

Region: East Asia

Institution: University of Pittsburgh
Asian Studies Center

PR# : TBD



University of Pittsburgh Asian Studies Center

Undergraduate National
Resource Center and Foreign
Language and Area Studies
Fellowships

Proposal
2014-2018



Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country:

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

Private, non-profit, state-rela

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84.015B

CFDA Title:

National Resource Center and Foreign Language and Area Studies Fellowships

*** 12. Funding Opportunity Number:**

053014-001 / 053014-002

*** Title:**

National Resource Center and Foreign Language and Area Studies Fellowships

13. Competition Identification Number:

N/A

Title:

N/A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Center and Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="620,319.65"/> |
| * b. Applicant | <input type="text"/> |
| * c. State | <input type="text"/> |
| * d. Local | <input type="text"/> |
| * e. Other | <input type="text"/> |
| * f. Program Income | <input type="text"/> |
| * g. TOTAL | <input type="text" value="620,319.65"/> |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

APPLICATION FOR FEDERAL ASSISTANCE
NATIONAL RESOURCE CENTER
AND
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

FEDERAL GRANTOR AGENCY: U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.015A/84015B
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

APPLICANT: UNIVERSITY OF PITTSBURGH
Asian Studies Center
University Center for International Studies
4104 Wesley W. Posvar Hall
Pittsburgh, PA 15260

NAME OF PROJECT: National Resource Center and Foreign
Language and Area Studies Fellowships
84.015A/B Application
OMB No. 1840-0807

LENGTH OF PROJECT: August 15, 2014 to August 14, 2018

AMOUNT REQUESTED: \$2,613,483 [Year 1 \$546,795]

DATE OF APPLICATION: June 30, 2014

PROJECT DIRECTOR:



Nicole Constable, Director
Asian Studies Center
4112 Wesley W. Posvar Hall
University of Pittsburgh
(412) 648-7963

ENDORSEMENTS:



Lawrence F. Feick, Director
University Center for International Studies
Senior Director of International Programs
4408 Wesley W. Posvar Hall
University of Pittsburgh
(412) 648-7374

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s): 1 2 3 4 5 6 All Programs are exempt

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1874-0008
Expiration Date: 06/19/2014

Name of Institution/Organization

University of Pittsburgh / Asian Studies Center

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | 61,000.00 | 134,487.00 | 118,702.22 | 129,759.90 | | 443,949.12 |
| 2. Fringe Benefits | 21,988.00 | 39,645.82 | 41,508.96 | 40,017.55 | | 143,160.33 |
| 3. Travel | 19,250.00 | 22,450.00 | 20,250.00 | 18,200.00 | | 80,150.00 |
| 4. Equipment | | | | | | |
| 5. Supplies | 31,500.00 | 31,500.00 | 30,500.00 | 30,500.00 | | 124,000.00 |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | 77,950.00 | 78,700.00 | 80,450.00 | 74,950.00 | | 312,050.00 |
| 9. Total Direct Costs (lines 1-8) | 211,688.00 | 306,782.82 | 291,411.18 | 293,427.45 | | 1,103,309.45 |
| 10. Indirect Costs* | 16,935.04 | 24,542.63 | 23,312.89 | 23,474.20 | | 88,264.76 |
| 11. Training Stipends | 318,000.00 | 318,000.00 | 318,000.00 | 318,000.00 | | 1,272,000.00 |
| 12. Total Costs (lines 9-11) | 546,623.04 | 649,325.45 | 632,724.07 | 634,901.65 | | 2,463,574.21 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 8 %

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %



Appendix 1: Detailed Budget

Asian Studies Center
University of Pittsburgh



**UNIVERSITY OF PITTSBURGH - ASIAN STUDIES CENTER
EAST ASIA UNDERGRADUATE NATIONAL RESOURCE CENTER
2014-2018 BUDGET REQUEST**

| PROPOSED ACTIVITIES & EXPENDITURES | | Priority | Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Narrative Page # | Performance Measure |
|---|--|----------|------|---------------------------|---------------------------|---------------------------|---------------------------|------------------|---------------------|
| I. Personnel | | | | | | | | | |
| A. Administrative | | | | | | | | | |
| 1. Director @50% effort, funded 100% by Pitt | | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 22 | |
| 2. Associate Director @75% effort, funded 100% by Pitt | | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 22 | |
| 3. FLAS Coordinator Oversight and administration of FLAS program. 40% of 100% appointment. | FLAS Competitive 1, FLAS Competitive 2 | | | \$18,800.00 \$6,843.20 | \$19,364.00 \$7,048.50 | \$19,944.92 \$7,259.95 | \$20,543.27 \$7,477.75 | 23 | 2A, 2B, 2C |
| Fringe | | | | | | | | | |
| 4. Administrative Assistant @50% effort, funded by Pitt | | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 23 | |
| 5. Financial Administrator @50% effort, funded 100% by Pitt. | | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 23 | |
| 6. NRC Program Assistant & Language Proficiency Coordinator @100% effort, 50% by NRC and 50% by Pitt | | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 23 | |
| Fringe | | | | \$15,000.00 \$5,460.00 | \$15,450.00 \$5,623.80 | \$15,913.50 \$5,792.51 | \$16,390.91 \$5,966.29 | | 2A, 2B, 2C |
| Subtotal Administrative Staff | | | | \$46,103.20 | \$47,486.30 | \$48,910.88 | \$50,378.22 | | |
| B. Area Studies Curriculum Development | | | | | | | | | |
| 1. Instructor in Pre-Modern Japanese 50% of 100% appointment; 4 new courses every year in advanced language, linguistics, and culture. | | | | | | | | 31 | |
| Fringe | FLAS Competitive 2 | | | \$0.00 | \$30,000.00 | \$30,000.00 | \$30,000.00 | | 2B, 2C, 3A, 3C |
| 2. Instructor on Cultures of Central Asia | | | | \$0.00 | \$10,110.00 | \$10,110.00 | \$10,110.00 | | |
| Fringe | | | | \$4,000.00 \$1,348.00 | \$0.00 \$0.00 | \$4,000.00 \$1,348.00 | \$0.00 \$0.00 | 31 | 3A |
| Subtotal Area Studies | | | | \$5,348.00 | \$40,110.00 | \$45,458.00 | \$40,110.00 | | |
| C. Language Curriculum Development | | | | | | | | | |
| 1. Uzbek Language Lecturer Adjunct appointment, will include second year instruction after year 2. | FLAS Competitive 2 | | | \$4,000.00 \$1,348.00 | \$8,000.00 \$2,696.00 | \$8,000.00 \$2,696.00 | \$8,000.00 \$2,696.00 | 31, 35 | 2B, 2C, 3A, 3C |
| Fringe | | | | | | | | | |

| PROPOSED ACTIVITIES & EXPENDITURES | | Priority | Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Narrative Page # | Performance Measure |
|---|--|--|---------------------------------|-------------|--------------|--------------|--------------|------------------|--|
| 2. K-12 PA Chinese Certification Coordinator | | | | | | | | | |
| <i>Oversee PA K-12 secondary certification in Chinese Program.</i> | | Absolute, NRC Competitive 2 | | \$0.00 | \$2,000.00 | \$0.00 | \$1,000.00 | 33 | 4A, 4B, 4C |
| 3. PA Secondary Certification in Chinese Instructors | | | | | | | | | |
| <i>Six courses for the program.</i> | | Absolute, NRC Competitive 2 | \$3200 per course | \$0.00 | \$19,200.00 | \$0.00 | \$14,600.00 | 33 | 4A, 4B, 4C |
| 4. Summer Korean Instructor for Summer East Asian Language Studies | | | | | | | | | |
| <i>Support at 100% with decrease to Year 4.</i> | | FLAS Competitive 2 | | \$0.00 | \$20,913.00 | \$20,913.00 | \$18,913.00 | 13, 31 | 2B, 2C, 3A, 3C |
| Fringe | | | 33.70% | \$0.00 | \$7,047.68 | \$7,047.68 | \$6,373.68 | | |
| Subtotal Language Curriculum Development | | | | \$5,348.00 | \$59,856.68 | \$38,656.68 | \$51,582.68 | | |
| D. Outreach | | | | | | | | | |
| 1. Assistant Director of Outreach | | | | | | | | | |
| <i>Oversight of all NRC-related outreach activities. 35% of 100% appointment</i> | | Absolute, NRC Competitive 1, NRC Competitive 2 | | \$12,000.00 | \$12,360.00 | \$12,730.80 | \$13,112.72 | 25-30 | 4A, 4B, 4C, 5A, 5B, 5C, 6A, 6B, 6C, 7A, 7B, 7C |
| Fringe | | | | \$4,368.00 | \$4,499.04 | \$4,634.01 | \$4,773.03 | | |
| 2. Pittsburgh Asia Consortium Outreach Coordinator | | | | | | | | | |
| <i>Assistance with speech contests, undergraduate research colloquim, speakers, outreach to 13-member schools and community colleges.</i> | | Absolute | | \$7,200.00 | \$7,200.00 | \$7,200.00 | \$7,200.00 | 6, 27, 32 | 1B, 5A, 5B, 5C, 6A, 6B, 6C |
| Fringe | | | \$15/hour x 10 hours x 48 weeks | \$2,620.80 | \$2,620.80 | \$2,620.80 | \$2,620.80 | | |
| Subtotal outreach | | | | \$26,188.80 | \$26,679.84 | \$27,185.61 | \$27,706.55 | | |
| TOTAL SALARIES | | | | \$82,988.00 | \$174,132.82 | \$160,211.18 | \$169,777.45 | | |
| II. Fringe Benefits | | | | | | | | | |
| See above | | | | | | | | | See Above |
| III. Travel | | | | | | | | | |
| A. International Travel | | | | | | | | | |
| 1. "Transnational China in Southeast Asia" MSI Faculty Development Program with the University of Hawaii, Manoa and ARCAS | | | | | | | | | |
| <i>Lectures and expert support by Pitt faculty to develop MSI, HBCU, and Title III institutions. Travel only.</i> | | NRC Competitive 1, Invitational | | \$6,000.00 | \$6,000.00 | \$6,000.00 | \$6,000.00 | 33, 35 | 5C, 6A, 6B, 6C |

| PROPOSED ACTIVITIES & EXPENDITURES | Priority | Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Narrative Page # | Performance Measure |
|--|--------------------------------|--|--------------------|--------------------|--------------------|--------------------|------------------|----------------------------|
| 2. Korean Connections Conferences <i>with University of Toronto and Ohio State for Pitt participants</i> | | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | 35 | 1A, 1B, 7C |
| 3. China-Russia Energy Conference with Shaanxi Normal and North-eastern Federal University <i>Travel for Pitt participants</i> | | | \$0.00 | \$3,000.00 | \$0.00 | \$0.00 | 35 | 7A, 7B, 7C |
| 4. Second Language Acquisition Conference <i>Travel for Pitt faculty.</i> | Absolute | | \$0.00 | \$0.00 | \$1,000.00 | \$0.00 | | 2A, 2B, 2C |
| Subtotal International Travel | | | \$8,000.00 | \$11,000.00 | \$9,000.00 | \$8,000.00 | | |
| B. Domestic Travel | | | | | | | | |
| 1. Faculty Director/FLAS Coordinator <i>Attendance at annual Title VI meeting.</i> | | 2 persons annually | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | | |
| 2. Yearly Curriculum Development Program with Maryland HBCUs <i>Sponsored by Morgan State.</i> | NRC Competitive 1 | | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 34 | 6A, 6B, 6C |
| 3. Korean Pedagogy Training <i>For fourth year Korean and summer program.</i> | FLAS Competitive 2 Absolute | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | 31 | 2A, 2B, 2C |
| 4. Travel for Language Proficiency Training | NRC Competitive 2 | | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 31 | 2A, 2B, 2C |
| 5. Travel for PA Secondary Certification in Chinese training | | | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | 34 | 4A, 4B, 4C |
| 6. EALL staff to professional meetings for ACTFL training | | | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 31 | 2B, 2C |
| 7. Program Evaluation <i>For outside evaluator</i> | | | \$500.00 | \$0.00 | \$1,000.00 | \$0.00 | 41 | |
| 8. Pittsburgh Asia Consortium <i>Travel fund for Pitt speakers and travel support for local community colleges and other schools.</i> | Absolute | Pittsburgh Asia Consortium | \$500.00 | \$500.00 | \$500.00 | \$500.00 | 6, 27, 32 | 1B, 5A, 5B, 5C, 6A, 6B, 6C |
| 9. East Asian Languages Instructor Workshop <i>Travel support for Pitt faculty</i> | Absolute | | \$500.00 | \$500.00 | \$500.00 | \$500.00 | 31 | 2B, 2C |
| 10. Nine University and College International Studies Consortium of Georgia Initiative <i>Travel to Clayton State University, Morrow, GA for EA curriculum workshops for the Nine University and College International Studies Consortium of Georgia.</i> | NRC Competitive 1 | Clayton State | \$1,000.00 | \$500.00 | \$500.00 | \$0.00 | 28, 33, 38 | 5B, 5C, 6A, 6B |
| 11. AmeriCorps "East Asia and You!" and regional K-12 Education Initiatives <i>Regional travel for work with AmeriCorps teachers and other Education departments.</i> | NRC Competitive 2 | Pitt School of Education, Pitt Greensburg | \$750.00 | \$750.00 | \$750.00 | \$0.00 | 32 | |
| Subtotal Domestic Travel | | | \$11,250.00 | \$11,450.00 | \$11,250.00 | \$10,200.00 | | |
| TOTAL TRAVEL | | | \$19,250.00 | \$22,450.00 | \$20,250.00 | \$18,200.00 | | |
| V. Supplies. | | | | | | | | |

| PROPOSED ACTIVITIES & EXPENDITURES | Priority | Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Narrative Page # | Performance Measure |
|--|---|--|--------------------|--------------------|--------------------|--------------------|------------------|---------------------|
| 1. Supplies for NRC related Activities | | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | 31-35 | 1A-7C |
| 2. Printing & supplies for NRC-supported conferences | | | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 34 | 1A-7C |
| 3. Japanese Language Teaching Materials | | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | 31 | 2A, 2B, 2C |
| 4. Korean Culture Class materials | | | \$0.00 | \$500.00 | \$500.00 | \$500.00 | 31 | |
| 5. EA Library Development <i>Increase access for students and public to EA research materials.</i> | | | \$25,000.00 | \$25,000.00 | \$25,000.00 | \$25,000.00 | 34 | 1C, 2B, 3A, 3B, 3C |
| 6. Chinese Land Deeds Digitization Project <i>Funds to scan and place on web Ming-dynasty land deeds.</i> | | | \$1,500.00 | \$1,000.00 | \$0.00 | \$0.00 | | 1C, 2B, 3A, 3B, 3C |
| TOTAL SUPPLIES AND MATERIALS | | | \$31,500.00 | \$31,500.00 | \$30,500.00 | \$30,500.00 | | |
| VIII. Other | | | | | | | | |
| A. Outreach | | | | | | | | |
| K-12/Social Studies | | | | | | | | |
| 1. Mid-Atlantic Region Association of Asian Studies Social Studies Workshop <i>for K-12 teachers in PA, WV, MD, and DE.</i> | Absolute | Co-sponsored with the Association of Asian Studies Other UCIS Centers Co-sponsored by Pittsburgh World Affairs Council and PACIE | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 26, 28 | 4A, 4B, 4C |
| 2. East Asia in Local Schools <i>Bi-annual events for local high schools.</i> | Absolute | Co-sponsored with 5 UCIS Centers | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 8, 26, 32 | 4A, 4B, 4C |
| 3. International Connections Program <i>program for African American public high school students for careers in the international field.</i> | Absolute | Co-sponsored with 5 UCIS Centers | \$500.00 | \$500.00 | \$500.00 | \$500.00 | | 4A, 4B, 4C |
| K-12/Language | | | | | | | | |
| 4. K-12 Teacher Training Programs for teachers from foreign languages, language arts, and social studies in collaboration with Pitt's other area studies centers | Absolute Priority | | | | | | | |
| a. K-12 Secondary Chinese Certification Program developed with St. Vincent's College School of Education <i>Mentor stipends and technology support for long-distance, asynchronous courses.</i> | Absolute Priority, Competitive Priority 2 | Department of Education, Saint Vincent College Japan America Society of Pennsylvania Pitt CI, EALL | \$0.00 | \$6,500.00 | \$0.00 | \$5,250.00 | 33 | 4A, 4B, 4C |
| b. Pennsylvania K-12 Japanese Speech Contest | Absolute Priority | | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 27, 31 | 4A, 4B, 4C |
| c. Pennsylvania K-12 Chinese Speech Contest | Absolute Priority | | \$500.00 | \$500.00 | \$500.00 | \$500.00 | 28, 31 | 4A, 4B, 4C |
| d. UCIS K-12 Teacher Training STEM workshop <i>Co-sponsored with other UCIS Centers.</i> | Absolute Priority | Bi-annual program | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | 31 | 4A, 4B, 4C |

| PROPOSED ACTIVITIES & EXPENDITURES | Priority | Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Narrative Page # | Performance Measure |
|---|---|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------|----------------------------------|
| Postsecondary/Area Studies 5. East Asia Film Festivals <i>Four film festivals in documentaries, popular, anime, and Korean film.</i> | | Silk Screen Foundation, Toonseum, and EALL | \$7,000.00 | \$7,000.00 | \$7,000.00 | \$7,000.00 | 30 | 2B, 3C |
| 6. "Transnational China in Southeast Asia" MSI Faculty Development Program <i>With University of Hawaii, Manoa and ARCAS, lectures and expert support to develop MSI. HBCU, and Title III institutions. Travel listed under XX.</i> | Absolute, NRC Competitive 1, Invitational | | \$5,000.00 | \$5,000.00 | \$4,750.00 | \$4,000.00 | 33, 35 | 5C, 6A, 6B, 6C |
| 7. Pittsburgh Asia Consortium <i>Funding for annual undergraduate research conference and cultural events. 13 member schools including local community colleges.</i> | | | \$6,000.00 | \$5,000.00 | \$2,500.00 | \$2,500.00 | 6, 27, 32 | 1B, 5A, 5B, 6A, 6B |
| 8. China Culture Database Project <i>Web-based teaching portal including curriculum development for the Humanities.</i> | Absolute | | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$500.00 | 34 | 5A, 5B |
| 9. EAS Speaker Series on China, Japan, Korea <i>open to all students and general public - Prof service fees for lecturers, travel/per diem, and supplies</i> | | Co-sponsored by GSPIA | \$6,000.00 \$3,000.00 | \$6,000.00 \$3,000.00 | \$6,000.00 \$3,000.00 | \$6,000.00 \$3,000.00 | 29, 31, 35 | 1B, 7A, 7B, 7C 1B, 7A, 7B, 7C |
| 10. Central Asia Speakers Series | | | | | | | | |
| 11. Faculty Development Workshops for Title III, Title V, community colleges, and Pitt faculty with contributions from community college faculty in Pittsburgh and faculty in the region (Pennsylvania, West Virginia, Maryland, and Ohio) and beyond. | Absolute, NRC Competitive 1 | | | | | | | 5A, 5B, 5C, 6A, 6B, 6C |
| a. Nine University and College International Studies Consortium of Georgia Initiative-- <i>biannual curriculum development conferences with GA colleges and HBCUs-- Prof service fees for lecturers and supplies</i> | NRC Competitive 1 | Co-sponsored with UCIS Centers | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$1,500.00 | 28, 33, 38 | 5A, 5B, 5C, 6A, 6B |
| b. HBCUs in Maryland Program-- Annual EAS studies conference and workshop with Morgan State for MA HBCUs. -- Prof service fees for lecturers and supplies | NRC Competitive 1 | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$1,500.00 | 33 | 5A, 5B, 5C, 6A, 6B |
| c. PA Community College Program-- Student, faculty and administrative support for internationalization efforts at 14 PA Community Colleges - Prof service fees for lecturers, travel/per diem, and supplies | NRC Competitive 1 | Co-sponsored with UCIS Centers | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$3,500.00 | 33 | 5A, 5B, 5C, 6A, 6B |
| 12. Joint Conferences for faculty, students, and the community in collaboration with Pitt's Global Studies Partners and Area Studies Centers | | | | | | | | 5A, 5B, 5C, 6A, 6B, 6C |

| PROPOSED ACTIVITIES & EXPENDITURES | | Priority | Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Narrative Page # | Performance Measure |
|---|--|-----------------------------|---|------------|------------|------------|------------|------------------|----------------------------|
| a. Support of Association of Asian Studies Mid-Atlantic Region Conference—support for regional K-12 Social Studies teachers | | NRC Competitive 2 | Co-sponsored with the Association of Asian Studies and host university. | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | 26, 28 | 4A, 4B, 4C |
| b. Asian Studies Development Program (ASDP) Annual National Conference Support | | Absolute, NRC Competitive 1 | Co-sponsored with East-West Center, Asian Studies Development Program | \$0.00 | \$0.00 | \$5,000.00 | \$0.00 | 28 | 5A, 5B, 5C, 6A, 6B |
| c. China-Russia Energy Conference with Shaanxi Normal and North-eastern Federal University - Prof service fees for lecturers, travel/per diem, and supplies | | | Co-sponsored with REES | \$0.00 | \$3,000.00 | \$0.00 | \$0.00 | 35 | 7A, 7C |
| d. Contemporary Media in China Conference, national program - Prof service fees for lecturers, travel/per diem, and supplies | | | Co-sponsored with Film Studies | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | | 7B, 7C |
| e. China in Africa & Africa in China Conference - Prof service fees for lecturers, travel/per diem, and supplies | | Invitational | Co-sponsored with Center for African Studies/Center for Global Studies | \$0.00 | \$0.00 | \$0.00 | \$7,500.00 | 35 | 7B, 7C |
| f. Women, Rites, and Objects in Pre-modern Japan - Prof service fees for lecturers, travel/per diem, and supplies | | | Co-sponsored with Department of the History of Art & Architecture | \$0.00 | \$4,000.00 | \$0.00 | \$0.00 | | 7B |
| g. Law in China Conference - Prof service fees for lecturers, travel/per diem, and supplies | | | Co-sponsored with Center for International Legal Education | \$7,500.00 | \$0.00 | \$0.00 | \$0.00 | 35 | |
| h. Korean Connections Conferences with the University of Toronto - Prof service fees for lecturers, travel/per diem, and supplies | | | Co-sponsored with the University of Toronto | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | 31 | 7A, 7B, 7C |
| i. Conference on Secondary Language Acquisition in East Asian Languages for K-16 teachers. | | Absolute | Co-sponsored by EALL and Linguistics | \$0.00 | \$0.00 | \$2,000.00 | \$0.00 | 31, 37 | 1C, 2A, 2B, 2C, 4A, 4B, 4C |
| 13. Faculty Course Development Funds to inject EAS into existing courses, create new courses, or develop language trailers. (1 in the professional schools, 1 in arts and sciences @\$2500 per course.) | | | Co-sponsored with Pitt Professional Schools | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | | 2C, 3A, 3C |
| 14. One-credit, mini courses on China Today cost shared with Global Studies and Carnegie Mellon Prof service fees for lecturers, travel/per diem, and materials | | | Co-sponsored with Global Studies and PAC | \$0.00 | \$0.00 | \$5,000.00 | \$0.00 | 12, 31 | 3A, 3B, 5C |
| 15. Pennsylvania Chinese Speech Contest statewide contest co-sponsored 50% by Pitt CI | | | Co-sponsored with Pitt CI | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | 28, 31 | 1C, 2A, 2B, 2C |
| 16. Support for Indiana University Summer Intensive Language (SWSEEL): Uyghur | | | | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 14, 28 | 1C, 2A, 2B, 2C |
| 17. East Asian Languages Regional Instructor Workshop for teachers of C, J, and K - Prof service fees for lecturers, travel/per diem, and materials | | | EALL | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | 31 | 1C, 2A, 2B, 2C |

| PROPOSED ACTIVITIES & EXPENDITURES | Priority | Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Narrative Page # | Performance Measure |
|---|----------|-------------------------------|---------------------|---------------------|---------------------|-----------------------|----------------------------|---------------------|
| Postsecondary/STEM | | | | | | | | |
| 19. INNOVATE support program for China | | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | 7 | 1A, 1B, 1C, 2C, 3A |
| 20. Conference on Healing in East Asia | | | \$0.00 | \$0.00 | \$7,500.00 | \$0.00 | | 7B, 7C |
| Postsecondary/Career Advising | | | | | | | | |
| 21. "Your Future in Asia" Undergraduate Student Career Workshops | | 10 workshops per year | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | 9, 43 | 1A, 1B, 1C |
| 22. Ethnography of the University | | | | | | | | |
| <i>will examine the relationship between international development and the EA student community at Pitt</i> | | | | | | | | |
| 23. ASConnect Alumni programming and tracking for NRC activities. | | | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | 38, 39, 40, 42, 47, 48, 49 | 1A, 1B, 1C, 2A, 3A |
| Business, Media, General | | | \$1,200.00 | \$1,200.00 | \$1,200.00 | \$1,200.00 | | 1A, 1C |
| 24. Energy and Environment in Asia Speakers | | Co-sponsor with World Affairs | \$500.00 | \$500.00 | \$500.00 | \$500.00 | 34 | 7A, 7B, 7C |
| Subtotal Outreach | | | \$73,700.00 | \$73,700.00 | \$76,950.00 | \$69,950.00 | | |
| B. ASC Program Evaluation | | | | | | | | |
| 1. On-line Instrument development and upkeep. | | In cooperation with UCIS | \$1,500.00 | \$1,000.00 | \$500.00 | \$0.00 | | |
| 2. Survey management | | In cooperation with UCIS | \$750.00 | \$1,000.00 | \$1,000.00 | \$2,000.00 | | |
| 3. Focus groups of students and faculty | | In cooperation with UCIS | \$0.00 | \$1,000.00 | \$0.00 | \$1,000.00 | | |
| 4. Analysis and Reports with outside consultant | | In cooperation with UCIS | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | | |
| Subtotal Evaluation | | | \$4,250.00 | \$5,000.00 | \$3,500.00 | \$5,000.00 | | |
| TOTAL OTHER | | | \$77,950.00 | \$78,700.00 | \$80,450.00 | \$74,950.00 | | |
| IX. Total Direct Costs | | | \$211,688.00 | \$306,782.82 | \$291,411.18 | \$293,427.45 | | |
| FOUR YEAR TOTAL | | | | | | \$1,103,309.45 | | |
| X. Indirect Cost @8% | | | \$16,935.04 | \$24,542.63 | \$23,312.89 | \$23,474.20 | | |
| FOUR YEAR TOTAL INDIRECT | | | | | | \$88,264.76 | | |
| TOTAL NRC COST WITH INDIRECT | | | \$228,623.04 | \$331,325.45 | \$314,724.07 | \$316,901.65 | | |
| NRC FOUR YEAR TOTAL COST | | | | | | \$1,191,574.21 | | |
| XI. Training Stipends | | | | | | | | |
| Academic Year Fellowships | | | | | | | | |
| Graduate Student Fellowships | | | | | | | | |
| Six (6) Institutional Payments: Tuition/Fees @ \$18,000 | | FLAS Competitive 2 | \$108,000.00 | \$108,000.00 | \$108,000.00 | \$108,000.00 | | |

| PROPOSED ACTIVITIES & EXPENDITURES | Priority | Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Narrative Page # | Performance Measure |
|---|--------------------|------|--------------|--------------|--------------|----------------|------------------|---------------------|
| <i>Six (6) Stipend Payments @ \$15,000</i> | FLAS Competitive 2 | | \$90,000.00 | \$90,000.00 | \$90,000.00 | \$90,000.00 | | |
| Undergraduate Student Fellowships | | | | | | | | |
| <i>Four (4) Institutional Payments: Tuition/Fees @ \$10,000</i> | FLAS Competitive 2 | | \$40,000.00 | \$40,000.00 | \$40,000.00 | \$40,000.00 | | |
| <i>Four (4) Stipend Payments @ \$5,000</i> | FLAS Competitive 2 | | \$20,000.00 | \$20,000.00 | \$20,000.00 | \$20,000.00 | | |
| Summer Fellowships | | | | | | | | |
| <i>Eight (8) Undergraduate and Graduate Student Fellowships: Tuition/Fees @ \$5,000</i> | FLAS Competitive 2 | | \$40,000.00 | \$40,000.00 | \$40,000.00 | \$40,000.00 | | |
| <i>Eight (8) Stipend Payments @ \$2,500</i> | FLAS Competitive 2 | | \$20,000.00 | \$20,000.00 | \$20,000.00 | \$20,000.00 | | |
| FLAS Fellowships Total | | | \$318,000.00 | \$318,000.00 | \$318,000.00 | \$318,000.00 | | |
| FLAS GRAND TOTAL | | | | | | \$1,272,000.00 | | |
| XII. Total Costs | | | \$546,623.04 | \$649,325.45 | \$632,724.07 | \$634,901.65 | | |
| NRC and FLAS GRAND TOTAL | | | | | | \$2,463,574.21 | | |

Note: Project Director Nicole Constable will manage the grant and take part in some of these grant activities as part of her regular responsibilities as Director of the Asian Studies Center. Compensation for time normally spent on Center administration within the term of appointment is deemed to be included within the Director's regular organizational salary.

Asian Studies Program

University of Pittsburgh

General Education Provisions Act (GEPA) Section 427 Statement

The University of Pittsburgh (Pitt), as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, access to and treatment in University programs and activities. This commitment is made by the University and is in accordance with federal, state, and/or local laws and regulations.

In recruiting participants for its programs, the Asian Studies Center (ASC) will assure that recruitment and selection are in compliance with affirmative action mandates and any applicable laws. ASC's community programs such as lectures, films, and workshops brings program faculty and staff into contact with numerous student, school, and regional community organizations; maximizing the likelihood of participation by members of underrepresented groups. For example, ASC co-sponsors International Connections, a program which brings minority students from Pittsburgh-area public high schools to the University of Pittsburgh to learn about international careers and opportunities in higher education.

Finally, the DRS office maximizes accessibility to all classrooms, coursework, and services through wheelchair-accessible entries and restroom facilities, Braille signage, and easy access to University Police and Safety services. Faculty members work with DRS to provide assistance and listening devices, screen readers, and other appropriate accommodations. These University resources will be available to all program participants insuring this project maximizes accessibility.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

| | |
|--|-------------------------------------|
| Africa | <input type="checkbox"/> |
| Canada | <input type="checkbox"/> |
| East Asia | <input checked="" type="checkbox"/> |
| International | <input type="checkbox"/> |
| Latin America & Caribbean | <input type="checkbox"/> |
| Middle East | <input type="checkbox"/> |
| Pacific Islands | <input type="checkbox"/> |
| Russia / Eastern Europe / Eurasia | <input type="checkbox"/> |
| South Asia | <input type="checkbox"/> |
| Southeast Asia | <input type="checkbox"/> |
| Western Europe / Europe | <input type="checkbox"/> |
| Other (specify) _____ | <input type="checkbox"/> |

APPLICATION TYPE

| | |
|-----------------------------------|-------------------------------------|
| Comprehensive NRC and FLAS | <input type="checkbox"/> |
| Undergraduate NRC and FLAS | <input checked="" type="checkbox"/> |
| Comprehensive NRC only | <input type="checkbox"/> |
| Undergraduate NRC only | <input type="checkbox"/> |
| FLAS only | <input type="checkbox"/> |

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

| Language | Eligible Now? Y/N |
|--------------------|-------------------|
| Chinese (Mandarin) | Y |
| Japanese | Y |
| Korean | Y |
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Abstract

Asian Studies Center
University of Pittsburgh



Abstract: The Asian Studies Center (ASC) at the University of Pittsburgh (Pitt) is an area studies and language training program housed within the University Center for International Studies (UCIS). ASC was founded in 1969 with the **mission** to expand the number of experts on East Asia (EA) who will apply their language skills and expertise of China, Japan, and Korea in the fields of government, the professions, or international development. As an **Undergraduate Center** in East Asian Area Studies (EAS), we have organized our **proposed activities** around five broad areas for curriculum and outreach enrichment, with new initiatives built around well-known and long-standing University of Pittsburgh strengths in **Public Health** and **Energy & the Environment**.

OVERVIEW OF PROPOSED ACTIVITIES:

Advanced Language Training: ASC's dedication to a robust language training program is evidenced not only in its support for advanced courses and new training opportunities (new Fourth Year Korean, additional intensive summer training in Chinese and Korean, new training in Uzbek), but also in its determination to improve the quality of the student experience through improved instruction (pedagogy workshops), undergraduate study abroad research/internships, and the strategic use of Oral Proficiency Interview (OPI) testing to define areas for continued improvement.

New Opportunities in Area Studies: In addition to the eight new courses that will be developed (History of Medicine in China, Global Environment, etc.) over the next NRC cycle, we request funding for the hire of a position in pre-modern Japanese literature in order to meet growing demand on our campus for EAS. Research programs and international internship opportunities in our professional schools (Global Health, Engineering, etc.) will play a key role in the University mission to internationalize the student experience.

K-16 Teacher Training: Through Pitt's National Consortium for Teaching about Asia site, Confucius Institute, and Center outreach efforts we will continue to extend curriculum development opportunities for thousands of teachers across the region. Additionally we will develop a new certification program in Chinese with the Department of Education at St. Vincent College for K-12 teachers, and a new Social Studies curriculum with Pitt's School of Education.

New Programs with Minority-Serving Institutions will team ASC with the Association of Regional Centers for Asian Studies (ARCAS), an organization of 11 community colleges, one HBCU, and ten regional universities to develop EAS on campuses whose enrollments aggregate to over 350,000 students. We will continue our current faculty development program with the Nine University and College International Studies Consortium of Georgia designed to internationalize the curriculum of the two HBCUs, six Title III/V-eligible institutions, and other members that serve 70,000 students.

Links with Professional Schools: Several conferences co-sponsored with our Schools of Law, Global Health, Medicine, Graduate School of Public and International Affairs (GSPIA), Katz School of Business, and Nursing such as "Law in China," "Healing in East Asia," etc. will reach out to professional students. New coursework, study abroad, and international internships will also become available. Finally, special efforts to recruit professional students as FLAS Fellows will increase impact.

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Acronyms

| | |
|-------|---|
| ACTFL | American Council on The Teaching of Foreign Languages |
| ARCAS | Association of Regional Centers for Asian Studies |
| ASC | Asian Studies Center |
| AY | Academic Year |
| CI | Confucius Institute |
| EA | East Asia |
| EAS | East Asia Studies |
| EAGLE | East Asia Gateway for Linking Educators |
| EAL | East Asian Library |
| EALL | East Asian Languages and Literatures |
| GSPIA | Graduate School of Public and International Affairs |
| HBCUs | Historically Black Colleges and Universities |
| LCTL | Less Commonly Taught Languages |
| MSIs | Minority-Serving Institutions |
| NCTA | National Consortium for Teaching About Asia |
| OPI | Oral Proficiency Interview |
| PAC | Pittsburgh Asia Consortium |
| Pitt | University of Pittsburgh |
| STEM | Science, Technology, Engineering, and Math |
| UCIS | University Center for International Studies |



Narrative

Asian Studies Center
University of Pittsburgh



The Asian Studies Center at the University of Pittsburgh is a regional, national, and global leader in research, training, and outreach on East Asia. It has produced hundreds of area studies experts who work in a wide variety of fields and who help to inform and educate U.S. society about East Asia. ASC plays this role effectively by leveraging its annual financial support from the university and its endowments with outside grants from agencies such as the Japan Foundation, Freeman Foundation, and the Confucius Institute (CI) Headquarters (Hanban) to expand resources on EAS and develop outstanding academic programs for its students. Specifically, ASC promotes the growth of the EA Library collection, hires new EAS specialists, creates new courses on the region, secures funding for student scholarships and faculty research, and injects EAS into the community through its award-winning outreach programs and scholarly/cultural events. In the past decade, ASC has awarded more than 500 certificates to students specializing in EAS at both the baccalaureate and graduate levels; funded over 150 research projects carried out by affiliated faculty; made awards to over 400 undergraduate and graduate students for area and language studies; increased the number of undergraduate courses from 115 to 170; and increased the volumes in the East Asian Languages Library from 258,000 to 497,000. Its endowments, valued at over \$10 million, produce over \$410,000 annually for the support of Asian studies. In 2012-13 ASC funded 20 Asian Studies student fellowships and scholarships, while internal university support aided an additional 25. Current resources of ASC are summarized in Table 1.1.

| Category | No. | Category | No. | Category | No. |
|--|------------|------------------------------------|------------|--|------------|
| Total Faculty | 106 | Course Enrollments | 5389 | CI Enrollments | 3878 |
| Language | 20 | Center Staff | 8 | CI Schools | 68 |
| Non-Language | 86 | Library Staff | 5 | NCTA Seminars | 6 |
| Library Volumes | 497,000 | Conferences, Symposia/Workshops | 7 | Outreach Participation | 45,129 |
| Enrollment in Certificate Programs | 176 | ASC Endowment Income | \$410,900 | Exchange Agreements with Institutions in EA | 22 |
| Total Courses | 133 | | | | |
| University Financial Support: \$7,963,338 | | | | | |

Founded in 1969, ASC is located within the University Center for International Studies (UCIS), which is home to six area studies centers (three Department of Education-designated NRCs) as well as the Study Abroad Office and seven other component, jointly-sponsored, and affiliated units. The University is one of the world's leading research institutions (globally ranked #50 by Shanghai Jiaotong and #76 by Times Higher Education surveys) and is among the top 10 universities in total federal research and development support. Pitt is a publically-related university that enrolls over 35,000 students (71% or approximately 25,000 are undergraduates) and employs over 12,000 faculty and staff.

| Salaries and Fringe: | |
|---|--------------------|
| Language Faculty | 1,234,501 |
| Non-Language Faculty | 4,164,700 |
| ASC Staff | 454,076 |
| Library Staff | 270,000 |
| Study Abroad Staff | 145,324 |
| UCIS Administration | 124,000 |
| Library Acquisitions: | 250,083 |
| Travel/Research Grants: | |
| To Faculty | 210,299 |
| To Students | 80,660 |
| Student Aid: | |
| Graduate Stipends / Fellowships (Pitt-funded, non-FLAS) | 122,000 |
| Conference Support | 24,007 |
| Tuition Aid (grads & undergrads) | 342,737 |
| General | 35,951 |
| Operations/Supplies: | |
| NCTA | 220,000 |
| Confucius Institute | 285,000 |
| TOTAL | \$7,963,338 |

This proposal for a Title VI Undergraduate National Resource Center with FLAS Fellowships requests support to expand ASC's most successful programs in EAS, foster new initiatives to support EAS and advanced language acquisition, and train a new generation of area specialists to fill national needs. Core themes of **Global Health** and **Energy & Environment**—developed by Provost Beeson as part of Pitt's International Plan in 2010—build upon key university strengths across the Dietrich School of Arts & Sciences (A&S) and Pitt's 14 professional schools. Among the existing and new academic strengths that ASC will bring to bear in this grant cycle are the following: (1) increased opportunities for study and research in the University's 14 professional schools, particularly our new Engineering Institute at Sichuan University, (2) a collaboration with the University of Hawaii to develop outreach opportunities for faculty at Minority-Serving Institutions (MSIs) and community colleges in EAS, (3) a

comprehensive training and outreach program designed to increase the number of East Asian foreign language teachers in K-12 schools and universities by integrating a new credentialing program with existing outreach efforts, (4) a series of visual culture seminars and new teaching materials focusing on the increasing importance of East Asia as a center of cultural production, and (5) a new major in Asian Studies.

1. COMMITMENT TO SUBJECT AREA

1.A.1. Institutional Support: Pitt provided \$7.9 million in direct, institutional support in 2012–13, an increase of 9.1% since 2009–10 and over 20 times the yearly NRC budget requested (see Table 1.2). EAS has grown dramatically over the past decade, with significant increases in enrollments, courses, professional school activity, library holdings, and outreach (particularly K-12). Sponsorship for ASC’s operations includes funding (salary/fringe) for the Center’s Director (tenured professor who administers ASC more than half-time) and the equivalent of 7.2 full-time professional and administrative staff. ASC also employs five graduate student assistants and two undergraduate assistants to assist in EAS activities. Pitt provides a suite of offices, sites for events (lectures, films, concerts) and technology support including video conferencing and hosting of ASC’s website (www.ucis.pitt.edu/asc). External to Pitt financial support, ASC supervises several major grants for outreach activities, including the National Consortium for Teaching about Asia (Pitt NCTA) from the Freeman Foundation (\$220,000 in 2012–13), the Confucius Institute (\$285,000), and the Toshiba International Foundation (\$48,000).

1.A.2. Support for Teaching Staff: Over 100 positions are currently EA-related, 80% are tenured or tenure-stream, and over 40 (including four tenured librarians) are core faculty whose primary research and teaching focuses on the region. These faculty span over 20 different academic departments or schools and represent a yearly investment of over \$5.6 million. Pitt has bolstered its EAS faculty through leveraging

existing lines and seeking outside support. For example, a Japan Foundation grant provides funding for a new Associate Professor of modern Japanese history position in combination with University and endowment support. In 2012–13, Pitt provided over \$235,000 in faculty support in course development funds (\$30,000), research support (\$137,299), small grants (\$44,200), and faculty conferences (\$24,000). **1.A.3 Support for Library Resources:** Pitt’s East Asian Library (EAL) ranks 5th in United States public universities and 14th among academic libraries in North America, and contains over 480,000 volumes. The Library’s strength is due to continued investment by Pitt; funding for acquisitions, database licensing, and staff salary totaled over \$420,000 in 2012–13. **1.A.4. Support for Linkages Abroad:** The newly-established Sichuan University Pittsburgh Institute in Chengdu, China could never have taken place without a fundamental commitment to internationalization by the Chancellor, Provost, and upper leadership. Linkages with over 20 EA institutions means that not only every academic department, but also each of the 14 graduate and professional schools have robust faculty and student exchange programs in East Asia. Key exchanges include Peking, Tsinghua, Fudan, Wuhan, Sichuan, and Nanjing Universities in China; Kobe, Konan, and Ritsumeikan in Japan; Yonsei, Korea, and Seoul National in Korea; National Chengchi in Taiwan, and the Chinese University of Hong Kong. (See Appendix VI for a listing of all linkages.) Endowment and internal funds generated over \$137,000 in 2012–13 support for undergraduate study abroad in East Asia. **1.A.5. Support for Outreach:** Pitt prides itself as being the center of EAS outreach in western Pennsylvania, Maryland, West Virginia, Delaware, and eastern Ohio. ASC maintains four full-time staff positions for outreach activities. Outside of internal efforts, ASC also supports a National Consortium for Teaching about Asia national coordinating site. Its Confucius Institute, one of the oldest and largest in America with over 35 teachers, was named a “CI of the Year” in 2013. Total outreach spending surpassed

\$600,000 in 2012–13, reached over 50,000 people, and over 50% were co-sponsored with outside organizations. **1.A.6. & 1.B.1 Support for Qualified Students:** Over the past four years, direct ASC funding (non-FLAS) for all students totaled over \$2.2 million in tuition remission funds, fellowships, and direct scholarships. Over 40% of these awards were given to professional students, and over 25% went to undergraduates. There are over 20 different ASC/UCIS tuition awards and scholarships for undergraduate area studies, language study, and study abroad support. For example, both Pitt and non-Pitt students enrolled in the Summer East Asian Language Studies program are considered “in-state” for tuition purposes, a subsidy totaling over \$62,000 in addition to five tuition remission fellowships (\$41,000). Graduate students have numerous options. All Ph.D. students admitted into graduate study in the Dietrich School of Arts & Sciences (History, East Asian Languages and Literatures, Political Science, etc.) receive five years of support. Funding for international research and travel (doctoral research support, study abroad support for advanced language study, etc.) is available from ASC, UCIS, Study Abroad Office, colleges, departments, and the professional schools. Proposed graduate FLAS awardees will also receive additional Pitt funding to cover any difference between FLAS tuition support and Pitt tuition rates for both in-state and out-of-state (including professional school) students, and an additional \$3,000 stipend for health insurance and other expenses.

2. QUALITY OF CURRICULUM DESIGN

2.A.1 Undergraduate Curriculum and Language Requirements: ASC provides students with a rich menu of courses and programs enabling them to grasp the complexity of East Asia’s history, languages, and economic growth thanks to intense academic work and study abroad opportunities. Undergraduates have several programmatic options. Students whose primary interest is in language or literature **major in East Asian Languages and Literatures (EALL)**, with the department offering four years of language study in Chinese, Japanese, and Korean as of Fall 2014.

All EALL majors (77 majors and 33 minors in 2012–13) must take three years of their major language plus an additional 18 semester credits in a combination of literature, linguistics, film, culture, etc. **Minors in EALL** are required to complete two years of language study and nine additional content credits. ASC promotes specialized multi/interdisciplinary training on East Asia through the comprehensive **Certificate in Asian Studies** (122 undergraduate, 44 graduate enrolled in 2012–13), and specialized activities such as the annual Pittsburgh Asia Consortium (PAC) Undergraduate Research Symposium, study abroad, and specialized undergraduate research opportunities. In the last ten years, 545 Pitt students have graduated with an ASC certificate (379 undergraduate students and 166 graduate students), the highest number among all UCIS Centers. Undergraduate certificate requirements are demanding: Two years of language study, five EA courses, and a capstone project, reviewed by ASC faculty, are required for graduation. Additionally, the ASC curriculum allows undergraduates at Pitt to pursue EAS in a variety of academic programs in the Arts and Sciences, including History, History of Art and Architecture, Anthropology, Economics, Political Science, Law, Film Studies, Music, Religious Studies, Linguistics, and Japanese, Chinese, and Korean Languages and Literatures. In Academic Year (AY) 2012–13, 106 faculty members taught over 133 undergraduate courses, representing 50% of the 263 total available non-Western culture courses offered at Pitt. Of these, 80 were upper-division courses offered in 15 departments. A third option is a **BPhil Asian Studies**, awarded by the University Honors College and UCIS, signifying the highest level of scholarship attainable by an undergraduate student. In the next NRC cycle, ASC will develop new interdisciplinary courses on the themes of **Global Health** and **Energy & the Environment** as the basis of a **new major in Asian Studies**. Three years of language study, a multi-disciplinary EAS introductory sequence, capstone research course, and additional coursework will be required.

Students in the eight professional schools that accept undergraduates have opportunities to study EA through specialized coursework and study abroad. For example, the Swanson School of Engineering offers “Innovate,” a semester-long course that includes a 10-day trip to China incorporating corporate visits, and a new Globex program (Global Exchange) in partnership with Peking University that allows Pitt students to work with teams from universities in China, Hong Kong, Japan, Singapore, and Korea on a project-based curriculum developed by businesses such as Lenovo. ASC staff also teach in these programs. In the next NRC cycle, Swanson students will also have the opportunity to study at the Sichuan University Pittsburgh Institute. The College of Business Administration offers specialized undergraduate courses such as “Doing Business in the People’s Republic of China,” a certificate program in International Business with an EA focus, and an International Internship Program that allows students to work at companies in Beijing, Tokyo, and Xi’an. Together, the two schools offer Plus-3, a Pitt-branded freshmen program designed to show students early in their academic careers how business and engineering work in EA. An annual Summer Pharmaceutical Sciences Research Experience at Sun Yat-sen University in Canton is offered by Pharmacy, while Nursing, and Information Sciences also have programs. All professional school students can take courses in A&S. ASC’s curriculum allows students to explore EAS beyond social sciences and the humanities; indeed, 59% of the 166 graduate certificates were awarded to professional school students.

2.A.2 Quality of Program Requirements: Regardless of the major (3 years language study), minor (2 years), or certificate (2 years), Pitt EA students graduate well prepared for future careers in the public or private sectors. Table 9.3 (page 40) provides four profiles of selected Certificate alumni. To attract students and facilitate learning opportunities ASC has funded a number of EA-specific internships (6 awarded yearly) and scholarships (20-22 awarded yearly).

(Please see **Section 4: Quality of Language Program** for more detailed information on EA language enrollments.)

2.A.3 Training Options for FLAS Applicants: Undergraduate students can take 170 (37 language, 133 non-language) EA courses at Pitt (see Appendix 2 for courses offered in 2011–13) and can participate in study abroad (see 2.B.2). Graduate students interested in FLAS opportunities can enroll in ASC’s Graduate Certificate in Asian Studies (68 graduates between 2010–13) in the region or a particular country. The Interdisciplinary Master of Arts program, jointly run by ASC and EALL, provides an opportunity to engage in graduate study in different departments, combining language and cultural studies. At the Katz Business School, the International Business Center provides EA language classes, and students can gain international expertise through the Global Business Project, run by a consortium of CIBEs (including Pitt CIBE). The School of Education offers EA coursework and opportunities at their Institute for International Education (Mongolia Institutional Strengthening Project, Korean Education Global Network). Students in GSPIA can obtain a Certificate in International Development and Asian Affairs at Kobe University and study Public Management at Nanjing University. The Center for Global Health develops grants with Shaanxi Normal University providing field training, and School of Nursing students have access to classes and on-site research at Fudan University and Capital Medical University.

2.B.1 Quality of Academic and Career Advising: Undergraduates at Pitt receive exceptional one-on-one academic and career advising in their major departments. **Prior to admission**, ASC outreach works with regional high schools to promote EAS and expands minority student recruitment through International Connections (career workshop for minority high school students). **Post-matriculation**, Asian Studies Certificate students (undergraduate and graduate) meet at least once per year with their experienced ASC advisor, Katherine Carlitz, Ph.D. (Chinese

Literature, University of Chicago, 1978). **While enrolled**, over 25 workshops, lectures, and mini-courses are offered each year through the International Career Toolkit Series which introduces undergraduates to internship and career opportunities, including US and foreign government agencies (Dept. of State, CIA, Peace Corps, JET, FBI, etc.). Finally, undergraduates are provided **preparation for post-graduation careers** with assistance in job application and interview preparation, foreign language testing, and networking opportunities with Pitt alumni. ASC tracks graduates upon valediction. **2.B.2: Quality of Study and Research Abroad Programs:** Pitt ranks 36th nationally among doctoral institutions in enrollment in study abroad because of the quality and diversity of its programs. In 2012–13, over 150 students studied in EA—an increase of 62% over four years earlier (see Table 2.3). Students participate in summer, semester-long, or year-long study to eight universities in the PRC (one in Hong Kong), one in Taiwan, seven in Japan, and three in Korea for direct exchange. To better control the quality of the study abroad experience, the Study Abroad Office created Pitt-organized “Panther Programs” which are developed, organized, and led by Pitt faculty. For example, the six-week “Pitt in China” program takes approximately 20 students to Beijing each summer with Pitt faculty, pursuing integrated classes on Chinese language with research. “Pitt in Japan” debuts this year, and “Pitt Map” brings students to Beijing, Morocco, and Paris with three Pitt faculty members. ASC organized a National Science Foundation Research Experience for Undergraduates program in China in which 12 undergraduates across the United States undertook four weeks of field research on desertification. **2.B.3: Access to non-Pitt Programs:** Students may also opt to attend study abroad programs sponsored by other universities or independent programs, and ASC and the Study Abroad Office provide assistance in finding appropriate external programs and financial aid, including Confucius

Institute Scholarships, Monbukagakusho, and Boren Scholarships. Over 30 students participated in these programs (Middlebury, Inter-University Program for Chinese/Japanese, Hopkins-Nanjing Center, etc.) in 2012–13. Most of Pitt’s scholarships can be used for non-Pitt programs, and credits earned can be transferred.

| Region | Number of Participating Students | | | |
|--|----------------------------------|--------------|--------------|---------------|
| | 09-10 | 10-11 | 11-12 | 12-13 |
| China | 57 | 87 | 112 | 125 |
| Hong Kong | 3 | 0 | 0 | 3 |
| Japan | 28 | 24 | 20 | 22 |
| Korea | 9 | 5 | 4 | 6 |
| Mongolia | 0 | 0 | 3 | 1 |
| Taiwan | 1 | 0 | 1 | 2 |
| TOTAL | 98 | 116 | 140 | 159 |
| Participating Students in All Countries Worldwide | | | | |
| | 1,304 | 1,328 | 1,358 | 1,589 |
| % of Students Studying Abroad in East Asia | | | | |
| | 7.51% | 8.96% | 10.3% | 10.06% |

3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A.1 Quality and Extent of Area Studies Courses: In AY 2012–13 Pitt offered 137 non-language courses with at least 25% EA content, attracting 4,740 students (with an average of 35 per course) in 15 departments and eight professional schools. These courses were well-distributed by country, and over 75% were aimed at undergraduates. Over the past decade EAS enrollments have nearly doubled from 2,463 in 2001–02 to 4,740 in 2012–13, a remarkable achievement at a university with 12,500 enrolled in the Arts & Sciences. Additionally, over 40 new undergraduate and 20 new graduate EAS courses were introduced in the past four years. In a 2012 survey conducted by an outside evaluator (Duquesne University School of Education), “Good” or “Excellent” ratings for course relevance were given by 93% of the ASC students responding, 82% for course selection, 80% for course guidance, and 87% for their overall experience in the ASC program. ASC awards three Pitt-funded “seed” course-development funds per year to grow new EAS courses or increase content in existing courses. Innovative courses in “Korean Metaphor and Culture” (EALL), “Labor in East Asia” (Anthropology), “Orientalism” (Art & Architecture), and “Contemporary Japanese Buddhist Movements” (Religious Studies) were created, and the

undergraduate Art History sequence was re-organized to increase EA content. Both “History of Medicine in China” and “Environmental Politics” are course offerings designed to support initiatives in **Global Health** and **Energy & Environment**. During 2014–18, an additional 10–12 courses will be developed.

3.A.2 Courses in Professional Schools: Pitt offers 36 classes via professional schools that target EA or include EA content (Appendix II). For example, Pitt’s Law School offers courses on Asia including “Environmental and Energy Law and Policy in China” and “Chinese for Lawyers,” while the School of Pharmacy offers “Traditional Chinese Medicine.” Currently 73 Pitt ASC certificate students (51 graduate and 22 undergraduate) were recruited from Pitt’s professional schools, and have the additional advantage of having already taken Asian coursework in their portfolio. These students take more advanced and specialized courses once they enter professional schools, including Nursing, Bio-engineering, Pharmacy, Business Administration, Information Science, and Engineering.

3.B.1 Depth of Coverage: See 3.A.1 and Table 3.1.

3.C.1 Interdisciplinary Courses: Departments and Schools at Pitt have a policy of cross-listing courses, especially area studies courses. Over 50% of EA courses are commonly cross-listed among different departments. Interdisciplinary courses are the product of faculty and administrators long-standing dialogue on how to better prepare students for a challenging marketplace. Professors in Anthropology, History of Art and Architecture, Religious Studies, and History create remarkable synergies giving students a richer range of offerings that are open to

Table 3.1: Number of EA Content Courses (Non-Language) by Department (2012-13)

| | |
|------------------------------------|------------|
| Anthropology | 11 |
| Art and Architecture | 12 |
| East Asian Language and Literature | 36 |
| Economics | 7 |
| Education | 2 |
| Engineering | 3 |
| English Literature | 2 |
| Film Studies | 4 |
| General Studies | 1 |
| History | 19 |
| Honors College | 1 |
| Music | 3 |
| Nursing | 1 |
| Political Science | 6 |
| Public and International Affairs | 11 |
| Public Health | 1 |
| Religious Studies | 14 |
| Sociology | 2 |
| Theater Arts | 2 |
| Total | 137 |

undergraduates and graduates a like. Additionally, one-credit, interdisciplinary mini-courses focused on countries with emerging economies created in collaboration with Pitt's Global Studies Center and Carnegie Mellon University provide students and professionals with knowledge of politics and economics of Asia in "China Today" and "India Today." These intensive courses on current topics, taught by expert faculty, include 14 hours of lectures and an expected 30 hours of work for a follow-up research paper. Enrollment in 2012 for each mini-course was 128 with 50% of the Pitt students coming from Arts & Sciences and 50% from the professional schools.

3.D.1 Non-Language Faculty: Pitt currently has a total of 48 tenured or tenure-track non-language core faculty, defined as those who conduct research in EA language and devote half or more of their time to EA teaching and research (see Appendix III). An additional 44 affiliated non-language faculty, many of them in the professional schools, work on EA. **3.D.2 Pedagogy Training:** Pitt's Center for Instructional Development and Distance Education is the pedagogical research center that conducts required orientation programs for all new Teaching Assistants and faculty. Its programs involve production and critique of lesson plans as well as simulated teaching situations. All participating Teaching Assistants receive guides authored by the Center. Individual departments conduct their own specialized, focused training of their TAs, with personal mentoring by their faculty.

4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

4.A.1 Extent of EA Language Instruction: The Department of East Asian Languages and Literatures (EALL), chaired by linguist Hiroshi Nara, offers an average of over 40 different undergraduate language courses per year and an additional 25 sections of basic language instruction in Japanese, Mandarin Chinese, Korean, classical/literary Japanese and Chinese as well as specialized linguistics, business, and translation courses. Table 4.1 shows total 2012–13

enrollment in First through Fourth-Year EA languages, including summer, of 687 students—an increase of over 50% in the past decade. Specialized courses and tutoring includes an additional 57 students. All EAL programs are all considered **intensive** (7 contact hours/week) at the first and second year levels, and third and fourth year continue with 3 to 5 hours per week of instruction. Evening classes are also provided for Japanese and Chinese. Asian languages (such as Vietnamese, Cantonese, and proposed Uzbek) are housed in the Department of Linguistics' Less-Commonly Taught Language (LCTL) Center, with courses offered even when enrollments are low. Undergraduate majors are offered in Chinese and Japanese; minors are offered in Japanese, Chinese, and Korean. A new Korean major is proposed for the next NRC cycle. The Asian Studies Certificate combines two or more

years of college-level Asian language study with interdisciplinary area studies coursework. An

| Language | 1st Year | 2nd Year | 3rd Year | 4th Year | Enr. | Inst. |
|--------------|----------|----------|----------|----------|------------|-------|
| Chinese | 4 | 4 | 2 | 3 | 293 | 11 |
| Japanese | 5 | 3 | 2 | 2 | 305 | 8 |
| Korean | 3 | 4 | 4 | - | 89 | 4 |
| Total | | | | | 687 | |

(Note: Fourth Year Korean will start in 2014-15)

interdisciplinary Master of Arts in East Asian Studies degree for graduate students with three or more years of East Asian language study is jointly administered by EALL and ASC. ASC also supports the instruction of Uyghur through the Indiana University Summer Language Workshop (SWSEEL) for students.

4.B.1 Levels of Language Training: As of Fall 2014, Chinese, Japanese, and Korean will all offer four years of instruction. Classical Japanese, classical Chinese, and specialized tutoring for advanced students (beyond Fourth Year) are also available. Summer intensive coursework (5-10 credits) has existed since the mid-1980s. Currently, first-year Chinese and first- and second-year Japanese are offered through the **Summer East Asian Language Studies** program, and NRC funding is requested to add intensive, summer Korean and an additional year

of Mandarin. A study abroad opportunity at the conclusion of summer study is optional. Courses are also provided in fourth-year Advanced Reading (Chinese/Japanese), directed research in the target language and translation (Japanese), and the undergraduate capstone courses for EALL majors require essays in the target language in addition to English language research papers. For professional students, Chinese and Japanese for MBAs is extended by Pitt CIBE. **4.B.2 Language in the Disciplines:** Advanced Chinese and Japanese topical reading courses and seminars are available in EALL. External to EALL, field-specific readings courses are taught in Political Science, Film Studies, History of Art & Architecture, History, and Religious Studies in the appropriate East Asian Language. In the professional schools, GSPIA, Business, and Engineering organize specialized discussion sections in Chinese/Japanese for interested students. In addition, the Pitt in China summer study abroad program includes survival Chinese language course for new learners, as do study abroad programs in Beijing, which target internationalizing engineering and business students through coursework, site visits, and/or internships.

4.C.1 Faculty Numbers and Training: Twelve faculty members in EALL devote all or most of their time to teaching East Asian languages, including four tenured or tenure-stream positions, two full-time lecturers (one is a full-time advisor for majors), three instructors of Chinese language and three instructors of Japanese language. An additional instructor in Korean language will begin in 2014–15. Seven additional part-time instructors oversee recitation classes. A tenure-stream faculty oversees the curriculum and training of instructors for each language as Language Coordinator. 100% of full-time Chinese and Japanese faculty/assistant instructors, and 100% of Korean instructors have advanced degrees in EA language pedagogy or second language acquisition. Faculty teach an average of four courses per year, and assistant instructors teach an average of three courses per semester. Language courses partner full-time faculty and full-time

organizes language exchange for all learners.

4.D.3 Language Proficiency Requirements: EALL uses national-level standards to

ascertain language proficiency requirements (Table 4.2), with internal baseline and progress

| Level | ACTFL scale match |
|--------|--|
| Year 1 | Novice high |
| Year 2 | Intermediate low-mid |
| Year 3 | Intermediate mid-high |
| Year 4 | Intermediate mid-high / Advanced low |

checks conducted by ACTFL certified instructors.

In terms of speaking and listening competency, by

the end of the third year, all majors should be able

to converse with ease regarding familiar topics related to their daily life, narrate timeframes, and

produce sentences typical of a score in the OPI intermediate range. Fourth-year students should

be able to use language with not only more accuracy and appropriateness, but also more

specialized vocabulary and grammatical sophistication. **For more information on how student**

learning outcomes in EA languages are conducted for language and cultural proficiency and

the use of OPI testing, see Section 9. Specific fourth-year written and reading proficiency

standards for all EA languages have also been established. In terms of formal linguistic elements,

the Korean language curriculum includes hangeul and 400 hanja characters; the Chinese

curriculum includes pinyin and 3,000 words (comprising both single characters and two-character

compounds); and the Japanese program includes hiragana, katakana, and 1000 kanji characters.

Coursework is designed to not only provide students with multiple opportunities to apperceive,

process, and produce hanja, Chinese, and kanji, but also train students to make an automatic

association of the meaning-sound-form triad and utilize both strategy-driven and text-driven

reading strategies that adopt appropriate reading approaches for the text genre. Both

comprehension of gist and details in expository writing and other genres, such as those in target

language newspapers, articles, books, and popular materials, is expected. Additionally, students

are expected to write prose using appropriate vocabulary and grammar, following the conventional

rhetorical organization appropriate for the genre, such as exposition and argumentation. By the end of the fourth year, most students should be able to use their language for professional and occupational use, both in speaking and reading, with the help of dictionaries.

EALL students are recognized for their language proficiency; from 2009 to 2014, seven Chinese language students placed in the top three at the Chinese Bridge Competition for Northeast USA; six students were awarded State Department Critical Language Scholarships (three for Chinese, two for Korean, and one for Japanese); seven students were awarded Boren Scholarships (five for Chinese, two for Japanese); 12 students received Bridging Scholarships for Japanese study; and seven students received Gilman Scholarships (five for Japan, one for South Korea, and one for China). One Chinese and one Japanese language student received Fulbright awards, and three received scholarships from Fudan University for post-graduate study in China.

5. STRENGTH OF LIBRARY

| Holdings as of June 30, 2013 | CHN | JPN | KOR | Other | Total |
|--|-----------|-----------|----------|----------|-----------|
| Books (physical volumes) | 289,451 | 131,776 | 15,747 | 15,663 | 452,637 |
| Microform (reels/sheets) | 10,365 | 2,941 | 10 | 1,120 | 14,436 |
| Audio/ Visual (items) | 3,334 | 542 | 1126 | 28 | 5,030 |
| E-books (volumes) | 4,312 | 1,328 | 4,645 | 0 | 10,285 |
| Total (volume /item counts) | 307,462 | 136,587 | 21,528 | 16,811 | 482,388 |
| Serials Subscriptions (print titles) | 469 | 250 | 123 | 141 | 983 |
| Online Databases Subscriptions (titles) | 12 | 5 | 9 | 2 | 28 |
| 2012-2013 Acquisitions Expenditures (\$) | \$113,546 | \$101,275 | \$18,136 | \$17,126 | \$250,083 |

5.A.1 Holdings: University Library System at Pitt maintains one of the nation's major East Asian collections, containing close to a half-million volumes. The Chinese collection was initiated in 1960 when Pitt was selected as one of 20 National Defense Education Act centers for Chinese Studies, and Japanese acquisitions began five years later. As of June 2012, the total holdings of the East Asian Library at Pitt ranks 5th in U.S. public universities and 14th among academic

libraries in North America with resources in Chinese, Japanese and Korean. **Table 5.1** provides details on EAL holdings. Total holdings for the University Library System number 6.6 million.

Using Council on East Asian Library comparisons for North America, the Chinese collection ranks 10th with 289,451 physical volumes of books, and 4,312 titles of electronic books and it has notable strengths in classics, literature, archeology, Ming-Qing and modern history, art history, Chinese politics and economics, etc. As of June 2012, EAL collection contained 4,497 titles of Chinese periodicals in print, electronic, and other formats, and 12 subscribed databases including CAJ, China InfoBank, China Data Online, Duxiu, etc. in the humanities and the social sciences. The Japanese collection has 131,776 physical volumes of books and 1,328 titles of electronic books, and it has noteworthy strengths in economic history, art history, linguistics and pedagogy, rural social structure and agriculture, medical history and *ukiyo-e*. Thanks to a donation by Mitsui Bank in 2004, EALL contains the second largest collection of Japanese corporate histories (*Shashi*) outside of Japan. Five subscribed databases including Kikuzo II, Nikkei Telecom 21, JapanKnowledge, Zassaku Plus, have been added to the library collection. The systematic development of the Korean collection at EAL started in 2004. In eight years, the collection holding has more than tripled, increasing from 3,822 volumes in 2004 to 15,747 physical volumes in 2013. The library also subscribes to 9 Korean databases. Its collection of rare North Korean films and current periodicals (4,000 volumes), amassed in cooperation with Yanbian University Library (Jilin, China), provides a unique insight into the country. **5.A.2 Institutional Support and Staff:** The EAL total acquisition budget is 16th among institutions of the Council on East Asian Libraries. The University Library System committed \$250,083 in 2012–13 to EAL acquisitions. In addition to four professional librarians, there are five full-time staff supporting acquisition and maintenance of EA materials. Librarians are involved in professional activities such as initiating a nation-wide

project on Chinese studies in North America, which resulted in an ebook by the Association for Asian Studies, organizing workshops and panels at the Association for Asian Studies annual conference; serving as a co-chair of the Inter-Library Loan/Document Delivery Committee of the North American Coordinating Council on Japanese Library Resources.

5.B.1 Availability of access for resources at other institutions: Pitt is a member of the Online Computer Library Center and the Association of Research Libraries. Faculty members and students accessing East Asian resources at other institutions can do so through EAL membership in several library consortia (Pennsylvania Academic Library Consortium, Association of Research Libraries, and NorthEast Research Libraries Consortium), inter-library loan with all major research libraries in North America, and cooperative borrowing arrangements with other institutions. The highly-praised Gateway Service Center of Chinese Academic Journals, established in 1998, provides full-text document delivery from more than 16 libraries in China/Taiwan and enables access to Chinese materials not held in any libraries in North America for EAL patrons. Gateway partner libraries include Peking University, National Taiwan University, Xiamen University, Sun Yat-Sen University, Shanghai Life Sciences University, Sichuan University, University of Macau, and the Chinese Academy of Science Library. Proposed NRC funding will increase the number of partner institutions, increasing access for students and specialists across the United States. EAL is also a member of the Global ILL Framework, a US-Japan cooperative project on international interlibrary loan, providing access to the collections of 150 major Japanese universities and institutions. For Korean collections, the cooperative agreement with National Assembly Library of Korea enables access to all electronic resources, while an exchange agreement with Yanbian University (China) ensures acquisition of North Korean journals. **5.B.2 Accessibility for Individuals from other institutions:** Anyone from outside Pitt may obtain a special borrower's

card to access our EAS materials. Furthermore, EAL has taken a leadership role in providing electronic resources regionally, nationally and internationally. Many of the services that can be used for Pitt borrowers to access EAS materials, can also be used by outside researchers to access Pitt materials. For example, any scholar may also access Chinese and Korean academic journals through Gateway Service; indeed the system handles more than 2,000 outside requests per year free of charge. The library provides access to books and journal articles for over 150 major Japanese universities and institutions through Global ILL. With ASC's support, EAL provides travel grants yearly to support those researchers in Pennsylvania and the nearby region whose libraries have no major East Asian collections. Since 2009 the travel grants have brought 15 scholars in southwestern PA and nearby regions to conduct research.

6. QUALITY OF STAFF RESOURCES

6.A.1 Quality of EA Faculty and Staff: The Pitt faculty is extremely qualified to carry out Center activities and NRC training programs. Pitt has 106 EA faculty members, including 48 EA core faculty, 44 affiliated faculty, staff, and part-time instructors (see faculty educational background and productivity in Appendix III). The EA core faculty teaches in A&S, and the affiliated faculty is distributed among different departments and professional schools. All faculty hold terminal degrees in their fields, publish frequently, serve on editorial and governing boards, and are often recognized for their teaching. Examples include Thomas Rawski, Professor of Economics and History whose research for his newest book, *Tales from the Development Frontier* (2013), was financed with a \$250,000 grant from the Smith Davidson Foundation; Yasuhiro Shirai, Professor of Linguistics, editor of *The Journal of the Japanese Society for Language Sciences*; John Weidman, Professor of Education, an expert on international education and numerous works on the educational systems of Korea, China, Japan, and Mongolia; Kathryn Linduff, Professor of

Art & Art History, member of the Advisory Committee of the Shanghai Archeological Forum; Evelyn Rawski, Professor of History, author of *The Last Emperors: A Social History of Qing Imperial Institutions*; Karen Gerhart, Professor of Art & Art History, author of *The Material Culture of Death in Medieval Japan*; Pierre Landry, Associate Professor of Political Science, creator of the GIS-based *Barometer of Chinese Development*; Louise Comfort, Professor in GSPIA, Director of the Center for Disaster Management and part of the response team for the Fukushima nuclear disaster; Michael Meyer, Assistant Professor of English and author of *The Last Days of Beijing: Life in the Vanishing Backstreets of a City Transformed* and *In Manchuria: Journeys across China's Northeast Frontier*; Vincent Leung, Assistant Professor of History and author of *An Uncertain Past: Politics of History in Early China*. Overall, our faculty are distinguished in the numerous large grants (Fulbright, National Science Foundation, National Endowment for the Humanities, World Bank, China Medical Board, Japan Foundation, Chiang Ching-kuo Foundation, Hanban, Korea Foundation, Social Science Research Council), prestigious fellowships (Woodrow Wilson, Social Science Research Council, NEH, NIH), and major awards at Pitt (Chancellor's Distinguished Teaching & Research Awards, etc.).

ASC has a professional staff highly experienced in program/grant management and academic advising. ASC Director Nicole Constable, Professor of Anthropology and a faculty member at Pitt since 1993, is an award-winning anthropologist who speaks Chinese and works on labor and migration within China, Hong Kong, and Southeast Asia. Her eight books include *Christian Souls and Chinese Spirits: A Hakka Community in Hong Kong* (1994) and, most recently, *Born out of Place: Migrant Mothers and the Politics of International Labor* (2014). Associate Director James Cook has a Ph.D. in Chinese history, speaks Chinese, and his most recent accomplishments include an undergraduate teaching volume, *Visualizing China* (2014), and an

invitation as the Andrews Visiting Chair at the University of Hawai'i, Manoa. He has directed over a dozen outside-funded grants for the Department of Education, National Science Foundation, and the China Medical Board. Assistant Director for Student Affairs Katherine Carlitz has a Ph.D. in Chinese literature, speaks Chinese, and has numerous publications. Pitt NCTA Director Brenda Jordan has a Ph.D. in Japanese Art History, speaks Japanese, and is conducting research on 20th century art. CI Director Michele Heryford has an M.A. in Chinese Studies, has twice been conferred the "Individual Performance of Excellence" award by the CI leadership in Beijing, and is completing her Ph.D. in Education. Remaining employees include an NCTA Enrichment and Outreach Coordinator (Ph.D.), a part-time NCTA administrator (Ph.D.), one ASC administrative assistant (B.A. Japanese), a half-time financial officer, a CI digital projects assistant (M. Phil), six graduate students, and two part-time undergraduate assistants. Altogether, nine Center staff members hold graduate degrees, and four hold adjunct faculty appointments.

6.A.2 Professional Development for Faculty and Staff: EA faculty have access to extensive Pitt resources for curriculum development, research, and travel, including awards through the Office of the Provost, UCIS, ASC, and the Study Abroad Office. All assistant professors, for example, have access to faculty development grants (\$4,000) and release time to fund research during their first five years at the university. The Provost's Office administers, at the university level, the Multidisciplinary Small Grants program that annually awards \$150,000 for innovative research and scholarship. Sabbatical leaves are granted on a regular basis by individual departments. Internally, ASC administers grants totaling over \$235,000 for research, professional development, conference support, and curriculum development, including the Asian Studies Small Grants, China Studies Research Travel Grants (\$2,000 to \$10,000), Research in Japan Grants (\$2,000 to \$10,000), Japan Studies Small Grants (\$1,000 to \$2,000), and the Korean Studies Grants (\$1,000 to \$3,000). These

are available to all tenured, tenure track, and non-tenure track faculty. All ASC faculty members also have access to two UCIS-sponsored grants (\$1,000 to \$5,000), including the Hewlett International (for development or completion of international projects, and travel to international conferences), and the UCIS Faculty Fellowship. In 2012–13, these UCIS awards totaled \$151,000. Lastly, in collaboration with the Global Studies Center, ASC sponsors the Global Academic Partnership (GAP) grant (\$20,000) to fund faculty research and conferences. ASC staff have access to over \$20,000 in annual travel and research funds. **6.A.3 Faculty and Staff Advising, Teaching, and Supervision:** ASC faculty teach an average of four courses per year in combination with thesis/dissertation supervision and advising students. All faculty are expected to provide 3–5 hours per week counseling students. ASC certificate students work with a faculty advisor to develop their theses or capstone papers, and advising exists for graduate and undergraduate students.

6.B.1 Oversight of Faculty and Staff: UCIS provides oversight and guidance to all NRCs and international/area studies programs within Pitt, and the ASC Director works directly with the Director of UCIS. ASC's Financial Administrator reports to the UCIS Director of Management and oversees all budgetary and accounting matters related to project funding. The Center is guided by a Faculty Advisory Board, composed of the ASC Director, ASC Associate Director, and 12 faculty members from Arts & Sciences, two professional schools, and the Library that meets on a regular basis to advise on its mission, review curriculum, and develop activities. Area-specific oversight is provided by the faculty on the China, Japan, and Korea councils. They assist in vetting research grant proposals, reviewing outreach projects, creating interdisciplinary collaborations, and awarding scholarships.

6.C.1 Equal Opportunity Employment: Pitt's Director of Affirmative Action is responsible for the monitoring of Pitt's equal employment opportunity and affirmative action

programs. As an educational employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity, recognizing this is critical to maintaining an environment in which individuals may express their opinions, learn from one another, and explore new perspectives. Of the ASC staff, 10 are women, as are three of four PhDs on the ASC staff. Among the four professional staff working in the EA Library, three are women and all are ethnic minorities. Of the 48 core EA faculty members, 27 are female and 19 are from other underrepresented groups. Further evidence of our success in achieving diversity is evident in that of six of the most recent EA faculty hires, two are female and three are ethnic minorities.

7. OUTREACH ACTIVITIES

Since the founding of the Center in 1969, ASC has expanded its services as a center for EA studies across Pennsylvania and neighboring states for K-12 teachers, regional post-secondary educators, business, media, government, and the public. In 2012–13 ASC sponsored or co-sponsored over 90 professional development programs, conferences, symposia, language classes, K-16 training seminars, and other events that directly impacted over 45,000 people. Outreach activities are designed and directed by a full-time coordinator with input from the ASC Internal Advisory Committee. Additionally, many events were organized in cooperation with the Pennsylvania Council for International Education (PaCIE), a coalition of K-16 educators and legislators who work together to broaden internationalization efforts across the state.

7.A.1. Elementary and Secondary Schools: Effective EAS curricula, teaching strategies, resources, and language pedagogy are delivered through three organizations: ASC Outreach, Pitt NCTA, and Pitt CI. **Teacher Training:** As a regional center (PA, DE, MA, WV), every year Pitt NCTA organizes five thirty-hour seminars for over 300 teachers from these four states. ASC faculty, staff, graduate students, and visiting speakers lead sessions designed to provide

professional education credit and inject EAS into the local and regional K-12 curriculum. Recent topics, such as “Buddhism,” “Korean Cultural Heritage,” and “Chinese Immigration” impacted over 45,000 students according to the 220 questionnaires received from teacher participants. Resources developed for these workshops are then shared nationwide through the East Asia Gateway for Linking Educators (EAGLE) (www.eagle.pitt.edu) where over 500 K-12 educators share lesson plans. **Language:** Currently, over **3,000 K-12 students**, a 27% increase over 2012, are enrolled in CI Pitt-sponsored Chinese language classes in over 40 different K-12 schools across Pennsylvania and Ohio. The 25 teachers are personally selected by the Director and are advanced graduate students at Wuhan University’s Teaching Chinese as a Second Language Program. Additionally, Pitt CI oversees seven Confucius Classrooms as local resource centers for other schools, and is working with Xavier College in Louisiana to expand Chinese language acquisition in the public schools in New Orleans. Pitt CI is a model institution: one of the first and one of the most highly-decorated Confucius Institutes in America, winning CI of the Year in 2008, 2010, and 2013. To support regional K-12 language teaching in Chinese, Japanese, and Korean, ASC Outreach, EALL, and Pitt CI each sponsor yearly **language pedagogy training** workshops for teachers across the region. Over the past four years, 276 teachers participated in workshops introducing teaching strategies, technology, and assessment practices. Each March ASC brings together over 100 minority students from regional high schools with local professionals to promote the importance of foreign language study in the International Connections workshop series. Several alumni have continued their language studies at Pitt and neighboring universities. **Area Studies:** The Mid-Atlantic Region Association for the Asian Studies Teacher Workshop attracts 50 K-12 teachers annually and is 50% supported by Pitt funding and ASC staff are presenters. NCTA Director Brenda Jordan is the chair of the AAS Committee on Teaching Asia for 2013–

2016 and organizes national workshops for university faculty and staff, K-12 teachers, and non-profit officers at the AAS annual conference. We also collaborate with the other UCIS centers, the Pitt student Model United Nations Club, and local community organizations to hold an annual Model UN simulation for high school students. A teacher training workshop is held in conjunction with this event, which attracted 450 students from 24 schools in the Pittsburgh region in 2013.

Speech Contests: 120 students, teachers, and community volunteers take part in the annual ASC/Japan America Society of Pennsylvania/Japanese Consulate of New York co-sponsored annual Japanese language contest for area high school students. CI-Pitt annually funds both the regional and state-wide Chinese Bridge Language competitions with over 200 participants.

Materials Development: EAGLE includes a database of teaching materials that includes, along with ratings and reviews of those materials, dozens of sample lesson plans, accompanying cultural notes, film reviews, and a gallery of photos taken by fellow educators for classroom use. A portion of the materials were developed on four ASC/NCTA co-sponsored study tours that brought over 80 teachers to China, Japan, Korea, and Mongolia. These programs consist of (1) a pre-trip seminar at Pitt, (2) a three-four week research trip in EA, (3) a post-trip curriculum development seminar at the University, and (4) curriculum sharing and dissemination through additional seminars and EAGLE. NCTA plans a second website entitled *Intersections: East Asia and STEAM* for K-16 education, and is upgrading and adding content to the online curriculum *Japan: Places, Images, Times, and Transformations* (<http://www.ucis.pitt.edu/japanpitt>).

7.A.2. Postsecondary Institutions: In order to promote EA studies both regionally and nationally, ASC Outreach and Pitt CI efforts are further supplemented by the Pittsburgh Asia Consortium (PAC), a group of 13 regional public and private schools that is financially and administratively supported by ASC (www.ucis.pitt.edu/asc/pac). **Faculty and Curriculum**

Development: ASC provides Pitt faculty experts and organizes two annual faculty development workshops for over 120 faculty members of the Nine University and College International Studies Consortium of the Georgia state university system in order to help internationalize the curriculum for the in aggregate 85,000 students at these Title III/V, HBCU, and other high minority/underserved population enrollment universities (51% minority population). **Energy & the Environment** was the focus of an October 2013 event, while an April 2014 workshop focused entirely on EAS. Pitt and the University of Hawaii, Manoa work with the Association of Regional Centers for Asian Studies (ARCAS) to further teacher training for hundreds of faculty at community colleges and regional universities across America through development workshops. ARCAS is a consortium of 11 community colleges, one HBCU, one MSI, and 10 regional universities who work together to develop EAS on campuses that serve in aggregate over 350,000 students. This year, ASC will co-sponsor a new website (visualizingmodernchina.org) devoted to the visual culture of China for use in university classrooms across America that will include a textbook, sample lesson plans, and teaching materials. **Language:** CI Pitt underwrites eight teachers in six universities across PA and eastern OH that teach Chinese to 800 students in 35 classes. ASC is an annual contributor to the Uyghur language program at Indiana University. ASC also hosts bi-annual teacher workshops, including a Less Commonly Taught Languages faculty workshop for Pitt and regional university instructors. Finally, Pitt CI subsidizes the statewide university-level Mandarin speech contest and will become the regional HSK testing Center for the Mid-Atlantic region. **Conferences, lecture series, etc.:** All divisions of ASC outreach work together to coordinate a variety of events in the humanities, arts, and the social sciences. For example, in conjunction with the PAC, ASC organizes and funds lectures (e.g. “Whither North Korea?” with Bruce Cummings and L. Gordon Flake), Faculty Training Workshops (*China in the*

21st Century), and every April an undergraduate EAS research conference hosted by a regional partner school with approximately 100 presenters. Over 20 conferences have been financially and logistically supported by ASC in the past four years, including the 23rd Japan Anthropology Workshop (May 2013) and the 18th International Conference of the Association of Chinese Professors of the Social Sciences in the United States (October 2012). **Journals:** Pitt currently co-sponsors two EA journals—*Central Asian Journal of Global Health* and *Shashi: the Journal of Japanese Business and Company History*. A third journal, devoted to Japanese Studies at Pitt, is in the planning stages and will debut in 2015. **Publications:** With support from Pitt and EAS endowments, ASC sponsored the publication of conference proceedings and faculty publications. As an example, in February 2013 ASC partially-funded the proceedings from a Traditional Chinese Medicine Conference hosted by ASC and CI that brought together 17 scholars from the United States, China, and Taiwan for a two-day conference attended by students and scholars from the fields of Public Health, Medicine, Anthropology, Sociology, and Philosophy. Additionally, faculty can approach ASC for subvention assistance.

7.A.3. Business, Media, and the General Public: Business: Since Japanese companies are the third largest foreign investor in the Pittsburgh area with 36 companies employing over 10,000 people, ASC has collaborated with the Japan-America Society, the Mitsubishi Corporation, and the Toshiba International Foundation on a series of seminars on Japanese culture and business practices for local companies. ASC and UCIS staff have spearheaded the organization of a trade delegation focusing on energy and environmental mitigation to northwest China for western Pennsylvania companies that will bring dozens of Chinese and American companies together to develop joint operations. **Media:** Owing to its work with local organizations such as the World Affairs Council, Warhol Museum, and the Carnegie Museums, ASC has become a recognized

resource for local media, professional organizations, etc. on East Asia. It co-sponsors with the World Affairs Council several programs, including joint events with the Korea Foundation, Japan American Society, and the Toshiba International Foundation. In 2012–13, ASC sponsored or co-sponsored 27 lectures for the general public. A UCIS Communications Director works with regional media outlets (KQV Radio, the Pittsburgh Cable News Channel, WEPR (NPR), and WPXI (NBC)) to help coordinate access to Pitt faculty and ASC staff. Finally, one intern manages all of the University's social media sites (100% effort) in East Asia, including Facebook (Korea, Japan, Taiwan, and Hong Kong), QQ, Sina Weibo, and Douban (China), as well as ASC's own Facebook and website (www.ucis.pitt.edu/asc) pages. Two new Facebook sites will launch in fall 2014 for the Pitt NCTA and UCIS Outreach (including ASC/ NCTA) programs. **General Public:** Most, if not all, of ASC's annual events are open to the general public. Programming specifically for the general public is also developed by all of Pitt's outreach units. For example, ASC Outreach organizes an "Asia over Lunch" lecture series designed to bring Pitt faculty and local community members together to discuss recent events and new research. Speakers and artistic performances are organized in conjunction the Carnegie Museum of Art and the Warhol Museum. The Chinese New Year celebration sponsored by CI Pitt, ASC Outreach, and the Chinese Students and Scholars Association brings over 1,500 community members to campus for a community meal, games for children, and a talent show extravaganza. **Film:** ASC sponsors several film series every year including the Silk Screen Asian Film Festival with the Silk Screen Foundation (now in its eighth season), Asia Unreeled documentary series with a local K-12 (sixth year), Pittsburgh's Anime Festival with the local ToonSeum (third season). In 2012–13 the attendance for the three series totaled 4,627.

8. PROGRAM PLANNING AND BUDGET

8.A.1. Quality and Relation to Purpose of NRC Program: The goal of ASC is to increase the number of EA experts through specialized training in critical languages; open access to library resources; support for faculty and staff; and outreach programs designed to meet competitive priorities to work with Minority-Serving Institutions (**CP1**) and institute new teacher-training programs in world languages and world cultures (**CP2**). How activities specially address Department of Education NRC competition absolute and competitive priorities, and how they are incorporated into Performance Measure Forms is also noted on their specific budget lines.

Priority 1: Provide new opportunities for the study of key LCTL languages and area studies (FLAS CP2). Pitt invested in an additional full-time lecturer and created fourth year of Korean in fall 2014. In order to strengthen new and existing programs, we request funds to support pedagogy workshops in Chinese, Japanese, and Korean to improve and integrate new teaching methods, technologies, and assess language proficiency. (Budget item III. B. 4, 6; VIII. A. 17) ASC will collaborate with the Pitt Russian and East European Studies Center and GSPIA to improve coursework and language training on Central Asia, including new classes in Uzbek (growing to three years of coursework over the course of the cycle). (I.C.1) Increasing enrollments in Korean motivate our request for summer intensive support. (I.C.4) Backing for tutoring, statewide speech contests, and language tables is also included. (VIII. A. 4. b, c) We plan to broaden and deepen our teaching capacity as follows. (1) We request support (50%) to hire a position in pre-modern Japanese Studies to meet increasing demand for EAS classes on campus. (I.B.1) (2) We will diversify and expand EA course content through course development funds to develop six classes or re-design existing content in A&S and the professional schools. (VIII. A. 13) (3) Support for our popular mini-course on “China Today” will continue in conjunction with Pitt Global Studies Center and Carnegie Mellon University. (VII. A. 14)

Priority 2: Expand and sustain outreach efforts for K-12 schools, post-secondary institutions, and the community (AP, CP-2). NRC, Pitt, and additional outside funding will be leveraged to strengthen and diversify an outstanding outreach program that organized over 90 events in 2012–13. Pitt ASC **K-12 outreach** efforts are designed to equip future teachers with the EAS training necessary to elevate their area studies and world languages teaching. Pitt NCTA has already scheduled 17 professional development workshops for 445 teachers, and Pitt CI placed 33 teachers in 70 K-12 regional schools for 2014–15. In addition, NRC funding will support: (1) a new K-12 training program designed in collaboration with other UCIS Centers and Pitt's **School of Education** to integrate EA into the social studies, STEM (Science, Technology, Engineering, and Math), and arts curriculum of regional schools (VIII. A. 1, 2, 4. d), (2) organization of a specially-designed “East Asia and You!” training for the local AmeriCorps KEYS (Knowledge to Empower Youths to Success) program teachers for at-risk area youth in Pittsburgh and Allegheny County (III. B. 11), (3) development of a new “Teaching East Asia through the Arts” seminar for the Pitt Greensburg campus **Department of Education, Secondary Education** majors (III. B. 11), and (4) EA programming for International Connections, a career day for minority high school students (VIII. A. 3). A new K-12 language credential program is outlined in Priority 3. **Post-Secondary outreach** funding will support Pittsburgh Asia Consortium (ucis.pitt.edu/asc/pac) programming for community colleges and state institutions to support an undergraduate research conference, EA speakers, and EA artistic/cultural events. (I. D. 2; III. B. 8; VIII. A. 7) To better prepare students for the global workforce, ASC requests support to continue our International Toolkit series and make it available to **local community colleges** in Beaver/Allegheny counties to support workshops on proposal writing, professional use of social media, and the marketing of language-proficiency skills. (VIII. A. 11. c) For **business and community outreach** Pitt ASC will

organize workshops in conjunction with other Pitt NRCs and the World Affairs Council on areas such as law/government policy, environmental issues, and public health. (VIII. A. 12. e, 20, 24) Faculty strength on contemporary media in film, visual arts, and digital production will be leveraged with experts from local cultural institutions (Carnegie Museums, Andy Warhol Museum, and ToonSeum) for community projects and local film series. (VIII. A. 5, 12. d)

Priority 3: Establish new programs with Minority-Serving Institutions and Schools of Education (AP, CP1, CP2). In conjunction with the Center for Southeast Asian Studies, University of Hawaii, Manoa (UH) and ARCAS, Pitt will continue its **faculty-development program for MSI, community colleges, and Title III faculty**. ARCAS is a consortium of 11 community colleges, one HBCU, one MSI, and 10 regional universities who work together to develop East Asian Studies on campuses that in aggregate serve over 350,000 students. “Transnational China in Southeast Asia” will team the UH Center for Southeast Asian Studies and Pitt ASC to develop a faculty-training program in which faculty teams will annually hold regional training workshops across the country for ARCAS faculty on changing themes such as migration, gender, and popular culture. One workshop will be specifically tailored for education faculty at the six schools of education located on ARCAS campuses. In 2011-13, a Luce Foundation grant funded 18 ARCAS faculty to visit Southeast Asia to work with University of Hawaii and Pitt researchers, and we are currently applying for a renewal to continue joint Pitt, UH, and ARCAS faculty research to create new curriculum units that will be made available nation-wide via a Pitt-funded website. (III. A. 1; VIII. A. 6) Pitt ASC will continue its current faculty development workshops with **community colleges and HBCUs** of the Nine University and College International Studies Consortium of Georgia. Since 2012–13, Pitt ASC participated in three workshops (one exclusively focused on EAS) designed to internationalize the curriculum of the two HBCUs, six Title III/V-eligible

institutions, and other schools that in aggregate serve over 70,000 students (III. B. 5; VIII. A. 11). ASC and other UCIS centers will hold two workshops yearly on topics such as “Health and Development across the Globe” and “Globalization, East and West.” New seminars will also be conducted in additional conferences with four **Maryland HBCUs** organized in conjunction with Morgan State University to reach out to 21,000 students. (III. B. 2; VIII. A. 12) Pitt ASC will work with the **Department of Education at St. Vincent College** to enhance the number of teachers who provide instruction in Chinese. St. Vincent is one of only two schools in PA authorized to grant Chinese-language certifications. NRC funding will assist in establishing a new **secondary certification program in Chinese**. A distance-education, asynchronous approach will be employed in order to assist experienced teachers from across the state the opportunity to earn an additional certification that would allow them to add the language to their teaching repertoire. (I. C. 2, 3; III. B. 5; VIII. A. 4)

Priority 4: Expand development East Asian Library’s “Gateway” global document delivery service and supplement the Korean Collection. NRC funding would assist in developing public access to Pitt’s nationally-ranked library collection and continue the development of the Korean holdings, particularly its unique collection of North Korean films and periodicals. NRC backing would allow Pitt to increase the number of Chinese and Korean institutions who are partners of EALL’s Gateway service, and increase access to foreign collections for American students, researchers, and faculty (see 5.B.1 for additional information). Support is also requested to continue the development of its specialized collection in pre-modern land documents. (V. 5, 6)

Priority 5: Expand EAS content in priority areas of energy & the environment and global health. (**AP, CP-1, CP-2**) In addition to new courses that have already been taught (History of Medicine in China, Global Environment, etc.) we request funding to establish two new courses in

leveraged to the public via the Gateway service, (4) expand measurement of student proficiency in EA languages that will allow program modification over the course of the NRC cycle, and (5) enable successful outreach for K-12 teachers and programs for high school students that will bring better-prepared students to PITT and other NRCs. In sum, our planned programming strategically employs NRC funds in concert with Pitt's internal and external sources to increase the national capacity in EAS and meet all NRC and FLAS absolute and competitive undergraduate priorities.

9. IMPACT AND EVALUATION

9.A.1 Impact of Programs

on the University, Community, Region and Nation: Over the past decade the impact of East Asian Studies and the ASC on the University, as Table 9.1 illustrates, has grown considerably. Since 2002, enrollments in courses (80%), courses offered (48%), and EALL

| | 2002-03 | 2012-13 | Increase |
|---|--------------------|--------------------|------------|
| Undergraduate Enrollment in EAS Courses | 3000 | 5389 | 80% |
| Number of EA Language and Area Studies Courses offered | 115 | 170 | 48% |
| Undergraduate ASC Certificate Program Enrollment | 113 | 176 | 56% |
| Number of Undergraduate ASC Certificates Awarded | 55 | 103 | 87% |
| Number of Graduate ASC Certificates Awarded | 0 | 18 | NA |
| Number of EALL major graduates | 22 | 47 | 113% |
| Number of EALL Majors | 27 | 58 | 115% |
| Number of Qualified Instructors in Critical Languages (C, J, K) | 15 | 20 | 33% |
| Total Non-NRC Institutional Support | \$5,857,000 | \$6,770,000 | 18% |

degrees (115%) have all shown double or triple-digit increases. ASC's 133 area studies courses at the undergraduate and graduate levels can be found in Appendix II. While many American campuses have experienced a decline in Japanese enrollments, at Pitt Japanese increased (8.5%) while Chinese (84.1%) and Korean (187%) have flourished. Additionally, of the 55 total language courses offered in 2012–2013, 15 courses (27%) are offered at the third-year level or above. With the addition of Fourth Year Korean in fall 2014, 62% more intermediate/advanced classes will be offered than a decade earlier. This course growth is necessary to accommodate a 120% increase in

advanced language enrollments. To support student interest, the department has expanded the number of instructors in EA critical languages by 33% from 15 to 20.

ASC also supported the **expansion of EA non-language curriculum**: Over the past four years, course development grants (1) yielded 15 new EAS courses in seven different departments, (2) organized 48 talks and six major conferences (most recently “Voices of Asian Modernity: Women, Gender and Sexuality in Asian Popular Music,” “Empire, Ethics, and Tradition: An International Conference on the Han Dynasty,” and “Chinese Local Governance: Contemporary Innovation and Reform”), (3) enhanced the Library’s EAL collection with funding for an archive of North Korean films, and (4) funded nearly 20 Pitt faculty to travel to EA for research. Increased critical-languages enrollments, additional coursework, new faculty, and a proposed new major will continue to allow Pitt to increase the national capacity in foreign languages and area studies.

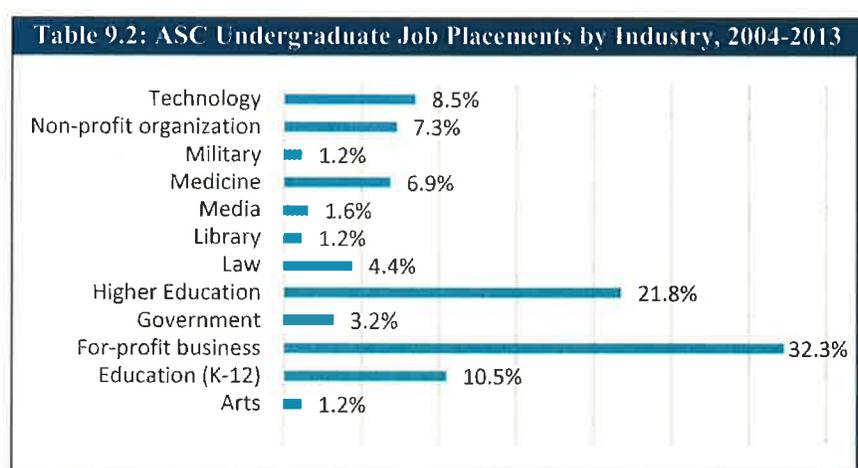
Concerning **community and region**, Pitt resources on EAS are accessible through over 90 events for the general public each year. East Asian Library collection usage statistics and extensive information/resource-sharing partnerships are listed in Section 5, and the EAGLE web portal for teachers has over 500 NCTA alumni teacher account registrations. All web-based resources are free and open to users around the world, and regular events are webcast and/or digitally recorded for sharing. Finally, the launch of Pitt CI in 2007 brought a dramatic growth in total outreach participation—from 30,325 people in 2009–10 to 45,129 in 2012–13. CI’s public and school outreach events were attended by **29,337** people in 2012–2013 alone. Pitt’s NCTA conducted six seminars in 2013 with over 100 teachers participating, and evaluation results from 2012’s participants show that new EA content was incorporated into 57 courses at K-12 schools. An average of 197 students per teacher were affected by their teachers’ participation in the NCTA

seminar, and 89% of school administrators surveyed noted a greater emphasis on East Asia in their curricula, including increased STEM coverage.

ASC has enhanced its **national/international impact** over the past four years through undergraduate research programs, national/international conferences, and outreach. For example, ASC sponsored eight national conferences, such as the Japan Anthropology Workshop, Association of Chinese Professors of the Social Sciences in the United States, and Traditional Chinese Medicine in Contemporary Contexts. ASC also oversaw a National Science Foundation Research Experience for Undergraduates program northwestern China that brought 12 students from across the United States to northwestern China undertake interdisciplinary research on environmental history and water resource management. Faculty development workshops for the Nine University and College International Studies Consortium of the Georgia help internationalize the curriculum for the in aggregate 75,000 students at these Title III, HBCU, and other high minority/underserved population enrollment universities (51% minority population). Finally specialists in EA languages and area studies at Pitt are currently employed regionally and nationally. (See Table 9.2 and 9.3)

9.A.2 Undergraduate Matriculation into Graduate and Professional Programs: ASC tracks student placements into career tracks and matriculation into graduate programs related to Asia and international affairs. ASCConnect initially contacts students through an exit survey that collects email and social media information (Facebook, QQ, Weibo, etc.) to establish an initial profile. Initially poor tracking results increased to an 80% success rate when an ASC intern was given primary responsibility for developing new social media search methods. Additionally, new social media outlets, such as Sina Weibo, etc., were employed to track Chinese graduates. Alumni suggestions and insights were also entered into a profile analysis to assist in program assessment.

Annual email and social media tracking for post-2003 graduates show that of **401** undergraduates receiving Asian Studies and/or East Asian language credentials at Pitt in the last decade, **112 (28%)** have matriculated into graduate programs (Table 9.2). **26%** of tracked students are in careers or graduate programs directly related to Asia. Students have entered graduate programs in health and medicine (19), business (17), public policy and international affairs (16), law (12), education (10), biological sciences/chemistry (7), Asian Studies (5), arts (5), library science (5), engineering and technology (4), social sciences (4), linguistics or foreign languages (4), and humanities (4).



A 2011 analysis of the variety of alumni placements and their diverse occupations from data collected in ASConnect was the basis of a reformulation of Center student affairs

support in terms of curriculum, student support, and research opportunities. Graduates' desires for more skills-based learning led to new electives (Translation Studies, Medicine in China) and capstone projects designed to develop specific job-related expertise. It was found that internships in international settings initiated a more sustained commitment to advanced language study, and a new ten-week program was developed in partnership with Intrax Global Internships. Our successful International Career Toolkits series was revised to provide forums for knowledgeable insiders and Pitt alumni from the federal government, non-profits, NGOs, and private corporations to discuss how their academic training prepared them for employment. To assist students in placement, post-graduate placement workshops and career fairs, conducted by ASC and the Office

of Career Development & Placement Assistance, were organized to provide tools and techniques to navigate graduate admissions or career searches. Preliminary results suggest a 15% increase in the number of Pitt graduates in academic, governmental, and private-sector positions utilizing their critical language and area studies skills. Table 9.3 provides a sampling of the success of Pitt undergraduates.

9.B.1 Provision for Equal Access and Treatment of Under-represented Groups: ASC is committed to increasing access for members of under-represented groups. A 2011 focus group of under-represented study abroad participants noted three factors that limited their participation to major in EA studies or study abroad—namely financial concerns, assistance in the application process, and mentorship. As a result, ASC added to the ASConnect program specialized advising for under-represented groups designed to increase the awareness of the importance of international education for future employment. Of the 164 ASC scholarships and fellowships awarded during 2009–2013, 50% were presented to minorities. Pitt’s Study Abroad Office has responsibility for working with students with disabilities and veterans to find study abroad programs in EA countries that will suit their needs. ASC works with Pitt’s Osher Lifelong Learning Institute to provide access to ASC outreach and academic programming to retired and elderly students.

9.C.1 Program Outcome Assessment and Evaluation Plan: ASC partners with five UCIS area studies centers, Pitt’s School of Education, and independent consultant Martha Riecks (see bio in Appendix III) to design and conduct a program to address our need to collect data about our outputs (activities) and our outcomes (desired change in participants). Assessment methods include student course evaluations; participant assessments of training workshops for K-12 and college educators, incorporating both numerical ratings and qualitative observations; and data collection on outreach event attendance, course enrollments, placement of ASC graduates

| Table 9.3: Select University of Pittsburgh Asian Studies Undergraduate Student Placements, 2009-2013 | | |
|---|-------------------------------|--|
| Graduate | Major(s) | Most Recent Placement |
| INTERNATIONAL & AREA STUDIES | | |
| Teresa Nichols ('10) | History & Religious Studies | PhD Candidate in Anthropology, Indiana University Bloomington |
| Marie Pappas ('10) | Japanese & Political Science | Master's Student in Japanese Translation and Interpretation, University of Queensland (Aus.) |
| Helena Li ('13) | German & Chinese | Master's Student in Foreign Language Teaching Education, University of Pittsburgh |
| MILITARY | | |
| Brittany Brock ('13) | Chinese | US Air Force, Commissioned Officer |
| Joshua Roe ('11) | Japanese | US Navy, Communications Officer |
| SCIENCE & TECHNOLOGY | | |
| Alice Lai ('12) | Computer Science & Japanese | PhD Candidate in Computer Science, University of Illinois, Urbana-Champaign |
| Sean DeHarde ('10) | Computer Engineering | Software Engineer, Aerotech Inc. |
| Jennifer Howells ('10) | Civil Engineering | Civil Engineer, ARCADIS (Washington, DC) |
| MEDIA | | |
| Joelle Metcalfe ('11) | Japanese | Asahi Shimbun reporter, United Nations Headquarters |
| LAW & MEDICINE | | |
| Aaron Pelot ('11) | Mathematics | Japanese Specialist at ICE Miller, LLP (Maryland) |
| Sudipta Devanath ('10) | Neuroscience & Sociology | JD Candidate, Harvard Law School / MD Candidate, University of Pittsburgh Medical School |
| Jiayun Xu ('10) | Nursing | PhD Candidate in Nursing, Johns Hopkins University |
| NON-PROFIT ORGANIZATIONS | | |
| Stephanie Zaczek ('13) | Psychology & Linguistics | Program Assistant (LCTL Language Assessment), American Council for International Education |
| GOVERNMENT | | |
| Michael DeDad ('11) | Economics & Political Science | Senior Research Assistant, Federal Reserve Board of Governors (Washington, D.C.) |
| K-12 EDUCATION / EDUCATIONAL ASSESSMENT | | |
| Allyce Pinchback ('09) | Japanese & Psychology | Professional Development Project Manager, Pittsburgh Public Schools |
| Robert George ('10) | History | Japan Exchange and Teaching (JET) Program (Japan) |
| Pamela Derck ('11) | Chinese & Japanese | Language Teacher, Shenzhen Middle School (China) |
| Deanna Keys ('13) | Japanese | Teach for America, 2014-2016 |
| Russell Ottalini ('13) | Japanese & Sociology | Princeton in Asia Fellowship, Japan |
| FOR-PROFIT BUSINESS | | |
| Christopher Neander ('12) | Chinese & Philosophy | Project Manager, YiDA Group (Shanghai, China) |
| Weilu Tan ('09) | Japanese & Pol. Science | Account Executive, Hakuodo Advertising (Japan) |
| Jenna Merrill ('10) | Chinese | Senior Editor, Beijing Suntrans Translation Co., Ltd. |
| Jennifer Hirsch ('11) | Chinese & Eng. Writing | Consumer Marketing Executive, Edelman PR (China) |

(ASConnect), educational resource development, faculty publications, and other information suitable for Department of Education's reporting system. ASC has also developed NRC-required Performance Measurement Forms (see Appendix IV) with specific goal statements focused around key performance measures. Currently, multiple forms of evaluations are used to assess (1) student

learning, (2) foreign language program impact, (3) ASC impact on faculty teaching and research, and (4) outreach program impact. Results from a uniform, evidence-based assessment plan incorporating direct and indirect methods of evaluation allow ASC leadership to measure student development, analyze changing demand, re-allocate course development funds, and develop new opportunities for students, faculty, and teachers.

Student learning is assessed by departmental faculty and certificate advisors, and includes entry and exit surveys to measure students' experiences, student focus groups, capstone projects and OPI testing (see Table 9.4). ASC certificate students are required to complete two capstone projects: an interdisciplinary research paper and a capstone experience which includes presenting research or participating in a 3-hour workshop event in order to demonstrate specialized knowledge. All language majors undergo capstone evaluations including comprehensive final projects and language assessments. All degree/credential-granting programs are required to participate in annual assessment reviews coordinated by the Office of the Provost, with faculty committee oversight and quantitative rubrics to measure program and student progress in achieving goals. The results of these measures are then used to enhance and improve programs and services. For example, capstone scoring has alerted faculty to the difficulties undergraduates face in conducting research in target languages, and the ASC Director has developed a plan to develop EA language sections for advanced undergraduates.

ASC partners with EALL to conduct OPI language evaluations of **foreign language program impact** on students in Chinese, Japanese, and Korean. EALL has a four-point assessment plan which evaluates learning outcomes related to (1) reading and writing ability (random sampling of 40% of student tests, papers, and other materials maintained by faculty in major capstone courses every three years), (2) speaking skills (OPI testing conducted by certified instructors), and (3)

| Table 9.4: ASC Undergraduate Certificate Assessment | | | | |
|--|---|--|--|---|
| Learning Outcomes | Assessment Methods | Standards of Comparison | Interpretation of Results | Action Plan |
| Show specialized knowledge of the humanities and the social sciences in EA, incorporating perspective of more than one discipline. | The primary assessment tool is the CAPSTONE PAPER by faculty assessment of student portfolios: 100% of all students who were required to submit a capstone project. | At least 90% of sampled student capstone projects should score at a level of 3 or higher on a 5-point scale (averaged over the 4 criteria in the ASC assessment rubric.) | Capstone papers: 40 of the 52 papers assessed (77%) met the standard of at least an average score of 3; of these, 24 papers (46%) exceeded the standard, and 12 papers (23%) were below the standard. | As the lowest scores were mainly for the assessment criteria concerning use of Asian language materials, this criterion was reviewed with ASC affiliated faculty to increase access to EA library and research resources. |
| 2. Demonstrate the ability to use foreign language skills to communicate with people in other language communities. | ACTFL Oral Proficiency Interview (OPI) was administered to students who completed a minimum of 4 terms in Mandarin Chinese, Japanese, and Korean. | Students with 2 years' EA language study will score in the Intermediate range; students with significant study abroad experience will score in the Intermediate High to Advanced Mid range | Students tested had 6-8 semesters of language study with results: Chinese: 100% scored Advanced Low. Korean: 100% Advanced Low score. Japanese: 100% Intermediate Mid score. | New faculty member hired to conduct additional extracurricular preparation. |
| 3. Explain how student experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans. | The primary assessment tool is a focus group. Randomly-selected graduating seniors from ASC were asked 5 open ended questions regarding their co-curricular and study abroad/ internship experiences as part of the certificate programs. A Focus group will be held each spring. | We expect that 75% of the students will indicate how co-curricular and off campus curricular activities have impacted them in a positive way. | Overall, students indicated the certificate program had a very positive impact on their curricular and co-curricular experience at Pitt. Students provided suggestions to improve and increase attendance at career and research preparation activities. | Action Plan: to offer an expanded International Career Toolkit Series (how to find work abroad, applying to international focused graduate programs, teaching English abroad, government jobs, etc.) in AY 2013-14. Additionally, ASC will plan to develop a major in Asian Studies. |

students linguistic competence and analysis skills related to literature, film, and cultural artifacts (assessed by competency rankings by a faculty committee). **For more information on student learning outcomes in EA languages, see 4.D.3 Language Proficiency Requirements.** All EALL students undergo bi-annual OPI-style interviews to assess their proficiency and progress, every year, 30% of majors are randomly chosen for OPI testing, and all EALL majors undergo

department-wide OPI testing every three years. When annual exit surveys revealed that EALL students required more periodic advising in order to raise awareness of course selection, study abroad opportunities, and employment prospects, EALL hired a full-time advisor (Luft, Ph.D. Ohio State).

Table 9.5: Abbreviated ASC Outreach Program Goals for Assessment, 2014-18

1. Increase global understanding among K-12 students, especially at underserved schools, by providing opportunities for experience-based learning and study of foreign languages through expanding by 10% (1) overall participation in cultural and educational programs for K-12 students, (2) the total number of participating K-12 schools, and (3) ASC-sponsored programs for K-12 students to study and/or explore priority languages.
2. Develop the international cultural competency of higher education students by expanding by 15% (1) the number of higher education students at minority-serving institutions and community colleges who take part in ASC-sponsored programs, (2) the number of opportunities for students at partner MSIs and community colleges to participate in foreign language study, and (3) the overall number of sponsored partnerships with minority-serving institutions and community colleges.
3. Enhance cultural competency of K-16 faculty, especially at MSIs and community colleges, through professional development aimed at infusing international content into the curriculum by expanding by 20% overall participation in (1) the number of international studies professional development opportunities for K-16 faculty, (2) faculty participation in professional development opportunities, (3) opportunities for language pedagogy training for K-16 faculty.
4. Improve intercultural understanding among regional business and professional communities, the general public, news media, community leaders, and elected officials by expanding by 15% (1) involvement in business and professional outreach programs, (2) number of participants in community outreach events, (3) communication with news media, government, and elected officials.

In order to contribute to the production of area studies experts, an on-going goal of the Center is to create new specialized courses and to increase the EA content of existing courses at the undergraduate level. An online faculty impact survey administered in October 2013 analyzed **ASC impact on faculty teaching and research**. A major finding of the survey was that the great majority of our affiliated faculty finds that ASC benefited departments (94%), effectively aided professional development (83%), successfully employed curriculum-development grants (62%), and 34 of the 40 faculty respondents gave these faculty and student services an overall rating of Excellent or Good, with particular appreciation for ASC's role in organizing conferences, workshops, and focused student research in China.

ASC's **outreach program** goal to expand and sustain programs for K-12, post-secondary institutions, and the community public was achieved in 2009–13 as both the number of programs

and the number of attendees increased. Our future objectives are outlined in Table 9.5, and the specific activities of ASC Outreach, Pitt CI, and Pitt NCTA were described in Section 7. Assessment methodologies, including the use of participant and administrator surveys, targeted focus groups, observations, interviews, and pre/post knowledge assessments, were incorporated into the Performance Measurement Forms found in Appendix IV. Performance measures and assessment results have already been used to improve Center outreach activities. For example, when participant surveys revealed that initially some Pitt CI teachers struggled with the different classroom cultures found in the United States and China, CI Director Heryford instituted a week-long practicum for new teachers with Pitt School of Education and EALL faculty. Better-prepared teachers played a key role in the 68% increase in the number of CI-affiliated schools, garnered our institute numerous awards, and the workshops have been subsequently duplicated at other CIs across the United States. Our faculty training workshops for Title III institutions and 2- and 4-year regional institutions have instituted long-term follow-up surveys and counts of class size to ascertain impact. Finally, outside evaluators in 2012 and 2014, both content area experts and student evaluators, were invited to assess the quality of the Center's instructional, research, and training programs to the academic and professional needs of students and faculty.

9.C.2 Use of Recent Evaluations for Program Improvement: Outside of the examples already noted elsewhere in this section, ASC and UCIS have conducted multiple professionally-led evaluation initiatives since 2009 to assess and improve existing and new programs. (1) **Undergraduate Students:** An evaluation of the ASC certificate program conducted in 2011 by Duquesne University found that undergraduates needed more assistance in connecting their academic planning to career objectives. These results led to significant changes in ASC advising and ASConnect. For instance, new internships were created in order to improve student preparation

for entering the workforce. Additional data on student career and research preparation produced improved guidance on undergraduate research opportunities, including the creation of a new annual Undergraduate Research Symposium, and a new series of career-preparation workshops.

(2) K-12 Teacher Programs: Data collected from participant assessment at NCTA teacher training sessions from 2005–2011 found a need to strengthen the connection between workshop content and the specific social studies curriculum requirements of each state (PA, MD, DE, and WV). NCTA Director Jordan organized a committee of Pennsylvania Council for International Education members, including K-12 teachers, K-12 administrators, and Pitt Education faculty, to re-design NCTA workshops to meet new state social studies guidelines. New teaching units have already been made available via the EAGLE website for public use. In total, these curricula changes have impacted 78,829 students in the four-state region, and 96% of administrators surveyed agreed “NCTA training program(s) contributed to a greater emphasis on East Asia in our school’s curriculum.” **(3) EA Language Training:** An independent evaluation of EALL by Dr. Stephen West (Arizona State University) noted the rapid interest in Korean and led to the department expanding the upper-level Korean curriculum, hiring an additional full-time Korean lecturer, and developing a Korean summer language program.

9.D.1 Contribution to Supply of Specialists: The improved supply of specialists on East Asian Studies is demonstrated by Tables 9.1 and 9.3. Within the past four years, over 500 Pitt undergraduates completed certificates. 16% of ASC graduates began employment in the U.S. government, military or higher education; another 31% matriculated into graduate or professional programs. An ASConnect survey of 2012–13 graduates found that over half are currently using or envision using their foreign language skills. For example, Michael DeDad is using his language

skills as Senior Research Analyst at the Federal Reserve Board of Governors and Laura Palmer is an attorney who uses her Chinese in her international law practice.

9.E.1 National Needs and Public Information: ASC programs target areas of national need, not only in broad area studies programming but also with special attention to STEM collaborations in engineering, nursing and public health, foreign languages and literature, and work with educational evaluation specialists to better develop area studies education at the K-16 level. ASC outreach events on these topics are generally open to the public and advertised in local and regional media, and collaborations are sought with relevant public and non-profit organizations whenever possible. ASC faculty are available to act as experts for media requests through Pitt's Media Relations office. (See also Criterion 7.A.3) **9.E.2 Record of Placing Students in Areas of National Need:** For placements, see Criterion 9.A.2, Table 9.2, Table 9.3, and Criterion 9.D.1.

9.F.1 Fellowships Awarded to Address National Needs: Although ASC did not award FLAS fellowships in the last cycle, ASC financial aid and tuition remission awards nonetheless continued to support undergraduate and graduate students not only in traditional areas such as languages and area studies, but also students in the professional schools and other areas of national need in order to better prepare to compete in the Asian Century. **94%** of all ASC financial aid awarded in 2012–2013 went to students in fields of national needs. Most awards are restricted to only students in these fields, totaling over \$450,000 each year. **9.F.2 Placement of FLAS Fellows in Areas of National Needs:** In addition to the three FLAS-granting NRCs at Pitt, an average 45% of Fellows go on to work in areas of national needs, the largest numbers in policy analysis, government (security, intelligence, military, and law enforcement) and academic (faculty, post-doc). For ASC FLAS Fellows, ASConnect would employ the same methods currently used to track

degree and certificate graduates (surveys, social media, career information sessions, etc.) in order to follow Fellows going into national needs placements.

10. FLAS AWARDEE SELECTION PROCEDURES

10.A.1. FLAS Advertising: ASC reaches out to all potentially eligible students through print and online advertisements, visits to language classrooms, social media, information sessions hosted by ASC, EALL, and Pitt's professional schools, and meetings with individual students who are enrolled in our Certificate programs. The FLAS competition is announced in the *Pitt News*, in the ASC monthly newsletter and website, Facebook, and via e-mails to all EAS students. FLAS announcements are sent to **all** area studies faculty and Pitt deans, department chairs, and Center Directors, including all professional schools. Students at the appropriate levels of Chinese, Japanese, Korean, and proposed Uzbek are invited to apply, regardless of discipline or school.

10.A.2. Selection Procedure Timeline: Each September, ASC announces to faculty and students all scholarships managed by ASC, including FLAS Fellowships. By October, FLAS applications are available on our website. From October through February, departments and professional schools choose their nominees, nominee applications are forwarded to the FLAS Selection Committee before the end of February, successful applicants are notified by mid-March, and asked to accept or decline by April 15. Those who accept then meet with the FLAS coordinator to ensure that their programs correspond to Department of Education requirements and priorities. **10.A.3.**

NRC Priority Languages and Programs: ASC awards FLAS Fellowships in Chinese and Japanese at the 3rd-year level or above, and in Korean and Uzbek beginning at the 1st year. (**FLAS Competitive Priority 2**). ASC does not impose any area quota for awarding FLAS Fellowships, and we are dedicated to supporting the very best among our students regardless of their language choice. We vigorously recruit FLASF applications from students in Law, Education, and the

Graduate School of Public and International Affairs, as well as from students in Arts & Sciences, so as to assure that we are contributing to the nation's variety of experts.

10.B.1 Student Application Process: For the graduate FLAS Fellowship, ASC uses a application form developed jointly with Pitt's other NRCs. Applicants submit transcripts, two recommendation letters, CV, and a 2–page Language Study and Academic Objective Plan. The students submit these application materials directly to their own departments or professional schools, who already have the students' GPA information and relevant GRE, LSAT, or GMAT scores. Departments and professional schools then nominate up to four applicants for a FLAS Fellowship focused on Chinese, Japanese, Korean, and proposed Uzbek. The ASC FLAS Selection Committee chooses awardees from this pool of nominees. For the undergraduate FLAS Fellowship, students use an ASC-specific form to apply directly to the Committee.

10.C.1. Selection Committee: The five–member selection committee is appointed by the ASC Director, and consists of one EALL faculty member, one member each with EA area studies expertise, and one professional school representative (chosen for a record of work with international programs). One member per year agrees to serve as diversity coordinator, and prepares by meeting with Pitt's Office of Affirmative Action, Diversity, and Inclusion. Committee members fill out individual ranking sheets, which are combined to produce a comprehensive ranking to facilitate discussion at selection, where awardees and alternates are chosen. **10.C.2. Selection Criteria:** Graduate and Undergraduate applications are considered separately. Priority is based on the quality of individual applications, regardless of language or discipline. Selection criteria include: past and current academic performance, quality of study plans and degree to which they dovetail with an applicant's career plans, professional/academic need for language study, and potential impact on the field of study. For the award of undergraduate FLASFs, ASC will employ

a need-based assessment of applicant's EFC, Pell eligibility and individual circumstances—the same mechanism in place by UCIS for evaluating study abroad and provost scholarships (**FLAS Competitive Priority 1**). In addition, ASC will require a personal statement of financial need to accompany an applicants' academic intent. This assessment will done in conjunction with, but not at the expense of, a student's demonstrated scholarly achievement, potential for continued advanced academic accomplishment and suitability for the fellowship. Graduate FLAS awardees will also receive additional Pitt funding to cover any difference between FLAS tuition support and Pitt tuition rates, both in-state and out-of-state (including professional school students), and an additional \$3,000 in stipend support for insurance and other expenses.

11. NRC/FLAS COMPETITIVE PRIORITIES

| Table 11: NRC/FLAS Competitive Priorities | |
|---|--|
| Priority | Activity |
| NRC Competitive Priority 1 | <ul style="list-style-type: none"> Curriculum development project with the Association of Regional Centers for Asian Studies (ARCAS), an organization of 11 community colleges, one HBCU, and ten regional universities to work together to develop East Asian Studies on campuses with over 350,000 students. See Criterion 7 (p.28), Criterion 8 (p.32) and Budget items III. A. 1; VIII. A. 6. Faculty development program with the Nine University and College International Studies Consortium of Georgia designed to internationalize the curriculum of the two HBCUs and the six Title III/V-eligible institutions that serve over 70,000 students. See Criterion 7 (p.27), Criterion 8 (p.33) and Budget items III. B. 5; VIII. A. 11) Specially-designed program for Maryland HBCUs designed to inject EAS into the undergraduate general education curriculum for 21,000 students. See Criterion 8 (p.33) and Budget items III. B. 2; VIII. A. 12. Cooperative effort with other UCIS Centers to internationalize the curriculum of Community College of Beaver County PA (3,000 students). See Criterion 8 (p.33) and Budget item VIII. A. 11. c. |
| NRC Competitive Priority 2 | <ul style="list-style-type: none"> New secondary certification in Chinese with the Department of Education, St. Vincent College to increase K-12 world language teachers in PA schools. (See Criterion 8 (p.33) and Budget items I. C. 2, 3; III. B. 5; VIII. A. 4. New social studies curriculum with Pitt's School of Education, Pennsylvania Council for International Education, and other UCIS Centers. See Criterion 8 (p.31) and Budget item VIII. A. 4. d. Special curriculum workshop for the six schools of education located on ARCAS campuses. See Criterion 7 (p.28), Criterion 8 (p.32) and Budget items III. A. 1; VIII. A. 6. |
| FLAS Competitive 1 | <ul style="list-style-type: none"> Financial needs-based system of assessment has been developed for all undergraduate applicants. See Criterion 10.C.2 (p.51) |
| FLAS Competitive 2 | <ul style="list-style-type: none"> 100% of academic year FLAS fellowships will be given to priority languages/LCTLs (Chinese, Japanese, Korean, Uzbek) See Criterion 10.A.3 (p.50) |

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs;**

The University of Pittsburgh Asian Studies Center (ASC) supports undergraduate and graduate coursework, academic conferences, and university and public outreach events with diverse perspectives and a wide range of views on the East Asia region. Working with professional schools and recognized experts on cultural, language-based, academic, and security issues, ASC seeks to provide high-quality, timely programming and support of research related to critical world issues. With the Graduate School of Public and International Affairs (GSPIA), the Ridgway Center for International Security Studies, and visiting representatives of military, government, and non-profit/non-governmental organizations, ASC provides faculty and students with research opportunities, coursework, career and graduate school preparatory events, and scholarship competitions to support a wide range of views on East Asia.

Targeted events of the 2010-2014 grant cycle include support of student scholarship and advanced proficiency in U.S. government selected critical languages, a conference series with the Ridgway Center for International Security Studies, and FLAS fellowship support for students in professional school programs, as well as regularly scheduled public lecture series and outreach programming to contribute to public knowledge of East Asia and contemporary world issues.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.**

The University of Pittsburgh Asian Studies Center (ASC) follows U.S. Department of Education guidelines for support of student proficiency in critical need languages, targeting 100% of FLAS funding to the critical need languages Chinese, Korean, and Japanese, and providing support and funding to students in professional programs and those seeking employment in the federal government and military, as well as research in essential areas. ASC and the Graduate School of Public and International Affairs (GSPIA) provide students with access to career fairs and employment counseling for a wide array of non-profit organizations and federal agencies, including the U.S. Dept. of Personnel management, the U.S. State Department, CIA, Dept. of Homeland Security, Office of Management and Budget, FBI, National Nuclear Security Administration, U.S. Dept. of Education, U.S. Air

Force, Government Accountability Office, and other agencies. (A full list of agencies where GSPIA students, including ASC certificate program graduates, have obtained employment is available online at www.gspia.pitt.edu/Alumni/AlumniCareers/tabid/125/Default.aspx)

Through the ASC undergraduate and graduate certificate programs, students are provided with academic and career counseling services and have access to ASC alumni and professional contacts in a range of fields and careers, including those critical to national security and national need. ASC partners with language and School of Education faculty to provide information and counseling on K-16 foreign language teaching certification programs to encourage the study of critical need languages and access to teachers in Pennsylvania public and private k-12 schools. The Joseph M. Katz Graduate School of Business faculty and Pitt's CIBER partner with ASC to host international business programming to the university and regional communities.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Pittsburgh, Asian Studies Center

Name/Title of Authorized Representative (Printed): Christine Crawford, Associate Director
Office of Research

Title: Office of Research

Telephone: (412)624-7405

Signature:



E-mail: dipalma@pitt.edu

Date:

6/23/14

UNIVERSITY OF PITTSBURGH – ASIAN STUDIES CENTER
EAST ASIA UNDERGRADUATE NATIONAL RESOURCE CENTER

I. Diverse Perspective and Wide Range of Views in Funded Activities

The University of Pittsburgh Asian Studies Center (ASC) supports undergraduate and graduate coursework, academic conferences, and university and public outreach events with diverse perspectives and a wide range of views on the East Asia region. Working with professional schools and recognized experts on cultural, language-based, academic, and security issues, ASC seeks to provide high-quality, timely programming and support of research related to critical world issues. With the Graduate School of Public and International Affairs (GSPIA), the Ridgway Center for International Security Studies, and visiting representatives of military, government, and non-profit/non-governmental organizations, ASC provides faculty and students with research opportunities, coursework, career and graduate school preparatory events, and scholarship competitions to support a wide range of views on East Asia.

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II. Government Service in Areas of National Need and in Other Employment Sectors

The University of Pittsburgh Asian Studies Center (ASC) follows U.S. Department of Education guidelines for support of student proficiency in critical need languages, targeting 100% of FLAS funding to the critical need languages Chinese, Korean, and Japanese, and providing support and funding to students in professional programs and those seeking employment in the federal government and military, as well as research in essential areas. ASC and the Graduate School of Public and International Affairs (GSPIA) provide students with access to career fairs and employment counseling for a wide array of non-profit organizations and federal agencies, including the U.S. Dept. of Personnel management, the U.S. State Department, CIA, Dept. of Homeland Security, Office of Management and Budget, FBI, National Nuclear Security Administration, U.S. Dept. of Education, U.S. Air Force, Government Accountability Office, and other agencies. (A full list of agencies where GSPIA students, including ASC certificate program graduates, have obtained employment is available online at www.gspia.pitt.edu/Alumni/AlumniCareers/tabid/125/Default.aspx)

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

| | |
|--|-------------------------------|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  | TITLE Office of Research |
| APPLICANT ORGANIZATION University of Pittsburgh Christine Crawford, Associate Director Office of Research | DATE SUBMITTED 6/23/14 |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | |
|--|--|
| * APPLICANT'S ORGANIZATION | |
| University of Pittsburgh | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input style="width: 80px;" type="text"/> | * First Name: <input style="width: 180px;" type="text"/> |
| Christine Crawford, Associate Director Office of Research | |
| * Last Name: <input style="width: 380px;" type="text"/> | Middle Name: <input style="width: 150px;" type="text"/> |
| Office of Research | |
| * Title: <input style="width: 400px;" type="text"/> | Suffix: <input style="width: 120px;" type="text"/> |
| * SIGNATURE: <input style="width: 350px;" type="text"/> | |
| * DATE: <input style="width: 150px;" type="text"/> | |

6/23/14

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

N/A

Approved by OMB
0348-0046

(See reverse for public burden disclosure.)

| | | |
|--|---|--|
| 1. Type of Federal Action: <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____ |
| 4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known: 4c | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known: | |
| 6. Federal Department/Agency: | 7. Federal Program Name/Description: CFDA Number, if applicable: _____ | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$ | |
| 10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Signature:  Print Name: <u>Christine Crawford, Associate Director</u> Title: <u>Office of Research</u> Telephone No.: _____ Date: <u>02/3/17</u> | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form LLL (Rev. 7-97) |

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Appendices

Asian Studies Center
University of Pittsburgh



Appendix 1: Detailed Budget follows ED-524.



Appendix 2: Course Listing

Asian Studies Center
University of Pittsburgh



University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | | 2014 Offered | 2015 Offered | Instructor | % East Asia Content |
|---|--|----------|-----|-----------------------|----|---|--------------|--|------------|---------------------|
| | | | | U | G | | | | | |
| <i>Graduate course numbers begin at the 2000 level.</i> | | | | | | | | | | |
| ADMINISTRATION OF JUSTICE | | | | | | | | | | |
| ADMJ 1236 | International Organized Crime | Fall | 3 | 45 | 1 | X | X | Clarke, C. | 25% | |
| ADMINISTRATION & POLICY STUDIES | | | | | | | | | | |
| ADMPS 2342 | Education and Culture (<i>analyzing the relationship between education, schooling, pop culture, and society through world narratives</i>) | Summer | 3 | 0 | 4 | X | X | Garman, N. | 25% | |
| ADMPS 2352 | Anthropology of Education (<i>anthropological approaches to the study of education using sources from many cultures, knowledge systems, & time periods</i>) | Fall | 3 | 0 | 9 | X | X | Porter, M. | 25% | |
| ADMPS 3136 | Comparative Higher Education | Fall | 3 | 0 | 7 | X | X | Weidman, J. | 25% | |
| ADMPS 3301 | Social Theories & Education in Global Context | Fall | 3 | 0 | 13 | X | X | Weidman, J.; Shafiq, | 25% | |
| ADMPS 3347 | International Organization Development Education (<i>examines key int'l actors in education & their impact on regional & national education practices</i>) | Fall | 3 | 0 | 14 | X | X | Jacobs, W. | 25% | |
| ANTHROPOLOGY | | | | | | | | | | |
| ANTH 0780 | Intro to Cultural Anthropology | F/Sp/Sum | 3 | 644 | 0 | X | X | Scaglione, R.; Alter, J.; Brown, L.; Tsai, H.; Sung, S.; Yoo, W. | 25% | |
| ANTH 1716 | Politics of Gender and Food | Fall | 3 | | | X | | Cohen, F. | 25% | |
| ANTH 1734 | Gender in East Asia | Fall | 3 | | | | X | Constable, N. | 100% | |
| ANTH 1737 | Special Topics in Cultural Anthropology (includes "Capitalism in East Asia", "Ritual Theories", "Conflict & Peacebuilding", etc.) | F/Sp/Sum | 3 | | | X | X | Kwon, J.; Cohen, F.; Strathern, A. | 25-100% | |
| ANTH 1750 | Youth and Work in Asia | Spring | 3 | | | X | | Lukacs, G. | 75% | |
| ANTH 1761 | Patients & Healers: Medical Anthropology 1 | F/Sp/Sum | 3 | 101 | 2 | X | X | Alter, J. | 25% | |
| ANTH 1771 | Religion and Culture | Fall | 3 | 30 | 1 | X | X | Montgomery, D. | 25% | |
| ANTH 1784 | Japanese Society | Spring | 3 | 95 | 5 | X | X | Lukacs, G.; Neu, J. | 100% | |

University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | 2013-2014 Offered | 2014-2015 Offered | Instructor | % East Asia Content |
|--|--|-----------------|-----|-----------------------|----|-------------------|-------------------|----------------------------|---------------------|
| | | | | | | | | | |
| ANTHROPOLOGY (continued) | | | | | | | | | |
| ANTH 2715 | Dimensions of Aging: Culture and Health (cross-listed with BCHS 2532) | Spring | 2 | 0 | 1 | X | X | Albert, S. | 25% |
| ANTH 2782 | Special Topics in Cultural Anthropology (includes "Digital Media", "Cultures of Capitalism", "Sex, Marriage, & Reproductive Labors") | Spring | 3 | 0 | 15 | X | X | Lukaes, G.; Constable, N. | 25-100% |
| BEHAVIORAL & COMMUNITY HEALTH SCIENCE | | | | | | | | | |
| BCHS 2532 | Dimensions of Aging: Culture and Health (cross-listed with ANTH 2715) | Spring | 2 | 1 | 8 | X | X | Albert, S. | 25% |
| CHINESE | | | | | | | | | |
| CHIN 0001 | First Year Chinese 1 | Fall / Summer | 5 | 69 | 2 | X | X | Xu, Y.; Wei, J.; Hsieh, W. | 100% |
| CHIN 0002 | First Year Chinese 2 | Spring / Summer | 5 | 49 | 0 | X | X | Xu, Y.; Wei, J.; Hsieh, W. | 100% |
| CHIN 0003 | Second Year Chinese 1 | Fall | 5 | 40 | 2 | X | X | Xu, Y.; Wei, J. | 100% |
| CHIN 0004 | Second Year Chinese 2 | Spring | 5 | 33 | 2 | X | X | Xu, Y.; Wei, J. | 100% |
| CHIN 0071 | Themes & Types in Modern Chinese Literature and Culture | Fall | 3 | 22 | 0 | | | Qian, K. | 100% |
| CHIN 0080 | City Life & East Asian Culture (cross-listed with JPNS 0080) | Spring | 3 | 14 | 0 | X | X | Lisica, C. | 100% |
| CHIN 0081 | East Asia in the World | Fall | 3 | 14 | 0 | X | X | Crawford, W. | 100% |
| CHIN 0085 | Revolution, Involvement, and Identity in Modern Chinese Culture | Fall | 3 | | | X | | Qian, K. | 100% |
| CHIN 1020 | Third Year Chinese 1 | Fall | 5 | 16 | 0 | X | X | Xu, Y.; Wei, J. | 100% |
| CHIN 1021 | Third Year Chinese 2 | Spring | 5 | 13 | 0 | X | X | Xu, Y.; Wei, J.; Fan, F. | 100% |
| CHIN 1025 | NEW - Aspects of Chinese Language (cross-listed with LING 1025, CHIN 2025) | Spring | 3 | | | | X | Xu, Y. | 100% |
| CHIN 1040 | Literary Chinese 1: Classical | Fall | 3 | 3 | 2 | X | X | Sun, C. | 100% |
| CHIN 1041 | Literary Chinese 2: Classical | Spring | 3 | 3 | 1 | X | X | Sun, C.; Crawford, W. | 100% |
| CHIN 1047 | Chinese & Western Poetry (cross-listed with CHIN 2047 and ENGLIT 1730) | Fall | 3 | 27 | 0 | X | X | Sun, C. | 100% |

University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | 2013-2014 Offered | 2014-2015 Offered | Instructor | % East Asia Content |
|----------------------------|--|---------------|-----|-----------------------|------|-------------------|-------------------|-------------------------|---------------------|
| | | | | 2012 | 2013 | | | | |
| CHINESE (continued) | | | | | | | | | |
| CHIN 1050 | Fourth Year Reading 1 | Fall | 3 | 5 | 2 | X | X | Wei, J. | 100% |
| CHIN 1051 | Fourth Year Reading 2 | Spring | 3 | 9 | 3 | X | X | Wei, J. | 100% |
| CHIN 1059 | Adapted for the Screen: Chinese Literature & Film | Fall | 3 | | | | X | Qian, K. | 100% |
| CHIN 1083 | Masterpieces of Chinese Literature | Spring | 3 | 17 | 0 | X | X | Sun, C. | 100% |
| CHIN 1084 | Masterpieces of Chinese Literature: Modern | Fall | 3 | | | | X | Qian, K. | 100% |
| CHIN 1085 | Intro to East Asian Cinema | Spring | 3 | 30 | 1 | | | Qian, K. | 100% |
| CHIN 1087 | Intro to Chinese Narrative | Spring | 3 | 15 | 1 | | | Crawford, W. | 100% |
| CHIN 1088 | New Chinese Cinema | Fall | 3 | 59 | 0 | X | | Qian, K. | 100% |
| CHIN 1089 | The World of China (<i>special topics course</i>) | Fall / Spring | 3 | | | X | X | Qian, K. | 100% |
| CHIN 1090 | Great Minds of China | Fall | 3 | 42 | 1 | X | X | Sun, C. | 100% |
| CHIN 1901 | Independent Study | F/Sp/Sum | 3 | 10 | 0 | X | X | Various | 100% |
| CHIN 1908 | Directed Writing for Majors | F/Sp/Sum | 1 | 21 | 0 | X | X | Qian, K.; Sun, C. | 100% |
| CHIN 1999 | Senior Capstone Project | Spring | 3 | 15 | 0 | X | X | Qian, K. | 100% |
| CHIN 2000 | Research & Thesis: MA Degree | Spring | 3 | | | X | X | Chilson, C.; Rawski, T. | 100% |
| CHIN 2025 | NEW - Aspects of Chinese Language (cross-listed with CHIN 1025 & LING 1025) | Fall | 3 | | | | X | Xu, Y. | 100% |
| CHIN 2047 | Chinese and Western Poetry (cross-listed with CHIN 1047 and ENGLIT 1730) | Fall | 3 | 0 | 3 | X | X | Sun, C. | 100% |
| CHIN 2902 | Directed Study (Graduate) | Fall | 3 | | | X | X | Zhang, H. | 100% |
| EAST ASIAN STUDIES | | | | | | | | | |
| EAS 2000 | Research & Thesis: MA Degree | Fall / Spring | 1-6 | | | X | X | Nara, H. | 100% |
| EAS 2005 | Sources & Methods in East Asian Studies (cross-listed with HIST 2402) | Fall | 3 | 0 | 4 | X | X | Rawski, E. | 100% |
| EAS 2701 | Reading Japanese 1 | Fall | 3 | 0 | 4 | X | X | Oshimo, J. | 100% |
| EAS 2702 | Reading Japanese 2 | Spring | 3 | 0 | 4 | X | X | Oshimo, J. | 100% |

| Course Number | Course Title | Semester | | Cr. | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Instructor | % East Asia Content |
|--|--|-------------------|---------|-------------|---------|-------------|---------|-------------|---------|-----------|--|---|---------------------|
| | | Enrollments | Offered | Enrollments | Offered | Enrollments | Offered | Enrollments | Offered | | | | |
| EAST ASIAN STUDIES (continued) | | | | | | | | | | | | | |
| EAS 2902 | Directed Study | Fall/ Spring | 3 | 0 | 3 | X | X | X | X | | | Gerhart, K.; Rawski, E.; Shirai, Y. | 100% |
| EAS 2990 | Independent Study | Fall | 3 | | | X | X | | | | | Nara, H. | 100% |
| ECONOMICS | | | | | | | | | | | | | |
| ECON 0500 | Intro to International Economics | F/Sp/Sum | 3 | 289 | 0 | X | X | X | X | | | Husted, S.; Maksymenko, S.; Gajanan, S. | 25% |
| ECON 0530 | Intro to Development Economics | Fall/ Spring | 3 | 194 | 0 | X | X | X | X | | | Kaplan, E.; El-Hamidi, F.; Noroski, P. | 25% |
| ECON 1630 | Economic Development of China | Spring | 3 | 44 | 0 | | | | | | | Rawski, T. | 100% |
| ENGLISH LITERATURE / FILM STUDIES | | | | | | | | | | | | | |
| ENGLIT 1730 | Chinese and Western Poetry (cross-listed with CHIN 1047 and CHIN 2047) | Fall | 3 | 8 | 0 | X | X | X | X | | | Sun, C. | 50% |
| ENGFLM 0540 | World Film History | Fall | 3 | 35 | 0 | X | X | X | X | | | Li, J. | 25% |
| HISTORY | | | | | | | | | | | | | |
| HIST 0400 | East Asian Civilization to 1800 | Fall/ Spring | 3 | 88 | 0 | | | | | X | | Leung, V. | 100% |
| HIST 0401 | Modern East Asian Civilization | Spring/ Summer | 3 | 75 | 1 | X | X | X | X | | | Lowenstein, A.; Luesink, D. | 100% |
| HIST 0405 | Religion in Asia | Fall | 3 | 19 | 0 | | | | | | | Chilson, C. | 100% |
| HIST 0425 | Modern East Asia | Spring | 3 | 29 | 0 | X | X | X | X | | | Rawski, E. | 100% |
| HIST 0430 | Japan & the West, 1500-1850 | Spring | 3 | 23 | 0 | X | X | X | X | | | Hommes, J. | 100% |
| HIST 0475 | Religion & Culture in East Asia (cross-listed with RELGST 0525) | Fall/ Spring | 3 | 58 | 0 | X | X | X | X | | | Chilson, C.; Wu, H. | 100% |
| HIST 0755 | Religion in Asia | F/Sp/Sum | 3 | 59 | 0 | X | X | X | X | | | Chilson, C. | 50% |
| HIST 1418 | Forms of Japanese Theatre (cross-listed with THEA 1361, JPNSE 1081) | Spring | 3 | 6 | 0 | | | | | X | | Smethurst, R.; Smethurst, M. | 100% |
| HIST 1422 | Late Imperial China | Fall/ Spring | 3 | | | X | X | X | X | | | Luesink, D. | 100% |

University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | 2013-2014 Offered | | 2014-2015 Offered | | Instructor | % East Asia Content |
|--|---|-----------------|-----|-----------------------|---|-------------------|---|-------------------|--|--|---------------------|
| | | | | | | | | | | | |
| HISTORY (continued) | | | | | | | | | | | |
| HIST 1423 | Modern China | Fall | 3 | | | | | X | | Rawski, E. | 100% |
| HIST 1425 | NEW - History of Medicine in China | Fall | 3 | | | | | X | | Luesink, D. | 100% |
| HIST 1431 | History of Japan to 1868 | Fall | 3 | 25 | 5 | | | | | Chaiklin, M.; McCarty, M. | 100% |
| HIST 1433 | Modern Japan | Fall | 3 | 38 | 3 | | | X | | Smethurst, R.; McCarty, M. | 100% |
| HIST 1437 | Exploring the Samurai | Spring | 3 | | | | | X | | Bakalian, N. | 100% |
| HIST 1475 | East Asian Buddhism (cross-listed with RELGST 1550) | Spring | 3 | | | | X | | | Penkower, L. | 100% |
| HIST 1476 | Chinese Religious Traditions | Fall | 3 | 10 | 0 | | | | | Penkower, L. | 100% |
| HIST 1477 | Japanese Religious Traditions | Spring | 3 | 19 | 0 | | | | | Chilson, C. | 100% |
| HIST 1480 | Chinese Thought (cross-listed with RELGST 1561) | Spring | 3 | 29 | 0 | | | | | Leung, V. | 100% |
| HIST 2402 | Sources & Methods in East Asian Studies (Graduate) (cross-listed with EAS 2005) | Fall/ Spring | 3 | 0 | 4 | | | X | | Rawski, E. | 100% |
| HISTORY OF ART & ARCHITECTURE | | | | | | | | | | | |
| HAA 0020 | Intro to Asian Art | F/Sp/Sum | 3 | 414 | 0 | | X | | | Linduff, K.; Csorba, M.; Sumpster, S.; Morishima, Y.; Self, E.; Miller, R. | 75% |
| HAA 0620 | Art of China | Spring | 3 | 38 | 0 | | X | | | Gao, M.; Linduff, K. | 100% |
| HAA 0640 | Art of Japan | Fall | 3 | 39 | 0 | | | | | Gerhart, K. | 100% |
| HAA 0690 | Chinese Landscape Painting | Fall | 3 | 40 | 0 | | | | | Linduff, K.; Zitterbart, S. | 100% |
| HAA 1010 | Approaches to Art History: Gender in East Asian Art | Spring | 3 | | | | | X | | Linduff, K. | 100% |
| HAA 1400 | Special Topics: Modern Chinese Art (<i>now merged with HAA 1640 20th Century Chinese Art</i>) | Spring | 3 | 12 | 0 | | | | | Gao, M. | 75% |
| HAA 1601 | Special Topics: Modern Japanese Art | Spring | 3 | 18 | 0 | | | | | Gerhart, K. | 100% |
| HAA 1605 | Ancient Chinese Art | Fall | 3 | | | | X | | | Han, J. | 100% |

University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | 2013-2014 Offered | | 2014-2015 Offered | | Instructor | % East Asia Content |
|--|---|----------|-----|-----------------------|----|-------------------|--|-------------------|--|---|---------------------|
| | | | | | | | | | | | |
| HISTORY OF ART & ARCHITECTURE (continued) | | | | | | | | | | | |
| HAA 1630 | History of Chinese Architecture | Fall | 3 | | | X | | | | Linduff, K. | 100% |
| HAA 1640 | 20th Century Chinese Art | Fall | 3 | 24 | 0 | X | | X | | Gao, M. | 100% |
| HAA 1652 | Japan: Buddhist Art & Ritual | Fall | 3 | | | | | X | | Gerhart, K. | 100% |
| HAA 1654 | Art & Culture of Early Japan | Spring | 3 | 10 | 0 | | | | | Gerhart, K. | 100% |
| HAA 1656 | Japanese Art & Architecture | Spring | 3 | | | | | | | Gerhart, K. | 100% |
| HAA 1660 | Handscrolls in 12th-14th Century Japanese Art | Fall | 3 | | | X | | | | Gerhart, K. | 100% |
| HAA 2600 | Special Topics: Chinese Art | Spring | 3 | | | X | | | | Linduff, K. | 100% |
| HAA 2601 | Special Topics: Japanese Art | Spring | 3 | 0 | 4 | | | | | Gerhart, K. | 100% |
| HAA 2654 | Art and Culture of Early Japan | Spring | 3 | 0 | 5 | | | | | Gerhart, K. | 100% |
| INSTRUCTION & LEARNING | | | | | | | | | | | |
| IL 2253 | Principles & Practices in Foreign Language Testing (for certification in K-12 Chinese or Japanese language instruction) | Fall | 3 | 0 | 24 | X | | X | | Donato, R.; Abdel-Malek, M.; Wegrzecka-Kowalewski, E. | 25% |
| IL 2260 | Intro to Social Studies Education | Summer | 3 | | | X | | X | | Berman, D.; Arenth, C.; Pelkowski, T. | 25% |
| IL 2263 | Instruction in Social Studies Education | Fall | 3 | 0 | 18 | | | | | Berman, D. | 25% |
| IL 2702 | Special Projects in Foreign Language Education (MA) | Spring | 3 | 0 | 1 | X | | X | | Donato, R.; Abdel-Malek, M. | |
| IL 3702 | Special Projects in Foreign Language Education (PhD) | Fall | 3 | 0 | 4 | X | | X | | Donato, R. | 25% |
| JAPANESE | | | | | | | | | | | |
| JPNSE 0001 | First Year Japanese 1 | Fall | 5 | 89 | 0 | X | | X | | Mills, D.; Kowalchuck, N.; Luft, S. | 100% |
| JPNSE 0002 | First Year Japanese 2 | Spring | 5 | 58 | 0 | X | | X | | Mills, D.; Kowalchuck, N.; Oshimo, J.; Luft, S. | 100% |
| JPNSE 0003 | Second Year Japanese 1 | Fall | 5 | 40 | 2 | X | | X | | Mills, D.; Howard, S. | 100% |

University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | 2013-2014 Offered | 2014-2015 Offered | Instructor | % East Asia Content |
|-----------------------------|--|---------------|-----|-----------------------|------|-------------------|-------------------|-------------------------|---------------------|
| | | | | 2012 | 2013 | | | | |
| JAPANESE (continued) | | | | | | | | | |
| JPNSE 0004 | Second Year Japanese 2 | Spring | 5 | 24 | 1 | X | X | Mills, D.; Howard, S. | 100% |
| JPNSE 0007 | NEW - Introduction to Japanese Civilization & Culture | Spring | 3 | | | | X | Exley, C. | 100% |
| JPNSE 0080 | City Life & East Asian Culture (cross-listed with CHIN 0080) | Spring | 3 | 14 | 0 | | X | Lisica, C. | 100% |
| JPNSE 0081 | East Asia in the World (cross-listed with CHIN 0081) | Fall | 3 | 16 | 0 | X | X | Crawford, W. | 100% |
| JPNSE 0083 | Intro to Japanese Literature | Fall | 3 | 44 | 0 | X | X | Exley, C.; Crawford, W. | 100% |
| JPNSE 0085 | Japanese Tales of the Supernatural | Fall | 3 | 40 | 0 | | | Exley, C. | 100% |
| JPNSE 1011 | Basic Japanese Language 1 | Fall | 3 | 4 | 0 | X | X | Mills, D. | 100% |
| JPNSE 1012 | Basic Japanese Language 2 | Spring | 3 | | | X | X | Mills, D. | 100% |
| JPNSE 1020 | Third Year Japanese 1 | Fall / Summer | 3 | 21 | 2 | X | X | Nara, H.; Oshimo, J. | 100% |
| JPNSE 1021 | Third Year Japanese 2 | Spring | 3 | 18 | 1 | X | X | Nara, H.; Oshimo, J. | 100% |
| JPNSE 1023 | Aspects of the Japanese Language | Fall | 3 | 17 | 0 | X | X | Nara, H. | 100% |
| JPNSE 1040 | Intro to Classical Japanese 1 | Spring | 3 | 12 | 1 | X | X | Mills, D. | 100% |
| JPNSE 1045 | Language of Japanese Aesthetics | Spring | 3 | | | | X | Lisica, C. | 100% |
| JPNSE 1050 | Fourth Year Japanese 1 | Fall | 3 | 7 | 1 | X | X | Howard, S.; Luft, S. | 100% |
| JPNSE 1051 | Fourth Year Japanese 2 | Spring | 3 | | | | X | Howard, S.; Luft, S. | 100% |
| JPNSE 1056 | Japanese Literature & the West | Spring | 3 | 18 | 0 | | | Exley, C.; Crawford, W. | 100% |
| JPNSE 1057 | Japanese Culture & Society through Cinema | Fall | 3 | | | X | X | Exley, C. | 100% |
| JPNSE 1058 | Westerns & Samurai Films | Spring | 3 | 23 | 0 | X | | Exley, C.; Crawford, W. | 100% |
| JPNSE 1059 | Japanese Literature on Screen (cross-listed with ENGFILM 1059) | Fall | 3 | 30 | 0 | | | Exley, C. | 100% |

University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | 2013-2014 Offered | 2014-2015 Offered | Instructor | % East Asia Content |
|-----------------------------|--|---------------|-----|-----------------------|---|-------------------|-------------------|------------------------------|---------------------|
| | | | | | | | | | |
| JAPANESE (continued) | | | | | | | | | |
| JPNSE 1061 | Intensive Japanese 1 | Summer | 10 | 3 | 0 | X | X | Howard, S.; Kowalehuck, N. | 100% |
| JPNSE 1062 | Intensive Japanese 2 | Summer | 10 | 5 | 0 | X | X | Howard, S.; Kowalehuck, N. | 100% |
| JPNSE 1071 | The World of Japan (special topics, includes "The Culture of Detection", "A History and Philosophy of Japanese Religious Tradition") | Spring | 3 | | | X | | Exley, C.; Suhara, E. | 100% |
| JPNSE 1081 | Forms of Japanese Theatre (cross-listed with HIST 1418, THEA 1361) | Spring | 3 | 4 | 0 | | X | Smethurst, R.; Smethurst, S. | 100% |
| JPNSE 1085 | Intro to East Asian Cinema (cross-listed with CHIN 1085) | Spring | 3 | 28 | 0 | | | Qian, K. | 100% |
| JPNSE 1700 | Intro to Theory and Practice of Translation | Spring | 3 | | | X | | Nara, H. | 100% |
| JPNSE 1800 | Special Topics | Fall / Spring | 3 | 1 | 1 | X | X | Oshimo, J.; Howard, S. | 100% |
| JPNSE 1901 | Independent Study | Fall | 3 | 3 | 2 | X | X | Various | 100% |
| JPNSE 1908 | Directed Writing for Majors | Fall / Spring | 1 | 15 | 0 | X | X | Crawford, W.; Exley, C. | 100% |
| JPNSE 1999 | Capstone Project | Spring | 3 | 13 | 0 | X | X | Mills, D.; Exley, C. | 100% |
| KOREAN | | | | | | | | | |
| KOREAN 0001 | First Year Korean 1 | Fall | 4 | 33 | 0 | X | X | Kim, M. | 100% |
| KOREAN 0002 | First Year Korean 2 | Spring | 4 | 22 | 0 | X | X | Kim, M. | 100% |
| KOREAN 0003 | Second Year Korean 1 | Fall | 4 | 9 | 0 | X | X | Kim, M. | 100% |
| KOREAN 0004 | Second Year Korean 2 | Spring | 4 | 12 | 0 | X | X | Kim, M. | 100% |
| KOREAN 0005 | Third Year Korean 1 | Fall | 4 | 1 | 0 | X | X | Kim, M. | 100% |
| KOREAN 0006 | Third Year Korean 2 | Spring | 4 | 2 | 0 | X | X | Kim, M. | 100% |
| KOREAN 0070 | World of Korea: Past and Present | Spring | 3 | | | X | | Kim, M. | 100% |
| KOREAN 0075 | Intro to Korea Through Film | Spring | 3 | 34 | 0 | | | Shin, S. | 100% |
| KOREAN 1001 | First Year Korean 1 (cross-listed with KOREAN 0001) | Fall | 4 | 1 | 1 | X | X | Kim, M. | 100% |
| KOREAN 1002 | First Year Korean 2 (cross-listed with KOREAN 0002) | Spring | 4 | | | X | X | Kim, M. | 100% |

University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | | 2014-2015 Offered | | Instructor | % East Asia Content |
|---------------------------|--|---------------|-----|-----------------------|------|------|-------------------|---|------------|---------------------|
| | | | | 2012 | 2013 | 2014 | 2015 | Offered | | |
| KOREAN (continued) | | | | | | | | | | |
| KOREAN 1003 | Second Year Korean 1 (cross-listed with KOREAN 0003) | Fall | 4 | 3 | 0 | X | X | Kim, M. | 100% | |
| KOREAN 1004 | Second Year Korean 2 (cross-listed with KOREAN 0004) | Spring | 4 | 1 | 0 | X | X | Kim, M. | 100% | |
| KOREAN 1005 | Third Year Korean 1 (cross-listed with KOREAN 0005) | Fall | 4 | 1 | 1 | X | X | Kim, M.; Kim, W. | 100% | |
| KOREAN 1006 | Third Year Korean 2 (cross-listed with KOREAN 0006) | Spring | 4 | 1 | 0 | X | X | Kim, M.; Kim, W. | 100% | |
| KOREAN 1023 | Aspects of Korean Language (cross-listed with LING 1023) | Fall | 3 | | | X | | Shin, S. | 100% | |
| KOREAN 1050 | NEW - Fourth Year Korean 1 | Fall | 3 | | | | X | Kim, M. | 100% | |
| KOREAN 1051 | NEW - Fourth Year Korean 2 | Spring | 3 | | | | X | Kim, M. | 100% | |
| KOREAN 1060 | Language & Society in Korea | Fall | 3 | 7 | 0 | | X | Kim, M. | 100% | |
| KOREAN 1901 | Independent Study | Spring | 1-6 | 0 | 1 | X | X | <i>Various</i> | 100% | |
| LAW | | | | | | | | | | |
| LAW 2422 | Alternative Dispute Resolution Processes (<i>exploring int'l dispute resolution processes other than litigation</i>) | Spring | 3 | | | X | X | Chew, P.; Teeter, J. | 25% | |
| LAW 5617 | Environmental and Energy Law and Policy in China | Spring | 1 | | | | X | Givens, J. | 100% | |
| LINGUISTICS | | | | | | | | | | |
| LING 1023 | Aspects of Korean Language (cross-listed with KOREAN 1023) | Fall | 3 | | | X | X | Shin, S. | 100% | |
| LING 1025 | NEW - Aspects of Chinese Language (cross-listed with CHIN 1023) | Spring | 3 | | | | X | Xu, Yi | 100% | |
| MUSIC | | | | | | | | | | |
| MUSIC 0311 | Intro to World Music | F/Sp/Sum | 3 | 645 | 0 | X | X | Pachter, B.; Helbig, A.; Pinkerton, E.; Myers, K. | 25% | |
| MUSIC 2121 | Intro to Ethnomusicology (Graduate) | Fall | 3 | 0 | 6 | | X | Weintraub, A. | 25% | |
| MUSIC 2621 | Ethnomusicology Seminar (Graduate) | Fall / Spring | 3 | 0 | 7 | X | X | Weintraub, A. | 25% | |

University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | 2013-2014 Offered | 2014-2015 Offered | Instructor | % East Asia Content |
|---|--|-----------------|-----|-----------------------|----|-------------------|-------------------|-----------------------------|---------------------|
| | | | | | | | | | |
| PUBLIC & INTERNATIONAL AFFAIRS | | | | | | | | | |
| PIA 2096 | Capstone Seminar (<i>special topics, includes "Terrorism", "Globalization & Redistribution", "Cyber Security", etc.</i>) | Fall | 3 | 0 | 63 | X | X | Various | 25% |
| PIA 2301 | International Political Economy | Fall / Spring | 3 | 0 | 30 | X | X | Staniland, M. | 25% |
| PIA 2302 | International Financial Policy | Spring | 3 | 0 | 19 | X | X | Maksymenko, S. | 25% |
| PIA 2319 | International Trade | Spring | 3 | 1 | 19 | X | X | Treado, C. | 25% |
| PIA 2355 | World War II, the Cold War, and Their Impact on Developing Countries | Summer | 3 | 1 | 15 | X | X | Rizzi, M. | 25% |
| PIA 2363 | International History | Fall / Spring | 3 | 0 | 47 | X | X | Skinner, C. | 25% |
| PIA 2365 | Transnational Crime | Spring | 3 | 0 | 6 | X | X | Williams, P. | 25% |
| PIA 2437 | Topics in Chinese Politics (cross-listed with PS 2337) | Spring | 3 | 0 | 1 | | | Landry, P. | 100% |
| PIA 2510 | Economics of Development | Spring | 3 | 4 | 24 | X | X | Rabindran, S.; Maertens, A. | 25% |
| POLITICAL SCIENCE | | | | | | | | | |
| PS 1328 | Authoritarianism and Democratization in Asia | Fall | 3 | | | | X | Landry, P. | 50% |
| PS 1332 | Government & Politics in Contemporary China | Fall | 3 | | | X | X | Landry, P. | 100% |
| PS 1333 | Government & Politics of Japan | Fall/ Spring | 3 | 19 | 0 | X | | Finkel, M. | 100% |
| PS 1363 | Globalization & Law | Fall | 3 | | | X | | Landry, P. | 50% |
| PS 2337 | Topics in Chinese Politics (cross-listed with PIA 2437) | Spring | 3 | 0 | 7 | | | Landry, P. | 100% |
| RELIGIOUS STUDIES | | | | | | | | | |
| RELGST 0505 | Religion in Asia (cross-listed with HIST 0755) | Spring / Summer | 3 | 69 | 0 | X | X | Chilson, C. | 50% |
| RELGST 0525 | Religion & Culture in East Asia (cross-listed with HIST 0475) | Fall | 3 | 59 | 0 | X | X | Chilson, C. | 100% |
| RELGST 1540 | Saints East & West (cross-listed with REL 2805) | Fall | 3 | 41 | 0 | X | X | Hayden, M. | 25% |

University of Pittsburgh - Asian Studies Center

| Course Number | Course Title | Semester | Cr. | 2012-2013 Enrollments | | 2013-2014 Offered | | 2014-2015 Offered | | Instructor | % East Asia Content |
|--------------------------------------|---|----------|-----|-----------------------|---|-------------------|---|-------------------|--|--|---------------------|
| | | | | | | | | | | | |
| RELIGIOUS STUDIES (continued) | | | | | | | | | | | |
| RELGST 1550 | East Asian Buddhism (cross-listed with HIST 1475) | Spring | 3 | | | X | X | | | Penkower, L. | 100% |
| RELGST 1554 | Death & Beyond in Buddhist Culture | Spring | 3 | 12 | 0 | | | | | Penkower, L. | 75% |
| RELGST 1557 | Buddhist Lives | Fall | 3 | | | X | | | | Chilson, C. | 100% |
| RELGST 1560 | Chinese Religious Traditions (cross-listed with HIST 1476) | Fall | 3 | 7 | 0 | | | | | Penkower, L. | 100% |
| RELGST 1561 | Chinese Thought (cross-listed with HIST 1480) | Spring | 3 | 10 | 0 | | | | | Leung, V. | 100% |
| RELGST 1570 | Japanese Religious Traditions (cross-listed with HIST 1477) | Spring | 3 | 18 | 0 | | | | | Chilson, C. | 100% |
| RELGST 1572 | Popular Religion in Changing Japan (cross-listed with HIST 1471) | Fall | 3 | | | X | | | | Chilson, C. | 100% |
| REL 2400 | East Asian Buddhism | Fall | 3 | | | X | | | | Penkower, L. | 100% |
| REL 2405 | Buddhist Lives | Fall | 3 | | | X | | | | Chilson, C. | 100% |
| REL 2410 | Religion in China | Fall | 3 | 0 | 5 | | | | | Penkower, L. | 100% |
| REL 2422 | Japanese Popular Religions (cross-listed with RELGST 1572) | Fall | 3 | | | X | | | | Chilson, C. | 100% |
| REL 2805 | Saints East and West (cross-listed with RELGST 1540) | Fall | 3 | | | X | X | X | | Hayden, M. | 25% |
| REL 3389 | Directed Study: Chinese Buddhism (PhD) | Spring | 3 | 0 | 1 | X | X | X | | Penkower, L. | 100% |
| REL 3399 | Directed Study: Japanese Buddhism (PhD) | Spring | 3 | | | X | X | X | | Chilson, C. | 100% |
| SOCIOLOGY | | | | | | | | | | | |
| SOC 0005 | Societies | F/Sp/Sum | 3 | 217 | 0 | X | X | X | | Hashimoto, A.; Epitropoulos, M.; Banyeh, M.; Crage, S.; Quinsaas, S. | 25% |
| SOC 0438 | Sociology of the Family | Summer | 3 | 17 | 0 | X | X | X | | Mozumdar, M. | 25% |
| SOC 1107 | Cultural Sociology | Fall | 3 | 38 | 0 | X | X | X | | Hashimoto, A.; Nelson, R. | 25% |
| THEATRE ARTS | | | | | | | | | | | |
| THEA 1361 | Forms of Japanese Theatre (cross-listed with HIST 1418, JPNSE 1081) | Spring | 3 | 6 | 0 | | | X | | Smethurst, R. | 100% |



Appendix 3: Personnel Listing

Asian Studies Center
University of Pittsburgh



APPENDIX 3: FACULTY AND PERSONNEL BIOGRAPHIES

FACULTY AND PERSONNEL TERMINOLOGY

Faculty and personnel are separated into two categories: **core** and **affiliated**.

Core designates individual faculty with appointments in the departments or schools of the University of Pittsburgh who specialize in the East Asia region or any of its component nations and territories. Core faculty must 1) regularly teach courses with at least 25% East Asia content (within three academic years); or 2) annually commit to at least 25% research time or administrative activities with relation to the East Asia region.

Affiliated designates individual faculty with appointments in departments or schools of the University of Pittsburgh who: 1) specialize in other regions of Asia or Asia as a whole, without particular emphasis on East Asia; or 2) have resided in Asia or conducted significant research or consulting in Asia but do not necessarily teach courses with 25% or more East Asia-specific content on a regular basis.

Staff and project-related personnel have additional information identifying primary responsibilities connected to the Asian Studies Center's East Asia focus.

Faculty and personnel are also marked by their tenure status: **tenured**, **tenure track**, and **non-tenure track**. Non-tenure track faculty include visiting faculty and scholars, adjunct faculty, and project-related personnel who do not have faculty appointments at the University of Pittsburgh.

LANGUAGE ABILITY REFERENCE SCALE

Proficiency in languages other than English are noted on each biographical profile, using a 1-5 scale. Native speakers of a language are given a rating of 5. Ratings are based on the nationally recognized proficiency scale developed by the American Council for Teaching Foreign Languages (ACTFL), used in the Oral Proficiency Interview (OPI) for foreign language competency. Those with background in classical Japanese or Chinese are compared on the same scale with regards to reading/writing proficiency.

| Scale | Equivalent ACTFL Oral Proficiency Rating (Estimated) |
|-------|--|
| 1 | Novice low-mid |
| 2 | Novice high – Intermediate low |
| 3 | Intermediate mid - high |
| 4 | Advanced low - mid |
| 5 | Advanced high - Superior |

| <i>T = Tenured</i> | <i>TT = Tenure track</i> | <i>NT = Non-tenure</i> |
|---|--|------------------------|
| Faculty | Status and Area Focus | Page |
| <u>PROJECT DIRECTOR</u> | | |
| CONSTABLE, Nicole | Project Director; Core; Professor (T) of Anthropology; China | 08 |
| <u>PROJECT EVALUATION SPECIALIST</u> | | |
| REICKS, Martha | Independent Evaluation Consultant | 09 |
| <u>ANTHROPOLOGY (Dietrich School of Arts & Sciences)</u> | | |
| ALTER, Joseph S. | Affiliated; Professor (T); East Asia | 09 |
| BARTON, Loukas | Core; Assistant Professor (TT); Northeast Asia | 10 |
| BROWN, Laura | Affiliated; Assistant Professor (TT); South Asia | 10 |
| CREAMER, Jennifer | Affiliated; Adjunct Associate Professor (NT); Japan | 11 |
| DRENNAN, Robert | Affiliated; Professor (T); China | 11 |
| HAYDEN, Robert M. | Affiliated; Professor (T); Asia | 12 |
| KWON, June Hee | Core; Postdoctoral Fellow (NT); East Asia | 12 |
| LUKACS, Gabriella | Core; Associate Professor (T); Japan | 13 |
| MONTGOMERY, David | Core; Visiting Assistant Professor (NT); Asia | 13 |
| SCAGLION, Richard | Affiliated; Professor (T); Asia | 14 |
| STRATHERN, Andrew | Affiliated; Mellon Professor (T); Taiwan | 14 |
| <u>BUSINESS (Katz Graduate School of Business)</u> | | |
| BLAIR, Andrew R. | Affiliated; Professor (T); Japan | 15 |
| CAMILLUS, John C. | Affiliated; Professor (T); India | 15 |
| COHEN, Susan K. | Affiliated; Associate Professor (T); China | 16 |
| NGUYEN, Dung | Affiliated; Associate Professor (T); Southeast Asia | 16 |
| OLSON, Josephine | Affiliated; Professor (T); Asia | 17 |
| <u>CLASSICS (Dietrich School of Arts & Sciences)</u> | | |
| FLOYD, Edwin D. | Affiliated; Professor (T); Asia | 17 |
| <u>EAST ASIAN LANGUAGES AND LITERATURES (Dietrich School of Arts & Sciences)</u> | | |
| CARLITZ, Katherine | Core; Adjunct Professor (NT); China | 18 |
| CRAWFORD, William | Core; Part-time Lecturer (NT); China | 18 |

| <i>T = Tenured</i> | <i>TT = Tenure track</i> | <i>NT = Non-tenure</i> |
|--|---|------------------------|
| Faculty | Status and Area Focus | Page |
| <u>EAST ASIAN LANGUAGES AND LITERATURES (continued)</u> | | |
| EXLEY, Charles | Core; Assistant Professor (TT); Japan | 19 |
| FAN, Fan | Core; Assistant Instructor; China (NT) | 19 |
| HOWARD, Sachiko | Core; Assistant Instructor (NT); Japan | 20 |
| HSIEH, Wan-Ching | Core; Assistant Instructor (NT); China | 20 |
| JORDAN, Brenda G. | Core; Adjunct Assistant Professor (NT); Japan | 21 |
| KIM, Mi-Hyun | Core; Lecturer (NT); Korea | 21 |
| KOWALCHUCK, Noriko | Core; Assistant Instructor (NT); Japan | 22 |
| LISICA, Cindy | Core; Part-time Instructor (NT); Japan | 22 |
| LUFT, Stephen | Core; Lecturer (NT); Japan | 23 |
| MILLS, David O. | Core; Associate Professor (T); Japan | 23 |
| NARA, Hiroshi | Core; Professor and Chair (T); Japan | 24 |
| OSHIMO, Junzo | Core; Assistant Instructor (NT); Japan | 24 |
| QIAN, Kun | Core; Assistant Professor (TT); China | 25 |
| SUN, Cecile Chu-Chin | Core; Professor (T); China | 25 |
| WEI, Juchun | Core; Assistant Instructor (NT); China | 26 |
| XU, Yi | Core; Assistant Professor (TT); China | 26 |
| <u>ECONOMICS (Dietrich School of Arts & Sciences)</u> | | |
| CASSING, James H. | Affiliated; Professor (T); Asia | 27 |
| HUSTED, Steven | Affiliated; Professor (T); East Asia | 27 |
| RAWSKI, Thomas G. | Core; Professor (T); China | 28 |
| WANG, Stephanie | Core; Professor (TT); China | 28 |
| <u>EDUCATION (School of Education)</u> | | |
| BERMAN, David | Affiliated; Associate Professor (T); Asia | 29 |
| DONATO, Richard | Affiliated; Associate Professor (T); Asia | 29 |
| JACOB, W. James | Core; Associate Professor (T); Asia | 30 |
| PORTER, Maureen | Affiliated; Associate Professor (T); Asia | 30 |
| SHAFIQ, M. Najeeb | Affiliated; Associate Professor (T); Asia | 31 |
| WEIDMAN, John C. | Core; Professor (T); China and Korea | 31 |

| <i>T = Tenured</i> | <i>TT = Tenure track</i> | <i>NT = Non-tenure</i> |
|---|--|------------------------|
| Faculty | Status and Area Focus | Page |
| <u>ENGLISH & FILM STUDIES (Dietrich School of Arts & Sciences)</u> | | |
| ANDRADE, Susan Zulema | Affiliated; Associate Professor (T); Asia | 32 |
| LI, Jinying | Core; Assistant Professor (TT); East Asia | 32 |
| LOWENSTEIN, Adam | Affiliated; Associate Professor (T); East Asia | 33 |
| MAJUMDAR, Neepa | Affiliated; Associate Professor (T); Asia | 33 |
| MEYER, Michael | Core; Assistant Professor (TT); East Asia | 34 |
| PURI, Shalini | Affiliated; Associate Professor (T); Asia | 34 |
| <u>GENDER, SEXUALITY, AND WOMEN'S STUDIES (Dietrich School of Arts & Sciences)</u> | | |
| COHEN, Frayda | Core; Senior Lecturer (NT); China | 35 |
| <u>GENERAL STUDIES (College of General Studies)</u> | | |
| CONNOR, Blaine | Affiliated; Research Associate (NT); Japan | 35 |
| <u>HISTORY (Dietrich School of Arts & Sciences)</u> | | |
| COOK, James | Core; Adjunct Associate Professor (NT); China | 36 |
| LEUNG, Vincent | Core; Assistant Professor (TT); East Asia | 36 |
| LUESINK, David | Core; Visiting Assistant Professor (NT); China | 37 |
| MCCARTY, Michael B. | Core; Visiting Assistant Professor (NT); Japan | 37 |
| RAWSKI, Evelyn S. | Core; University Professor (T); China | 38 |
| <u>HISTORY OF ART AND ARCHITECTURE (Dietrich School of Arts & Sciences)</u> | | |
| GAO, Minglu | Core; Associate Professor (T); China | 38 |
| GERHART, Karen M. | Core; Associate Professor (T); Japan | 39 |
| LINDUFF, Katheryn M. | Core; Professor (T); China and Mongolia | 39 |
| RAJAGOPALAN, Mrinalini | Affiliated; Assistant Professor (TT); Asia | 40 |
| <u>INFORMATION SCIENCE (School of Information Science)</u> | | |
| HE, Daqing | Affiliated; Assistant Professor (T); China | 40 |
| <u>LAW (School of Law)</u> | | |
| CHEW, Patricia K. | Core; Professor (T); China | 41 |
| GIVENS, John Wagner | Core; Adjunct Assistant Professor (NT); China | 41 |

| <i>T = Tenured</i> | <i>TT = Tenure track</i> | <i>NT = Non-tenure</i> |
|--|--|------------------------|
| Faculty | Status and Area Focus | Page |
| <u>LINGUISTICS (Dietrich School of Arts & Sciences)</u> | | |
| JUFFS, Alan | Core; Associate Professor (T); China and Japan | 42 |
| PARK, Karen | Affiliated; Assistant Professor (TT); Pacific Islands | 42 |
| SHIRAI, Yasuhiro | Core; Professor (T); Japan | 43 |
| <u>MUSIC (Dietrich School of Arts & Sciences)</u> | | |
| MUNDY, Rachel | Affiliated; Assistant Professor (TT); Japan | 43 |
| WEINTRAUB, Andrew | Affiliated; Associate Professor (TT); Asia | 44 |
| <u>POLITICAL SCIENCE (Dietrich School of Arts & Sciences)</u> | | |
| LANDRY, Pierre | Core; Associate Professor (T); East Asia | 44 |
| MAROLDA, Gemma | Affiliated; Adjunct Assistant Professor (NT); Southeast Asia | 45 |
| <u>PUBLIC HEALTH (Graduate School of Public Health)</u> | | |
| KUMAR, Supriya | Affiliated; Assistant Professor (TT); India | 45 |
| <u>PUBLIC AND INTERNATIONAL AFFAIRS (Graduate School)</u> | | |
| COMFORT, Louise K. | Affiliated; Professor (T); Japan | 46 |
| FINKEL, Muge Kokten | Affiliated; Assistant Professor (NT); Japan | 46 |
| MURTAZASHVILI, Jennifer | Affiliated; Assistant Professor (TT); Central Asia | 47 |
| WILLIAMS, Phil | Affiliated; Professor (T); Asia | 47 |
| <u>RELIGIOUS STUDIES (Dietrich School of Arts & Sciences)</u> | | |
| BAKIC-HAYDEN, Milica | Affiliated; Lecturer (NT); Asia | 48 |
| CHILSON, Clark V. | Core; Associate Professor (TT); East Asia | 48 |
| PENKOWER, Linda | Core; Associate Professor and Chair (T); China/Japan | 49 |
| <u>SOCIOLOGY (Dietrich School of Arts & Sciences)</u> | | |
| HASHIMOTO, Akiko | Core; Associate Professor (T); Japan | 49 |
| SINGH, Vijai P. | Affiliated; Professor (T) and Vice Chancellor; Asia | 50 |

| <i>T = Tenured</i> | <i>TT = Tenure track</i> | <i>NT = Non-tenure</i> |
|--|--|------------------------|
| Faculty | Status and Area Focus | Page |
| <u>EAST ASIA LIBRARY LIBRARIANS AND STAFF</u> | | |
| GOOD, Hiroyuki Nagahashi | Core; Japanese Cataloger (T) | 50 |
| LIU, Lotus Yu-Lien | Library Specialist for Gateway Services (NT) | 51 |
| ZHANG, Haihui | Core; East Asian Library Head; Chinese Bibliographer (T) | 51 |
| ZOU, Xiuying | Core; Public Services Librarian (T) | 52 |
| <u>ASIAN STUDIES CENTER STAFF</u> | | |
| CARLITZ, Katherine | Assistant Director, Academic Affairs; China Studies Coordinator; Graduate Student Advisor | 52 |
| CONSTABLE, Nicole | Director | 53 |
| COOK, James | Associate Director | 53 |
| HERYFORD, Michele | Director, Confucius Institute | 54 |
| HUGHES, Patrick | Assistant to the Director, National Consortium for Teaching about Asia (NCTA) Pittsburgh | 54 |
| JACOBSON, Rachel | Administrative Assistant | 55 |
| JORDAN, Brenda G. | Director, National Consortium Teaching about Asia (NCTA), Pittsburgh; Japan Studies Coordinator | 55 |
| MURAWSKI, Jennifer | Assistant Director, Educational Outreach and Undergraduate Student Advisor | 56 |
| MORRIS, Karen | Financial Officer | 56 |
| WOOD, Diana | Outreach Coordinator, National Consortium for Teaching about Asia (NCTA), Pittsburgh Site | 57 |
| <u>EAST ASIAN LANGUAGES AND LITERATURES: Part-Time Language Instructors</u> | | |
| GUAN, Kailu | Part-Time Instructor, Chinese | 57 |
| HORIKAWA, Nobuko | Part-Time Instructor, Japanese | 58 |
| HUANG, Liling | Part-Time Instructor, Chinese | 58 |
| KANO, Yukiko | Part-Time Instructor, Japanese | 59 |
| KIM, Soo-Jin | Part-Time Instructor, Korean | 59 |
| KIM, Woo Ah | Part-Time Instructor, Korean | 60 |
| KING, Chisato Tomoda | Part-Time Instructor, Japanese | 60 |
| LEI, Yuyun | Part-Time Instructor, Chinese | 61 |
| WU, Qiong | Part-Time Instructor, Chinese | 61 |
| YUAN, Kailin | Part-Time Instructor, Chinese | 62 |

| <i>T = Tenured</i> | <i>TT = Tenure track</i> | <i>NT = Non-tenure</i> |
|--|---|------------------------|
| Faculty | Status and Area Focus | Page |
| <u>PROJECT AFFILIATED PERSONNEL</u> | | |
| JOHNSON, Tina Phillips | Associate Professor; Department of History, Saint Vincent College; China | 62 |
| KIM, Mason M.S. | Assistant Professor; Department of Political Science, University of Tennessee at Martin; N. and S. Korea | 63 |
| MING, Kevin | International Education Programs Manager, Beijing 21st Century International School; China | 63 |
| SASHTI, Rajgopal | Director of International Program Development, Columbus State University (Georgia) | 64 |
| SCHWARTZ, Louis B. | President, China Strategies, LLC; China | 64 |

PROJECT DIRECTOR

CONSTABLE, Nicole

Rank: Director, Asian Studies Center; Professor (tenured), Department of Anthropology

Education: Ph.D. University of California, Berkeley, 1989

Academic Experience: Director, Asian Studies Center (2014-present); Faculty Co-Director, Pitt in the Himalayas Study Abroad Program (2013); Associate Dean of Graduate Studies and Research, School of Arts and Sciences (2005-2011); Academic Dean, Semester at Sea voyage, Institute for Shipboard Education (2004)

Distinctions: Faculty Mentor (with Nancy Abelmann), “Korean Studies Workshop for Junior Faculty” for Social Science Research Council and Korea Foundation in Asilomar, CA (2013, 2014); International Workshop Director, “Distant Divides and Intimate Connections: Asian Domestic Workers” for Social Science Research Council, International Collaborations, Inter-Asian Connections in Dubai, UAE (2008)

Specialization: Cultural anthropology; Chinese society and culture; Chinese ethnicity; folklore and cultural diversity; gender in East Asia; critical approaches to ethnography; gender, nationalism, and the state; anthropology of work; transnational Asia; kinship and gender; gender and transnationalism; anthropology of globalization; cross-border marriages; virtual ethnography

IAS Courses Taught: Poetics and Politics of Ethnography; Global Intimacies; Gender Perspectives (Pitt in the Himalayas); Writing Culture in the Himalayas (Pitt in the Himalayas); Cultural Anthropology Core Course; Special Topics in Cultural Anthropology; Undergraduate writing seminar

% Effort, IAS Courses: 50% (Remaining 50% effort as Director of the Asian Studies Center)

Language Proficiencies: Cantonese (2), French (3)

Overseas Experience: China, Philippines, Indonesia, India

Dissertation and theses supervised in past 5 years: 51

Recent Publications:

- n.d. “Reproductive Labor at the Intersection of Three Intimate Industries: Domestic Work, Sex Tourism, and Adoption.” *Positions: Asia Critique*. Expected Jan. 2016.
- n.d. “Migrant Motherhood, ‘Failed Migration’, and the Gendered Risks of Precarious Labour.” *TRaNS: Trans-Regional and -National Studies of Southeast Asia*. Expected Jan. 2015.
- 2014 *Born Out of Place: Migrant Mothers and the Politics of International Labor*. Berkeley: University of California Press. Co-published with Hong Kong University Press.
- 2014 “Obstacles to Claiming Rights: Migrant Domestic Workers in Asia’s World City, Hong Kong.” In *Care Migration and Human Rights*. Siobhan Mullally and Sarah van Walsum, co-editors. London: Routledge.
- 2013 “Correspondence Marriages, Virtual Communities, and Counter-Erotics on the Internet” In: *Media, Erotics and Transnational Asia*. Purnima Mankekar and Louisa Schein, eds. Durham, NC: Duke University Press, pp. 111-37.
- 2013 “Conference as Feminist Ethnography and the Blurring of Boundaries.” Special issue *Remapping the Erotic: Interrogations from Asia*, Sik Ying Ho, ed. *Sexualities*.
- 2012 “Brides, Maids and Prostitutes: Reflections on the Study of “Trafficked” Women.” In *Shadow Lines: Women and Borders in Contemporary Asia*. Devleena Ghosh, ed. Newcastle upon Tyne, UK: Cambridge Scholars Publishers, pp. 14-35.
- 2012 “International Marriage Brokers, Cross-Border Marriages, and the US Anti-Trafficking Campaign.” *Journal of Ethnic and Migration Studies* 38(7), pp. 1137-54.
- 2011 *Migrant Domestic Workers in Asia: Distant Divides and Intimate Connections*. Editor. New York: Routledge Press. (Hardback 2010, Paperback 2011)
- 2005 *Cross-Border Marriages: Gender and Mobility in Transnational Asia*. Editor. Philadelphia: University of Pennsylvania Press.
- 2003 *Romance on a Global Stage: Pen Pals, Virtual Ethnography, and ‘Mail Order’ Marriages*. Berkeley: University of California Press.
- 1997 *Maid to Order in Hong Kong: Stories of Filipina Workers*. Ithaca: Cornell University Press.

PROJECT EVALUATION SPECIALIST

REICKS, Martha

Title: Principal, Martha Riecks Consulting (www.askandevaluate.org)

Education: Master of Public Administration, University of Pittsburgh, 2008

Center Affiliation: Evaluation Specialist, University Center for International Studies (including Asian Studies Center)

Related Experience: Principal, Martha Riecks Consulting (2010-present); member, American Evaluation Association

Specialization: Providing specialized consulting services to nonprofit and educational institutions, including program evaluation and measurement, logic model development, staff training, surveys and analyses, and implementation of strategic plans; graduate coursework in Policy Analysis, Strategic Measurement, Performance Measurement and Evaluation, Human Resource Management, Financial Management, and Volunteer Management

ANTHROPOLOGY (Dietrich School of Arts & Sciences)

ALTER, Joseph Stewart

Rank: Professor (tenured)

Education: Ph.D. University of California, Berkeley, 1989

Distinctions: Principal Investigator for National Science Foundation grant on “Ecological Health and the Embodiment of Nature: Environmentalism, Social Class and Nature Cure in Modern India” (\$120,500, 2012-2014); Director, “Wisdom and Aging” multi-disciplinary research project (\$150,00) involving the Graduate School of Public Health, School of Law, University Center for International Studies and the Dietrich School of Arts and Sciences (2012-2015)

Specialization: Medical anthropology; nationalism and colonialism; South Asia; culture of science; ecology; sexuality; physical fitness

IAS Courses Taught: Asian Medical Systems; Asian Society and Culture; Introduction to Cultural Anthropology; Indian Society and Culture

% Effort, IAS Courses: 80%

Language Proficiencies: Hindi (4)

Overseas Experience: China, India

Dissertation and theses supervised in past 5 years: 5

Recent Publications:

2012 “Sacrifice and Immortality: Theoretical Implications of Embodiment in Hathayoga.” *Journal of South Asian Studies* 35 (2): 408-433.

2011 *Moral Materialism: Sex and Masculinity in Modern India*. Penguin: New Delhi.

2011 *Knowing Dil Das: Stories of a Himalayan Hunter*. Alexandria, VA: Alexander Street Press (ebook)

2011 “Yoga, Modernity and the Middle-Class: Locating the Body in a World of Desire.” In *Companion to South Asian Studies*, pp. 154-168. Isabelle Clark-Deces ed. Hoboken, NJ: Wiley-Blackwell.

2011 “Wrestling.” *Encyclopedia of Hinduism*, pp. 18 – 24. Knut A. Jacobsen, ed. Leiden: Brill.

BARTON, Loukas

Rank: Assistant Professor (tenure track)

Education: Ph.D. University of California, Davis, 2009

Academic Experience: Assistant Professor (2010–2011), Department of Anthropology, University of Alaska, Fairbanks; Archeologist (2007–2011), United States National Park Service, King Salmon, Alaska

Distinctions: Co-P.I. on “The Archaeology of Archaic and Early Modern Humans in Northwest China,” funded by the Leakey Foundation (w/ Robert Bettinger and Chris Morgan, 2007-2008); recipient of grants from the U.S. National Park Service

Specialization: Anthropology and archaeology of hunter-gatherers; evolutionary ecology; the origins of agriculture and domestication; China; northeast Asia; Alaska; Northwest North America

IAS Courses Taught: Comparative Archaeology of Mobile Pastoralism; Human Behavioral Ecology; Maritime Adaptations

% Effort, IAS Courses: 50%

Language Proficiencies: Spanish (3), Mandarin (1)

Overseas Experience: China, Mongolia, Russia

Dissertation and theses supervised in past 5 years: 7

Recent Publications:

- 2014 “Particularism and the retreat from theory in the archaeology of agricultural origins,” with Gremillion, K., Piperno, D. *Proceedings of the National Academy of Sciences*, 111(17): 6171-6177.
- 2014 “Re-dating Shuidonggou Locality 1 and implications for the Initial Upper Paleolithic in East Asia,” with Morgan, C.T., Yi, M.J., Bettinger, R.L., Gao, X., Peng, F., *Radiocarbon*, 56(1): 165-179.
- 2013 “Microblade technology and the rise of serial specialists in North-Central China,” with Yi, M.J., Morgan, C., Liu, D.C., Chen, F.Y., Zhang, Y., Pei, S.W., Guan, Y., Wang, H.M., Gao, X., and Bettinger, R.L., *Journal of Anthropological Archaeology*, 32: 212-223.
- 2011 “Glacial cycles and Palaeolithic adaptive variability on China’s Western Loess Plateau,” with Morgan, C., Bettinger, R.L., Chen F.H., and Zhang, D.J. *Antiquity*, 85: 365-379.

BROWN, Laura

Rank: Assistant Professor (tenure track)

Education: Ph.D. University of Michigan, 2010

Academic Experience: Postdoctoral fellow, Rutgers Center for Cultural Analysis (2010-2011)

Distinctions: Recipient of Hewlett Type II Fellowship, Summer 2013

Specialization: Political economy and language; linguistic production of subjects, stances, and responsibility; anthropology of exchange, commerce, and money; ethnography of writing; materiality and circulation; media and publics in South Asia; everyday life in South Asia

IAS Courses Taught: Ethnography of Writing and Recording; Language Ideologies; Anthropology of South Asia: Language and Media; Language and Culture; Introduction to Cultural Anthropology

%Effort, IAS Courses: 100%

Language Proficiencies: Tamil (3), German (3), Hindi (1)

Overseas Experience: India

Dissertation and theses supervised in past 5 years: 10

Recent Publications:

- 2014 “A Public Backstage: The Politics and Possibilities of Overheard Talk in Tamil Grocery Shops,” *Language and Communication*, vol 34(1): 35-45. (Published online 9/16/2013)
- n.d. “Under-writing debts: accounts of credit and credulity in Tamil Nadu’s roadside grocery shops.” *Journal of Linguistic Anthropology*
- n.d. “The Digital Circulation of Printed Paper: Wrinkles in the Reading of Tamil Wedding Invitations.” *Journal of Material Culture*
- n.d. Book Manuscript: *Overheard Economies: Credit and Conversation in South Indian Grocery Shops*. Studies in the Anthropology of Language, Oxford University Press.
- n.d. “Listening to Laughter and Exclamation Points: Linguistic Anthropology and the Limits of Exchange” in *A Research Companion to Anthropology*, Ashgate. Andrew Strathern and Pamela Stewart, eds.

CREAMER, Jennifer

Rank: Adjunct Assistant Professor; Associate Director, University Center for International Studies

Education: Ph.D. University of Illinois, 2004

Academic Experience: Dean, Institute for International Studies, Lock Haven University, PA (2008-2010); Director, Office of International Studies, Moravian College, PA (2003-2008); Field archaeologist, Micronesian Archaeological Research Services, Guam; Mariah Associates, Inc., Wyoming; Infotec Research, Inc., Oregon; PHRI, Inc., Hawai'i; BOAS, Inc, Washington (1989-1994)

Specialization: Higher education campus internationalization and international programs; international student experience on American campuses

IAS Courses Taught: Internationally-focused freshman studies courses

% Effort, IAS Courses: 10%

Language Proficiencies: Japanese (4), Spanish (3), Chinese (1)

Overseas Experience: Japan

Recent Professional Presentations:

- 2013 "Assessment Toolkit: the Logic Model and Creating an Evaluation Strategy," presented at NAFSA: Association of International Educators, Region VIII meeting, Pittsburgh, PA.
- 2013 "Developing Professional Competency in International Education," presented at NAFSA: Association of International Educators annual meeting, St. Louis, MO.
- 2013 "The Future Role of Area Studies in Campus Internationalization," roundtable facilitated at the Association of International Education Administrators annual meeting, New Orleans, LA.
- 2012 "Overcoming Barriers to Implementing US/China Campus Collaborations," presented at NAFSA: Association of International Educators annual meeting, Houston, TX.

DRENNAN, Robert D.

Rank: Distinguished Professor (tenured)

Education: Ph.D. University of Michigan, 1975

Distinctions: Recipient of National Science Foundation grant for research in Liaoning Province, North China (\$90,000, 2009-2011)

Specialization: Global comparative study of the origins and development of complex societies (especially chiefdoms); archeological data analysis (statistics; computer applications, GIS); regional settlement analysis; household; archeology; community studies; Mesoamerica; Northern South America; China

IAS Courses Taught: Chiefdoms; Regional Settlement

% Effort, IAS Courses: 75%

Language Proficiencies: Spanish (5), French (3), Portuguese (2), Chinese (2)

Overseas Experience: Colombia, China, Mexico, Guatemala, Costa Rica, Panama, Peru, Ecuador, Venezuela, Bolivia, Chile

Dissertation and theses supervised in past 5 years: 44

Recent Publications:

- 2014 *Hongshan Regional Organization in the Upper Daling Valley*. Pittsburgh: University of Pittsburgh Center for Comparative Archaeology and Shenyang: Liaoning Province Institute of Cultural Relics and Archaeology. (with Peterson, C.E., Lu X., and Zhu D.).
- 2014 *Upper Daling Regional Dataset*. Comparative Archaeology Database, University of Pittsburgh. (with Peterson, C.E. Lu X., and Zhu D.).
- 2012 "Challenges for Comparative Study of Early Complex Societies." In *The Comparative Archaeology of Complex Societies*, ed. by Michael E. Smith, pp. 62–87. Cambridge: Cambridge University Press. (with Peterson, C.E.).
- 2012 "Comparative Archaeology: A Commitment to Understanding Variation." In *The Comparative Archaeology of Complex Societies*, edited by Michael E. Smith, pp. 1–3. Cambridge: Cambridge University Press.
- 2012 "Challenges for Comparative Study of Early Complex Societies." In *The Comparative Archaeology of Complex Societies*, edited by Michael E. Smith, pp. 62–87. Cambridge: Cambridge University Press.

HAYDEN, Robert M.

Rank: Professor (tenured)

Education: Ph.D. State University of New York at Buffalo, 1981; J.D. State University of New York at Buffalo, 1978

Academic Experience: Director, Center for Russian and East European Studies, University of Pittsburgh (1998-2014)

Distinctions: Recipient of grants from National Science Foundation (\$5,000 2007-2011); Recipient of Doctoral Dissertation Improvement Grant from National Science Foundation (\$20,000 2009-2010)

Specialization: Anthropology of Law and Politics; Ethnic & Religious Communal Coexistence and Conflict; Archaeology of Religion; Socialist and Post-Socialist Societies; Nationalism, Citizenship & Constitutionalism; Nomads; East Europe; India; Iroquois; U.S.A.; Comparative Research

IAS Courses Taught: Graduate Core Course in Cultural Anthropology; Research Design & Grant Writing; Anthropology of Europe; Anthropology of Law; Cultures and Societies of East Europe; Ethno-National Violence
% Effort, IAS Courses: 20%

Language Proficiencies: Bosnian (5), Croatian (5), Serbian (5)

Overseas Experience: India, Yugoslavia, Serbia, Turkey, Bulgaria, Portugal, Bosnia and Herzegovina, Croatia
Dissertation and theses supervised in past 5 years: 5

Recent Publications:

- 2013 *From Yugoslavia to the Western Balkans: Studies of a European Disunion, 1991-2011*. Leiden: Brill
- 2013 "Fahrenheit 96.8: The Cold-Blooded Mass destruction of 'Unsuitable' Books in Croatia in the 1990s" (review essay on Knjigocid: Uništavanje knjige u Hrvatskoj 1990-ih, by Ante Lešaja). *Slavic Review*.
- 2013 "Imagined Commonalities: The Invention of a Late Ottoman 'Tradition' of Coexistence" (with Slobodan Naumović). *American Anthropologist*.

KWON, June Hee – NEW in 2014

Rank: Postdoctoral Fellow (non-tenure track)

Education: Ph.D., Duke University, 2013

Academic Experience: Visiting Scholar in Cultural Anthropology, Duke University (2013-2014); Teaching Fellow, Asian & Middle Eastern Studies, Duke University (2013-2014)

Distinctions: 2012 Sylvia Forman Graduate Student Prize, Association for Feminist Anthropology, American Anthropological Association; 2011 Eric Wolf Prize, Society of Anthropology of Work, American Anthropological Association

Specialization: Transnational migration and borderlands; development and urbanization; ethnic politics and economy; anthropology of exchange, values, and ethics; money, sex, power; work and time; post-Cold War and post-socialist cultures

IAS Courses Taught: Global East Asia (previously: Korean Society and Politics, East Asian Cultural Studies graduate seminar, Global Migrations: Money, Sex, and Power)

% Effort, IAS Courses: 100%

Language Proficiencies: Korean (5), Chinese (3), Japanese (2)

Overseas Experience: South Korea, China

Recent Publications:

- n.d. "Labor of Love: The Economy of Waiting and Affective Currency in Korean Chinese Labor Migration" in preparation for journal submission.
- n.d. "Split Life: Time and the Bodies of Korean Chinese Transnational Migrant Workers" in preparation for journal submission.
- 2014 Dissertation Review on "Representing the Invisible: The American Perceptions of Colonial Korea (1910-1945)" written by Jimin Kim, *Dissertation Reviews*.
- 2002 "Nationalism of divided Korea and the ethnic identity of the Chosen People," *Research of Korea and Japan Ethnic Problems*, 3: 185-218, Seoul, Korea.

LUKACS, Gabriella

Rank: Associate Professor (tenured)

Education: Ph.D. Duke University, 2005

Distinctions: Recipient of Japan Iron and Steel Federation/Mitsubishi Endowment Grant (\$7,500, 2009-2013); Recipient of Grant from Japan Foundation (JPY 370,000/month 2012); Grant from the Toshiba International Foundation (\$4,000, 2010)

Specialization: Television industry; digital media industry; political economy; cultural production; consumer culture; labor; gender; Japan

IAS Courses Taught: Japanese Society; Anthropology of Work and Play; Neoliberalism and Cultural Production; Anthropology of New Media; Work, Gender, and Anthropology

% Effort, IAS Courses: 100%

Language Proficiencies: Hungarian (5), Japanese (4)

Overseas Experience: Japan

Dissertation and theses supervised in past 5 years: 8

Recent Publications:

- 2013 "Dreamwork: Cell Phone Novelists, Labor, and Politics in Contemporary Japan" *Cultural Anthropology*.
- 2013 "Cool Japan, Soft Power, and Cultural Globalization," In *Towards New Humanities in the Era of Ubiquitous Media*, Yoshimi Shunya and Ishida Hidetaka, eds. Tokyo: Tokyo University Press.
- 2012 "Workplace Dramas and Labor Fantasies in 1990s Japan," in *Global Futures in East Asia*, Ann Anagnost, Andrea Arai, and Hai Ren, eds. Stanford University Press.
- 2012 "Iron Chef Around the World: Japanese Food Television, Soft Power, and Cultural Globalization," *International Journal of Cultural Studies*.
- 2010 *Scripted Affects, Branded Selves: Television, Subjectivity, and Capitalism in 1990s Japan*. Durham, N.C.: Duke University Press.

MONTGOMERY, David

Rank: Visiting Assistant Professor (non-tenure track)

Education: Ph.D., Boston University (2007)

Distinctions: Global Academic Partnership Grant, Global Studies Center, University of Pittsburgh: "Living with Difference in a Global Society: Conflict Mitigation and Developing Networks within a Global Community" (\$18,000 2013); The Bill and Carol Fox Center for Humanistic Inquiry, Emory University: "Religion, Cognition, and Praxis: Pragmatic Negotiations of the Everyday and Academic Contributions to Peacebuilding" (2009).

Specialization: Religion and culture; conflict and peacebuilding; anthropology of Central Asia and the Balkans; anthropology of knowledge; anthropology of Islam)

IAS Courses Taught: Religion and Culture, Anthropology of Islam, Anthropology of Conflict and Peacebuilding, Anthropology of Central Asia, Anthropology of Emotion)

% Effort, IAS Courses: 75%)

Language Proficiencies: Russian (3), Albanian (3), Kyrgyz (2), Uzbek (2), Spanish (2)

Overseas Experience: Kyrgyzstan, Uzbekistan, Tajikistan, Albania, Kazakhstan, Turkmenistan, Bosnia and Herzegovina)

Recent Publications:

- 2014 *Practicing Islam: Knowledge, Experience, and Social Navigation in the Kyrgyz Republic*. Pittsburgh: University of Pittsburgh Press, forthcoming.
- n.d. "Islam, Secularism, and Danger: A Reconsideration of the Link between Religiosity, Radicalism, and Rebellion in Central Asia," (with John Heathershaw). *World Politics*.
- n.d. "Relations Poured Out over Tea: Friendship and Contentedness in Reflection on a Meaningful Life in Central Asia." *Central Asian Survey*.
- 2009 "Otherness and the Experience of Difference: From Encountering and Evaluating to Eschewing or Enduring." *ISSRPL Occasional Paper Series No. 2*.

SCAGLION, Richard

Rank: Research Professor (tenured)

Education: Ph.D. University of Pittsburgh, 1976

Distinctions: Honorary Fellow of the ASAO (2013); Recipient of Chancellor's Award for Excellence in Mentoring (of doctoral students), University of Pittsburgh (\$2500 2010); Delivered Annual Distinguished Lecture for Phi Eta Sigma (National Scholastic Honor Society, recognition for meritorious teaching), 2009

Specialization: Pacific Islands studies; New Guinea; Ecuador; anthropological theory and method; legal anthropology; human ecology; tribal societies; colonial and postcolonial change

IAS Courses Taught: Introduction to Cultural Anthropology; Cultures of the Pacific; Anthropology and Ecology; Anthropological Theory

% Effort, IAS Courses: 75%

Language Proficiencies: Tok Pisin (5), Samukundi Ambulas (3), Hiri Motu (3), Bislama (4), Spanish (3), Bahasa Indonesia (2), French (2)

Overseas Experience: Papua New Guinea, Ecuador, Solomon Islands, Australia, French Polynesia, Fiji, New Zealand, Hawaii

Dissertation and theses supervised in past 5 years: 23

Recent Publications:

- n.d. Scaglioni, Richard. "Indigenous Education in the Pacific Islands." In *Indigenous Education: Language, Culture, and Identity*. W. J. Jacob, S. Y. Cheng, & M. K. Porter (eds.), Springer, Dordrecht.
- n.d. Scaglioni, Richard. "Law." In *The Pacific Islands: Environment and Society, Revised Edition*. M. Rapaport (ed.), University of Hawaii Press, Honolulu.
- 2012 Feinberg, Richard and Richard Scaglioni (eds.) *Polynesian Outliers: The State of the Art*. Ethnology Monographs.
- 2012 Feinberg, Richard and Richard Scaglioni. "Preface." In *Polynesian Outliers: The State of the Art*. R. Feinberg and R. Scaglioni (eds.), p. v. Ethnology Monographs.
- 2012 Scaglioni, Richard and Richard Feinberg. "Introduction: The Polynesian Outliers." In *Polynesian Outliers: The State of the Art*. R. Feinberg and R. Scaglioni (eds.), pp. 1-16. Ethnology Monographs.

STRATHERN, Andrew J.

Rank: Mellon Professor (tenured)

Education: Ph.D. Cambridge University

Specialization: Analysis of political and economic systems; kinship theories; social change; religion and ritual; symbolism; ethnicity; legal anthropology; conflict and violence; anthropology of the body; cross-cultural study of medical systems

IAS Courses Taught: Ritual: Theories and Cases; Contemporary Anthropological Theory; Linguistics Core Course; Medical Anthropology 2

% Effort, IAS Courses: 75%

Language Proficiencies: Tok Pisin (4), Melpa (4), Duna (4), Latin, Greek (4), French, German (3)

Overseas Experience: Taiwan, China, Papua New Guinea, Ireland, Scotland

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

- n.d. Dark and Light Shamanisms: Themes of Conflict, Ambivalence, and Healing. In, *Shamanism and Violence: Power, Repression and Suffering in Indigenous Religious Conflicts*, edited by Diana Riboli and Davide Torri. London: Ashgate Publishing.
- 2014 *Ritual: Key Concepts in Religion*. London: Continuum Publishing (Bloomsbury).
- 2013 Religion and Violence in Pacific Island Societies. In, *Oxford Handbook of Religion and Violence*, edited by Mark Juergensmeyer, Michael Jerryson, and Margo Kitts. Oxford, U.K.: Oxford University Press, pp 167-182.
- 2013 Religion and Violence from an Anthropological Perspective. In *Oxford Handbook of Religion and Violence*, edited by Mark Juergensmeyer, Michael Jerryson, and Margo Kitts. Oxford, U.K.: Oxford University Press, pp 375-384.
- 2013 Medicine and the Body. In *The Wiley-Blackwell Encyclopedia of Health, Illness, Behavior and Society*, edited by W.C. Cockerham, R. Kingwall, and S.R. Quah. Wiley-Blackwell Publishing.

BUSINESS (Katz Graduate School of Business)

BLAIR, Andrew

Rank: Professor (tenured), joint appointment with Department of Economics

Education: Ph.D. Fordham University, 1959

Academic Experience: Vice Provost for Faculty Affairs (1999-present)

Specialization: Marketing and Business Economics

IAS Courses Taught: Macroeconomic analysis and forecasting; relationship of international trade to the process of direct investment by multinational corporations; international economics of economic development; process of economic transformation in Central and Eastern Europe

Overseas Experience: Central Europe

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- 2010 "Forecasting the Resurgence of the U.S. Economy in 2010: An Expert Judgment Approach," with G. N. Mandelker, T. L. Saaty, and R. Whitaker, *Socio-Economic Planning Sciences*.
- 2002 "Forecasting the Resurgence of the U.S. Economy in 2001: An Expert Judgment Approach," with R. Nachtmann, T. L. Saaty, and R. Whitaker, *Socio-Economic Planning Sciences*.

CAMILLUS, John C.

Rank: Donald R. Beall Professor of Strategic Management (tenured)

Education: Doctor of Business Administration, Harvard University, 1972

Academic Experience: Associate Dean, Graduate School of Business (1982-1990)

Distinctions: Recipient of Global Value and Innovation Networks Grant (\$100,000 2009); Recipient of Business of Humanity Grant (\$150,000 2008)

Specialization: Strategic planning management control; developing organizational identity, mission, vision, goals and competitive strategy; designing and implementing the supporting organizational architecture including the framework for resource allocation, organizational structure, planning and control processes, performance measures, and cultural norms

IAS Courses Taught: Business of Humanity: Strategic Management in the Era of Globalization, Innovation and Shared Value; Strategic Planning and Control; Strategic Management; Strategic Planning Systems; Strategic Visioning for a Global Future; Accounting System for Reporting and Control; Competing in a Global Environment; CHINDIA: Developing Markets in China and India; Management Policy; Management Systems and Decision Making; Managerial Accounting II; Managing Strategic Performance; Management Control Systems; Planning and Control in Turbulent Environments; Readings in Strategic Planning

% Effort, IAS Courses: 25%

Language Proficiencies: Hindi (4), Malayalam (2), Tamil (2)

Overseas Experience: India, Czech Republic, Brazil

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- n.d. "Organizational Identity and the Business Environment: The Strategic Connection," in *International Journal of Business Environment*.
- 2010 "A "Good Business" Decision Framework." *Rotman Magazine*.
- 2009 "Good Business in Bad Times: The Strategic Advantages of Humanity in Business Decisions. *Effective Executive*.
- 2008 "Strategy as a Wicked Problem," *Harvard Business Review*, Vol. LXXXVI, No. 5, (May 2008), pp. 98-106.

COHEN, Susan K.

Rank: Associate Professor (tenured)

Education: Ph.D., University of Minnesota, 1998

Academic Experience: Editorial Board, *Journal of Management* (2007-present) and *International Journal of Technology Intelligence and Planning*

Distinctions: PPG Foundation grant (\$100,000) for research on *Enabling Breakthroughs through Open Innovation* and creation of experiential learning course on *Global Venturing and Entrepreneurship* (2013-2014); Global Academic Partnership grant (\$20,000) for *Global Collaboration for Technological Innovation* Conference (2010-2011)

Specialization: How firms enhance performance through technological innovation; commercializing emerging technologies with disruptive potential; barriers to innovation; how to organize technological innovation globally to affect success; how strategic leaders affect inventive and innovation performance

IAS Courses Taught: Competing in Emerging Economies, International Research Course

% Effort, IAS Courses: 15%

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

2013 "Patterns of Innovation." With Robert Ryan and Sean Hsu. *Encyclopedia of Management Theory*. Edited by Eric Kessler. SAGE Publications, Inc. March 2013.

2010 "Information sharing strategies in a standards contest: The case of 2G wireless communication." With Jodi Potter. *Journal of High Technology Management Research*. Sept. 2010, 21(2): 108-121.

NGUYEN, Dung

Rank: Associate Professor (tenured)

Education: Ph.D. University of Maryland

Specialization: Optimal sales behavior; optimal advertising; economic decisions under uncertainty; applications of stochastic control theory; estimations of various econometric systems

IAS Courses Taught: Economic Analysis for Managerial Decisions: Firms and Markets; Advanced Marketing Strategy; Sales Forecasting; International Research-Asia

% Effort IAS Courses: 20%

Language Proficiencies: Vietnamese (5)

Overseas Experience: Vietnam

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

n.d. "Competitive Advertising Strategies and Market Dynamics: A Research Note on Theory and Evidence," with Larry Shi. *Management Science*.

2005 "Firm Capabilities, Timing of Internet Adoption, and Performance," with L. Shi, J. Hulland, and R. Chatterjee. *MSI Reports*, Issue Four, Marketing Science Institute, Boston, MA.

2003 Book Review: *The Vietnamese Economy*, edited by B. Tran Nam and C. Do Pham. *Journal of Asian Business*.

2000 "The Plausibility of Agriculture-Led Development," *Review of Development Economics*, March 2000.

OLSON, Josephine

Rank: Professor (tenured)

Education: Ph.D. Brown University, 1970

Academic Experience: Director, Center for International Business Education (2006-2014)

Distinctions: Recipient of H. J. Zoffer Medal for Meritorious Service Award, Katz Graduate School of Business (2013); Recipient of CIBE Grant from the U.S. Department of Education (2010-2014)

Specialization: Careers and salaries of men and women in business and in library science; international economics and business

IAS Courses Taught: MBA courses in International Trade and Investment; Exchange Rates; International Business; Managerial Economics; Macroeconomics and Transportation Economics

% Effort IAS Courses: 75%

Language Proficiencies: Spanish (3), French (2), Czech (1), Dutch (1)

Overseas Experience: Chile, Netherlands, France, Peru, Czech Republic, Mexico, Hungary, Brazil

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

- n.d. "An Academic Medical Center's Expansion Abroad: A Case Study of UPMC's Joint Projects in Italy and Ireland," *Pittsburgh European Union Papers*, with M. K. Lin, L. M. Brady & G. A. Huber
- 2013 "Human Capital Models and the Gender Pay Gap," *Sex Roles*, 68, 186-197.
- 2012 "Reasons for Leaving Home: Comparing Predictors of Wanting to Migrate and Travel in Croatian Undergraduates," *Migracijske i etničke teme* (Migration and Ethnic Themes), 28, 7-27.
- 2012 "Evaluating a short-term, first-year study-abroad program for business and engineering undergraduates: understanding the student learning experience," *Journal of Education for Business*, 87, 325-332.

CLASSICS

FLOYD, Edwin D.

Rank: Professor (tenured)

Education: Ph.D. Princeton University, 1965

Specialization: Greek poetry; Greek and Indo-European Linguistics; Sanskrit; Linear B, Greek phonology and morphology; the importance of the pitch accent in Greek poetry; Rg Veda

IAS Courses Taught: Sanskrit; Classical Myth & Literature

Language Proficiencies: Sanskrit (5), Classical Greek (5)

Dissertation and theses supervised in past 5 years: N/A

Recent Publications: N/A

EAST ASIAN LANGUAGES & LITERATURES

CARLITZ, Katherine

Rank: Adjunct Professor (non-tenure track); Assistant Director for Academic Affairs, Asian Studies Center

Education: Ph.D. University of Chicago, 1978

Academic Experience: Chinese major advisor, University of Pittsburgh (2012-2013);

Distinctions: Recipient of China Studies Research Travel Grant (\$1,500/\$1,800 2012-2013)

Specialization: Late Imperial Chinese history; literature (fiction and drama); law; gender

IAS Courses Taught: Chinese religious traditions; Confucianism: Basic Texts; Graduate Seminar in Traditional Chinese Fiction (Jin ping mei); Humanities of China; Law and Literature in China; Love and Romance in China; Love, Power, and Fate: The Novel East and West; Perfect Lives: Saints East and West; Religion and Culture in East Asia; Religions of East Asia

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (4), French (3), Spanish (3), Russian (2)

Overseas Experience: China, Taiwan

Dissertation and theses supervised in past 5 years: 5

Recent Publications:

- 2014 "The Role of Gazetteers in Promoting Suicide in Republican-era China." *The Journal of Oriental Studies* (University of Hong Kong & Stanford University) 46.2 pp. 1-21.
- 2013 "Three Ming Dynasty Martyrs and Their Monstrous Mothers-in-Law." *Ming Studies* 68 (September 2013), pp. 5-32.
- 2012 "Shrines, Governing-Class Identity, and the Cult of Widow-Fidelity in Mid-Ming Jiangnan," Chinese translation, in *Dangdai xi fang Han xue yanjiu ji cui: funv shi juan* (Collected works of contemporary Western Sinological research: Women's history), ed. Ping Yao. Shanghai Guji Publishing Co.
- 2012 "Pornography, Chastity, and 'Early Modernity' in China and England, 1500-1640," in *Comparative Early Modernities: 1100-1800*, ed. David Porter. PalgraveMacmillan.

CRAWFORD, William B.

Rank: Associate Professor (non-tenure track)

Education: Ph.D. Indiana University, 1972; M.B.A. University of Pittsburgh, 1983

Academic Experience: Associate Professor of Business, National Dong Hwa University, Taiwan (1996-2002)

Specialization: Business; Chinese language; Chinese literature; Japanese literature; research in East Asia; freshman studies; comparative literature

IAS Courses Taught: International Marketing; International Management; Intercultural Communications; Doing Business in China; Beginning and Intermediate Chinese; Conversational Mandarin for MBA Students; Contemporary Fiction; Survey of Chinese Literature in Translation; Foundational Texts of Confucianism, Daoism and Buddhism; Traditional Chinese Narrative; Introduction to Japanese Literature; Samurai and Western Films; Traditional Thought in Japanese Culture & Society; Sources and Methods in East Asian Studies

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese Mandarin (5), Classical Chinese (4), Spanish (5), Japanese (3), French (3)

Overseas Experience: China, Taiwan, Japan, Mexico

Dissertation and theses supervised in past 5 years: N/A

Papers presented:

- 2005 "China's Management Buyouts in Fiction and Fact": Part of on-campus lecture series sponsored by Asian Studies Center, University of Pittsburgh Center for International Studies
"The Blizzard Leaves no Trace: Putting a Popular Spin on Economic Reality," presented for Panel 23: "Idealism Besieged: Chinese Anti-Corruption Fiction as a Response to Social Change", at the 34th annual conference of the Mid-Atlantic Region Association for Asian Studies.
- 2004 "Penetrating the Cultural Context of Business from Within: Cultural Data-Mining for Expatriates," open lecture at National Dong Hwa University School of Management, Taiwan.
"Maintaining Local Sensitivity Amid Global Diversity in Human Resources Management": seminar presentation/discussion, National Dong Hwa University Graduate Program in Management, Taiwan

EXLEY, Charles

Rank: Assistant Professor (tenure track)

Education: Ph.D. Yale University, 2005

Academic Experience: Assistant Professor of Japanese, University of Montana (2005-2011)

Distinctions: Recipient of University Research Council grant (\$8,500 2013); Recipient of Asian Studies Center Small Grant (\$1,200 2012); Recipient of University of Montana Yamaguchi Opportunity Fund (2010)

Specialization: Contemporary Japanese literature; visual culture (including film and contemporary art)

IAS Courses Taught: Introduction to Japanese Literature; Japanese Culture and Society through Cinema; Introduction to East Asian Cinema; Modern Japanese Literature and the West; Japanese Literature on Screen; Japanese Tales of the Supernatural; World of Japan: the Culture of Detection

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (4), French (3), Chinese (2)

Overseas Experience: Japan

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

n.d. *Modern States of Mind: Satō Haruo and Modern Japanese Literature.*

2013 “Dress-up: Self-fashioning and Performance in the Work of Yasumasa Morimura,” in *Yasumasa Morimura: Theater of the Self.* Pittsburgh: The Andy Warhol Museum.

2012 Book Review: *A Beggar’s Art: Scripting Modernity in Japanese Drama, 1900-1930*, by M. Cody Poulton. *Journal of Asian Studies*, Vol. 71, No. 1 (February 2012), pp. 266-267.

2011 “Haikai and Kabuki” in Alfred J. Andrea, General Editor. *Encyclopedia of World History.* Santa Barbara, CA: ABC-CLIO Greenwood Publishing Group

2010 “The Crypt in the City: Satō Haruo’s Monument to E. A. Poe” in *Japan Review: Journal of the International Research Center for Japanese Studies*, no. 22 (2010) pp. 125-135.

FAN, Fan

Rank: Associate Instructor of Chinese (non-tenure track)

Education: Master of Arts in Chinese Language Pedagogy, Indiana University, Bloomington, 2011

Pedagogy Training: Graduate degree in Chinese language pedagogy

Distinctions: Recipient of Assistant Instructor Fellowship, Indiana University Bloomington (2009-2011)

Specialization: Chinese language instruction

IAS Courses Taught: Chinese

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5)

Overseas Experience: China, Thailand

HOWARD, Sachiko Takabatake

Rank: Instructor (non-tenure track)

Education: M.A., Indiana University of Pennsylvania, 1991

Pedagogy Training: American Council on the Teaching of Foreign Languages (ACTFL) OPI TESTER in Japanese with full certification (2007; recertified 2011); ACTFL Written Proficiency Test (WPT) Rater of Japanese with Full Certification (2008)

Specialization: Japanese language instruction

IAS Courses Taught: First to Fourth Levels of Japanese; Advanced Level Reading and Speaking classes; Japanese for MBA

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5)

HSIEH, Wan-Ching

Rank: Assistant Instructor of Chinese (non-tenure track)

Education: M.S. Ed. University of Pennsylvania, 2009

Pedagogy Training: Graduate degree in Teaching English to Speakers of Other Languages (TESOL)

Distinctions: Highest Ranking Student in the graduating class of the Foreign Languages and Literature Department at Tunghai University, Taiwan (2006); Recipient of Robert S. P. Yien's Scholarship of Summer Study Program at Saginaw Walley State University, Saginaw, MI (2005)

Specialization: Chinese Language

IAS Courses Taught: Elementary Chinese I & II; First Year Chinese 1 & 2; Second Year Chinese 2; Third Year Chinese 1 & 2; Mandarin for Business Managers I; Intensive Intermediate Chinese

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5), Taiwanese (4), Japanese (3), Spanish (2)

JORDAN, Brenda G.

Rank: Adjunct Assistant Professor (non-tenure track);

Education: Ph.D. University of Kansas, 1993

Academic Experience: Director, National Consortium for Teaching about Asia (NCTA) Pittsburgh National Coordinating Site (2008-present); Adjunct Assistant Professor, History of Art and Architecture, University of Pittsburgh (2001-2012); Assistant Professor, Department of Art History, Florida State University (1998-2001)

Distinctions: Recipient of grant from the Freeman Foundation for the NCTA University of Pittsburgh National Coordinating Site (\$206,000-220,000 annually, 2010-2013); Recipient of grant from the Toshiba International Foundation for the project *Japan in the Broader Context of Asia* (\$15,000, 2013)

Specialization: Modernization and modernity issues in Meiji period Japan; issues of censorship; artist biography; creation of persona; related issues of artistic flouting, playfulness and the juxtaposition of the traditional and the contemporary in the making of art in 19th century Japan

IAS Courses Taught: East Asia Ideas, Inventions, Technologies; Special Topics, Japanese: The Artist and the City; Japanese Woodblock Prints; Arts of China: Modern Chinese Painting; Arts of China: Art and Political Expression in the Han Dynasty; Arts of Japan: Topics in Japanese Aesthetics; Arts of China: Chinese Painting Theory; Arts of Japan: The Art of the Floating World

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (4)

Overseas Experience: Japan, England

Dissertation and theses supervised in past 5 years: 5

Recent Publications:

2013 "The Trickster in Japanese Art." In: *Education about Asia*, Vol. 18, No. 1.

2007 "Potentially Disruptive: Censorship and the Painter Kawanabe Kyōsai" in Hiroshi Nara, ed., *Inexorable Modernity, Japan's Grappling with Modernity in the Arts*, Lexington Press.

2003 *Copying the Master and Stealing His Secrets: Talent and Training in Japanese Painting*. Co-authored and co-edited book. Honolulu: University of Hawai'i Press.

KIM, Mi-Hyun

Rank: Lecturer of Korean Language and Culture (non-tenure track)

Education: Ph.D. University of Hawai'i at Mānoa, 2011

Academic Experience: Preceptor in Korean, Department of East Asian Languages and Civilizations, Harvard University (2005-2012)

Pedagogy Training: Annual professional development workshop, Korean Program, Harvard University (2005-present); ACTFL Annual Conference meetings for Korean language instructors; American Association of Teachers of Korean (AATK) Annual Conference meetings; ACTFL Oral Proficiency Interview training workshop, University of Hawaii (2003)

Distinctions: Recipient of Certificate of Distinction in Teaching, Derek Bok Center, Harvard University (2005-2012)

Specialization: Korean linguistics; phonology and phonetics; phonological development; developing integrated language materials; developing online and distance learning tools; teaching Korean as a foreign language; language contact

IAS Courses Taught: First Year Korean (1 & 2); Second Year Korean (1 & 2); Third Year Korean (1 & 2); Language and Society in Korea

% Effort, IAS Courses: 100%

Language Proficiencies: Korean (5), Japanese (3), Russian (3), Mongolian (2), Greek (2), Manchu (2), French (1), Latin (1)

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

n.d. Oh, S. & Kim, M. "Collocation usage by learners of Korean: Analysis and pedagogical implication," *Festschrift for Professor Ho-min Sohn*.

KOWALCHUCK, Noriko Kanisawa

Rank: Assistant Instructor of Japanese (non-tenure track)

Education: Master of Education in Foreign Language Education, University of Pittsburgh, 2006; Master of Arts in Social and Comparative Analysis of Education, University of Pittsburgh, 2002; Asian Studies Certificate, University of Pittsburgh, 2002

Pedagogy Training: ACTFL Oral Proficiency Interview and Writing Proficiency Tester of Japanese with Full Certification (2007; renewed 2011 and 2014);

Distinctions: Teaching Assistantship, Faculty of Arts and Sciences, Graduate Studies, University of Pittsburgh, 1999-2003; Study Abroad Scholarship, Tohoku Gakuin University, 1993-1994

Specialization: Japanese Language Instruction

IAS Courses Taught: First to Fourth Levels of Japanese; Summer Intensive Japanese 1 and 2

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5)

LISICA, Cindy

Rank: Adjunct Professor (non-tenure track)

Education: Ph.D. University of the Arts London, 2010

Academic Experience: Panel (chair): *Narratives in Contemporary Art*, Southeastern College Art Conference (SECAC), University of North Carolina at Greensboro (2013); Panel: *Modern and Contemporary Japanese Art*, Paper: *Chiho Aoshima and Aya Takano: New Japonisme, Feminism and the Orientalist Self*, 2nd Annual Feminist Art History Conference, American University, Washington, DC (2011); Panel: *The Past is Present: Reflections of Ancient Traditions in Modern Asian Art* Paper: *Collaboration Condition: Takashi Murakami's Impact on the East/West Binary*, Association for Asian Studies Annual Conference, Honolulu (2011)

Distinctions: Recipient of PhD Research Grant for travel to Japan (\$1,500 2010), Recipient of CCW Graduate Fund (2009); Recipient of Final Year PhD Award, British Federation of Women Graduates

Specialization: East Asian history, art and visual culture; Asian studies; history/art history; Japanese art and aesthetics; modern design and fashion; modern and contemporary art; Chinese contemporary art; Asian contemporary art; postwar art; media studies; world art; global studies

IAS Courses Taught: Field Methods; Phonetics and Phonemics; Phonology; Morphology; Languages of the World; Phonetics and Phonemics; Phonology; Topics in Phonological Theory; Morphology; Advanced Morphology

% Effort IAS Courses: 90%

Language Proficiencies: French (4), Mandarin (2), Japanese (2)

Overseas Experience: England, Japan, China, France

Recent Publications:

- 2013 *Reading Andy Warhol* (exhibition catalog of Museum Brandhorst, edited by Nina Schleich), digital illustrations (essay by Matt Wrbican). Munich: Hatje Cantz.
- 2012 *Cast of Characters* (exhibition catalog of Clarion University Art Gallery, traveled to 709 Gallery of the Pittsburgh Cultural Trust).
- 2011 *Window on the Work: Bakufu Ohno* (22 page research guide for teachers), Gateway to the Arts, Pittsburgh.
- 2010 *Beyond Consumption: The Art, Merchandise and Global Impact of Takashi Murakami and a Superflat Generation*. (PhD 2010) Copies held by The British Library, Ethos, University of the Arts London, and the author. Available online.
- 2010 "Generation Superflat: Fashion Fusions and Disappearing Divisions in the 21st Century." In: *Imaginary Japan: Japanese Fantasy in Contemporary Popular Culture*. Eija Niskanen (ed.). Turku: International Institute for Popular Culture.

LUFT, Stephen

Rank: Lecturer (non-tenure track) and student adviser

Education: Ph.D. in Japanese Language Pedagogy, The Ohio State University, 2014

Academic Experience: Resident Director, U.S. Critical Language Scholarship Program in Japan (2013); Visiting Instructor, Department of Asian and Near Eastern Languages, Brigham Young University (2009-2010)

Distinctions: Recipient of Hamako Ito-Chaplin Memorial Award for excellence in Japanese language teaching, Association for Asian Studies (2013); Recipient of Tanakadate Aikitu Award for outstanding graduate student in Japanese, The Ohio State University (2013)

Specialization: Japanese language pedagogy; out-of-class language study

Pedagogy Training: Graduate coursework and degrees in Japanese pedagogy;

IAS Courses Taught: First Year Japanese I; First Year Japanese II; Fourth Year Japanese I; Pragmatics of Japanese

% Effort, IAS Courses: 50%

Recent Publications:

- n.d. "Promoting language and culture learning outside of the classroom: Implementing student-led committees in study abroad." *Kyousyoku Katei Kenkyuu*.
- n.d. "Language classroom risk-taking behavior in a performed culture-based program." *Journal of the National Council of Less Commonly Taught Languages*. (refereed journal article)

MILLS, David O.

Rank: Associate Professor (tenured)

Education: Ph.D. University of Michigan, 1974

Academic Experience: Founder and Director of the Technical Japanese Language Project, MIT Japan Program, Cambridge MA (1987-1996); Member, National Task Force for Developing a Framework for Advanced Japanese Language Instruction (1993-present)

Specialization: Japanese Language; Japanese Linguistics; Japanese Literature; Applied Linguistics

IAS Courses Taught: Survey of Japanese Literature; Traditional Japanese Dramatic Art Forms; General Introduction to Japanese Culture; Freshman Seminar on Contemporary Japan; Methods of Teaching Japanese as a Foreign Language; History of the Language; Elementary, Intermediate and Advanced Japanese; Scientific Japanese; Classical Japanese; Specialized Reading Courses; Summer Intensive Courses; Workshops on Language and Culture; Informal Survival Level

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (4)

Overseas Experience: Japan

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- n.d. *Hojoki: A Classical Japanese Reader*
- n.d. *Readings in Computer Science and Electrical Engineering for Advanced Students of Japanese*
- n.d. "Giving Scientists the Japanese They Need." *Festschrift in honor of Eleanor H. Jorden*.

NARA, Hiroshi

Rank: Professor (tenured) and Chair

Education: Ph.D. University of Kansas, 1987

Distinctions: Recipient of grants from the Toshiba International Foundation (\$14,000 2010& 2013); Recipient of Hewlett International Grant (2010); Recipient of Japan Iron Steel Federation Fellowship, University of Pittsburgh (1992, 1997, 2002, 2004, 2006, 2010, 2012)

Specialization: Verbal Aspect and Modality; Philosophy of Language; Japanese Language Pedagogy; FL Pedagogy; Teaching Reading to Students of Japanese; Intellectual History of Modern Japan; Art and Aesthetics; Computational Linguistics; Knowledge Representation; NL Processing; Computer Assisted Language Instruction; AI Application to Language Teaching

IAS Courses Taught: Understanding the Japanese Language (The Structure of the Japanese Language); Exploring the Japanese Mind: Language, Culture, and Thought, Pragmatics of Japanese: Understanding What is Unsaid, Special Topics in the Japanese Language; Basic Japanese I, II (night class for non-traditional students); Elementary Japanese I, II (First-year Japanese); Intermediate Japanese I, II (Second-year Japanese); Advanced Modern Japanese I, II (Third-year Japanese); Newspapers and Periodicals I, II (Fourth-Year Japanese), Intensive Intermediate Japanese I, II; Independent Study; Introduction to the Principles of Translation.

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5), English (5), Spanish (3), French (1), Chinese (1), Italian (2)

Overseas Experience: Japan, England

Dissertation and theses supervised in past 5 years: 3

Recent Publications:

- n.d. "Influence of Hellenism in the Modernization of Japan." To appear in a volume edited by Xin Fan.
- 2013 "The Idea of Greece in Japan's Cultural Dreams." To appear in *New Essays in Japanese Aesthetics*, edited by Minh Nguyen. Lanham, Maryland: Lexington Books.
- 2012 Translation into English: Watsuji Tetsurō, *Koji Junrei* (Pilgrimages to the Ancient Temples in Nara), Tokyo: Iwanami Shoten. 1919. Translation into English, with a critical introduction. 200 pages. MerwinAsia, Portland, Maine.
- 2011 Translation into English: *Satō Dōshin, Meiji kokka to kindai bijutsu* (Modern Japanese Art and the Meiji State: The Politics of Beauty). Tokyo: Yoshikawa Kōbunkan, 1999. Translation into English. 560 pages. Getty Research Institute, Los Angeles, California.
- 2010 "Aspect and Discourse Function in Tense Switching: A Case Study of Natsume Sōseki's *Botchan*." *Japanese Language and Literature* 45.1: pp. 273–305.

OSHIMO, Junzo

Rank: Assistant Instructor of Japanese (non-tenure track)

Education: Master of Education, University of Pittsburgh, 1990

Pedagogy Training: Graduate coursework in education and Japanese culture

Distinctions: Recipient of Japan Studies Small Grants (\$1000 & \$1500 2011 & 2013)

Specialization: Educational anthropology; Pedagogy for Japanese language Instruction

IAS Courses Taught: First Year/Second Year/Third Year/Fourth Year Japanese; Basic Japanese Language (1&2); Intensive Japanese (1&2); Reading Japanese (1&2); Elementary Japanese for MBA (1&2)

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5)

Overseas Experience: Taiwan, Korea, Philippines, Kenya

Recent Publications:

- 2006 Review of "Japanese Sentence Patterns for Effective Communication: A Self-Study Course and Reference" by Taeko Kamiya. *Japanese Language and Literature*, Vol. 40, No. 1, April 2006.

QIAN, Kun

Rank: Assistant Professor (tenure track)

Education: Ph.D. Cornell University, 2009

Academic Experience: Assistant Professor of Chinese and Asian Studies, University of Richmond (2009-2011)

Distinctions: Recipient of Faculty Research Grant, University of Pittsburgh, (2011-13); Recipient of Asian Studies Research Grant, University of Pittsburgh (\$3000 2012); Recipient of Summer Research Fellowship, University of Richmond, (summer 2010)

Specialization: Modern Chinese Literature and Intellectual History; Empire studies; Chinese Film and Film Studies; Gender and Minority Studies

IAS Courses Taught: New Chinese Cinema; Revolution, Involution, and Identity in Modern Chinese Culture; Themes and Types in Modern Chinese Literature and Culture; Introduction to East Asian Cinema; Adapted for the Screen: Chinese Literature and Film

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5), English (5), Japanese (2)

Overseas Experience: China, Canada

Dissertation and theses supervised in past 5 years: 5

Recent Publications:

- 2013 "Gendering National Imagination: Heroines and the Return of the Foundational Family in Shanghai during the War of Resistance to Japan," *Frontiers of Literary Studies in China*.
- 2013 "Remembering and Forgetting in the Postnational and Pre-national Era: Recent Chinese Films on the War of Resistance to Japan," *Culture Studies*.
- 2013 "Staging Empire: Historical Plays in Mao's China," *Modern Chinese Literature Criticism*.
- 2011 "Tracing Desire: Cell Phone and the Self-Reflexivity of Contemporary Chinese Media," *Modern Chinese Literature and Culture (MCLC) Resource Center*, May 2011.
- 2011 "Pandora's Box: Time-Image in A Chinese Odyssey and the Becoming of Chinese Cinema," *Asian Cinema*.

SUN, Cecile Chu-Chin

Rank: Professor (tenured)

Education: Ph.D. Indiana University, 1982

Distinctions: Recipient of Grants from Hong Kong Government Council on Research Grant (2011); Recipient of Grant from the Hong Kong Institute of Education (2011); Recipient of Grant from Chiang Ching-kuo Foundation for International Scholars' Publications (2010);

Specialization: Chinese-Western comparative literature; classical Chinese poetry; classical Chinese literature; Chinese and Western literary criticism; traditional Chinese thought systems; aesthetics

IAS Courses Taught: Classical Chinese I and II; Classical Chinese Poetry; Seminar on the *Dream of the Red Chamber*; Masterpieces in Chinese Literature (Pre-modern); Masterpieces in Chinese Literature and Film (Modern); Chinese and Western Comparative Poetry; Great Minds of China: Confucianism, Daoism, and Chan (Zen) Buddhism; Exploring China: From Roots to Blooms

% Effort, IAS Courses: 70%

Language Proficiencies: Chinese (5), French (2), Japanese (1)

Overseas Experience: China, Hong Kong

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

- 2013 "[Professor Sun Chu-chin on the Study of Chinese-Western Comparative Literature]," [*Chinese Studies Abroad*, No. 2] (Shanghai: East China Normal University Press)
- 2012 "An Interview with Professor Cecile Chu-chin Sun on the contemporary trends of Chinese-Western Comparative Literature," *International Review of Chinese Studies* (San Francisco: Long River Press).
- 2011 *The Poetics of Repetition: Comparing English and Chinese Lyric Poetry*. Chicago: Chicago University Press.
- 2010 "Critiquing Eileen Chang's 'Sejie' and its Movie Adaptation by Ang Lee," revised for publication in *Reflexion*. Taipei: Lianjing [Linking] chubanshe.

WEI, Juchun

Rank: Assistant Instructor of Chinese (non-tenure track)

Education: Master of Art in Teaching Chinese as a Foreign Language, University of Iowa, 2010

Pedagogy Training: ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI) Tester of Chinese (2012-present); graduate degree in Chinese language pedagogy

Distinctions: Recipient of China Studies Research Travel Grant, Asian Studies Center, University of Pittsburgh (2011&2012); Recipient of Professional Development Grants by PAGs (Professional Advancement Grants) and ECGPS (Executive Council of Graduate & Professional Students), University of Iowa (2010)

Specialization: Chinese language pedagogy

IAS Courses Taught: First Year/Second Year/Third Year Chinese; Fourth Year Reading

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5), English (4), Spanish (2)

Overseas Experience: China, Taiwan

XU, Yi

Rank: Assistant Professor (tenure track)

Education: Ph.D. University of Arizona, 2009

Distinctions: Recipient of The *Jiede* Empirical Research Grant for Chinese Pedagogy from the Chinese Language Teachers Association (\$1,500, 2011-2012); Recipient of Asian Studies Center Faculty Grant, University of Pittsburgh (2012); Recipient of AY Funding from the Confucius Institute (2010-2012); Chinese Language Teachers Association (CLTA) Best Panel award (2012)

Specialization: Second language acquisition of Chinese (including using psycholinguistic approaches in SLA syntax); reading and writing in Chinese as a foreign language; computer-assisted language learning; computer-mediated communication in foreign language teaching; proficiency assessment in Chinese as a foreign language; corpus linguistics and Chinese functional grammar; Chinese as a foreign language (all levels)

IAS Courses Taught: First year Chinese I & II; Third year Chinese I; Topics in Second Language Acquisition & Teaching

% Effort, IAS Courses: 75%

Language Proficiencies: English (5), Chinese (5), Cantonese (3), Japanese (2)

Overseas Experience: China

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

2014 “The effect of radical-based grouping in character learning in Chinese as a foreign language.” With Chang, L.-Y., & Perfetti, C. A. *The Modern Language Journal*, 98(3). (First and corresponding author)

2014 “Processing difficulties of relative clauses in Chinese as a second language.” *Second Language Research*.

2014 “A corpus-based functional study of *shi...de* constructions.” *Chinese Language and Discourse*.

2014 “Evidence of the Accessibility Hierarchy in relative clauses in Chinese as a second language.” *Language and Linguistics*, 15(3).

2013 “The distribution and grouping effect in character learning: Using data-driven E-learning materials in the language classroom.” With Chang, L. and Perfetti, C. A. *Proceedings of the 8th International Conference on Internet Chinese Education*.

ECONOMICS

CASSING, James H.

Rank: Professor (tenured)

Education: Ph.D. University of Iowa, 1975

Academic Experience: Visiting Research Scholar, International Monetary Fund, Washington D.C., (2002, 2004, 2005, 2007); International Trade Expert, EU Multilateral Trade Assistance Project Viet Nam III (MUTRAP III), Hanoi (2010, 2012); Consulting experience related to international trade reform in Africa, Asia, and Latin America - Chief of Party or Team Leader on projects in Indonesia, Egypt, Jordan, Kenya, and Zimbabwe.

Specialization: International trade theory and policy; microeconomics; international finance and development; mathematical economics

IAS Courses Taught: Intermediate International Economics; Graduate International Trade; International Economics Workshop

% Effort, IAS Courses: 70%

Language Proficiencies: Indonesian (1)

Overseas Experience: Indonesia, Vietnam, Egypt, Jordan, Sub-Saharan Africa

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

- 2009 “Transient Products but Persistent Trade Patterns” (with S. Husted), *Journal of Economic Studies*
- 2009 “Arab Republic of Egypt,” (with Saad Nassar, Gamal Siam and Hoda Moussa), Chapter 2 (pp.71-98) in *Distortions to Agricultural Incentives in Africa*, K. Anderson and W. A. Masters (eds.), World Bank, Washington D.C.
- 2009 “Trade Dispute Diversion: The Economics of Conflicting Dispute Settlement Procedures between Regional Trade Agreements and the WTO,” Chapter 12 (pp. 303-330) in *Trade Disputes and the Dispute Settlement Understanding of the WTO: An Interdisciplinary Assessment*, James C. Hartigan, ed. Elsevier.

HUSTED, Steven

Rank: Professor (tenured)

Education: Ph.D. Michigan State University, 1980

Academic Experience: Treasurer, International Trade and Finance Society (2013-present); Associate Editor, *Journal of Asian Economics* (2005-present); *EconLit*, Managing Director (2005-present)

Specialization: Chinese export behavior; exchange rate economics (global); international finance; macroeconomics

IAS Courses Taught: Intermediate International Finance; Introduction to International Economics

% Effort, IAS Courses: 25%

Overseas Experience: China, Scotland, Australia

Dissertation and theses supervised in past 5 years: 1

Recent Publications:

- 2013 *International Economics*, 9th ed. with Michael Melvin (Reading: Addison Wesley Longman).
- 2013 “China’s Fare Share? The Growth of Chinese Exports in World Trade” (with S.Nishioka) *Review of World Economics*.
- 2010 “International Finance,” in R. Free (ed.), *21st Century Economics: A Reference Manual*. Sage Publications.
- 2009 “Transient Products but Persistent Trade Patterns” (with J. Cassing) *Journal of Economic Studies*.

RAWSKI, Thomas George

Rank: Professor (tenured), Department of Economics

Education: Ph.D. Harvard University, 1972

Distinctions: Smith Richardson Foundation Award for project "Policy and Regulation in Chinese Industry" (2012-2013 - Co-PI with Loren Brandt); Residential fellowship, Rockefeller Foundation Bellagio Center (2013)

Specialization: Economy of China

IAS Courses Taught: Application of Economic Theory to Economic History; Comparative Economics; Comprehensive Writing Methods; Dynamic Economies of East Asia; Dynamics of Economic Systems; Economic Development; Economics of Technological Change; Economy of China; Economy of Japan; Heuristic Introduction to Economic Theory; Microeconomic Theory; Principles of Economics; Proseminar on the International Economy

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (3), Japanese (3), German (3)

Overseas Experience: China, Japan

Dissertation and theses supervised in past 5 years: 18

Recent Publications:

- 2011 "Can China Sustain Rapid Growth Despite Flawed Institutions?" Chapter 5 in *In Search of China's Development Model: Beyond the Beijing Consensus*, ed. S. Philip Hsu and Suisheng Zhao. London: Routledge
- 2011 "Human Resources and China's Long Economic Boom," *Asia Policy* no. 12 (July 2011): 33-78. Chinese version in *Jingjixue jikan* (China Economic Quarterly) 10.4: 1153-1186.
- 2011 "Is China's Development Success Transferable?" Chapter 15 in *Reform and Development: What Can China Offer to the Developing World?* ed. Ho-Mou Wu and Yang Yao. London and New York: Routledge
- 2010 "North American Studies of China's Economy." Chinese-language version published in *China Studies in North America*, ed. Haihui ZHANG et al, Beijing: Zhonghua shuju
- 2009 "Urban Air Quality In China: Historical And Comparative Perspectives," in *Resurgent China: Issues for the Future*, ed. Nazrul Islam. Houndmills and New York: Palgrave-Macmillan. Japanese translation in N. Islam ed., Chūgoku no saikō to kakaeru kadai. Tokyo: Keisō shō

WANG, Stephanie

Rank: Assistant Professor (tenure track), Department of Economics

Education: Ph.D., Princeton University, 2008

Academic Experience: Postdoctoral Scholar in Economics, California Institute of Technology (2008-2011)

Distinctions: Recipient of University of Pittsburgh Central Research Development Fund (2012-present); recipient of grant from National Natural Science Foundation of China (2011-present)

Specialization: Experimental economics; behavioral economics/game theory; information economics

IAS Courses Taught: Seminar in Experimental Economics; the Chinese economy; behavioral finance and economics; corporate restructuring

Language Proficiencies: Chinese (5), French (2), German (2)

Recent Publications:

- n.d. "Imperfect Choice or Imperfect Attention? Understanding Strategic Thinking in Private Information Games." *Review of Economic Studies*.
- 2012 "Speculative Overpricing in Asset Markets with Information Flows." With Thomas R. Palfrey. *Econometrica*, 80(5), pp. 1937-1976.
- 2012 "Shared Visual Attention Reduces Hindsight Bias." With Daw-An Wu, Shin Shimojo, and Colin Camerer. *Psychological Science*, 23(12), pp. 1524-1533.
- 2011 "Incentive effects: the case of belief elicitation from individuals in groups," *Economic Letters*, 111(1), 30-33.
- 2011 "Does recession reduce global health aid? Evidence from 15 high-income countries, 1970-2007," *Bulletin of the world health organization*, 89, pp. 252-257.

EDUCATION (School of Education)**BERMAN, David M.****Rank:** Associate Professor (tenured), Dept. of Instruction and Learning**Education:** Ph.D. Pennsylvania State University, 1986**Academic Experience:** Faculty Coordinator, Vietnam Plus3 Study Abroad Program, School of Engineering International Programs and the International Business Center, University of Pittsburgh (2009–present); Education Quality and Relevance Specialist, Secondary Education Sector Development Program (SESDP), Socialist Republic of Viet Nam, Asian Development Bank (2008–2009)**Distinctions:** Recipient of Belfer First Step: Holocaust Institute for Teacher Educators, American Association of Colleges for Teacher Education and the United States Holocaust Memorial Museum, Washington, D.C. (2010); Educational Quality Specialist in Secondary Education Sector Development Program, Asian Development Bank (2008)**Specialization:** Social studies education; comparative and international education; schooling in extreme conditions**IAS Courses Taught:** Curriculum in Social Studies Education; Educational Anthropology; Instruction in Social Studies Education; International Resources Tutorial; Issues/Research in Social Studies Education**% Effort, IAS Courses:** 25%**Language Proficiencies:** Vietnamese (2), Bosnian/Croatian/Serbian (3), English (5)**Overseas Experience:** Vietnam, Bosnia and Herzegovina, Kosovo**Dissertation and theses supervised in past 5 years:** N/A**Recent Publications:**

- 2009 “Never Forget the Sacrifice’: A Visit to Chu Van An High School in Hanoi, Vietnam,” *The Social Studies* 100:4 (July/August 2009) 148–153 (100th Anniversary Issue Reprint).
- 2007 *The War Schools of Dobrinja: Reading, Writing, and Resistance during the Siege of Sarajevo*. San Francisco, Caddo Gap Press.
- 2006 “Školovanje u Ekstremnim Okolnostima: Lekcije iz Bosanskih Pejzaža” [Schooling in the Extreme: Lessons from Bosnian Landscapes], *Prosvjetni List* [The Educational Gazette], (Ministry of Education and Science, Federation of Bosnia and Herzegovina) 932:61; New Series 100:10, 17–20.

DONATO, Richard**Rank:** Chair & Associate Professor (tenured), Dept. of Instruction and Learning**Education:** Ph.D. University of Delaware, 1988**Academic Experience:** Co-chair, ACTFL Research Priorities Task Force (2013–present; member since 2010)**Specialization:** Second and Foreign Language Acquisition; Foreign Language Education; Sociocultural Theory and Language Development; Language Program Assessment**IAS Courses Taught:** Theory and Method of Foreign Language Instruction; Current Issues in Foreign Language Education; Foreign Language Teaching Laboratory; Current Research in Foreign and Second Language Learning; Sociocultural Theory I and II; Approaches to Research in Applied Linguistics**% Effort, IAS Courses:** 10%**Language Proficiencies:** Thai (2), French (5), Spanish (3)**Dissertation and theses supervised in past 5 years:** N/A**Recent Publications:**

- 2013 “Exploring a practice-based approach to teacher education: A work in progress.” With Troyan, F., Davin, K. *Canadian Modern Language Review* 69 (2), pp. 154-180.
- 2013 “Student collaboration and teacher-directed classroom dynamic assessment: A complementary pairing.” With Davin, K. *Foreign Language Annals*.
- 2013 “Integrated performance assessment (IPA) in an elementary school Spanish program.” With Troyan, F.J., Davin, K., & Hellmann, A. *Association for Childhood Education International: Focus on the Elementary*.
- 2010 *A tale of two schools: Developing sustainable foreign language programs*. With Tucker, G. R. Clevedon, UK: Multilingual Matters.

JACOB, W. James

Rank: Associate Professor (tenured), Dept. of Administrative and Policy Studies

Education: Ph.D. University of California, Los Angeles, 2004

Academic Experience: Director, Institute for International Studies in Education, University of Pittsburgh (2007-present)

Distinctions: Principal investigator, Asian Pacific Higher Education Research Partnership, East-West Center, Hawaii (2012-2016); Co-Principal Investigator, USAID Read to Succeed Project, Zambia (2012-2016); Principal Investigator, National and Regional Integration of HIV and AIDS into Primary and Secondary Education Curricula in East Africa, Capacity Building Project with UNESCO (2010-2015); Principal Investigator, Higher Education Administrators Training (HEAT) Program, Wuhan University, China (2011-2015)

Specialization: Higher education management; research methods; policy analysis; program evaluation; international development; social theory; multicultural education; research ethics; organizational leadership

IAS Courses Taught: Survey Research; HIV Education; Higher Education Institutional Strategic Planning; Higher Education Budget Management; Higher Education Human Resource Management; Comparative Higher Education; Social Theories and Education in a Global Context; Comparative Education; International Organizations & Development Education

% Effort, IAS Courses: 25%

Language Proficiencies: Chinese (3), Fijian (4), Kiribati (4)

Overseas Experience: China

Dissertation and theses supervised in past 5 years: 6

Recent Publications:

- 2013 *Community Engagement in Higher Education: Policy Reforms and Practice*. Jacob, W. James ; Sutin, Stewart E.; Weidman, John C.; & Yeager, John L. (Eds.) Boston, Taipei, London, Rotterdam: Sense Publishers.
- 2013 "Mapping Indigenous Paradigms, Research, and Practice in the World Indigenous Nations Higher Education Consortium." With Lee, C.W.; Wehrheim, N.; Gökbel, V; Dumba, J.; Lu, X.; & Yin, S. *Taiwan Journal of Indigenous Studies*, 6 (1): pp. 1 – 64.
- 2012 "From Access to Quality: Migrant Children's Education in Urban China." With Liu, Jing. *Educational Research for Policy and Practice*, 11 (3).
- 2011 *Policy Debates in Comparative, International and Development Education*. Hawkins, John N.; & Jacob, W. James (Eds.). New York: Palgrave Macmillan.

PORTER, Maureen

Rank: Associate Professor (tenured), Dept. of Administrative and Policy Studies

Education: Ph.D. Stanford University, 1997

Distinctions: Member, The Jean Winsand International Institute for Women in Educational Administration (2003-2010); Chancellor's Affirmative Action Award (2009)

Specialization: Educational development; community-based projects; service learning; indigenous language movements

IAS Courses Taught: Anthropology of Education

% Effort, IAS Courses: 50%

Language Proficiencies: Spanish (3), Quechua (2), German (5), French (2), Chinese (2)

Overseas Experience: Bolivia, Peru

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- 2007 "[Continuing Education as Cultural Change-Transatlantic Research Program on Women in Educational Administration]". With Claudia Fahrenwald. In [*Gender Mainstreaming and Further Education: Organization Development through Potential Development*], edited by Macha, H. & Fahrenwald, C. Opladen: Verlag Barbara Budrich.
- 2006 "Going over to the dark side – [Ambivalent experiences of women in teaching careers - a transatlantic comparison]" with Fahrenwald, C. In *Bildungs-und Karrierewege von Frauen*, edited by Hering, S., Krienbaum, M., & Schlueter, A. Opladen: Verlag Barbara Budrich, 2006

SHAFIQ, M. Najeeb

Rank: Associate Professor (tenured), Dept. of Administrative and Policy Studies

Education: Ph.D. Columbia University, 2005

Distinctions: Social Science Research Network (SSRN): Top 8% of authors based on total and annual article downloads (June 2013-present); *Journal of Asian Economics*. "Top 10 Most Cited Articles" for the period 2007-2012 (2007-2012)

Specialization: Economics of education; education reform; social benefits of education; human capital decisions; development economics; comparative education; labor economics; behavioral economics

IAS Courses Taught: Economics of Education; Political Economy of Education; Politics & History of K-12 & Higher Education; Comparative Education; Social Theories & Education

% Effort, IAS Courses: 70%

Language Proficiencies: Bengali (5), Urdu (3), French (2), Arabic (2)

Overseas Experience: Bangladesh, Morocco, Pakistan

Dissertation and theses supervised in past 5 years: 2

Recent Publications:

- 2014 "Are student protests in Arab states caused by economic and political grievances? Empirical evidence from the 2006-07 Arab Barometer," *Peabody Journal of Education* 89(1).
- 2013 "Gender gaps in mathematics, science and reading achievements in Muslim countries: A quantile regression approach," *Education Economics* 21(4), pp. 343-359.
- 2013 "Accounting for risk of non-completion in private and social rates of return to higher education," *Journal of Education Finance* 39(1), pp. 73-95.
- 2012 "Six questions about the World Bank's 2020 Education Sector Strategy," in Alexander Wiseman & Christopher Collins (Eds.), *The World Bank's Education Policy Development and Revision*, pp. 33-41. International Perspectives on Education and Society Series 16. Bingley: Emerald Publishing.

WEIDMAN, John C.

Rank: Professor (tenured), Dept. of Administrative and Policy Studies

Education: Ph.D. University of Chicago, 1974

Distinctions: Institute for International Studies in Education, University of Pittsburgh, and National Chung Cheng University, Taiwan: Distinguished Service Award (2012); Visiting Research Fellow, Graduate School of International Development, Nagoya University (2011)

Specialization: Comparative and international education policy; planning and finance; higher education reform; student socialization in higher education; program evaluation

IAS Courses Taught: Theories of Social and Educational Change in Global Context; Sector Analysis, Project Design, and Evaluation; Comparative Higher Education; Policy Studies in Higher Education; Institutional Assessment and Accreditation in Higher Education; Student, Campus and Society; Sociology of Education

% Effort, IAS Courses: 25%

Language Proficiencies: German (3)

Overseas Experience: China, Mongolia, Korea, Indonesia, Vietnam, Saudi Arabia, Kosovo, Zambia, Germany

Dissertation and theses supervised in past 5 years: 8

Recent Publications:

- 2013 "Comparative, International and Development Education: A North American Perspective as Reflected in the Work of Rolland G. Paulston." Pp. 126-144 in Shoko Yamada and Minoru Morishita (Eds.), [*Cultivating the Horizon of Comparative Education: Diverse Scholarship and Knowledge Collaboration*]. Tokyo: Toshindo Publishing Co. (Japanese language publication).
- 2012 "Chinese Graduate Students' Adjustment to Academic Demands in American Universities." Pp. 118-131 in Tricia Coverdale-Jones (Ed.), *Transnational Higher Education in the Asian Context*. London: Palgrave Macmillan.
- 2012 *Post-Secondary Education and Technology: A Global Perspective on Opportunities and Obstacles to Development*. New York: Palgrave Macmillan.
- 2011 "Beyond the Comparative: Advancing Theory and its Application to Practice." *A Festschrift in Honor of Rolland G. Paulston*. Pittsburgh Studies in Comparative and International Education. Rotterdam: Sense Publishers.

ENGLISH AND FILM STUDIES

ANDRADE, Susan Zulema

Rank: Associate Professor (tenured)

Education: Ph.D. University of Michigan, 1992

Academic Experience: Columbia University, Visiting Associate Professor of English and Comparative Literature (2003-2004)

Distinctions: Recipient of Senior Scholar Fulbright-Nehru Fellowship, Christ University, Bangalore, India (2014); Recipient of Humanities Center Faculty Fellowship (2012); Recipient of Global Academic Partnership Grant for Anglophone Asian Novels Conference (2011)

Specialization: Comparative literature

IAS Courses Taught: Anglophone Asian Novels; Politics and the Novel; The Global Novel; Nationalism and Sexual Politics; Feminist Theory; Aesthetics and Politics; The Novel: Texts and Theory; The Postcolonial Novel

% Effort, IAS Courses: 25%

Language Proficiencies: French (4), Spanish (3), Kiswahili (1), Portuguese (1)

Overseas Experience: Hong Kong, India, Taiwan, Kenya, Morocco, Senegal, South Africa, Tanzania

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

- 2012 "Realism, Reception, 1968, and West Africa" in *Modern Language Quarterly* special issue, "Peripheral Realisms," 73.3: 289-308.
- 2011 "Representing the Slum Non-Magically" in *Legacies of Modernism: Historicizing Contemporary Fiction*. Ed. David James, Cambridge UP, pp. 253-278.
- 2011 "Adichie's Genealogies: National and Feminine Novels" *Research in African Literatures* 42.2: 91-101.
- 2009 "The Problem of Realism and African fiction" *NOVEL* 42:17-23, 40th anniversary issue entitled, "Theories of the Novel Now."

LI, Jinying – NEW in 2014

Rank: Assistant Professor (tenure track)

Education: Ph.D. New York University (2012)

Academic Experience: Assistant Professor, School of Writing, Literature, and Film, Oregon State University (2012-2014); Adjunct Professor, Department of Cinema Studies, New York University (2011-2012); Lecturer, School of Arts and Communications, Beijing Normal University (2006)

Distinctions: Producer, *Creative Future*, TV documentary series for Shanghai Media Group, broadcast nationwide in China (2012); Research Fellow, Center for Study of Developing Societies, New Delhi; Social Science Research Council New York (2009)

Specialization: Asian cinema; *anime* (Japanese animation); *otaku* (geek) culture; participatory fandom; piracy networks; trans-media interfaces

IAS Courses Taught: World Film History

% Effort, IAS Courses: 75%

Language Proficiencies: Chinese (5), Japanese (4)

Overseas Experience: China

Recent Publications:

- In progress *Global Geekdom: The Rise of Anime and Otaku in the Information Age*.
- Forthcoming Review of *Anime's Media Mix: Franchising Toys and Characters in Japan*, by Marc Steinberg. *The Journal of Asian Studies*, forthcoming.
- 2012 "From Superflat Windows to Facebook Walls—Mobility and Multiplicity of an Animated Shopping Gaze." In *Mechademia* 7 (2012): 203-221.
- 2012 "Piracy, Circulation, and Cultural Control in Contemporary China." In *India, Russia, China: Comparative Studies on Eurasian Culture and Society*, ed. Tetsuo Mochizuki and Shiho Maeda (Sapporo: Hokkaido University Slavic Research Center, 2012): 99-112.
- 2012 "From D-Buffs to the D-Generation: Piracy, Cinema, and an Alternative Public Sphere in Urban China." In *The International Journal of Communication*, Vol. 6 (2012): 542-563.

LOWENSTEIN, Adam

Rank: Associate Professor (tenured)

Education: Ph.D. University of Chicago (1999)

Academic Experience: Director of Film Studies, University of Pittsburgh Film Studies Program

Distinctions: Research in Japan grant, University of Pittsburgh (2008); Fellow, University of Pittsburgh Humanities Center (2009); Hewlett International Grant, University Center for International Studies (2008)

Specialization: Film history; film theory; new media; horror film; surrealist film; politics of spectatorship and national cinemas

IAS Courses Taught: Cinema and Trauma; Advanced Seminar in Film Studies: Media and Spectatorship; Film and Literature: Representing the Vietnam War; World Film History

% Effort, IAS Courses: 25%

Language Proficiencies: German (2)

Overseas Experience: Japan, United Kingdom, France, Germany

Dissertation and theses supervised in past 5 years: 5

Recent Publications:

- n.d. *Dreaming of Cinema: Spectatorship, Surrealism, and the Age of Digital Media*. New York: Columbia University Press (forthcoming).
- 2012 "Spaces of Violence: History, Horror and the Cinema of Kiyoshi Kurosawa." In *Killer Images: Documentary Film, Memory and the Performance of Violence*, edited by Joram ten Brink and Joshua Oppenheimer, 136-151. London and New York: Wallflower Press/Columbia University Press, 2012.
- 2012 "A Dangerous Method: Sight Unseen." *Film Quarterly* 65.3 (2012): 24-32.
- 2011 "Spectacle Horror and Hostel: Why 'Torture Porn' Does Not Exist." *Critical Quarterly* 53.1 (2011): 42-60.

MAJUMDAR, Neepa

Rank: Associate Professor (tenured)

Education: Ph.D. Indiana University-Bloomington, 2001

Distinctions: Recipient of Provost's Faculty Diversity Seminar Fellowship (2013); Board of Directors of Society for Cinema and Media Studies (2013); Honorable Mention, First Book Award, *Society for Cinema and Media Studies* (2011)

Specialization: Film and Media Studies; Cultural Studies; South Asian Cinema

IAS Courses Taught: Indian Cinema: Questions of Mass Culture and Transnational; Film Sound: History, Theory, Aesthetics; War and Cinema; Film History/Theory; Film and Ethnography; Bollywood and Indian Cinema

% Effort, IAS Courses: 50%

Language Proficiencies: Bengali (5), Hindi (4), German (3), Russian (1)

Overseas Experience: India

Dissertation and theses supervised in past 5 years: 14

Recent Publications:

- n.d. "The Local-Global Negotiations of *Disco Dancer*," *World Cinemas, Global Networks*. Eds. Elena Gorfinkel and Tami Williams (Rutgers UP *New Directions for International Studies* series, forthcoming)
- 2012 "Teaching Indian Cinema: The Burden of Representation and Other Dilemmas of National Cinema Pedagogy" in *Teaching Film*, eds. Lucy Fischer and Patrice Petro.
- 2011 "Importing Neorealism, Exporting Cinema: Indian Cinema and Film Festivals in the 1950s," *Global Neorealism: The Transnational History of a Film Style*. Eds. Robert Sklar and Saverio Giovacchini, University Press of Mississippi
- 2009 "Beyond the Song Sequence: Theorizing Sound in Indian Cinema," *The Continuum Companion to Sound in Film and Visual Media*. Ed. Graeme Harper, London: Continuum Press
- 2009 *Wanted! Cultured Ladies Only: Female Stardom and Cinema in India, 1930s to 1950s*. Urbana: University of Illinois Press

MEYER, Michael

Rank: Assistant Professor, MFA in Writing Program (tenure track)

Education: MA, University of California, Berkeley

Academic Experience: Visiting Professor, Journalism and Media Studies Center, University of Hong Kong (2012-present); Faculty, MFA in Writing Program, Pacific University (2012-present)

Distinctions: Guggenheim Fellowship (2010-2011); winner of Berlin Prize at the American Academy, Berlin (2012); winner of Lowell Thomas Award for excellence in travel writing; Whiting Writer's Award (2009); Blakemore Fellow, Tsinghua University for advanced studies in written and spoken Chinese (2004-2005); appearances on The Today Show (NBC), The Early Show (CBS), and All Things Considered (NPR) (2008-2013).

Specialization: Journalism; travel writing; China; nonfiction writing; new media

IAS Courses Taught: Readings in Contemporary Non-Fiction

% Effort, IAS Courses: 10%

Language Proficiencies: Chinese (4)

Overseas Experience: China

Recent Publications:

2015 *In Manchuria: Journeys Across China's Northeast Frontier*. New York: Bloomsbury.

2012 "Beijing, Forever." *Foreign Policy*, September/October 2012.

2011 "China's Big Zhang!" *The New York Times*, 2 Jan. 2011.

2009 "What the Chinese Want from Obama." *The New York Times*, 20 Feb. 2009.

2008 *The Last Days of Old Beijing: Life in the Vanishing Backstreets of a City Transformed*. New York: Bloomsbury.

PURI, Shalini

Rank: Associate Professor (tenured)

Education: Ph.D. Cornell University, 1994

Academic Experience: Director, Literature Program, Department of English (2009-present)

Distinctions: Recipient of Center for Latin American Studies Faculty Grant Competition Award for "The Grenada Revolution: Concluding Fieldwork" (2010); Recipient of Chancellor's Distinguished Teaching Award (2010); Recipient of Center for Latin American Studies Faculty Grant Competition Award for "The Grenada Revolution: Memory and Fieldwork" (2009); Recipient of Women's Studies Faculty Research Grant for "Women in the Grenada Revolution" (2009)

Specialization: Postcolonial literary and cultural studies; Caribbean studies; feminism; Marxism

IAS Courses Taught: Global Literature; Literature and Revolution; Global South; Postcolonial Globality; Post-colonial Discourse and Cultural Critique; World Literature in English; Literature and Migration

% Effort IAS Courses: 20%

Language Proficiencies: Hindi (4), Spanish (3)

Overseas Experience: Trinidad, Grenada, Cuba, Puerto Rico, England, Canada

Dissertation and theses supervised in past 5 years: 15

Recent Publications:

2013 "Finding the Field: Notes on Caribbean Cultural Criticism, Area Studies, and the Forms of Engagement." *Small Axe* 41: 58-73; special issue on "What is Caribbean Studies?"

2011 "Memory-Work, Field-Work: Reading Merle Collins and the Poetics of Place." *Routledge Companion to Caribbean Literature*. Eds. Alison Donnell and Michael Bucknor. Routledge.

2010 "Introduction: Legacies Left," *Legacies Left: Radical Politics in the Caribbean* Special Issue of *Interventions: International Journal of Postcolonial Studies* 12.1: 1-10.

2010 *The Legacies of Caribbean Radical Politics*. Routledge (Republication as book of special issue of *Interventions*.)

2010 "Legacies Left: Radical Politics in the Caribbean." Special issue of *Interventions: International Journal of Postcolonial Studies* 12.1

GENDER, SEXUALITY, AND WOMEN'S STUDIES

COHEN, Frayda

Rank: Senior Lecturer and Visiting Assistant Professor (non-tenure track)

Education: Ph.D. University of Pittsburgh, 2007

Academic Experience: Director, Pitt in China study abroad program (2013);

Distinctions: Innovation in Education Grant (\$22,000), University of Pittsburgh Office of the Provost (2009); Fulbright Fellowship, China (2003)

Specialization: Gender; children; kinship; China; transnational adoption

IAS Courses Taught: Introduction to Cultural Anthropology; Chinese Society; Japanese Society; Human Sexuality in Cross-Cultural Perspective; Anthropology of Food; Introduction to Women's Studies; The Politics of Gender and Food; Global Feminism

% Effort, IAS Courses: 25%

Language Proficiencies: Chinese (3)

Overseas Experience: China

Recent Publications:

- n.d. "Tracing the Red Thread: Chinese-US Transnational Adoption and the Legacies of "Home." *Anthropologica: Journal of the Canadian Anthropology Society*. (under review)
- n.d. *(Dis)embodied Exhibitions: Chinese Persons and the Commodification of the Body*. (In preparation.)
- 2012 "Reframing Transracial Adoption: Adopted Koreans, White Parents, and the Politics of Kinship (Review)." In *Anthropology Quarterly* Fall 2012, Volume 85, Number 4. pp. 1285-1293.
- n.d. *Labor or Love: Transnational Adoption, Media Images and the Commodification of Children*. (Under consideration.)

GENERAL STUDIES (College of General Studies)

CONNOR, Blaine

Rank: Research Associate (non-tenure track), Dept. of Anthropology;

Education: Ph.D. University of Pittsburgh, 2010

Academic Experience: Director of Academic Programs, College of General Studies (2008-present)

Distinctions: Convener of the 23rd Japan Anthropology Workshop conference, University of Pittsburgh (March 7-9, 2013)

Specialization: Work-family balance; Japanese public school teachers; natural disaster refugees; religion; ritual; aging; elder care; health/well-being

IAS Courses Taught: Special Topics in Cultural Anthropology: Body and Lifecourse in East Asia; Japanese Society and Culture Through Cinema; Japanese Tales of the Supernatural; Introduction to Cultural Anthropology

% Effort IAS Courses: 10%

Language Proficiencies: Japanese (4)

Overseas Experience: Japan

Recent Publications:

- n.d. "Avoiding Bad Moves: Relocation, Work-Life Balance, and Japanese Career Women." (Under consideration.)
- 2014 "Negotiating the Afterlife: Emplacement as Ongoing Concern in Contemporary Japan." Co-authored with John W. Traphagan. *Asian Anthropology* 13(1).
- 2013 Review of Uchida, Kesao 2012 Subekaraku 60-ten-shugi. *Shashi: The Journal of Japanese Business and Company History* 2(2).

HISTORY

COOK, James Alexander

Rank: Adjunct Associate Professor (non-tenure track); Associate Director, Asian Studies Center

Education: Ph.D. University of California, San Diego, 1998

Academic Experience: Arthur Lynn Andrews Chair in Asian and Pacific Studies, University of Hawai'i, Manoa, School of Pacific and Asian Studies (Fall 2013); Researcher, Center for Historical Environment and Socioeconomic Development in Northwestern China, Shaanxi Normal University, Xi'an, Shaanxi, China (2008-present)

Distinctions: National Science Foundation Research Experience for Undergraduates Grant (\$403,000); U.S. Department of Education, Fulbright-Hays Group Projects Abroad Program grant (\$98,094); Casten Family Foundation grant (\$4,260) to finance research on the impact of water allocation policies on development in rural Shaanxi province, China

Specialization: Modern East Asian history

IAS Courses Taught: Introduction to Asian Studies; East Asian Civilizations, Antiquity-1700; Modern East Asia, 1700-1989; China Today; Modern China; Modern Japan; History of the People's Republic of China; Graduate Historiography; Popular Culture

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5); Japanese (3)

Overseas Experience: China, Taiwan, Laos, Singapore, Philippines, Cambodia, Vietnam, Thailand, Japan, South Korea

Dissertation and theses supervised in past 5 years: 3

Recent Publications:

- 2013 "China's New Sorrow: Water-Management Policies, Environmental Degradation, and Salar-Tibetan Minority Relations in Qinghai Province," *Twentieth Century China*. (Co-authored with student authors Derek Huls, Marc Janke, and Yesenia Gallardo.)
- 2011 "A Transnational Revolution: Sun Yatsen, Overseas Chinese, and the Revolutionary Movement in Xiamen, 1900-12," in *Sun Yat-sen, Nanyang and the 1911 Revolution*, ed. Lee Lai To and Lee Hock Guan, 127-162. Singapore: Institute of Southeast Asian Studies.

LEUNG, Vincent

Rank: Assistant Professor (tenure track)

Education: Ph.D. Harvard University, 2011

Distinctions: Recipient of Faculty Fellowship, Humanities Center, University of Pittsburgh (2013-2014); Recipient of Fairbank Center Graduate Student Associate Fellowship, Harvard University (2009-2011)

Specialization: Early Chinese History (with emphasis on state-formation); Ancient China; Early Chinese intellectual history; comparative ancient civilizations of Eurasia; historical methods and Chinese historiography

IAS Courses Taught: East Asian Civilizations to 1800; Ancient China; Chinese Thought; Ancient Worlds; Directed Study courses on Late Imperial China Historiography, Classical Chinese

% Effort, IAS Courses: 80%

Language Proficiencies: Chinese (5), Cantonese (5), Classical Chinese (5), Japanese (4), French (3)

Overseas Experience: China, Taiwan

Dissertation and theses supervised in past 5 years: 2

Recent Publications:

- Forthcoming "Western Han Dynasty (206 BCE – 8 CE." In *Routledge Handbook on Early China*, ed. Paul Goldin. Routledge.
- Under review "The Chuci as an Imperial Artifact of the Han." Book chapter for the forthcoming volume *The Unity of Nature and Humanity: New Essays in Han Dynasty Thought*. Honolulu: University of Hawaii Press.
- Under review "Jia Yi's Rehabilitation of Antiquity: Politics and History in Early Han Thought." *Dao: A Journal of Comparative Philosophy*. (Under review for a special issue on the early Han figure Jia Yi.)
- 2009 "Cosmology." In *Encyclopedia of Modern China*, ed. David Pong. Detroit: Charles Scribner's Sons, pp. 366-68.

LUESINK, David

Rank: Visiting Assistant Professor (non-tenure track)

Education: Ph.D. University of British Columbia, 2012

Academic Experience: Visiting Scholar, Institute of Modern Chinese Thought and Culture Research, East China Normal University, Shanghai (2007-2008)

Distinctions: Advisor to Luce Foundation grant (\$240,000) "Western Medicine in China" (2011)

Specialization: Modern China; late imperial China; history of medicine in China

IAS Courses Taught: History of Medicine in China; Late Imperial China

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (4), French (2)

Overseas Experience: China, Taiwan

Recent Publications:

- 2009 "The History of Chinese Medicine: Empires, Transnationalism and Medicine in China, 1908-1937," in *Uneasy Encounters: The Politics of Medicine and Health in China, 1900-1937* (Frankfurt am Main, Berlin, New York, Oxford: Peter Lang: 2009), pp. 149-176.
- n.d. "State power, governmentality and the (mis)remembrance of Chinese medicine," edited by Howard Chiang, in "Chinese Medicine and Historical Epistemology" under consideration by University of Manchester Press.
- n.d. Introduction and First editor, co-edited with William H. Schneider (Ph.D.) and Zhang Daqing (M.D., Ph.D.), edited book project, *China and the Globalization of Biomedicine*, based on selected papers from Luce sponsored conferences in Indianapolis (June 2012) and Beijing (June 2013). (In preparation.)

MCCARTY, Michael B.

Rank: Visiting Assistant Professor (non-tenure track)

Education: Ph.D. Columbia University, 2013

Academic Experience: Foreign Research Scholar, University of Tokyo (2010-2012); de Bary Teaching Fellow, Columbia University (2013-2014)

Distinctions: XX

Specialization: Cultural and intellectual history of pre-modern Japan; development of courtier-warrior relations in medieval Japan; Japanese, Asian, and comparative historiography; conflict and diplomacy between Japan, China, and Korea in the ancient and early modern world

IAS Courses Taught: East Asian Civilization to 1800; Modern Japan

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (4); Classical Japanese (3); French (2); Chinese (1); Classical Chinese (3)

Overseas Experience: Japan

Papers Presented:

- 2014 "All the Ex-Emperor's Men: Divided Loyalties and Interpersonal Ties in the Jōkyū Disturbance," in "Reimagining the Imperial Court: Power, Authority, and Society in Late-Heian and Early Medieval Japan" (panel organizer and chair), Association for Asian Studies Conference.
- 2013 "Blaming the Sovereign: Divided Loyalties and Divine Kingship in Medieval Japan," Midwest Conference on Asian Affairs.
- 2012 "Japan on the Eve of the Jōkyū Disturbance: Using Literary Sources to Challenge Kamakura-Period Historiography," in "Rethinking the Kamakura Period through Literature," 16th Annual Asian Studies Conference Japan.
- 2012 "Chūsei zenki ni okeru hōken no igi" (Significance of the Imperial Sword in Early Medieval Japan), Gyokuyo seminar, Tokyo University.

RAWSKI, Evelyn Sakakida

Rank: University Professor (tenured)

Education: Ph. D. Harvard University, 1968

Distinctions: Recipient of National Endowment for the Humanities Fellowship (2006-2007)

Specialization: East Asian history; world history (modern); Chinese history

IAS Courses Taught: East Asian Research; Chinese Studies Since 1950; Chinese Ritual Music in Social Context; Comparative Nationalisms; European Imperialism, 1450-1750; Historiography of Modern Imperialism; Capitalism in World History; East Asian Portraiture in Ritual Context; Capitalism and Empire; Texts and Contexts; Globalization and History

% Effort, IAS Courses: 75%

Language Proficiencies: Chinese (3), Japanese (3), French (3), Manchu (3), Korean (3)

Overseas Experience: China, Taiwan, Japan

Dissertation and theses supervised in past 5 years: 21

Recent Publications:

- 2012 "The Manchu Hongloumeng," in Andrew Schonebaum and Tina Lu, eds. *Approaches to Teaching The Story of the Stone (Dream of the Red Chamber)*. (New York: Modern Language Association of America), pp. 144-58.
- 2012 "Sons of Heaven: The Qing Appropriation of the Chinese Model of Universal Empire," in *Universalism: Genealogies of Imperial Culture and Representation*, edited by Peter Fibiger Bang and Dariusz Kołodziejczyk (Cambridge: Cambridge University Press), pp. 233-49.
- 2010 "Qing Historical Studies in North America: Research, Teaching and Resources" ("BeiMei Qingshi yanjiu, jiaoxue yu qi wenxian ziyuan"), pp. 195-225 in *Chinese Studies in North America: Research and Resources*, ed. Zhang Haihui et al. Beijing: Zhonghu shuju.
- 2010 "Chinese Strategy and Security Issues in Historical Perspective," in *China's Rise in Historical Perspective*, ed. Brantly Womack Lanham, MD: Rowman & Littlefield, pp. 63-87.

HISTORY OF ART & ARCHITECTURE

GAO, Minglu

Rank: Research Professor (non-tenure track)

Education: Ph.D. Harvard University, 1999

Academic Experience: Major exhibitions organized include *China/Avant-Garde* (1989), *Inside Out: New Chinese Art* (1998), *Harvest: Contemporary Art Exhibition* (2002), *Chinese Maximalism* (2003), *The Wall: Reshaping Contemporary Chinese Art* (2005), *Retrospective Exhibition of the No Name Group* (2006), *Yi School: Thirty Years of Chinese "Abstraction"* (2007), *The Apartment Art in China 1970s – 1990s* (2008), *Yi Pai: The Century Mentality* (2009), and *Ink as Model* (2012).

Specialization: Modern and contemporary Chinese art

IAS Courses Taught: Avant-Garde in Contemporary Chinese Art; Modern/Contemporary Asian Art; 20th Century Chinese Art

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5)

Overseas Experience: China

Recent Publications:

- 2011 *Total Modernity and the Avant-Garde in Twentieth-Century Chinese Art* MIT Press.
- 2009 *Yi School: Thirty Years of Chinese "Abstract Art"* Barcelona: La Cáxia Foundation.
- 2005 *The Wall: Reshaping Contemporary Chinese Art* New York and Beijing: The Albright Knox Art Gallery and China Millennium Museum.
- 2003 *A Century's Utopia: Chinese Avant-Garde Art* (Taiwan: Artists Publishing House, 2000); *Chinese Maximalism*, Chongqing: Chongqing People's press.

GERHART, Karen M.

Rank: Professor (tenured)

Education: Ph.D. University of Kansas, 1992

Distinctions: Recipient of Robert and Lisa Sainsbury Fellowship (2014)

Specialization: Pre-modern Japan (all periods)

IAS Courses: Art of Japan; Representation of Space & Place; Art of Heian and Kamakura; Issues of Authority in Japanese Art & Architecture; Secrecy in Japanese Art of Culture; Handscrolls in 12th-14th century Japan; Intro to Asian Art; Repurposing Architecture in Japan; Arts & Culture of Early Japan; Japanese Artists & the City

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (5), Chinese (3)

Overseas Experience: Japan

Dissertation and theses supervised in past 5 years: 33

Recent Publications:

Forthcoming “The Death and Funeral of Imperial Consort Ishi (1076-1103) in *Chūyūki*, eds. Joan Piggot and Yoshida Sanae. Cornell University Press.

Forthcoming Book Review: Christina Laffin’s *Re-writing Medieval Japanese Women: Politics, Personality, and Literary Production in the Life of Nun Abutsu* (University of Hawai’i Press, 2013) in *The Journal of Asian Studies*.

2013 Book Review: Thomas Conlon’s *From Sovereign to Symbol: An Age of Ritual Determinism in Fourteenth-Century Japan* (Oxford University Press, 2011) in *Journal of Japanese Studies*.

2009 *The Material Culture of Death in Medieval Japan*. University of Hawaii.

LINDUFF, Katheryn

Rank: Professor (tenured)

Education: Ph.D. University of Pittsburgh, 1972

Distinctions: Inaugural recipient of the Sheth Distinguished Faculty Award for International Achievement, University Center for International Studies, University of Pittsburgh; Recipient of Grant from Korea Foundation; Principal Investigator of Luce East Asian Archaeology Project (2010)

Specialization: Early Chinese art history and archaeology; Eurasian archaeology

IAS Courses Taught: Silk Road: China, Korea and Japan; Chinese Domestic and Imperial Space; The Arts and Cultures of the Silk Road; Chinese and Nomads in Early China; Gender and Ancient Chinese Art and Ritual; Regional Studies in East Asian Art and Archaeology; Chinese and Central Asian Ritual Art and Practice; Chinese Ritual Bronzes: Shang and Zhou; The Chinese and Her Neighbors to the North; Bronze Age in South China and Southeast Asia; Ancient and Tribal Art and Culture (with Jay C. Leff); Interdisciplinary Seminar on Methodology in East Asian Studies

% Effort, IAS Courses: 75%

Language Proficiencies: Chinese (3), Spanish (3), Japanese (2), French (2)

Overseas Experience: China, Taiwan, Russia

Dissertation and theses supervised in past 5 years: 5

Recent Publications:

2014 “Made in China: Dragon Plaques at the Frontiers of Metal Production in the Eastern Asian Northern Frontier,” in *Making Metals and Moulding Society: a Global Perspective on the Emergence of Bronze Age Social Complexity*, ed. Thilo Rehren et al. Oxbow Books.

2013 “Imperial Expansion in the Late Warring States and Han Dynasty Periods: A Case Study from South Central Inner Mongolia,” with Gregory Indrisano, in *Archaeological Histories and Anthropological Interpretations of Imperialism*, Areshian, G.E. (ed.), Cotson Institute of Archaeology, UCLA Press

2013 “Gender Archaeology in East Asia and Eurasia,” with Karen S. Rubinson, in *A Companion to Gender Prehistory*, Diane Bolger (ed.), London: Wiley-Blackwell

2012 “Ritualization of Weapons in a Contact Zone: Between the Past and the Present, with Yang Jianhua, in the *Archaeology of Power and Politics in Eurasia: Regimes and Revolutions*, Charles W. Hartley, G. Bike Yazicioglu, and Adam T. Smith, Cambridge: Cambridge University Press

2011 *Settlement Patterns in the Chifeng Region*, with Chifeng International Collaborative Archaeological Research Project, Pittsburgh, Center for Comparative Archaeology, University of Pittsburgh

RAJAGOPALAN, Mrinalini

Rank: Assistant Professor (tenure track)

Education: Ph.D. University of California at Berkeley, 2007

Distinctions: Recipient of University Center for International Studies Fellowship (2014); Recipient of Third Term Research Funds (2013); Recipient of Paul Mellon Center for Studies in British Art (2012); Recipient of Hewlett International Grant (2012)

Specialization: Global histories of modern architecture & urbanism; comparative histories of preservation in India & around the world; architectural history; theory & criticism of modern and contemporary architecture

IAS Courses Taught: Approaches to the Built Environment; Global Preservation: A Modern History; Modernity Modernism and Housing; Urban Modernities

% Effort, IAS Courses: 50%

Language Proficiencies: Hindi (5), Urdu (4), Malayalam (2), Hebrew (2)

Overseas Experience: UK, India

Dissertation and theses supervised in past 5 years: 10

Recent Publications:

- 2012 *Colonial Frames, Nationalist Histories: Imperial Legacies, Architecture, and Modernity* (Surrey, U.K.: Ashgate Publishing Limited). Co-edited with Madhuri Desai.
- 2012 "From Colonial Memorial to National Monument: The Case of the Kashmiri Gate, Delhi" in Rajagopalan, M. and Desai, M., eds., *Colonial Frames, Nationalist Histories: Imperial Legacies, Architecture, and Modernity* (Surrey, U.K.: Ashgate Publishing Limited), pp. 73-101.
- 2011 "A Medieval Monument and its Modern Myths of Iconoclasm: The Enduring Contestations over the Qutb Complex in Delhi, India" in Kinney, D. and Brilliant, R., eds., *Reuse Value: Spoliation and Appropriation in Art and Architecture from Constantine to Sherrie Levine* (Ashgate Publishing Limited), pp. 199-221.
- 2011 "From Loot to Trophy: The Vexed History of Architectural Heritage in Imperial India" in *The Newsletter of the International Institute of Asian Studies* (Leiden University Press), pp. 24-25.

INFORMATION SCIENCE (School of Information Science)

HE, Daqing

Rank: Associate Professor (tenured)

Education: Ph.D. University of Edinburgh, 2001

Distinctions: Recipient of "EAGER" Grant from National Science Foundation, Principal Investigator (2010-2011); Recipient of Collaborative Research Grant from National Science Foundation (2007-2010), Recipient of the Award University of Pittsburgh Provost's Faculty Diversity Seminar (2005)

Specialization: Information retrieval (monolingual and multilingual); adaptive information access and user modeling; interactive retrieval interface design; collaborative information access

IAS Courses Taught: Web Information Systems; Retrieving Information; Digital Libraries

% Effort, IAS Courses: 20%

Language Proficiencies: Chinese (5)

Overseas Experience: China

Dissertation and theses supervised in past 5 years: 10

Recent Publications:

- 2013 "Comparing social tags with subject headings on annotating books: a study comparing the information science domain in English and Chinese", *Journal of Information Science*.
- 2012 "A Study of Relevance Feedback Techniques in Interactive Multilingual Information Access." *Library Hi Tech*.
- 2012 "A Relevance Feedback based Query Translation Enhancement Technique in Cross Language Information Retrieval." *Journal of the China Society for Scientific and Technical Information*.
- 2012 "Guest Editorial: Multilinguality in digital libraries." *The Electronic Library*.
- 2012 "Multilingual needs and expectations in digital libraries: a survey of academic users with different languages." *The Electronic Library*.

LAW (School of Law)

CHEW, Pat K.

Rank: Judge J. Quint & Ann Salmon Chaired Professor (tenured)

Education: J.D. University of Texas, 1982

Distinctions: Distinguished Faculty Scholar (2001-2004, 2010-2013); Recipient of University Chancellor's Distinguished Teaching Award (2005); Aoiki Asian-American Jurisprudence Award inaugural recipient (2011)

Specialization: Judicial decision-making in racial harassment cases; subtly sexist language in the legal profession and law schools; role of culture and race in legal disputes; empirical research in civil rights laws

IAS Courses Taught: Employment Law; Dispute Resolution Processes; Conflict and Culture; Torts; Corporate Law; Interdisciplinary Seminars

% Effort, IAS Courses: 25%

Recent Publications:

In progress "Equal Protection in Education and the Use of Social Science Research" in A.R. Oakes, *Controversies in Equal Protection* (co-authored with Janet Schofield).

2012 "Realism of Race in Judicial Decision-Making: An Empirical Analysis by Plaintiffs' Race and Judges' Race," *Harvard Journal of Racial & Ethnic Justice* (coauthored with Robert Kelley).

2005 "The Rule of Law: China's Skepticism and the Rule of People," *Ohio State Journal on Dispute Resolution* 43.

GIVENS, John Wagner

Rank: Adjunct Assistant Professor (non-tenure track)

Education: Ph.D., University of Oxford, 2013

Academic Experience: Post-Doctoral Fellow, Department of Political Science, University of Louisville (2013-2014); Associate Lecturer, University of the West of England, Bristol; Tutor, Dept. of Politics, University of Oxford (2009, 2011)

Distinctions: Research Award, Research Center for Chinese Politics & Business, Indiana University (2011-2012); Chiang Ching-Kuo Foundation Doctoral Dissertation Fellowship (2010-2011); Research grant recipient, Leverhulme Trust (2007-2011)

Specialization: Chinese law and politics; democratization; business in China

IAS Courses Taught: Environment & Law in China

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5)

Overseas Experience: China

Recent Publications:

n.d. "Sleeping with Dragons? Politically Embedded Lawyers Suing the Chinese State." *Wisconsin International Law Journal* (forthcoming).

n.d. "Squeezing the Same Old Stone: Evidence from Administrative Courts Explain Tax Reforms, Land Seizures, and Protest in Rural China." With Andrew MacDonald. *China Quarterly*. (Revise and resubmit)

2013 "New Social Media and (Electronic) Democratization in East and Southeast Asia: China and Malaysia Compared." With Jason Abbott and Andrew MacDonald. *Taiwan Journal of Democracy* Vol. 9, No. 2 (Dec. 2013)

2011 "The Beijing Consensus is Neither: China as a Non-Ideological Challenge to International Norms." *St. Antony's International Review* 6, no. 2 (2011): 10-25.

LINGUISTICS

JUFFS, Alan

Rank: Professor (tenured)

Education: Ph.D. McGill University, 1994

Academic Experience: Director, English Language Institute, University of Pittsburgh (1998-present)

Distinctions: Recipient of grant from National Science Council of Taiwan (in progress); Recipient of grants from National Science Foundation (2010-2015); Recipient of 2012 College of General Studies, Student Choice Teaching Award for excellence in undergraduate teaching; Recipient of Provost's Award for Excellence in Mentoring

Specialization: Applied linguistics; psycholinguistics; teaching English as a second language

IAS Courses Taught: Approaches and Methods in Second Language Learning; Second Language Acquisition; Syntactic Theory; Research Methods in Applied Linguistics and Sociolinguistics; Seminar: Special Topics in Applied Linguistics

% Effort, IAS Courses: 25%

Language Proficiencies: Chinese (3), French (4), German (3), Japanese (1)

Overseas Experience: China, Taiwan

Dissertation and theses supervised in past 5 years: 17

Recent Publications:

- n.d. *Sentence Processing Research in Second Language Acquisition*. With G.A. Rodríguez. Volume in the series *Cognition and Second Language Acquisition*, edited by Peter Robinson, published by Routledge/Taylor - Francis, Inc. (Forthcoming.)
- 2014 "Sociocultural influences on the use of a web-based tool in learning English vocabulary." *System* 42, pp. 48-59.
- 2013 "Information Retrieval for Reading Tutors." In C. Chapelle, (Ed.), *The Encyclopedia of Applied Linguistics*. New York: Cambridge University Press.
- 2011 "Native and Non-Native Processing of Morphologically Complex English Words." In *Selected Proceedings of the 2010 Second Language Acquisition Research Forum*. 125-142. ed. Gisela Granena et al., Somerville, MA: Cascadilla
- 2011 "Aspects of working memory in L2 learning." *Language Teaching: Reviews and Studies*, 42.2, 137-166.

PARK, Karen – NEW in 2015

Rank: Assistant Professor

Education: Ph.D. University of Oxford, 2012

Academic Experience: Research collaborator, Smithsonian Museum of Natural History (2013-2016); Global Projects Manager, Council of American Overseas Research Centers

Specialization: XX

% Effort, IAS Courses: 20%

Language Proficiencies: Fijian (4), Chinese (1)

Overseas Experience: Fiji, China, England

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- 2013 "Reflexive Marking in Fijian." *Studies in Language*.
- 2012 "Dialect Choice in Fiji: A variationist approach to language change in the South Pacific," in Gunther De Vogelaer and Guido Seiler (eds.) *The Dialect Laboratory: Dialects as a testing ground for theories of language change*. Amsterdam: John Benjamins.
- 2008 "Evidence of a Fijian Reflexive and its Implications in Anaphoric Binding Theory." *University of Wisconsin SLO Working Papers in Linguistics*, Vol. 8: Proceedings of WIGL 6.

SHIRAI, Yasuhiro

Rank: Professor (tenured)

Education: Ph.D. University of California, Los Angeles, 1991

Academic Experience: Invited Scholar, National Institute of Japanese Language and Linguistics (2012-present); Visiting Scholar, Sophia Linguistic Institute for International Communication, Sophia University (2007-present)

Distinctions: Recipient of Grant-Aid (\$39,000) for Scientific Research Program (Joint Research) from the Japan Society for the Promotion of Science on “The acquisition of noun-modifying clauses in first and second language acquisition: The effect of typological differences,” PI: Hiromi Ozeki, Reitaku University. (2011-2014)

Specialization: First and second language acquisition; cognitive models of L2 acquisition and use; typological study of tense-aspect systems; cross-linguistic study of the acquisition of tense-aspect morphology; acquisition of relative clauses; acquisition of Japanese and Asian languages as an L1 and as an L2

IAS Courses Taught: Second Language Acquisition; Applications of Linguistics; Research Methods in Applied Linguistics and Sociolinguistics; Current Issues in Applied Linguistics: Tense and Aspect in Language Acquisition, Processing and Disorders: Cross-linguistic and Multidisciplinary Approaches; Current Issues in Applied Linguistics: Corpus-based Research in Language Acquisition and Use; Current Issues in Applied Linguistics: Teaching Experiments in Second Language Acquisition; Alternative Syntactic Theories; Current Issues in Second Language Learning: Rules, Associative Memory, and Language Learning Aptitude

% Effort, IAS Courses: 50%

Language Proficiencies: Japanese (5)

Overseas Experience: Japan, Hong Kong, Mexico, England, South Korea, Netherlands

Dissertation and theses supervised in past 5 years: 13

Recent Publications:

- 2013 *Kotobano rikigaku: Ouyou gengogaku eno syootai* [The dynamics of language: An invitation to applied linguistics]. Tokyo: Iwanami Publishers.
- 2013 *Eigo wa motto kagakuteki ni gakusyuu siyoo* [A scientific guide to learning English]. Tokyo: Chukei Shuppan.
- 2012 *Eigo kyoosi no tame no daini gengo syuutokuron nyuumon* [Second language acquisition: An introduction for English language teachers]. Tokyo: Taishukan.

MUSIC

MUNDY, Rachel

Rank: Assistant Professor (tenure-track)

Education: Ph.D. New York University, 2010

Distinctions: Mellon postdoctoral fellowship in Music, Columbia University (2010-2012)

Specialization: Sound studies; jun-shihan license, performance, and fieldwork with Japanese *shakuhachi*; animal studies and posthumanism; history of science and technology; piano performance practice in early twentieth-century recordings; American and French music of the mid-twentieth century

IAS Courses Taught: Music after 1750; Music, Meaning, and Language in France

% Effort, IAS Courses: 30%

Language Proficiencies: N/A

Overseas Experience: Japan

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- n.d. *Animal Musicalities: Birds, Beasts, and Musical Evolution in the Twentieth Century*. Wesleyan University Press. (Forthcoming.)
- n.d. “Evolutionary Categories and Musical Style from Adler to America.” *Journal of the American Musicological Society*. (Forthcoming.)
- n.d. *Beyond Notation*, with Karin Bijsterveld and Joeri Bruynicckx. (In progress.)
- 2013 “The ‘League of Jewish Composers’ and American Music.” *The Musical Quarterly* 96, no. 1 (Spring 2013): 50-99.

WEINTRAUB, Andrew N.

Rank: Professor (tenured)

Education: Ph.D. University of California, Berkeley, 1997

Distinctions: Recipient of Global Academic Partnership grant for “Voices of Asian Modernities” conference (2014); Visiting Fellow, Royal Netherlands Institute of Southeast Asian and Caribbean Studies (2012); Fulbright Specialists Grant in Anthropology, Makerere University, Uganda (2010-2011)

Specialization: Indonesia; Southeast Asia; ethnomusicology; sound repatriation; popular music; cultural rights

IAS Courses Taught: Introduction to Ethnomusicology; Advanced Methods in Cultural Theory & Musical Practice; Study of Popular Music; Music & Communication; Music & Islam in Southeast Asia; Music & Post-colonialism; Introduction to Music Cultures of the World; Music of Southeast Asia; Gamelan Ensemble

% Effort, IAS Courses: 75%

Language Proficiencies: Indonesian (5), Sundanese (4), Dutch (3)

Overseas Experience: Indonesia, Malaysia, Uganda, China, France, The Netherlands, Singapore

Dissertation and theses supervised in past 5 years: 22

Recent Publications:

- 2014 “Pop Goes Melayu: Indonesian Popular Music, 1968-1975.” In *Sonic Modernities*. Ed. Bart Barendregt. Leiden: Brill Press.
- 2013 “The Sound and Spectacle of Dangdut Koplo: Genre and Counter-Genre in East Java, Indonesia.” *Asian Music*.
- 2012 “The Audible Future: Reimagining the Role of Sound Archives and Sound Repatriation in Uganda.” [co-authored with Sylvia Nannyonga-Tamusuza]. *Ethnomusicology*.
- 2011 “Introduction.” In *Islam and Popular Culture in Indonesia and Malaysia*, ed. Andrew N. Weintraub. London and New York: Routledge.
- 2011 “Morality and its Dis(contents): Dangdut and Islam in Indonesia.” In *Music and Islam in Indonesia*, ed. David Harnish and Anne Rasmussen. Oxford University Press.

POLITICAL SCIENCE

LANDRY, Pierre

Rank: Associate Professor (T), Department of Political Science

Education: Ph.D. University of Michigan, 2000

Academic Experience: Term Associate Professor of Political Science & Senior Research Fellow, The MacMillan Center (2007-2010) and Assistant Professor of Political Science (2001-2007), Yale University

Distinctions: Barometer of Chinese Development (co-PI and consultant), Universities Service Centre for China Studies, The Chinese University of Hong Kong (2007-2010)

Specialization: Chinese politics; comparative local government; quantitative comparative political analysis

IAS Courses Taught: Government & Politics in China;

% Effort, IAS Courses: 100%

Language Proficiencies: Chinese (5), French (5), German (2)

Overseas Experience: China, Vietnam

Dissertation and theses supervised in past 5 years: 4

Recent Publications:

- Forthcoming “Place Dynamism and Health in Urbanizing China.” (with Juan Chen, Shuo Chan and Deborah S. Davis). *The China Quarterly*.
- 2013 “Undermining authoritarian institutional innovation: The power of China’s industrial giants.” (with Peter Lorentzen & John Yasuda). *Journal of Politics*.
- 2013 “Migration, Environmental Hazards, and Health Outcomes in China.” (with Juan Chen, J. & Shuo Chen). *Social Science & Medicine*. Volume 80, March 2013, pp. 85–95.
- 2011 “The Legacies of Maoism and Popular Trust in Legal Institutions” in *Chinese Justice: Civil Dispute Resolution in Contemporary China*, Woo, M., Gallagher, M. & Goldman, M. eds., Cambridge University Press.
- 2008 *Decentralized Authoritarianism in China: The Communist Party’s Control of Local Elites in the Post-Mao Era*. Cambridge University Press.

MAROLDA, Gemma

Rank: Lecturer (non-tenure track)

Education: Ph.D. University of Maryland, College Park

Academic Experience: Visiting Fellow, Centre for European Studies, and Visiting Professor, Interdisciplinary Department of European Studies and Global Studies Program, Chulalongkorn University, Thailand (2009-2012); Adjunct Professor, Graduate School of Public and International Affairs, University of Pittsburgh (1999-2008)

Distinctions: Pew Charitable Trusts Research Grant; J.D. and C.T. MacArthur Fellowship

Specialization: European Union; ASEAN; EU-ASEAN relations; EU foreign and security policy; international organizations; regionalism in Southeast Asia; human security; global security; migration and human trafficking

IAS Courses Taught: Government and Politics of Southeast Asia; The Politics of the European Union; EU Capstone Seminar: European Union Foreign and Security Policy; International Organizations; Theories of International Relations; Topics in IR: The European Union's Presence in the Asia-Pacific

% Effort, IAS Courses: 100%

Language Proficiencies: Italian (5), French (2)

Overseas Experience: Thailand, Italy, Japan

Dissertation and theses supervised in past 5 years: N/A

Recent Publications:

- n.d. "Peace and Security in Southeast Asia: The Limits of EU-ASEAN Inter-Regional Dialogue." *CES Journal*. (Forthcoming.)
- n.d. Book review of *The European Development Cooperation Policy towards Vietnam (1990s-2000s): A Case Study of Constructivist Foreign Policy Analysis* by Piyapat Bennag. *CES Journal* (Forthcoming).
- 2011 "European Perspectives on Dis-Integration: A View from Academia," in *Coping with Dis-Integration: From the Perspectives of Local to Global* (Chulalongkorn University International Conference on Integration and Dis-Integration in the World, Bangkok, Thailand, 13-14 Sept. 2010). Bangkok: Chulalongkorn University, 2011.

PUBLIC HEALTH (Graduate School)

KUMAR, Supriya

Rank: Research Assistant Professor (NTT), Department of Behavioral and Community Health Sciences

Education: Ph.D. Carnegie Mellon University, 2005

Distinctions: Recipient of Models of Infectious Disease Agent Study pilot grant (2011-2012); recipient of Kellogg Health Scholars Program affiliate fellowship (2009-2010); recipient of Bernard D. Goldstein Student Award in Environmental Health Disparities and in Public Health Practice (2009)

Specialization: Implementation of health-enabling policies; impact of the interaction between the social and policy environments on health behaviors and health disparities

% Effort, IAS Courses: 10%

Language Proficiencies: English (5), Hindi (3), Marathi (2)

Overseas Experience: India

Recent Publications:

- 2013 "Policies to reduce influenza in the workplace: Impact assessments using an agent-based model." *American Journal of Public Health* 103, pp. 1406-1411.
- 2012 "It's a long, long walk: accessibility to hospitals, maternity and integrated health centers in Niger." *International Journal of Health Geographics* 11:24.
- 2012 "US public support for global vaccine donations during the 2009 H1N1 Pandemic." *PLoS ONE* 7(3): e33025.
- 2012 "The impact of workplace policies and other social factors on self-reported influenza-like illness incidence during the 2009 H1N1 Pandemic." *American Journal of Public Health* 102, pp.134-140.

PUBLIC & INTERNATIONAL AFFAIRS (Graduate School)

COMFORT, Louise K.

Rank: Professor (tenured)

Education: Ph.D. Yale University, 1975

Academic Experience: Director, Center for Disaster Management, University of Pittsburgh (2009-present)

Distinctions: Recipient of MITRE Grant for “Real-time robust decision making during emergency operations” (2011); Recipient of NSF RAPID Grant for “Networks in Transition from Response to Recovery following the Haiti Earthquake” (2010); Recipient of Widgeon Foundation Grant: Documenting Networks in Disaster Response & Transition to Recovery in Haiti Earthquake (2010)

Specialization: Organizational theory and design; organizational analysis; disaster management; organizational dynamics and change processes; policy design and implementation; public policy analysis; public management; information technology

IAS Courses Taught: Complex, Adaptive Systems; Multivariate and Network Analysis; Systems Thinking and Public Policy; Policy Analysis; Policy Design and Implementation; Advanced Information Technology and Public Management; Managing Threats, Emergencies and Disasters

% Effort, IAS Courses: 25%

Language Proficiencies: German (3), Spanish (3), French (2), Italian (2), Japanese (2)

Overseas Experience: Japan, China, Indonesia, Thailand, India, Haiti, etc.

Dissertation and theses supervised in past 5 years: 7

Recent Publications:

- 2011 Resilience, Entropy, and Efficiency in Crisis Management: The January 12, 2010 Haiti Earthquake. In U. Rosenthal et al. *Megacrisis*. Springfield, IL, Charles C. Thomas, Publisher.
- 2011 “Transition from Response to Recovery: A Knowledge Commons to Support Decision Making following the January 12, 2010 Haiti Earthquake.” Special Issue on January 12, 2010 Haiti Earthquake. *Earthquake Spectra*.
- 2011 “Distributed cognition: The basis for coordinated action in dynamic environments.” *Journal of Emergency Management*. Vol. 9 (Special Issue 1), pp. 41-46.
- 2010 *Designing Resilience: Preparing for Extreme Events*. Lead editor with Arjen Boin and Chris C. Demchak. Pittsburgh: University of Pittsburgh Press.

FINKEL, Müge Kökten

Rank: Assistant Professor (non-tenure track)

Education: Ph.D. University of Virginia, 2002

Distinctions: Recipient of Global Studies Center Faculty Research Grant (2011); Recipient of University of Pittsburgh Hewlett-International Faculty Grant (2011); Recipient of University of Pittsburgh Center for Russian and East European Studies (REES) Small Grant (2011)

Specialization: Comparative politics; social policy; East Asia; Japan

IAS Courses Taught: Gender and Development; Global Governance; Poverty and Human Development; Poverty and Global Economy; Social Policy and Development in International Organizations; Japanese Government and Politics, Capstone: Program Design and Evaluation

% Effort, IAS Courses: 75%

Language Proficiencies: Turkish (5); Japanese (3); German (3); French (2)

Overseas Experience: Turkey, Japan

Dissertation and theses supervised in past 5 years: 16

Recent Publications:

- 2008 *What Makes a Camp Safe: the Protection of Children from Abduction in Internally Displaced Persons and Refugee Camps*. Co-authored with Simon Reich, Ford institute for Human Security, University of Pittsburgh
- 2006 “Community Driven Development: Problems of Operationalization in the Middle East and North Africa Region.” Co-authored with Knut Opsal, *MNA Regional Working Paper Series*, World Bank.
- 2006 “Voices of the Youth: Background Papers and Country Case Studies from Egypt, United Arab Emirates and Yemen” for the *WDR 2007: Development and the Next Generation*. World Bank.

MURTAZASHVILI, Jennifer Brick

Rank: Assistant Professor (tenure track)

Education: Ph.D. University of Wisconsin–Madison, 2009

Distinctions: Recipient of grant (\$20,000) from Democracy International/United States Agency for International Development (USAID) (2011-2012); grants and fellowships from USAID and government of Tajikistan for original research project “Local Governance in Tajikistan” (2012-2015)

Specialization: Political Economy of Development; Politics of Central and South Asia; Politics of the Former Soviet Union; Afghanistan; State Building; Informal Institutions and Customary Governance; Political Islam

IAS Courses Taught: Politics of Central Asia; State-Building; Institutions and Development; Qualitative Research Methods; Political Islam; Global Governance; Post-Conflict Reconstruction; Administration of Public Affairs

% Effort, IAS Courses: 40%

Language Proficiencies: Dari/Tajiki/Persian (4), Russian (5), Uzbek (4), Turkish (2)

Overseas Experience: Afghanistan, Kazakhstan, Kyrgyzstan, Pakistan, Russia, Tajikistan, Turkey, Uzbekistan

Dissertation and theses supervised in past 5 years: 3

Recent Publications:

- n.d. “Bad Medicine: Understanding Perceptions of the Role of State in Society in Rural Afghanistan,” in *Central Asian Affairs*. (Forthcoming.)
- 2012 “Colored by Revolution: The Political Economy of Autocratic Stability in Uzbekistan.” *Democratization*
- 2012 “Soviet Union in Central Asia,” in *Volume 4: Cultural Sociology of West, Central, and South Asia; Part 3, 1900 to Present: Soviet Union in Central Asia*
- 2012 “Osama bin Laden,” in *Volume 4: Cultural Sociology of West, Central, and South Asia; Part 3, 1900 to Present: Soviet Union in Central Asia*
- 2012 *Survey on Political Institutions, Elections, and Democracy in Afghanistan*. United States Agency for International Development (Democracy International), Washington, DC

WILLIAMS, Phil

Rank: Professor (tenured)

Education: Ph.D. University of Southampton, 1988

Academic Experience: Visiting Professor at the Strategic Studies Institute, U.S. Army War College; Visiting Scientist at CERT (Computer Emergency Response Team), Carnegie Mellon University

Distinctions: Primary Investigator on subcontract with START (University of Maryland)/DNDO (Domestic Nuclear Detection Office): Transnational Criminal Organizations, Terrorists and Illicit Radiological/Nuclear (RN) Materials: Exploring a Central American Nexus for \$99,342 (2010 – 2011)

Recent Publications:

- 2012 “The Terrorism Debate Over Mexican Drug Trafficking Violence.” *Terrorism and Political Violence*, Vol. 24, No. 2; Special Issue: Intersections of Crime and Terror.
- 2010 “Organized Crime in Iraq: Strategic Surprise and Lessons for Future Contingencies.” *Prism* Vol 1 No. 2, pp. 47-68.
- 2010 “Afterword: criminal violence in Mexico – a dissenting analysis.” With Paul Kan. *Small Wars & Insurgencies*, Vol. 21, No. 1, (Special Issue: Narcos Over the Border: Gangs, Cartels, Mercenaries and the Invasion of America).
- 2009 “Organized Crime and Corruption in Iraq,” in *International Peacekeeping: Special Issue on Organized Crime and Peace Operations*, Volume 16, Issue 1, Pages 115 – 135.
- 2009 “Illicit Markets, Weak States and Violence: Mexico and Iraq,” in Special Issue of *Law Crime and Social Change* 52(3), pp. 323-336.

RELIGIOUS STUDIES**BAKIC-HAYDEN, Milica****Rank:** Lecturer (non-tenure track)**Education:** Ph.D. University of Chicago, 1997**Distinctions:** Board member, North American Society for Serbian Studies (2010 to date); President of the North American Association of Serbian Studies (2008)**Specialization:** Religion and society in the Balkans and South Asia; topics in comparative religion**IAS Courses Taught:** Eastern Orthodoxy; Mysticism East and West; Saints East and West; Religions of India I; Religions of India II: Storytelling as a Religious Form; History of Christian-Muslim Relations**% Effort, IAS Courses:** 30%**Recent Publications:**

- n.d. "Religion and Religious Authority in the Age of Secularism and Globalization: Some Implications for the Balkans" in *Bulletin of the Institute of Ethnography of the Serbian Academy of Sciences and Arts*. (Forthcoming.)
- 2011 "Empires are Us: Identifying with Differences," in *Images of Imperial Legacy: Modern Discourses on the Social and Cultural Impact of Ottoman and Habsburg Rule in Southeast Europe*, edited by Tea Sindbaek and Maximilian Hartmuth, Berlin: LIT Verlag.
- 2010 "St. Sava and the Power(s) of Spiritual Authority," *Serbian Studies* 24.1-2: 49-62.
- 2009 "Teoloska antropologija zene: pravoslavna perspektiva" [Theological Anthropology of Woman: An Orthodox Perspective]. *I vjernice i gradjanke* [Women as Believers and Citizens], edited by Zilka Spahic-Siljak and Rebeka Anic, Sarajevo: TPO Foundation.

CHILSON, Clark**Rank:** Associate Professor (tenured)**Education:** Ph.D. Lancaster University (UK), 2004**Academic Experience:** Associate Editor for the *Japanese Journal of Religious Studies* and *Asian Folklore Studies*, Nanzan University (1998–2003)**Distinctions:** Recipient of Japanese Studies Faculty Research Grant, Asian Studies Center (2013); Recipient of grant from Toshiba International Foundation (2010); Recipient of grants from Lilly Endowment (2008-2009)**Specialization:** Japanese religion and culture**IAS Courses Taught:** Ethnography and the Study of Religion; Japanese Religious Traditions; Japanese Popular Religion**% Effort, IAS Courses:** 80%**Language Proficiencies:** Japanese (4)**Overseas Experience:** Japan**Dissertation and theses supervised in past 5 years:** 9**Recent Publications:**

- 2014 *Secrecy's Power: The Conflicting Consequence of Concealment for Covert Shin Buddhists in Japan*, University of Hawai'i Press.
- 2012 "Preaching as Performance: Notes on a Secretive Shin Buddhist Sermon." In *Studying Buddhism in Practice*, edited by John Harding, pp. 142–153. London: Routledge.
- 2012 "Searching for a Place to Sit: Buddhism in Modern Japan." In *Buddhism in the Modern World*, edited by David L. McMahan, pp. 49–68. London: Routledge.
- 2010 "A Religion in Death Throes: How Secrecy Undermines the Survival of a Crypto Shin Buddhist Tradition in Japan Today." *Religion Compass*.
- 2007 "Eulogizing Kūya as More than a Nenbutsu Practitioner: A Study and Translation of the Kūyarui." *Japanese Journal of Religious Studies* 34: 305–327.

PENKOWER, Linda

Rank: Associate Professor (tenured)

Education: Ph.D. Columbia University, 1993

Distinctions: Recipient of Chancellor's Fellowship in China Studies (2013 & 2014); Recipient of Mellon Pre-doctoral Fellowship (2013); Recipient of Research-in-Japan Grant, Asian Studies Center (2009); Recipient of Northeast Asia Council Small Grant for Japanese Studies, Association for Asian Studies (2007); Recipient of United States Department of Education Fulbright-Hays Faculty Research Abroad Scholarship (2002-2003)

Specialization: Chinese and Japanese Religion; Chinese and Japanese Buddhist History (particularly medieval period); Tiantai Buddhism

IAS Courses Taught: East Asian Buddhism; Chinese Religious Traditions; Death and the Afterlife in Buddhist Cultures

% Effort, IAS Courses: 100%

Language Proficiencies: Japanese (4), Chinese (4)

Overseas Experience: Japan, China

Dissertation and theses supervised in past 5 years: 9

Recent Publications:

- 2014 "Tiantai Buddhism and the Construction of Lineage during the Tang," *Kuroda Institute Studies in East Asian Buddhism*. Honolulu: University of Hawai'i Press.
- 2014 *Hindu Ritual at the Margins: Transformations, Innovations, Reconsiderations*, coedited with Tracy Pintchman, University of South Carolina Press.
- 2008 'Turning the Wheel' in the North American Classroom" (in English and Japanese), in *Seikai no shūkyō kyōkasho* [Textbooks on Religions from Around the World], Taishō University Press (DVD).

SOCIOLOGY

HASHIMOTO, Akiko

Rank: Associate Professor (tenured)

Education: Ph.D. Yale University, 1984

Distinctions: Recipient of UCIS Curriculum Development Grant (2013-14); Recipient of Toshiba International Foundation Grant (2008)

Specialization: Global and comparative sociology; cultural sociology; qualitative methods; cultural identity; national memory, family, aging, education, media, and policy; popular culture; manga; war and peace; Japan; East Asia; Western Europe; North America

IAS Courses Taught: Culture and Power; Collective Memory; Global and Comparative Sociology; National Identity in the Global World; Comparative Research; Qualitative Research; Qualitative Methods; Research Design; Cultural Sociology; Introduction to Global and Comparative Sociology; Global Perspectives on Popular Culture; Popular Culture in Japan; Japan-U.S.A. Relations; Japanese Society

% Effort, IAS Courses: 50%

Language Proficiencies: Japanese (5), German (3)

Overseas Experience: Japan, Germany

Dissertation and theses supervised in past 5 years: 13

Recent Publications:

- 2014 "Memory," in *Encyclopedia of Global Studies*, edited by Mark Juergensmeyer and Helmut Anheier. London: Sage.
- 2014 Book Review: *Pop Culture and the Everyday in Japan: Sociological Perspectives* by Katsuya Minamida and Izumi Tsuji. *Journal of Japanese Studies*, 201 4 (40)1, pp. 221-224.
- 2012 "National and Cultural Identity," "Family and Aging," "War Memory," and "Popular Culture and Manga," in *Japan: Places, Images, Times, and Transformations*, Multimedia Web Curriculum Project edited by Japan Studies Faculty. Asian Studies Center, University of Pittsburgh, funded by the National Endowment for the Humanities.
- 2011 "Divided Memories, Contested Histories: The Shifting Landscape in Japan" in *Cultures and Globalization: Heritage, Memory & Identity* (Series Vol.4), edited by Helmut Anheier and Yudhishtir Raj Isar. London: Sage.

SINGH, Vijai P.

Rank: Professor (tenured); Vice Chancellor

Education: Ph.D. University of Wisconsin, Madison, 1970

Specialization: Sociology of science; inequality; scientific innovations and economic transformation; urban policy; comparative study of the processes of production of scientific knowledge in the U.S. and Western Europe, and the role of political, economic, and social institutions; sustainable development, poverty, and economic policies at federal and local levels in India

IAS Courses Taught: Introduction to Sociology; Social Problems; Marriage and Family; Social Stratification; Planning and Policy; Population; Statistics; Demography; Comparative Sociology; Comparative Sociological Methodology; Modernization; Survey Research

% Effort, IAS Courses: 35%

Language Proficiencies: Hindi (5)

Overseas Experience: India, Japan, Germany, Italy

Dissertation and theses supervised in past 5 years: N/A

Recent Publications: N/A

EAST ASIAN LIBRARY

GOOD, Hirovuki Nagahashi

Rank: Japanese Studies Librarian (tenured)

Education: MLIS, University of California Los Angeles, 2004; M.A. California State University, Long Beach, 1994

Academic Experience: Japan Studies Bibliographer (2005-2012); Japanese Information Consultant, Japanese American National Museum (2000-2003)

Distinctions: Recipient of NCC Multi-Volume Set Grants (2010-2011); Recipient of ASC Japan Council Travel Grants (2010); Recipient of University Library System Travel Grants (2010)

Specialization: Open access; digital resources; international scholarly communication; bibliography of Japanese studies; information literacy

% Effort, IAS: 100%

Overseas Experience: Japan, China

Recent Publications:

- 2012 "From the Chair of the Shashi Group." Essay from the editors on peer review and open access e-journal, in *Shashi: the Journal of Japanese Business and Company History*. University Library System, University of Pittsburgh.
- 2012 "University Libraries are Changing to Encourage More Student Use." *Kagaku Forum* (Science Forum), Tokyo University of Science.
- 2011 Japanese Company Histories Interest Group (Shashi Group) Current status of studies on Japanese company histories in North America. *Journal of Japan Special Libraries Association*.
- 2009 Trend of GIS services in US Academic Libraries –from comparison of past surveys and current situation of the University of Pittsburgh. *Journal of Information Science and Technology Association*.

LIU, Yu-lien (Lotus)

Rank: Specialist IV, East Asian Library

Education: M.A. University of South Carolina, 1979

Specialization: East Asia Gateway Service (document delivery service for researchers in China and South Korea; www.library.pitt.edu/eal-gateway-service)

Language Proficiencies: Chinese (5)

ZHANG, Haihui

Rank: Head of East Asian Library and Chinese Studies Librarian (tenured)

Education: MLIS, Emporia State University, 1996

Academic Experience: Chinese Rare Book Cataloguer, Princeton University (1993-1998); Reference Librarian and Chinese Rare Book Cataloger, Renmin University Library, China (1982-1990)

Distinctions: Hewlett International Small Grant, University Center for International Studies (2012)

Academic experience: Instructor, Council on East Asian Libraries (CEAL) workshop on Chinese local gazetteers (March, 2013); Instructor, CEAL webinar on Chinese Rare Book Cataloging (June, 2012)

Specialization: Chinese history and culture; China studies in North America

Language Proficiencies: Chinese (5)

Recent Publications:

- 2013 *A Scholarly Review of Chinese Studies in English of the Last Thirty Years*. With Zhaohui Xue, Shuyong Jiang, and Lance G. Lugar, ed. The Association for Asian Studies.
- 2013 "Valuable Data and Information in Cunzhi: Some Findings," in *Journal of Society for Chinese Studies Librarians*.
- 2011 *Comparative Experiences in American and Chinese Higher Education-Interviews with Prominent Chinese American Scholars* (interviewer and writer) Beijing: Renmin University Press.
- 2011 "Writing City History at the Grassroots Level: Jiedaozhi and Their Research Value," with Zhaohui Xue. *Frontiers of History in China*.
- 2010 *Chinese Studies in North America*. (Editor-in-Chief.) Beijing: Zhonghua Book Company.

ZOU, Xiuying

Rank: Public Services Librarian (tenured)

Education: MLIS, University of Pittsburgh, 2002

Academic Experience: Asian Studies Librarian, Binghamton University Libraries (2002-2005); Assistant / Associate Professor of English, Foreign Affairs College, Beijing, China (1996-1999)

Distinctions: Recipient of Conference Travel Grant, Asian Studies Center, University of Pittsburgh (2011); Recipient of Hewlett International Grant, Center for International Studies, University of Pittsburgh (2008)

Specialization: Chinese immigration to Americas; Korean studies

% Effort, IAS: 80%

Language Proficiencies: Chinese (5), French (3), Japanese (3), Korean (3)

Overseas Experiences: China, Korea

Recent Publications:

2010 *English-Chinese / Chinese-English Glossary of Library and Information Science*, Beijing: National Library of China Press (Co-compiled with Yue Shu).

ASIAN STUDIES CENTER STAFF

CARLITZ, Katherine

Title: Assistant Director of Faculty Affairs; Adjunct Associate Professor, Department of East Asian Languages & Literatures

For complete profile, see pg. 18 (Department of East Asian Languages and Literatures)

CONSTABLE, Nicole

Title: Director, Asian Studies Center; Professor (tenured), Department of Anthropology
For complete profile, see pg. 07 (Project Director)

COOK, James Alexander

Title: Associate Director; Adjunct Associate Professor, Department of History
For complete profile, see pg. 36 (Department of History)

HERYFORD, Michele Ferrier

Title: Director, Confucius Institute

Education: M.A., University of Pittsburgh, 1986

Distinctions: Three-time award winner, Confucius Institute Director of the Year (2010, 2012); three-time Confucius Institute of the Year (2008, 2011, 2013); Association for Asian Studies Franklin R. Buchanan Prize for Curriculum Development winner (2003); Editorial Board: Education About Asia, Association for Asian Studies, 1998 – present

Specialization: Chinese language program development at the K-16 level

Language Proficiencies: Chinese (3)

Overseas Experience: China, Taiwan, Mongolia, Thailand, South Korea, Vietnam

Recent Publications:

2007 “An EAA Interview with Ambassador Alphonse F. La Porta,” *Education About Asia*, Vol. 12 No. 2.

2002 Editor: “Contemporary Chinese Societies: Continuity and Change” (Digital publication), with University of Pittsburgh China Studies Faculty, Columbia University Press.

1999 Book review of “Rose, Rose, I Love You,” *Education about Asia*, Vol. 4, No. 1.

HUGHES, Patrick

Title: Assistant to the Director, National Consortium for Teaching about Asia (NCTA) Pittsburgh National Coordinating Site

Education: Ph.D., University of Pittsburgh, 2013

JACOBSON, Rachel

Title: Administrative Assistant, Asian Studies Center

Education: B.A., University of Pittsburgh, 2011

Language Proficiencies: Japanese (4)

JORDAN, Brenda G.

Title: Director, National Consortium for Teaching about Asia (NCTA) Pittsburgh National Coordinating Site

For complete profile, see pg. 21 (Dept. of East Asian Languages and Literatures)

MURAWSKI, Jennifer

Title: Assistant Director of Educational Outreach and Undergraduate Advisor, Asian Studies Center

Education: B.A., University of Pittsburgh, 2005

Distinctions: Chair, Association for Asian Studies Franklin R. Buchanan Book Prize for Curricular Materials, 2013-2015

Language Proficiencies: Japanese (3), Vietnamese (1), Chinese (1)

Overseas Experience: Japan

MORRIS, Karen

Title: Financial Administrator, Asian Studies Center

Education: B.A., California University of Pennsylvania, 1988

WOOD, Diana Marston

Title: Alumni Enrichment and Outreach Coordinator, National Consortium for Teaching about Asia (NCTA), Pittsburgh National Coordinating Site

Education: Ph.D., Carnegie Mellon University

Distinctions: Editorial Board: *Education about Asia*, Association for Asian Studies (1994 – present); Fulbright Fellowship, Taiwan (1986)

Language Proficiencies: Chinese (2)

Overseas Experience: China, Japan, Taiwan, South Korea

EAST ASIAN LANGUAGES AND LITERATURES, PART-TIME INSTRUCTORS

GUAN, Kailu

Title: Part-time instructor, Chinese Language

Education: Master of Applied Second Language Acquisition (Chinese), Carnegie Mellon University, 2014; M.A., Teaching Chinese to Speakers of Other Languages, Sun Yat-sen University, 2012

Related Experience: Instructor of Chinese level II at Carnegie Mellon University (2014); Instructor of Chinese beginner level courses for international students at Sun Yat-sen University (2010)

Pedagogical Training: Departmental instructor training under language faculty, East Asian Languages and Literatures; graduate level coursework on: Teaching Methodologies for the Foreign Language Classroom; Teaching Modern Languages and Cultures; SLA Theories and Research; Teaching Chinese as a Foreign Language; Studies in Chinese Literature and Culture; Learning about Language Learning; Language Technology

Language Proficiency: Chinese (5)

HORIKAWA, Nobuko

Title: Part-time instructor, Japanese Language

Education: Master of Philosophy, University of Cincinnati

Related Experience: Japanese language recitation instructor for first year Japanese and intensive summer programs, University of Pittsburgh (2013-present)

Pedagogical Training: Departmental instructor training under language faculty, East Asian Languages and Literatures

Language Proficiency: Japanese (5), Chinese (3), French (3)

HUANG, Liling

Title: Part-time instructor, Chinese Language

Education: Master of Applied Second Language Acquisition (Chinese), Carnegie Mellon University, 2014

Related Experience: Chinese language recitation instructor for Chinese levels 1, 3, and 4 at Carnegie Mellon University (2013-2014); Teaching assistant for high school Chinese courses at Taylor Allderdice High School, Pittsburgh Public Schools (2013-2014)

Pedagogical Training: Departmental instructor training under language faculty, East Asian Languages and Literatures; ACTFL Oral Proficiency Interview training (Chinese); graduate coursework on Teaching Chinese Practicum, Chinese Foreign Language Teaching, Language Acquisition and Technology, Second Language Acquisition Theories and Research

Language Proficiency: Chinese (5)

KANO, Yukiko

Title: Part-time instructor, Japanese Language

Education: B.A., Kyoto Women's University, 1997

Pedagogical Training: Departmental instructor training under language faculty, East Asian Languages and Literatures; licensed teacher of kindergarten and Coordinator of Social Education (Japan)

Language Proficiency: Japanese (5)

KIM, Soo-Jin

Title: Part-time instructor, Korean Language

Education: Master of Education, Korea National University of Education

Pedagogical Training: Departmental instructor training under language faculty, East Asian Languages and Literatures

Language Proficiency: Korean (5)

KIM, Woo Ah

Title: Part-time instructor, Korean Language

Education: Master of Science, Ewha Womans University; presently studying for Doctor of Education degree in Communication and Speech Disorders, School of Education, University of Pittsburgh.

Academic Experience: Assistant instructor of second and third year Korean, University of Pittsburgh (2012-present)

Pedagogical Training: Departmental instructor training under language faculty, East Asian Languages and Literatures; graduate coursework in education and language acquisition; previous career as speech and language therapist (2005-2007).

Language Proficiency: Korean (5), French (2), Chinese (2)

KING, Chisato Tomoda

Title: Part-time instructor, Japanese Language

Education: B.S., Ehime University

Academic Experience: Japanese language recitation instructor for Japanese levels 1, 2, and 3 at University of Pittsburgh (2007-present); Japanese language recitation instructor for Japanese levels 1 and 2 at Carnegie Mellon University (2009-present)

Pedagogical Training: Teaching English to Speakers of Other Languages (TESOL) Certification (2002)

Language Proficiency: Japanese (5)

LEI, Yuyun

Title: Part-time instructor, Chinese Language

Education: Master of Applied Second Language Acquisition (Chinese), Carnegie Mellon University, 2014; M.A. in Chinese Language and Literature, Hunan University, 2013

Related Experience: Chinese language recitation instructor for Chinese level 1 at Carnegie Mellon University (2014); Teaching assistant for high school Chinese courses at Taylor Allderdice High School, Pittsburgh Public Schools (2014); Research assistant for Chinese dialects, Hunan University (2009-2011)

Pedagogical Training: Departmental instructor training under language faculty, East Asian Languages and Literatures; graduate level coursework on: Chinese Foreign Language Teaching; Studies in Chinese Literature and Culture; Teaching Methodologies for the Foreign Language Classroom; Teaching Modern Languages and Cultures; Language Acquisition and Technology; Second Language Acquisition: Theories and Research; membership in ACTFL, Chinese Language Teachers Association (CLTA), and Pennsylvania State Modern Language Association.

Language Proficiency: Chinese (5)

Recent Publications:

2014 “Integrating technology into theme-based arts and literature curricula,” With Suemei, W., Gong, G., & Guan K. *Proceedings of the 8th International Conference and Workshops on Technology and Chinese Language Teaching*.

2012 [The Teaching of *bei*-sentences under the New Situation], With Lanyu, P. *Chinese Language Education and Research* (South Korea), Vol.16, 133-152.

WU, Qiong

Title: Part-time instructor, Chinese Language

Education: Presently studying towards a M.Ed. in Foreign Language Education, University of Pittsburgh School of Education (begun August 2013); B.A., University of International Business and Economics

Related Experience: Previous work for Hanban’s Confucius Institute Overseas Teacher Training Program, Beijing (2009)

Pedagogical Training: Departmental instructor training under language faculty, East Asian Languages and Literatures; graduate level coursework on: Techniques and Procedures in Foreign Language Teaching; Principles and Practices in Foreign Language Testing and Assessment; Issues in Foreign Language Education; Introduction to Linguistics; Teaching English Language Learners; Human Learning

Language Proficiency: Chinese (5), Arabic (4)

YUAN, Kailin

Title: Part-time instructor, Chinese Language

Education: Presently studying towards a M.Ed. in Foreign Language Education, University of Pittsburgh School of Education (anticipated 2015); B.A., Southwest University (China)

Related Experience: Chinese language instructor for levels 1 and 2 at Nakhon Ratchasima College of Vocational Technology, Ban Pho, Thailand (2011-2012); Principal Investigator for “Thai Students’ Chinese Learning Strategies” grant funded through the 4th National University Student Innovation Program, Ministry of Education of China

Pedagogical Training: Departmental instructor training under language faculty, East Asian Languages and Literatures; certified to teach Chinese language and culture at the middle school and high school level in China; Certificate of Accreditation in Teaching Chinese as a Foreign Language, issued by the International Chinese Language Teacher Association

Language Proficiency: Chinese (5)

PROJECT-AFFILIATED FACULTY

JOHNSON, Tina Phillips

Affiliation: Associate Professor, Department of History, and Director of Chinese Studies, Saint Vincent College (PA)

Education: Ph.D. University of Pittsburgh, 2006; presently studying for Master of Public Health, University of Pittsburgh (expected 2014)

Language Proficiencies: Chinese (4)

Overseas Experience: China

Center Affiliation: Head, Confucius Classroom at St. Vincent College; Collaborator on China public health initiatives and Chinese language certification with St. Vincent College Dept. of Education

KIM, Mason M.S.

Affiliation: Assistant Professor of Political Science at University of Tennessee at Martin

Education: Ph.D. University of Pittsburgh, 2013

Language Proficiencies: Korean (5)

Overseas Experience: South Korea, China

Center Affiliation: Research Associate, Korean Studies projects

MING, Kevin D.

Title: International Education Programs Manager, Beijing 21st Century International School

Education: Ph.D. University of Pittsburgh, 2013

Language Proficiencies: Chinese (4)

Overseas Experience: China

Center Affiliation: Research collaboration on “Transnational China and Southeast Asia” project

SASHTI, Rajgopal

Affiliation: Director of International Program Development, Columbus State University (Georgia); Director of the Nine University and College International Studies Consortium of Georgia

Education: Master of Geography, University of Akron

Academic Experience: Director of International Program Development, Southern Polytechnic State University (Georgia); Associate Professor of Geography, Clayton State and Columbus State Universities, Georgia (1990-2008)

Distinctions: Recipient of three Fulbright Scholarships (to Germany, Japan and Brazil)

Overseas Experience: Japan, China, Taiwan, Hong Kong, Thailand, Malaysia, Singapore, Indonesia, Cambodia, Vietnam, India

Center Affiliation: Project organizer, Georgia State International Studies Consortium for faculty development in internationalizing curricula at state universities in Georgia

SCHWARTZ, Louis B.

Affiliation: President, China Solutions, LLC

Education: J.D., Johns Hopkins University, 1983

Academic Experience: Adjunct Assistant Professor, University of Pittsburgh School of Law

Language Proficiencies: Chinese (5)

Overseas Experience: China, Taiwan, Hong Kong

Center Affiliation: Research collaborator on Georgia State International Studies Consortium workshop series



Appendix 4: Performance Measure Forms

Asian Studies Center
University of Pittsburgh



| 1. Project Goal Statement #1: Increase the number of students prepared to enter internationally focused careers and/or graduate study (including areas of national need). | | | | | | | | | | | | |
|---|--|---------------|--|--|--------------------|--------------|----------------|-------------------------|----|----|----|----|
| 2. Performance Measures | | 3. Activities | | | 4. Data/Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
| | | | | | | | | BL | T1 | T2 | T3 | T4 |
| A) Increase (by 10%) the number of Pitt students (undergraduate and graduate) participating in international career awareness and internship programs. | A.1 Offer networking opportunities with experts and information sessions through the International Career Toolkit series programs. | | | | | | | | | | | |
| | A.2 Partner with the Division of Student Affairs (including Outside the Classroom Curriculum program, CIBE, and career services), professional schools, and regional for-profit and non-profit organizations to develop programs for students. | | | | | | | | | | | |
| | A.3 Expand community of students, faculty and staff with international interests through support and participation for undergraduate activities, language clubs, and student groups) and advisor contact. | | | | | | | | | | | |
| B. Increase (by 10%) number of students participating in ASC-sponsored research, conferences, and workshops. | B.1 Organize undergraduate and graduate research conferences in collaboration with campus units and regional colleges and universities, including minority-serving institutions and community colleges. | | | | | | | | | | | |
| | B.2 Contact administration and faculty at regional colleges and universities to inform them of enrichment opportunities for students offered by the ASC, through social media, email, and print advertisement. | | | | | | | | | | | |
| | B.3 Increase access and provide financial support to host programs at regional and national colleges and universities or bring underserved students to research conferences. | | | | | | | | | | | |
| C. Increase (by 5%) number of ASC-affiliated courses which offer international career and skill development and research opportunities to undergraduates. | C.1 Collaborate with campus units (including University Honors College) to develop courses oriented around international career and research skill development. | | | | | | | | | | | |
| | C.2 Offer faculty course development grants to expand international content and skills development in new and existing courses. | | | | | | | | | | | |

| 1. Project Goal Statement #2: Increase the number of University of Pittsburgh students completing intermediate or advanced coursework in priority languages. | | | | | | | |
|--|---|---------------------|--------------|----------------|-------------------------|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | |
| | | | | | BL | T1 | T2 |
| A) Increase (by 5%) number of minority students enrolled in certificate programs with foreign language requirements. | A.1 Contact academic advisors, minority student organizations, (OFAA/Office of Diversity Services/Learning Community) to inform students of opportunities to study foreign languages at the college level. | | | | | | |
| | A.2 Create informational materials focusing on minority student opportunities and scholarships and alumni connections to foreign language study. | | | | | | |
| B) Increase (by 10%) enrollment in 3rd and 4th year language courses, especially in priority languages. | B.1 Collaborate with academic advisors to increase awareness of how to incorporate intermediate and advanced language study into a 4-year graduation plan. | | | | | | |
| | B.2 Contact academic advisors and ethnic student organizations across campus to inform students (especially heritage speakers) of opportunities to continue language study. | | | | | | |
| | B.3 Improve course quality through language instructor pedagogy workshop in partnership with language departments, the School of Education, and the Dept. of Linguistics' LCTL Center. | | | | | | |
| | B.4 Expand events and extracurricular support for students in language programs (including tutoring, language tables, and programming in the target language) in partnership with language faculty and departments. | | | | | | |
| C. Increase (by 5%) study abroad opportunities that include foreign language study, especially at the intermediate and advanced levels. | C.1 Promote and expand undergraduate research opportunities using the target language, in collaboration with key partner institutions abroad. | | | | | | |
| | C.2 Collaborate with the Study Abroad Office to expand language offerings on Pitt-sponsored study abroad programs. | | | | | | |
| | C.3 Collaborate with Study Abroad Office and academic advisors to increase awareness of how to incorporate study abroad with language component into a 4-year graduation plan. | | | | | | |
| | C.4 Increase awareness of national scholarships for critical language study, including Boren scholarships and Critical Language Scholarships. | | | | | | |

| 1. Project Goal Statement #3: Increase the international competitiveness and cultural competency of students across University of Pittsburgh campus units. | | | | | | | |
|--|--|---------------|--|--------------------|--------------|----------------|-------------------------|
| 2. Performance Measures | | 3. Activities | | 4. Data/Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets |
| | | | | | | | BL T1 T2 T3 T4 |
| A) Increase (by 10%) the number of international & areas studies courses across campus units. | A.1 Work collaboratively with senior administration and faculty to recruit and hire new faculty with international studies research and experience. | | | | | | |
| | A.2 Participate in new faculty orientations and partner with department chairs to promote and develop opportunities for collaboration, especially with professional schools. | | | | | | |
| | A.3 Target small grants to new faculty to enhance IAS content in existing courses. | | | | | | |
| | B.1 Target scholarships and financial aid for students studying critical languages, especially underrepresented populations. | | | | | | |
| B. Increase (by 5%) the number of students completing ASC academic programs. | B.2 Expand new credentials and program offerings for students in pre-professional fields, especially education. | | | | | | |
| | B.3 Expand cohort-building measures in academic programs to enhance student experiences in ASC programs. | | | | | | |
| | B.4 Increase academic advising and financial support for students conducting research and internships on international topics. | | | | | | |
| | C.1 Collaborate with language departments to plan and advertise events conducted in the target language, especially priority languages. | | | | | | |
| C. Increase (by 10%) programs that promote language across the curriculum. | C.2 Partner with University of North Carolina-Chapel Hill, Pitt area studies centers, School of Education, and language departments to offer a graduate-level seminar on teaching languages across the curriculum. | | | | | | |
| | C.3 Target course development grants for language trailer courses for critical languages. | | | | | | |

| 1. Project Goal Statement #4: Increase international understanding among K-12 students, especially at underserved schools by: providing opportunities for international experience-based learning and study of foreign languages. | | | | | | | | | | | | |
|---|---|---------------|--|--|---------------------|--------------|----------------|-------------------------|----|----|----|----|
| 2. Performance Measures | | 3. Activities | | | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
| | | | | | | | | BL | T1 | T2 | T3 | T4 |
| A) Increase (by 10%) overall participation in cultural and educational programs for K-12 students. | A.1 Contact administration and faculty at regional K-12 schools, especially ones that serve minority students, to inform them of enrichment opportunities for students offered by Center, through social media, email, and print advertisement. | | | | | | | | | | | |
| | A.2 Offer on-site and digitally broadcast educational and cultural programs, including music, dance, and theatre for K-12 students in the schools. | | | | | | | | | | | |
| | A.3 Invite high school students to campus for specialized events to learn about benefits of language competency and study abroad. | | | | | | | | | | | |
| B) Increase (by 10%) the number of K-12 schools with significant underserved populations* participating in outreach programs. (*Using PA Dept. of Education data) | B.1 Contact administration and faculty at regional K-12 schools with underserved populations to inform them of enrichment opportunities for students offered by Center, through social media, email, and print advertisement. | | | | | | | | | | | |
| | B.2 Work with K-12 faculty and administrators to develop and expand international studies and foreign language programs targeted at the needs of underserved populations. | | | | | | | | | | | |
| | B.3 Increase access and logistical support to host programs at K-12 schools or bring underserved K-12 students to on-campus events. | | | | | | | | | | | |
| C) Increase (by 10%) participation in ASC-sponsored programs for K-12 students to study and/or explore foreign languages, especially priority languages. | C.1 Contact K-12 school administrators and foreign language teachers to inform them of partnership opportunities for improving foreign language access and study provided by ASC. | | | | | | | | | | | |
| | C.2 Develop programs connecting university students to K-12 schools to assist teachers with enrichment programs or tutoring opportunities for foreign language study. | | | | | | | | | | | |

| 1. Project Goal Statement #5: Increase international competitiveness and cultural competency of higher education students through UCIS-sponsored partnerships. | | | | | | | | | | | | | | |
|---|--|---|--|--|--------------------|--------------|----------------|-------------------------|----|----|----|----|--|--|
| 2. Performance Measures | | 3. Activities | | | 4. Data/Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | | | |
| | | | | | | | | BL | T1 | T2 | T3 | T4 | | |
| A) Increase (by 10%) the number of higher education students at minority-serving institutions and community colleges who participate in ASC-sponsored programs. | | A.1 Contact administration and faculty at regional higher education institutions, especially ones that serve minority students, to inform them of enrichment opportunities for students offered by Center, through social media, email, and print advertisement. A.2 Offer on-site and digitally broadcast educational and cultural programs, including programs aimed at pre-professional and STEM students in the schools. A.3 Increase access to opportunities for students to participate in study abroad, internships, or other international experiences. | | | | | | | | | | | | |
| B) Increase (by 10%) the number of ASC-sponsored opportunities for students at partner MSIs and/or community colleges to participate in foreign language study. | | B.1 Contact the faculty and administrators at partner MSIs and community colleges to inform and create opportunities for foreign language study. B.2 Inform students at partner schools about opportunities for cross-registration, digitally broadcast language courses, and on-campus opportunities to begin or continue foreign language study. | | | | | | | | | | | | |
| C) Increase (by 5%) the number of ASC-sponsored partnerships with minority-serving institutions and community colleges. | | C.1 Work with the East-West Center's Asian Studies Development Program to increase number of partnerships with MSIs and community colleges for faculty development programming. C.2 Increase access to opportunities for faculty development at target MSIs within the Georgia International Studies Consortium project. | | | | | | | | | | | | |

| 1. Project Goal Statement #6: Increase international competitiveness and cultural competency of K-16 faculty, especially at MSIs and community colleges, through Center-sponsored professional development (including language study and study abroad) aimed at infusing international content in the curriculum and the learning environment. | | | | | | | | | |
|--|---|---------------------|--------------|----------------|-------------------------|----|----|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
| | | | | | BL | T1 | T2 | T3 | T4 |
| A) Increase (by 10%) the number of international studies professional development opportunities for K-16 faculty. | A.1 Contact administration and K-16 faculty, especially ones that serve minority students, to inform them of enrichment opportunities for faculty offered by ASC, through social media, email, and print advertisement. | | | | | | | | |
| | A.2 Provide opportunities for professional development, especially aimed at internationalizing curricula at MSIs and community colleges, via on-site and digitally broadcast workshops, classes, and seminars. | | | | | | | | |
| | A.3 Develop seminar to train faculty and graduate students to enhance accessibility of scholarly presentations on international issues and pedagogy for K-16 teacher training and public workshops. | | | | | | | | |
| B. Increase (by 10%) faculty participation in international studies professional development opportunities, especially at partner MSIs and community colleges. | B.1 Identify resources and develop opportunities for K-16 faculty to participate in existing study and research programs. | | | | | | | | |
| | B.2 Collaborate with partner MSIs and community colleges to develop new professional development programs, study abroad, and research abroad programs. | | | | | | | | |
| C. Increase (by 10%) opportunities for language pedagogy training and support for K-16 faculty. | C.1 Collaborate with partner K-16 schools, including MSIs and community colleges, to develop and expand language pedagogy training and support programs. | | | | | | | | |
| | C.2 Develop a LCTL instructor pedagogy workshop in partnership with the School of Education and Dept. of Linguistics' LCTL Center. | | | | | | | | |

| 1. Project Goal Statement #7: Increase international and intercultural understanding among the regional business and professional communities, the general public, news media, community leaders, and elected officials. | | | | | | | | | | | | | |
|--|---|---------------|--|---------------------|--------------|----------------|-------------------------|----|----|----|----|--|--|
| 2. Performance Measures | | 3. Activities | | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | | | |
| | | | | | | | BL | T1 | T2 | T3 | T4 | | |
| A) Increase (by 10%) the number of participants in business and professional outreach programs. | A.1 Survey regional business leaders and professional organizations to determine perceived needs and potential programs targeted at increasing international and intercultural understanding. | | | | | | | | | | | | |
| | A.2 Collaborate with local CIBE to develop global briefings, workshops, and webinars to address needs of the business and professional community. | | | | | | | | | | | | |
| | A.3 Offer and expand mini-courses organized on current global issues and themes. | | | | | | | | | | | | |
| | A.4 Contribute expert content to PA Global Compass newsletter for small- and medium-sized businesses (circulation: 4,000). | | | | | | | | | | | | |
| B) Increase (by 10%) the number of participants in community outreach events sponsored by ASC. | B.1 Inform community organizations and news media about public outreach events and programming. | | | | | | | | | | | | |
| | B.2 Develop and host cultural and educational events that are accessible to the public, especially minority and low-income communities. | | | | | | | | | | | | |
| | B.3 Expand partnerships with non-profit and community organizations, especially minority and low-income communities. | | | | | | | | | | | | |
| C) Increase (by 10%) communication with news media, government, and elected officials about ASC resources and activities. | C.1 Collaborate with University communications and governmental relations offices to develop strategy for outreach to news media and government. | | | | | | | | | | | | |
| | C.2 Work with University Center for International Studies' Board of Visitors members to enhance visibility of ASC resources and activities. | | | | | | | | | | | | |



Appendix 5: Letters of Support

Asian Studies Center
University of Pittsburgh



June 5, 2014

Nicole Constable, Ph.D.
Director Asian Studies Center
University of Pittsburgh
4400 Posvar Hall
Pittsburgh, PA 15260

RE: Collaboration with the Association of Regional Centers for Asian Studies (ARCAS)

Dear Dr. Constable,

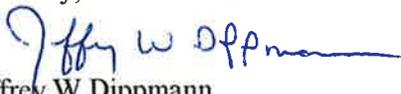
For several years, the Association of Regional Centers for Asian Studies (ARCAS) has worked with the Asian Studies Center of the University of Pittsburgh, Center for Southeast Asian Studies and the National Resource Center East Asia at the University of Hawaii, Manoa to organize and develop faculty training seminars for member institutions. ARCAS is a consortium of eight community colleges, one HBCU, and 11 regional universities who work together to develop East Asian Studies on our campuses that serve over 350,000 students.

Our work has focused primarily on faculty development. For example, UH and Pitt faculty have participated in nine faculty development seminars across the United States involving hundreds of our professors. Additionally, in the past three years over 30 ARCAS faculty have travelled with Pitt and UH faculty to Southeast Asia to work on an Overseas Chinese in Southeast Asia faculty development project funded by the Luce Foundation and the various Centers. Pitt and Hawaii Center Directors have also organized workshops, presented papers, and given lectures at our national conference. Based on the success of these programs, we plan to continue our fruitful partnership in future years.

Over the next NRC cycle we will work with the three Centers on a new "Transnational China in Southeast Asia" initiative. Growing out of the research already conducted on our Overseas Chinese project, this program will analyze the increasing impact of China on the modern development of Southeast Asia. It will be organized around yearly themes (Media and Popular Culture, Migration and Labor, Gender and Sexuality, Health and Ecology) that will involve three annual faculty-training workshops hosted by ARCAS members. One of these annual events will be directed specifically at the six schools of education located on ARCAS campuses. A summer research component, with Luce Foundation support, will continue to bring faculty from ARCAS institutions to Southeast Asia to work with Pitt and Hawaii faculty on curriculum development projects. The fruits of these collaborations will be made available to the general public on the web.

ARCAS is dedicated to developing, coordinating, and implementing international education and foreign language projects on behalf of participating universities. For that reason, as President, I warmly endorse the proposals of the constituent centers for funding from the National Resource Centers Program of the U.S. Department of Education which will enhance our partnership and increase participant training within member institutions.

Sincerely,



Jeffrey W Dippmann
President, Association of Regional Centers for Asian Studies
Professor, Philosophy & Religious Studies & Director, Asia/Pacific Studies Program

Asia/Pacific Studies Program

400 East University Way • Ellensburg WA 98926-7528 • Office: 509-963-1190 • Fax: 509-963-1822
Language and Literature Building, Room 337C • Web: www.cwu.edu/asia-pacific



SAINT VINCENT COLLEGE

June 19, 2014

Nicole Constable, Ph.D.
Asian Studies Center Director
University of Pittsburgh
4111 Posvar Hall
Pittsburgh, PA, 15260

Re: Cooperative Program for Secondary Certification in Chinese

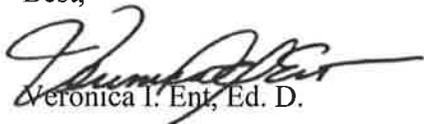
Dear Dr. Constable,

For several years Saint Vincent College and the Asian Studies Center (ASC) have worked together to further the study of world languages, particularly Chinese, in the Commonwealth of Pennsylvania. St. Vincent College has housed one of the University of Pittsburgh's Confucius Institute Classrooms since 2009, and our faculty have worked together on several major grants.

Owing to the success of our past collaboration, the Saint Vincent College Department of Education would like to work with the Asian Studies Center to further our joint efforts to promote the teaching of Chinese in K-12 schools. As you know, Saint Vincent College is one of two universities in Pennsylvania that has been authorized by the PA Department of Education to provide a certification in the teaching of Chinese. We look forward to developing a new distance-education program that will provide a secondary certification in Chinese to current PA teachers. Faculty from both institutions will participate in the program. This curriculum will allow place-bound teacher/scholars across the state to conveniently add the certification to their teaching repertoire and increase the number of language teachers in PA schools.

As the Chairperson of the Education Department, I strongly endorse the proposal of the Asian Studies Center for funding from the National Resource Centers Program of the U.S. Department of Education. I believe this cooperative program has the potential to not only increase the number of qualified teachers in this critical language, but also have an important impact on the ability of our state's students to become leaders in our increasingly globalized world.

Best,



Veronica I. Ent, Ed. D.

Education Department Chairperson
Saint Vincent College
300 Fraser Purchase Road
Latrobe, PA 15650
Phone: 724-805-2586
veronica.ent@email.stvincent.edu



Office of Academic Affairs

June 5, 2014

Lawrence Feick, Ph. D.
Director
University Center for International Studies
University of Pittsburgh
4400 Posvar Hall
Pittsburgh, PA 15269

RE: Collaboration with Clayton State University and the Nine University and College International Studies Consortium of Georgia

Dear Dr. Feick:

In 2012, the Nine University and College International Studies Consortium of Georgia entered into a partnership with the University Center for International Studies (UCIS) at the University of Pittsburgh with the express goal of expanding the range of international education offerings in Georgia. Since then, we have organized three faculty development workshops with UCIS Centers (Asian Studies Center, Global Studies Center, European Studies Center, European Union Center, the Center for Russian and Eastern European Studies and the International Business Center) that have involved close to 200 faculty members. Based on the success of these programs, we plan to continue our fruitful partnership in future years.

Established in 1991, the Consortium consists of six universities and colleges of the University System of Georgia. Over 81,000 students study and more than 2000 faculty members teach in the dozen universities and colleges. The consortium is dedicated to developing, coordinating, and implementing international education and foreign language projects on behalf of the participating universities and colleges. For that reason, as Director of the Consortium, I strongly endorse the proposal of the constituent centers of the UCIS for funding from the National Resource Centers Program of the U. S. Department of Education which will enhance our partnership and increase participant training with Consortia institutions.

Sincerely,

A handwritten signature in black ink, appearing to read "Rajgopal Sashti", with a horizontal line underneath.

Rajgopal Sashti
Director - International Education and Programs
The Nine University and College International Studies
Consortium of Georgia
Office of the Provost and Vice President for Academic Affairs
Tel: 678-960-4175 - email: RajgopalSashti@clayton.edu
www.clayton.edu

P. S. Attached to this letter is a profile of the Consortium



Appendix 6: Pitt Collaborations in East Asia

Asian Studies Center
University of Pittsburgh



Appendix 6: University of Pittsburgh Collaborations in East Asia

| University of Pittsburgh Collaborations in East Asia | |
|--|--|
| China | Hong Kong |
| Beihang University | Chinese University of Hong Kong |
| Beijing Institute of Technology | University of Hong Kong |
| Botanical Society of Yunnan | Japan |
| Capital Medical University | Kobe University |
| Central South University | Nagoya University |
| College of Engineering, Peking University | Okayama University |
| Faculty of Medicine, Chinese University of Hong Kong | Ritsumeikan University |
| Fudan University School of Pharmacy | University of Kitakyushu |
| Harbin Institute of Technology | University of Tsukuba |
| MBC Shanghai Company Ltd. | South Korea |
| Nanjing University | Chung-Ang University |
| Nanjing University iSchool | Gwangju National University of Education |
| Office of Chinese Language Council International (Hanban) | Korea Institute of Energy Research |
| Peking University, Center for Higher International Education | Seoul National University |
| Peking University, Health Science Center | Yonsei University |
| Ruijin Hospital (affiliate of Shanghai Jiaotong University School of Medicine) | Taiwan |
| Shanghai Changhai Hospital | National Chengchi University |
| Shanghai Sixth People's Hospital | National Taiwan Normal University |
| Sias International University | Taiwan Center for Disease Control |
| Sichuan University | |
| State Key Laboratory of Phytochemistry and Plant Resources in West China | |
| Sun Yat-Sen University | |
| Tsinghua University School of Medicine | |
| University of Science and Technology, China | |
| Wuhan University | |
| Xiamen University | |
| Xiangya School of Medicine | |
| Yonsei University | |
| Zhejiang University | |



University of Pittsburgh

*University Center for International Studies
Asian Studies Center*

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Fax: 412-624-4665
E-mail: asia@pitt.edu

U. S. Department of Education
Application Control Center
Attention: (CDFA Number 84.015A and 84.015B)
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

6/26/2014

To Whom It May Concern:

Enclosed you will find the original and three copies of the application/proposal for NRC/FLAS Title VI funding for the period August 2014 to August 2018 from the University of Pittsburgh, Asian Studies Center.

If you have any questions, please do not hesitate to contact me at 412-648-7963 or by email at ncgrad@pitt.edu.

Sincerely,

A handwritten signature in black ink that reads "Nicole Constable".

Nicole Constable, Ph.D.
Professor of Anthropology
Director, Asian Studies Center

Enclosure

Cc: Cheryl Gibbs
Senior Program Officer