

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140178 P015B140178

Univ of Kansas Center for Research, Inc.

U.S. DEPARTMENT OF EDUCATION
INTERNATIONAL EDUCATION PROGRAMS SERVICE

APPLICATION FOR

TITLE VI
COMPREHENSIVE NATIONAL RESOURCE CENTER
AND
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM



CULTIVATING GLOBAL CITIZENS
T H E U N I V E R S I T Y O F K A N S A S



CFDA NO. 84.015 A & B

SUBMITTED BY
THE UNIVERSITY OF KANSAS
CENTER FOR EAST ASIAN STUDIES

J. MEGAN GREENE, DIRECTOR

TABLE OF CONTENTS

Abstract

Acronyms Guide

Information to Meet HEA Supplemental Statutory Requirements

World Area Selection Sheet

FLAS Eligible Languages Sheet

Narrative: Comprehensive NRC/FLAS Proposal

Cultivating Global Citizens: The KU Center for East Asian Studies	1
1. Commitment to the Subject Area	1
Table 1.1 Institutional Support/Leveraged Funds FY 2014.....	2
Table 1.2 CEAS Outreach Partners at KU.....	4
2. Quality of Curriculum Design	4
Table 2.1 East Asian Languages and Cultures BA Requirements.....	5
Table 2.2 East Asian Languages and Cultures MA Requirements.....	7
Table 2.3 CEAS MA in Contemporary East Asian Studies Requirements.....	8
3. Quality of Non-Language Program	11
Table 3.1 Gateway Courses.....	12
Table 3.2: Faculty with Interdisciplinary Training.....	14
4. Quality of Language Instruction	15
Table 4.1 Chinese, Japanese, Korean OPI Data SP 14: Percentage of Class at Level (2nd, 3rd Yr., C, K & 2nd, 4th Yr. J).....	20
5. Strength of Library	20
Table 5.1 Institutional Support for KUL EA Library.....	22
6. Staff Resources	25
Table 6.1 KU Faculty Development Opportunities.....	26
7. Outreach Activities	29
Table 7.1 Major Activities Supported by Leveraged and Internal Funds.....	29
Figure 7.2 Website Usage.....	31
8. Program Planning & Budget	34
Table 8.1 Timeline of Major Proposed Activities.....	37
Table 8.2 Proposed Title VI Support Percentages.....	38
9. Impact & Evaluation	39
Table 9.1 Extent of Outreach: Participants in CEAS Activities 2010-2014.....	39
Figure 9.2 Average Scores on Intercultural Knowledge Rubric Before and After Revision of Prompts.....	42
10. FLAS Awardee Selection Procedure	47
11. Competitive Priorities	49

Appendices

1. Budget
2. Project Personnel Profiles
3. Course List
4. Performance Measures
5. Letter of Support

Federal Forms (Assurances, Certifications, Forms)

- Application for Federal Assistance SF-424
- Supplemental Information Required for Department of Education
General Education Provisions Act (GEPA) Statement
- Assurances - Non-Construction Programs
- Certification Regarding Lobbying
- Lobbying Disclosure Form

ACRONYMS GUIDE

AC	Advisory Committee	IDL	Internet Distance Learning
ACTFL	American Council of Teachers of Foreign Languages	IDS	Instructional Development Services
ADA	Americans with Disabilities Act	IIE	Institute of International Education
ASC	Area Studies Center	ILL	Interlibrary Loan
ATJ	Association of Teachers of Japanese	ISEP	International Student Exchange Program
AY	Academic Year	IT	Information Technology
BA	Bachelor of Arts	JCCC	Johnson County Community College
BS	Bachelor of Science	JSA	Japan Studies Association
CC	Community College	K-12	Kindergarten through 12 th grade
CEAL	Council on East Asian Libraries	KASC	Kansas African Studies Center
CEAS	Center for East Asian Studies	KCIES	Kansas Committee for International Education in the Schools
CGIS	Center for Global and International Studies	KCTA	Kansas Consortium for Teaching about Asia
CIA	Central Intelligence Agency	KU	University of Kansas
CIEE	Council on International Educational Exchange	KU-CPPR	University of Kansas Center for Public Partnership and Research
CIKU	Confucius Institute	KUCR	University of Kansas Center for Research
CLAS	College of Liberal Arts and Sciences	KUEA	University of Kansas Endowment Association
CODL	Center for Online and Distance Learning	KUL	University of Kansas Libraries
CH	Credit Hour(s)	LCTL	Less or Least Commonly Taught Languages
CJK	Chinese, Japanese, and Korean	LTC	Language Training Center
CTE	Center for Teaching Excellence	MA	Master of Arts
DD	Document Delivery	MAUI	Mid-America Universities International
EA	East Asia	MSI	Minority-Serving Institutions
EAL	East Asia Library	NAFSA	Association of International Educators (formerly National Association for Foreign Student Affairs)
EALC	East Asian Languages and Cultures	NCC	National Council on Japanese Library Resources
EAS	East Asian Studies	NCIP	North American Collection Inventory Project
ECIV	Eastern Civilizations	NRC	National Resource Center
EFC	Expected Family Contribution	NSEP	National Security Education Program
EGARC	Ermal Garinger Academic Resource Center (Language Lab)	OCLC	Online Computer Library Center
EO/AA	Equal Opportunity/Affirmative Action	OIP	Office of International Programs
ESL	English as a Second Language	OIRP	Office of Institutional Research and Planning
FAFSA	Free Application for Federal Student Aid	OPI	Oral Proficiency Interview
FAO	Foreign Area Officers	OSA	Office of Study Abroad
FL	Foreign Language	PhD	Doctor of Philosophy
FLAS	Foreign Language Area Scholarship	PRC	People's Republic of China
FTE	Full-time Equivalent	ROTC	Reserve Officers' Training Corps
FY	Fiscal Year	STEM	Science, Technology, Engineering, Math
G	Graduate	T/T-T	Tenured/Tenure-track
GAP	Global Awareness Program	UG	Undergraduate
GIF	Global ILL Framework		
GIST	Global and International Studies		
GRA	Graduate Research Assistant		
GTA	Graduate Teaching Assistant		
GWLA	Great Western Library Alliance		
HCH	Hall Center for the Humanities		
HINU	Haskell Indian Nations University		
HR	Human Resources		
IAS	International Area Studies		

The University of Kansas, Center for East Asian Studies

Supplemental 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 form or your own format to present this information. The supplemental information page(s) pages 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 Center for East Asian Studies (CEAS) will achieve diversity of outlook in many ways:

- CEAS students, faculty, and staff come from many different backgrounds and encounter in each other, and in CEAS visitors, viewpoints that encourage engagement and consideration.
- KU Libraries' East Asian studies holdings are the basis for education and research in the area and are openly available to all users. They contain tens of thousands of primary sources expressing a vast range of perspectives and viewpoints, and KU Libraries will continue to expand the collection with highly relevant materials.
- Learning foreign languages inherently means, and will continue to mean, engagement with other mentalities and systems of value. CEAS will continue to encourage foreign language study among K-12 students at schools across the region.
- Study abroad necessarily will bring engagement with and airing of diverse views through cross-cultural experiences. CEAS will continue to work with the Office of Study Abroad and CEAS faculty to expand the range of study abroad programs and to increase awareness of and access to study abroad among students not only at KU, but at neighboring institutions including area Community Colleges.
- Through a series of curriculum development workshops, CEAS will work closely with Wichita and Kansas City area community college, MSI, and other college faculty to develop curricular units on East Asia that will introduce students from under-represented groups to EA content. CEAS will follow up on these workshops by regularly providing information on language study and study abroad opportunities to students at these partner institutions.
- The CEAS curriculum, which is by its very character interdisciplinary, requires, and will continue to require, critical inquiry into and debate among an array of perspectives.
- CEAS will plan forums, teacher workshops, seminar talks, and conferences on topics of critical interest in which presenters will demonstrate diverse social, cultural, and political views. When planning these events, CEAS will invite speakers who represent diverse perspectives and viewpoints and will pointedly advertise them to a diverse set of populations including under-represented groups of students and community members.
- CEAS will hire all personnel whose salaries come from NRC funding (seeded faculty position in East Asian Media; K-12 Outreach Coordinator; Community and Professional Outreach Assistant; Assistant Director; library assistant; and all GTAs and language lecturers) following KU's Affirmative Action guidelines, while continuing to make extensive efforts to ensure diversity in all its forms within the Center and its programs.

The University of Kansas, Center for East Asian Studies

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.

CEAS's surveys of current students and alumni demonstrate a strong record of training students for careers in areas of national need such as government service, nonprofit service, business and education. CEAS will continue this strong tradition through the following activities:

- FLAS Fellowship competitions will give a high priority to students who list government service or education as their career goals.
- CEAS will award all of its FLAS fellowships (100%) in languages identified as Priority LCTLs in critical areas of national need (Chinese (Mandarin), Japanese, Korean, Tibetan, Uyghur).
- The CEAS-School of Education curriculum development workshop will help School of Ed faculty to develop curricular units on East Asia that will better prepare future teachers and school and college administrators to incorporate East Asian content into their classrooms in the future.
- CEAS teacher workshops, including the proposed summer language and culture institute and summer EA economics institute, along with the Global Competency Task Force, will allow us to work with K-16 teachers to provide them with curricular support, advising resources, and advocacy that will enable them to better instruct and advise students and to encourage the development of student interest in East Asian language and area studies.
- The CEAS curriculum, including its language and study abroad curriculum, will continue to help meet the national need for advanced speakers of priority languages.
- CEAS will provide advising regarding government, non-profit, business and education careers involving East Asian language and area studies to students both at KU and at partner institutions, including community colleges (such as Johnson County and Coffeerville Community Colleges) across the region.

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: The University of Kansas Center for Research, Inc.
Center for East Asian Studies

Name/Title of Authorized Representative (Printed): Kristi M. Billinger

Title: Director of Research Administration Telephone: 785-864-3441

Signature: *Kristi M. Billinger* E-mail: kucrpropmgmt@ku.edu

Date: 6/27/14

**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 checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input 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
Tibetan	Y
Uyghur/Uigur	Y



PROJECT NARRATIVE

NARRATIVE

Abstract

Introduction: The Center for East Asian Studies (CEAS) at the University of Kansas is the premiere East Asian (EA) outreach unit in the Great Plains, collaborating effectively with partners to disseminate knowledge about EA language and culture throughout the region. CEAS is distinctive for its Central Plains location, innovative and high quality lang. pedagogy and training, breadth and depth of EA coverage, outstanding library collection, accessibility for research, teacher training programs, and dynamic outreach program serving K-12 and post-secondary educators, government, industry, business, and media throughout the Great Plains. In addition, through its Language Training Center (LTC) (CEAS Director Greene, PI) and Project GO (Greene, co-PI) grants, CEAS offers lang. training to ROTC students from other colleges and active duty military. CEAS seeks funding as a **COMPREHENSIVE** Center with **FLAS** Fellowships to advance the Title VI mission of strengthening lang. and area studies, teacher training, and outreach to underserved populations through sustained collaboration with schools of education, community colleges, and minority serving institutions. **1. Commitment to the Subject Area:** KU established CEAS in 1959 and has continually supported its mission to promote understanding of East Asia (EA) in the Great Plains region with strong and consistent financial and administrative support; faculty, course development, new academic programs, study abroad support, and investment in library resources and museum collections. In spite of a small tax base, the State of Kansas supports at KU the most highly developed international program between the Mississippi River and the West Coast, including a Dean's-level Office of International Programs (OIP) and 5 internationally-focused area studies centers. KU has more than 160 international study and cooperative research programs in 70 countries. KU's mission statement guarantees it "will continue to foster global contacts," "promote an interdisciplinary perspective," and "sustain quality and competitiveness in international studies" through research and education. **1.A Finan-**

cial and Other Support: KU invested \$8,121,040 in EA studies in FY14 (**Table 1.1**). *1.A.1*

Support For Center: Salaries: KU funds 100% of the salaries of the CEAS Director (Greene), Coordinator (Fu), Office Manager (Irving), and 1 student assistant and funds 50% of the salaries

of the Community and Professional Outreach Assistant (Phelps) and K-12 Outreach Coordinator (Hacker) and 75% of the salary of Assistant Director (Mizumura). KU pays 100% of the salaries of the Executive Director (Willis), Associate Director (Liu) and the Accountant (Curtis) of the Confucius Institute (CIKU) and 5 student assistants. KU funds 100% of the salaries of the Study Abroad Coordinators

CEAS administrative salaries	226,385.19
CEAS core faculty salaries	3,858,116.29
CEAS affiliated faculty salaries	1,477,962.14
GTA salaries	258,483.12
CEAS outreach salaries	98,702.55
Confucius Institute staff & OOE	313,378.45
EALC support staff & OOE	36,367.25
Admin/support salaries*	435,798.08
Lied Center EA events	50,000.00
East Asian Library	1,001,442.00
Spencer Museum of Art*	94,692.00
EGARC language lab*	52,073.24
Study abroad (approximate)*	105,345.00
CEAS IT, events & supplies	5,777.00
Faculty research/travel	106,518.00
Faculty external grants	1,654,286.08
CEAS leveraged funds	1,481,122.00
Total	11,256,448.39
All salaries include fringe. * EA portion only	

(Williams, Gerbert, Yun, Frias), and of the 2 EA Bibliographers (Doll, Ito), their program assistant, and 5 student assistants. KU also supports 100% of the salaries of 4 staff in the Shared Service Center who manage CEAS grant budgets and provide accounting, payroll, and HR support.

Space: CEAS shares a large main office and a separate conference/reading room with the Center for Global and International Studies (CGIS) and the Kansas African Studies Center (KASC).

CEAS has a large outreach room housing 3 staff members, and 4 additional private staff offices.

(total: 1214 sq. ft.). **Development:** Assistance from the Hall Center for the Humanities (HCH),

KU Center for Research (KUCR), and the KU Endowment Association (KUEA) resulted in over \$1.6 million in external grant funding (not including NRC/FLAS funding) to support EA faculty research and \$1.4 million in grant and foundation funding for CEAS-led lang. and outreach programming in FY 14.

1.A.2 Support for Teaching Staff: KU supports 49 CEAS Core Faculty

who primarily teach and/or conduct research on EA and 16 Associate Faculty who teach some EA content or have a research interest in EA. KU has been quick to replace tenure-track lines and authorize seeded positions (e.g. Uchiyama, Dear, Stiller). KU provides domestic and international conference travel support for which faculty may apply. OIP offers new course development support for courses with international content. Teaching is supported by course development workshops and weekly pedagogical seminars at KU's Center for Teaching Excellence (CTE). The Center for Online and Distance Learning (CODL) supports the development of online instructional materials. EGARC (lang. lab) supports lang. pedagogy, materials development (online open access lang. instructional materials) and proficiency testing. **1.A.3 Support for Library Resources:** The East Asia Library (EAL) is located within KU Library's International Area Studies (IAS) Department. The 2 tenured EA librarians have private office space, and the IAS has a public service desk, multi-media conference room, reading area, exhibit cases, and individual study carrels. In FY14 KU provided over \$1 million in support for the EAL (**Table 5.1**). The total EA library staff is 3.75 FTE. **1.A.4 Support for linkages abroad:** Research and study abroad are facilitated by 46 Memoranda of Understanding with EA universities in China (19), Japan (10), Korea (14), Taiwan (2), and Singapore (1), many allowing KU students to study abroad for the cost of KU tuition. OIP supports visiting scholars from EA who come through exchange agreements, Fulbright, and Chinese government scholarships. KU's Office of Study Abroad (OSA) houses 1 dedicated EA study abroad coordinator and offers scholarship support to students. In 2012-13 approximately 60% of students received financial aid for their study abroad, and 35% received need-based financial aid. **1.A.5 Support for CEAS Outreach:** The College of Liberal Arts and Sciences (CLAS) funds outreach salaries, provides an annual lecture fund, and assists with publicity and hospitality for visiting speakers. CGIS provides additional web and

print advertising support. The entire CIKU budget supports Chinese lang. outreach. Partnerships with other KU units greatly amplify the impact of CEAS outreach (**Table 1.2**). **1.A.6 Support for**

CEAS Students: KU’s affordable tuition benefits students. In FY 2013 EA students were among 13,684 graduate (G) and undergraduate (UG) students receiving \$92,648,982 in grants and

scholarships. 4,417 students received \$16,809,632 in Pell Grants, 3993 received \$30,671,680 in tuition/fee waivers, and 1,734 received \$4,000,117 in scholarships or grants. EA UGs can compete for \$200,000 annually in UG research awards. Most G students receive support from their departments for 5 years, and EA G students are often employed as lecturers after 5 years. 80% of the G students in East Asian Languages

<p>Table 1.2 CEAS Outreach Partners at KU</p> <p>4 Other ASCs: regular partners for lectures, conferences, symposia, and teacher workshops</p> <p>Hall Center for the Humanities: work together to host public lectures</p> <p>“The Commons”: interdisciplinary meeting space set up by the Biodiversity Institute and HCH to foster conversation between the arts and sciences (Joint ASCs Water Conference, 2013)</p> <p>Watson Library: International Reading Room features print media in EA languages and EA exhibits.</p> <p>Spencer Library: partners with CEAS to develop EA exhibits (EA Botanicals)</p> <p>Spencer Museum of Art: regular rotating EA exhibits (3/year) and special EA exhibitions; a venue for CEAS lectures, films, and teacher workshops.</p> <p>The Lied Center for the Performing Arts: Asian arts programs (e.g. Anda Union, F13 and Shanghai Acrobats, Sp.14) with master classes and workshops for KU students and lectures by CEAS faculty.</p> <p>Center for Economic Education: partners to run summer courses for K-12 teachers (EA Economy, Proposed)</p>

and Cultures (EALC), History, and Art History are supported with GTA or GRA (stipend and in-state tuition) positions or curatorial internships (stipend). Anthropology, EALC, History, History of Art, and Political Science hire advanced G students as instructors-of-record for lower division UG courses. CIKU hires G student interns, and students proficient in EA lang. hold cataloging jobs in EAL. The Graduate School funds student travel to present at conferences. HCH and OIP assist G students seeking dissertation grants and fellowships. **1.B Financial support for students in fields related to the teaching program:** See section 1.A.

2. Quality of Curriculum Design: 2A Incorporation into BA programs: KU offers BA majors and minors in EALC; students in 11 additional majors can concentrate in EA; the Global

Awareness Program (GAP) certificate includes EA content; and EA courses satisfy distribution requirements for all UG students. **2.A.1 UG Training: EALC Degrees:** CEAS helps plan and provides curricular oversight for the 31-CH BA in East Asian Languages and Cultures. EALC majors choose a “language and literature,” “language and culture,” or “double-language” concentration. (Table 2.1) Qualified majors may write an honors thesis under supervision of a CEAS faculty member. EALC offers 2 UG minors. Minor I requires completion of 3rd yr. Chinese, Japanese, or Korean, plus 3-4 culture courses related to the chosen language. Minor II requires completion of 2nd yr. language plus 5 additional culture courses. EALC students attain a high level of language proficiency (Table 4.1), broad interdisciplinary knowledge of EA history and

Japanese Language and Literature Concentration	Chinese Language and Literature Concentration	East Asian Area Studies Concentration	Double Language Concentration
Completion of Japanese language through the 4 th -year	At least 1 term of 4 th year Chinese language, plus at least 1 term of Classical Chinese	Completion of 3 rd year in one EA language	Completion of 3 rd year in 2 EA languages
Course distribution:	Course distribution:	Course distribution:	Course distribution:
<ul style="list-style-type: none"> • Eastern Civilizations (ECIV 304/305) • 1 course each in the premodern and modern literature of Japan • 1 course each in the premodern and modern culture/history of Japan 	<ul style="list-style-type: none"> • Eastern Civilizations (ECIV 304/305) • 1 course in the culture or literature of China • 1 course each in the premodern and modern culture/history of China • 1 additional advanced language course, either in linguistics, classical Chinese, or 4th year language study 	<ul style="list-style-type: none"> • Eastern Civilizations (ECIV 304/305) • A premodern and modern history sequence for the country of concentration • At least 1 course dedicated to a country other than the country of concentration. • At least 3 other Asia-related courses, plus 2 additional East Asia classes for the Korea concentration. 	<ul style="list-style-type: none"> • A premodern culture class in each of the two languages studied • A modern culture class in each of the two languages studied

civilization, and an in-depth knowledge of a single national culture. They leave the program well prepared to embark on graduate studies or to work as teachers, in government, or in the private sector (9.A.1). **Other UG Majors and Certificates:** Students can earn BAs with EA emphasis in Anthropology, Art History, Business, Education, Film and Media Studies, Geography, History, Global and International Studies (GIST), Linguistics, Political Science, and Religious Studies.

Teacher Education UGs can major in Chinese, Japanese or Korean studies. GAP encourages students to integrate international components into their programs by providing UGs transcript certification for a combination of study abroad, international courses, and co-curricular activities including CEAS activities. KU foreign language requirements: All CEAS languages (Chinese, Japanese, Korean, Tibetan and Uyghur) fulfill the 2-year foreign lang. requirement of CLAS and 5 professional schools and can be applied toward BS degrees in Engineering. Distribution requirements: EA studies courses satisfy UG distribution requirements in humanities and social sciences; 53 EA courses meet the “non-Western” requirement for the old CLAS BA (still in effect for sophomores, juniors and seniors). As of fall 2013, all incoming UG students are required to complete the KU Core, which takes a skills-based approach designed around 6 learning goals: 1. critical thinking, 2. communication skills, 3. breadth of knowledge, 4. cultural diversity and global awareness, 5. social responsibility and ethics, and 6. creativity. So far, 47 EA courses have been approved for the “cultural diversity” requirement in the new KU Core. In this cycle we will focus on aligning future EA courses with the Core goals. New course development proposals will be required to show how the course meets outcomes specified in the KU Core curriculum. EA courses are required in the Art History and Religious Studies majors. EA is 1 of 8 possible concentrations in History, and EA courses can satisfy the 3 course regional expertise requirement of the GIST major, KU’s fastest growing major. In the professional schools, EA courses satisfy non-western or intercultural studies requirements in Architecture, Journalism, Education, and Social Welfare. In Business, 48 EA courses can be used to meet the UG International Dimension option, which includes study abroad and foreign language to the 4th level, and UGs can earn a Dean’s Certificate in International Business with an EA focus. **2.A.2 Range of G Training Options**: KU offers an array of EA focused graduate training options. Students can

pursue EA focused MAs and PhDs in Anthropology, Communications Studies, Economics, Education, Film and Media Studies, Geography, History, History of Art, Linguistics, Music, Political Science and Sociology, or MAs in EALC, CEAS, or Religious Studies. EALC partners with the Law School to offer a dual degree. In the School of Ed., Chinese or Japanese can be the focus of the MA and PhD in Foreign Lang. KU is unique in the Great Plains in training certified K-12 Chinese and Japanese language teachers at both the UG and G level. In the coming cycle, CEAS plans to create a graduate certificate in EA Studies for Professional School students, and EALC plans to create a certificate in Translation and Interpreting for G students and to partner with other lang. departments in the new School of Languages, Literatures, and Cultures to create a PhD program in Literary and Cultural Studies. **2.A.3 Quality of G Training:** The interdisciplinary EALC MA (**Table 2.2**) focuses on lang., literature, and culture and requires students to complete at least the 3rd year level of one EA lang.. The program often serves as a stepping stone for students wishing to gain a firm grounding in lang. and culture before entering PhD or professional programs. As of Sp. 2014, CEAS has created an interdisciplinary, social science-focused MA in Contemporary East Asian Studies (**Table 2.3, p.8**) that requires an EA lang. through the 2nd or 3rd level, depending on the concentration, and offers an alternative to the more culturally focused EALC MA. The CEAS MA

has already accepted 2 Foreign Area Officers (FAO) from the US military, and expects to serve future students in the military, government, and business. PhD

Table 2.2 East Asian Languages and Cultures MA Requirements	
Language & literature concentration	East Asian culture concentration
4 th -year language courses	3 rd -year language courses
Course distribution: <ul style="list-style-type: none"> • EALC 700: Intro to EA studies/ bibliography • 18 credit hours in EALC, 6 of which hours must demonstrate research capacity in the student's major language • 1 advanced course in lit. + 1 course that deals wholly with a country outside of the area of concentration 	Course distribution: <ul style="list-style-type: none"> • EALC 700: Intro to EA studies/ bibliography • 24 credit hours in EALC • 1 advanced course in lit. or thought + at least 2 courses outside the country of concentration
A substantial thesis involving the use of original sources.	

programs in the disciplinary departments have program-specific requirements and language requirements vary by department and program. 60% of students who earn an MA in EA studies go on for a PhD

Table 2.3 CEAS MA in Contemporary East Asian Studies Requirements	
Contemporary East Asia Concentration	Foreign Affairs Studies Concentration: Contemporary East Asia in Global Context
<p>Core Courses:</p> <ul style="list-style-type: none"> • CEAS 700: Contemporary East Asia • One approved social science methods course • CEAS 802: Research Seminar 	<p>Core Courses:</p> <ul style="list-style-type: none"> • CEAS 700: Contemporary East Asia • GIST 701: Approaches to International Studies • GIST 710: Interdisciplinary Research Methods for Global Contexts • CEAS 802: Research Seminar
<p>Electives:</p> <ul style="list-style-type: none"> • Minimum of 3 courses on country of Focus • Minimum of 2 courses on other EA countries • No more than 3 electives in a single discipline • At least 4 courses in social sciences • No more than 2 electives on premodern period 	<p>Electives:</p> <ul style="list-style-type: none"> • Minimum of 3 courses on country of Focus • Minimum of 2 courses on other EA countries • No more than 3 electives in a single discipline • At least 4 courses in social sciences • No more than 2 electives on premodern period
<p>Language:</p> <ul style="list-style-type: none"> • At least 3 years of college-level language training 	<p>Language:</p> <ul style="list-style-type: none"> • At least 2 years of college-level language training
Completion of a substantial research paper.	

at KU or other major universities. KU EA PhD students are successful at getting grants to support language study and dissertation research abroad. Recent EA G students have won awards from Fulbright, NSEP, and Japan Society for the Promotion of Science. KU EA PhDs hold positions in leading colleges, universities, major museums, government, the military, and business (9.A and 9.F.1). **2.A.4 FLAS Training Options:** UG students can take 218 (52 lang and 166 non-lang) EA courses at KU (Appx. 3) and can participate in study abroad (2.B.1, 2.B.2). The EALC BA and MA and the CEAS MA combine rigorous lang. training and interdisciplinary coursework, and the EALC MA requires original research in EA sources. PhD students have varying lang. requirements (2.A.1, 2.A.2, 2.A.3). CLAS G students may take courses outside their major fields and disciplines and CEAS FLAS recipients have included students in paleontology, engineering, law, and environmental studies. **2.B Academic and career advising:** Most student advising at KU is one-on-one. Each disciplinary department or school names its own G and UG

student advisors. KU has a full-service advising center in every school, including CLAS. The CEAS Director, Advisory Committee, and staff provide academic and career advising, and current information on funding opportunities, study and research abroad, post-docs, internships and employment are distributed on CEAS UG & G listservs and on social media. Graduate Students: Department Directors of Graduate Studies and faculty advisors do most G student advising. Peer advising is facilitated by G Student Associations. HCH maintains funding opportunities lists for G students and offers workshops on grant development and publishing. CTE offers GTAs pedagogical advice. Departments advise on professional development and employment. Undergraduates: UGs are advised by faculty and advising specialists in their home departments. Before declaring majors, UGs meet with advisers at the Freshman Sophomore Advising Center, which consults with CEAS faculty. Study Abroad: OSA provides study abroad and fellowship advising and to date has produced 443 student Fulbright Scholars, 22 Boren Graduate Fellows, 27 Boren Undergraduate Scholars, and 25 Critical Language Scholars, many of them to EA. EALC faculty Williams (China), Gerbert (Japan), and Yun (Korea) provide study abroad advising for EA language students. Career: CEAS holds Career Events for UGs and Gs with speakers from business, government (particularly the foreign service), non-profits, and educational institutions; joins OIP and other ASCs in staging “International Career Days” and participates in OIP’s annual International Career Fair for high school students. EAL maintains an extensive “Find Jobs” webpage with EA-related career and job data. KU’s Career and Placement Center provides free online job listings, workshops, counseling on employment opportunities, and a dossier service. ***2.B.1 Formal Arrangements for Study Abroad:*** KU is a national leader in low-cost, high-quality study abroad programs. KU has formal student and faculty exchange agreements with 46 major universities in the PRC, Taiwan, Korea, Japan, and Singapore. Through direct exchange, KU students

can attend Nanjing or Nankai University in China. Business students can study at Sun Yatsen or Central China Normal University, or the University of International Business and Economics, in China. KU has exchanges with J.F. Oberlin, Okayama, and Sophia Universities and Tsuda College. KU also has summer and semester-long programs at Beijing Normal University and a 5 week summer program in Hiratsuka, Japan. KU offers a scholarship for a student wishing to study in Hong Kong. With 22.8% of its students studying abroad, the University of Kansas is 28th in the nation among public research universities in the percentage of UG students who participate in study abroad programs before graduation, according to the 2013 Institute of International Education's "Open Doors" report. KU has 160 study abroad programs from all 14 of KU's schools with faculty-led programs in China, Japan, and Korea. CEAS faculty A. Ho (Public Admin.), Silva (Architecture), Nam (Visual Arts), Zhao (Business), Gerbert (EALC), Canda (Social Welfare), and K. Lee (Social Welfare), all lead study abroad trips to EA. The Business School offers a G seminar on Business in China. Architecture offers a series of short-term study abroad courses in EA, including one in Korea, China, and Singapore, and requires 9 CH of study abroad for the MA, the School of Public Administration offers "Government Policies and Sustainable Economic Development in South Korea," and the School of Social Welfare offers "Social Welfare in South Korea." **2.B.2 Access to Other Institutions' Study Abroad and Language Programs:** KU's OSA notifies students about non-KU programs and facilitates enrollment. KU is an institutional member of ISEP and CIEE and through them, KU students enroll in programs in China, Hong Kong, Japan, and Korea as well as other high quality SA and summer programs with scholarships, including FLAS, NSEP, Critical Language Scholarships, Chinese Government Scholarships, Confucius Institute Scholarships, the CEAS Kleinberg Scholarship, Association of International Business Education Japan, Bridging, and Monbukagakusho. Credits earned in any

accredited EA program can be transferred to KU with faculty approval.

3. Quality of Non-Language Program: 3.A Quality and extent of course offerings in a variety of disciplines:

In AY13-14 166 non-language EA courses (115 100% EA courses) were taught across KU in 26 departments and 7 professional schools, with a total enrollment of 2,978: 53 were designed to be taken primarily by UGs: 115 qualified for G credit; 17% focused on China, 19% on Japan, 10% on Korea, 20% on EA, and 34% were international with greater than .25 EA content. Of the 166 non-lang. courses, all but 13 were taught by T/T-T faculty. **3.A.1 Extent of courses in professional schools:** 22 CEAS faculty teach courses with 25-100% EA content in the professional schools. Chi and Zhao teach “Business in China” annually, and “Introduction to International Business.” In Engineering, Medina has incorporated 25% EA content in “Building Thermal Science” and “Energy Management,” and Han offers 25% “Designing with Geosynthetics” that uses case studies from China and Japan. In Law, Bhala and Head teach 5 25% EA courses (emphasis on China), V. Ho teaches Chinese Law, and all teach in the JD/MA EALC degree program. In the School of the Arts, Nam teaches “EA Woodblock Printmaking Methods” and study abroad courses in Japan and Korea; Huang teaches an industrial design course, “Materials Workshop: Bamboo;” and Wong-Cruz teaches “Music in East Asia.” In Architecture, Silva teaches a 25% EA content course, “Vernacular Architecture in the Western & Non-Western Worlds” and takes Architecture students on study abroad to EA yearly. In Social Welfare, Canda works with G students interested in EA spirituality, and Lee offers “International Social Work: Korea.” In the School of Medicine, Zimmerman teaches “Health & Social Behavior” with 25% EA content. In Education, Kim teaches 25% “Research on College Students” for G students. Our proposed curriculum development project with KU’s School of Ed. will add 6 more education courses with EA content (**Appx. 1**). In Journalism, Basow, who lived in China, teaches “Internation-

tional Journalism” and “International Strategic Communications with 25% EA content. Our proposed seed in the School of Journalism will introduce 100% EA courses (**Appx. 1**). Students in all of these schools can take CLAS EA courses for degree credit. **3.B Depth of Coverage:** Our EA curriculum builds systematically from lower through upper division to G courses; 100-300 level “gateway” courses are taught annually in several departments (**Table 3.1**), with many “Honors” sections. Advanced UG and G-level EA courses build on these surveys. Regularly offered seminars, such as EALC 700, and changing topics seminars in many departments, meet MA and PhD requirements. New courses are continually developed to diversify and update the curriculum. EALC courses present EA literature in translation, analyze the structures of EA langs., and explore specific themes, e.g. “Love, Sexuality and Gender in Japanese Literature,” “Daily Life in China, Opium War to the Present,” and “Shamanism in Korean Culture and Socie-

ECIV 104	Eastern Civilizations
EALC 130	Myth, Legend, & Folk Beliefs in EA
REL 106	Living Religions of the East
HIST 118	History of East Asia F, SP
HA265 or 266	Intro. to Asian Art or Visual Arts of EA
HA 267	Art and Culture of Japan
HA 268	Art and Culture of China
HA 269	Art and Culture of Korea
EALC 330	Chinese Culture
ANTH 368	Peoples of China
HIST 397	From Mao to Now
HIST 398	Intro to History of Japan: Anime to Zen
F&MS 302	Survey of Japanese Film

ty.” History provides in depth coverage of China, Japan, Korea, Tibet, and Central Asia through a series of upper level courses including: “Contemporary Greater China,” “The Silk Road,” and “Food in History, East and West.” 10 upper division courses are regularly taught in History of Art, including Kaneko’s courses,

“Japanese Artistic encounters with Europe and the US,” and Haufler’s “Biography of a City: Beijing,” For KU’s internationally recognized graduate program in EA art history (enrolls 25 MA and PhD students/yr.), Fowler, Haufler, and McNair each teach at least 1 G research seminar/yr. Courses in Religious Studies include “Religion in China,” “Religion in Japan,” “Reading the Asian Religious Classics,” and “Buddhism and Society in Contemporary Asia.” Political Sci-

ence offerings have expanded since 2010 with the addition of A. Ho in Public Administration who offers “Sustaining Competitiveness in South Korea,” and the Title VI seeded hire of Yoon, who teaches “Government and Politics of EA,” “Political Change in Asia,” and “International Relations of Asia” to complement Kennedy’s “Reform in Contemporary China” and “Chinese Foreign Policy.” In Anthropology, Dwyer, a linguistic anthropologist, teaches “Peoples of China,” offers seminars on the minority languages of China, and oversees the Uyghur program. Takeyama, in Anthropology and Women, Gender, and Sexuality Studies, teaches “Anthropology of Gender: Female, Male, & Beyond,” and “Love, Sex, and Globalization,” both >25% EA content. Baskett, in Film and Media Studies, teaches “Contemporary Japanese Film,” and “Asian Film.” Chong and C. Kim, in Sociology, teach “Sociology of Gender,” and “Sociology of Asian Americans,” with at least 25% EA content. In Geography, Cheong teaches “Topics in Regional Geography: Korea,” “China: Environmental and Sustainable Development,” and “Economy & Environment in East Asia.” In Communication Studies, Zhang teaches “East Asian Communication,” and “Introduction to Intercultural Communication.” In addition to considerable breadth across disciplines in our course offerings, we have depth not only in Chinese, Japanese, and Korean studies (across a wide range of disciplines), but also in Central Asia, with courses on the “History of Tibet,” “The Silk Road,” “Huns, Turks and Mongols: The Nomad Factor in History,” “People and Culture in Central Asia,” and “Cultural Traditions of China, Inner Asia, and Tibet.” We have a substantial cluster on women and gender with courses taught by Takeyama, McMahon, Xiao, Chong, and Childs, and a cluster of courses on business and entrepreneurship taught in History, Law, and the Business School, including “Entrepreneurship in East Asia,” “Chinese Business History,” (both online), “Business in China,” and “Doing Business in China: Law & Policy.” **3.C Interdisciplinary courses:** ECIV, which combines the study of geography, religion,

history, literature, and art, is required of all EALC majors. The 37 EALC UG courses cross-listed with 8 other departments show the interdisciplinary nature of the EALC curriculum. EALC G students are required to take the interdisciplinary introductory seminar EALC 700. In History, Rath has created courses focused on “theater” and “food;” Greene combines business and history in China. Cheong’s courses on cultural geography draw on both social and natural sciences. Chong (Sociology) and Takeyama (Anthropology) team-teach a course on gender in EA. Graduate seminars are often interdisciplinary and team-taught courses open dialogues across fields and world areas. Many CEAS faculty bring training in 2 or more disciplines to their teaching (**Table**

3.2). 3.D Sufficient numbers of non-lang faculty:

34 100% EA faculty and 31 <100% EA faculty offer 166 courses in all divisions of CLAS and in 8 professional schools. T/T-T faculty teach at all levels, including introductory courses. Of the 166 non-lang.

Table 3.2 Faculty with Interdisciplinary Training
Canda (social work/religious studies)
Childs (Japanese literature/history)
Chong (sociology/gender/religion)
Dwyer (anthropology/linguistics)
Haufler (art history/folklore)
Head (law/international finance/environment)
Rath (history/theatre/musical performance)
Takeyama (anthropology/gender)
Xiao (Chinese literature/film)

courses taught in 2013-2014, 153 were taught by T/T-T faculty. Well-prepared GTAs assist faculty teaching large intro. courses. EALC has 8 T/T-T faculty (3 Japanese, 4 Chinese, and 1 Korean) plus a non T-T Korean language coordinator; all T/T-T EALC faculty teach both lang. and non-lang. courses. 57% of depts.. with EA specialists have 2 or more EA faculty, and History, History of Art, and Business have 4 or more (**Appx. 2**). **3.D.2 GTA Pedagogy training** receives special attention under the Chancellor's mandate for excellence in UG education. The Provost’s Office conducts an institutional orientation and pedagogy workshop for new GTAs (required). Some depts. (EALC, History) run additional pedagogy workshops throughout the year. CTE offers pedagogical training for all instructional staff, including weekly and semester-long workshops and seminars on teaching strategies and ways to promote student learning. GTAs receive

discipline-specific training in their depts. and meet weekly with supervising instructors. GTAs are subject to rigorous performance review; future assignments are based on student and faculty mentor evaluations. Watson Library, HCH, the Graduate School, EGARC, and CODL and IDS conduct workshops to support GTAs in their professional growth.

4. Quality of Language Instruction: 4.A Extent of Language Instruction: EALC offers 52 lang. courses in Chinese, Japanese, Korean, Tibetan and Uyghur. 1st and 2nd yr. Chinese, Japanese, and Korean are all 5 credit hour courses (10 CH per year). To meet the needs of those students who studied Chinese in K-12, but could not be placed into the second semester of Chinese (CHIN 108), CHIN 106 has been offered since Fall 2012. With NRC funds, a heritage section of 1st yr. Chinese focuses on elevating literacy to a level commensurate with heritage learners' oral abilities (**Appx. 1**). Intensive (160 hr) 1st yr. year Chinese, Japanese, and Korean (10 CH = 1 AY) are offered each summer to students from KU and elsewhere. Since 2013, we have recruited students from other universities to our summer intensive Chinese and Korean through KU's Project GO grant from the Institute of International Education (IIE), which provides free language training for ROTC students (7 Chinese and 6 Korean students to date). "Studies in Japanese Skills (Conversation)" and "Basic Japanese Language and Culture" are taught at our Hiratsuka Summer Institute. Students in intermediate or advanced Chinese can take intensive courses in our summer and AY programs at Beijing Normal. Through CEAS's LTC grant from IIE, CEAS offers off-cycle Japanese, and will offer Chinese starting Fall 2014 via interactive distance learning to active duty servicemen at Fort Leonard Wood in MO. **4.A.1 Enrollment in Languages:** Although EA cultural influence is minimal in KS and the Great Plains generally, student interest in EA is high. Of the 36 foreign languages taught at KU in AY13-14, Chinese, Japanese, Korean, Tibetan, and Uyghur were the 5th, 6th, 12th, 25th, and 27th most popular, respectively. Total en-

rollment in EA langs. for AY13-14, was 614. Korean is the fastest growing language at KU with enrollments increasing by 80.3% since 2010. **4.B Languages with three or more levels:** KU offers Japanese and Chinese courses on 5 levels (plus classical) and Korean on 4. We propose to continue offering 5th yr. Chinese and Japanese classes and to add a 5th yr. Korean class with NRC funds (**Appx. 1**). Students can take Directed Readings in Chinese, Japanese, and Korean beyond the 5th yr. We propose to add 3rd yr. Tibetan Fall 2014 (**Appx. 1**). **4.B.1 Extent of non-lang. courses offered in foreign languages:** 5th yr. Chinese and Japanese topical readings courses were introduced in AY09-10. Ito and Childs have taught courses across the curriculum in Japanese. Graduate seminars routinely work with EA lang. sources. Field-specific readings courses using Chinese, Japanese, and Korean sources are taught in EALC, History, History of Art, and Religious Studies. For Example, McNair teaches seminars on the translation of Chinese art texts, Rath teaches seminars on the translation of Japanese historical texts, and Stevenson teaches “Reading Non-English Religious Texts.” **4.C Sufficient Language Faculty:** 8 T/T-T faculty (3 Japanese, 4 Chinese, and 1 Korean), 4 Lecturers (1 Korean and 3 Chinese) and 13 GTAs teach lang. courses in EALC. Li, Mitsugi, and Lee (a full-time lecturer) serve as language coordinators for Chinese, Japanese, and Korean respectively; overseeing hiring and training of GTAs and lecturers; pedagogy training; textbook selection; and proficiency testing. Elementary Chinese, Japanese, and Korean, Intermediate Japanese, and 3rd yr. Chinese and Japanese are normally taught by T/T-T faculty. We request support for a GTA for 2nd yr. Japanese to allow Mitsugi to teach and rework 4th yr. in Yrs. 2 and 4 (**Appx. 1**). Intermediate Chinese is taught by Peterson, an experienced Lecturer (hired 1997). Elementary and Intermediate Tibetan are taught by native speaker Lecturer, Lhunpo; Dwyer (Anthropology) developed course materials and mentored Yakup, an instructor from Xinjiang Univ., allowing us to offer 2 levels of Uyghur. With NRC funds,

Dwyer and Yakup produced a widely-used (16,438 downloads since 2009) introductory Uyghur textbook *Greetings from the Teklimakan: A Handbook of Modern Uyghur*, available for free through KU ScholarWorks (5.B.2) and plan to complete a second volume this summer. 4.C.1 *Current Language Pedagogy Training for Performance-Based Teaching*: Li (Chinese), Mitsugi (Japanese), and Lee (Korean) are all specialists in second language acquisition and/or foreign language pedagogy. Li has a PhD in Second Language Acquisition and researches the influence of native language habits on Chinese language acquisition. She has presented her research at ACTFL conferences and uses it to implement new teaching strategies for all levels of Chinese instruction at KU. Mitsugi has a PhD in Second Language Acquisition and is currently evaluating reading comprehension data from 2nd and 3rd yr. Japanese students to examine correlation with OPI data. Mitsugi will revise the 4th yr. Japanese curriculum in response to proficiency testing and other data when she teaches that class in Yrs. 2 and 4 (Appx. 1). Lee has a PhD in Curriculum and Teaching with a specialization in foreign lang. education, has attended 2 ACTFL OPI workshops, and started her OPI certification process in May 2014. She teaches 2nd, 3rd, and 4th yr. Korean. Jung, an experienced PhD candidate in Curriculum and Teaching, teaches the 2nd yr. Korean drill sessions and is presenting her innovative teaching materials using VoiceThread at the American Association of Teachers of Korean this month. Yakup (Uyghur) and Lhunpo (Tibetan) have attended ACTFL training workshops and participate in EA pedagogy workshops. All lecturers and GTAs attend EALC GTA training sessions at the start of the year, lecturers and GTAs teaching summer intensive language participate in Project GO pedagogy workshops, and the 3 EALC language coordinators teach EALC 701/702/703: Practicum in Chinese/Japanese/Korean that offers timely support and training for EALC language GTAs. Many GTAs (e.g. Yusun Jung and Seungyeon Lee in Korean, and Li Yingjie in Chinese) are PhD can-

didates in Curriculum and Teaching or Linguistics. Childs has served on the ATJ advisory board and as a consultant for national Japanese language pedagogy workshops and Gerbert has been certified in OPI. Language staff meet regularly to exchange ideas for teaching and ensure that the same standards are used and applied at all levels of instruction. **4.D Quality of language program: 4.D.1 Performance Based Instruction:** All EA language courses use a communicative lang. teaching and student-centered proficiency-based approach that emphasizes all 4 skills (speaking, listening, reading and writing). EALC expects that students completing 3rd yr. language will be able to communicate effectively using the 4 skills and that they will be able to understand and produce a paragraph-long text on a general topic in an EA language that demonstrates both logical cohesion and mastery of grammar and vocabulary. OPI-style assessments are used regularly in Chinese, Japanese, and Korean. Lang. instructors actively incorporate technologies (e.g. VoiceThread) to facilitate increased interaction between instructors and students. Japanese OPI-style testing began in 1990 and Chinese and Korean OPI-style testing have been done since 2004. EALC does OPI-style 1-on-1 interviews to assess the oral proficiency of Chinese, Japanese and Korean students and to provide students with feedback on their performance. Proficiency test results guide curricular decisions such as textbook selection and materials development. GTAs Li Yingjie, Kotoko Nakata, and Seungyeon Lee, are OPI testers in Chinese, Japanese, and Korean respectively, and administer oral exams to 2nd, 3rd, and 4th yr. Chinese and Japanese and 1st, 2nd, 3rd and 4th yr. Korean classes multiple times per year (differs by language). In addition to 3 hours of faculty instruction per week, 1st and 2nd-yr. Chinese, Japanese, and Korean courses include 150 minutes of GTA-led lang. lab using a total immersion model where students build language proficiency by communicating in the target language and in which instruction is given solely in that language 1st and 2nd-yr. Chinese, Japanese, and Korean students meet weekly

with a GTA for intensive one-on-one drilling and conversation (Total = 6.5 hrs/wk). Japanese and Chinese majors are required to take advanced conversation courses focused on oral communication. **4.D.2 Adequate Resources:** Language learning and development of instructional materials is supported by the Ermal Garinger Academic Resource Center (EGARC), founded in 1965 as the KU Language Laboratories. It houses an audio/video collection of approximately 13,000 items in over 60 languages including Chinese, Japanese, Korean, Tibetan and Uyghur, 3 computer labs, a media-enhanced conference room, a soundproofed recording studio, and a learning commons designed to facilitate collaborative work; in Fall 2014 the unit will open a 1500 sq. ft. Active Learning Classroom for foreign language classes. EGARC makes a wide variety of portable equipment available for checkout, and provides instructors with training in new instructional technologies, including workshops and lectures and an online course in Computer Assisted Language Learning. EGARC is a leader in the field of Open Educational Resources, collaborating with faculty on varied projects. Lee (Korean) and Li (Chinese) will both be working with EGARC on materials development (**Appx. 1**). EGARC's platform houses the Japanese and Chinese placement exams and EGARC staff will work with Lee to develop a Korean placement exam in 2014-15. EGARC also provides funding for lang. and culture related activities on campus. Uyghur and Tibetan are taught in EGARC's small, mediated conference room. Project GO and the LTC are housed in EGARC providing logistical support (EGARC's Director serves as co-PI for the LTC). The Project GO manager, Paula Li, has training in Chinese and Korean, and EGARC regularly hires EALC students and recent graduates to assist with EA lang. instructional materials. Our language tables currently operate on an ad-hoc, volunteer basis. We propose to add structured lang. tables for beg./int. and adv. speakers of Chinese, Japanese, and Korean (**Appx. 1**). Additional opportunities for lang. practice are provided by interaction with students

from EA and the Asian student clubs and through the Global Partners Program administered by OIP. KU’s new (2014-2015 AY) School of Languages, Literatures and Cultures will house EALC and will provide support for assessment and pedagogy training for instructors of least commonly taught languages, including Tibetan and Uyghur. **4.D.3 Language Proficiency Requirements:** The goal of EA lang. instructors is for at least half of the students to reach the intermediate low level (on the OPI scale) by the end of their 2nd yr. (Table 4.1). By the end of the 3rd yr. 1/3 of students are expected to have reached intermediate mid or high. We expect higher aggregate class performance on the OPI scale among Chinese and Korean than Japanese students because of the higher number of heritage speakers studying those languages. Proficiency for degrees: The BAs in CLAS, Architecture and Design, Arts, and Journalism require 4 semesters of foreign lang. study. (For EALC UG major and MA req. see Tables 2.1 & 2.2) In Business, 4 semesters of lang. can fulfill the International Dimension requirement, and up to 6 hours can satisfy the Engineering BS humanities requirement. The EALC MA program requires 3 yrs. of lang. study and a thesis using original lang. materials. Outside of EALC,

Table 4.1 Chinese, Japanese, Korean OPI data SP14: Percentage of Class at Level (2nd, 3rd Yr C, K & 2nd, 4th Yr J)

	Chin. 208	Chin. 508	Japn. 208	Japn. 564	Kor. 208	Kor. 508
Adv high		18%				
Adv mid	13%	18%				14%
Adv low	26%	9%		14%		44%
Int high	9%	9%		14%	15.5%	14%
Int mid	30%	46%		58%	38.5%	14%
Int low	5%				23%	14%
Nov high	17%		5%	14%	23%	14%
Nov mid			33%			
Nov low			62%			

means of assessing lang. proficiency for MA and PhD degrees vary by department. EALC tests proficiency for other departments by administering field-specific lang. competence tests.

5. Strength of Library: 5.A.1 Strength of EA Holdings: The KU Libraries (KUL) serves mid America with the largest collection of EA materials in the Great Plains and Mountain West regions. In 2013, the Council on East Asian Libraries (CEAL) ranked the KUL EA collection size

11th among all US public university libraries. Patrons have worldwide access to the KUL online catalog, electronic resources and course guides, and open access archives, and receive prompt responses to reference queries in person, email, and by live online chat with librarians. The Chinese, Japanese, and Korean (CJK) collection has over 330,119 printed volumes (7% of KUL print holdings), including 11,820 journal titles (3,770 print, 8,050 electronic), 13,200 other materials (including 2,000 titles of films and DVDs), and more than 25 CJK electronic databases, many with multiple subject modules aggregated with multiple subject databases, exclusive to EA studies. Other languages in the collection are Tibetan, Mongolian, and Uyghur. The EA collection supports research and teaching at North American Collection Inventory Project (NCIP) level 4 (advanced research) in Chinese and Japanese art history, history, and Buddhist studies, and at NCIP 3 in general EA studies. The EA collection has profound strength in pre-modern Chinese and Japanese art history, history, literature, and cultural studies. The art history collection is particularly strong in paintings from the medieval to the pre-modern periods, including picture scrolls produced from the 8th through 12th centuries, and has an extensive collection of Edo period (1615-1868) paintings and ukiyo-e woodblock prints. Modern print editions of rare titles are available for circulation. Since the 1980s, extra effort has been given to develop modern history, popular culture, women's studies, politics, economics, film studies, and a consortial collaborative collection on Japanese food companies' history. A WorldCat Collection Analysis showed that graduate level art history research materials at KU's EAL rank 5th or 6th among US holdings, and that about 80% of EAL titles are held at fewer than 20 libraries in the US, most located on the West coast or in the Northeast, demonstrating EAL's status as a premiere EA collection in the center of the US. KUL adds approximately 4,500 volumes annually to the EAL collection including 3,500 purchased print volumes and DVDs, 500 bound journal volumes, along with 350 to

450 monograph titles in western languages, and gift and exchange items. The majority of serials have been subscribed in eJournal format since the early 2000s. Monographs are purchased in both print and electronic format depending on the availability, usability, and sustainability of ebooks and suppliers. Since 2009, KUL has added access to 20 new electronic databases, for a total of 30 core CJK databases, featuring EA lang. or bilingual full-text periodical articles; encyclopedias; dictionaries; reference; laws regulations, and cases; corpus texts; imperial annals; census data and statistical yearbooks; newspapers; conference proceedings; and ebooks for classic literature, reference, history, and cultural studies, which cover all areas of EA humanities; and social sciences in full-text or bibliographic index to scholarly journal articles. In addition, over 50 multi-subject English databases contain millions of digital objects and streaming videos pertaining to EA studies. A complete list of EA studies, CJK, and English language databases can be found at http://guides.lib.ku.edu/ea_e-resources. English-language content is accessed most frequently, but CJK resources are used intensively by graduate students, faculty, and researchers.

EAL hosts visiting scholars annually from the surrounding region with research travel grants to use the EA collection. The 2010-2013 year-

Description	2005	2009	2013	% Growth
EA Prints/ILL/ Membership/ Exchanges	\$112,600	\$160,388	\$201,240	25%
E-Resources	\$109,835	\$232,796	\$290,130	25%
EA Personnel	\$202,625	\$216,911	\$230,426	6%
Processing Costs (Cat. Outsourcing/Preservation/ Service/Supp. Staff)	\$110,710	\$116,246	\$269,209	131%
IT/Supplies/Travel-EA staff	\$9,125	\$10,250	\$10,437	2%
Total	\$544,895	\$736,591	\$1,001,442	36%

ly average of logins/downloads of CJK language databases is 24,453. The Bibliography of Asian Studies average per year search is 21,850, or 336 per day. **5.A.2 Institutional Support:** Institutional funding for EAL. KUL has provided considerable support for EA studies (**Table 5.1**).

2013 totals exceeded \$1 million with 25% growth for print and electronic resources over the past 4 years. EAL Personnel. EAL is staffed by 2 full-time, tenured librarians, Doll and Ito, and one

program assistant whose responsibilities are 90% CJK language materials acquisition. In addition, 3 to 5 part-time student assistants combine to a total of .85 FTE. Total staff is 3.75 FTE. Librarians manage collection development, instruction, reference, outreach, and rush cataloging. EA cataloging has been outsourced to Online Computer Library Center (OCLC) since 2003. Bibliographers in various related disciplines provide service and selection support, including purchases of EA-related materials in areas such as art history, history, political science, religious studies, and education. **5.B Availability of Research Materials From Other Institutions:** KUL benefits from cooperation with other Kansas libraries, allowing for access to a suite of multi-disciplinary databases with significant EA content. Linda Hall Library's rich collection on science, technology, and engineering is available to KU researchers. KUL and Kansas State University Libraries have preferred borrowing arrangements and shared storage space. The Great Western Library Alliance (GWLA) has implemented a preferred borrowing arrangement (BorrowItNow) for its members. KUL is also a participant in a regional cooperative journal archiving project (the WEST project) among research libraries in the Western and Midwestern states, which includes many EA serial titles. Exchanges with US and Foreign Libraries. EAL maintains an international exchange program with approximately 25 institutions in 4 countries including national film and history archives, libraries, museums, academic organizations, and KU sister university libraries. Exchange items include periodicals and monograph series. KUL also participates in the Library of Congress Surplus Program and acquires useful books from its catalog. Exchanges and gifts add approximately 500 items annually. Regionally, KUL exchanges duplicate gift materials with GWLA member libraries and the Nelson-Atkins Museum Reference Library. These programs demonstrate a commitment to cooperation with international libraries and the GWLA EA libraries network. KUL plays a leading role in national and international Interlibrary Loan (ILL) and

Document Delivery (DD) services by borrowing materials from around the world for KU users and regional affiliates. The fill rate for KU users is typically at 95%, with 78% of articles filled within 3 days and 62% of book and other formats filled within 7 days. In addition to traditional ILL/DD services, KUL belongs to the *Rapid System*, the most cost effective and efficient platform in the US for sharing articles. KUL's membership in the Center for Research Libraries also provides long-term borrowing privileges for KU patrons. From 2010 to 2013, EA Japanese studies librarian, Michiko Ito, and KUL ILL librarian, Lars Leon, co-chaired the National Coordinating Council on Japanese Library Resources (NCC) Global ILL Framework (GIF) program, working on improving resource sharing between North America and Japan and helping US libraries like KUL provide ILL service more efficiently to Japan while also improving US ability to obtain items from Japan. **5.B.1 Access to KU Collections:** KUL materials are available to KU affiliated users and all Kansas residents, and KUL's open stack policy welcomes anyone to use the KU collections in person. KUL lends materials worldwide through vigorous ILL and DD services. KUL consistently ranks among the top lending libraries within the GWLA in lending materials worldwide through a variety of methods. Digital copies of articles as well as books and other media are filled within 1-3 days. One of the Kansas libraries commented in the user satisfaction survey, "*KU is an essential resource for our upper level students and our faculty. Having this great in-state collection available free via courier/odyssey is vital to keeping our costs down and our patrons happy.*" In FY 2013, KUL CJK ILL lending was 895, and borrowing was 861.

Open Access. KU ScholarWorks, established in 2003, is the university's institutional repository of KU faculty publications and the EA collection has a total of 630 items that have been downloaded 131,941 times and viewed 78,091 times since 2007. In 2009, KU became the nation's first public university to pass a faculty-initiated open access policy. KUL hosts an annual Open

Access week to educate faculty and students about the impact of open access on the future of scholarly communication. Part of this success has been supported by a multi-national grant of \$475,700 from the Mellon Foundation to design the Open Library Environment, a next-generation, open-source library system flexible enough to meet the changing needs of 21st century libraries and library users. Library Outreach EA librarians promote education on East Asian regions to K-12 students in the local community. For example, from 2010 to 2013 EA librarians conducted at least 18 sessions on EA studies for 750 7th Grade students. The EAL's K-12 resource page offers a wide range of links and resources to help K-12 educators plan units of instruction about East Asia. One of the learning resources, developed by EAL, "Chinese Calligraphy Demonstration for Middle School," had over 20,000 hits in just 2 years. The EA K-12 and Study Abroad LibGuides are examples of EA librarians' commitment to produce quality K-12 resources to share locally and worldwide. Our commitment is to produce primary sources for teaching and learning on EA that does not duplicate existing resources and is useful to worldwide users. From 2010 through 2013, the EA Librarians curated several library exhibitions including "Celebrating East Asian Studies Scholarship: an Interdisciplinary Showcase" to promote the EAL collection as exhibited in faculty research outcomes.

6. Staff Resources: 6.A Qualifications of Faculty and Staff: All CEAS T/T-T faculty hold terminal degrees in their fields and many are internationally known for their research. They publish with leading academic presses and journals, win major fellowships and awards, serve on the governance boards of professional societies, editorial boards, and review panels, and win recognition for distinguished teaching (**Appx. 2**). The CEAS staff is likewise well qualified. Director Greene has a PhD in Chinese history and has published books with Harvard, Routledge, and Prentice-Hall. Assistant Director Mizumura has a PhD in EA Sociology, has taught numerous

courses for EALC, and teaches both core and elective courses (1 per term) for the CEAS MA program. K-12 Outreach Coordinator Hacker (BA, English; MA, ESL) taught in the Vermont public schools, is a professional writer of children’s educational material and young adult fiction, speaks Chinese, and has studied Mongolian. Community and Professional Outreach Assistant Phelps has experience in writing and editing, and community environmental outreach. Accounting Specialist and Office Administrator Fu is from China and brings a background in banking and corporate bookkeeping to her work as Program and FLAS Coordinator. Hope, Associate Director of KCTA, and Associate Director for Education of CIKU, holds MAs in Japanese Art History and Education, speaks Japanese, and lived in Japan for 9 years. Willis, Executive Director of CIKU, holds an MA in EALC, has worked as a professional interpreter and translator, was a Foreign Service Officer in China with the US Dept. of State 1984-92, and is completing a PhD in Second Language Acquisition. Liu, Associate Director for Programs of CIKU, has an MBA in international business and marketing, and a BS in secondary education. **6.A.1 Professional Development Opportunities:** KU provides an array of internal development opportunities (**Table**

6.1) and an effective system of grant support. Faculty receive up-to-the-minute external funding information (email and on-line) from CEAS and KUCR’s research centers, including HCH, KUCR, HCH, and the Institute for Policy and Social Research provide grant development and management support. CTE, CODL, and IDS provide pedagogy training and support, including workshops on new teaching tools.

Staff opportunities: KU staff have full library privi-

Table 6.1 KU Faculty Development Opportunities
<ul style="list-style-type: none"> • Sabbatical leave every 7 years • Pre-tenure research intensive semester • Funds to bridge external grants and salaries • New Faculty Research Grants and the General Research Fund for summer salary and travel • Major Project Planning Grants to develop interdisciplinary proposals and projects • HCH research leave and travel grants • Provost’s Office research and travel grants • Intra-university Professorships (to study a new subject/discipline) • Publication subventions • OIP course development awards • CEAS research travel and course development awards • Big 12 Faculty Fellowships for short term leave for research collaboration at member schools • CTE workshops to foster excellence in teaching

leges, IT access, tuition assistance, fee waivers, and release time to take KU courses for credit.

Staff take free workshops on technology, management and grant development at KU. **6.A.2.**

Faculty/Staff Teaching and Supervision of Students: KU emphasizes excellence in teaching, which carries equal weight in CLAS with research in evaluations for merit salary, tenure/promotion, and sabbatical leave. T/T-T faculty teach UG and G courses, including beg. lang. courses. The average teaching load is 4 courses/yr. in the humanities and social sciences. Faculty advise students in person, through Blackboard, and by email. Assistant Director Mizumura is available to students 20 hrs/wk. CEAS faculty offer directed readings and tutorials to meet special needs; supervise Honors, MA, and PhD theses; and sit on doctoral comprehensive examination and dissertation committees. CEAS sponsors community-building social events, such as the August potluck. Faculty recognize student achievement through annual award ceremonies. The EAL organizes opportunities for G students and faculty to present their research annually. CEAS career events provide a forum for informal discussion of academic and career opportunities. **6.B**

Staffing and Oversight Involving Variety of Departments: CEAS By-laws require an Advisory Committee (AC) of 7 elected “continuing core faculty,” 1 student, and the Director (ex officio). AC members include the chair of EALC, 1 EA librarian, and 1 from a professional school, and require a balanced geographic representation. Major planning issues are addressed in annual general meetings; issues arising between meetings are referred to the AC. The AC advises the Director, allocates funds, votes on admission of new CEAS members, and, in collaboration with CLAS, chooses the CEAS Director. CEAS has standing subcommittees for FLAS, Prizes, and Awards, the Library and Publications, and Program and Curriculum Review. **6.B.1 Staffing and Oversight for CEAS Administration and Outreach:** CEAS is staffed by a Director (Greene), an Program Coordinator (Fu), Assistant Director for the CEAS MA Program (Mizumura), Associate

Director for KCTA (Hope), a Community and Professional Outreach Assistant (Phelps), a K-12 Outreach Director (Hacker), and Office Manager (Irving), and 1 student worker. For the past 2 years, CEAS has also had a Japan Foundation funded Japan Outreach Initiative Coordinator (Norikami). CIKU is staffed by the Executive Director (Willis), Associate Director for Education (Hope), the Associate Director for Programs (Liu), and the Accountant (Curtis). CIKU has 2 G student interns and 3 UGs provide program assistance, and technical support. CIKU has 14 G student teachers and 1 professor from Central China Normal Univ. who teach Chinese in high schools and elementary schools in the region (in person and via distance learning). Degrees are granted by EALC, which is independently staffed. OSA manages the CEAS Hiratsuka Summer Institute, faculty-led study abroad courses, and programs at Beijing Normal, Sun Yatsen and University of International Business & Economics in Beijing. OIP manages the China Direct Exchange Program that sends 2-3 students/yr. to Nankai or Nanjing University. Our large EA faculty actively participate in CEAS projects and outreach. Collaboration with the other ASCs magnifies the efficacy of CEAS outreach; the ASCs co-sponsor programs for K-16 teachers and the public, and collaborate on FLAS advertising, recruitment, and the application process, as well as on the distribution of FLAS funds. 4 staff in the CLAS Shared Service Center provide accounting, finance, grant administration, and human resources support.

6.C Nondiscriminatory Practices: KU “The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities” (KU policy). All steps in the hiring process require approval from the EO/AA office. The Provost maintains an incentive fund for recruiting and hiring minority faculty. KU’s commitment to equal opportunity begins at the top, where the Chancellor is

a minority woman. KU has a Vice-Provost for Diversity and Equity. Of the 64 CEAS teaching faculty, 35 are female (55%), including the Director, and 33 are ethnic minorities (52%). The Center’s staff is 100% female and 37% ethnic minority. The CEAS Advisory Committee is 43% minority and 71% female. The EALC faculty is 75% female and 63% minority. CEAS has been recognized in the Provost’s Office’s “Diversity Newsletter” for contributing to diversity at KU. To recruit FAOs and administer the LTC grant, CEAS works closely with the Office of Graduate Military Programs, which is fully staffed by veterans.

7. Outreach Activities: 7.A Regional and National Impact of Outreach: CEAS is the only

NRC in the Great Plains, provides services to students, teachers, and the public in KS, MO, NE, OK, AR, and SD, and collaborates with post-secondary partners across the region and beyond. To K-12: CEAS is deeply engaged in internationalizing the curriculum of K-12 schools in the region and throughout the nation. We collaborate with the KU School of Ed., other units at KU, and institutions outside of KU to provide development opportunities for teachers and programs for students at schools

<p>Table 7.1 Major Activities Supported by Leveraged and Internal Funds</p> <p><u>Kansas Consortium for Teaching about Asia/Freeman</u></p> <ul style="list-style-type: none"> • KCTA course: “Teaching East Asia” • KCTA Lesson Plan Website • Regular Webcast Classes from NCTA <p><u>Japan Outreach Coordinator/Japan Foundation</u></p> <ul style="list-style-type: none"> • Opened New Outreach Connections • Expanded Sustainable Japan Programming <p><u>Takehashi Project/Japan Foundation</u></p> <ul style="list-style-type: none"> • Summer 2014 Study Tour for 23 KS UG, 11 from Other Colleges, CCs, and a MSI <p><u>Confucius Institute, KU/Hanban</u></p> <ul style="list-style-type: none"> • Offers Chinese language in regional high schools via IDL and by placing teachers in schools • Runs C language and culture summer camps • Does C language and culture outreach to local businesses <p><u>LTC/IIE</u></p> <ul style="list-style-type: none"> • Off Site and Distance Japanese and Chinese (AY 14) Language Training for Active Duty Military <p><u>Project GO/IIE</u></p> <ul style="list-style-type: none"> • Chinese and Korean Language Instruction for ROTC Cadets from Other Colleges
--

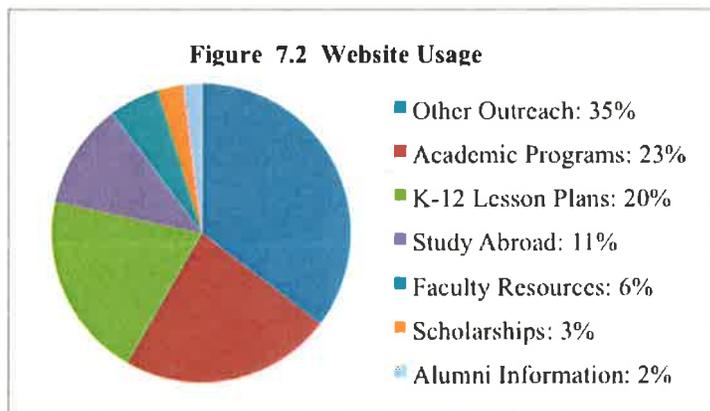
and libraries. In addition to teacher workshops and classroom visits arranged by Hacker, ongoing K-12 programs include KCTA’s EA course for teachers, and CIKU Chinese lang. classes (some taught by IDL) and Chinese summer camps (**Table 7.1**). KCTA offers a 30 contact hour, graduate-level course on teaching the history, culture, and geography of China, Japan, and Korea in K-

NARRATIVE

12 classrooms. The course is taught twice yearly at different locations in KS, MO and SD. It is also offered online every semester. The enrolled teachers, 14-20 per class, submit lesson plans that are posted on the KCTA website. In SU13 Hope guided a KCTA study tour to China. With leveraged funding, CEAS published Hacker's children's books about Chinese culture (*The Fastest Pig in the West*, and *Journey to the West: The Fastest Pig Goes to China*), and sent them to every middle school library in KS. Classroom activities for the book are on the CEAS website. CIKU teaches Chinese in 12 high and 2 elementary schools in KS, MO, AR, and SD, most of them via IDL; runs summer Chinese lang. camps for children funded by Startalk; and provides enrichment in 10-20 primary schools/yr. CEAS organizes yearly K-12 teacher workshops for the annual Greater Kansas City Japan Festival at Johnson County Community College (JCCC), as standard components of CEAS thematic programs, and as collaborative activities with other ASCs. Recent workshops have focused on "Children of Peace, Children of Conflict" and "World Heritage Sites" with KU's other ASCs, and "Brush Painting" and "China in Several Acts" to go with Lied Center performances from China. CEAS has collaborated on workshops with KU's Center for Economic Education, the Truman Presidential Library, and the Kansas City Federal Reserve. Chinese, Japanese, and Korean "culture trunks" are available to educators for classroom presentations. Hacker and Norikami have been reaching underserved and new populations. In 2013-14 Norikami conducted Japan outreach presentations in rural areas, including St. Mary's, Louisburg, Long Island, Gardner, Merriam, Denton, and Wichita in KS, and in Belton, Raymore, and Smithville in MO. Hacker and Norikami teach classes on Chinese and Japanese language and culture to students at the Juvenile Detention Center in Lawrence. Norikami presented on Japan to 1,200 Boy Scouts at the Kansas Speedway NASCAR Track. Hacker presents "5 Days of C," "Introduction to the Abacus," "Calligraphy," "Compare and Contrast Japanese and English

Grammar” and other topics in K-8 classrooms. Hacker has developed a student-to-student outreach program, working with students from KU EA language classes to create and present lessons on language and culture in area elementary school classrooms. Hacker and cultural representatives present bilingual story hours (Chinese-, Japanese- and Korean -English) in libraries and classrooms and teach EA languages in after-school language clubs at Cordley and Pinkney Elementary Schools in Lawrence. CEAS designs and maintains the KCTA website and supports “K-12 East Asian Resources” on the EAL website (**Figure 7.2**). According to Google Analytics, the CEAS website has users throughout the United States and North America, as well as Europe, Asia, Africa, South America, and Australia, 20% of whom come to our website specifically to access lesson plans and teaching resources. Every 2 weeks Hacker sends “Outreach Notes” via email to 1078 recipients located in KS, OK, MO, IA, NY, SD and MT. To Post-Secondary: Faculty from other post-secondary institutions frequently attend CEAS public programs, including conferences, lectures, film series, and exhibitions. CEAS faculty regularly give lectures at nearby post-secondary institutions. CEAS hosts conferences, symposia, and workshops that draw faculty from other post-secondary institutions such as the upcoming Midwest Conference on Asian Affairs and Southwest Conference on Asian Studies Joint Annual Meeting in October 2014.

CEAS EAL travel grants regularly draw faculty from other post-secondary institutions to use



KU’s EA collection (**Appx. 1**). CEAS works with JCCC, sending speakers (Kennedy, Greene) and collaborating on grant proposals (e.g. JCCC’s current Fulbright-Hays Group Study Abroad proposal) to assist with JCCC’s cur-

riculum development efforts. We propose additional support for JCCC faculty development (**Appx. 1**). CEAS works with the Japan Studies Association (JSA), which has members from area institutions including JCCC and Wichita State as well as other CCs such as the Community College of Philadelphia (an MSI), providing speakers for their meetings and support for faculty to develop course units and participate in study tours. To date CEAS has supported 2 JSA faculty development workshops, one in Wichita (30 participants, 8 from community colleges) and the other in Kyoto (25 participants, 6 from community colleges). We propose to continue this collaboration (**Appx. 1**). We contribute activities such as brush calligraphy, hachimaki and origami to the Kansas City Community College Ethnic Festival. CEAS programs attract students from other institutions. This summer, CEAS provided content for KU's Debate Camp, which draws students from both high schools and colleges in the region. Also, this summer, CEAS was selected by the Japan Foundation to send 23 students on the Kakehashi Project, a ten-day, nearly free study tour to Japan. Participants are 12 KU students and 11 students from institutions across KS, including Coffeyville Community College, McPherson College, Newman College, and Pittsburgh State. CEAS is building upon these relationships to recruit faculty to the Wichita Area Curriculum Development Workshop in Yr. 1 (**Appx. 1**). CEAS's Summer Institute in Hiratsuka draws students from colleges and universities across the US. Several KU EA courses are available on line to facilitate long-distance learning. To Business, Media, General Public: CEAS provides outreach to regional audiences to expand their understanding of EA. CIKU provides classes on business language and Chinese culture to local enterprises engaged in business with China and community Chinese classes for the general public. CEAS's radio series, "Postcards from Asia," broadcasts 60-second programs describing EA culture semi-weekly on Kansas Public Radio to a listening audience of 70,000. Past broadcasts have all been uploaded to KU Scholar-

Works. EAS works with KU's Lied Center for the Performing Arts to bring EA performers (Jin Xing, 2012, AnDa Union, 2013, Shanghai Acrobats, 2014) to campus and collaborates with Spencer Museum of Art and the Lawrence Arts Center to show films (e.g. "Trap Door" in the 2014 Free State Film Festival) and co-sponsor art exhibits that are open to the public. CEAS collaborates with the Lawrence Public Library to run summer reading groups (Peace and Conflict in EA, 2013), and sends speakers to public libraries and community centers around the state. CEAS annually provides speakers and activities for the Greater KC Japan Festival at JCCC. CEAS's Grant Goodman Distinguished Lecture Series and Wallace Johnson Memorial Lecture Series bring to KU distinguished speakers in Japanese (Daniel Aldrich, 2014) and Chinese (Patricia Ebrey, 2014) studies. CEAS works with HCH to host high profile EA speakers such as Jeff Wasserstrom, in 2013. Scholars from neighboring institutions, members of the general public, and the KU community attend semi-monthly "Tea and Talks," where KU EA faculty and invited scholars present their research or recent experiences in EA. CEAS' fall "Moon Viewing Party" and spring "Lunar New Year Party" draw hundreds of participants from the public. CEAS advertises events in electronic and print media and on the radio and draws audiences from eastern KS, northwestern MO and southeastern NE. CEAS has large individual email lists for college students, graduate students, faculty members, community members, and K-12 teachers and connects with those audiences through frequent updates on events and news stories by way of the website, social media (twitter, facebook), and through university and community outlets. Research activities of KU EA faculty are highlighted in KU News, and local media cover our events. Faculty are frequently called upon to share their expertise with the media. For example, Dwyer is regularly interviewed by outlets such as NPR, al Jazeera, and Radio Free Asia; Greene was recently interviewed by Voice of America. **7.B Faculty/Professional School involvement**

in Outreach Activities: To K-12: CEAS faculty, including professional school faculty, provide content lectures for teacher training activities (e.g. Silva for the World Heritage Site workshop), and travel to area K-12 classrooms upon request (e.g. Doll and Ito, Calligraphy Workshop). To Post-Secondary: CEAS faculty collaborate with colleagues at regional, national, and international post-secondary institutions on research projects and conferences and are regularly invited to make presentations at other post-secondary institutions. CEAS faculty present at post-secondary faculty development workshops (Takeyama, JSA Wichita, 2013) and travel to Fort Leavenworth's Command and General Staff College to provide instruction on contemporary EA to officers studying there (Kennedy, Dwyer, Greene). To Business, Media, General Public: KU's School of Business collaborated with CEAS in 2013 to host a conference on "Emerging China," attended by over 150 area Business people. CEAS faculty speak at regional events (e.g. Zhao for the Environmental Protection Agency's Asia-Pacific Heritage Day Event); work with the EA collections at the Nelson-Atkins and Kemper museums in KC, and the Spencer Museum at KU, providing public lectures, docent training, and gallery talks; lead reading group discussions at public libraries (Rath, Haufler) and area film festivals (Baskett); and lecture (Greene, Kennedy) in KU's Mini-College, a week-long college experience for alumni and post-grads. Through CEAS's Lang. Training Center grant from the Institute of International Education, CEAS language faculty participate in lang. training outreach to the military, particularly to Special Operations Forces at Fort Leavenworth and the Marine Detachment at Fort Leonard Wood.

8. Program Planning and Budget (Appx. 1). 8.A High Quality and Related to Purpose of

NRC Program: The proposed activities respond to the absolute, invitational, and competitive priorities set forth in the 2014 NRC Regulations. Our proposed activities will have a long-term impact on the training of students both at KU and at regional K-16 institutions and colleges. Our

heavy emphasis on curriculum development at all levels will lead to the creation of a wide array of enduring course units and 100% EA courses at a wide range of regional institutions. Teacher Training activities: CEAS Outreach Coordinator Hacker has planned an extensive 4 yr. series of standards-based teacher training designed to assist K-12 teachers in incorporating EA content into their curricula. Each summer, we will offer 1 or 2 week-long institutes for regional K-16 teachers – on EA Languages and Cultures in Yrs. 1-3 and EA Economic Development in Yrs. 1 and 4. Each fall, we will hold a day-long teacher workshop on our yearly programming theme (World Health, Enclaves and Diasporas, Global Grasslands and Great Plains, Transnational Technology, and Communications). Our annual EA Litfest will include a pre-event training session and teaching guides for the book of the year. In Yrs. 2 and 4, working with KU's other ASCs, we will organize Global Competency Task Force meetings to identify ways in which the ASCs can better support the expansion of area studies content in regional classrooms. In Yr. 1, CEAS will organize a K-16 Teacher Workshop to accompany the 2014 Midwest Conference on Asian Affairs/Southwest Conference on Asian Studies joint. Teachers participating in these activities will develop lesson plans or curricular materials that will be made available on the CEAS website, making these activities sustainable for the individual participants and for other teachers using our website (7.A). Hacker will also work individually with regional teachers, continue our bi-weekly electronic outreach notes with content ideas, and develop EA activities videos (e.g. furoshiki wrapping) for the CEAS website. Sustained Collaboration with CCs and MSIs: We propose a series of curriculum development workshops with regional CCs and MSIs (e.g. Metropolitan CC, JCCC, Coffeyville CC). CEAS will assist faculty wishing to add EA curricular units to existing courses by providing them with bibliographic advice (EA librarians), helping them fit units into the overall design of the course, advance their instructional goals, and develop the nec-

essary expertise on the subject. Some participants will benefit specifically from having experiences in EA, and for this reason we have built in stipends to support study tours, either individual (based on a specific curriculum development plan), or as part of a group. The JSA, with whom we have worked for the past year, is constituted largely of CC faculty including faculty, from CC of Philadelphia, an MSI, and has requested support for CC faculty to attend its study tours and annual conferences. We will also provide the Midwest Institute for IIE support to include EA presenters in their workshops for CC teachers. Integration of EA into Teacher Education: We propose a series of activities with KU's School of Education that will integrate EA into KU's teacher education program. In Yr. 1, we will conduct a curriculum development workshop with faculty at KU's School of Ed. using the same model outlined above for our CC workshops. Working with the Ed. School's Diversity Committee, we have already identified a preliminary group of 6 Ed. School faculty interested in incorporating EA content into courses designed for both UG and G Ed. students. We will also work with faculty teaching specific Ed. School courses to encourage future teachers enrolled in those courses to develop lesson plans with EA content. Develop, Maintain, Enhance linkages with Institutions Overseas: CEAS faculty, librarians, and Program Coordinator Fu regularly meet with faculty and administrators at current and potential partner institutions in China, Japan, and Korea. They will continue to do so. Professional school faculty traveling to EA with NRC faculty development funds will be expected to collaborate with faculty/staff at new or existing partner institutions (e.g. Gregg, a non-CEAS STEM faculty member, worked with environmental studies faculty at Renmin University). **8.B Developmental Plan Leading to Strengthened Program:** We propose a program to strengthen 1. language and area studies instruction, 2. professional school programs (particularly in Education and Journalism), 3. engagement with and ability to provide support for regional CCs and MSIs, and 4. train-

ing programs for current and future K-12 teachers (**Table 8.1**). **8.B.1 Effective Use of Resources and Personnel:** All CEAS activities will be planned and executed by CEAS staff who regularly spend time in area classrooms working directly with K-12 teachers and leading workshops

Table 8.1	Timeline of Major Proposed Activities
(Hacker); communicating with faculty at regional institutions of higher ed., and organizing activities for the public (Hope); disseminating information about CEAS activities, planning, and career events (Phelps); and supporting student scholarship (Fu)	Language and Area Studies Instruction and Research Yrs. 1-4, New Course Development to Match KU Core Goals Yrs. 1-4, Support for Faculty Research and Conference Travel Yrs. 1-4, Search for and Hire T-T Faculty in EA Media Yrs. 1-4, Add Chinese and Japanese Calligraphy (1 CH) Yrs. 1-4, Materials Development for Chinese and Korean Yrs. 1-4, OPI Testing and Evaluation of Lang. Pedagogy Yrs. 1-4, Lang. Tables for Chinese, Japanese, and Korean Yrs. 1-4, Support for Lang. Faculty travel to Pedagogy Conferences Yrs. 1-4, Library E-database Acquisition Yrs. 1-4, Tibetan and Uyghur Instruction (Yr. 1, Add 3 rd yr. Tibetan) Yrs. 1-4, Continue 5 th yr. Chinese, Japanese, and add 5 th yr. Korean Yrs. 2,4, Redesign 4 th yr. Japanese Curriculum Yr. 2, ACTFL Training Workshop
and advising (Mizumura)	Professional School Programs Yrs. 1-4, KU Ed School Student Lesson Plan Awards Yr. 1, KU Ed School Curriculum Development Workshop Yrs. 1-4, Search for and Hire T-T Faculty in EA Media (listed above) Yr. 1, Professional School Faculty Development Trip to EA Yr. 3, Innovation and Sustainability in EA Conference (Bus. School)
	Collaboration with CCs and MSIs Yrs. 1-4, Support CC Faculty Participation in JSA Meeting Yrs. 1-4, Support for Presenters at Midwest IIE Workshops Yrs. 1-4, JCCC Annual Curriculum Development Speaker/Workshop Yr. 1, Wichita and Kansas City Area Course Development Workshops Yr. 1, JCCC Faculty Development Trip to EA Yr. 2, Comparative Grasslands Conference
	Support for Current and Future Teachers Yrs. 1-4, Lesson Plan Development for Ed Students Yrs. 1-4, K-16 Teacher Workshops Tied to Themes and/or Conferences Yrs. 1-3, Summer Language & Culture Institute for K-16 Teachers Yrs. 2,4, Global Competency Task Force

ra) needs. Partial support for the salaries of Hacker, Phelps, and Mizumura enable them to maximize and extend CEAS’s resources. CEAS staff work closely with faculty and visiting scholars to develop outreach programming and teacher training and to encourage strategic and thoughtful expansion of instructional capacity at KU. NRC support for CEAS faculty provides opportunities for research and dissemination of findings and for integration of new research into instruction for both UG and G students. Support for language instruction permits extension of instructional capacity by allowing faculty to teach and improve upper level lang. classes (4th yr. Japanese), allowing the expansion of advanced lang. classes (5th yr. Korean and 3rd yr. Tibetan), and facilitat-

ing a pathway for heritage speakers to seamlessly matriculate into Chinese. Support for OPI testing, and ACTFL training for all EA langs. will enable continued improvement of quality of instruction. Support for library materials collection (library travel) and database purchases extends library capacity to serve KU faculty and students as well as users across the region and nation.

8.C Reasonable Costs: See **Appx. 1**. We economize by collaborating with other units, drawing on local resources, and using electronic media for its cost-effectiveness for its range and adaptability to various learning environments. To maximize our audiences and effectiveness, we will disseminate workshop products through our website. We extend the effectiveness of Title VI funds with resources from KU and other granting agencies and foundations (**Table 8.2**). **8.D**

Long Term Impact on Training: The proposed activities will have a sustained impact on training for UG, G and professional school students at KU. UG and G training: UG and G students will benefit from new course development, support for lang. instruction, and support for the library. EA faculty will develop at least 2 new 100% EA area courses per year, and support for EA faculty research will extend the range of content taught in EA area classes. Lang. faculty will develop new upper level courses in Chinese, Japanese, Korean, and Tibetan; open access, research-based instructional materials in Chinese and Korean; and will

Administrative	3.06%
Language Development	34.03%
Non-Lang Development	16.73%
Outreach	24.65%
Faculty Development	5.50%
Library Acquisitions	11.31%
Evaluations	4.72%

continue to disseminate research on pedagogical best-practices for EA languages. G and UG lang. students will benefit from OPI testing and lang. tables. Professional

School Training: Students in Journalism will benefit from our seeded faculty member in EA Media, who will introduce new courses with 100% EA content. Ed. School faculty will develop new curricular units on EA, and Ed. School students may take a special workshop on EA lesson plan development. Professional School faculty wishing to integrate EA content into their courses will

be invited to submit proposals for development travel to EA.

9. Impact and Evaluation. CEAS will ensure quality programming with demonstrable impact by using evidence-based assessment and evaluation that build on techniques developed during previous funding cycles. **9.A Significant Impact on University, Community, Region, and Na-**

tion: Quantitative and qualitative measurement of CEAS outputs and outcomes confirm its high impact at the local, regional, national, and international level and inform its decisions concerning outreach and activities. 14,859 students enrolled in EA courses from 2010-2014, 2,521 of whom took lang. courses. 386 UGs with >15 EA CH graduated from KU from 2010-2013. EALC majors graduate with a high level of lang. proficiency and typically go to EA or pursue graduate degrees in fields related to EA (9.A.1). A 2014 survey of EA graduates confirms CEAS’s impact:

8.2% of CEAS alumni work at some point in their career in government or military service; 9.82% are K-12 teachers; 13.11% work for non-profits; 13.11% are pursuing graduate study; and the remainder hold jobs in academe (16.39%) and business (39.34%) across the nation and world.

EA alumni work at the Center for Security Policy in the US Embassy in Beijing, the US Immigration and Naturalization Service, in various intelligence agencies, and for organizations such as the Japan America Society of Central Ohio. Others are employed as translators, K-12 teachers of EA languages, and faculty specializing on EA in universities across the country (and world). A

recent comprehensive survey of CEAS FLAS alumni indicates that 94.7% are using their EA lang. and area studies skills in their employment or graduate study. The impact of outreach pro-

gramming is considerable and growing (Table 9.1). CEAS is a regional and na-

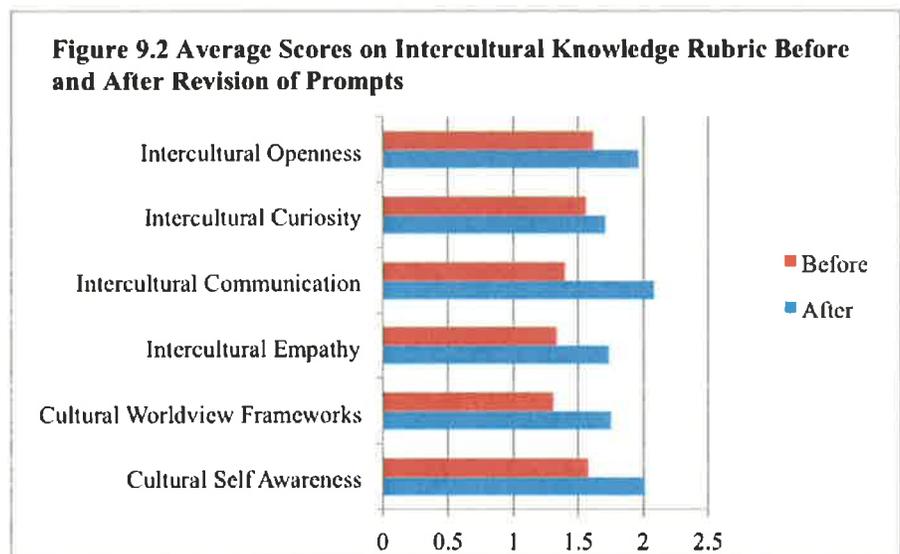
	e-letters & Publications	Postcards from EA (Radio)	Educator Training	Direct Student Contact	Lectures, Conferences, Symposia, etc	Community events & Films
2010-11	42,698	75,000	346	3,938	2,819	2,062
2011-12	48,803	75,000	451	2,386	1,336	3,041
2012-13	49,161	75,000	1,133	4,448	1,393	5,208
2013-14	50,585	75,000	1,496	13,977	642	7,127
Total	191,247	300,000	3,416	24,749	6,190	17,438

tional leader in producing and disseminating well-conceived, freely available teaching materials and trustworthy, original area studies and foreign lang. research. CEAS has published 630 readers, textbooks, monographs, translations, videos, and podcasts on KU ScholarWorks. Since its inception in 2007, CEAS items on KU ScholarWorks have been downloaded over 131,000 times (5.B.2). The CEAS website heightens its national and international impact and continues to expand its reach with new K-12 workshop materials and teachers' lesson plans (Table 8.1). Indicators used to measure impact include: enrollment data; graduate placement; participation rates; usage of CEAS physical and web-based resources; evaluation instruments and surveys, including student and peer course evaluations, pre/post event evaluations, FLAS alumni surveys every 2 years, EALC alumni surveys (2 & 10 years). **9.B Equal Access for Underrepresented Groups (See 6.C):** In 2013 minority students made up 27% of the total KU student population, which is proportional to the KS population. KU's recruitment and retention infrastructure includes the UG-run KU Multicultural Scholars Program, Multicultural Recruitment Team, Office of Multicultural Affairs in the Office of Admissions, Hawk Talk, Sabatini Multicultural Resource Center, and the Multicultural Road Show. KU has on staff bilingual recruiters for the express purpose of recruiting across Kansas communities. International students represent 9.2% of KU's student population. OIP's Global Partners programs pairs international and domestic students for social activities. KU encourages veterans to enroll and is a national leader in the Wounded Warrior Education Initiative Program, continuing the program with KU Wounded Warrior scholarships after the national program ended. Through its new MA program and its LTC and Project GO grants, CEAS works closely with the military community. All parts of KU are ADA accessible. KU emphasizes non-traditional student enrollment and retention, offering tuition-free classes for students over 65 and extensive, non-traditional student support systems (Organization of Adult

Knowledge Seekers). CEAS regularly presents lectures for the OSHER lifelong learning program at retirement homes across KS. Working students can take classes online or evening and weekend classes provided by Continuing Education. 31.6% of FLAS alumni surveyed were first generation college students and 47.3% were from communities of 10,000 or smaller, 25% received Federal financial aid. Of current EA UG students, 48% were minorities (19% Asian or Pacific Islander), 43% of respondents were first generation college students, 57% were from communities of 10,000 or smaller, and 90% receive financial aid including Pell Grants and other Federal Financial aid. **9.C Quantifiable Outcome-based Evaluation Plan:** CEAS takes seriously the mandate to develop and conduct rigorous evaluations of programming that produce quantifiable outcome data. A top priority throughout this cycle will be coordinated assessment of lang. instruction, UG academic programs, and K-12 outreach using assessment instruments developed in past grant cycles as well as evaluation strategies developed by an outside evaluator to ensure effective, objective monitoring of center activities by using both qualitative and quantitative tools. Academic: There are 3 components to the CEAS academic assessment plan: 1) OPI style testing in Chinese, Japanese, and Korean; 2) the CEAS FLAS Fellow FL proficiency-tracking pre-semester and post-semester testing; 3) and cultural knowledge assessments conducted among UGs (overseen by CGIS), and MA students in EALC and CEAS. OPI style testing provides proficiency data that EA lang. coordinators use to adjust instructional materials and pedagogical techniques (**4.D.1, Table 4.1**). FLAS proficiency tracking adds to the data on lang. learning and further informs EA lang. coordinators. Cultural knowledge assessments provide data on student learning among both UG and G students. Resonating with the learning goals of the KU Core (**2.A.1**), our focus emphasizes broader engagement and incorporation of EA Studies into a student's self-concept, as measured by indicators of behavioral intention (e.g., subjective likelihood

of pursuing EA-related language, travel, or cultural activities), identification, and social issue awareness. Data will be collected from UG students enrolled in EA classes that meet KU Core goals and will be assessed against a cultural competency instrument that we have developed and refined over the past 4 years (**Figure 9.2**). The sample will be quantitatively and qualitatively analyzed using the project-wide rubric, and assessed with the rubric’s formative and summative categories. This assessment process will produce longitudinal results to capture measurable program improvement and will also provide CEAS faculty the opportunity to determine target areas for curricular improvement. Outreach: CEAS has partnered with the University of Kansas Center for Public Partnership and Research (KU-CPPR) (**Appx. 1**) to implement a thorough and objective evaluation of CEAS outreach activities. KU-CPPR has demonstrated strength in process and impact focused evaluations. In the evaluation of CEAS’s outreach program, KU-CPPR and CEAS will focus on outcomes as well as outputs. The evaluation combines both qualitative and quantitative data from surveys, primary program documents, and administrative sources to assess impact. This evaluation will have 2 components. First, a process evaluation component will include a detailed assessment of the completion of CEAS program activities and progress towards

meeting its goals. This component documents CEAS success in achieving program objectives and describing how CEAS has implemented its program activities. Key outcomes, such as num-



bers served in trainings, number of collaboration activities, publications, number and kind of resources secured etc., are also collected to provide insight into the impact related to each goal and activity. Second, an impact evaluation component assesses the changes that can be attributed to a particular project goal. The impact of CEAS program activities on outcomes associated with knowledge gain and capacity enhancements will be assessed. For instruction or training outreach activities, participants will be given a baseline (pre) assessment of knowledge in the targeted domain and receive a follow-up (post) assessment of knowledge gain after instruction has occurred. Historical data from primary and secondary sources (e.g., official records, reports, archives) will be collected and analyzed to show change over time in key variables. Administrative data from departmental and university resources will be identified, collected, and mapped onto CEAS timelines. For example, in the research program area, data on faculty publications and grant awards will be compiled over time with key CEAS milestones noted. Trend analyses will be conducted on administrative data to assess how faculty and researchers improve research, outreach, instruction, and resources as a function of CEAS support.

9.C.1 Use of Evaluation to Improve Program: The KU Board of Regents mandates departmental review every 5 years. EALC was reviewed in 2012. Both CEAS and EALC report to and are annually reviewed by CLAS; the CEAS director reports to the membership (faculty, staff, and students) at annual meetings. OIRP collects and analyzes data on enrollment patterns and retention, attrition, and graduation; coordinates the general education assessment of 4th and 5th year students; conducts univ.-wide surveys; and provides annual statistical analyses for each instructional unit's use in evaluation. The University Core Curriculum Committee evaluates student learning in Core courses. All of these processes lead to regular assessment and improvement of CEAS's academic programs. In addition, lang. coordinators use OPI results to improve instructional strategies, including (last year) adop-

tion of a different textbook for 2nd yr. Japanese; development of new instructional materials in Chinese, Japanese, and Korean; and adaptation of pedagogical strategy for particular grammar points in all 3 languages. Yang and Kennedy's 2012 evaluation led to the replacement hire of Dear in History, the creation of the CEAS MA program, and increased focus on collaboration between the ASCs to extend resources and improve visibility. Results from previous CEAS outreach pre- and post-event evaluations helped to improve the CEAS program. Post-event evaluation assessed intent to use materials and information from workshops in the school classroom. Follow-up tracking and surveys of participants measured actual use of materials and actual numbers of students exposed and frequency of use allowing CEAS outreach coordinators to identify programs of particular utility to educators, discover weaknesses to address, and identify roadblocks to implementation. Additionally, CEAS evaluates its community and regional presence through longitudinal tracking of its resources and their use. CEAS has used this information to expand its web presence and extend its resource holdings to reach a wider audience. **9.D Improved Supply of Specialists:** FLAS is dedicated to developing specialists in EA lang. and culture in a wide variety of disciplines. All FLAS students are required to study an EA lang. and if at KU, take at least 1 EA culture course/term. Most take only EA content courses. Whereas in the past, most FLAS recipients went on to find positions in academia as EA specialists, with the addition of UG FLAS in 2010, the percentage of CEAS FLAS students going into government service, K-12 education, and business is increasing (9.A). **9.E Address National Needs and Disseminate Information:** CEAS programming addresses national needs through an extensive program of teacher training, EA language teacher education in KU's School of Ed., and regular engagement with the US military. Our teacher workshops on such topics as the EA Economy and EA lang. and culture that we propose for the coming cycle (Appx. 1) expose K-16 teachers to

EA content and help them incorporate it into their classes. Proposed curriculum development workshops with regional CCs, MSIs, and Schools of Education will help us to reach underserved populations who have not historically been exposed to EA content (**Appx. 1**). KU's School of Ed., working with EALC, has a well-established program of EA lang. teacher training, which trains EA lang. teachers for both K-12 and college classrooms. CEAS has a well-developed relationship with the military providing lang. and culture training opportunities through its MA and military-specific programs (**4.A.**). CEAS programming is advertised through flyers, notices to listservs, and on the CEAS website, and is open to the general public, as is the EAL. All CEAS programming is designed to further the CEAS mission (**Introduction**). In addition to collaborating with Kansas Public Radio on "Postcards" and radio commentaries on newsworthy events in EA, CEAS programming generates media attention from the *Lawrence Journal World*, 6 News Lawrence, Kansas Public Radio, and national media outlets such as NPR. **9.E.1 Post-Graduate Placement in Areas of National Need:** CEAS has a strong record of placing students into employment, education, and training in areas of national need. All of our EA langs. are on the Dept. of Education's list of 78 priority langs., and we encourage students to pursue lang. study to an advanced level at KU and through study abroad. We encourage students to pair their lang. study with courses designed to give them cultural competency. We helped redesign the GIST major to include an EA track in an effort to recruit more non-EALC students into EA studies. We regularly hold career events and information sessions about graduate programs and job opportunities with institutions such as the CIA and the US Foreign Service. We send notices about these events electronically to students, and regularly update our email lists by adding students enrolled in EA-related courses. We work with staff at the Freshman-Sophomore Advising Center and the Admissions Office and participate in majors fairs and career fairs on campus. In 2014-18 CEAS

and the other ASCs will initiate the Kansas Global Competence Task Force and the High School World's Fair (**Appx. 1**) in an effort to work with regional secondary schools to create excitement about area studies, LCTL study, and government careers. In addition to extending our FLAS advertising (**10.A.1**) more effectively into KU's professional schools, we will recruit incoming Ed. School students and students enrolled in Education courses that are redesigned through our curriculum development workshop (**Appx. 1**) to study more courses on EA. The new CEAS MA in Contemp. EA Studies will also draw in FAOs and other students with a social science orientation and more likely to go into fields of national need. **9.F Fellowships Awarded to Address National Need:** All CEAS FLAS recipients study langs. on the Dept. of Education's list of 78 priority langs. Most FLAS recipients are studying these langs. at an advanced level, frequently doing so in intensive study abroad programs that permit them to raise their lang. skills by 1 ILR level in 1 AY. CEAS's FLAS fellowships thus help to supply the nation with advanced speakers of critical langs. (Chinese, Japanese, Korean, Tibetan, Uyghur). The FLAS committee will be instructed to prioritize students wishing to study abroad, especially applicants from the School of Education and applicants who have expressed concrete plans to go into government service. Applicants from other professional schools will be given second priority. **9.F.1 Placement Record:** All former FLAS recipients are positioned to contribute in areas of national need because of their EA lang. and culture expertise. Former FLAS recipients in PhD programs at KU are placed in T/T-T jobs (recently at such institutions as Grinnell College, Case Western Reserve, Vanderbilt, University of South Carolina) in their fields of study. Nearly all FLAS recipients in the EALC MA program have gone on to pursue PhDs in EA fields such as Chinese and Japanese lang. and literature, religious studies, and history at other institutions (most recently Univ. of Chicago, Princeton, Univ. of Virginia, Ohio State, Harvard, National Univ. of Singapore). All but 1 recipient of

G FLAS respondents to our 2014 survey of FLAS recipients intend to look for academic jobs as EA specialists. Most UG FLAS recipients have not yet graduated, but our 2014 survey of EA UG students, including FLAS recipients, shows that over 90% of them expect to use their lang. and area studies training in their careers and that they plan to look for careers in K-12 education, translating and interpreting, non-profits working on international issues, and business that use their EA lang. and culture skills, or to go on to graduate school in fields such as criminal justice or medicine. CEAS has given FLAS awards to students in fields such as engineering and law to support EA lang. study that would not otherwise fit into their degree programs. In survey responses, these students all said that their career goals are to work for companies and firms engaged with EA where they can use their lang. and culture knowledge. We recruit FLAS students committed to entering government service. Past awardees work for the US Foreign Service, CIA, and Immigration and Naturalization Service.

10. FLAS Awardee Selection Procedures: We request 4 G and 6 UG AY FLAS awards and 3 G and 5 UG Summer FLAS awards (**FLAS Budget**) **10.A FLAS Selection Process: 10.A.1 Advertising and Recruitment:** FLAS recipients are selected through a fair, competitive process that is advertised widely across the KU campus. All 5 of KU's ASCs collaborate to produce a joint flyer that is sent to professional schools and departments for distribution to current students and inclusion in application packets for incoming students. Flyers are sent to the OSA, the School of Business, the School of Education, the School of Journalism, the School of Engineering, the School of Law, the School of Architecture, Design and Urban Planning, the School of Public Affairs and Administration, the School of Pharmacy, the School of Social Welfare, and the departments of Political Science, Linguistics, History, Art History and EALC. The competition announcement is also posted on the KU FLAS website, CEAS website, Facebook, and on posters in

dorms and classroom buildings. Notice of FLAS and its deadline is sent via email to a list of 4,108 UG and G students on campus and to all CEAS affiliated faculty. All levels of all EA lang. classes are visited to promote FLAS. FLAS flyers are given to academic advisors who distribute them to incoming freshman during summer orientation sessions and to the Honors Program and the Office of First Year Experience to encourage outstanding students and freshmen to take foreign langs.; the FLAS Coordinator attends Senior Day events to inform high school students interested in international studies of FLAS opportunities. The KU ASCs hold joint FLAS information sessions in the fall to answer student questions about the program. Incoming graduate students are apprised of the FLAS opportunity through graduate recruitment and individual advisors. The FLAS flyer is also sent as a PDF to JCCC's foreign lang. instructors to distribute electronically, and to high school lang. teachers throughout KS and the Kansas City area. **10.A.2**

Timeline for Selection Process: During the summer, FLAS coordinators work together to update and check online directions and application processes for accuracy. The FLAS coordinators collaboratively promote the competition in the fall, and the online portal goes live at the time of the first joint FLAS information session in October. The ASCs share the same application deadline (mid February), selection committees meet in early March, and awardees receive notice in March and April. **10.A.3 Awards that Correspond to Priorities:** All 5 CEAS FLAS languages (Mandarin Chinese, Japanese, Korean, Tibetan, and Uyghur) are LCTL languages on the list of 78 priority languages. To address FLAS competitive priority 1 for awarding fellowships to students who would most benefit from financial relief, beginning in AY 2014-15 selection committee members will be instructed to rank both UG and G applicants by both academic merit and financial need as indicated by the students' FAFSA EFC. This need determination will be based solely on the student's financial circumstances without consideration for financial aid they already re-

ceive. Awardee EFCs will be confirmed through coordination with the KU Office of Financial Aid and Scholarships or the student's home institution in the case of incoming students. **10.B**

Application Process: KU's ASCs worked with CLAS to develop a KU FLAS scholarship website (<http://flas.ku.edu>) that provides information about FLAS, application instructions, requirements, FAQs, and hosts an online application portal for electronic submission. Applicants submit and upload their application and requested materials (application form, undergraduate/graduate transcripts, essay) electronically and indicate on the application form which language and to which Center they are applying. Three recommendation letters are uploaded to the FLAS website by their writers separately. Applications are loaded to a secure site accessible only by each NRC center's FLAS coordinator and FLAS committee members. **10.C Selection Committee:** The FLAS committee is composed of 5 faculty across disciplines: 2 EA lang. faculty (including the EALC chair), and faculty from history or religion, history of art, the social sciences, and a professional school. **10.C.1 Selection Criteria:** Fellowships are awarded on the basis of academic achievement, the quality and appropriateness of the proposal, and demonstrated commitment to EA lang. study. Students with demonstrated need and students from the School of Ed. or other professional schools will be prioritized. The committee attempts to make awards in diverse disciplines. Balance is sought between Chinese and Japanese, and proposals for Korean, Tibetan and Uyghur are especially encouraged. To identify applicants who show the potential for increasing their lang. skills during the award period, ranking of candidates will be based on such indices as grade point average, current and previous school transcripts, resume, 3 letters of recommendation (at least one from a previous lang. instructor), and a statement of purpose.

11. Competitive Priorities: 11.A NRC Priorities: 11.A.1. Collaboration with Community Colleges and MSIs: We propose a series of curriculum development workshops with regional CCs

and MSIs to help develop curriculum (8.A). We will continue our work with the JSA by supporting participation in its events for CC members. We will also provide the Midwest Institute for IIE with support for EA presenters in its workshops for CC teachers (8.A.). **11.A.2 Collaboration with Schools of Ed:** We propose a series of activities with KU's School of Ed. that will integrate EA into KU's teacher education program (8.A), including: a curriculum development workshop with to help pre-identified Ed. faculty incorporate EA content into courses designed for both UG and G students, and working with Ed. faculty to encourage future teachers in their courses to develop lesson plans with EA content. We will also invite faculty from Ed. Schools at other regional institutions, such as Emporia State and Bethany College, to participate in our Wichita area curriculum development workshop. **11.B FLAS Priorities: 11.B.1 Preference for Students with Financial Need:** CEAS will apply this priority to both UG and G FLAS applicants. Beginning in AY 2014-15, CEAS FLAS applicants will also provide a FAFSA EFC and FLAS selection committee members will be instructed to rank both UG and G applicants by both academic merit *and* financial need as indicated by the student's FAFSA EFC. This need determination will be based on the student's financial circumstances and the student's access to other aid will not be considered. **11.B.2 Percentage of Priority Languages:** We seek FLAS funding to support study in 5 less and least commonly taught langs. that are on the list of 78 priority langs.: Mandarin Chinese, Japanese, Korean, Uyghur, Tibetan (10.A.3, Appx. 1).



APPENDIX 1

BUDGET

ED-524 Sections A and C



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

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization

The University of Kansas Center for Research, Inc.

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	119,560	154,396	142,362	151,369		567,687
2. Fringe Benefits	27,220	38,989	36,530	37,349		140,088
3. Travel	28,180	11,260	20,680	11,260		71,380
4. Equipment						
5. Supplies	15,900	15,900	15,900	15,900		63,600
6. Contractual						
7. Construction						
8. Other	56,600	33,500	38,500	37,500		166,100
9. Total Direct Costs (lines 1-8)	247,460	254,045	253,972	253,378		1,008,855
10. Indirect Costs*	19,797	20,324	20,318	20,270		80,709
11. Training Stipends	282,000	282,000	282,000	282,000		1,128,000
12. Total Costs (lines 9-11)	549,257	556,369	556,290	555,648		2,217,564

***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 / 2012 To: 06 / 30 / 2015 (mm/dd/yyyy)
 Approving Federal agency: Other: DHHS: Division of Cost Allocation - Central States, Dallas, TX 75202; 214/767/3261 Indirect Cost Rate is 8 %
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
N/A Is included in your approved Indirect Cost Rate Agreement? or N/A Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority, IP = Invitational Priority							
1. PERSONNEL							
A. Salaries							
i. Administrative Salaries							
Megan Greene, Director							
Jun Fu, Coordinator							
Melody Wagner, Center's Student Assistant							
Ayako Mizumura, Assistant Director, (\$20,000/ .50 FTE, NRC 25%, .50 FTE, 40% fringe (2% annual increase))	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 20,608		p. 37
Jessica Irving, Office Manager							
Sheree Willis, Executive Director, Confucius Institute							
Kevin Liu, Associate Director, Confucius Institute							
Leveraged Funding							
Nancy Hope, KCTA/CI Associate Director							
SUBTOTAL Administrative Compensation	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 20,608		
ii. Language Instruction							
Note: KU provides GTAs on .50 FTE with full tuition and fee waivers and health benefits; .25 FTE GTAs receive half-tuition and fee waivers.							
Instructional Assistants							
Language 1: Chinese							
1 Lecturer to Teach 5th Year Chinese, \$5,000/ .25 FTE, 9% fringe (2% annual increase)	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 20,608		
1 GTA to Teach Heritage Students Elementary Chinese, \$2,700/ .10 FTE, 7% fringe (2% annual increase)	\$ 2,700	\$ 2,754	\$ 2,809	\$ 2,865	\$ 11,128		p. 15, p. 38

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
1 GTA to Coordinate Oral Proficiency Assessment, \$7,000/.25 FTE, 7% fringe, (2% annual increase)	\$ 7,000	\$ 7,140	\$ 7,283	\$ 7,429	\$ 28,852		p. 38
1 Student Hourly to Manage Chinese Language Tables, \$13/hr, 6hrs/wk, 32 weeks, 7% fringe (2% annual increase)	\$ 2,496	\$ 2,546	\$ 2,597	\$ 2,649	\$ 10,288		p. 19, p. 38
Summer Salary Stipend for Chinese Open Access Materials Development, Yr1 \$2,500, 35% fringe	\$ 2,500				\$ 2,500		p. 19, p. 38
SUBTOTAL Language 1: Chinese	\$ 19,696	\$ 17,540	\$ 17,891	\$ 18,249	\$ 73,376		
Language 2: Japanese							
1 Lecturer to Teach 5th Year Japanese, \$5,000/.25 FTE, 9% fringe (2% annual increase)	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 20,608		
1 GTA to Teach 2nd Year Japanese, Yrs 2,4, \$7,000/.25FTE, 7% fringe,(2% annual increase)		\$ 7,140		\$ 7,429	\$ 14,569		p. 17, p. 37
1 Student Hourly to Manage Japanese Language Tables, \$13/hr, 6hrs/wk, 32 weeks, 7% fringe (2% annual increase)	\$ 2,496	\$ 2,546	\$ 2,597	\$ 2,649	\$ 10,288		p. 19, p. 38
1 GTA to Coordinate Oral Proficiency Assessment, \$7,000/.25 FTE, 7% fringe, (2% annual increase)	\$ 7,000	\$ 7,140	\$ 7,283	\$ 7,429	\$ 28,852		p. 38
SUBTOTAL Language 2: Japanese	\$ 14,496	\$ 21,926	\$ 15,082	\$ 22,813	\$ 74,317		
Language 3: Korean							
1 Lecturer to Teach 5th Year Korean, Yrs \$5,000, .25 FTE, 9% fringe, (2% annual increase)	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 20,608		p. 16, p. 37

Appendix 1: Budget



SECTION C - Budget Narrative (Detailed Budget) University of Kansas Center for East Asian Studies Comprehensive National Resource Center August 15, 2014 - August 14, 2018						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority Reference to Narrative
1 Student Hourly to Manage Korean Language Tables, \$13/hr, 6hrs/wk, 32 weeks, 7% fringe, (2% annual increase)	\$ 2,496	\$ 2,546	\$ 2,597	\$ 2,649	\$ 10,288	p. 19, p. 38
1 GTA to Coordinate Oral Proficiency Assessment, \$7,000/ .25 FTE, 7% fringe, (2% annual increase)	\$ 7,000	\$ 7,140	\$ 7,283	\$ 7,429	\$ 28,852	p. 38
Summer Salary Stipend for Korean Open Access Materials Development, Yr1 \$2,500, 35% fringe	\$ 2,500				\$ 2,500	p. 19, p. 38
SUBTOTAL Language 3: Korean	\$ 16,996	\$ 14,786	\$ 15,082	\$ 15,384	\$ 62,248	
Language 4: Tibetan						
1 Lecturer to Teach 1st & 2nd Year Tibetan, \$14,000/ .50 FTE; NRC 50%, 40% fringe (2% annual increase)	\$ 7,000	\$ 7,140	\$ 7,283	\$ 7,429	\$ 28,852	
1 Lecturer to Teach 3rd Year Tibetan Yr 1, \$7,000/ .25 FTE, 9% fringe	\$ 7,000				\$ 7,000	p. 16, p. 37, p. 38
SUBTOTAL Language 4: Tibetan	\$ 14,000	\$ 7,140	\$ 7,283	\$ 7,429	\$ 35,852	
Language 5: Uyghur						
1 Lecturer to Teach 1st & 2nd Year Uyghur, \$14,000/ .50 FTE; NRC 50%; 40% fringe (2% annual increase)	\$ 7,000	\$ 7,140	\$ 7,283	\$ 7,429	\$ 28,852	
SUBTOTAL Language 5: Uyghur	\$ 7,000	\$ 7,140	\$ 7,283	\$ 7,429	\$ 28,852	
SUBTOTAL Language Instruction Salaries	\$ 72,188	\$ 68,532	\$ 62,621	\$ 71,304	\$ 274,645	

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
iii. Area Studies Instruction							
New Positions:							
Seeded Tenure-Track Assistant Professor in Journalism, Yrs 2,3,4 (\$70,000/ 1.0 FTE, Yr2, NRC 53.85%; Yr3, NRC 43.08%, Yr4, NRC 41.54%, 35% fringe (2% annual increase)		\$ 37,695	\$ 30,759	\$ 30,253	\$ 98,707		p. 12, p. 38
Non Language Curriculum Development : New Courses							
Faculty New Non-Language Courses: Summer Salary Stipend for Course Development: Competitive Course Grants (35% fringe)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000		
1 Lecturer to Teach Chinese and Japanese Calligraphy, Yrs (\$2500/course, 9% fringe)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000		
SUBTOTAL: Area Studies Instruction Salaries	\$ 7,500	\$ 45,195	\$ 38,259	\$ 37,753	\$ 128,707		
iv. Outreach Personnel							
Outreach Coordinator, Randi Hacker; \$36,004/ .75 FTE, NRC 50%, 40% fringe (2% annual increase)	\$18,002	\$ 18,362	\$ 18,729	\$ 19,104	\$ 74,197	AP	p. 37
Community and Professional Outreach Assistant, Megan Phelps; \$20,300/ .5 FTE, NRC 50%, 40% fringe, (2% annual increase)	\$ 10,150	\$ 10,353	\$ 10,560	\$ 10,771	\$ 41,834		p. 37
SUBTOTAL: Outreach Personnel Salaries	\$ 28,152	\$ 28,715	\$ 29,289	\$ 29,875	\$ 116,031		

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
v. Library							
Student Hourly Assistant to Support Digital preservation, \$12.00/hr, 20 hrs/wk, 28wks/Yr, 7% fringe, (2% annual increase)	\$ 6,720	\$ 6,854	\$ 6,991	\$ 7,131	\$ 27,696		
SUBTOTAL: Library Salaries	\$ 6,720	\$ 6,854	\$ 6,991	\$ 7,131	\$ 27,696		
SUBTOTAL: SALARIES	\$ 119,560	\$ 154,396	\$ 142,362	\$ 151,369	\$ 567,687		
2. FRINGE BENEFITS							
i. 35% Faculty & Staff	\$ 3,500	\$ 14,943	\$ 12,516	\$ 12,339	\$ 43,298		
ii. 40% Faculty, Lecturer & Staff 50-89% FTE	\$ 18,861	\$ 19,238	\$ 19,623	\$ 20,016	\$ 77,738		
iii. 9% Faculty, Lecturer & Staff <50% FTE	\$ 2,205	\$ 1,602	\$ 1,630	\$ 1,658	\$ 7,095		
iv. 7% Student	\$ 2,654	\$ 3,206	\$ 2,761	\$ 3,336	\$ 11,957		
SUBTOTAL: FRINGE BENEFITS	\$ 27,220	\$ 38,989	\$ 36,530	\$ 37,349	\$ 140,088		
TOTAL SALARIES & FRINGE	\$ 146,780	\$ 193,385	\$ 178,892	\$ 188,718	\$ 707,775		
3. TRAVEL							
i. Foreign Travel							
CEAS Faculty Development Trips to E. Asia for 2 Faculty, (RT Airfare estm. @ \$2000+Hotel \$500)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000		p. 37

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
Faculty Dev't Trip to E. Asia for Professional School Faculty to Introduce EA Material to Courses for 2 Non-CEAS Faculty, Yr 1 (RT Airfare estm. @ \$2500 + Hotel \$500)	\$ 7,500				\$ 7,500	AP, CP#2	p. 38
EA Librarians' Travel to Collect Materials Yrs 1,3 (RT Airfare estm. @ \$2000 + Hotel \$650, \$2650 x 2)	\$ 5,300		\$ 5,300		\$ 10,600		p. 38
Subtotal: Foreign Travel	\$ 17,800	\$ 5,000	\$ 10,300	\$ 5,000	\$ 38,100		
ii. Domestic Travel							
Faculty Grants for Professional Meetings, 10 trips/Yr @ \$300 Airfare Only)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000		p. 37
Administrative Travel: NRC and NRC-Related Meetings; KU Funds Additional Administrative Travel, (RT airfare @ est \$460 + \$800hotel + per diem @\$60/day x 4days)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000		
Outreach Coordinators' and Speaker's Bureau Local & Regional Travel (est 2,500mi/yr @ \$.56/mi + per diem @ \$60/day x 6days)	\$ 1,760	\$ 1,760	\$ 1,760	\$ 1,760	\$ 7,040		p. 37
Travel to Competency-Based Instruction/Proficiency Testing Workshops for 2 Instructors, Yrs1,3 (RT airfare est \$400 + \$900 hotel + per diem @ \$60/day x 6 days + \$400 registration fee; total \$2060 each, 2 per year)	\$ 4,120		\$ 4,120		\$ 8,240		
Subtotal: Domestic Travel	\$ 10,380	\$ 6,260	\$ 10,380	\$ 6,260	\$ 33,280		
TOTAL: TRAVEL	\$ 28,180	\$ 11,260	\$ 20,680	\$ 11,260	\$ 71,380		

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
4. EQUIPMENT							
TOTAL: EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -		
5. SUPPLIES							
i. Library Supplies and Materials							
Chinese Electronic Resources Database Access Fees	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000		p. 38
Korean E-Resource Database Access Fees	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000		p. 38
Subtotal: Library Acquisitions	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000		
ii. Center Supplies and Materials							
Outreach Supplies	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000		
Teaching Trunk Materials	\$ 200	\$ 200	\$ 200	\$ 200	\$ 800	AP	
Conferences, Workshops Supplies	\$ 200	\$ 200	\$ 200	\$ 200	\$ 800		
Subtotal: Center Supplies and Materials	\$ 900	\$ 900	\$ 900	\$ 900	\$ 3,600		
TOTAL: SUPPLIES	\$ 15,900	\$ 15,900	\$ 15,900	\$ 15,900	\$ 63,600		
6. CONTRACTUAL							
TOTAL: CONTRACTUAL							
7. CONSTRUCTION							
TOTAL: CONSTRUCTION							

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
8. OTHER							
Program Enhancements							
i. Consortial Support							
Joint KU Area Studies Centers: Support School of Language for LCTL Language Programs	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000		
Japan Studies Association: Yr 1 Workshop in Hiroshima (\$1,500 speakers, \$1000 2 x \$500 planning stipend); Yr 2 Hiroshima Faculty Study Tour (5 x \$500 Stipends for Community College Faculty Participants Developing Curricular Materials); Yr. 3 JSA National Meeting (\$1000 Speaker's Fee, 3 x \$500 for CC Faculty Travel); Yr. 4 JSA National Conference, (\$1000 Speaker's Fee, 3 x \$500 for CC Faculty Travel)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000	AP, CP#1	p. 32, p. 36, p. 49
Midwest Institute for IIE, Support for EA Workshop Presenters (Speaker's Fee \$500, Travel \$500, Lodging \$500)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	CP#1	p. 36, p. 50
Greater Kansas City Japan Festival, \$500 per year. (Workshop costs \$200, Speakers Fees \$300)	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	AP, CP#1	
Wichita Area Course Development Workshop Yr 1 including Coffeerville CC, (8 x \$500 Stipends for Development of Curricula Materials, 2 x \$300 Travel and Hotel for Workshop Leaders)	\$ 4,600				\$ 4,600	AP, CP#1	p. 32, p. 35, p. 44, p. 49, p. 50
Subtotal: Consortial Support	\$ 14,100	\$ 9,500	\$ 9,500	\$ 9,500	\$ 42,600		

Appendix 1: Budget



SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
ii. Conferences and Visiting Lecturers							
Conferences							
Association of Chinese Political Studies Conference, Yr 1, (Travel and Hotel for Keynote Speaker)	\$ 1,000				\$ 1,000		
MCAA/SWCAS Joint Conference K-16 Teacher Workshop, Yr1 (10 x \$100 Honoraria for Teachers Who Complete a Lesson Plan)	\$ 1,000				\$ 1,000	AP, CP#1	p. 35
Conference: Comparative Grassland Culture and Environment, Yr 3 (5 x \$1000 Travel and Lodging for Speakers)			\$ 5,000		\$ 5,000		
Joint KU Area Studies Centers: National Conference on Best Practices in Outreach; Yr 3 (\$600 Speaker's Fee, \$400 Travel) (w/KASC, CGIS, CLACS, CREES)			\$ 1,000		\$ 1,000		
Conference: Innovation and Sustainability in East Asia, Yr 4 (5 x \$1000 Travel and Lodging for Speakers)				\$ 5,000	\$ 5,000		
Visiting Lecturers							
Speakers for Thematic Programming: Yr 1, World Health, Yr 2, Enclaves & Diasporas, Yr 3, Global Grasslands and Great Plains, Yr 4, Transnational Technology and Communications (2x\$250 Speaker's Fees, 2x\$500 Travel and Lodging)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000		
Visiting Speaker/Performers (2 x \$500 Travel and Lodging, 2 x \$250 Professional Service Fees)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000		

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
Library Travel Grant for non-KU faculty to use KU EA library resources (1 x \$350 Travel & Hotel)	\$ 350	\$ 350	\$ 350	\$ 350	\$ 1,400		p. 31
Subtotal: Conferences and Visiting Lecturers	\$ 5,350	\$ 3,350	\$ 9,350	\$ 8,350	\$ 26,400		
iii. Events and Workshops							
Events							
Joint KU Area Studies Centers: High School World's Fairs, (2x\$200 Presenter's Fees, 4x\$100 Participant Travel Scholarships, \$200 supplies) (w/CGIS, CLACS, CREES, KASC)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	CP#1	p. 45-46
Joint KU Area Studies Centers: Regional Global Competence Task Force Convention, Yr 2,4 (4x\$100 Stipends for Curricular Unit Dev't, 4x\$150 Travel and Lodging for Educator Participants (w/CGIS, CLACS, CREES, KASC)		\$ 1,000		\$ 1,000	\$ 2,000	AP/CP1	p. 35, p. 45
Film Series: Changing Face of Asia in Hollywood, Yr 1, (4 x \$250 Screening Fees)	\$ 1,000				\$ 1,000		
Johnson County Community College Faculty Development Trips to EA, Yr 1, (3 x \$2000 Airfare, \$1000 Per Diem)	\$ 9,000				\$ 9,000	AP, CP#1	p. 32
CEAS Summer EA Economics Institute w/School of Ed Center for Economic Education, Yrs 1, 4 (\$500 Speaker's Fee, 5 x \$200 Participant Stipends)	\$ 1,500			\$ 1,500	\$ 3,000	AP	p. 35, p. 44
Workshops							
KU School of Ed Curriculum Development Workshop, Yr 1 (6 x \$500 Honoraria for School of Ed Participants)	\$ 3,000				\$ 3,000	AP, CP#2	p. 11, p. 36, p. 38, p. 44, p. 46, p. 50

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
Johnson County Community College Curriculum Development Series, (\$500 Speaker's Fee, \$500 Travel and Lodging for Keynote Speaker/Workshop Leader)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	AP, CP#1	p. 32, p. 44, p. 49
Kansas City Area Curriculum Development Workshop (Metropolitan CC, JCCC) Yr 1 (8 x \$500 Honoraria for KC Area Faculty Participants)	\$ 4,000				\$ 4,000	AP, CP#1	p. 32, p. 35, p. 44, p. 49
CEAS Summer Language & Culture Institute for K-16 Teachers, Yrs 1,2,3 (\$500 Speaker's Fee, 5 x \$200 Participant Stipends)	\$ 1,500	\$ 1,500	\$ 1,500		\$ 4,500	AP, CP#1	p. 35, p. 44
Thematic K-16 Teacher Workshops (Yr 1, World Health, Yr 2, Enclaves & Diasporas, Yr 3, Global Grasslands and Great Plains, Yr 4, Transnational Technology and Communications), (\$200 Speaker's Fee, 3x\$100 Stipends for Curricular Unit Development)	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	AP, CP#1	p. 35, p. 44
CEAS East Asian Lifefest for grades 6-12 Students and Teachers, (\$3000 Author Honorarium, \$500 Travel and Hotel, 3 x \$250 School Bus Rental)	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 17,000	AP	p. 35
Lesson Plan Development Incentive for Ed Students in C&T 235, C&T 357, C&T 354, or C&T 441 (4 x \$100 Stipends)	\$ 400	\$ 400	\$ 400	\$ 400	\$ 1,600	AP, CP#2	p. 36, p. 38, p. 50
ACTFL Workshop Yr 2 (Travel for the ACTFL Trainer)		\$ 1,000			\$ 1,000	AP	p. 38
Subtotal: Events and Workshops	\$ 27,150	\$ 10,650	\$ 8,650	\$ 9,650	\$ 56,100		

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for East Asian Studies
Comprehensive National Resource Center
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
iv. Evaluations							
Center for Public Partnerships and Research (CPPR) to Support Evaluation of Outreach and Programming	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000		p. 42
External Evaluator, Yr3			\$ 1,000		1,000		
Subtotal: Evaluations	\$ 10,000	\$ 10,000	\$ 11,000	\$ 10,000	\$ 41,000		
TOTAL: OTHER	\$ 56,600	\$ 33,500	\$ 38,500	\$ 37,500	\$ 166,100		
9. TOTAL DIRECT COSTS	\$ 247,460	\$ 254,045	\$ 253,972	\$ 253,378	\$ 1,008,855		
10. INDIRECT COSTS 8%	\$ 19,797	\$ 20,324	\$ 20,318	\$ 20,270	\$ 80,709		
11. TRAINING STIPENDS (See FLAS Detailed Budget)					\$ -		
12. TOTAL COSTS (9-11)	\$ 267,257	\$ 274,369	\$ 274,290	\$ 273,648	\$ 1,089,564		

Appendix 1: Budget



Foreign Language and Area Studies Fellowship (Training Stipends) Detailed Budget
University of Kansas Center for East Asian Studies
August 15, 2014 - August 14, 2018

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
<i>Note: All Center for East Asian Studies FLAS are awarded in Less Commonly Taught (Chinese, Japanese, Korean, Uyghur and Tibetan), Competitive Priority #2</i>							
Academic Year							
1. Graduate Foreign Language and Area Studies							
4 Institutional Payments @ \$18,000 Preference for Financial Need Students Preference for Students Expressing Interest in Government Service or K-12 Education	72,000	72,000	72,000	72,000	288,000	CP#1	p. 47-48, p. 50
4 Subsistence Payments @ \$15,000 Preference for Financial Need Students Preference for Students Expressing Interest in Government Service or K-12 Education	60,000	60,000	60,000	60,000	240,000	CP#1	p. 47-48, p. 50
Subtotal Graduate Foreign Language and Area Studies	132,000	132,000	132,000	132,000	528,000		
2. Undergraduate Foreign Language and Area Studies							
6 Institutional Payments @ \$10,000 Preference for Financial Need Students Preference for Students Expressing Interest in Government Service or K-12 Education	60,000	60,000	60,000	60,000	240,000	CP#1	p. 47-48, p. 50
6 Subsistence Payments @ \$5,000 Preference for Financial Need Students Preference for Students Expressing Interest in Government Service or K-12 Education	30,000	30,000	30,000	30,000	120,000	CP#1	p. 47-48, p. 50
Subtotal Undergraduate Foreign Language and Area Studies	90,000	90,000	90,000	90,000	360,000		

Appendix 1: Budget



Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
Note: All Center for East Asian Studies FLAS are awarded in Less Commonly Taught (Chinese, Japanese, Korean, Uyghur and Tibetan), Competitive Priority #2							
Subtotal Academic Year	222,000	222,000	222,000	222,000	888,000		
Summer							
1. Graduate Foreign Language and Area Studies							
3 Institutional Payments @ \$5,000	15,000	15,000	15,000	15,000	60,000	CP#1	p. 47-48, p. 50
Preference for Financial Need Students							
Preference for Students Expressing Interest in Government Service or K-12 Education							
3 Subsistence Payments @ \$2,500	7,500	7,500	7,500	7,500	30,000	CP#1	p. 47-48, p. 50
Preference for Financial Need Students							
Preference for Students Expressing Interest in Government Service or K-12 Education							
Subtotal Graduate Foreign Language and Area Studies	22,500	22,500	22,500	22,500	90,000		
2. Undergraduate Foreign Language and Area Studies							
5 Institutional Payments @ \$5,000	25,000	25,000	25,000	25,000	100,000	CP#1	p. 47-48, p. 50
Preference for Financial Need Students							
Preference for Students Expressing Interest in Government Service or K-12 Education							
5 Subsistence Payments @ \$2,500	12,500	12,500	12,500	12,500	50,000	CP#1	p. 47-48, p. 50
Preference for Financial Need Students							
Preference for Students Expressing Interest in Government Service or K-12 Education							
Subtotal Undergraduate Foreign Language and Area Studies	37,500	37,500	37,500	37,500	150,000		
Subtotal Summer	60,000	60,000	60,000	60,000	240,000		
TOTAL FLAS FUNDING REQUESTED	282,000	282,000	282,000	282,000	1,128,000		



APPENDIX 2

PROJECT PERSONNEL PROFILES

CORE FACULTY (ALPHABETICAL)

Faculty/Staff Member	Percent CEAS	Languages Taught	Status	Page
Baskett, Michael	85%		Tenured	7
Canda, Edward	100%		Tenured	9
Cheong, So-Min	100%		Tenured	10
Chi, Tailan	75%		Tenured	10
Childs, Margaret	100%	Japanese	Tenured	11
Chong, Kelly	100%		Tenured	11
Dear, Devon	85%		Tenure-Track	12
Doll, Vickie Fu	100%		Tenured	12
Dwyer, Arienne	50%		Tenured	13
Fowler, Sherry D.	100%		Tenured	14
Gerbert, Elaine	100%	Japanese	Tenured	15
Greene, J. Megan	100%		Tenured	6
Haufler, Marsha	80%		Tenured	16
Head, John	85%		Tenured	16
Ho, Alfred Tat-Kei	25%		Tenured	17
Ho, Virginia Harper	85%		Tenure-Track	17
Ito, Michiko	100%		Tenured	18
Kaneko, Maki	100%		Tenured	19
Kennedy, John	40%		Tenured	19
Kim, ChangHwan	25%		Tenured	20
Kim, Dongbin	25%		Tenured	20
Lee, Ji-Yeon	100%	Korean	Lecturer	21
Lee, Karen Kyeunghae	100%		Tenure-Track	21
Lhunpo, Champa	100%	Tibetan	Lecturer	22
Li, Xingong	50%		Tenured	23
Li, Yan	100%	Chinese	Tenure-Track	23
Lindsey, William R.	100%		Tenured	24
McMahon, Keith	100%	Chinese	Tenured	24
McNair, Amy	100%		Tenured	25
Minai, Utako	100%		Tenure-Track	26
Mitsugi, Sanako	100%	Japanese	Tenure-Track	26
Mizumura, Ayako	100%	Japanese	Lecturer	27
Nam, Yoonmi	100%		Tenured	27
Pan, Yue	100%	Chinese	Lecturer	28
Peterson, Deborah	100%	Chinese	Lecturer	28
Rath, Eric	100%		Tenured	29
Stevenson, Daniel	100%		Tenured	30
Stiller, Maya	100%		Tenure-Track	31
Takeyama, Akiko	100%		Tenured	31
Uchiyama, Benjamin	100%		Tenure-Track	33
Williams, Crispin	100%	Chinese	Tenured	34
Wong-Cruz, Ketty	25%		Tenured	34
Xiao, Hui	100%	Chinese	Tenure-Track	35

Yakefu, Mayila	100%	Uyghur	Lecturer	35
Yoon, Jiso	100%		Tenure-Track	36
Yun, Kyoim	100%	Korean	Tenure-Track	36
Zhang, Jie	100%		Tenured	37
Zhang, Yan Bing	100%		Tenured	37
Zhao, Jane	50%		Tenured	38

AFFILIATED FACULTY (ALPHABETICAL)

Faculty/Staff Member	Percent CEAS	Languages Taught	Status	Page
Anderson, Christopher	25%		Tenured	7
Basow, Robert	25%		Tenured	8
Bhala, Rakesh	15%		Tenured	8
Brown, Chris	5%		Tenured	9
Fiorentino, Robert	50%		Tenured	13
Gabriele, Alison	75%		Tenured	14
Han, Jie	25%		Tenured	15
Huang, Thomas Ming	75%		Tenured	18
Lee, Tien-Tsung	25%		Tenured	22
Medina, Mario	15%		Tenured	25
Shenoy, Catherine	25%		Lecturer	29
Silva, Kapila Dharmasena	25%		Tenure-Track	30
Taylor, Michael H.	25%		Tenured	32
Tveit, May	25%		Tenured	32
Volek, Thomas	25%		Tenured	33
Zimmerman, Mary	25%		Tenured	38

CORE AND AFFILIATED FACULTY (BY DEPARTMENT)

Faculty/Staff Member	Percent CEAS	Languages Taught	Status	Page
Anthropology				
Dwyer, Arienne	50%		Tenured	13
Takeyama, Akiko	100%		Tenured	31
Architecture, Design & Planning				
Silva, Kapila Dharmasena	25%		Tenure-Track	30
Tveit, May	25%		Tenured	32
Art				
Nam, Yoonmi	100%		Tenured	27
Art History				
Fowler, Sherry D.	100%		Tenured	14
Haufler, Marsha	80%		Tenured	16
Kaneko, Maki	100%		Tenured	19
McNair, Amy	100%		Tenured	25
Stiller, Maya	100%		Tenure-Track	31

Business				
Anderson, Christopher	25%		Tenured	7
Chi, Tailan	75%		Tenured	10
Shenoy, Catherine	25%		Lecturer	29
Zhao, Jane	50%		Tenured	38
Center for East Asian Studies				
Mizumura, Ayako	100%	Japanese	Lecturer	27
Communication Studies				
Zhang, Yan Bing	100%		Tenured	37
EALC				
Childs, Margaret	100%	Japanese	Tenured	11
Gerbert, Elaine	100%	Japanese	Tenured	15
Lee, Ji-Yeon	100%	Korean	Lecturer	21
Lhunpo, Champa Tenzin	100%	Tibetan	Lecturer	22
Li, Yan	100%	Chinese	Tenure-Track	23
McMahon, Keith	100%	Chinese	Tenured	24
Mitsugi, Sanako	100%	Japanese	Tenure-Track	26
Pan, Yue	100%	Chinese	Lecturer	28
Peterson, Deborah	100%	Chinese	Lecturer	28
Williams, Crispin	100%	Chinese	Tenured	34
Xiao, Hui Fae	100%	Chinese	Tenure-Track	35
Yakefu, Mayila (Mahire) Yakup	100%	Uyghur	Lecturer	35
Yun, Kyoim	100%	Korean	Tenure-Track	36
East Asian Library				
Doll, Vickie Fu	100%		Tenured	12
Ito, Michiko	100%		Tenured	18
Education				
Kim, Dongbin	25%		Tenured	20
Engineering				
Han, Jie	25%		Tenured	15
Medina, Mario	15%		Tenured	25
Environmental Studies				
Brown, Chris	5%		Tenured	9
Film & Media Studies				
Baskett, Michael	85%		Tenured	7
Geography				
Cheong, So-Min	100%		Tenured	10
Li, Xingong	50%		Tenured	23
Geology				
Taylor, Michael H.	25%		Tenured	32
History				
Dear, Devon	85%		Tenure-Track	12
Greene, J. Megan	100%		Tenured	6
Rath, Eric	100%		Tenured	29
Uchiyama, Benjamin	100%		Tenure-Track	33
Industrial Design				

APPENDIX 2. Project Personnel

Huang, Thomas Ming	75%		Tenured	18
Journalism				
Basow, Robert	25%		Tenured	8
Lee, Tien-Tsung	25%		Tenured	22
Volek, Thomas	25%		Tenured	33
Law				
Bhala, Rakesh	15%		Tenured	8
Head, John	85%		Tenured	16
Ho, Virginia Harper	85%		Tenure-Track	17
Linguistics				
Fiorentino, Robert	50%		Tenured	13
Gabriele, Alison	75%		Tenured	14
Minai, Utako	100%		Tenure-Track	26
Zhang, Jie	100%	Chinese	Tenured	37
Medicine				
Zimmerman, Mary	25%		Tenured	38
Music				
Wong-Cruz, Ketty	25%		Tenured	34
Political Science				
Kennedy, John	40%		Tenured	19
Yoon, Jiso	100%		Tenure-Track	36
Public Administration				
Ho, Alfred Tat-Kei	25%		Tenured	17
Religious Studies				
Lindsey, William R.	100%		Tenured	24
Stevenson, Daniel	100%		Tenured	30
Social Welfare				
Canda, Edward	100%		Tenured	9
Lee, Karen Kyeunghae	100%		Tenure-Track	21
Sociology				
Chong, Kelly	100%		Tenured	11
Kim, ChangHwan	25%		Tenured	20

STAFF (BY DEPARTMENT)

Staff Member	Percent CEAS	Department	Title	Page
Cox, Owen	20%	Center for Public Partnerships and Research	Research Assistant	39
Ercums, Kris Imants	100%	Spencer Museum of Art	Curator	39
Fu, Jun	76%	CEAS	Program Coordinator	40
Hacker, Randi	100 %	CEAS	Outreach Coordinator	40
Hope, Nancy	100%	CEAS/KCTA/CIKU	Executive Director	41
Liu, Kevin	100%	CIKU	Associate Director of Programs	41
Norikami, Erika	100%	CEAS	Japan Outreach Coordinator	42

APPENDIX 2. Project Personnel

Phelps, Megan	100%	CEAS	Communications Specialist	42
Willis, Sheree	100%	CIKU	Executive Director	43

CEAS FACULTY

J. MEGAN GREENE

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, History; Director, Center for East Asian Studies (Tenured)

Education: PhD, Washington University, 1997; MA, University of Chicago, 1988; BA, Cornell University, 1984

Academic Experience: University of Kansas, Department of History, 2002 – Present, Director, Center for East Asian Studies, January 2009 – Present, Associate Director, Center for East Asian Studies, July 2007 - December 2008

University of London, Post-doctoral Research Fellow in Taiwan Studies, School of Oriental and African Studies, 1999 – 2002; Gettysburg College, Assistant Professor, Department of History, 1997 – 1999, Instructor, Department of History (research leave 1996-97), 1994 – 1997

Harvard University, Head Teaching Assistant, CORE Program of Harvard College, 1999, Teaching Assistant, Department of History, 1993 – 1994, Teaching Assistant, CORE Program of Harvard College, 1992, Visiting Fellow, Department of History, 1992 - 1994

Washington University, Teaching Assistant, Department of History, 1988 - 1989

Overseas Experience: Taiwan, China, Japan, United Kingdom

Language Proficiency (based on 10-point scale): Chinese 8-Superior; Spanish 8-Superior; French 6-High Intermediate

Area/International Studies Courses Taught: Modern China, Contemporary Greater China, East Asian History & Culture for Teachers, Chinese Business History, From Mao to Now: China's Red Revolution, Readings in Modern China

Research and Teaching Specialization: Modern China, especially Republican China (including Taiwan); industrial science policy and economic development in the ROC, 1927-2982; history education and identity formation in post-war Taiwan

Recent Publications: Forthcoming (2014). Greene, J. Megan, "Looking Toward the Future: The Role of the State in Standardizing and Professionalizing Science in Wartime China." In Robert Culp and Eddy U, eds., *Organized Knowledge in Action*, U Institute of East Asian Studies, University of California Berkeley.

Greene, J. Megan, "The KMT and Science and Technology, 1927-1980." In Douglas Fuller and Murray Rubinstein, eds. *Moving Knowledge: The People and Institutions behind the Flow of Technology from the US to Taiwan and Mainland China*. London: Routledge, 2013.

Greene, J. Megan, William C. Kirby, Brittany Crow, and Tracy Yuen Manty. "A Strait of Uncertainty: Taiwan's Development in the Shadow of China." *Harvard Business School Case N9-909-408* (2 March 2009).

Greene, J. Megan. *The Origins of the Developmental State in Taiwan: Science Policy and the Quest for Modernization*. Cambridge: Harvard University Press, 2008.

Greene, J. Megan, "History, Identity, and Politics: The First Chen Shui-bian Administration's Efforts to Craft Taiwan's History." In Steve Goldstein and Julian Chang, eds., *Presidential Politics in Taiwan: The Administration of Chen Shui-Bian*. Norwalk: EastBridge Press, 2008.

Number of Dissertations and Theses Supervised in Past Five Years: 7

Distinctions: Needham Research Institute Mellon Grant (2013); CTE Recognition of Teaching Excellence for Graduate Teaching (2009)

CHRISTOPHER W. ANDERSON

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, School of Business (Tenured)

Education: PhD, Financial Economics, 1995, Katz Graduate School of Business, University of Pittsburgh; MA, Economics, 1990, College of Business Administration, University of Iowa; MA, Business, 1989, College of Business Administration, University of Iowa; BBA, Business, 1986, College of Business Administration, University of Iowa

Academic Experience: Service at the KU School of Business includes the dean's search committee, the Faculty Research Evaluation & Development Team, the P&T committee, the Faculty Advisory Committee to the dean, the Masters Programs Team, and the Faculty Advisory Committee to the federal grant-funded Center for International Business Education & Research.

Overseas Experience: China, Brazil, Chile, Ecuador, Australia, Galapagos Islands, Colombia, Uruguay

Language Proficiency (based on 10-point scale): Portuguese 8-Superior, Spanish 4-Intermediate

Area/International Studies Courses Taught: International finance

Research and Teaching Specialization: International finance, corporate finance, contracting and governance, capital markets in Japan, Brazil, and Ecuador.

Recent Publications: Anderson, Christopher William, Mark Fedenia, Mark Hirschey, and Hilla Skiba. "Cultural Influences on Home Bias and International Diversification by Institutional Investors." *Journal of Banking and Finance* 35 (2011): 916-934. (Refereed)

Anderson, Christopher William, and Eli Beracha. "Frothy Housing Markets and Local Stock-Price Movements." *Journal of Real Estate Finance & Economics* (2011). Forthcoming. (Refereed)

Anderson, Christopher William, and Eli Beracha. "Local Comovement in REIT Returns: Implications for Portfolio Performance." *Journal of Real Estate Portfolio Management* 17, no. 2 (2011): 113-125. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 4

Distinctions: Phi Beta Delta Honor Society for International Scholars; Beta Gamma Sigma, Beta Gamma Sigma (1986 - Present)

MICHAEL BASKETT

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor and Director of Graduate Studies in the Department of Film and Media Studies (Tenured)

Education: PhD, University of California, Los Angeles, 2000; MA, UCLA, 1993; BA, Brigham Young University, 1985

Academic Experience: Fulbright fellow in Japanese film at Waseda University (Tokyo) and Japan Foundation Visiting Professorship at Meiji University (Tokyo). Serves as the Film/DVD Editor for *The Moving Image*, the journal of the Association of Moving Image Archivists (AMIA).

Overseas Experience: Raised in Japan; South Korea, Hong Kong, China, Taiwan

Language Proficiency (based on 10-point scale): Japanese 10-Native; Chinese 6-Advanced.

Area/International Studies Courses Taught: Survey of Japanese Film; Asian Film; Contemporary Japanese Film; History of International Sound Film to 1950; Professional Development Seminar; Doctoral Investigation and Conference; Doctoral Dissertation

Research and Teaching Specialization: Japanese and Asian film studies, early world film history, transnational and diasporic cinemas, film/media history and criticism, and colonial film studies

Recent Publications: Baskett, Michael, and William Tsutsui. *The East Asian Olympiads, 1934-2008: Building Bodies and Nations in Japan, Korea, and China*. Global Oriental, Ltd., 2011.

Baskett, Michael. *The Attractive Empire: Transnational Film Culture in Imperial Japan*. University of Hawaii Press, 2008.

Book Chapter: Baskett, Michael. "All Beautiful Fascists? Axis Film Culture in Imperial Japan." In *The Culture of Japanese Fascism*, edited by Alan Tansman. Duke University Press, 2009. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 13

Distinctions: Celebration of Teaching Award, Center for Teaching Excellence, University of Kansas (2009); Celebration of Teaching Award, Center for Teaching Excellence, University of Kansas (2006)

ROBERT BASOW

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, Journalism (Tenured)

Education: MBA, St. Louis University; BS, University of Kansas

Academic Experience: Lanzhou Univ., Lanzhou, China, Fulbright Professor; International Research Exchange (IREX), various projects including teaching, consulting, and research in Albania (2002), Croatia (2000), Costa Rica (1998) and South Korea (1996).

Overseas Experience: China, Albania, Croatia, Kyrgyzstan, South Korea

Language Proficiency (based on 10-point scale): Russian 2-Novice Mid, Chinese 2-Novice Mid.

Area/International Studies Courses Taught: International Strategic Communications

Research and Teaching Specialization: Strategic communication in emerging markets (China, Central Asia, Eastern Europe); consumer research on media habits and preferences in emerging democracies

Recent Publications: Teaching climate change communication: Interdisciplinary approaches. *International Journal of Sustainability Communication*, 2009.

Curricular convergence and campaigns: Learning outcomes in the capstone course. *Journal of Advertising Education*, 2007: 11(1).

Advertising in China: The Great Wall and the opening door. *La Comunicazione Total D'Azienda Nel Contesto Internazionale*, 2006.

Distinctions: Faculty Excellence in Service Learning, KU Center for Civic and Social Responsibility (May 1, 2013 - Present); Steeples Award for Service to Kansans, University of Kansas (2009)

Service: Currently serves on the Kansas-to-Kenya (K2K) Community Development team, working on projects in the Nakuru Province of northern Kenya focused on the United Nations Development goal for women's rights, health, education and poverty reduction.

RAKESH BHALA

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Rice Distinguished Professor, School of Law (Tenured)

Education: JD, Harvard Law School, 1989; MSc, Oxford University, Oxford, England, 1986; MSc, London School of Economics, London, England, 1985; AB, Duke University, 1984

Academic Experience: Patricia Roberts Harris Research Professor of Law, The George Washington University Law School; Associate Professor of Law, College of William & Mary School of Law, Williamsburg, Virginia; Advisory Board LexisNexis Law School Publishing (January 2009 - December 2011) Editorial Advisory Board: Carolina Academic Press, Durham, North Carolina (December 1997 - December 2008).

Overseas Experience: Lived, traveled, and/or worked in 46 countries

Language Proficiency (based on 10-point scale): French 5-Intermediate; Chinese 2-Novice Mid; Arabic; Persian Farsi

Area/International Studies Courses Taught: Advanced International Trade Law, International Trade Law

Research and Teaching Specialization: International trade regulation, advanced international trade regulation, Islamic law

Recent Publications: Bhala, Raj. *Modern GATT Law: A Treatise on the Law and Political Economy of the General Agreement on Tariffs and Trade and Other World Trade Organisation Agreements*. London, England: Thomson Sweet & Maxwell, 2013.

Bhala, Raj. *Dictionary of International Trade Law*. 2d ed. ed. LexisNexis 1st ed. 2008, LexisNexis, 2012.

Bhala, Raj. *Understanding Islamic Law (Sharī'a)*. 1st ed. ed. LexisNexis, 2011.

Bhala, Raj. "Four Points about Trade and Human Rights." In *International Trade Law and the WTO*, edited by Professor Azizur Rahman Chowdhury, University of Dhaka, Faculty of Law, Dhaka, Bangladesh, Professor Jahid Hossain Bhuiyan, Professor Indira Carr, and Professor Shawkat Alam, 354-390. Australia: Federation Press, 2013.

Bhala, Raj. "Overview of Islamic Finance." In Vol. II, *Handbook of Key Global Financial Markets, Institutions and Infrastructure*, edited by Gerard Caprio, Chapter 42 (pages 459-474). 2013th ed. London, England: Elsevier/Academic Press, 2013.

Distinctions: George and Eleanor Woodyard International Educator Award, 2011; Moreau Award for academic advising, 2012

CHRIS BROWN

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Geography (Tenured)

Education: PhD, Geography, 1999, University of California; MA, Latin American Studies, 1992, University of Kansas; BA, Biology, 1989, University of Kansas

Academic Experience: University of Kansas, Director, The Environmental Studies Program, 2008 – Present; Associate Professor, Department of Geography and the Environmental Studies Program, 2007- Present

Overseas Experience: Brazil, Kenya, Ethiopia

Language(s) and Language Proficiency (Based on a 10 point scale): Portuguese – 9, Spanish – 8 Amharic-3

Area/International Studies Courses Taught: Global Environment I

Research and Teaching Specialization: Social relations in Amazonian rural development; Expansion of soybean production in Amazonia; Development and the Politics of Scale.

Recent Publications: Brown, J. Christopher, Jude H. Kastens, Alexandre C. Coutinho, Júlio Esquerdo, and Christopher R. Bishop. "Annual land-use and land-cover mapping of Mato Grosso, Brazil (2001-2012)." *Remote Sensing of Environment*. In progress. (Refereed)

Brown, J. Christopher, Lisa Rausch, and Veronica Gronau Luz. "Toward a spatial understanding of staple food and non-staple food production in Brazil." *The Professional Geographer* 66, no. 2 (2014): 249-259.

doi:10.1080/00330124.2013.781492. (Refereed)

Putnam, Heather, and J. Christopher Brown. "The importance of process in achieving food sovereignty: Participatory action research (PAR) in coffee lands of Nicaragua." In *The Global Food System: Issues and Solutions*, edited by William D. Schanbacher. Praeger, 2014. ISBN: 144082911X (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 23

Distinctions: John C. Wright Graduate Mentor Award, University of Kansas (2008); W. T. Kemper Fellowship for Teaching Excellence. 2006; H.O.P.E. (Honor for an Outstanding Progressive Educator) award nominee. 2003

EDWARD CANDA

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Professor, School of Social Welfare (Tenured)

Education: PhD, Ohio State University, 1986; MSW, Ohio State University, 1982; MA, University of Denver, 1979; Graduate Fellow, Sungkyungwan University, Seoul, 1976-1977; BA, Kent State University, 1976

Academic Experience: University of Kansas, Professor, Associate Professor, Assistant Professor; Ritsumeikan University College of Human Services, Kyoto, Japan, Visiting Professor; University of Hong Kong Centre on Behavioral Health, Hong Kong, China, Consultant,

Overseas Experience: Japan, Korea, Hong Kong, China

Language Proficiency (based on 10-point scale): Korean 5-Intermediate High

Area/International Studies Courses Taught: Cultural Diversity in Social Work Practice, Introduction to Korean Social Welfare: Ideology, Philosophy, and Spirituality

Research and Teaching Specialization: Spiritual diversity in social work theory and practice; philosophy of social work; qualitative research methods; international social work; Korean social welfare in relation to Korean philosophy and religions; East Asian and international perspectives on social welfare.

Recent Publications: Robbins, S. P., P. Chatterjee, and Edward Robert Canda. *Contemporary human behavior theory: A critical perspective for social work*. 3rd ed. Boston: Pearson Allyn & Bacon, 2012;

Canda, Edward Robert, and L. D. Furman. *Spiritual diversity in social work practice*. 2nd ed. New York: Oxford University Press, 2010.

Canda, Edward Robert. "Chronic illness and spiritual transformation." In *The strengths perspective in social work practice*, edited by D. Saleebey, tbd. 6th ed. Boston: Pearson/Allyn & Bacon, 2011.

Number of Dissertations and Theses Supervised in Past Five Years: 5

Distinctions: Alpha Delta Mu, National Social Work Honor Society; Phi Kappa Phi, Honor Society; Phi Beta Delta, International Honor Society (2008 - Present); Chancellor Budig Award for Excellence in Teaching, University of Kansas School of Social Welfare, Lawrence, KS (May 2010)

SO-MIN CHEONG

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, Geography (Tenured)

Education: PhD, University of Washington, 2001; MA, University of Washington, 1996; MA, Hankuk University of Foreign Studies, Korea, 1993; BA, Yonsei University, Korea, 1991

Academic Experience: University of Kansas, Associate Professor, Assistant Professor; Stanford University, Visiting Position, Biology, 2007 – 2008; BRGM (Bureau de Recherches Géologiques et Minières), France, Visiting Position; Texas A&M University, Visiting Assistant Professor, 2002 - 2005

Overseas Experience: Korea, Jordan

Language Proficiency (based on 10-point scale): Korean 10-Native; Chinese 2-Novice Mid; French 2-Novice Mid

Area/International Studies Courses Taught: Geography of East Asia, Topics in Cultural Geography: East Asia

Research and Teaching Specialization: Environmental management and marine policy, coastal adaptation

Recent Publications: Cheong, S. "Vulnerability and Adaptation to Oil Spills. Special Feature." Special issue, *Ecology and Society* (2012)

Cheong, S., ed. "Coastal Adaptation Special Issue.," Special issue, *Climatic Change* 106, no. 1 (2011)

Cheong, S. "Guideline for Coastal Hazards Mitigation." In *UNESCO/IOC*. 2013. (Refereed)

Cheong, S. *Climate Change and Disaster Policies in the Coastal Zone*. Seoul, Korea: Korea Marine Pollution Corporation, 2010

Cutter, S., Balgis Osman-Elasha, J. Campbell, S. Cheong, S. McCormick, R. Pulwarty, S. Supratid, and G.

Ziervogel. "Managing the risks from climate extremes at the local level." In *Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation*, edited by C. B. Field, V. Barros, T. F. Stocker, D. Qin, D. J.

Dokken, K. L. Ebi, M. D. Mastrandrea, K. J. Mach, G. -K. Plattner, S. K. Allen, M. Tignor, and P. M. Midgley, 291-338. Cambridge, UK, and New York, NY: Cambridge University Press, 2012. (Refereed)

Distinctions: Contributing Author, IPCC AR5; Korea Foundation Field Research Fellowship;

Lead Author, Intergovernmental Panel on Climate Change (IPCC) SREX; NSF CAREER award

TAILAN CHI

Percent of Time Dedicated to Area/International Studies Courses: 75 percent

Department and Tenure Status: Professor, School of Business (Tenured)

Education: PhD, University of Washington, 1990; MA, University of Washington, 1988; MBA, University of San Francisco, 1985; BE, University of International Business and Economics, Beijing, 1983

Academic Experience: University of Illinois at Urbana-Champaign, Champaign, IL, Associate Professor, College of Commerce and Business Administration, 2000-2003; University of Wisconsin–Milwaukee, Milwaukee, WI, Associate Professor, School of Business Administration, 1997-1999; Editorial Board Member *Journal of International Business Studies*. (2007-2010); *Management and Organization Review*. (2003-2007); *Advances in International Management*. (1997-2005); Special Issues Editor *Management and Organization Review*. (2006)

Overseas Experience: China

Language Proficiency (based on 10-point scale): Chinese 10-Native; Russian 2-Novice Mid;

Japanese 2-Novice Mid

Area/International Studies Courses Taught: Intro to International Business, Business in China, Individual Research in International Business, Research in International Management & Strategy, Independent Study Master's

Research and Teaching Specialization: Choice of foreign market entry modes, organizational structures of multinational corporations, and market valuation of a firm's intangible assets; global regime of international business, international business strategies, and doing business in China.

Recent Publications: Shenkar, Oded, Yadong Luo, and Tailan Chi. *International Business*. Routledge, 2014.

Li, Yong, and Tailan Chi. "Venture Capitalists' Decision to Withdraw: The Role of Portfolio Configuration From a Real Options Lens." *Strategic Management Journal* 34, no. 11 (November 2013): 1351-1366. DOI: 10.1002/smj.2073. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 2

Distinctions: Ph.D. Mentor Award (2011); Carl A. Scupin Faculty Fellow, Sponsored by University of Kansas School of Business (2010); Guy O. and Rosa Lee Mabry Best Paper Award, University of Kansas School of Business (2010); *Journal of International Business Studies* Best Reviewer Award, Academy of International Business (2009)

MARGARET CHILDS

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor and Chair, East Asian Languages and Cultures (Tenured)

Education: PhD, University of Pennsylvania, 1983; MA, Columbia University, 1978; BA, Gettysburg College, 1972

Academic Experience: University of Kansas, Chair, Department of East Asian Languages and Cultures, Associate Professor, Assistant Professor; University of Michigan, Visiting Associate Professor; Columbia University, New York, NY, Shinchō Visiting Professor of Japanese Literature; Southern Illinois University at Carbondale, Carbondale, IL, Assistant Professor; University of Pennsylvania, Philadelphia, PA, Teaching Fellow,

Overseas Experience: Japan

Language Proficiency (based on 10-point scale): Japanese 8-Superior; Chinese, reading: 5- High Intermediate

Language Pedagogy Background: Teaches Elementary Japanese I and II and Introduction to Classical Japanese I

Area/International Studies Courses Taught: Myth, Legend & Folk Beliefs of East Asia, Directed Readings in Japanese, Directed Reading & Research in Japanese, Traditional Japanese Lit in Translation, Studies in East Asia: The Tale of Genji, Directed Readings in East Asian Language & Culture, Honors Thesis in East Asian Studies, Love, Sex & Gender in Japanese Literature, Topics in East Asian Studies: Entrepreneurship in East Asia

Research and Teaching Specialization: Premodern Japanese narrative fiction, especially courtship practices in the literature of the Imperial court; Buddhist narratives

Recent Publications: Childs, Margaret H. "Coercive Courtship Strategies and Gendered Goals in Classical Japanese Literature." *Japanese Language and Literature* 44, no. 2 (October 2010): 119-148. (Refereed)

Childs, Margaret H. "Zeijakusei no kachi (脆弱性野価値) [The Value of Vulnerability]." In *Kaigai ni okeru Genji monogatari (海外における源氏物語) [The Tale of Genji as Seen from Overseas]*, 28-56. Tokyo: Oufuu, 2008. (Invited)

Childs, Margaret H. "The Tale of Genji." In *Encyclopedia of Erotic Literature*, 680-682. New York: Routledge, 2006. (Invited)

Number of Dissertations and Theses Supervised in Past Five Years: 11

Distinctions: Editorial Board Member AAS. (2004 - 2010); Nominated to run for president of the Association of Teachers of Japanese (2005)

KELLY CHONG

Percent of Time Dedicated to Area/International Studies Courses: 50 percent

Department and Tenure Status: Associate Professor, Sociology (Tenured)

Education: PhD, University of Chicago, 2002; MA, University of Illinois, 1989; MIA, Columbia University, 1993

Academic Experience: University of Kansas, Lawrence, KS, Associate Professor, 2011 – Present, Assistant Professor 2004 – 2011; Harvard Divinity School, Cambridge, MA, Research Associate/Visiting Lecturer, Women's Studies in Religion Program, 2003 - 2004

Overseas Experience: South Korea, Japan

Language Proficiency (based on 10-point scale): Korean 10- Native; Japanese 8-Superior; Spanish 6-Advanced

Area/International Studies Courses Taught: Gendered Modernity in East Asia, Sociology of Asian Americans (25%), Sociology of Gender (25%)

Research and Teaching Specialization: Sociology of gender, sociology of religion, social change, East Asian studies, Asian-American studies, race and ethnicity, politics of conversion and gender among contemporary South Korean evangelical women

Recent Publications: Chong, Kelly H. "Relevance of Race: Children and Shifting Racial/Ethnic Consciousness Among Interracially Married Asian Americans." *Journal for Asian American Studies* (2013). (Refereed)

Chong, Kelly H. "Revisiting Religious Power: Korean Evangelical Church as a Disciplinary Institution." In *Religion on the Edge: De-centering and Re-centering the Sociology of Religion*, edited by Courtney Bender, Wendy Cadge, Peggy Levitt, and David Smilde. NY: Oxford University Press, 2012. (Refereed)

Chong, Kelly H. *Deliverance and Submission: Evangelical Women and the Negotiation of Patriarchy in South Korea*. Harvard University Press, 2008. (Refereed)

Distinctions: Curriculum Development Award, KU Center for East Asian Studies (2012); Internationalizing the Curriculum Award, KU Office of International Programs (2012); Faculty Service Award, KU Center for East Asian Studies (2011); Distinguished Book Prize, Midwest Sociological Society (2010)

DEVON DEAR

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: History (Untenured)

Education: PhD, Harvard, 2014; BA, Brown University.

Academic Experience: Harvard University, Teaching Fellow; Northeastern University, Visiting Lecturer

Overseas Experience: Mongolia, Russia

Language(s) and Language Proficiency (scale): Chinese 8-Superior, Russian 8-Superior, Uyghur 7-Advanced Plus, Mongolian 7-Advanced Plus, Classical Chinese 4-Intermediate, Classical Mongolian 4-Intermediate, Manchu 4-Intermediate, Japanese 4-Intermediate, French 4-Intermediate

Area/International Studies Courses Taught: History of Imperial China, Huns, Turks and Mongols, Silk Road

Research and Teaching Specialization: History of late imperial China and Inner Asia, with a focus on the period from 1600 - 1900.

Recent Publications: "Holy Rollers: Monasteries, lamas, and the unseen infrastructure of Chinese – Russian trade" International Research in Social History, Labour in Transport: *Histories from the Global South*, Special Issue 22 (2014), forthcoming

Distinctions: 2013 Harvard University Presidential Fellow Dissertation Completion Fellowship

2013 Harvard University Merit Fellowship

2011 Social Science Research Council – International Dissertation Research Fellowship

VICKIE FU DOLL

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Librarian for Chinese Studies, Korean Studies, and East Asian Studies (Tenured)

Education: MA, Special Studies (Computer Graphics and Computer Aided Design of Chinese Characters), University of Kansas, 1985, BA, Educational Media Sciences, Tamkang University, 1978

Academic Experience: Associate Librarian, University of Kansas Libraries, 2000-2014; Co-Chair, International Area Studies, University of Kansas Libraries, 2012-2013; Assistant Librarian, University of Kansas Libraries, 1994-2000

Overseas Experience: China, Taiwan, South Korea

Language Proficiency (based on 10-point scale): Chinese 10-Native; Japanese 4-Intermediate Mid

Area/International Studies Courses Taught: East Asian Studies Seminar (Information Literacy)

Research and Teaching Specialization: Chinese studies librarianship, information retrieval and issues related to Internet resources in Chinese studies applications, and CJK vernaculars computer technologies and applications. North America East Asian library collections assessments, and Chinese electronic resource development.

Recent Publications:

Doll, Vickie Fu, C. Hsu, and W. Liu. "Council on East Asian Libraries statistics 2012-2013: for North American institutions." *Journal of East Asian Libraries* 158 (2014): 44-67.

Doll, Vickie Fu. "CEAL statistics 2013 with multi-year summary and comparison." *Journal of East Asian Libraries* 158 (2014): 68-92.

Doll, Vickie Fu. "CEAL statistics, a multi-year summary and comparison." *Journal of East Asian Libraries* 156 (2013): 39-63.

Doll, Vickie Fu., C. Hsu, and W. Liu. "Council on East Asian Libraries Statistics: 2011-2012 for North American institutions." *Journal of East Asian Libraries* 156 (2013):16-38.

Doll, Vickie Fu. "CEAL Statistics, A Multi-year Summary and Comparison." *Journal of East Asian Libraries* 154, no. 1 (2012): 70-89.

Distinctions: P.I. Korean Studies e-Resources Support Program, Korea Foundation 2010, 2011, 2012, 2013, 2014; Council on East Asian Libraries (CEAL) Executive Board member, 2000-present; University of Kansas Center for East Asian Studies Faculty Service Award, 2009.

ARIENNE DWYER

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Professor of Linguistic Anthropology (Tenured)

Education: PhD, University of Washington; MA, University of Washington; BA, University of British Columbia

Academic Experience: University of Kansas, Lawrence, KS, Co-Director, Institute for Digital Research in the Humanities, 2010 – Present, CUNY Graduate Center, New York, NY, Visiting Professor of Digital Humanities, Spring 2013; Editor: *Journal of Central and Inner Asian Dialogue*; Advisor: Turkic Terminology group, American Association of Teachers of Turkic, 2010.; Advisor: LinguistList Advisory Board, Jan 2010-present.

Overseas Experience: China, Kazakhstan, Kyrgyzstan, Germany

Language Proficiency (based on 10-point scale): English 10-Native, German 10-Native, Mandarin 9-Distinguished, Uyghur 8-Superior, French 7-Advanced Plus, Japanese 6-Advanced, Salar 5-High Intermediate, Kyrgyz 5-High Intermediate, Classical Chinese-4 Intermediate, Manchu 4-Intermediate, Russian 4-Intermediate

Language Pedagogy Background: Developed Uyghur Textbook, see below.

Area/International Studies Courses Taught: Language and Society; Constructing Culture and Ethnicity in China; Peoples of China; Anthropology of Chinese tourism

Research and Teaching Specialization: Linguistic and cultural contact, endangered-language documentation, and language ideology; areal focus on China and Chinese Inner Asia

Recent Publications:

Dwyer, Arienne M. *Salar: a study in Inner Asian areal contact processes, Part II: Grammar*. Wiesbaden: Harrassowitz, 2014. In review. (Refereed); Engesæth, Tarjei, Mahire Yakup, and Arienne Dwyer. *Teklimakandin Salam: hazirqi zaman Uyghur tili qollanmisi / Greetings from the Teklimakan: a handbook of Modern Uyghur*. Lawrence, Kansas: University of Kansas ScholarWorks, 2010.

Harrison, K. David, David Rood, and Arienne Dwyer, eds. *Lessons from documented endangered languages*.

Number of Dissertations and Theses Supervised in Past Five Years: 19

Distinctions: 2014 Fellow of the John Simon Guggenheim Memorial Foundation, 2014 fellowship from the National Endowment for the Humanities

ROBERT FIORENTINO

Percent of Time Dedicated to Area/International Studies Courses: 50 percent

Department and Tenure Status: Associate Professor, Linguistics (Tenured)

Education: PhD, University of Maryland, College Park, 2006; BA, Boston College, 1995

Academic Experience: University of Kansas, Lawrence, KS, Associate Professor, Department of Linguistics, 2012 – Present; University of Kansas, Lawrence, KS, Assistant Professor, Department of Linguistics, 2006 – 2012; San Francisco State University, San Francisco, CA, Lab Manager, Infant Cognition Laboratory, 1998 - 2001

Language Proficiency (based on 10-point scale): Japanese 5-Intermediate High

Area/International Studies Courses Taught: Introductory Linguistics, Research in Acquisition & Processing

Research and Teaching Specialization: Neurolinguistics, and Psycholinguistics, with an emphasis on the application of brain imaging techniques such as MEG, EEG, and fMRI to linguistic research.

Recent Publications: Aldwayan, S., R. Fiorentino, and A. Gabriele. "Evidence of syntactic constraints in the processing of wh-movement: A study of Najdi Arabic learners of English." In *Research on Second Language Processing and Parsing*, edited by B. VanPatten and Jill Jergerski, 65-86. Amsterdam: John Benjamins, 2010. (Refereed)

Aleman Bañón, J., R. Fiorentino, and A. Gabriele. "The processing of number and gender agreement in Spanish: An event related potential investigation of the effects of structural distance." *Brain Research* 1456 (2012): 49-63. (Refereed)

Fiorentino, R., J. Bost, A. D. Abel, and J. Zuccarelli. "The recruitment of knowledge regarding plurality and compound formation during language comprehension." *The Mental Lexicon* 7, no. 1 (2012): 34-57. (Refereed)

Minai, U., and Robert Fiorentino. "The Role of the Focus Operator *Only* in Children's Sentence Interpretations." *Language Acquisition* 17, no. 3 (2010): 183-190. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 9

SHERRY FOWLER

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, Art History (Tenured)

Education: PhD, University of California, Los Angeles, 1995; MA, University of Washington, 1989

Academic Experience: University of Kansas, Associate Professor of Japanese Art History, 2004 – Present; University of Kansas, Assistant Professor of Japanese Art History, 2000 – 2004; Lewis & Clark College, Portland, OR, Assistant Professor of East Asian Art History, 1995 – 2000; University of California at Irvine, Instructor of Japanese Art History, 1994 - 1995

Overseas Experience: Japan

Language Proficiency (based on 10-point scale): Japanese 8-Superior; Chinese 2-Novice Mid; French 2-Novice Mid

Area/International Studies Courses Taught: Japanese Painting, History Japanese Buddhist Art, Japanese Sculpture

Research and Teaching Specialization: Japanese Buddhist art history

Recent Publications: Fowler, Sherry. *Murōji: Rearranging Art and History at a Japanese Buddhist Temple*. Honolulu: University of Hawai'i Press, 2005.

“Kannon Imagery in the Life of the Seventeenth-Century Manual Butsuzo zui.” In *Moving Signs and Shifting Discourses: Text Image Relations in East Asian Art*. In review. (Invited) (Refereed)

Fowler, Sherry. "Locating Tōmyōji and Its 'Six' Kannon in Japan." In *Blackwell Companion to Asian Art*, edited by Rebecca Brown and Deborah Hutton, 580-603. Malden, MA: Oxford: Blackwell Publishing, 2011.

Fowler, Sherry. "Locating Tōmyōji and Its 'Six' Kannon." In *Capturing the "Original": Archives for Cultural Properties*, 56-74. Tokyo: National Research Institute for Cultural Properties, 2010.

Number of Dissertations and Theses Supervised in Past Five Years: 3

Distinctions: Editor, Journal, *Bijutsushi* [Art History]. Editor for the English abstracts. (2009 - 2010)

ALISON GABRIELE

Percent of Time Dedicated to Area/International Studies Courses: 75 percent

Department and Tenure Status: Associate Professor, Linguistics (Tenured)

Education: PhD, City University of New York, 2005

Academic Experience: University of Kansas, Lawrence, KS, Associate Professor, Department of Linguistics, Fall 2011 – Present; University of Kansas, Lawrence, KS, Assistant Professor, Department of Linguistics, 2005 – 2011; Queens College, City University of New York, New York, NY, Adjunct lecturer, Department of Linguistics and Communications Disorders, 2003

Overseas Experience: China

Language Proficiency (based on 10-point scale): Chinese 6-Advanced

Language Pedagogy Background: University of Kansas, Lawrence, KS, Director, Second Language Acquisition Lab, Department of Linguistics; Japan Exchange and Teaching (JET) Program, Hyōgo Prefecture, Japan, Assistant English Language Teacher, July 2000 - July 2001, Yasutomi Junior High, Yasutomi North and South Elementary

Area/International Studies Courses Taught: First Year Seminar in Linguistics: Beyond English: Is one language enough in today's world?; Linguistics and Second Language Acquisition; Second Language Acquisition II; Topics in Linguistics: Bilingualism; Seminar on Imperfectives in L1 and L2 acquisition ; Seminar on Interfaces in L2; Seminar on L2 Processing; Seminar on Cognitive Neuroscience and Second Language Acquisition

Research and Teaching Specialization: Acquisition of syntax and semantics by adult second language learners, focusing on the issues of transfer and learnability

Recent Publications: Kulundary, V., and A. Gabriele. "Examining the role of syntactic development in the L2 on the acquisition of an L3: a look at relative clauses." In *Third Language Acquisition in Adulthood*, edited by J. Cabrelli-Amaro, S. Flynn, and J. Rothman, 195-222. John Benjamins, 2012. (Refereed)

Aldwayan, S., R. Fiorentino, and A. Gabriele. "Evidence of syntactic constraints in the processing of wh-movement: a study of Najdi Arabic learners of English." In *Research on Second Language Processing and Parsing*, edited by B. Van Patten and J. Jegerski, 65-86. Amsterdam: John Benjamins, 2010. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 15

Distinctions: CTE Award for Excellence in Teaching, University of Kansas (2011); Byron A. Alexander Graduate Mentor Award, University of Kansas (2009)

ELAINE GERBERT

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, East Asian Language & Cultures (Tenured)

Education: PhD, Yale, 1990; MA, University of Chicago, 1972; BA, University of California, Berkeley, 1966

Academic Experience: University of Kansas, Lawrence, KS, Director, Center for East Asian Studies, January 2002 - June 2007; University of Kansas, Lawrence, KS, Associate Professor of Japanese, East Asian Languages and Cultures, 1996 – Present; University of Kansas, Lawrence, KS, Director, Summer Institute, Kansas University at Kanagawa University, 2012; University of Kansas, Lawrence, KS, Director, Summer Institute, Kansas University at Kanagawa University, 1993

Overseas Experience: Japan, Korea, France

Language Proficiency (based on 10-point scale): Japanese 8-Superior; French 4-Intermediate; Chinese 2-Novice Mid; German 2-Novice Mid

Language Pedagogy Background: Courses taught: Intermediate Japanese II, Special Skills in Japanese: Reading and Writing, Directed Readings in Japanese, Advanced Modern Japanese I, Advanced Modern Japanese II

Area/International Studies Courses Taught: Mod Japanese Literature in Translation:1868-1945, Contemporary Japanese Literature in Translation:1945-Present, The Culture of Play in Japan

Research and Teaching Specialization: Modern Japanese literature, particularly prose literature written in the first three decades of the 20th century.

Recent Publications: Gerbert, Elaine. "Laughing Priests in the Atsuta Shrine Festival." In *Humour and Religion: Challenges and Ambiguities*, edited by Hans Geybels and Walter Van Herck, 54-65. London: Continuum Press, 2010. (Invited) (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 6

Distinctions: Korea Society, Fall Fellowship for American Educators, Korea Society (October 2011); Asian Studies Development Program Institution grant, East West Center University of Hawaii at Manoa (July 25, 2011 - August 12, 2011)

JIE HAN

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Professor, Civil, Environmental, & Architectural Engineering (Tenured)

Education: PhD, Georgia Institute of Technology, 1997; MS, Georgia Institute of Technology, 1995; MS, Tongji University, China, 1989; BS, Tongji University, China, 1986

Academic Experience: Guest Professor, Wenzhou University, China (2009 - Present); Guest Professor, Huazhong University of Science and Technology, China (2008 - Present); Guest Professor, Southeast University, China (2006 - Present); Widener University, Assistant Professor, Department of Civil Engineering, August 2001 - August 2004, (Promoted to Associate Professor); Saga University, Japan, Visiting Associate Professor, Lowland Institute, August 2002 - September 2002

Overseas Experience: China, Japan

Language Proficiency (based on 10-point scale): Chinese 10-Native

Area/International Studies Courses Taught: Designing with Geosynthetics (Case Studies from China and Japan)

Research and Teaching Specialization: Geotechnical engineering; geosynthetics; earth-retaining structures, ground improvement, pile foundations, and pavement design. Experience in China.

Recent Publications: Han, J. "Design and Practice of Geosynthetic-Reinforced Soil Structures." In *Honoring Research Achievement of Professor Dov Leshchinsky*, edited by H. I. Ling, G. Gottardi, D. Cazzuffi, J. Han, and F. Tatsuoka. Bologna, Italy: 2013

Han, J. "Advances in Geotechnical Engineering." In *Proceedings of GeoFrontiers*, edited by J. Han and D. E. Alzamora, 4,862. Geotechnical Special Publication No. 211. Dallas, TX: 2011

Han, J. "Advances in Ground Improvement: Research to Practice in the United States and China." In *ASCE Geotechnical Special Publication No. 188*, edited by J. Han, G. Zheng, R. V. Schaefer, and M. S. Huang, 322. 2009. Bhandari, A., J. Han, and R. L. Parsons. "Two-dimensional DEM analysis of geogrid-reinforced bases under a cyclic vertical load." *Acta Geotechnica* (2014). Forthcoming. (Refereed)

Distinctions: Miller Scholar Award, School of Engineering, the University of Kansas (2011 - 2012); Recipient, Shamsher Prakash Annual Prize for Excellence in the Practice of Geotechnical Engineering (2011)

MARSHA HAUFLER

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Professor, History of Art (Tenured)

Education: PhD, University of California, Berkeley; MA, University of California, Berkeley

Academic Experience: University of Kansas, Professor, Art History, 1996 – Present; University of Kansas, University of Kansas, Associate Dean for International and Interdisciplinary Studies, College of Liberal Arts and Sciences, 2010 – Present; University of Kansas, Director of the Center for East Asian Studies, 1998 – 2000; University of Kansas, Acting Director of the Center for East Asian Studies, 2007 – 2008

Overseas Experience: Taiwan, China, Japan, Korea, and Germany

Language Proficiency (based on 10-point scale): Chinese 6-Advanced; Japanese 2-Novice Mid; Korean 2- Novice Mid

Area/International Studies Courses Taught: Biography of a City: Beijing; Proseminar in Chinese Art; Seminar in Later Chinese Art: China 1402-1449; Seminar in Later Chinese Art: City of Beijing

Research and Teaching Specialization: Later Chinese art history, painting, Buddhist art and culture, Korean art history

Recent Publications: *Book Chapters;* Clunas, Craig, and Jessica Harrison-Hall, eds. "'Belief.'" In *Ming: 50 years that changed China*. 2014. In review. (Invited)

Haufler, Marsha S. "Re-inscribing Mount Myohyang: From Pohyŏn Temple to the International Friendship Exhibition." In *Art of Merit: Studies in Buddhist Art and its Conservation*, edited by David Park, 332-348. 2013.

Haufler, Marsha. "Mosaic Murals of North Korea." In *Exploring North Korean Arts*, edited by Ruediger Frank, 241-275. Vienna and Nuremberg: MAK and Verlag für moderne Kunst Nürnberg, 2011

Number of Dissertations and Theses Supervised in Past Five Years: 5

Distinctions: W.T. Kemper Fellowship for Teaching Excellence (2007); Provost's Award for Leadership in International Education, University of Kansas (2004); Editorial Board, Chair, *Archives of Asian Art*. (2000 - 2011)

JOHN HEAD

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Professor, Law (Tenured)

Education: JD, University of Virginia, 1979; MA Juris, Oxford University (University College), 1977; BA, University of Missouri at Columbia, 1975

Academic Experience: Intersession Professor teaching at KU London Consortium program, March 2013 – Present; University of Kansas School of Law, Lawrence, Kansas, Fulbright Fellowship to China (Jungguo Renmin Daxue), Spring 1994; University of Kansas School of Law, Lawrence, Kansas, Exchange Professor visiting at University of Hong Kong, March 1997 - April 1997; University of Kansas School of Law, Lawrence, Kansas, Paul Hastings Visiting Professor at University of Hong Kong, March 2008 - April 2008

Overseas Experience: Philippines, China, Korea, Taiwan, Mongolia, Japan, Italy

Language Proficiency (based on 10-point scale): French 2-Novice Mid

Area/International Studies Courses Taught: International Law Moot Court; International Commerce & Investment; Public International Law

Research and Teaching Specialization: International economic law and organizations, comparative law, Chinese dynastic law

Recent Publications: Head, John W., and Lijuan Xing. *Legal Transparency In Dynastic China: The Legalist-Confucianist Debate And Good Governance In Chinese Tradition*, Carolina Academic Press, 2013.

Head, John W., and Xing Lijuan. *Legal Transparency in Dynastic China*. 1st ed. ed. Carolina Academic Press, 2012.

Head, John W. *Global Business Law: Principles and Practice of International Commerce and Investment*. 3d ed. ed. Carolina Academic Press, 2012.

Head, John W. *Global Legal Regimes to Protect the World's Grasslands*. Carolina Academic Press, 2012.

Head, John W. *Great Legal Traditions: Civil Law, Common Law, and Chinese law in Historical and Operational Perspective*. Carolina Academic Press, 2011.

Number of Dissertations and Theses Supervised in Past Five Years: 1

Distinctions: University of Kansas Nominee for Phi Beta Delta Faculty Award for Outstanding Contributions to International Education (2011); Robert W. Wagstaff Distinguished Professorship (2010); Fulbright Distinguished Chair in Law at University of Trento (Spring 2009)

ALFRED TAT-KEI HO

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, School of Public Affairs and Administration (Tenured)

Education: PhD, Indiana University, 1998; MPA, Indiana University, 1993; BSS, Chinese University of Hong Kong, 1991

Academic Experience: University of Kansas, Lawrence, KS, Associate Professor, School of Public Affairs and Administration; Sun Yat-Sen University, Guangzhou, China, Research fellow, Center for Public Administration Studies, Fall 2006 – Present; Board Member (Elected) the Section on Public Administration Research (SPAR) of the American Society of Public Administration (ASPA) (Spring 2014 - Winter 2017); Editorial Board Member: *Public Administration Review*, (Appointed), USA. Editorial member for the journal. (2013-2014)

Overseas Experience: China

Language Proficiency (based on 10-point scale): Chinese 10-Native

Area/International Studies Courses Taught: Topics in Public Administration: Sustaining Competitiveness in South Korea

Research and Teaching Specialization: Energy security and sustainable development, performance management and citizen engagement, infrastructure financing

Recent Publications: Mikesell, John, Jun Ma, Alfred Tat-Kei Ho, and Meili Niu. "Financing Local Public Infrastructure in the People's Republic of China: A Case Study of Guangdong Province." In *China's Local Public Finance in Transition*, edited by Joyce Man and Yu-hung Hong. Cambridge, MA: Lincoln Institute of Land Policy, 2011

Ho, Alfred Tat-Kei, and Meili Niu. "Rising with the Tide without Flipping the Boat: Analyzing the Successes and Challenges of Fiscal Capacity Building in China." *Public Administration and Development* (Wiley) 33, no. 1 (2013): 29-49. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 3

Distinctions: IUPUI Trustee Award for Excellence in Teaching (2008)

VIRGINIA HARPER HO

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, Law (Untenured)

Education: JD, Harvard Law School, 2001; MA, Indiana University, Bloomington; BA, Indiana University, Bloomington

Academic Experience: Younger Comparativists Committee, American Society of Comparative Law (ACLS-YCC) (Spring 2013 - Present); Indiana University Maurer School of Law, Bloomington, Indiana, Visiting Assistant Professor, 2008 - 2010

Overseas Experience: China

Language Proficiency (based on 10-point scale): Chinese 8-Superior, Russian 6-advanced; French 2-Novice-Mid; Spanish-2-Novice-Mid

Area/International Studies Courses Taught: Chinese Law

Research and Teaching Specialization: Chinese law; corporate, international, and securities law; corporate social responsibility; the role of multinational corporations in international law; legal reform in China

Recent Publications: Harper Ho, Virginia E. "Beyond Regulation: A Comparative Look at State-Centric Corporate Social Responsibility & the Law in China." *Vanderbilt Journal of Transnational Law* 46 (March 2013): 375

Harper Ho, Virginia E. "Corporate Governance as Risk Regulation in China: A Comparative View of Risk Oversight, Risk Management, and Accountability." *European Journal of Risk Regulation* 4 (2012): 463

Harper Ho, Virginia E. "Governance Beyond Regulation: Corporate Social Responsibility and the Role of the State in Comparative Perspective." *公共行政评论 [Chinese Journal of Public Administration]* 2 (2012): 100.

Number of Dissertations and Theses Supervised in Past Five Years: 1

Distinctions: Docking Faculty Scholar Award, University of Kansas (2013 - Present); Immel Teaching Award (2013)

THOMAS MING HUANG

Percent of Time Dedicated to Area/International Studies Courses: 75 percent

Department and Tenure Status: Associate Professor, School of Architecture, Design, & Planning (Tenured)

Education: MFA, Rhode Island School of Design, 2002; BA, Washington University, St. Louis, 1994

Academic Experience: Taught Courses with the Center for Furniture Craftsmanship, Rockland, ME, 2011 (Woodworking); Penland School of Craft, Penland, NC, 2010 (Bamboo in Design); Anderson Ranch Art Center, Snowmass, CO, 2008 (Bamboo in Design); Rhode Island School of Design, 2002 (Furniture with Hand Tools)

Overseas Experience: Taiwan

Area/International Studies Courses Taught: Materials Workshop

Research and Teaching Specialization: Furniture-based sculpture; Asian materials

Recent Publications: Huang, Thomas. *Woodenboat Magazine*, no. 223, November/December 2011, 101-102.

Recent Exhibitions: Solo Exhibitions: *Contemporary Studio Furniture & Historic Glass*, Wexler Gallery, Philadelphia, PA (Invited) (2010); *In a Collective Spirit: Sculpture Works and Furniture*, Delaware Center for the Contemporary Arts, Wilmington, DE (2008); *American Craft Council Shows*, Named a National Searchlight Artist, Baltimore, MD (Invited) (2007); *21st Century Indigenous - New Works by Thomas Huang*, Wexler Gallery, Philadelphia, PA (2005)

Group Exhibitions: *Your Personal Hang-Ups*, Center for Art in Wood, Philadelphia, PA (Invited) (2012 - 2013); *Canoeopia - Paddle Sports Exposition*, Madison, WI (2012); *Kansas City Sportshow*, Bartle Hall, Kansas City, MO (2012); *Sofa - Santa Fe*, William Zimmer Gallery, Santa Fe, NM (Invited) (2011); *International Contemporary Furniture Fair (ICFF)*, The Furniture Society Booth, New York, NY (Invited) (2009); *Makers Without Borders*, Penland Gallery- Penland School of Craft, Penland, NC (Invited) (2009);

Distinctions: National Searchlight Artist, American Craft Council, 2007; Graduate Award of Excellence, Rhode Island School of Design, Departmental Merit Award, 2001; Awards of Excellence, Rhode Island School of Design, Merit Competition Award, 2001; Presidents Scholar, Rhode Island School of Design, Merit Award, 2000-2002.

MICHIKO ITO

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: East Asian Library, Libraries (Tenured)

Education: MLIS, University of Hawaii, 1998; MA, History, University of Hawaii, 1996; BA, History, Tokyo Metropolitan University, 1988

Academic Experience: Japanese Studies Librarian, October 1998-Present

Overseas Experience: Japan

Language Proficiency (based on 10-point scale): Japanese 10-Native

Area/International Studies Courses Taught: Ghosts, Spirits and Monsters: Japanese Popular Culture; Reading Manga, Watching Anime; Seminar in: Anime and Manga; Reading in: Contemporary Japan through Anime & Manga; The Pacific War

Research and Teaching Specialization: Japanese modern history and Japanese popular culture

Recent Publications: Ito, Michiko. 「米国大学図書館における ILL 活動の発達と現状(The Development and Current Conditions of Interlibrary Loan in the United States Academic Libraries)」情報の科学と技術 (*The Journal of Information Science and Technology Association*) 61, no. 10 (Oct. 2011): 401-409.

Ito, Michiko. "The Japanese Institute of Pacific Relations and the Kellogg-Briand Pact: the Activities and Limitations of Private Diplomacy," in *Hawai'i at the Crossroads of the U.S. and Japan before the Pacific War*, edited by Jon Davidann, 68-95. Honolulu: University of Hawaii Press, 2008.

Tsutsui, William, and Michiko Ito, eds. *In Godzilla's Footsteps: Japanese Pop Culture Icons on the Global Stage*. New York: Palgrave Macmillan, 2006.

Ito, Michiko. 「民間外交、その活動と限界性—太平洋問題調査会(The Institute of Pacific Relations)と不戦条約問題を事例として—」*渋沢研究*, 17 (Oct. 2004): 3-27.

Distinctions: North American Coordinating Council on Japanese Library Resources (NCC), Interlibrary Loan/Digital Delivery (ILL/DD) Committee, co-chair, 2010-2012, advisor, 2013-present; Council on East Asian Libraries (CEAL), Committee on Japanese Materials (CJM), member, 2008-2010, chair, 2014-present; NCC, Digital Resource Committee (DRC), member, 2007-201

MAKI KANEKO

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, History of Art (Tenured)

Education: PhD, World Art Studies and Museology University of East Anglia, Norwich, UK, and Sainsbury Institute for the Study of Japanese Arts and Cultures; MA, World Art Studies and Museology, University of East Anglia; BA, Meiji Gakuin University, Tokyo

Academic Experience: University of Kansas, Art History Department, August 2007 – Present; Northwestern University, Visiting Assistant Professor, January 2007 - June 2007

Overseas Experience: Japan, Great Britain

Language Proficiency (based on 10-point scale): Japanese 10-Native

Area/International Studies Courses Taught: Japanese Prints; Special Study: City of Tokyo; Mdrn&Cntempory Visual Arts Jpn; Japanes Art Encountrs w/Eur&US; Proseminar in Japanese Art;

Research and Teaching Specialization: Modern and contemporary Japanese art, post-war Japanese art, propaganda art

Recent Publications: Kaneko, Maki. "Dai roku shō dai ichi setsu Modanizumu no tayōka seido to shakai [Chapter 6, section 1 Diversification of Modernisms: Institution and Society]." In *Nihon kingendai bijutsu zenshi* [Comprehensive History of Modern and Contemporary Japanese Art]. Tokyo: Bijutsu Shuppansha, 2014. Forthcoming. (Invited)

Kaneko, Maki. "Under the Banner of the New Order: Uchida Iwao's Responses to the Asia-Pacific War and Japan's Defeat." In *Art and War in Japan and its Empire, 1931-1960*, edited by Asato Ikeda, Aya Louisa McDonald, and Ming Tiampo, 190-207. Leiden: Brill, 2012. (Invited) (Refereed)

Kaneko, Maki. "New Art Collectives in the Service of the War: The Formation of Art Organizations During the Asia-Pacific War, 1937-1945." *Positions: east asia cultures critique* 21, no. 2 (Spring 2013): 309-350. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 7

Distinctions: Chino Kaori Memorial Essay Prize, Japan Art History Forum (2005)

JOHN KENNEDY

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, Political Science (Tenured)

Education: PhD, University of California, Davis, 2002; MA, University of California, Davis, 2000; BA, University of California, Davis, 1995

Academic Experience: University of Kansas, Lawrence, KS, Fall 2003 – Present; Director of the Center for Global and International Studies, 2012 – Present; University of California, Davis, Lecturer, Spring 2003

Overseas Experience: China

Language Proficiency (based on 10-point scale): Mandarin Chinese 8-Superior

Area/International Studies Courses Taught: Reform in Contemporary China; Chinese Foreign Policy; Comparative Institutions & Government

Research and Teaching Specialization: Contemporary Chinese politics, rural politics in China

Recent Publications: Kennedy, John J, and Yao Jiang Shi. "Rule by Virtue, the Mass Line Model and Cadre-Mass Relations." In *in Shiping Hua ed. East Asian Development Model: The 21st Century Perspectives*. Routledge. In review. Date Submitted: February 2014 (Refereed)

Kennedy, John James, and Dan Chen. "Election Reform from the Middle and at the Margins." In *Local Governance Innovation in China: Governance Challenges, Adaptation, and Subnational Variation*. Routledge. In review. Date Submitted: January 2014 (Refereed)

Kennedy, John James, and Yaojiang Shi. "Surveys and Learning about Village Elections and Rural China: An Analysis of a 2005 National Village Election Survey." In *Politics and Markets in Rural China*, edited by Björn Alpermann. Routledge, 2011.

Kennedy, John James. "Supply and Support for Grassroots Political Reform in Rural China." *Journal of Chinese Political Science* 16, no. 2 (2010). (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 8

Distinctions: McNair (Scholars) Mentor Award, McNair Scholars (May 2013 - Present); Gene Budig Teaching Professorship Award, University of Kansas (May 2013 - May 2014); KU HOPE Award Finalist for Outstanding Progressive Educator (2011); Fulbright Faculty Research Award (China Studies) (2010 - 2011)

CHANGHWAN KIM

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, Sociology (Tenured)

Education: PhD, University of Texas, Austin, 2008; MA, Sogang University, Seoul, Korea

Academic Experience: University of Kansas, Lawrence, KS, Department of Sociology, 2008 – Present; University of Minnesota, Twin Cities, Postdoctoral Associate, Minnesota Population Center, 2006 - 2008

Overseas Experience: Korea

Language Proficiency (based on 10-point scale): Korean 10-Native

Area/International Studies Courses Taught: Sociology of the Economy

Research and Teaching Specialization: Stratification and inequality, demography of labor force, economic sociology, race and ethnicity, Asian American studies, Korea studies, migration, quantitative methodology and statistics

Recent Publications:

Sakamoto, Arthur, ChangHwan Kim, and Isao Takei. "Moving Out of the Margins and into the Mainstream: The Demographics of Asian Americans in the New South." In *Asian Americans in Dixie: Race and Migration in the South*, edited by Khyati Y. Joshi and Jigna Desai. University of Illinois Press, 2013. (Invited)

Sakamoto, Kim, and ChangHwan Kim. "The Economic Characteristics of Asian Americans in the 21st Century." In *The Economics of Inequality, Poverty and Discrimination in the 21st Century*, edited by Robert S. Rycroft. ABC-CLIO, 2013. (Invited)

Kim, ChangHwan, and Arthur Sakamoto. "The Earnings of Less Educated Asian American Men: Educational Selectivity and the Model Minority Image." *Social Problems* 61, no. 2 (2014). Forthcoming. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: Four

Distinctions: Article Award, Academic Conference Using Korean Census Microdata, Statistics Korea, South Korea (2012); The MSS Early Career Scholarship Award, Midwest Sociological Society (2012); Outstanding Article Award, American Sociological Association (2011)

DONGBIN KIM

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Assistant Professor, School of Education (Tenured)

Education: PhD, University of California, Los Angeles; MA, University of California, Los Angeles; ME, Seoul National University, Seoul, Korea; BA, Korea University, Seoul

Academic Experience: University of Kansas Graduate School of Education, August 2005 – Present; National Association of Independent Colleges and Universities (NAICU), Washington, DC, Research and Policy Analyst, October 2003 - July 2005

Overseas Experience: Korea

Language Proficiency (based on 10-point scale): Korean 10-Native

Area/International Studies Courses Taught: Education from Global Perspectives

Research and Teaching Specialization: Educational leadership and policy studies focusing on financial aid policy, college access, and international doctorates and faculty.

Recent Publications: Kim, Dongbin, S Twombly, and L Wolf-Wendel. "International faculty in American Universities: Experiences of academic life, productivity, and career mobility.." In Vol. 2012, *Refine the Focus on University Faculty: The Interplay of Diversity, Time, and Methodology*, edited by Y. J. Xu, 27-46. New Directions for Institutional Research. Hoboken, NJ: John Wiley, 2012. doi:10.1002/lr.20020. (Invited)

Kim, Dongbin. "A case study of UC Berkeley: Its global competitiveness." In *An Analysis of Higher Education to Strengthen Its Global Competitiveness in Korea*, 155-183. Korea Research Institute for Career Development, 2008.

Kim, Dongbin, and J Roh. "Where do international doctorates receive their doctorates? Historical trends analysis of Chinese and Korean international doctorates at U.S. Universities." *Journal of Higher Education*. In review. (Refereed)

Kim, Dongbin, Susan Twombly, and Lisa Wolf-Wendel. "Job Mobility of Foreign-Born and U.S.-Born Faculty Members: Are the Pushes and Pulls the Same?" *Research in Higher Education*. In review. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 14

Distinctions: Promising Scholar Award, University of Kansas School of Education (2008 - 2009)

JI YEON LEE

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Lecturer and Academic Program Associate, East Asian Languages & Cultures (Lecturer)

Year of Appointment: 2011

Education: PhD, Curriculum & Instruction (TESL), University of Kansas, Lawrence, KS, 2009; MA, East Asian Languages and Cultures, University of Kansas, Lawrence, KS, 2014; MA, Teaching English to Speakers of Other Languages, The Ohio State University, Columbus, OH., 1999; BA, English Language & Literature; Pusan National University, Pusan, Korea, 1998

Overseas Experience: Korea

Language Proficiency (Based on a 10 point scale): Korean 10-Native

Language Pedagogy Background: Courses Taught: Elementary Korean I and II; Intermediate Korean I; Advanced Modern Korean I and II; Modern Korean Texts I and II; Directed Readings in Korean

Research and Teaching Specialization: Teaching Korean language

Recent Publications: "Pre-college study abroad and its new impact on Korean mothers"

Cross-Cultural Studies Vol. 32,(3)pp.81-107, September, 2013.

"The effects of pronunciation instruction using duration manipulation on the perception of English vowel sounds. *English Teaching*. Vol.66, (3) pp. 95-122, August, 2011.

KAREN KYEUNG LEE

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Professor, School of Social Welfare (Untenured)

Education: PhD, Social Work, 2011, University of Southern California, Los Angeles, CA; MS, Public Health, 1999, University of Illinois at Urbana, Champaign, IL; M.S.W., Social Work, 1993, Portland State University, Portland, OR; BA, Social Work, 1991, Ewha Womans University, Seoul, South Korea

Academic Experience: University of Kansas School of Social Welfare, Assistant Professor, 2011 – Present; University of Kansas Center for Mental Health Research and Innovation, Lawrence, KS, Faculty Sponsor, 2011 – Present; Multicultural Research Projects, Clinical Interviewer, 2007 - 2011

Overseas Experience: Korea

Language Proficiency (based on 10-point scale): Korean 10-Native

Area/International Studies Courses Taught: Graduate Studies: International Social Work: Korea; Doctoral Studies: International Social Work: Korea

Research and Teaching Specialization: Mental health treatment outcomes for adults with serious mental illness; improving care for people with serious mental illness through collaboration with community-based agencies; Asian and Asian American mental health.

Recent Publications: Lee, Karen K., A-M Yamada, M. A. Kim, and T. Q. Dinh. "Interdependent recovery of adults with schizophrenia: Asian American consumer perspectives of family involvement and influence." *Psychiatric Rehabilitation Journal*. In review. Date Submitted: January 2014 (Refereed)

Barragan, Armando, Ann Marie Yamada, Karen K Lee, and Concha Barrio. "Correlates in the endorsement of psychotic symptoms and services use: Findings from the Collaborative Psychiatric Epidemiology Surveys." *American Journal of Community Psychology*. In review. Date Submitted: January 28, 2014 (Refereed)

Edmondson, Melissa, Rohini Pahwa, Karen K. Lee, Maanse Hoe, and John S. Brekke. "A dual change model of life satisfaction and functioning for individuals with schizophrenia." *Schizophrenia Research* 139, no. 1-3 (2012): 110-115. (Refereed)

Distinctions: Hamovitch Research Center Predoctoral Fellowship, University of Southern California (Summer 2010); Sylvia H. and Benjamin Novak Endowed Scholarship, University of Southern California (2008 - 2009); Hamovitch Research Center Predoctoral Fellowship, University of Southern California (Summer 2009)

TIEN-TSUNG LEE

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, Journalism (Tenured)

Education: PhD, University of Oregon, Eugene, 1999; MA, University of Minnesota, Minneapolis, 1995; BS, University of Oregon, Eugene, 1992

Academic Experience: University of Kansas, William Allen White School of Journalism and Mass Communications, 2006 – Present; Washington State University, Edward R. Murrow School of Communication, Pullman, WA, Assistant Professor, 2001- 2006; Hawaii Pacific University, Communication Division, Honolulu, HI, Assistant Professor, 1998 - 2000

Overseas Experience: Taiwan

Language Proficiency (based on 10-point scale): Chinese 10-Native

Area/International Studies Courses Taught: Diversity in Media

Research and Teaching Specialization: Strategic communications; communication theories and research methods; political communication; mass media and society (race/gender issues, journalism, public opinion)

Recent Publications: Chang, K, and Tien-Tsung Lee. "International news determinants in U.S. news media in the post-cold war era." In *International Media Communication in a Global Age*, edited by G Golan, T J Johnson, and W Wanta, 71-88. New York, NY: Routledge, 2010. (Refereed);

Yamamoto, Masahiro, Tien-Tsung Lee, and Weina Ran. "Media trust in a community context: A multilevel analysis of contextual factors predicting Japanese audience's trust in media " In review. Date Submitted: December 2013

Tu, Jiawei, and Tien-Tsung Lee. "The effects of media usage and interpersonal contacts on the stereotyping of lesbians and gay men in China *Journal of Homosexuality* (Taylor & Francis) (December 2013). Forthcoming.

Number of Dissertations and Theses Supervised in Past Five Years: 4

Distinctions: Katich Creativity (Teaching) Award, William Allen White School of Journalism and Mass Communications, University of Kansas (Spring 2011)

CHAMPA TENZIN LHUNPO

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Lecturer, East Asian Languages and Cultures (Lecturer)

Year of Appointment: 2005

Education: Master's degree in Buddhist Sutra and Tantra, Namgyal Monastery, Dharamsala, India, 1986

Overseas Experience: Tibet, Nepal, India

Language Proficiency (based on 10-point scale): Tibetan 10-Native

Language Pedagogy Background: Courses Taught: Elementary Tibetan I and II; Intermediate Tibetan I and II; Advanced Tibetan I

Research and Teaching Specialization: Tibetan Language

Distinctions: Board member, Namgyal Institute of Buddhist Studies, Ithaca, NY (1992-1996); President, Tibetan Association, Ithaca, NY (1992-1993); Committee Member, Namgyal Monastery, Dharamsala, India (1982-1985).

XINGONG LI

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, Geography (Tenured)

Education: PhD, University of South Carolina, 2000; MS, Nanjing University, China, 1992; BS, Nanjing University, 1989

Academic Experience: University of Kansas, Department of Geography, 2003 – Present; University of Kansas, Appalachian State University, Assistant Professor, Department of Geography & Planning, 2000 – 2002; State Key Laboratory of Resources and Environment Information System, Chinese Academy of Sciences, Research Scientist, 1992-1996

Overseas Experience: China

Language Proficiency (based on 10-point scale): Chinese 10-Native

Area/International Studies Courses Taught: Principles of Geographic Information Systems

Research and Teaching Specialization: Spatial analysis methods and tools to understand hydrological processes and the interaction between humans and water.

Recent Publications: Gali, R. K., K. R. Douglas-Mankin, X. Li, and T. Xu. "Assess NEXRAD P3 Data Effects Using SWAT Model in an Agricultural Watershed." *Journal of Hydraulic Engineering* 17 (2012): 1245-1254. (Refereed)

Li, Q., Y. Chen, Y. Shen, and X. Li. "Spatial and temporal trends of climate change in Xinjiang, China." *Journal of Geographical Sciences* 21, no. 6 (2011): 1007-1018. (Refereed)

Wu, S., S. Zhou, X. Li, W. C. Johnson, H. Zhang, and J. Shi. "Heavy-metal accumulation trends in Yixing, China: an area of rapid economic development." *Environmental Earth Sciences (formerly Journal of Environmental Geology)* (2009). doi:10.1007/s12665-009-0321-0. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 12

Distinctions: Big 12 Faculty Fellowship, University of Kansas (2009)

YAN LI

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Professor, East Asian Languages & Culture (Untenured)

Education: PhD, University of Southern California, 2008; MA, Peking University, 2001; BA, Peking University, 1998

Academic Experience: University of Kansas, Lawrence, KS, Assistant Professor and Coordinator of the Chinese Language Program, Department of East Asian Languages and Cultures, 2008 – Present; University of Southern California (USC), Los Angeles, CA, Assistant Lecturer, Department of East Asian Languages and Cultures, 2001-2008; Middlebury College, Middlebury, VT, Lecturer, the Chinese School of Middlebury College, Summer

Overseas Experience: China

Language Proficiency (based on 10-point scale): Chinese 10-Native, Japanese 3-Novice-High

Language Pedagogy Background: Practicum in Teaching Chinese; Elementary Chinese I; Elementary Chinese II

Area/International Studies Courses Taught: Modern Chinese Literature I; Modern Chinese Literature II, Directed Readings and Research in Chinese

Research and Teaching Specialization: Chinese linguistics and second language acquisition, especially the poverty-of-the-stimulus problems found among English-speaking L2 Chinese learners.

Recent Publications: "Decoding college Chinese placement tests: From the perspective of students' performance." *Journal of the Chinese Language Teachers Association*. In review. Date Submitted: March 18, 2014 (Refereed)

Li, Yan. "An empirical study on the production of *dou*: Is native like performance attainable?" *Journal of Chinese Language Teaching* 10, no. 3 (15 September 2013): 121-163. (Refereed)

Li, Yan. "Understanding quantifiers and scope interpretations in a second language." *Contemporary Foreign Languages Studies* 384, no. 12 (2012): 86-93. (Refereed) Li, Yan. "'都'和'all (both) '的比较以及'都'的教学问题 [Comparison between Dou and 'All (both) ' and Related Pedagogical Issues]." *对外汉语教学与研究 [Teaching Chinese as a Foreign Language]* (China) 1 (2012): 10-16. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 1

Distinctions: Faculty Service Award, Center for East Asian Studies (2012)

WILLIAM R. LINDSEY

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, Religious Studies (Tenured)

Education: PhD, University of Pittsburgh, 2003; MTS, Vanderbilt University Divinity School, 1990; BA, University of Maine, 1986

Academic Experience: University of Kansas, Lawrence, KS, Department of Religious Studies, Graduate Director and Associate Professor

Overseas Experience: Japan, Korea

Language Proficiency (based on 10-point scale): Japanese 6-Advanced

Area/International Studies Courses Taught: Living Religions of the East; Religion in Japan; Religion in Korea; Directed Readings

Research and Teaching Specialization: Religion in Japan; popular religious expression and ritual in the Tokugawa period.

Recent Publications: Lindsey, William R. "Shinto." In *The Essential Guide to Religious Traditions and Spirituality for Health Care Providers*, edited by Steven Jeffers et al. 1st ed. Radcliffe Publishing, 2013. ISBN: 978-1846195600 (Invited) (Refereed)

Lindsey, William R. "Climb Up or Dig Down? Reflections on the Capstone Course in a Religious Studies M.A Program." *American Academy of Religion Religious Studies News Online* (October 2012). Lindsey, William R. *Fertility and Pleasure: Ritual and Sexual Values in Tokugawa Japan*. Honolulu: University of Hawai'i Press, 2007. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 2

Distinctions: Celebration of Graduate Teaching Achievement Recognition; Postdoctoral Fellowship, Japan Society for the Promotion of Science (JSPS) and the Social Science Research Council's (SSRC) (2004 - 2006)

KEITH MCMAHON

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Professor, East Asian Languages & Cultures (Tenured)

Education: PhD, Princeton University; MA, Yale University, 1976

Academic Experience: University of Kansas, Lawrence, KS, East Asian Languages and Cultures, 1984 – Present; University of Kansas, Lawrence, KS, Chair, East Asian Languages and Cultures, 1996 – 2008; University of California at Berkeley, Berkeley, CA, Visiting Associate Professor, Department of East Asian Languages, 2002

Overseas Experience: China

Language Proficiency (based on 10-point scale): Chinese 8-Superior; French 6-Advanced

Language Pedagogy Background: Advanced Modern Chinese I and II

Area/International Studies Courses Taught: Myth, Legend & Folk Beliefs of East Asia; Chinese Literature and Culture: Premodern Times; Directed Readings and Research in Chinese

Research and Teaching Specialization: Chinese language and literature; Late Ming to early modern fiction, gender, and sexuality

Recent Publications: McMahon, Keith. *Women Shall Not Rule: Imperial Wives and Concubines in China, Han to Liao*. 295. Rowman and Littlefield, 2013. (Refereed)

McMahon, Keith. *Polygamy and Sublime Passion: Sexuality in China on the Verge of Modernity*. 215 pages. University of Hawaii Press, 2010. (Refereed)

McMahon, Keith. "Women Rulers in Imperial China." *Nan Nu: Men, Women and Gender in China* (Leiden, The Netherlands: Brill) 15, no. 2 (2013): 179-218. (Refereed)

McMahon, Keith. "The Institution of Polygamy in the Chinese Imperial Palace." *Journal of Asian Studies* 72, no. 4 (November 2013): 917-936. (Refereed)

McMahon, Keith. "Sequels to *Stone*: Polygamous Harmony and the Theme of Female Talent." In *Approaches to Teaching The Story of the Stone (Dream of the Red Chamber)*, 381-89. New York: Modern Language Association of America, 2012. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 6

Distinctions: National Endowment for the Humanities Fellowship (2009 - 2010); Hall Center for the Humanities Fellowship, University of Kansas (2008)

AMY MCNAIR

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Professor, Art History (Tenured)

Education: PhD, University of Chicago, 1989; MA, University of Washington, 1982; BA, University of Oregon, 1978

Academic Experience: University of Kansas, History of Art, 1992 – Present; University of Southern California, Lecturer, Art and Art History, 1991

Overseas Experience: China, Hong Kong, Taiwan

Language Proficiency (based on 10-point scale): Chinese 8-Superior

Area/International Studies Courses Taught: Introduction to Asian Art; Art and Culture of China, Honors; Early Chinese Art; Special Study in Asian Art: Chinese Painting; Special Study in Asian Art: Medieval Chinese Art; Directed Readings

Research and Teaching Specialization: Early Chinese art; calligraphy, aesthetics, and Buddhist sculpture of the medieval period in China

Recent Publications: Book Chapters

McNair, Amy. "Letters as Calligraphy Exemplars: The Long and Eventful Life of the Imperial Commissioner Liu Letter by Yan Zhenqing (709-785)." In *Handbook of Chinese Letter Writing*, edited by Antje Richter. 2014. Forthcoming. (Invited) (Refereed)

McNair, Amy. "Patronage of Buddhist Buildings and Sovereignty in Medieval China: Four Cases from the Northern Wei Dynasty [Donors and Patrons and Their Role in Religion: Of Kings, Monks, Thought Leaders and Laymen in India, China and Other Cultures]." In *Stifter und Mazene und ihre Rolle in der Religion*, edited by Barbara Schuler, 19-40. Wiesbaden: Harrassowitz, 2013. ISBN: 9783447069458 (Invited) (Refereed);

Number of Dissertations and Theses Supervised in Past Five Years: 2

Distinctions: W. T. Kemper Fellowship for Teaching Excellence, William T. Kemper Foundation-Commerce Bank and University of Kansas Endowment Association (2005)

MARIO MEDINA

Percent of Time Dedicated to Area/International Studies Courses: 15 percent

Department and Tenure Status: Civil, Environmental & Architectural Engineering (Tenured)

Education: PhD, Mechanical Engineering, Texas A&M University, 1992; MS, Mechanical Engineering, Texas A&I University, 1988; BS, Mechanical Engineering, Texas A&I University, 1987

Academic Experience: Invited Professor of Civil Engineering, College of Civil Engineering, Hunan University, Changsha, China, May 2013 - June 2013; Invited Professor of Building Energy, School of Energy and Environment, Southeast University, Nanjing, China, May 2013; Invited Professor of Building Energy, School of Energy and Environment, Southeast University, Nanjing, China, May 2012 - June 2012

Overseas Experience: China, France, Central America

Language Proficiency (based on 10-point scale): Spanish 7-Advanced Plus

Area/International Studies Courses Taught: Architectural Engineering - Building Thermal Science, Energy Management

Research and Teaching Specialization: Research: building physics and energy efficient buildings; Teaching: building thermal and materials sciences, energy management.

Recent Publications: Jin, X., S. Zhang, M.A. Medina, and X. Zhang. "Experimental Study of the Cooling Process of Partially-Melted Sodium Acetate Trihydrate." *Energy and Buildings* 76 (2014): 654-660.

Medina, M.A. and O.K. Lee. "The Trend of Phase Change Materials (PCMs) Research in the U.S." *Building Environment and Systems* 8, no. 2 (2014). ISSN 1976-6475. Korean Institute of Architectural Sustainable Environment and Building Systems (In Korean).

Number of Dissertations and Theses Supervised in Past Five Years: 9

Distinctions: H.O.P.E. Award Finalist - Honor for an Outstanding and Progressive Educator, Top 5 finalist, Only award given for teaching excellence by the entire university student body; Bellows Scholar Award 2006 for Outstanding Achievement in Research and Service, University of Kansas School of Engineering, 2006.

UTAKO MINAI

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Professor, Linguistics (Untenured)

Education: PhD, Linguistics, August 2006, University of Maryland, College Park, MD; MA, Literature, March 2001, Tokyo Metropolitan University, Tokyo, Japan; BA, Literature, March 1997, Tokyo Metropolitan University, Tokyo, Japan; BA, Arts and Sciences (Major: Communications), March 1995, Tokyo Woman's Christian University, Tokyo, Japan

Academic Experience: University of Kansas, Lawrence, KS, Linguistics Department, 2009 – Present; RIKEN Brain Science Institute, Saitama, Japan, Post-doctoral Research Scientist, Laboratory for Language Development, 2006-2009

Overseas Experience: Japan

Language Proficiency (based on 10-point scale): Japanese, 10-Native

Area/International Studies Courses Taught: The Structure of Japanese

Research and Teaching Specialization: First Language Acquisition, Child Language

Recent Publications: Hunt, L., III, S. Politzer-Ahles, L. Gibson, U. Minai, and R. Fiorentino. "Pragmatic inferences modulate N400 during sentence comprehension: evidence from picture-sentence verification." *Neuroscience Letters* 534 (2013): 246-251. (Refereed)

Ito, K., N. Jincho, U. Minai, N. Yamane, and R. Mazuka. "Intonation Facilitates Contrast Resolution: Evidence from Japanese Adults and 6-year Olds." *Journal of Memory and Language* 66 (2012): 265-284. (Refereed)

Minai, U., N. Jincho, N. Yamane, and R. Mazuka. "What Hinders Child Semantic Computation: Children's Universal Quantification and the Development of Cognitive Control." *Journal of Child Language* 39 (2012): 919-956. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 14

Distinctions: Co-Editor *Selected Proceedings of GALANA 5*. With Annie Tremblay. (2013)

SANAKO MITSUGI

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Professor, East Asian Languages & Cultures (Untenured)

Education: PhD, Second Language Acquisition, December 2011, Carnegie Mellon University, Pittsburgh, PA; MA, Second Language Acquisition, September 2008, Carnegie Mellon University, Pittsburgh, PA; BA, English Language and Literature, March 2006, Waseda University, Tokyo, Japan; Certificate of Proficiency, Linguistics and Applied Linguistics, December 2004, University of Auckland, Auckland, New Zealand

Academic Experience: University of Kansas, Lawrence, KS, Department of East Asian Languages and Cultures, 2011 – Present; Carnegie Mellon University, Pittsburgh, PA, Graduate instructor in Japanese, Department of Modern Languages 2006 – 2010; University of Pittsburgh, Pittsburgh, PA, Research Assistant, Department of Linguistics 2006 – 2008; Waseda University, Tokyo, Japan, Research Assistant for Japanese Pragmatics projects And Second Language phonology projects 2005 – 2006.

Overseas Experience: Japan

Language Proficiency (based on 10-point scale): Japanese, 10-Native; Spanish, 4-Intermediate; Slovak, 4-Intermediate

Language Pedagogy Background: Courses taught: Intermediate Japanese I; Modern Japanese Texts I and II; Modern Japanese Texts II; Practicum in Teaching Japanese

Area/International Studies Courses Taught: Directed Readings and Research in Japanese

Research and Teaching Specialization: Japanese language acquisition, adult second language processing (L2) of Japanese

Recent Publications: Mitsugi, Sanako. "Japanese language oral proficiency placement examination." In *Practical assessment tools for college Japanese*, edited by Kimi Kondo-Brown, J. D. Brown, and Waka Tominaga, 33-38. Honolulu, HI: National Foreign Language Resource Center, 2013. (Refereed)

Mitsugi, Sanako, and Brian MacWhinney. "The use of case-marking information during second language processing: Evidence from ditransitive scrambling in Japanese." In *Second Language Processing and Parsing: Theory and Research*, edited by Bill Van Patten and Jill Jegerski, 159-175. Amsterdam: John Benjamins, 2010. (Refereed)

AYAKO MIZUMURA

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Director, Center for East Asian Studies (Lecturer)

Year of Appointment: 2013

Education: PhD, Sociology, University of Kansas, 2009; MA, Sociology, 1999; University of Oregon, BA, Major in International Studies, Minor in Anthropology, 1996

Academic Experience: Coordinator of M.A. program in Contemporary East Asian Studies

Overseas Experience: Japan

Language Proficiency (based on 10-point scale): Japanese, 10-Native

Research and Teaching Specialization: Interracial marriage, sociology of Japan, Asian military wives, and globalization in East Asia.

Language Pedagogy Background: Courses Taught: Modern Japanese Texts I and II; Intermediate Japanese

Area/International Studies Courses Taught: East Asia Today; Minorities in Japan; East Asia in Global Context; Eastern Civilizations; Gender and Globalization in East Asia; Asian Societies in Global Context

Recent Publications: “War Brides” in *Multicultural America*, edited by Carlos E Cortes and J. Geoffrey Golson. Thousand Oaks, CA: SAGE Publications, Inc. 2013

“Amerasian” in *Multicultural America*, edited by Carlos E Cortes and J. Geoffrey Golson. Thousand Oaks, CA: SAGE Publications, Inc. 2013

“Sweatshops” in *The Multimedia Encyclopedia of Women in Today’s World*, edited by Mary Zeiss Stange and Carol

Distinctions: Helen Waddle Roofe Scholarship, Department of Sociology, August 2008; Christopher Gunn Graduate Student Scholarship, Department of Sociology, May 2007

YOONMI NAM

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, Art (Tenured)

Education: MFA, Painting/Printmaking, Rhode Island School of Design, 2000; BFA, Printmaking, Hong Ik University, Seoul, South Korea, 1997

Academic Experience: University of Kansas, Lawrence, KS, Department of Visual Art, 2001 – Present, Associate Chair, 2010 – Present; Washington University, St. Louis, MO, Lecturer –2000 – 2001; Rhode Island School of Design, Providence, RI, Instructor, 2000; Artist in Residence Frans Masereel Centrum, Kasterlee, Belgium; Artist in Residence Nagasawa Art Park, Tokyo, Japan

Overseas Experience: China, Korea, Japan

Language Proficiency (based on 10-point scale): Korean 10-Native; Japanese 2- Novice Mid

Area/International Studies Courses Taught: Thesis in Visual Art; Special Topics in Printmaking: Japanese Woodblock; Advanced Special Topics Printmaking: Japanese Woodblock

Research and Teaching Specialization: Drawing, printmaking, painting, and installation art; Japanese woodblock printing methods

Recent Exhibitions: Solo Exhibitions:

In Between and In Transition, Upper Art Gallery, University of Dallas, Irving, TX (2011)

Book of Rocks, Flowers, and Birds, The Front, New Orleans, LA (2010)

Yoonmi Nam: Transient Landscapes, Beach Museum of Art, Manhattan, KS (2010)(Catalog)

Group Exhibitions: *Beyond Japan: International Takes on Moku Hanga*, Cullom Gallery, Seattle, WA (2012)

Under Construction, Delaware Center for Contemporary Art, Wilmington, DE (2012)

Yesnomaybe: Collaborative works by Kristi Arnold, Eric Conrad, & Yoonmi Nam, Lawrence Arts Center, Lawrence, KS (2012)

Chain Letter 2011, Golden Parachutes Gallery, Berlin, Germany (2011)

Distinctions: Hall Center Creative Work Fellowship, Hall Center for the Humanities, The University of Kansas, Lawrence, KS (2009); Ngwang Choephel Fellowship, U.S. State Department (2008)

YUE PAN

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Lecturer, East Asian Languages & Cultures (Lecturer)

Education: MA, University of Southern California, 2005; MA, Renmin University of China, 2001; BA, Renmin University of China, 1998.

Overseas Experience: China

Language Competence: Chinese 10-Native

Language Pedagogy Background: Courses Taught: Elementary Chinese I and II; Advanced Chinese I and II

Research and Teaching Specialization: Chinese language

Recent Publications: *300 Pieces of Classical Essays*, Henan University Press, 2004.

DEBORAH PETERSON

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Lecturer, East Asian Languages & Cultures (Lecturer)

Year of Appointment: 1997

Education: PhD, Candidate, University of Chicago; MA, University of Chicago, 1982; BA, University of Michigan, 1979

Overseas Experience: China, Taiwan

Language(s) and Language Proficiency (Based on a 10 point scale): Mandarin 8-Superior; Cantonese 4-Intermediate Mid; French 4-Intermediate Mid; Spanish 4-Intermediate Mid; Russian 4- Intermediate Mid

Language Pedagogy Background: Courses Taught: Intermediate Chinese I and II

Area/International Studies Courses Taught: Eastern Civilizations; Directed Readings in Chinese

Research and Teaching Specialization: Chinese prehistory, Chinese language, Tibetan culture

ERIC RATH

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Professor, History (Tenured)

Education: PhD, University of Michigan, 1998; MA, University of Michigan, 1992; BA, Skidmore College, 1989

Academic Experience: University of Kansas, Lawrence, KS, History Department, 1999 – Present; Harvard University, Cambridge, MA, Postdoctoral Fellow, Reischauer Institute, 1998 - 1999

Overseas Experience: Japan

Language Proficiency (based on 10-point scale): Japanese 8-Superior, Tibetan 6-Advanced

Area/International Studies Courses Taught: The Samurai; Medieval Japan; Food in History: West and East; History of Tibet; Medieval Japan; Directed Reading & Research in Japanese

Research and Teaching Specialization: Premodern Japan; social and cultural history, especially traditional Japanese theater, foodways, and urban agriculture; Tibetan history

Recent Publications: Rath, Eric C. *Food and Fantasy in Early Modern Japan*. University of California Press, 2010. (Refereed)

Rath, Eric C. *Japanese Foodways Past and Present*. Edited by Eric C. Rath and Stephanie Assmann. University of Illinois Press, 2010. (Refereed)

Japan's Cuisines: Food, Place, and Identity in Japanese Dietary Culture. In progress.

Rath, Eric C. *Food and Fantasy in Early Modern Japan*. University of California Press, 2010. (Refereed)

Rath, Eric C. *Japanese Foodways Past and Present*. Edited by Eric C. Rath and Stephanie Assmann. University of Illinois Press, 2010. (Refereed)

Rath, Eric C. "The Magic of Japanese Rice Cakes." In *Routledge History of Food*, edited by Carol Helstosky. New York: Routledge Press, 2015. In review. Date Submitted: August 2013 (Invited) (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 6

Distinctions: KU Hall Center for the Humanities Research Fellowship (2006)

Service: Board Member Tibetan Education Project. A nonprofit charity organized in Kansas to fund educational programs about Tibet and for Tibetans. (2008 - 2011)

CATHERINE SHENOY

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: MBA Director, School of Business (Lecturer)

Education: PhD, University of Kansas; MBA, University of Kansas, 1983; BS, University of Kansas, 1979

Academic Experience: University of Kansas, School of Business, Lawrence, KS, 1999- Present, Director of MBA Programs, August 2011 – Present, Director of the Applied Portfolio Management (APM) Program, founder and former Director of the Finance Scholars Program; Kansas State University, Manhattan, KS, Assistant Professor of Finance, 1991 - 1993

Overseas Experience: China, France, Italy, Tunisia.

Language Proficiency (based on 10-point scale): French 8-Superior; Italian 6- Advanced; Spanish 4-Intermediate

Area/International Studies Courses Taught: Applied Portfolio Management

Research and Teaching Specialization: Corporate governance, corporate financial policies, and applications of artificial intelligence to portfolio analysis; doing business and investing in China

Recent Publications: Shenoy, Catherine. *Applied Portfolio Management: How University of Kansas Students Generate Alpha to Beat the Street*. Hoboken, NJ: John Wiley & Sons, 2008. (Refereed)

Shenoy, Catherine. In *On the Mark, Quarterly Economic Review*. Lockton Financial Advisors, Fall 2009. (Refereed)

Shenoy, Catherine. "When China Sneezes, Does the World Catch Cold?" In *The Key*. Lockton Financial Advisors, Fall 2009. (Refereed)

Shenoy, Catherine, and Y. Zhang. "Order Imbalance and Stock Returns: Evidence from China." *The Quarterly Review of Economics and Finance* (December 2007). (Refereed)

KAPILA DHARMASENA SILVA

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, Architecture (Untenured)

Education: PhD, University of Wisconsin, Milwaukee, 2004; MS, University of Moratuwa, Sri Lanka, 1993; BS, University of Moratuwa, Sri Lanka, 1990.

Academic Experience: Associate Editor/Reviewer *International Journal on Constructed Environments*. (2012 - 2013); University of Kansas, Lawrence, KS, School of Architecture, Design & Planning, August 2008 - Present; University of Wisconsin-Milwaukee, Visiting Assistant Professor; School of Architecture & Urban Planning, August 2005 - May 2007

Overseas Experience: Sri Lanka, China, India, Korea

Language Proficiency (based on 10-point scale): Sinhala 10-Native; German 6-Advanced

Area/International Studies Courses Taught: Architecture Study Abroad in Asia

Research and Teaching Specialization: Social, cultural, and psychological dimensions in design; global heritage management and architectural preservation; nonwestern traditions in architecture and urban design (special focus on South, Southeast, and East Asian countries); Community design practices (affordable housing and post-disaster resettlement)

Recent Publications: Silva, Kapila D., and Neel Kamal Chapagain, eds. *Asian Heritage Management: Contexts, Concerns, and Prospects*. Routledge Contemporary Asia Series, No. 39. London: Routledge, 2013. ISBN: 978-0-415-52054-6(hbk); 978-0-203-06659-1(pbk) (Refereed)

Silva, Kapila D. "Resplendent Sites, Discursive Fields: An Environment – Behavior Theory for Managing Global Heritage." In *Building Bridges, Blurring Boundaries: The Milwaukee School in Environment-Behavior Studies*, edited by S. Ahrentzen, C. Depre's, and B. Schermer, 197-216. University of Wisconsin-Milwaukee and Villes Régions Monde, Quebec, 2012. (Invited) (Refereed)

Silva, Kapila D. "Symbolic Integrity of Historic Urban Landscapes: The Forgotten Dimension in Urban Conservation." In *Vitruvius in the Plains: Architectural Thought at Kansas 1912-2012*, edited by S. Grabow, 323–330. University of Kansas, 2012. (Invited)

Number of Dissertations and Theses Supervised in Past Five Years: 4

Distinctions: Big XII Faculty Fellowship, University of Kansas (2013); New Researcher Award, Architectural Research Centers Consortium, USA (2013)

DANIEL STEVENSON

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Professor, Religious Studies (Tenured)

Education: PhD, Columbia University, 1987; MPhil, Columbia University, 1982; MA, Columbia University, 1977; BA, Dartmouth College, 1974

Academic Experience: University of Kansas, Lawrence, KS, Department of Religious Studies, 1992 – Present, Department Chair, Summer 2007 – 2012; University of Michigan, Ann Arbor, MI, Research Fellow and Visiting Assistant Professor, Institute for the Study of Buddhist Literatures (Department of Asian Languages and Cultures), 1990–1992; Butler University, Indianapolis, IN, Lecturer and Assistant Professor, Department of Philosophy and Religious Studies, 1986-1989

Overseas Experience: Japan, Korea, China, India

Language Proficiency (based on 10-point scale): Chinese 8-Superior; Japanese 6-Advanced; Sanskrit 2-Novice Mid; French 2-Novice Mid

Area/International Studies Courses Taught: Religion in China; Buddhism & Popular Culture in China; Directed Readings

Research and Teaching Specialization: Chinese religion, Chinese Buddhist history, institutional and ritual culture

Recent Publications: Stevenson, Daniel B. "Buddhist Practice and the Lotus Sūtra in China." In *Readings of the Lotus Sūtra*, edited by Stephen F. Teiser and Jacqueline I. Stone, pp. 132-150. Columbia University Press, 2009. Stevenson, Daniel B. "The Ties That Bind: Chinese Buddhist Rites for Securing Rebirth in the Pure Land." *Hōrin: vergleichende studien zur japanischen kulkur* 15 (2009): pp. 139-202.

Number of Dissertations and Theses Supervised in Past Five Years: 9

Distinctions: Honorary Fellow, Chunghwa Institute of Buddhist Studies (Taipei, Taiwan) (1987 - Present) Fellowship, Hall Center for the Humanities (Fall 2005)

MAYA STILLER

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Professor, Art History (Untenured)

Education: PhD, Asian Languages & Cultures (Buddhist Studies), March 2014, UCLA; Dr. phil., East Asian Art History, 2008, Freie Universität Berlin; Dual BA/MA, Korean Studies/Art History, 2003, Humboldt-Universität zu Berlin

Academic Experience: University of Kansas, Lawrence, KS, History of Art, 2013 – Present; Academy of Korean Studies, Seongnam, Junior Research Fellow, 2012; Art History Institute, Kyūshū University, Fukuoka, Research Fellow, 2011 – 2012; Korea Foundation, Seoul; Seoul National University, Seoul, Special Researcher, Kyujanggak Archives, 2008; Freie Universität Berlin, Research Associate (Wissenschaftliche Mitarbeiterin), East Asian Art History, 2004 – 2008; Museum of East Asian Art, Cologne,

Overseas Experience: Korea, Japan, Germany

Language Proficiency (based on 10-point scale): German 10-Native; Korean 8-Superior; Japanese 8-Superior, French 8-Superior, Spanish 4-Intermediate, Italian 4-Intermediate

Area/International Studies Courses Taught: Studies in: Korean Art and Culture; Korean Buddhist Visual Culture; Korean Ceramics in East Asia; Art and Culture of Korea; Special Study in Asian Art: Korean Buddhist Visual Culture; Korean Ceramics

Research and Teaching Specialization: Traditional and contemporary Korean Buddhist art and culture and Korean ceramics

Recent Publications: Stiller, Maya. "Buddhist Gold Line Painting From the Early Chosŏn Period (1392-1910)." *Ostasiatische Zeitschrift, New Series* 21 (Spring 2012): 30-39. (Invited)

Stiller, Maya. "Portraits of Eminent Korean Monks." *Arts of Asia* (Spring 2012): 124-132. (Invited)

Distinctions: Postdoctoral Fellowship, Korea Foundation (2013 - 2014); Edward A. Dickson Fellowship, Art History Department, UCLA (2012 - 2013); Graduate Student Fellowship, Korea Foundation (2012 - 2013); Junior Research Fellowship, Academy of Korean Studies, Seongnam (2012)

AKIKO TAKEYAMA

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, Anthropology (Tenured)

Education: PhD, University of Illinois at Urbana-Champaign, 2008; MA, University of Oregon, 2001; BA, University of Oregon, 1999; AA, Kansai Gaidai Junior College, Japan, 1991

Academic Experience: University of Kansas, Lawrence, KS, Departments of Anthropology and Women, Gender, and Sexuality Studies Program, 2007 – Present; University of Tokyo, Tokyo, Japan, Research Fellow, Interfaculty Initiative in Information Studies, 2011 – 2012; University of Illinois at Urbana-Champaign, Graduate Teaching Fellow, Department of East Asian Languages and Cultures, Fall 2006, Graduate Research Assistant, 2003 – 2004;

Overseas Experience: Japan

Language Proficiency (based on 10-point scale): Japanese 10-Native

Area/International Studies Courses Taught: Advanced Topics in Sociology: Gender, Modernity & Development in East Asia; Anthropology of Gender: Female, Male & Beyond

Research and Teaching Specialization: Commercialization of feelings, emotions, and romantic relationships
Takeyama, Akiko. "Commodified Romance in a Tokyo Host Club." In *Genders, Transgenders and Sexualities in Japan*, edited by Mark McLelland and Romit Dasgupta, 200-215. New York: Routledge, 2005.

Takeyama, Akiko. "Intimacy for Sale: Masculinity, Entrepreneurship, and Commodity Self in Japan's Neoliberal Situation." *Japanese Studies* 30, no. 2 (2010): 231-246.

Number of Dissertations and Theses Supervised in Past Five Years: 5

Distinctions: Research Fellowship, Japan Foundation (2015); Dissertation Workshop Fellowship on Market and Modernities in Asia (2007); George L. Beslow Graduate Fellowship for dissertation writing (Spring 2007); Bestor Prize for Best Graduate Paper, Society for East Asian Anthropology in American Anthropological Association (2005); Doctoral Fellowship, Japan Foundation (2004 - 2005); Special Research Fellowship, School of Humanities and Sociologies, University of Tokyo (2004 - 2005); Freeman Student Fellowship for Personalized Learning in Asia (2002)

MICHAEL H. TAYLOR

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, Geology (Tenured)

Education: PhD, University of California, Los Angeles, 2004; MS, University of California, Los Angeles, 2000; BS, University of North Carolina, Wilmington, 1996

Academic Experience: University of Tokyo, Visiting Associate Professor, Earthquake Research Institute, 2012 – Present; University of Kansas, Department of Geology 2005 – Present; California Institute of Technology, Postdoctoral Scholar, 2004 – 2005; University of California, Los Angeles, Graduate Research Assistant, 1998 – 2004; United States Geological Survey, Woods Hole, MA, Geophysicist, 1996 - 1998

Overseas Experience: China, Nepal, India, Japan

Language Proficiency (based on 10-point scale): Chinese 2-Novice-Mid

Area/International Studies Courses Taught: Topics in Geology: Neotectonics; Advanced Topics in Geology: Geochemistry & Tectonics

Research and Teaching Specialization: Tectonics of the Tibetan plateau; Geological influences on cultures

Recent Publications: Teson, E., M. Oskin, A. Elliot, A. Corona, Michael H. Taylor, O. Kreylos, and E. Cowgill. "Relationship of Mesozoic graben development, stress, shortening magnitude, and structural style in the Eastern Cordillera of the Colombian Andes." In *Geological Society of London Special Publications*. 2012.

Taylor, M., P. Kapp, and B. Horton. "Basin response to active extension and strike-slip deformation in the hinterland of the Tibetan plateau." In *Tectonics of Sedimentary Basins, Recent Advances*, C. Busby and A. Azor. Wiley-Blackwell, 2011.

Styron, Richard H, Michael H Taylor, Kurt E Sundell, Daniel F Stockli, Jeffrey AG Oalman, Andreas Möller, Andrew T McCallister, Deliang Liu, and Lin Ding. "Miocene initiation and acceleration of extension in the South Lunggar rift, western Tibet: Evolution of an active detachment system from structural mapping and (U-Th)/He thermochronology." *Tectonics* 32, no. 4 (2013): 880–907.

Number of Dissertations and Theses Supervised in Past Five Years: 7

Distinctions: Faculty Career Development Award, University of Kansas (2010); Big12 Faculty Fellowship with UT-Austin (2009)

MAY TVEIT

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, Design (Tenured)

Education: MID, 1991, Domus Academy, Milan, Italy; BFA, 1989, Rhode Island School of Design, Providence, RI; European Honors Program, 1988, Rhode Island School of Design, Rome, Italy

Academic Experience: University of Kansas, Lawrence, KS, Department of Design, 1999 – Present;

Overseas Experience: Italy

Area/International Studies Courses Taught: Materials and Processes

Research and Teaching Specialization: design thinking; design innovation; interdisciplinary; transdisciplinary; brainstorming; material exploration; pushing boundaries; blurring boundaries

Recent Exhibitions Solo Exhibitions: *Field Test*, The Fields Sculpture Park Art OMI, Ghent, NY (2012)

Product Placement, Gridspace, Brooklyn, NY (2012); Venice, Italy; Lopud Island, Croatia; Berlin, Germany; Kansas City, USA (2011)

Group Exhibitions: *Rapid Transit*, Mongolian National Modern Art Gallery, Ulaanbaatar, Mongolia (2012); *America Now and Here*, Kansas City, MO (2011)

Conversation Matter, Grand Arts, Kansas City, MO (2010 - 2011)

Field Test, Schoolhouse Gallery, Provincetown, MA (2010)

FIT, Review Exhibition Space, Kansas City, MO (2010)

Distinctions: Review Studios Award, studio space for mid-career artists (2005 - 2010); Allied Arts & Craftsmanship Award, AIA American Institute of Architects (2007); Creative Capital professional development workshop-Award (2007); Charlotte Street Fellow- Award (2002)

BENJAMIN UCHIYAMA

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Professor, History (Untenured)

Education: PhD, History, 2013, University of Southern California, Los Angeles, CA;

AM, Regional Studies - East Asia, 2005, Harvard University, Cambridge, MA; BA, History and Political Science, 2001, University of California, Davis, Davis, CA

Academic Experience: University of Kansas, Lawrence, KS, Department of History Fall 2013 – Present; St. Mary's College of California, Moraga, CA, Lecturer, Fall 2012; University of Southern California, Department of History, Teaching Assistant, 2007-2012

Overseas Experience: Japan

Language Proficiency (based on 10-point scale): Japanese 6-Advanced

Area/International Studies Courses Taught: Japan, 1853-1945; Japan Since 1945; Introduction to the History of Japan: Anime-Zen

Research and Teaching Specialization: Modern Japan, Japanese colonialism, history and memory of World War II in East Asia, and urban legends in interwar Japan

Distinctions: Esterline Prize for Best Graduate Student Paper, Asian Studies on the Pacific Coast Conference (2011) Fulbright - IIE Grant for Dissertation Research in Japan, Fulbright International Institute for Education (2008 - 2009)

THOMAS VOLEK

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, Journalism (Tenured)

Education: PhD, University of Minnesota; MA, University of Wisconsin, Superior; BJ, University of Minnesota

Academic Experience: University of Kansas, William Allen White School of Journalism and Mass Communications, Lawrence, KS, 1990- Present, Associate Dean, Graduate Studies & Faculty Development, 2009 – Present; St. Mary's College Graduate Center, Telecommunications Program, Minneapolis, MN, Adjunct Assistant Professor, 1988 – 1989; University of Minnesota, School of Journalism (SJMC), Minneapolis, MN, Teacher of Record, 1986 - 1989

Overseas Experience: Italy, Russia

Language Proficiency (based on 10-point scale): Russian 4-Intermediate Low, Spanish 3-Novice High.

Area/International Studies Courses Taught: International Marketing Communications

Research and Teaching Specialization: Evolving market-based journalism in the Commonwealth of Independent States, international marketing, advertising and public relations, military-media interactions.

Recent Publications: Journal Editor *Military-Media Issues*. With Jim Thomas

Distinctions: William Allen White Foundation Teaching Professor (1998 - Present); Finalist, H.O.P.E. Award (Honored Outstanding Progressive Educator), University of Kansas (2004); W. T. Kemper Teaching Fellowship, University of Kansas (2000); Excellence in Teaching Award, KU Center for Teaching Excellence (CTE) (1999); Finalist, Del Shankel Teaching Excellence Award, KU Athletic Department (1998); Fulbright Scholar, J. William Fulbright (1997)

CRISPIN WILLIAMS

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, East Asian Languages & Cultures (Tenured)

Education: PhD, University of London School of Oriental and African Studies, 2004; BA Honors, University of Leeds, 1990

Academic Experience: University of Kansas, Lawrence, KS, Department of East Asian Languages and Cultures, 2005 - Present; Dartmouth College, Hanover, NH, Senior lecturer in Chinese, Department of Asian and Middle Eastern Languages and Literatures, 1998 - 2005

Overseas Experience: China, Taiwan, Japan

Language Proficiency (based on 10-point scale): Chinese 8-Superior; Japanese 2-Novice Mid

Language Pedagogy Background: Teaches Intro to Classical Chinese; Directed Readings in Chinese; Readings in Classical Chinese: Chinese Poetry

Area/International Studies Courses Taught: Ancient China; Directed Reading in East Asian Studies; Myth, Legend & Folk Beliefs in East Asia;

Research and Teaching Specialization: Early Chinese paleography, language and culture; Chinese language.

Recent Publications: Williams, Crispin. "Wenxian mengshu WT5K14 mengshu bushi: shuo 'gong' zi 溫縣盟書 WT5K14盟書補釋 : 說'龔'字 [Supplemental Explication of the Wenxian WT5K14 Covenant Text: the Character 'gong']." In *Chutu wenxian yu chuanshi dianji de quanshi – jinian Tan Pusen xiansheng shishi liang zhounian guoji xueshu yantaohui lunwenji (Explication of Excavated and Transmitted Chinese Texts – Proceedings of the International Conference to Commemorate the Second anniversary of the Death of Professor Paul Thompson)*, edited by Fudan Daxue Chutu Wenxian Yu Guwenzi Yanjiu Zhongxin, 99-129. Shanghai: Shanghai guji, 2010; Williams, Crispin. "Dating the Houma Covenant Texts: The Significance of Recent Findings from the Wenxian Covenant Texts." *Early China* 35-36 (2013): 247-275. (Refereed)

Williams, Crispin. "Wenxian mengshu T4K5, T4K6, T4K11 mengci shidu 溫縣盟書T4K5、T4K6、T4K11盟辭釋讀 [Palaeographic Analysis of the Wenxian Covenant Texts from Pits T4K5, T4K6, T4K11]." *Chutu wenxian yu guwenzi yanjiu [Excavated Texts and Palaeographical Research]* 5 (2013): 280-363. (Refereed)

Distinctions: National Endowment for the Humanities Fellowship (2008 - 2009)

KETTY WONG-CRUZ

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Associate Professor, Music (Tenured)

Education: PhD, University of Texas at Austin, 2007; MA, University of Texas at Austin, 1999; MA, Moscow Conservatory P.I. Tchaikovsky, 1991; BA, Conservatorio Nacional Antonio Neumane, Guayaquil, 1983.

Academic Experience: University of Kansas School of Music, 2006- Present; University of Cuenca, Cuenca, Ecuador, Visiting Professor, 2009 – Present; Board Member Latin American Studies Association (LASA), Ecuadorian Studies Section. (2009 - 2012)

Overseas Experience: Ecuador, Russia, China

Language Proficiency (based on 10-point scale): Spanish 10-Native; Russian 6-Intermediate; Chinese 2-Novice-Mid

Area/International Studies Courses Taught: Music in East Asia; Music in World Cultures

Research and Teaching Specialization: Latin American art, folk, and traditional music, nationalism, identity, migration, globalization, and ballroom dancing in China

Recent Publications: Wong Cruz, Ketty. *La música nacional. Identidad, mestizaje y migración en Ecuador*. Havana: Casa de las Americas, 2012. (Refereed)

Wong, Ketty. *Whose National Music? Identity, Mestizaje and Migration in Ecuador*. Series Studies in Latin American and the Caribbean Music, edited by Peter Manuel. Philadelphia: Temple University Press, 2012.

Wong, Ketty. *Luis Humberto Salgado: un Quijote de la Música [Luis Humberto Salgado: A Quixote of Music]* [Luis Humberto Salgado: A Quixote of Music]. Quito: Casa de la Cultura Ecuatoriana and Banco Central del Ecuador, 2004.

Number of Dissertations and Theses Supervised in Past Five Years: 11

Distinctions: Member of Ecuador's National Academy of History, Ecuador's National Academy of History (November 2013 - Present); Fulbright U.S. Scholar (September 1, 2013 - June 30, 2014)

HUI FAYE XIAO

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Professor, East Asian Languages & Cultures (Untenured)

Education: PhD, University of Illinois, Urbana-Champaign; MA, University of Illinois, Urbana-Champaign; MA, Nankai University, China; BA, Nankai University, China

Academic Experience: University of Kansas, Lawrence, KS, Department of East Asian Languages and Cultures, 2009 – Present; University of Illinois at Urbana-Champaign (UIUC), Champaign, IL, Graduate Fellow, Illinois Program for Research in the Humanities (IPRH), 2007 - 2008

Overseas Experience: China

Language Proficiency (based on 10-point scale): Chinese 10-Native; Japanese 3-Novice High

Area/International Studies Courses Taught: Modern Chinese Literature II; Introduction to Contemporary China; Modern Chinese Literature in Translation; Studies in Chinese Cinema; Modern Chinese Fiction & Film; Directed Readings in East Asian Studies

Research and Teaching Specialization: Modern and contemporary Chinese literature; transnational Chinese cinema; Chinese and Asian popular culture; marriage, family, and society; and Chinese language pedagogy

Recent Publications: Xiao, Hui Faye. *Family Revolution: Marital Strife in Contemporary Chinese Literature and Visual Culture*. Modern Language Initiative Books. Seattle and London: University of Washington Press, 2014.

Xiao, Hui Faye. "Androgynous Beauty, Virtual Community: Stardom, Fandom and Chinese Reality Shows under Globalization." In *Super Girls, Gangstas, Freeters and Xenomaniacs: Gender and Modernity in Youth Cultures*, edited by Karen Brison and Susan Dewey, 104-124. Gender and Globalization. Syracuse University Press, 2012

Xiao, Hui Faye. "Science and Poetry: Narrativizing Marital Crisis in Reform-Era Rural China." *Modern Chinese Literature and Culture* 23, no. 2 (Fall 2011): 146-174. (Refereed)

Distinctions: Hall Center Humanities Research Fellowship, University of Kansas (2011); NEH Summer Seminar Fellowship (2010)

MAYILA YAKEFU (MAHIRE YAKUP)

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Lecturer, East Asian Languages and Cultures (Lecturer)

Year of Appointment: 2005

Education: PhD, 2013 Linguistics University of Kansas

Overseas Experience: China

Language(s) and Language Proficiency (Based on a 10 point scale): Uyghur 10-Native; Chinese, 9-Superior

Language Pedagogy Background: Courses Taught: Elementary Uyghur I and II; Intermediate Uyghur I and II

Research and Teaching Specialization: Teaching Uyghur Language

Recent Publications: *Greetings from the Teklimakan: A Handbook of Modern Uyghur / Teklimakandin*

Salam: hazirqi zaman Uyghur tili qollanmisi (KU Scholarworks, 2009).

Effects of appearance on interpersonal attractiveness. *Journal of Xinjiang University*, 2003

JISO YOON

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Professor, Political Science (Untenured)

Education: BA, *Cum laude*, Political Science, Ewha University, Seoul, Korea; MA, Political Science, The Pennsylvania State University, University Park, PA; PhD, Political Science, 2011, The Pennsylvania State University, University Park, PA

Academic Experience: University of Kansas, Lawrence, KS, Assistant Professor, Department of Political Science, Fall 2011 – Present; Ewha University, Seoul, Korea, Visiting Researcher, The Research Institute for Social Science, 2009, 2010, 2012; Ochanomizu University, Tokyo, Japan, Research Associate, Institute for Gender Studies, 2012

Overseas Experience: Korea

Language Proficiency (based on 10-point scale): Korean 10-Native; Japanese 6-Advanced; German 5-Intermediate; Chinese 2-Novice-Mid

Area/International Studies Courses Taught: Governments & Politics of East Asia; International Relations of Asia; Political Change in Asia; Topics in Public Policy: Comparative Public Policy

Research and Teaching Specialization: Comparative public policy, political communication and media, East Asian politics and public policy in Korea and Japan

Recent Publications: Yoon, Jiso, and Amber Boydston. "Dominating the News." *Journal of Public Policy* (February 2014)

Yoon, Jiso. "Who Receives Media Attention in South Korea: Analyzing Internal and External Pluralism in the News Coverage of Policy Debates." *Asian Journal of Political Science* 21, no. 2 (2013): 126-147.

Distinctions: Editorial Board Member *Journal of Research in Social Sciences*. (published in Korean). (Fall 2012 - Spring 2014)

KYOIM YUN

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Assistant Professor, East Asian Languages & Cultures (Untenured)

Education: PhD, Indiana University, 2007; MA, Sogang University; BA, Sogang University

Academic Experience: University of Kansas, Lawrence, KS, East Asian Languages and Cultures, 2007 – Present; Guest Editor *Folklore Forum*, 38, no. 1 (2008), Special Issue on East Asian Folklore; Indiana-Purdue University, Indianapolis, IN, Teaching Fellow, Anthropology, 2005 – 2006; Indiana University, Bloomington, IN, Instructor, Folklore and East Asian Languages & Cultures, 1999 - 2004

Overseas Experience: Korea, Japan

Language Proficiency (based on 10-point scale): Korean 10-Native; Japanese 5-Intermediate-High; German 2-Novice-Mid

Language Pedagogy Background: Courses taught: Elementary Korean I and II; Practicum in Teaching Korean
Area/International Studies Courses Taught Colonial Korea; Post-Colonial Korea; Honors Thesis in East Asian Languages and Cultures; Modern Korean Culture&Society; Ethnography of South Korea; Contemporary South Korea Ethnographic Texts

Research and Teaching Specialization: Shamanism, verbal art, Korean/East Asian folklore, anthropology, vernacular culture, and popular culture

Recent Publications: Yun, Kyoim. "Negotiating a Korean National Myth: Dialogic Interplay and Entextualization in an Ethnographic Encounter." *Journal of American Folklore* 124, no. 494 (2011): 295-316. (Refereed);

Yun, Kyoim. "Aspiring to Prestige: On Becoming a Great Shaman in South Korea." *Journal of Shamanic Practice* 2 (2008): 28-36

Yun, Kyoim. "From the Guest Editor." In "Introduction. *Folklore of East Asia: A Tribute to Roger L. Janelli*," special issue, *Folklore Forum* 38, no. 1 (2008): 5-7.

Number of Dissertations and Theses Supervised in Past Five Years: 1

Distinctions: J. Michael Young Academic Advisor Award, CLAS, KU, 2013; Teaching Excellence Award, Center for Teaching Excellence, KU (2012)

JIE ZHANG

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, Linguistics (Tenured)

Education: PhD, University of California, Los Angeles, 2001; MA, University of California, Los Angeles, 1997; BE, Tsinghua University, Beijing, 1994

Academic Experience: University of Kansas, Lawrence, KS, Department of Linguistics, 2003 – Present, Acting Chair, Spring 2013; Harvard University, Cambridge, MA, Lecturer, Department of Linguistics, 2001 - 2003

Overseas Experience: China

Language Proficiency (based on 10-point scale): Mandarin Chinese 10-Native

Language Pedagogy Background: Chinese Linguistics Summer Institute (2010)

Area/International Studies Courses Taught: Introduction to Phonology; The Structure of Chinese

Research and Teaching Specialization: Phonology, phonetics, phonology-phonetics relations, tone languages, Chinese languages

Recent Publications: Zhang, Jie, and Yuwen Lai. "Phonological knowledge beyond the lexicon in Taiwanese double reduplication." In *Interfaces in Chinese Phonology: Festschrift in Honor of Matthew Y. Chen on His 70th Birthday*, edited by Yuchau E. Hsiao, Hui-Chuan Hsu, Lian-Hee Wee, and Dah-An Ho, 183-222. Taiwan: Academia Sinica, 2008. (Refereed)

Zhang, Jie, Yuwen Lai, and Craig Sailor. "Modeling Taiwanese speakers' knowledge of tone sandhi in reduplication." *Lingua* 121, no. 2 (2011): 181-206. (Refereed)

Zhang, Jie, and Jiang Liu. "Tone sandhi and tonal coarticulation in Tianjin Chinese." *Phonetica* 68, no. 3 (2011): 161-191. (Refereed); Zhang, Jie, and Yuwen Lai. "Testing the role of phonetic knowledge in Mandarin tone sandhi." *Phonology* 27, no. 1 (2010): 153-201. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 13

Distinctions: Young Scholar Award, International Association of Chinese Linguistics (2006); Excellence in Teaching Award, Center for Teaching Excellence, University of Kansas (2005)

YAN BING ZHANG

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Associate Professor, Communications Studies (Tenured)

Education: PhD, University of Kansas, 2002; Eds, MA, Pittsburg State University, 1997; South-West China Teacher's University, Chongqing, Sichuan Province, 1991; B.S., Shandong University of Engineering, Jinan, 1986

Academic Experience: University of Kansas, Lawrence, KS, Department of Communication Studies, 2003–Present; University of San Francisco, San Francisco, CA, Assistant Professor, Department of Communication, August 2002 - August 2003

Overseas Experience: China, Japan, Korea

Language Proficiency (based on 10-point scale): Chinese 10-Native

Area/International Studies Courses Taught: East Asian Communication; Directed Study in Communications

Research and Teaching Specialization: Intercultural/intergenerational/mass communication in regard to cultural values, age stereotypes, conflict management, and media effects; expertise in China

Recent Publications: Imamura, M., and Yan Bing Zhang. "Collectivistic and individualistic values in China and the United States: A cross-cultural comparison. and individualistic values between China and the United States." In *Identity and intercultural communication (II): Conceptual and contextual applications*, edited by S. J. Kulich and X-D. Dai, 71-83. Shanghai, China: Shanghai Foreign Language Press, 2012. (Refereed);

Ruble, R. A., and Yan Bing Zhang. "Stereotypes of Chinese international students held by American students." *International Journal of Intercultural Relations* 37 (2013): pp. 202-211. (Refereed);

Imamura, M., Yan Bing Zhang, and C. Shim. "US host nationals' Attitudes toward Japanese: The role of communication and relational solidarity in the intergroup contact hypothesis." *Asian Journal of Communication* 22, no. 6 (2012): pp. 584-600. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 9

Distinctions: Phi Kappa Phi; Top Research Paper Award, Communication and Aging Division, 96th National Communication Association Convention, San Francisco, CA., (2010); William T. Kemper Fellowships for Teaching Excellence, University of Kansas (2007)

JANE ZHAO

Percent of Time Dedicated to Area/International Studies Courses: 50 percent

Department and Tenure Status: Associate Professor, School of Business (Tenured)

Education: PhD, University of Michigan, 2005; MS, University of Oklahoma, 1995; Bengr, Tsinghua University (China), 1990

Academic Experience: University of Kansas School of Business, 2005 – Present; Tsinghua University Department of Automotive Engineering, Visiting Scholar, 2002 – 2004, Assistant Lecturer, 1990 – 1992.

Overseas Experience: China

Language Proficiency (based on 10-point scale): Chinese 10-Native

Area/International Studies Courses Taught: Business Policy and Strategy, Strategic Management and Technological Innovation

Research and Teaching Specialization: Strategic management, corporate strategy; expertise in China

Recent Publications: Zhao, Zheng Jane. "High-Performance Work Practices and Knowledge Creation in Organizations." Edited by Alex Martynov. *International Journal of Strategic Change Management* 2, no. 2/3 (2010): 223-240. (Refereed)

Zhao, Zheng Jane, and J. Anand. "A Multilevel Perspective of Knowledge Transfer: Evidence from the Chinese Automotive Industry." *Strategic Management Journal* 30, no. 9 (2009): 959-983. (Refereed)

Number of Dissertations and Theses Supervised in Past Five Years: 1

Distinctions: Guy O. and Rosa Lee Mabry Best Paper Award, University of Kansas School of Business (2010); Mentor Recognition, University of Kansas Association of Business Doctoral Studies (2007)

MARY ZIMMERMAN

Percent of Time Dedicated to Area/International Studies Courses: 25 percent

Department and Tenure Status: Professor, Health Policy and Management (Tenured)

Education: PhD, University of Minnesota, 1976; MA, University of Minnesota, 1971; BA, University of Michigan, 1967

Academic Experience: Joy McCann Professor of Women in Medicine and Science, School of Medicine; Professor and Director of Doctoral Studies, Department of Health Policy and Management, School of Medicine; Courtesy Professor, Department of Sociology; ; Hall Foundation Faculty Health and Humanities Seminar, co-director, University of Kansas, 2007-2009

Overseas Experience: Finland, Sweden, Canada, Costa Rica

Language Proficiency (based on 10-point scale): Spanish 4-Intermediate Mid

Area/International Studies Courses Taught: Comparative Health Care Systems

Research and Teaching Specialization: Comparative Health Systems and Social Policies, Medical Sociology, Social Inequalities and Gender Relations, Women's Health and Health Care, Research Methods

Recent Publications: Zimmerman, Mary K. "Paying Family Caregivers: Parental Leave and Gender Equality in Sweden." In *Caring on the Clock: The Complexities and Contradictions of Paid Care Work*, edited by Mignon Duffy, Amy Armenia and Clare Stacey. New Jersey: Rutgers University Press, 2014.

Zimmerman, Mary K. "Theorizing Inequality: Comparative Policy Regimes, Gender and Everyday Lives." *Sociological Quarterly* 54, no. 1 (2013): 66-80.

Chapin, Rosemary K., Beth Anne Baca, Skye N. Leedahl, Roxanne Rachlin, Xanthippe Wedel and Mary K.

Zimmerman. "The Service Use Index: A Tool for Examining Rural/Urban Differences." *Contemporary Rural Social Work* 4 (2012): 50-62.

Distinctions: Visiting Scholar, Institute for Social Research, University of Costa Rica, San Jose, 2012; 2010 Rose Dobrof Award for the best article published in the *Journal of Gerontological Social Work*, 2005

PROGRAM STAFF

OWEN COX

Center for Public Partnerships and Research, Research Analyst

Percent of time dedicated to East Asian content: 20 percent

Education: PhD, Psychology, The University of Kansas, 2013; MA, Psychology, The University of Kansas, 2009; BA, Psychology (honors), The University of Kansas, 2006

Research and Teaching Specialization: Quantitative and Qualitative Methods and Political Psychology

Recent Publications:

Cox, Owen. "An International Snapshot of SPSP." *Dialogue* 23, no. 2 (2008): 17.

Cox, Owen. "SPSP Membership: State-by-State and National Electoral Preferences." *Dialogue* 23, no. 2 (2008): 16.

KRIS IMANTS ERCUMS

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Department and Tenure Status: Curator, Asian Art, Spencer Museum of Art

Education: PhD, Art History, University of Chicago, 2013; MA, Art History, University of Chicago, 2002; BA, History, Southwestern University, 1993

Academic Experience: Curator, 2007-present

Overseas Experience: China, Korea, Japan, India, Turkey

Language Proficiency (based on 10-point scale): Chinese-6-Advanced, Japanese-4-intermediate

Research and Teaching Specialization: Asian contemporary art; Chinese Late Imperial to Modern/Contemporary Painting; Exhibition Culture; History of Museums and Collecting; Japanese and European Modern Art and Design

Recent Publications/Exhibitions:

Ercums, Kris, and Raechell Smith, curators. "I Love Xijing: Xijing School." H&R Block Artspace, Kansas City Art Institute. 2013. (Commission, residency and inaugural North American museum exhibition of Xijing Men Collaborative: Tsuyoshi Ozawa (Japan); Gimhongsok (Korea); and Chen Shaoxiong (China))

Ercums, Kris, curator. "Prepared: Strategies for Activists by Chen Shaoxiong." Kemper Foundation Artist-in-Residence Program, Spencer Museum of Art. 2012. (Organized workshops for scholars, artists, and local activists to explore effective protest strategies in a month-long workshop)

Ercums, Kris, curator. "Jin Shan: It Came from the Sky." Freeman Foundation Chinese Artist-in-Residence Program, Central Court, Spencer Museum of Art, University of Kansas. 2011.

Ercums, Kris, curator. "Kim Jongku: Mobile Landscape." Kemper Foundation International Artist-in-Residence Program, New Media Gallery, Spencer Museum of Art, University of Kansas. 2010.

Distinctions: Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship to China, U.S. Dept. of Education, 2006-07; Andy Warhol Foundation for the Visual Arts Curatorial Research Fellowship, 2010; Office of International Programs Travel Grant, University of Kansas, 2009

JUN FU

Program Coordinator/FLAS Coordinator, Center for East Asian Studies

Percent of time dedicated to East Asian content: 100 percent

Year of Appointment: 2004

Education: AA, Neosho County Community College

Overseas Experience: China, Norway, Germany,

Language Proficiency (based on 10-point scale): Mandarin Chinese 10-Native; Norwegian 2-Novice Mid

Professional Experience: Accountant, Commercial & Industry Bank of China, 1982-1993; Bookkeeper, Enlin Corporation, 1996-97; General Accountant, Microtech Computers, Inc., 1999-2004; Accountant, KU CEAS, 2004-2013

Related Service: Executive Committee member of KU Confucius Institute; Founding member of the Board of the Lawrence Chinese School; Pre-award budget service for CGIS & KASC; Consultant services for Office of International Programs

RANDI HACKER

K-12 Outreach Coordinator, Center for East Asian Studies

Percent of time dedicated to East Asian content: 100 percent

Year of Appointment: 2003

Education: Non-degree seeking student, University of Kansas; MA, St. Michael's College, 2001; BA, University of Michigan, 1973

Overseas Experience: China, Japan, England

Language Proficiency (based on 10-point scale): Chinese 6-Advanced; Yiddish 6-Advanced Mid; Spanish 4-Intermediate Mid; French 3-Advanced Beginner; Mongolian 2-Advanced Beginner

Percent of time dedicated to East Asia content: 100%

Recent Publications: *How to Live Cheap, Green and Happy* (Stackpole Press)

Life As I Knew It (Simon and Schuster, 2006).

“Chinese as a Second Language—From the Ridiculous to the Sublime.” *U.S. China Review*, 2005

The Fastest Pig in the West (CEAS, KCIES)

Journey to the West: The Fastest Pig in China (CEAS)

Distinctions: Books for the Teen Age 2007 (NY Public Library); Emmy nomination, Boston/New England Emmy Awards; Giraffe Award; Friend of Education Award

NANCY HOPE

Executive Director, Kansas Consortium for Teaching about Asia; Associate Director, Confucius Institute at the University of Kansas; Associate Director, Kansas/Asia Scholars and Kansas Asia Community Connections

Percent of time dedicated to East Asian content: 100 percent

Year of Appointment: 1999

Education: MA, University of Kansas, 1992; MFA, University of Georgia, 1990; MEd, Boston University, 1975; BS, Boston University, 1973

Overseas Experience: Japan, China, Korea

Language Proficiency (based on 10-point scale): Japanese, 8-Advanced

Courses Taught: Asian Architecture; Eastern Civilizations; Introduction to Asian Art; Japanese Art and Culture; Teaching about East Asia

Professional Experience: Instructor, University of Kansas Continuing Education; Lecturer, Johnson County Community College, Neosho County Community College, Kansas City Art Institute; Outreach Coordinator, Center for East Asian Studies; GTA, East Asian Languages & Cultures, and Art History, University of Kansas; Kimono Designer and Dyer, Taidenshi Studio, Japan; Commissioned Officer, United States Navy

Related Service: Board member, Kansas Committee for International Education in the Schools; Board member, Oklahoma Institute for Teaching East Asia; Chair, Buchanan Prize Committee for the Association of Asian Studies

KEVIN LIU

Associate Director of Programs, Confucius Institute at the University of Kansas

Percent of time dedicated to East Asia content: 100 percent

Year of Appointment: 2009

Education: MBA, University of Kansas; BS, University of Kansas

Overseas Experience: Germany

Language Proficiency (based on 10-point scale): Spanish 6-Fluent

Professional Experience: Four years of experience as a merchandise planner in retail footwear and apparel industry; Four years of experience teaching at the secondary level in Kansas

ERIKA NORIKAMI

Japan Outreach Coordinator, Center for East Asian Studies

Percent of Time Dedicated to Area/International Studies Courses: 100 percent

Year of Appointment: 2012

Education: Bachelor of Foreign Language, 2009, Kansai Gaidai University

Overseas Experience: Japan, New Zealand

Language Proficiency (based on 10-point scale): Japanese 10-Native, Spanish 4-Intermediate, German 3-Novice High

Professional Experience: International Education Service (IES) Global Training and Operations Client Coordinator

MEGAN PHELPS

Communications Specialist, Center for East Asian Studies

Percent of time dedicated to East Asian content: 100 percent

Year of Appointment: 2013

Education: MS Journalism, University of Kansas, 2001; BA English and Environmental Policy, University of Kansas, 1999

Overseas Experience: Mexico

Language Proficiency (based on 10-point scale): Spanish-2, Novice-Mid

Professional Experience: Freelance writer and editor; Senior Associate Editor, Ogden Publications, Topeka, Kan.; Communications Coordinator, Benedictine College, Atchison, Kan.

SHEREE WILLIS

Executive Director, Confucius Institute at the University of Kansas; Program Director, Kansas Asia Scholars;
Assistant Director, KACC, Center for East Asian Studies

Percent of time dedicated to East Asia content: 100 Percent

Year of Appointment: 2001

Education: PhD Candidate, Second Language Acquisition, University of Kansas; MA, University of Kansas, 2000;
Stanford Center, Taipei, 1980-81; National Taiwan University, Taipei, 1980-81; BA, University of Kansas, 1979;
National Taiwan University, Taipei, 1977

Academic background: Mandarin Chinese-English interpreter and translator, 1992-2001; U.S. Department of State
Foreign Service Officer, 1984-1992 (served in U.S. Embassy Kuala Lumpur, 1991-92; U.S. Embassy Beijing, 1988-
91; U.S. Consulate, Shanghai, 1986-88; U.S. Embassy, Tunis, 1984-86)

Overseas Experience: China, Japan, Korea, Malaysia

Language Proficiency (based on 10-point scale): Mandarin Chinese 9-Superior; Hokkien Chinese 2-Novice;
French 5-Intermediate

Distinctions: U.S. Department of State, Superior Honor Award, 1991; U.S. Department of State, Meritorious Honor
Award for management, 1991



APPENDIX 3

COURSE LIST

Center for East Asian Studies Course List	
LANGUAGE COURSES	
Chinese	3
Japanese	4
Korean	4
Mongolian	5
Tibetan	5
Uyghur	5
AREA STUDIES COURSES	
Anthropology	5
Architectural Engineering	6
Architecture	6
Art & Design	6
Business	6
Center for East Asian Studies	7
Civil Engineering	7
Communication Studies	7
Curriculum and Teaching	7
Dietetics and Nutrition	7
East Asian Languages and Cultures	7
Eastern Civilizations	9
Economics	9
Educational Leadership and Policy Studies	10
Environmental Studies	10
Film and Media Studies	10
Finance	10
Geography	10

Geology	11
Global and International Studies	11
Health, Sport, and Exercise Science	11
History	11
History of Art	12
Industrial Design	14
International Business	14
Indigenous Studies	14
Journalism	14
Law	15
Linguistics	15
Management	15
Music	16
Nursing	16
Political Science	16
Printmaking	17
Public Administration	17
Religion	17
Sociology	18
Social Welfare	18
Women, Gender, and Sexuality Studies	18

APPENDIX 3: COURSE LIST

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY 12-13			AY 13-14			AY 14		
						TOTAL	UG	G	TOTAL	UG	G	14	15	
CHINESE														
CHIN 104	Elementary Chinese I (*Heritage Section)	100	5	Li, Yan; Pan, Yue	Fall/Summer	58	54	4	52	52	0	0	X	X
CHIN 106	Elementary Chinese for Advanced Beginners	100	3	Lou ,Haining; Pan, Yue	Fall	5	5	0	7	7	0	0		X
CHIN 108	Elementary Chinese II	100	5	Li, Yan; Yan, Hanbo; Liu, Jie; Gao, Junfu; Jiang, Zhuojun	Spring	46	42	4	42	40	2	2	X	X
CHIN 204	Intermediate Chinese I	100	5	Peterson, Deborah Elaine; Jiang, Zhuojun	Fall	33	31	1	33	28	5	5		X
CHIN 206	Intermediate Chinese Conversation	100	2	Lou, Haining	Fall	1	0	1	0	0	0	0		
CHIN 208	Intermediate Chinese II	100	5	Peterson, Deborah Elaine; Jiang, Zhuojun	Spring	31	28	3	28	23	5	5		X
CHIN 251	Reading and Writing Chinese I	100	1 to 3	Lou, Haining; Pan, Yue	Fall	4	4	0	1	1	0	0		X
CHIN 252	Reading and Writing Chinese II	100	1 to 3	Lou, Haining; Pan, Yue	Spring	4	4	0	1	1	0	0		X
CHIN	Introduction to Classical Chinese	100	3	Williams, Crispin	Fall	10	8	2	8	8	0	0		X
CHIN 498	Directed Readings in Chinese	100	1 to 4	McMahon, Keith; Peterson, Deborah Gerbert, Elaine; Williams, Crispin	Spring	0	0	0	1	1	0	0		X
CHIN 504	Advanced Modern Chinese I	100	5	Jiang, Zhuojun; Liu, Jie; McMahon, Keith	Fall	19	19	0	14	12	2	2		X
CHIN 508	Advanced Modern Chinese II	100	5	Lou, Haining; Jiang, Zhuojun; McMahon, Keith	Spring	14	13	1	11	9	2	2		X
CHIN 544	Readings in Classical Chinese: Chinese Poetry (KU Core)	100	3	Williams, Crispin	Spring	7	6	1	0	0	0	0		X
CHIN 562	Modern Chinese Literature I (KU Core)	100	3	Li, Yan	Fall	6	6	0	7	6	1	1		X
CHIN 564	Modern Chinese Literature II	100	3	Li, Yan; Xiao, Hui F	Spring	3	2	1	5	4	1	1		X
CHIN 598*	Readings in: Contemporary Chinese Society	100	1 to 3	Pan, Yue	Spring	3	2	1	4	2	2	2		X
CHIN 801	Directed Reading and Research in Chinese	100	1 to 4	Li, Yan; McMahon, Keith; Williams, Crispin	Fall									X

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY 12-13		AY 13-14		SU	
						TOTAL	UG	G	TOTAL	UG	G
JAPANESE											
JPN 100	Beginning Japanese I	100	3	Naito-Billen, Yuka	Spring	5	5	0	0	0	
JPN 104	Elementary Japanese I	100	5	Childs, Maggie; Higashitani, Noriko	Fall	78	78	0	64	62	2
JPN 108	Elementary Japanese II	100	5	Childs, Maggie; Nakata, Kotoko	Spring	47	47	0	44	43	1
JPN 204*	Intermediate Japanese I (Support in Yrs 2 and 4)	100	5	Mitsugi, Sanako; Higashitani, Noriko	Fall	39	39	0	40	39	1
JPN 208*	Intermediate Japanese II (Support in Yrs 2 and 4)	100	5	Gerbert, Elaine	Spring	30	30	0	32	31	1
JPN 306	Advanced Japanese Conversation I	100	2	Takami, Naoko	Fall	18	14	4	18	18	0
JPN 310	Advanced Japanese Conversation II	100	2	Takami, Naoko; Nakata, Kotoko	Spring	7	7	0	14	14	0
JPN 333	Special Skills in Japanese: Reading & Writing	100	1 to 4	Gerbert, Elaine	Fall	0	0	0	1	1	0
JPN 498	Directed Readings in Japanese	100	1 to 4	Childs, Maggie; Gerbert, Elaine; Mitsugi, Sanako	Spring	2	2	0	0	0	0
JPN 504	Advanced Modern Japanese I	100	3	Gerbert, Elaine	Fall	15	13	2	19	18	1
JPN 508	Advanced Modern Japanese II	100	3	Gerbert, Elaine	Spring	9	8	1	14	13	1
JPN 542	Introduction to Classical Japanese I	100	3	Childs, Maggie	Spring	0	0	0	3	2	1
JPN 562	Modern Japanese Texts I (KU Core)	100	3	Mitsugi, Sanako	Fall	13	10	3	14	11	3
JPN 564*	Modern Japanese Texts II	100	3	Mizumura, Ayako; Mitsugi, Sanako	Spring	6	3	3	7	5	2
JPN 801	Directed Reading and Research in Japanese	100	1 to 4	Mitsugi, Sanako; Childs, Maggie; Gerbert, Elaine; Rath, Eric	Spring	0	0	0	1	0	1
KOREAN											
KOR 104	Elementary Korean I	100	5	Yun, Kyoin; Kim, So Young; Lee, Ji Yeon	Fall	34	34	0	35	35	0
KOR 108	Elementary Korean II	100	5	Yun, Kyoin; Lee, Ji Yeon	Spring	23	23	0	26	26	0
KOR 204	Intermediate Korean I	100	5	Kim, So Young; Jung, Yu Sun; Lee, Ji Yeon	Fall	9	8	1	12	12	0
KOR 208	Intermediate Korean II	100	5	Kim, So Young; Jung, Yu Sun	Spring	9	8	1	13	13	0
KOR 498*	Directed Readings in Korean (Will become 5th yr Korean)	100	1 to 4	Lee, Ji Yeon	Fall/Spring	0	0	0	5	5	0
KOR 504	Advanced Modern Korean I	100	4	Lee, Ji Yeon	Fall	5	4	1	7	6	1

APPENDIX 3: COURSE LIST

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY12-13			AY13-14			SU 14	AY14 15	TO BE OFFERED	
						TOTAL	UG	G	TOTAL	UG	G				
ANTH 389	Anthropology and Gender: Female, Male & Beyond (Taught by East Asia specialist with emphasis on East Asia; KU Core)	25	3	Takeyama, Akiko	Fall	26	26	0							
ANTH 430/730	Linguistics in Anthropology	25	3	Dwyer, Arienne M.	Fall				4	0	4				
ARCHITECTURAL ENGINEERING															
ARCE 660	Building Thermal Science (Instructor has added an East Asia component to this course)	25		Medina, Mario Antonio	Fall	29	27	2	28	25	3				X
ARCE 663	Energy Management (Instructor has added an East Asia component to this course)	25		Medina, Mario Antonio	Spring				12	9	3				X
ARCHITECTURE															
ARCH 690	Architecture Study Abroad	100	6	Silva, Kapila Dharmasena	Spring	10	0	10	9	0	9				X
ARCH 692	Documentation (For Study Abroad in East Asia)	100	3	Silva, Kapila Dharmasena	Spring	6	0	6	7	0	7				X
ART & DESIGN															
ADS 560	Topics in Design: Materials Workshop (Instructor specializes in Asian styles and materials)	25	3	Huang, Thomas Ming	Fall	6	6	0							
ART 395	Study Abroad Topics in: Papermaking & Printmaking in Japan Study Abroad	100	6	Nann, Yoonmi	Summer										X
ART 595	Advanced Study Abroad Topics in: Papermaking & Printmaking in Japan	100	6	Nann, Yoonmi	Summer										X
ART 950	Thesis in Visual Art (Faculty member is a specialist in Japanese Papermaking and Printmaking Techniques)	100	1 to 6	Nann, Yoonmi	Spring	2	0	2							
BUSINESS															
BBA 307	Introduction to International Business (KU Core)	25	3	Karney, Dennis F.	Fall/Spring				7	4					X

APPENDIX 3: COURSE LIST



COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY 12-13			AY 13-14			AY 14		
						TOTAL	UG	G	TOTAL	UG	G	14	15	TO BE OFFERED
CENTER FOR EAST ASIAN STUDIES														
CEAS 700	Contemporary East Asia	100	3	Mizumura, Ayako	Fall									X
CEAS 802	Research Seminar	100	3	Greene, J. Megan	Summer								X	X
CIVIL ENGINEERING														
CE 889	Designing with Geosynthetics (Case Studies from China and Japan)	25	3	Han, Jie	Spring				12	0	12			
COMMUNICATION STUDIES														
COMS 499	Directed Study in Communication Studies (Taught by East Asia Specialist)	100	1 to 3	Zhang, Yan Bing	Spring	1	1	0						
COMS 557	East Asian Communication	100	3	Zhang, Yan Bing	Spring	10	7	3	11	8	3			
COMS 899	Master's Thesis	100	1 to 6	Zhang, Yan Bing	Spring	1	0	1						
COMS 999	Doctoral Dissertation	100	1 to 12	Zhang, Yan Bing	Fall/Spring/Summer	6	0	6						
CURRICULUM AND TEACHING														
C&T 503	International Perspectives on Primary and Secondary Education	25	3	Phipps, Barbara J.	Fall									X
DIETETICS AND NUTRITION														
DN 841	International Nutrition	25	3	Barkley, Rachel I		20	0	20						X
EAST ASIAN LANGUAGES AND CULTURES														
EALC 121/ EALC 231	Introduction to Contemporary China (KU Core)	100	3	Xiao, Hui F	Fall	19	19	0	16	16	0			X
EALC 312	Traditional Japanese Literature in Translation	100	3	Childs, Maggie	Fall				17	17	0			
EALC 316	Modern Japanese Literature in Translation :1868-1945 (KU Core)	100	3	Gerbert, Elaine	Fall				8	8	0			
EALC 317	Contemporary Japanese Literature in Translation:1945-Present (KU Core)	100	3	Gerbert, Elaine	Fall	15	15	0	8	8	0			X
EALC 318/ EALC 590	Modern Chinese Literature in Translation	100	3	Xiao, Hui F	Fall	26	21	5	16	16	0			X
EALC 319/ EALC 590	Contemporary Chinese Literature in Translation	100	3	Xiao, Hui F	Spring	14	12	2						
EALC 330/ EALC 530	Chinese Literature and Culture: Premodern Times	100	3	McMahon, Keith	Spring				23	20	3			

APPENDIX 3: COURSE LIST



COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY12-13		AY13-14		TO BE OFFERED	
						TOTAL	UG	G	TOTAL	UG	G
EALC 331	Studies in: People & Culture in Central Asia	100	3	Yakup, Mahire	Spring			5	5	0	
EALC 331	Studies in: The Tale of Genji	100	3	Childs, Maggie	Spring			4	4	0	
EALC 331	Studies in: East Asia Today	100	3	Mizumura, Ayako	Spring			16	16	0	
EALC 331*	Studies in: Chinese and Japanese Calligraphy	100	1	Pan, Yue	Spring						X
EALC 331/ EALC 590	Studies in: Chinese Cinema	100	3	Xiao, Hui F	Spring			15	12	3	
EALC 361/ EALC 561	Colonial Korea	100	3	Yun, Kyoin	Fall			15	13	3	
EALC 362/ EALC 562	Post-Colonial Korea	100	3	Yun, Kyoin	Spring			13	12	2	
EALC 410	The Culture of Play in Japan	100	3	Gerbert, Elaine	Fall						X
EALC 415/ EALC 615	Ancient China	100	3	Williams, Crispin	Fall/Spring	23	21	1	15	14	1
EALC 498	Directed Readings in East Asian Languages and Cultures (KU Core)	100	1 to 4	Childs, Maggie; Gerbert, Elaine	Fall/Spring	2	2	0	1	1	0
EALC 499	Honors Thesis (KU Core)	100	3	Childs, Maggie; Yun, Kyoin	Fall		2	2	0		X
EALC 518	Modern Chinese Fiction & Film	100		Xiao, Hui F	Fall						X
EALC 520/ EALC 590	Entrepreneurship in East Asia	100	3	Schneiderwind, John David; Childs, Maggie	Summer	15	15	0			X
EALC 575	Love, Sex & Gender in Japanese Literature	100	3	Childs, Maggie	Fall	28	27	1			X
EALC 590/ EALC 790	Topics in East Asian Languages and Cultures: Modern Korean Culture&Society	100	3	Yun, Kyoin	Fall	11	10	1			
EALC 590/ EALC 790	Topics in East Asian Languages and Cultures: Topics in Chinese Literature & Culture	100	3	McMahon, Keith	Fall	12	5	7			
EALC 590/ EALC 790	Topics in East Asian Languages and Cultures: Ethnography of South Korea	100	3	Yun, Kyoin	Spring	7	6	1	3	0	3
EALC 590	Topics in East Asian Languages and Cultures: Traditional Japanese Literature in Translation	100	3	Childs, Maggie	Fall			2	0	2	

APPENDIX 3: COURSE LIST

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY 12-13			AY 13-14			SU 14 15	
						TOTAL	UG	G	TOTAL	UG	G	TO BE OFFERED	
EALC 590/ EALC 790	Topics in East Asian Languages and Cultures: East Asia in Global Context	100	3	Mizumura, Ayako	Fall				7	4	3		
EALC 590	Topics in East Asian Languages and Cultures: Contemporary South Korea Ethnographic Texts	100	3	Yun, Kyoim	Fall								X
EALC 590/ EALC 790	Topics in East Asian Languages and Cultures: Contemporary East Asia	100	3	Mizumura, Ayako	Fall	7	0	7					X
EALC 701	Practicum in Teaching Chinese	100	1	Li, Yan	Spring				4	0	4		
EALC 702	Practicum in Teaching Japanese	100	1	Mitsugi, Sanako	Spring				5		5		
EALC 703	Practicum in Teaching Korean	100	1	Yun, Kyoim	Spring				4		4		
EALC 717	Contemporary Japanese Literature in Translation: 1945-Present	100	3	Gerbert, Elaine	Fall	2	0	2					
EALC 747	East Asian History & Culture for Teachers	100	2	Hope, Nancy Francesca; Greene, J. Megan	Spring	1	0	1	10	0	10		
EALC 801	Directed Readings	100	1 to 5	Yun, Kyoim; Xiao, Hui F; Williams, Crispin; Mitsugi Sanako; Kennedy, John	Fall/Spring	2	0	2	2	0	2		X
EALC 899	Thesis	100	1 to 6	Gerbert, Elaine; Megan Green, John Kennedy, Kyoim Yun	Fall/Spring/Summer	12	0	12	10	0	10		X
EASTERN CIVILIZATIONS													
ECIV 104	Eastern Civilizations (KU Core)	100	3	Kamysheva, Margarita Vladimirovna, Mizumura, Ayako; Brandes, Julia; Kauffman, Andrew M	Fall/Spring	210	210	0	187	187	0		X
ECIV 304	Eastern Civilizations (KU Core)	100	3	Mizumura, Ayako	Fall/Spring	81	81	0	70	70	0		
ECIV 305	Eastern Civilizations Honors (KU Core)	100	3	Peterson, Deborah; Miller, Alexandra Joy Elaine	Fall/Spring	11	11	0	10	10	0		X
ECONOMICS													
ECON 586	Economic Issues in China	100	3	Xu, Guangjian	Spring	22	21	1	40	36	4		
ECON 604	International Trade	25	3	Comolli, Paul M.	Fall/Spring				36	36			X
ECON 605	International Finance	25	3	Teney, Alexander C	Fall/Spring	37	37	0	35	35			X
ECON 750	Theory of International Finance	25	2 to 3	Iwata, Shigeru	Fall				9	1	8		

APPENDIX 3: COURSE LIST



COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY 12-13		AY 13-14		SU	AY 14	TO BE OFFERED
						TOTAL	UG	TOTAL	UG	14	15	
ECON 850	Advanced Theory of International Finance	25	3	Iwata, Shigeru	Spring			7	0	7		
EDUCATIONAL LEADERSHIP AND POLICY STUDIES												
ELPS 998	Seminar in: Educational Issues from a Global Perspective	25	3	Kim, Dongbin	Spring			8	0	8		
ENVIRONMENTAL STUDIES												
EVRN 140	Global Environment I	25	3	Brown, Chris	Fall							X
FILM & MEDIA STUDIES												
FMS 315/715/ EALC 315	Survey of Japanese Film (KU Core)	100	3	Baskett, Michael	Fall			33	30	3		
FMS 541/ FMS 841/ EALC 541	Asian Film (KU Core)	100	3	Baskett, Michael	Spring			32	31	1		X
FMS 543/ EALC 543/ FMS 743	Contemporary Japanese Film (KU Core)	100	3	Baskett, Michael	Fall			31	29	2		X
FINANCE												
FIN 420/735	International Finance	25	3	Anderson, Christopher William	Fall/Spring	114	114	0	78	66	12	X
FIN 450	Applied Portfolio Mngmnt, Hrs (Taught with an emphasis on international investing by a faculty member who specializes in Chinese Business.)		4	Shenoy, Catherine	Spring	16	16	0				
GEOGRAPHY												
GEOG 358	Principles of Geographic Information Systems (Instructor incorporates East Asia material, as this is his area of research)		4	Li, Xingong	Fall	19	19	0	24	23	1	X
GEOG 396	China's Geographies (KU Core)	100	3	Cheong, So-Min	Fall							X
GEOG 571	Topics in Cultural Geography: East Asia	100	3	Cheong, So-Min	Fall			5	4	1		

APPENDIX 3: COURSE LIST



COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY 12-13			AY 13-14			AY 14			
						TOTAL	UG	G	TOTAL	UG	G	SU 14	AY 15		
TO BE OFFERED															
GEOG 601/801	Indigenous Peoples of the World	25	3	Pearce, Margaret Wickens	Fall										X
GEOLOGY															
GEOL 591	Topics in Geology: Neotectonics (Instructor incorporates East Asia material, because that's where his tectonics research is centered.)	25	3	Taylor, Michael Halford	Fall				2	2					
GEOL 791	Advanced Topics in Geology: Neotectonics (see above).	25	3	Taylor, Michael Halford	Fall				4	0	4				
GEOL 791	Advanced Topics in Geology: Geochemistry & Tectonics (see above).	25	1 to 3	Walker, Doug; Taylor, Michael Halford; Moller, Andreas	Spring/Fall	4	0	4	9	0	9				X
GLOBAL AND INTERNATIONAL STUDIES															
GIST 301	Introduction to Global & International Studies	25	3	Wuthrich, Mike	Fall				33						X
GIST 684	International Law: State & Individual	25	3	O'Brien, Sharon Lynn	Fall				11						X
GIST 701	Approaches to International Studies	25	3	Wuthrich, Mike	Fall				1						X
GIST 702	Globalization	25	3	Hanley, Eric	Fall				0						X
GIST 704	Global Cultures and Societies	25	3	Budd, Darlene Marie	Fall				1						X
GIST 750	Topics in International Studies: Rising Tension in East Asia	100	3	Wert, Hal Elliot	Spring						6				
HEALTH, SPORT AND EXERCISE SCIENCE															
HSES 108	Basic Skill Instruction in: Tae Kwon Do	100	.05 to 2	Laggart, Randy Ames	Fall/Spring	26	24	2	14	13	1				X
HISTORY															
HIST 118	History of East Asia (KU Core)	100	3	Landeck, Melinda Sue	Fall/Spring	120	120		114	114	0			X	
HIST 340	History of the Second World War	50	3	Lewis, Adrian R	Fall				92	92					
HIST 350	The Korean War, 1950-1953	100	3	Lewis, Adrian R	Fall										X
HIST 394/ EALC 331/ HIST 390	Made in China: Chinese Business History	100	3	Greene, J. Megan	Spring	52	52	0							
HIST 397	From Mao to Now: China's Red Revolution (KU Core)	100	3	Greene, J. Megan	Spring						33	33	0		
HIST 398	Introduction to History of Japan: Anime to Zen	100	3	Uchiyama, Benjamin	Fall/Spring				64	64	0				X

APPENDIX 3: COURSE LIST

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY12-13			AY13-14			TO BE OFFERED		
						TOTAL	UG	G	TOTAL	UG	G	14	15	
HIST 399/ EALC 431	The Samurai (KU Core)	100	3	Rath, Eric	Fall/Spring	148	148	0	40	40			X	
HIST 583/ EALC 583	Imperial China	100	3	Dear, Devon	Fall								X	
HIST 584/ EALC 584	Modern China (KU Core)	100	3	Greene, J. Megan	Fall	37	35	2						
HIST 588/ EALC 588	Japan, 1853-1945	100	3	Uchiyama, Benjamin	Fall				13	12	1		X	
HIST 589/ EALC 589	Japan Since 1945	100	3	Uchiyama, Benjamin	Spring				31	18	1		X	
HIST 590/ EALC 590	Cultural History of Korea	100	3	Im, Sooa	Spring	21	29	1	10	10	0			
HIST 591/ EALC 591	Food in History: West and East	50	3	Rath, Eric	Fall	14	12	2						
HIST 603	History of Tibet (KU Core)	100	3	Rath, Eric	Fall								X	
HIST 604/ EALC 590	Contemporary Greater China (KU Core)	100	3	Greene, J. Megan	Fall/Summer	10	10		2	1	1	X		
HIST 605/ EALC 590	Medieval Japan (KU Core)	100	3	Rath, Eric	Spring				10	9	1			
HIST 705/ GIST 705	Globalization in History	25	3	Wert, Hal Elliot	Fall								X	
HIST 800	Readings in: Modern China	100	1 to 8	Greene, J. Megan	Spring				2		2			
HIST 800	Readings in: Korea, Vietnam, & the Cold War	25	1 to 8	Lewis, Adrian R	Spring				1		1			
HIST 999	Doctoral Dissertation	100	1 to 8	Rath, Eric; Greene, J. Megan	Fall/Spring	10	0	10	6	0	6		X	
HISTORY OF ART														
HA 265	Introduction to Asian Art (KU Core)	100	3	McNair, Amy E.; Hogarth, Brian G	Fall	98	97	1	92	89	3		X	

APPENDIX 3: COURSE LIST



COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY 12-13			AY 13-14			AY 14	
						TOTAL	UG	G	TOTAL	UG	G	SU 14	AY 15
HA 267	Art and Culture of Japan (KU Core)	100	3	Miller, Alison Janet	Spring	58	58	0	64	64			
HA 268	Art and Culture of China (KU Core)	100	3	Hogarth, Brian G	Spring				46	46	0		
HA 269/ EALC 331	Art and Culture of Korea (KU Core)	100	3	Stiller, Maya	Fall				20	20			X
HA 468	Art and Culture of China, Hhrs	100	3	McNair, Amy E.	Spring				7	7			
HA 482/ HA 782	Japanese Painting	100	3	Fowler, Sherry D.	Fall	25	21	4					X
HA 503	Japanese Prints	100	3	Kaneko, Maki	Spring	18	16	2	27	20	7		
HA 505	Special Study: City of Tokyo	100	3	Kaneko, Maki	Spring	12	9	3					
HA 539	History of Japanese Buddhist Art	100	3	Fowler, Sherry D.	Fall	19	17	2					
HA 545	Early Chinese Art	100	3	McNair, Amy E.	Fall	23	17	6					
HA 566	Art From 1945-1980:Modern/Post- Modern	25	3	Eldredge, Charles C.	Fall								X
HA 587	Japanese Sculpture	100	3	Fowler, Sherry D.	Spring	14	13	1					
HA 588	Modern and Contemporary Visual Arts in Japan	100	3	Kaneko, Maki	Fall	12	8	4					X
HA 589	Japanese Art Encounters with Europe and the US	100	3	Kaneko, Maki	Spring				9	7	2		
HA 591/EALC 590	Special Study in Asian Art: Korean Buddhist Visual Culture	100	3	Stiller, Maya	Fall				10	7	3		
HA 591	Special Study in Asian Art: Chinese Painting	100	1 to 6	McNair, Amy E.	Fall				8	2	6		
HA 591	Special Study in Asian Art: Medieval Chinese Art	100	1 to 6	McNair, Amy E.	Spring	9	4	5					
HA 600	Biography of a City: Beijing	100	3	Haufler, Marsha Smith	Spring				7	5	2		
HA 706/ EALC 590	Seminar Special Problems in Art History:Korean Ceramics	100	3	Stiller, Maya	Fall/Spring				4		4		X
HA 788	Proseminar in Japanese Art	100	3	Kaneko, Maki	Fall	7	0	7					
HA 789	Proseminar in Chinese Art	100	3	Haufler, Marsha Smith	Spring	1	0	1					
HA 907	Directed Readings in Art	100	1 to 12	Fowler, Sherry D.; Kaneko, Maki; McNair, Amy E.	Fall/Spring	3	0	3					X
HA 982	Seminar in Later Chinese Art: China 1402-1449	100	3	Haufler, Marsha Smith	Spring	3	0	3	4		4		X

APPENDIX 3: COURSE LIST

		AY12-13		AY13-14		SU 14	AY14 15	TO BE OFFERED	
COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	TOTAL UG	TOTAL G		
HA 990	Seminar in Japanese Art:	100	3	Kaneko, Maki; Fowler, Sherry D.	Fall/Spring	7 0 7	2	2	
HA 999	Doctoral Dissertation	100	1 to 12	Fowler, Sherry D.; Kaneko, Maki; McNair, Amy E.	Fall/Spring	9 0 9	12 0 12	X	
INDUSTRIAL DESIGN									
INDD 508	Materials and Processes (Instructor incorporates material related to Mongolia)	25	3	Tveit, May	Fall	26 26 0	19 19 0	X	
INTERNATIONAL BUSINESS									
IBUS 400	Special Topics in International Business: Marketing in a Global Environment	25	3	Joseph, Kissan	Spring		3 3		
IBUS 410	Introduction to International Business	25	3	Chi, Tailan; Kim, Minyoung	Fall/Spring	99 99 0	139 139 0	X	
IBUS 425/	Business in China	100	3	Chi, Tailan	Spring	29 25 4	28 22 6		
IBUS 720	Comparative & Cross-Cultural Management	25	3	Karney, Dennis F.; Galindau, Daniel R	Fall/Spring	37 33 4	14 14	X	
IBUS 480	International Management (KU Core)	25	3	Galindau, Daniel R; Cheng, Zheng ; Oh, Wonyong	Fall/Spring	98 98 0		X	
IBUS 701/	International Business	25	2	Birch, Melissa H.; Morrison, Jimmy; Kim, Minyoung	Fall/Spring	89 0 89	91	91	
IBUS 820	International Business Strategy	25	2	Bendapudi, Venkata Ramana	Fall/Spring	43 0 89	23	23	
IBUS 702/									
IBUS 730									
IBUS 740	IBUS 740: Graduate Seminar in Business: China: Strategies for Entry and Operation. (Study Abroad)	100	2	Zhao, Zheng	Summer			X	
INDIGENOUS STUDIES									
ISP 601/801	Indigenous Peoples of the World	25	3	Pearce, Margaret Wickens	Fall	2		X	
JOURNALISM									
JOUR 534	Diversity in the Media	25	3	Lee, Tien-Tsung	Fall/Spring		28 28 0		
JOUR 590	International Journalism (KU Core)	25	3	Oates, William Robert	Fall/Spring		67 67 0	X	
JOUR 613	International Strategic Communications	25	3	Chen, Yi-Chun; Basow, Robert R.	Fall	23	29 25 4	X	

APPENDIX 3: COURSE LIST



COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY 12-13			AY 13-14			AY 14			
						TOTAL	UG	G	TOTAL	UG	G	SU 14	AY 15		
TO BE OFFERED															
LAW															
LAW 841	Chinese Law	100	2 to 3	Ho, Virginia E Harper	Spring	4	4								
LAW 864	Advanced International Trade Law	25	3	Bhala, Raj	Spring	10	10		13						
LAW 932	International Human Rights Law	25	3	Gottlieb, David J.	Fall	12			11						
LAW 944	International Trade Law	25	3	Bhala, Raj	Fall	18			19						X
LAW 945	International Commerce & Investment	25	3	Head, John W.	Fall	21			21						X
LAW 974	Public International Law	25	2.5 to 3	Head, John W.	Spring/Fall	16			18						X
LINGUISTICS															
LING 107	Introductory Linguistics, Honors (Taught by East Asia specialists who incorporate elements of their research)	25	3	Zhang, Jie; Gabriele, Alison	Fall	9	9	0	18	18	0				
LING 177	First Year Seminar: Beyond English: Is One Language Enough? (Taught by East Asia specialist)	25	3	Gabriele, Alison	Fall	11	11	0							X
LING 312	Introduction to Phonology (Taught by East Asia specialist)	25	3	Zhang, Jie	Spring	40	40	0							
LING 314	Phonological Theory I (Taught by East Asia specialist)	25	3	Zhang, Jie	Fall	15	15	0							
LING 415/715	Second Language Acquisition (Taught by East Asia specialist)	25	3	Gabriele, Alison	Spring				23						
LING 416/716	Second Language Acquisition II (Taught by East Asia specialist)	25	3	Gabriele, Alison	Fall/Spring	1	1	0	3	3	0				
LING 570/EALC 570	The Structure of Japanese	100	3	Minai, Utako	Spring	6	4	2	6	5	1				X
LING 572	The Structure of Chinese	100	3	Zhang, Jie	Fall										X
LING 851	Research in Acquisition and Processing	25	3	Fiorentino, Robert	Fall/Spring	8	0	8							X
MANAGEMENT															
MGMT 434	International Human Resource Management	25	3	Bendapudi, Venkata Ramana	Spring	30	29	1							
MGMT 498	Business Policy and Strategy (Taught by China Specialist)	25	3	Zhao, Zheng	Fall/Spring	57	0	57	80	80	0				X

APPENDIX 3: COURSE LIST

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY12-13		AY13-14		SU		
						TOTAL	UG	G	TOTAL	UG	G	14
											TO BE OFFERED	
MGMT 725	Strategic Management: Technological Innovation (Taught by China Specialist whose research focuses on innovation through alternative business models in Asia.)	25	2	Zhao, Zheng	Fall/Spring	23	0	23	20	0	20	X
MGMT 741	International Human Resource Management	25	2	Bendapudi, Venkata Ramana	Spring				7	0	7	
MUSIC												
MUSC 308	Music in East Asia (KU Core)	100	3	Wong, Kety	Fall							X
MUSC 560	Music in World Cultures (KU Core)	25	3	Wong, Kety	Spring				28	28	0	
NURSING												
NRSNG 826	Global Perspective and Diversity in Health Care	25	2	Domian, Elaine	Fall	20	0	20	23	0	23	X
POLITICAL SCIENCE												
POLS 170	Introduction to International Politics (KU Core)	25	3	Arwine, Alan Troy	Fall/Spring	256	256	0	220	220	0	X
POLS 370	Contemporary Issues in International Politics	25	3	Arwine, Alan Troy	Spring				29	29		
POLS 565	Political Change in Asia	100	3	Yoon, Jiso	Fall				3	3		
POLS 629	Topics in Public Policy: Comparative Public Policy	25	3	Yoon, Jiso	Fall	12	11	1				
POLS 656/ EALC 656	Governments & Politics East Asia (KU Core)	100	3	Yoon, Jiso	Fall	13	11	2	11	10	1	X
EALC 676/ POLS 676	International Relations of Asia	100	3	Yoon, Jiso	Fall							X
POLS 668/ EALC 585	Reform in Contemporary China (KU Core)	100	3	Kennedy, John James	Fall/Spring	46	44	2	42	37	5	X
POLS 672/ SOC 873/ POLS 973	International Political Economy	25	3	Arwine, Alan Troy	Fall/Spring	24	23	1	21	20	1	X
POLS 673	International Organization	25	3	Arwine, Alan Troy	Spring				22	22		
POLS 678/ EALC 678 /GIST 750	Chinese Foreign Policy	100	3	Kennedy, John James	Fall	14	0	14	24	8	16	X

APPENDIX 3: COURSE LIST



COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY 12-13			AY 13-14			AY 14		
						TOTAL	UG	G	TOTAL	UG	G	14	15	TO BE OFFERED
POLS 684	International Law: State & Individual	25	3	O'Brien, Sharon Lynn	Fall	20	19	1						X
POLS 685	International Law: Laws of Armed Conflict	25	3	O'Brien, Sharon Lynn	Spring				15	15				
POLS 689	Topics in International Relations: Conflict Analysis & Resolution	25	2 to 3	Rosler, Nimrod	Fall				4	1	3			X
POLS 851	Comparative Institutions & Government	25	3	Kennedy, John James	Spring	11		11						
POLS 870	International Relations	25	3	Avdan, Nazli	Fall									X
POLS 972	Theories of International Conflict	25	3	Avdan, Nazli	Fall				14	14				
POLS 980	International Organizations	25	3	Omelicheva, Mariya Y	Spring				10	10				
PRINTMAKING														
PRNT 300	Special Topics in Printmaking: Japanese Woodblock	100	3	Nam, Yoonmi	Fall	4	4		8	8				
PRNT 500	Advanced Special Topics in Printmaking: Japanese Woodblock	100	1 to 4	Nam, Yoonmi	Fall	1		1	1	1				
PRNT 599	Individual Studies in Printmaking (Instructor specializes in Japanese printmaking)	100	1	Nam, Yoonmi	Summer	0								X
PUBLIC ADMINISTRATION														
PUAD 694	Topics in Public Administration: Sustaining Competitiveness in South Korea (Study Abroad)	100	3	Ho, Alfred Tat-Kei	Spring				9	6	3			
RELIGION														
REL 106/ EALC 105	Living Religions of the East (KU Core)	100	3	Lindsey, William Robert	Fall/Spring	300	300	0	92	92				X
REL 108/ EALC 108	Living Religions of East, Honors (KU Core)	100	3	Stainton, Hamsa	Spring	19	19	0						
REL 508/ EALC 508	Religion in China (KU Core)	100	3	Stevenson, Daniel B.	Fall				23	21	2			
REL 509/ EALC 509	Religion in Japan (KU Core)	100	3	Lindsey, William Robert	Fall	33	32	1						
REL 510/ EALC 590	Religion in Korea (KU Core)	100	3	Lindsey, William Robert	Fall									X

APPENDIX 3: COURSE LIST

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	SEMESTER	AY12-13		AY13-14		SU 14	AY14 15	TO BE OFFERED
						TOTAL	UG	G	TOTAL			
REL 776/ EALC 776	Seminar in Religion & Society in Asia: Buddhism & Popular Culture in China	100	3	Stevenson, Daniel B.	Spring	5	0	5				
REL 800	Directed Readings in Religion (Instructor specializes in East Asia.)	100	1 to 4	Lindsey, William Robert; Stevenson, Daniel B.	Fall/Spring	5	.	5				X
SOCIOLOGY												
SOC 524	Sociology of the Economy (Instructor specializes in East Asia)	25	3	Kim, Changhwan	Fall							X
SOC 600/ EALC 776/ EALC 331/ Japan	Sociological Perspectives: Minorities in Japan	100	3	Mizumura, Ayako	Spring				4	1	3	
SOC 600/ SOC 780	Sociological Perspectives: Sociology of Asian Americans	50	3	Chong, Kelly Haesung	Spring	7	5	2				
SOC 722	Sociology of Gender (Instructor is an East Asianist)	25	3	Chong, Kelly Haesung	Fall	10	0	10				X
SOC 899	Thesis	100	1 to 6	Chong, Kelly Haesung	Fall	1	0	1				X
SOCIAL WELFARE												
SW 560	Topics in Social Welfare: International Social Work: Korea (Study Abroad)	100	3	Lee, Karen	Summer							X
SW 855	Graduate Studies: International Social Work: Korea (Study Abroad)	100	3	Lee, Karen	Summer							X
SW 990	Graduate Research (Taught by East Asia Specialist)	100	1 to 9	Canda, Edward	Fall/Spring	7		7				X
SW 955	Doctoral Studies: International Social Work: Korea (Study Abroad)	100	3	Lee, Karen	Summer							X
WOMEN GENDER AND SEXUALITY STUDIES												
WGSS 701/ SOC 780/ ANTH 775	Seminar in: Gender, Modernity and Development in East Asia	100	3	Chong, Kelly Haesung; Takeyama, Akiko	Spring				3		3	



APPENDIX 4

**PROJECT PERFORMANCE
MEASURES**

APPENDIX 4. Performance Measures



1. Project Goal Statement: Increase capacity in East Asian area studies and languages in K-12 schools and teacher training programs in the Great Plains by 10%										
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 K-12 students reached by CEAS outreach events, materials, and curriculum.	<p>A.1 Create after-school programs and language enrichment activities for children in high-poverty school districts</p> <p>A.2 Host High School World Fair for middle and high school students to learn about world cultures and languages</p> <p>A.3 Expand video resources on CEAS website, “virtual visits” to remote schools</p> <p>A.4 Host East Asian LitFest for middle school students and teachers</p>									

APPENDIX 4. Performance Measures



1. Project Goal Statement: Increase capacity in East Asian area studies and languages in K-12 schools and teacher training programs in the Great Plains by 10%.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Increase by 10% the number of School of Education graduates enrolling in East Asian studies courses	<p>B.1 Partner with School of School of Ed. instructors to incorporate East Asia into their coursework</p> <p>B.2 Work with and incentivize students (future teachers) interested in incorporating East Asia into their lesson plans.</p> <p>B.3 Host an annual workshop specifically designed for Ed. students on ways to add East Asia across curriculum.</p>								

APPENDIX 4. Performance Measures



1. Project Goal Statement: Increase capacity in East Asian area studies and languages in K-12 schools and teacher training programs in the Great Plains by 10%										
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
C) Increase by 10% the number of educators participating in teacher-training workshops	C.1 Review and update all teacher training outreach materials to increase participation and material use C.2 Host summer Language and Culture Institute for K-12 teachers on intensive EA language learning and ESL issues C.3 Increase recruitment of local and regional educators in under-represented communities to expand CEAS reach									

APPENDIX 4. Performance Measures

1. Project Goal Statement: Work with regional community colleges and MSIs to enrich East Asian area studies and language study.

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase the number of community college and/or MSI partnerships by 1 per year.	A.1 Convene Kansas Global Competence Taskforce with state universities and community colleges to assess state of global education throughout the state of Kansas A.2 Host Kansas City and Wichita Area Curriculum Development Workshops for development of EA curriculum in CCs and MSIs level. A.3 Partner with Johnson County Community College on Yearly Curriculum Development Series								

APPENDIX 4. Performance Measures



1. Project Goal Statement: Work with regional community colleges and MSIs to enrich East Asian area studies and language study.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Increase by 10% the number of community college/MSI faculty partnering with CEAS affiliated faculty	<p>B.1 Create comprehensive outreach program for recruiting community college/MSI faculty to participate in joint ventures with CEAS faculty and staff</p> <p>B.2 Co-sponsor a study-tour for CC/MSI faculty to Japan with the Japan Studies Association</p> <p>B.3 Include Community College/MSI faculty in EA research clusters</p>								

APPENDIX 4. Performance Measures



1. Project Goal Statement: Work with regional community colleges and MSIs to enrich East Asian area studies and language study.

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
C) Increase by 10% the number of community college/MSI students reached by CEAS materials and resources	C.1 Increase partnership with community college/MSI faculty to develop AS, language, and advising materials for use at the community college level C.2 Develop online resources and open access materials targeted at extending existing resources available to community college/MSI students					BL	T1	T2	T3	T4

APPENDIX 4. Performance Measures



1. Project Goal Statement: Increase the use of KU East Asian language and area studies resources by KU students, faculty, and the broader community by 10%.									
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 attendees to CEAS and NRC sponsored outreach events	<p>A.1 Increase CEAS visibility at annual state language and social studies conferences</p> <p>A.2 Expand CEAS social media presence and event marketing through traditional and developing media routes</p> <p>A.3 Increase in the number of sponsored and co-sponsored outreach events in both the local and regional communities</p>								

APPENDIX 4. Performance Measures

1. Project Goal Statement: Increase the use of KU East Asian language and area studies resources by KU students, faculty, and the broader community by 10%.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B) Increase by 10% the number of web resources available through the CEAS and partner websites.	B.1 Increase open-access materials in all EA languages B.2 Expand video resources on CEAS website for remote access to EA materials B.3 Create network of links to partner websites for site visitors to increase breadth of EA online resources								