study in China). Scaling up our engagement with Spelman, Albany State, and others will broaden the career horizons of many more students and contribute to the diversification of the Asian Studies intellectual and policy fields. K-12 and post-secondary education are also key targets of our outreach. Through our K-12 activities, we hope that younger students will think and act globally earlier on, and consider language and area studies as an academic path to pursue into undergraduate study. Taken together, these projects will greatly enhance GW’s contribution to EAS expertise needed to maintain our national security and economic competitiveness and to provide a knowledge basis for global citizenship.

# FLAS Awardee Selection Procedures

The GW EA-NRC will be seeking 6 academic year (AY) FLAS awards for graduate students and 6 summer FLAS awards for undergraduate and graduate students.

***Award Administration*:** The NRC will work together with the University’s Office of Graduate Student Assistantships and Fellowships (OGSAF) to oversee the administration of all FLAS fellowships. As an office solely devoted to the administration of fellowships across the university, OGSAF would bring its long experience to this task, including oversight of previous EAS and International Affairs FLAS awards at GW. While working primarily with graduate awards, OGSAF also handles other combined award programs, so for consistent management it will also help to oversee both graduate and undergraduate summer FLAS awards.

***Advertisement***: OGSAF applies a rigorous approach to advertising awards that ensures a diverse, university-wide pool of applicants. OGSAF will publicize FLAS awards throughout the year via its popular website, providing a simple and accessible resource for incoming and current GW students. OGSAF will also disseminate the competition announcement through student listservs, newsletters, study-abroad fairs, and national fellowship websites. FLAS information will be included in ESIA recruiting materials, and other relevant University programs will be asked to do the same. The EA-NRC will also distribute the competition announcement via email to all professional schools, program and department chairs, EAS faculty, academic advisors, the LC, and student language clubs, as well as to students in Chinese, Japanese, and Korean language classes. OGSAF and the EA-NRC will hold information sessions and provide personalized student assistance on all aspects of the application process, including informing students on how their expected family contribution (EFC) and the FAFSA are used to assess a student’s financial need for competitive preference. Students will be advised up front that grants are subject to language performance testing and post-award follow-up to improve long-term impact evaluation. ***Selection Process Timeline (Table 10.1):*** Advertising for both AY graduate awards and Summer awards will be carried out simultaneously each year through the fall and into mid- February. AY deadlines will be linked to graduate degree program deadlines; Summer award deadlines will be set for mid-February. OGSAF will review all applications to ensure they are complete, then distribute them to the FLAS selection committee. After selections are made, notifications will be sent out in March in time for matriculation decisions by incoming students (for AY awards) and to provide sufficient time for summer awardees to make study plans.

|  |  |
| --- | --- |
| **Table 10.1: FLAS Selection Timeline (AY & Summer)** | |
| Ongoing | Candidate recruitment |

|  |  |
| --- | --- |
| Oct. | Competition announced |
| Jan-Feb. | Application deadline |
| Mid Feb. | Evaluation committee designated |
| Late Feb. | Committee convenes to review apps |
| Early Mar. | Final decision on awardees |
| Mid Mar. | Notification letters sent |

***Relation to Announced Priorities:*** The University and EA-NRC are acutely aware of their responsibility to award FLAS fellowships in line with national interests and FLAS priorities. The EA-NRC will use FLAS awards strategically to increase expertise in critical less-commonly taught languages and to link this expertise to needs in education, government and business. It will look for strong evidence that awardees have the intention and capability to become East Asia specialists in the public or private sector. This means selecting awardees that have sufficient background to take intermediate or advanced courses in an East Asian language while doing other coursework that will broaden their knowledge of Asia. At the same time, we will meet both announced competitive priorities. First, the selection criteria shall give preference to awarding fellowships to undergraduate and graduate students who demonstrate financial need. Second, 100% of all fellowships conferred will be awarded for priority languages as identified by the US Department of Education - specifically Chinese, Japanese, and Korean. The various schools at GW will generally cover tuition charges that exceed the AY FLAS allowance, up to 20 credits, enabling students to focus fully on language acquisition and area studies training.

***Student Application Process:*** Interested students will submit the application materials outlined on Table 10.2. Through these materials, students will provide information on academic

* Transcripts
* GRE/LSAT/GMAT (if Grad.) or SAT (if Undergraduate) scores
* Statement of purpose

**Table 10.2: FLAS Application Materials**

* Resume
* 2 letters of recommendation, one from a language instructor
* FAFSA (to assess need)
* Description of language program to be attended (summer awards only)

achievement and previous language study, address the relevance of their target language to their

academic and professional goals, and submit information detailing their financial status, including the FAFSA, by the application deadline. Applicants for AY awards will be asked to present evidence of a planned program of study combining area studies with language learning (at intermediate or above levels); summer award applicants will also provide information on their proposed language program (including program brochures or website links) to ensure that it meets intensive language study objectives.

***Selection Procedure:*** The NRC director will recruit an interdisciplinary selection committee for FLAS fellowships in consultation with OGSAF. Committee membership (which will change annually) will include at least three qualified faculty members with significant expertise in international studies, language instruction, or international fellowship programs. At least two GW schools will be represented on this committee, including at least one language instructor and one faculty member from a professional school. Committee members will be briefed on FLAS priorities and regulations prior to application review, and will rank all applicants, including alternates, based on the established selection criteria.

***Selection criteria:*** Applicants must be US citizens who are enrolled in suitable degree programs,

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 10.3: FLAS Selection Criteria** | | | |
| *Required:* | *General* | *High Priority* | *Low Priority* |
| •AY: Program | * Strong academic | * Demonstrated financial need | * Already near |
| includes lang. & | merit | * Career goal in higher education, | fluency in language |
| area studies | * Target priority | government, and business professions | * Target beginning |
| * Sum: Intensive | language (Chinese, | * Lang./areas studies link to career goals | language |
| language program | Japanese, Korean) | * Target advanced level language proficiency |  |

with a focus on linking language proficiency in the NRC’s priority languages (Chinese,

Japanese, Korean) to career goals in education, government or business. As shown in Table 10.3, all applicants will be evaluated on the basis of academic merit and achievement, but preference will be given to candidates who demonstrate financial need as outlined in section 608(a) of the HEA and in §657.3 and as shown in the applicant’s FAFSA. Priority will be given to applicants seeking to achieve or build advanced proficiency.

# Competitive Priorities

***NRC Competitive Priority 1: Partnership with Minority Serving Institutions:*** Over the course of the previous Title VI cycle, the EA-NRC, SCAS, and IKS have collectively built a strong, multifaceted relationship with Spelman College that provides career development opportunities for Spelman students, academic resources to Spelman faculty, and avenues of collaboration between GW and Spelman faculty and staff. The EA-NRC also formed partnerships with Morehouse College, Albany State University, and Howard University that have resulted in public events and institutional relationships. This proposal seeks to substantively expand our HBCU collaboration through scaling up our robust partnership with Spelman College and deepening our ties with Morehouse, ASU, and Howard to feature more regular student and faculty outreach.

***FLAS Competitive Priority 1: FLAS Fellowships for Students Who Demonstrate Financial Need***: This proposal will continue to make financial need a preferred criterion for academic year and summer FLAS award selection and will make this objective clear in its recruiting process to both graduates and undergraduates. The University’s OGSAF has agreed to continue to work with the EA-NRC to manage these awards, and to insure a process supporting this criterion.

***FLAS Competitive Priority 2: Academic Year FLAS Fellowships Awarded in Less Commonly Taught Languages:*** 100% of the FLAS awards connected to the EA-NRC will be made in languages identified by ED as critical to areas of national need: Chinese, Japanese, or Korean. We aspire to develop a FLAS-eligible Uyghur language program in the near future.