THE OHIO STATE UNIVERSITY

East Asian Studies Center

Comprehensive National Resource Center & Foreign Language and Area Studies Fellowships

Proposal
2014-2018

TABLE OF CONTENTS

A. FEDERAL FORMS

Application for Federal Assistance (SF 424)
Supplemental Information Form
Assurances, Certifications, and Disclosures
World Area Selection Sheet
FLAS Approved Language List

B. ABSTRACT

C. ACRONYMS GUIDE

D. NARRATIVE

Criterion 1: Commitment to the Subject Area D-1
Table 1: New Faculty Hires, 2012-13 ..... D-1
Table 2: Institutional Commitment to East Asian Studies, 2012-13 ..... D-2
Criterion 2: Quality of Curriculum Design D-4
Table 3: EA-Related Undergraduate Degrees Conferred, 2012-13 ..... D-5
Table 4: EA Program Graduates, 2012-13 ..... D-5
Table 5: Undergraduate Degree Programs in EA Studies, 2012-13 ..... D-6
Table 6: EA-Related PhDs Produced, 2010-13 ..... D-7
Table 7: Graduate Disciplinary EA Programs, 2012-13 ..... D-8
Table 8: Programs in Professional Fields, 2012-13 ..... D-9
Table 9: Select Formal EA Study Abroad Programs at OSU D-11
Criterion 3: Non-Language Instructional Program D-12
Table 10: Area Studies Disciplines and Course Levels, 2012-13 ..... D-13
Table 11: Select Interdisciplinary Course Offerings D-15
Criterion 4: Quality of Language Program D-16
Table 12: Levels and Formats of Chinese, Japanese, and Korean D-17
Table 13: Language Enrollments, 2010-13 ..... D-18
Table 14: Enrollments by Level, 2012-13 ..... D-19
Table 15: Courses in the ACLC MA Program D-19
Table 16: OSU's EA Language Proficiency Guidelines D-22
Criterion 5: Strength of the Library D-23
Table 17: East Asian Language Holdings at OSU, 2013 ..... D-23
Criterion 6: Quality of Staff Resources D-24
Table 18: Organization of EASC D-25
Table 19: Select Faculty and Staff Professional Development Opportunities D-27
Criterion 7: Outreach Activities D-29
Table 20: EASC's Regional and National K-12 Impact, 2010-13 ..... D-30
Table 21: EASC's Postsecondary Impact, 2010-13 ..... D-31
Table 22: EASC Lecture Series Themes, 2010-13 ..... D-32
Table 23: Conferences in 2010-13 and 2014-18 ..... D-32
Criterion 8: Program Planning and Budget D-33
Table 24: Long-Term Impact D-38

Criterion 9: Impact and Evaluation D-38
Table 25: University Impact, 2010-13 ..... D-39
Table 26: Community Impact, 2010-13 ..... D-39
Table 27: Select National Impact, 2010-13 ..... D-40
Table 28: Demographics of OSU C/J/K Language Learners, 2012-13 ..... D-41
Table 29: Select Evaluation Plan, 2014-18 ..... D-43
Table 30: Select OSU EA MA and PhD Placement, 2010-13 ..... D-45
Table 31: FLAS Fellow Usage of Skills/Expertise D-47
Criterion 10: FLAS Awardee Selection Procedures D-47
Criterion 11: Competitive Priorities D-50

E. APPENDIX I: Budget
ED Form No. 524 (Budget Information)
National Resource Center Proposed Budget (2014-18) E-1
FLAS Proposed Budget (2014-18) E-7

F. APPENDIX II: Profiles of Project Personnel
Index F-1
Profiles F-4

G. APPENDIX III: Course List
Area Studies Course List G-1
Language Course List G-18

H. APPENDIX IV: Performance Measure Forms

I. LETTERS OF SUPPORT
Letter 1: Dr. Jennifer Nardone, humanities instructor, Columbus State Community College
Letter 2: Dr. Tinaz Pavri, professor of political science and director of the Asian Studies Program, Spelman College
Letter 3: Dr. Francis Troyan, assistant professor of foreign and second language education, The Ohio State University

J. INFORMATION REQUIREMENTS
Diverse Perspectives in Funded Activities J-1
Areas of National Need J-2

K. GEPA Statement

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section A: Federal Forms

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify)
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
	NA

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
NA	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:
	NA

8. APPLICANT INFORMATION:

* a. Legal Name:	The Ohio State University

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
31 6025986	83-212-7323

d. Address:

* Street1:	1960 Kenny Road
Street2:	Office of Sponsored Programs
* City:	Columbus
County:	Franklin
* State:	OH
Province:	
* Country:	USA
* Zip / Postal Code:	43210-1016

e. Organizational Unit:

Department Name:	Division Name:
Office of International Affairs	

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

Prefix:	Dr.	* First Name:	Etsuyo
Middle Name:			
* Last Name:	Yuasa		
Suffix:			

Title:	Director, East Asian Studies Center
Organizational Affiliation:	The Ohio State University

* Telephone Number:	(614) 688-4253	Fax Number:	(614) 247-6454
* Email:	yuasa.1@osu.edu		

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

I. State Controlled Institution of Higher Learning

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

8 4 0 1 5

CFDA Title:

84.015A National Resource Centers Program and 84.015B Foreign Language & Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 & ED-GRANTS-053014-002

* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

NA

Title:

NA

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

NA

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

The Ohio State University East Asian Studies Center Proposal for Comprehensive National Resource Center and Foreign Language and Studies Fellowships

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: OH-003 * b. Program/Project: NA

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

17. Proposed Project:

* a. Start Date: 08/15/2014 * b. End Date: 08/14/2018

18. Estimated Funding ($):

* a. Federal	631,500.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	631,500.00

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

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

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

☐ Yes ☒ No If "Yes", provide explanation and attach.

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

☒ **** I AGREE**

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

Authorized Representative:

Prefix: * First Name: Christine

Middle Name: E

* Last Name: Hamble

Suffix:

* Title: Assistant Director, Grants & Contracts

* Telephone Number: (614) 688-8734 Fax Number: (614) 292-4315

* Email: hamble.3@osu.edu

* Signature of Authorized Representative: Christine Hamble * Date Signed: 6-16-14

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Etsuyo		Yuasa	

Address:

* Street1: 314 Oxlev Hall

Street2: 1712 Neil Avenue

* City: Columbus

County: Franklin

* State: OH * Zip Code: 43210 Country: USA

* Phone Number (give area code): 614-688-4253

Fax Number (give area code): 614-247-6454

* Email Address: Yuasa.1@osu.edu

2. Novice Applicant:

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

☐ Yes ☒ No ☐ Not Applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

OMB Number: 4040-0007
Expiration Date: 06/30/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Christie Hamblet	Assistant Director, Grants & Contracts
APPLICANT ORGANIZATION	DATE SUBMITTED
The Ohio State University	6-3-14

Standard Form 424B (Rev. 7-97) Back

Close Form | Print Page | About

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

The Ohio State University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Christine | Middle Name:

* Last Name: Hamble | Suffix: | * Title: Asst Director, Grants & Contracts

* SIGNATURE: Christine Hamble | * DATE: 6-3-14

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

*Name: The Ohio State University

*Street 1: 1960 Kenny Road Street 2:

*City: Columbus State: OH Zip: 43210

Congressional District, if known: OH-003

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
US Department of Education

7. * Federal Program Name/Description:
National Resource Centers Program & FLAS

CFDA Number, *if applicable:* 84.015A and 84.015B

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix *First Name: Not applicable Middle Name

*Last Name: Not applicable Suffix

*Street 1 Street 2

*City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix *First Name: Not applicable Middle Name

*Last Name: Not applicable Suffix

*Street 1 Street 2

*City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*Signature: Christine Hamble

*Name: Prefix *First Name: Christine Middle Name

*Last Name: Hamble Suffix

Title: Asst Director, Grants & Contracts Telephone No.: 614-688-8734 Date: 6-3-14

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017

Africa	
Canada	
East Asia	X
International	
Latin America & Caribbean	
Middle East	
Pacific Islands	
Russia / Eastern Europe / Eurasia	
South Asia	
Southeast Asia	
Western Europe / Europe	
Other (specify) _____	

APPLICATION TYPE

Comprehensive NRC and FLAS	X
Undergraduate NRC and FLAS	
Comprehensive NRC only	
Undergraduate NRC only	
FLAS only	

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

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section B: Abstract

Abstract

Since the founding of the East Asian Studies Center (EASC) in 1969, The Ohio State University (OSU) has grown into one of the largest East Asian (EA) programs nationwide. Collaborations with a host of units at OSU (e.g., Department of East Asian Languages and Literatures [DEALL], National East Asian Language Resource Center, Center for International Business and Education Research, College of Education and Human Ecology) as well as across the State of Ohio and beyond allow EASC to effectively address its mission of training undergraduate, graduate, and professional students at OSU and of promoting EA knowledge among K-16 teachers and students as well as among military, government, and business sectors and the general public in the Midwest and the nation.

Supported by an institutional commitment of $9.7 million, EASC will spearhead the implementation of carefully developed projects that address the mission of the Title VI program. (1) EASC will host the one-week Intensive Global Teacher Training, OPI workshops, US-EA Relations Teacher Training, and discipline-specific teacher workshops in conjunction with EA faculty-led conferences to meet the NRC Absolute Priority. (2) EASC proposes significant and sustained collaborative activities with community colleges (Columbus State Community College and Lakeland Community College) and Minority-Serving Institutions (Spelman, Central State, Wilberforce) to address NRC Competitive Priority 1. (3) EASC collaborates with OSU's College of Education to incorporate EA dimensions into their teaching methods courses as well as to host the aforementioned Intensive Global Teacher Seminar and OPI workshops (NRC Competitive Priority 2). Furthermore, EASC will (4) expand domain-specific advanced-level EA language instruction (GPRA Measure 3); (5) create 7 new EA programs (GPRA Measure 4); (6) promote EA knowledge and expertise by supporting EA courses, conferences, lecture series, culture events, and professionalization workshops; and (7) utilize evidence-based evaluation and planning for long-term innovation.

EASC's strong performance demonstrates its capability for and continued commitment to success during the next cycle. OSU currently has 73 EA specialists (59 full-time faculty and 14 instructional staff) and offers 98 EA language and 370 EA area studies courses with enrollment of over 15,000 annually. EASC's Interdisciplinary East Asian Studies MA program has the most rigorous requirements among comparable programs at other Title VI institutions and has placed students in government, nonprofit, business, and education sectors. DEALL is one of the largest departments of its kind and offers undergraduate and graduate degrees, including MA and PhD concentrations in pedagogy and a nationally unique all-Chinese MA in Advanced Chinese Language and Culture. Many other degree programs, both at the undergraduate and graduate level, also allow concentrations on East Asia. In 2012-13 alone, over 126 EA-focused graduate students were enrolled in 18 programs, 123 undergraduates completed a major or minor in C/J/K or EA Studies, and over 538 of the students who graduated with a BA/MA/PhD degree that year had taken at least 4 or more EA-related courses. In addition to 37 study abroad programs in East Asia, students can combine language training and work experience through numerous EA-based internship programs.

In 2010-13, EASC K-12-focused seminars and workshops trained 1,527 teachers, and K-12 events reached over 16,763 students. At the postsecondary level, 363 events generated an audience of over 79,493. Similarly, over 294,317 members of the general public attended EASC functions. During the next cycle, EASC is confident that our new projects will significantly develop and maintain a national capacity in EA languages and area studies in keeping with the NRC mission and with OSU's strategic internationalization goals.

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section C: Acronyms Guide

ACRONYMS GUIDE
(in alphabetical order)

ACRONYM	FULL TITLE
AATJ	American Association of Teachers of Japanese
ACLC	Advanced Chinese Language and Culture
ACTFL	American Council on the Teaching of Foreign Languages
AEDECON	Agricultural, Environmental and Development Economics
AJLC	Advanced Japanese Language and Culture
ASC	Area Studies Center
AY	academic year
CAS	College of Arts and Sciences
CCWA	Columbus Council on World Affairs
C/J/K	Chinese/Japanese/Korean
CSCC	Columbus State Community College
CESSI	Central Eurasian Studies Summer Institute
CIBER	Center for International Business and Education Research
CIC	Committee on Institutional Cooperation
CLLC	Center for Languages, Literatures, and Cultures
CSEES	Center for Slavic and East European Studies
DEALL	Department of East Asian Languages and Literatures
EA	East Asia or East Asian
EASC	East Asian Studies Center
FAFSA	Free Application for Federal Student Aid
G	graduate
GISCCS	Graduate Interdisciplinary Specialization in Chinese Cultural Studies
GTA	Graduate Teaching Associate
HBCU	historically black colleges and universities
ICS	Institute for Chinese Studies
IEAS	Interdisciplinary East Asian Studies
IJS	Institute for Japanese Studies
IKS	Institute for Korean Studies
JASCO	Japan-America Society of Central Ohio
LCTL	Less-Commonly-Taught Language
MESC	Middle East Studies Center
MSI	minority-serving institutions
NEALRC	National East Asian Language Resource Center
OATC	Ohio Association of Teachers of Chinese
OATJ	Ohio Association of Teachers of Japanese
ODE	Ohio Department of Education
ODS	Office for Disability Services
OIA	Office of International Affairs
OPI	Oral Proficiency Interview
OSU	The Ohio State University
OSUL	Ohio State University Libraries
PRC	People's Republic of China
SPEAC	Summer Programs in East Asian Concentration
STEM	science, technology, engineering, and mathematics
SWSEEL	Summer Workshop in Slavic, East European, and Central Asian Languages
UG	undergraduate
UISP	Undergraduate International Studies Program
USDE	US Department of Education

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section D: Narrative

CRITERION 1: COMMITMENT TO SUBJECT AREA

1.A.1. INSTITUTIONAL SUPPORT FOR EAST ASIAN STUDIES: The Ohio State University (OSU) is one of the largest land-grant institutions in the US and has shown a significant commitment to providing affordable and equitable quality instruction of East Asian (EA) languages and area studies as well as to promoting EA studies in Ohio and the nation. After OSU established the East Asian Studies Center (EASC) in 1969, the Center received status as a FLAS-granting center in 1972 and as a comprehensive NRC in 1981. In response to these achievements, the Ohio Board of Regents' Academic Challenge Program recognized EASC as a Center of Excellence in 1986 and has annually contributed more than $120,000 to EASC's operating budget. Presently, EASC and its constituent units, the Institute for Chinese Studies (ICS), the Institute for Japanese Studies (IJS), and the Institute for Korean Studies (IKS), are led by 4 faculty directors and staffed by 4 assistant directors. To train students for interdisciplinary study and professional careers that require East Asia expertise, the Interdisciplinary East Asian Studies (IEAS) MA Program, which is housed in EASC, was inaugurated in 2005. OSU also supports other major EA-related units that partner with EASC, such as the Department of East Asian Languages and Literatures (DEALL, 1962), which is one of the largest departments of its kind in the US, the National East Asian Language Resource Center (NEALRC, 1993), and the Center for International Business and Education Research (CIBER, 1995).

Currently, there are 59 faculty and 14 instructional staff who work on EA studies in 23 departments and professionals schools (see F: Profiles). OSU's continuing commitment to EA studies is evidenced by the hire of 4 new EA faculty members in 2012-2013 (see Table 1). Since data for 2013-2014 are incomplete as of June 2014, single-year data from 2012-2013 and multiple-year data from 2010-2011/2011-2012/2012-2013 are provided throughout the proposal. In 2012-2013, OSU provided a total of $9,760,902 for EA faculty and instructional staff salary and benefits, student support, EA operations and administration, EA outreach, and EA library

TABLE 1: New Faculty Hires, 2012-2013

NAME	SPECIALIZATION
Meiyu Hsieh	Chinese history
Namiko Kunimoto	Japanese art history
Max Woodworth	Urban Chinese geography
Kerim Yasar	Japanese literature and film

(see Table 2), which was an increase of 13% from $8,662,675 in 2008-09. Thus, OSU is committed to provide continued and ample support for EASC to complete the projects proposed in Criterion 8.

EASC is housed in the Office of International Affairs (OIA), which is the recipient of the 2014 Senator Paul Simon Award for Comprehensive Internationalization for overall excellence in internationalization efforts. OIA operates with an annual university commitment of $7.8 million to spearhead the university's internationalization and collaborations across campus and community. OIA supports EASC through its shared Business Operations and Communications offices and connects EASC with other international units, such as other Title VI-supported Area Studies Centers (ASC), International Students and Scholars, Study Abroad, Mershon Center for International Security Studies, and Global Gateway Initiatives. OIA also provides partial support for a shared assessment manager (60% salary support in 2010-2014; to be increased to 80% salary support in 2014-2018) and ASCs' database for evaluation and tracking ($18,000 initial investment and $4,000 for new contracts).

TABLE 2: Institutional Commitment to East Asian Studies, 2012-2013

FACULTY & INSTRUCTIONAL STAFF	
EA Area Studies Faculty	$2,762,653
EA Language Faculty	$881,763
Other EA Instructional Staff	$621,561
OIA Grants to EA Faculty	$36,300
Subtotal	**$4,302,276**
EA STUDENT SUPPORT	
Fellowships and Scholarships	$336,865
Graduate Associateships	$2,032,018
Subtotal	**$2,368,883**
EA OPERATIONS & ADMINISTRATION	
EASC Operations & Admin.	$153,456
DEALL	$288,798
NEALRC	$156,091
Global Gateways (40% EA), China Gateway (100%)	$480,698
CIBER (20% EA)	$107,891
CLLC (20% EA)	$135,242
UISP (20% EA)	$82,193
OIA Administration (20% EA)	$362,114
OIA Study Abroad (20% EA)	$210,400
Mershon Center (20% EA)	$139,860
Subtotal	**$2,116,743**
EASC OUTREACH	
EASC Outreach Personnel	$142,625
EASC Outreach Programming	$26,869
EASC Outreach Publications	$8,165
EASC Outreach Evaluation	$21,008
Subtotal	**$198,667**
LIBRARY	
EA Personnel	$559,770
EA Acquisitions	$214,562
Subtotal	**$774,332**
TOTAL SUPPORT FOR EA	**$9,760,902**

1.A.2. SUPPORT FOR TEACHING STAFF: In 2012-2013, OSU's support for EA faculty and teaching staff salaries and benefits was over $4.3 million (see Table 2). OSU also provides numerous research and travel grants, instructional grants, and support for lectures, seminars, and conferences (see Table 19, p. 27).

1.A.3. SUPPORT FOR LIBRARY: In 2012-2013, OSU provided $559,770 for EA library staff salaries and benefits and $214,562 for EA acquisitions (see 5.A.2, p. 23).

1.A.4. LINKAGES WITH INSTITUTIONS ABROAD: OSU maintains numerous strong linkages with EA institutions. In 2010, OSU opened a Gateway office in Shanghai, China ($310,750 annual budget) to connect OSU's faculty and students with universities in China and create opportunities for international research and teaching, study abroad, and alumni activities. Incentivized by a series of initiatives, including the China Gateway, OSU saw a 55% increase in partnerships with institutions in the Chinese-speaking world between 2010-2013, with a 57% distribution in Science, Technology, Engineering, and Mathematics (STEM) and other professional fields. During the same period, OSU signed or renewed 59 Memoranda of Understanding with EA institutions, which amounts to formal linkages with 72 EA institutions. Of these agreements, 81% involve the People's Republic of China (PRC) and Taiwan, while 11% involved Japan and 8% involved Korea. Over 73% of these agreements make student exchanges their primary objective. In 2010-2013, 707 students participated in EA study abroad programs in the PRC, Taiwan, Japan, and Korea, and the numbers are steadily growing, rising from 202 students in 2010-2011 to 296 in 2012-2013. At present, OSU administers the US Department of State's Critical Language Scholarship Program in East Asia ($9.6 million). The program will teach 645 students in four intensive language institutes in China and one each in Japan, Korea, and Indonesia over three years (2013-2016).

1.A.5. SUPPORT FOR OUTREACH ACTIVITIES: As one of America's leading land-grant universities, OSU defines outreach as a core component of its educational mission. Centrally, OSU annually provides $198,667 to EASC's outreach activities (see Table 2). Laterally, 85% of EASC's 365 events from 2010-2013 open to the public were co-sponsored with other units on campus. Furthermore, OSU's support enabled IJS to secure the Japan Foundation's Center for Global Partnership three-year grant for outreach projects ($118,522, 2013-2016) and IKS's partnership with the Gilder Lehrman Institute for organizing a teacher training program starting in Summer 2014. For outreach activities supported by EASC, see Criterion 7 (p. 29-33).

1.A.6. & 1.B. STUDENT SUPPORT: OSU offers generous support for qualified students in EA studies. **FLAS:** In the current cycle, the OSU Graduate School augmented the FLAS Fellowships from the US Department of Education (USDE) with a 70% match in the form of tuition awards ($797,444). This enabled EASC to increase the number of EA FLAS awards by 53% (78 instead of the original 51 awards). For the coming cycle, confirmed Graduate School support will enable EASC to enhance USDE funding at similarly high levels. **Graduate students:** (1) Five years of university support, in a combination of fellowship and Graduate Teaching Associate (GTA) appointments, is the standard package for the 126 MA/PhD students affiliated with EASC; (2) OSU awarded 6 University Fellowships and 1 Presidential Fellowship to EA graduate students in 2012-2013 alone; (3) DEALL annually awards 3 cash prizes to exceptional EA graduate students; (4) other funding opportunities for research and travel are also available from EASC, OIA, the Graduate School, and numerous colleges and departments, among other sources. **Undergraduate students:** (1) DEALL annually awards 5 cash prizes to exceptional EA undergraduate students; (2) there are a variety of scholarship and fellowship opportunities in the Honors Program (13 honors students completed their EA degrees in 2010-2013); (3) within OIA and the College of Arts and Sciences (CAS), EA undergraduate students can apply to numerous travel and research grants as well. **Language study support:** EASC offers 3-4 Intensive Chinese Language Scholarships annually ($6,000).

CRITERION 2: QUALITY OF CURRICULUM DESIGN

2.A.1. EA STUDIES IN UNDERGRADUATE PROGRAMS: EA studies are incorporated into a great number of OSU degree programs in the Arts & Humanities (DEALL, Comparative Studies, History, Art History, Medieval and Renaissance Studies, Music, Near Eastern Languages and Cultures, Philosophy, Theatre), the Social Sciences (Economics, Geography, International Studies, Political Science, Sociology), and Professional Fields (Agriculture, Business Management, Education, Human Resources, Kinesiology). In 2012-2013 alone, OSU offered a total of 92 EA language and 200 EA area studies undergraduate courses (5999 courses and below) in 17 departments in 5 colleges, including 2 professional schools. During the same year, 77 EA-

related majors and 46 EA-related minors graduated, as shown in Table 3.

DEALL annually produces about 60 BA degrees in Chinese/Japanese/Korean. In addition to the programs offered by DEALL, (1) the Undergraduate International Studies Program (UISP) offers a major and minor in EA studies; and (2) students can select one of UISP's 4 international affairs majors (Development Studies, International Relations & Diplomacy, Security & Intelligence, and World Economy & Business) to combine with EA Studies major to double-major in UISP. Beyond these EA-specific majors, students in History or Art History can concentrate on EA, and the specialization and certificate programs in International Business, Engineering, Social Work, and Public Health allow students to pursue EA language and study abroad in East Asia concurrently with their disciplinary study. As a result of these curricular options, in 2012-2013, a total of 452 undergraduates took at least 4 EA courses before they graduated from OSU (see Table 4). To expand EA-related undergraduate study options in baccalaureate degree programs, OSU will create a Japanese Interpretation certificate at DEALL, two Global Option certificates in Business and Education, an Art History BA and IEAS MA combination program, and a History BA and IEAS MA combination program during the next cycle (see 8.A.4, p. 35).

TABLE 3: 2012-13 EA-Related Undergraduate Degrees Conferred

EA DEGREES	MAJORS	MINORS
Chinese	17	10
Japanese	32	21
Korean	10	12
EA Studies	18	3
TOTAL	**77**	**46**

TABLE 4: 2012-13 EA Program Graduates
(taken at least 4 courses with >25% EA content, including one 100% EA course)

FIELDS OF STUDY	BA/BS	MA/MS	PHD
Area Studies	**43**	**3**	
Arts & Humanities	**148**	**11**	**9**
Social Sciences	**87**	**2**	**1**
STEM Fields	**44**	**7**	**12**
Biological Sciences	18	1	
Health Sciences	6	4	6
Mathematics	8	1	1
Physical Sciences	12	1	5
Professional Fields	**130**	**30**	**11**
Agriculture	2		
Business	88	13	
Education	8	7	5
Engineering	30	6	1
Law			5
Public Affairs	1	3	
Social Work	1	1	
TOTAL	**452**	**53**	**33**

2.A.2. UNDERGRADUATE REQUIREMENTS: In preparation for the conversion from quarters to semesters at OSU in 2012-2013, all EA-related programs rigorously reviewed and revised their requirements (see Table 5). In part as a result of DEALL's efforts to encourage

TABLE 5: Undergraduate Degree Programs in EA Studies, 2012-13

MAJORS	MINIMUM REQUIREMENTS
Chinese (DEALL)	33 hours: Language (18); Literature (6); Advanced Studies (6); East Asian Arts, Culture, History, Thought (3). Prerequisites: 15 hours of Chinese language.
Japanese (DEALL)	33 hours: Language (15); Literature and Linguistics (6); Advanced Studies (6); East Asian Arts, Culture, History, Thought (6). Prerequisites: 15 hours of Japanese language and culture courses.
Korean (DEALL)	33 hours: Language (15); Literature (3); Linguistics (3); Advanced Studies (6); East Asian Arts, Culture, History, Thought (6). Prerequisites: 15 hours of Korean language and culture courses.
East Asian Studies (UISP)	44 hours: C/J/K minor (14); Foundation Courses (12); Perspectives Courses (12); Electives (6). Prerequisites: 7 hours of East Asian language and history courses; 3 hours of microeconomics.
MINORS	**MINIMUM REQUIREMENTS**
Chinese (DEALL)	14 hours: Chinese language (5); Literature and Linguistics (3); Electives (6). Prerequisites: 15 hours of Chinese language courses.
Japanese (DEALL)	14 hours: Japanese language (5); Literature and Linguistics (3); Electives (6). Prerequisites: 15 hours of Japanese language and culture courses.
Korean (DEALL)	14 hours: Korean language (5); Literature (3); Electives (6). Prerequisites: 15 hours of Korean language courses.
East Asian Languages & Literatures (DEALL)	15 hours: East Asian Cultures (9); Electives (6). Prerequisites: 15 hours of East Asian language courses.
East Asian Studies (UISP)	15 hours: "Introduction to China and Japan" (3); Critical Perspectives (12).
SPECIALIZATIONS	**MINIMUM REQUIREMENTS**
International Business Undergraduate Specialization (Business)	15 credit hours (of 121 total BBSA hours) of international business coursework, including an international experience (study abroad, emerging markets field studies or short-term international program), and 12 credit hours foreign language coursework.
Global Option Certificate (Engineering)	Requires an early education abroad experience (3 credits while freshman/sophomore), 3 credits of Engineering international research or service learning, 12 credits of foreign language, an advanced (3000 or above) education abroad experience in Engineering or other department; and final 6-credit capstone with an international focus; open to all Engineering majors.
Global Option Specialization (Public Health)	52-64 credit hours of General Education (GE), including 12 of foreign language, 2 GE courses must also have Global Studies designation, and 3-6 credits of study abroad; 18 credits of core specialization; 33 credits of interdisciplinary specialization.
International Track (Social Work)	52 credit hours of General Education, including 12 of foreign language and 3-6 of study abroad or second Global Studies course; 35 credits of Social Work major courses, including "International Social Work"; 6 credits of international electives; field placement with an international focus (10 credit, 420 clock-hour).

advanced proficiency for majors, many students exceed major language requirements, and 24% of C/J/K language enrollment is at the advanced level (see Table 14, p. 19). UISP has extensive requirements, and their students must minor in Chinese, Japanese, or Korean (14 hours) and take 30 hours of International Studies courses to major in EA studies.

2.A.3. GRADUATE TRAINING IN DISCIPLINES/PROFESSIONAL SCHOOLS: With the current 126 MA/PhD students in EA studies, OSU's graduate programs offer extensive EA training options. In 2012-2013, we offered 6 EA language and 141 area studies graduate courses (course numbers with 6000 and above) in 13 departments in 4 colleges, including 2 professional schools. From 2010-2013, 20 programs produced 73 EA-related PhDs (see Table 6).

In 2005, DEALL added a unique Chinese-language Advanced Chinese Language and Culture (ACLC) MA to its MA and PhD programs in Chinese and Japanese. This is an intensive immersion program in which only Chinese is used. It has produced 53 graduates to date. In the same year, EASC inaugurated the IEAS MA Program to train students for professional careers requiring EA expertise. It has produced 20 graduates to date. Currently, EASC is in the process of creating 2 new graduate programs: (1) working with Department of Defense's Defense Language Institute, EASC is creating a new track in the IEAS MA Program to accept the US Military's Foreign Area Officers for training in EA-related disciplines; (2) drawing on the success of the Graduate Interdisciplinary Specialization in Chinese Cultural Studies (GISCCS), EASC will propose the creation of a parallel Graduate Interdisciplinary Specialization in Japanese Cultural Studies (see 8.A.4, p. 35).

OSU's professional schools also provide a number of training options in EA studies, as shown in Table 8 (p. 9). For example, the College of Education offers a MEd in Foreign Language Education with sub-specializations in teaching K-12 Chinese and Japanese. In 2013, a new dual PhD program in material sciences was created between OSU and Shanghai Jiao Tong University in China, and 5 OSU students have pursued East Asian languages and area studies concurrently with their study

TABLE 6: EA-related PhDs Produced, 2010-2013

DISCIPLINE	PhDs
Agricultural, Environmental & Development Economics	3
Anthropology	1
Arts Policy & Administration	2
Comparative Studies	2
East Asian Languages & Literatures	11
Earth Sciences	2
Economics	6
Educational Services & Research; Educational Policy & Leadership; Teaching & Learning	22
English	2
Geodetic Science	1
Germanic Languages & Literatures	1
History	3
History of Art	1
Linguistics	3
Music	4
Political Science	8
Speech & Hearing Science	1
Women's Studies	1
Total	**73**

of material sciences to date. Working closely with the Chinese Academy of Agricultural Sciences in Beijing, the College of Food, Agriculture, and Environmental Science annually hosts a May study abroad program (see Table 9, p. 11) and has placed 39 participants in various internship/trainee programs. In addition, the Center for Global Health, which is a collaborative program among the Colleges of Dentistry, Medicine, Nursing, Optometry, Pharmacy, Public Health, Veterinary Medicine, and the School of Health and Rehabilitation Sciences, has a Graduate Interdisciplinary Specialization in Global Health, and its Global Health Training Program regularly sends 4th-year medical students to 9 university hospitals in China (see Tables 8 [p. 9] and 9 [p. 11]). In 2010-2013, 30 students went to China through the program.

TABLE 7: Graduate Disciplinary EA Programs, 2012-13

MASTERS DEGREES	MINIMUM REQUIREMENTS
Chinese MA	30 hours: Chinese bibliography and methodology (3); East Asian language pedagogy (3); Chinese linguistics (6); Chinese literature (6); Electives toward specialty in Chinese literature, linguistics, or language pedagogy (12). Thesis/non-thesis options available.
Japanese MA	30 hours: Japanese bibliography (3); East Asian language pedagogy (3); Japanese linguistics (6); Japanese literature (6); Classical Japanese (3); Electives toward specialty in Japanese literature, linguistics, or language pedagogy (9). Thesis/non-thesis options.
Advanced-Chinese ACLC MA	33 hours: Content Courses in Chinese on language, history, media (18); Individual Domain Tutorial (10); Service Learning and Thesis in Chinese (5). Prerequisites: FSI/ILR level 2 for Mandarin.
Interdisciplinary EAS MA	49 hours: Introduction to Graduate-Level East Asian Studies (4); Chinese, Japanese, or Korean language (12); Courses in concentration (21); Courses outside concentration (12). Students must complete at least the third level of the language before graduation. Thesis/non-thesis options available.
DOCTORAL DEGREES	**MINIMUM REQUIREMENTS**
Chinese PhD	50 hours beyond the MA, including course work (30; 6 in DEALL) and dissertation (20). Specialties in Chinese literature, linguistics, or language pedagogy available. Six courses required for major field and 2 courses for each minor area of concentration. Students must demonstrate proficiency in a second East Asian language, with a minimum ability equivalent to successful completion of the first two levels.
Japanese PhD	50 hours beyond the MA, including course work (30; 6 in DEALL) and dissertation (20). Specialties in Japanese literature, linguistics, or language pedagogy available. Six courses required for major field and 2 courses for each minor area of concentration. Students must demonstrate proficiency in a second East Asian language, with a minimum ability equivalent to successful completion of the first two levels.
CERTIFICATES	**MINIMUM REQUIREMENTS**
Graduate Interdisciplinary Specialization in Chinese Cultural Studies	12 hours from the GIS in CCS course list; courses not on list may be approved on a case-by-case basis. Three of four courses must be selected from outside student's home department. No more than two courses may be from a single department. No more than one course may be a language course, although Chinese language study is strongly encouraged as a background to the specialization.

2.A.4. GRADUATE REQUIREMENTS: Table 7 (p. 8) shows the graduate requirements for EA-related programs at OSU. Notably, EASC's IEAS MA Program, which requires students to complete 49 credit hours while being continuously enrolled in an EA language throughout the program, is the most rigorous among comparable programs at other Title VI institutions.

Table 8 shows programs in professional schools. (See Table 5 [p. 6] for undergraduate

TABLE 8: Programs in Professional Fields, 2012-13

PROGRAM	MINIMUM REQUIREMENTS
Education & Human Ecology	
MEd: Foreign Language Education with sub-specializations in teaching K-12 Chinese or Japanese	Requires 22-28 credit hours of Chinese or Japanese language coursework, 9-15 hours of area studies, and 9 hours of educational theory; must achieve Intermediate-High standard on both ACTFL Oral Proficiency Interview and Writing Proficiency Test; upon completion, graduates are recommended for state teaching licensure.
PhD & Educational Specialist: Multicultural, Equity and Global Studies in Education	PhD requires 135 credit hours, with at least 90 hours earned after the master's degree, and the completion of a dissertation and final oral examination. EdS requires courses taken within area of concentration that support teachers in the completion of an apprenticeship and a culminating project/thesis; educators must hold a master's degree to be eligible.
Engineering	
Dual PhD Program: OSU Materials Science and Jiao Tong University	Requires a minimum of 2 years at each university although the two years do not need to be consecutive; the schedule must allow the students to meet the degree requirements of each institution; students have faculty advisors at each university with both serving on candidacy and dissertation committees.
Business	
MBA: International Business Graduate Major	Requires 12 credit hours (of 57 total MBA hours) aimed at providing an understanding of international business principles, as well as the languages and cultures of other countries; advised to focus coursework and international experience on one region of the world; provide certification of language competency for the region of specialization upon graduation.
Global Applied Projects Program	Teams of MBA students work with various multinational companies to complete a consulting project that ends with final deliverables presented in-country.
Law	
JD: International and Comparative Law Specialization	Requires 88 credit hours; 20 hours of non-law credit towards degree; students choose from dozens of law courses with international focus.
Legal Issues in International Trade and Development Certificate	Requires 30 credit hours; 15 with Law and 15 with other departments; all coursework subject to approval of faculty.
Agriculture	
MS & PhD: Agricultural, Environmental, and Development Economics	MS requires 30 credit hours, including thesis or research paper; PhD requires 90 credit hours, including coursework and dissertation research; both include AED Economics core courses and a chosen field of specialization.
Public Health	
Graduate Interdisciplinary Specialization: Global Health	Requires 10 credit hours, including 9 completed outside of the student's home program; core course focuses on the basic components of population health, while the electives allow students to pursue topics across the other health sciences colleges for an interdisciplinary experience.

programs in professional fields.) The strength of these programs is evidenced by the fact that approximately 10% of our 2010-2013 graduate FLAS recipients were from 4 professional schools (Education, Business, Law, Public Policy).

2.B.1. ACADEMIC AND CAREER ADVISING: OSU has 9 main career services offices across campus, offering internship opportunities, targeted career programming, individualized coaching sessions, internal and external resources, and year-round career fairs across multiple sectors. Working closely with these units, EASC and EA programs provide extensive EA-specific academic and career guidance to students to maximize the recruitment/retention of students and make graduates competitive and successful. **Advising for prospective students:** (1) EA faculty and EASC staff visit high schools for recruitment; (2) OSU has on-site advisors at Columbus State Community College's (CSCC) Downtown and Delaware campuses to advise students transitioning to OSU through the CSCC-OSU Preferred Pathway Program; (3) EASC has developed partnerships with the Defense Language Institute to help military officers put competitive applications together for the IEAS MA Program; (4) EASC sends updated program information to the graduates of OSU's EA MA and PhD programs who currently teach in different parts of the country and the world, as well as to all EA faculty at other Ohio postsecondary institutions; (5) EASC and EA programs organize individualized campus visits for prospective students. During the next cycle, ICS will collaborate with DEALL to start Chinese Language and Culture Day, inviting local high school students studying Chinese to the OSU campus. **Post-matriculation advising:** (1) EASC and EA programs host orientations and welcome functions; (2) the Graduate and Undergraduate Program Directors in EASC and EA programs meet with incoming students and assign an academic advisor to each student; (3) if necessary, EA language faculty meets with students to map out their plans for language study. **Advising throughout program:** (1) EA academic advisors and staff meet with students on a regular basis to give academic advising; (2) EA faculty and EASC staff regularly conduct workshops on research (e.g., presenting and publishing) and fellowships (e.g., FLAS, Fulbright). **Career advising:** (1) EASC and EA programs regularly invite EA professionals and EA

recruitment companies to give career-oriented workshops; (2) in Fall 2013, IJS created the Ohio-Japan Alumni Network to connect current students with the graduates of Japanese programs in Ohio. See also 9.F.2.B, p. 47.

2.B.2. RESEARCH AND STUDY ABROAD: OSU currently sponsors 37 formal study abroad programs in EA countries (China: 19, Japan: 11, Korea: 6, multiple EA countries: 1) (see Table 9), and China was the second most popular study abroad destination at OSU in 2012-2013, only after Great Britain. Our study abroad programs are diverse, ranging from year-long exchange

TABLE 9: Select Formal EA Study Abroad Programs at OSU

PROGRAM	VENUE	TERM	SUBJECT
CHINA			
College of Business MBA Exchange (2 programs)	Hong Kong University of Science and Technology, Peking University	Semester	Business
Industrial, Interior, or Visual Communication Design (1)	Hong Kong Polytechnical University	Semester	Design
Intensive Chinese language Study in Qingdao China (1)	Ocean University of China	Summer	Chinese
Global Health Training Program (1)	Wenzhou Medical College, Wuhan University Health Science Center, Zhejiang Provincial Hospital of Traditional Chinese Medicine and 6 other locations	Summer	Global Health
China Global May (1)	Southwest University for Nationalities	May	Chinese
Food Safety, Security, and Production (1)	Chinese Academy of Agricultural Sciences	May	Food, Agricultural & Environmental Sciences
JAPAN			
Japan International Exchange Program (6)	Hokkaido University, International Christian University, Nanzan University, Tenri University, University of Tsukuba, Waseda University	Academic Year	Japanese
Fisher College of Business MBA Exchange (2)	Keio University, Rikkyo University	Semester	Business
Japanese Language and Culture (1)	Kobe Shoin Women's University	May	Japanese
Japan Architecture Studies Program (1)	Hiroshima, Kyoto, Osaka, Tokyo	Winter Break	Architecture
KOREA			
Industrial, Interior, or Visual Communication Design (1)	Kyonggi University	Semester	Design
Korea International Exchange Program (3)	Sogang University, Soonchunhyang University, Yonsei University	Semester	Korean
OTHER			
Industrial, Interior, or Visual Communication Design (1)	Shie Chien University, Taiwan	Semester	Design
Retail and Retail Sourcing in Asia (1)	Chungnam National University, China; Daejon, Hong Kong, Seoul, Korea; Shenzhen	May	Fashion & Retail Studies

programs to semester-long to month-long options, in a wide variety of subject fields. OSU has developed several strategies to increase the number of students studying abroad by 5 percent each year through 2019-2020. As a result, 707 students studied in EA countries in 2010-2013 (46% increase from the last cycle).

OSU also offers a variety of internship programs in China, Japan, and Korea. EASC and DEALL have been at the forefront of sponsoring many of these programs, such as the Ohio-Saitama Company Internship Program and the Suzuka English Fellows Program in Japan, and the Global Professional Service Corps in China. In 2013, EASC partnered with OSU's Global Gateways Office to hire an intern to launch the China Gateway Internship Program, which placed 7 students in international companies in China that year and continues to grow. Other departments also offer opportunities, such as the Hong Kong Summer Internship Program (Business) and the OSU-Wuhan University Internship Program (Education).

2.B.3. ACCESS TO NON-OSU STUDY ABROAD AND SUMMER LANGUAGE PROGRAMS: In addition to the OSU-sponsored study abroad options mentioned above, OSU students can (1) apply for Individualized Study Abroad Programs to study at a foreign institution with which OSU does not have a formal program; (2) participate in study abroad programs managed by outside providers that OSU approves (China: 3, Korea: 1, Bhutan: 1); and (3) regularly attend consortia, such as the Inter-University Center at Yokohama and the Inter-University Program at Beijing. Finally, EASC supports the Summer Workshop in Slavic, East European, and Central Asian Languages (SWSEEL) and the Central Eurasian Studies Summer Institute (CESSI), which teach least-commonly-taught EA languages (e.g. Mongolian, Uyghur).

CRITERION 3: NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A.1. DISCIPLINES: Currently at OSU, there are 370 EA area studies courses over 26 disciplines taught by 59 area studies faculty. These disciplines include Humanities (Chinese, Comparative Studies, EALL, History, History of Art, Japanese, Korean, Medieval and Renaissance Studies, Music, Near Eastern Languages and Cultures, Philosophy, Theatre, Women's Studies), Social Sciences (Economics, Geography, International Studies, Political Science, Sociology),

and Professional Fields (Agricultural, Environmental and Development Economics [AEDECON]; Agricultural Systems Management; Business: Management and Human Resources; Business: Management Sciences; Education: Teaching and Learning; Kinesiology; Law; Public Health), and these courses cover China, Japan, Korea, and adjacent spheres of EA influence, such as Central Asia, Mongolia, Nepal, Bhutan, and Vietnam. Of those, 341 courses were taught in 18 disciplines with 13,562 total enrollments in 2012-2013 (see Table 10).

To further strengthen our area studies course offerings, newly hired faculty members are in the process of proposing new courses, such as "East Asian Popular Culture" (Dr. Kerim Yasar), "Bilingualism in the Chinese Context" (Dr. Zhiguo Xie), and "Political Economy of China" and "Urban China" (Dr. Max Woodworth). To make Korean studies courses widely available, EASC and IKS are strategically collaborating with the Committee on Institutional Cooperation (CIC) consortium (15 institutions of the Big Ten Conference and the University of Chicago) to offer Korea-related e-courses at OSU and beyond. In Spring 2014, OSU's UISP offered "The

TABLE 10: Area Studies Disciplines and Course Levels, 2012-13

DISCIPLINE	UG 1000- 3999		UG/G 4000-5999		G 6000-8999	
	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment
AEDECON	1	49	4	121	0	0
Agricultural Systems Management	0	0	1	6	0	0
Business: Management	0	0	1	44	1	35
Business: Human Resources	3	1,884	0	0	3	69
Comparative Studies	4	295	1	6	15	9
DEALL	13	877	33	458	52	235
Economics	0	0	7	628	12	0
Geography	10	1,332	9	136	8	37
History	24	2,064	8	64	15	51
History of Art	8	1,096	6	125	8	31
International Studies	7	287	17	289	0	0
Kinesiology	16	491	0	0	0	0
Law	0	0	0	0	4	102
Music	3	430	0	0	1	2
Philosophy	3	548	0	0	4	0
Political Science	4	505	5	376	7	0
Sociology	5	524	3	0	11	29
Theatre	3	312	1	15	0	0
TOTAL COURSES	**104**	**10,694**	**96**	**2,268**	**141**	**600**
18 Disciplines	**341 courses with 13,562 total enrollment**					

Two Koreas: Political Economy of Regional Rivalry," which was available not only to students at OSU but also to those at Purdue University and the University of Wisconsin. In 2014-2015, we will offer the UISP course again, this time to Rutgers University and the University of Iowa. To seed and augment EA area studies course offerings, EASC will also support "China in Africa" and "Geography of East Asia" during the next cycle.

3.A.2. PROFESSIONAL SCHOOLS: In conjunction with OSU's internationalization strategies, our professional schools have embraced ambitious goals to broaden international course offerings. Currently, there are 22 EA-related courses offered by professional schools (AEDECON; Agricultural Systems Management; Business Administration: Management and Human Resources; Business Administration: Management Sciences; Education; Law; Public Health; see G: Area Studies Course List). Many of these courses are offered multiple times a year, and are widely available to students.

3.B. DEPTH OF SPECIALIZED COVERAGE: As evidenced in Table 10 (p. 13), OSU provides extensive and in-depth coverage in EA studies. In 2012-2013, close to 70% of all area studies courses were offered at the advanced undergraduate (96 courses in 13 disciplines) and at the graduate level (141 graduate seminars in 13 disciplines). For those who conduct specific research, EA faculty offers one-on-one courses to students and advisees, such as "Individual Studies," "Independent Study," "Research in Chinese/Japanese," and "Dissertation Research," and a variety of departmental and interdepartmental seminars.

3.C. INTERDISCIPLINARY COURSES: OSU promotes interdisciplinary research and teaching, and many of our EA area studies courses adopt interdisciplinary approaches (see Table 11, p. 15). Since 2005, EA faculty from History, DEALL and Art History have rotated the methods course, "Introduction to Graduate-Level East Asian Studies." DEALL is instrumental in integrating Media and Film Studies, Folklore and Popular Culture, and Performing Arts into its curriculum and has made its course offerings truly interdisciplinary. In addition, AEDECON and International Studies (INTSTDS), Comparative Studies (COMPSTD) and EALL, COMP-STD and JAPANESE, and HISTORY and EALL all cross-list EA area studies courses.

TABLE 11: Select Interdisciplinary Course Offerings

COURSE #	COURSE TITLE
Media and Film Studies	
CHINESE 4405	China in Chinese Film
CHINESE 7617	Analysis of Contemporary Chinese Media
EALL 4407	Early Asian Cinema
JAPANESE 4400	Japanese Film and Visual Media
JAPANESE 4401	Japanese Literature and Film in Critical Perspective
Folklore and Popular Culture	
CHINESE 4406	China Pop: Pop Culture and Media in Greater China
CHINESE 7470	Ethnic Literature and Culture in China
EALL 3457	East Asian Folklore
Performing Arts	
CHINESE 5400	Performance Traditions of China
CHINESE 5474	Chinese Opera
EALL 5477	Performance Traditions in Contemporary East Asia
JAPANESE 5400	Performance Traditions of Japan
KOREAN 5400	Performance Traditions of Korea
Other interdisciplinary courses	
EALL 1231	East Asian Humanities
CHINESE 4407	Eco-literature in China
KOREAN 5455	Interdisciplinary Korean Art, Music, Film & Theatre
KOREAN 5256	Interdisciplinary Korean Politics and Society
COMPSTD 7888	Interdepartmental Studies in Humanities
Cross-listed courses	
AEDECON 2580 INTSTDS 2580	Feast or Famine: The Global Business of Food
AEDECON 4539 INTSTDS 4539	China's Economic Reforms and Globalization
AEDECON 4597.01 INTSTDS 4597.01	Problems and Policies in World Population, Food and Environment
AEDECON 4597.01H INTSTDS 4597.01H	Honors Problems and Policies in World Population, Food and Environment Contemporary Issues
COMPSTD 3673 EALL 3223	The Buddhist Tradition
COMPSTD 5871 JAPANESE 5271	The Japanese Religious Tradition
HISTORY 7405 HISTART 6801 EALL 7897	Introduction to Graduate-Level East Asian Studies

3.D.1. SUFFICIENCY OF NON-LANGUAGE FACULTY: A total of 59 EA tenured or tenure-track faculty members teach 370 EA area studies courses with at least 25% EA content in 26 disciplines. Of the 59 EA faculty specialists in 23 departments across CAS and 6 professional schools, 30 have primary research and teaching interests in EA (see F: Profiles).

3.D.2. PEDAGOGY TRAINING FOR INSTRUCTIONAL ASSISTANTS: OSU has a national reputation for the quality of its GTA training. **Training:** (1) All non-native speakers of English are tested for English language proficiency. They are also required to take mock teaching tests by performing a teaching demonstration on an assigned topic. The test is observed and evaluated by faculty from the students' academic departments as well as the Spoken English Program staff. (2) The University Center for the Advancement of Teaching

conducts GTA orientations. (3) Each department also conducts discipline-specific pedagogy training. For example, all new GTAs in History must enroll in a two-semester "History 7905: Pedagogy and Professional Development." In DEALL, GTAs must participate in practice teaching sessions on teaching of EA literature and culture courses. **Resources:** Each department's Graduate Program Director regularly organizes teaching and professional workshops throughout the year. OSU's Office of Information Technology also offers courses across the campus on new technologies for the classroom. For GTAs who wish to become thoroughly familiar with instructional technology tools, the Center for Languages, Literatures, and Cultures' (CLLC) Technology Certificate program is available. **Oversight:** When courses are offered by GTAs, faculty supervisors closely monitor their teaching. **Evaluation:** All instructors who teach at OSU, including GTAs, are evaluated by the university-wide mandatory online Student Evaluation of Instruction at the end of each semester. The evaluations are reviewed by supervisors to assess GTAs' teaching effectiveness, and coaching or performance improvement plans are implemented, as appropriate.

CRITERION 4: QUALITY OF LANGUAGE PROGRAM

4.A.1. EXTENT OF LANGUAGE INSTRUCTION: OSU's commitment to the instruction of EA languages is evident in the depth and scope of language offerings and in OSU housing the only EA language-focused, Title VI-funded, National East Asian Language Resource Center (NEALRC) and the Advanced Chinese Language and Culture (ACLC) MA program. These distinctions attest to OSU's standing as a nationally-recognized center of excellence for the instruction of EA languages. Currently, we offer (Mandarin) Chinese up to Level 7, Japanese up to Level 5, and Korean up to Level 4 in three tracks: regular classroom, intensive classroom, and individualized instruction (see Table 12, p. 17). Of all members of the CIC, OSU is the only institution that offers (Mandarin) Chinese up to Level 7 and Japanese up to Level 5.

While the courses in the regular classroom track require a year to cover the content for 1 level, the courses in the intensive classroom track cover the content of 1 level in 1 semester. Thus, if students take Chinese or Japanese courses in the intensive classroom track, they can

TABLE 12: Levels & Formats of Chinese, Japanese, and Korean

	REGULAR CLASSROOM (hours/week)	INTENSIVE CLASSROOM (hours/week)	INDIVIDUALIZED INSTRUCTION (hours/week)
Level 1	Chinese (5) Japanese (5) Korean (5)	Chinese (summer, 20) Japanese (summer, 20)	Chinese (vary) Japanese (vary) Korean (vary)
Level 2	Chinese (5) Japanese (5) Korean (5)	Chinese (summer, 20; fall, 10) Japanese (summer, 20; fall, 10)	Chinese (vary) Japanese (vary) Korean (vary)
Level 3	Chinese (5) Japanese (5) Korean (5)	Chinese (spring, 10) Japanese (spring, 10)	Chinese (vary) Korean (vary)
Level 4	 Japanese (4) Korean (4)	Chinese (summer, 20) Japanese (summer, 20)	Chinese (vary)
Level 5	Chinese (5)		Chinese (vary) Japanese (2)
Level 6	Chinese (3)		
Level 7	Chinese (3)		

complete 4 levels in 4 semesters. DEALL's nationally acclaimed Summer Programs in East Asian Concentration (SPEAC) is a long-standing and successful summer program, and it also offers intensive Levels 1, 2, and 4 of Chinese and Japanese for OSU students and students from all over the country every summer. Note that, except for the Level 4, 6, and 7 courses in the regular classroom track and the courses in the individualized instruction track, all other language courses meet five times or more per week. The result is that more than 60% of all OSU language courses would be identified by USDE as involving intensive language instruction.

OSU is a pioneer of self-mastery based individualized instruction in East Asian languages. The materials and the teaching methods of Individualized Instruction courses are the same as those of the regular/intensive classroom tracks, but the courses in the individualized instruction track are offered every semester, and students can sign up for one-on-one, 15-minute sessions 6 days a week (Monday through Saturday) between 9:00 AM and 8:00 PM. The unique format of individualized instruction provides flexible and efficient opportunities to study EA languages to the students in professional schools and those with a full-time job or family commitments.

EASC has been instrumental in further expanding and diversifying OSU's already strong EA language programs: (1) EASC added Level 2 of Uzbek instruction (co-sponsored by the Middle East Studies Center [MESC] and the Center for Slavic and East European Studies [CSEES]); (2) EASC offered 2 levels each of both Literary and Colloquial Tibetan through the CIC

CourseShare infrastructure; and (3) EASC supports the instruction of such least-commonly taught EA languages as Kazakh, Mongolian, and Uyghur through SWSEEL and CESSI. In Autumn 2013, EASC and DEALL co-sponsored a conversational Cantonese course for advanced-level Mandarin-speakers and will continue to offer the course in the next cycle. (OSU is currently the only CIC institution to offer Cantonese.) We will also start offering Uzbek to the University of Michigan via videoconference. In addition, DEALL regularly offers courses on ethnic minority literature in China, with some course materials presented in local minority languages, such as Miao (Hmong) , Yi (Nuosu and several other subgroups), Wa, Daur, Dong, Zhuang, and Yao. As noted in Section 1.A.4, OSU administers the Critical Language Scholarship Program and teaches Bahasa Indonesia in Indonesia.

4.A.2. LANGUAGE ENROLLMENT: The EA language enrollment at OSU continues to be strong, as shown in Table 13. (OSU converted from a quarter system to a semester system in 2012-2013, which makes comparisons of annual enrollment difficult; accordingly, we have used numbers from the start of autumn term.) Although the Japanese enrollment decreased slightly, the Chinese enrollment is growing steadily, and the Korean enrollment almost doubled in three years. The 2009 Modern Language Association statistics (latest available data) provide data for comparing enrollments across institutions: The enrollment of OSU's Chinese courses is the 4th largest of all 4-year universities in the Midwest (after University of Minnesota, Washington University at St. Louis, and University of Wisconsin); our Japanese enrollment is the 3rd largest in the Midwest (after Indiana University and Purdue University); our Korean enrollment is 2nd largest in the Midwest (after University of Minnesota); and our Uzbek enrollment is the largest in the nation. Table 28 (p. 41) shows that, for AY 2012-2013, a minimum total of 66.42% of C/J/K students were non-heritage learners, and minority students made up a significant portion of enrollments (10.44% African-American and Hispanic students).

TABLE 13: Language Enrollments, 2010-2013

LANGUAGE	AUTUMN 2010	AUTUMN 2011	AUTUMN 2012
(Mandarin) Chinese	340	352	375
Japanese	386	374	352
Korean	86	121	158
Uzbek	5	8	7
Tibetan	0	2	1

4.B.1. ADVANCED LEVEL: Fostering advanced-level skills is at the core of the mission of EA language programs at OSU. In 2012-2013, there were 92 C/J/K courses in total, and 42 of them (46%) were at the advanced level (Level 3 and up). The enrollment figures in Table 14 show that these advanced courses are well enrolled, and constitute 26% (452) of the total language enrollments (1,727).

TABLE 14: Enrollments by Level, 2012-2013

LANGUAGE	STUDENTS	% AT THE LEVEL
Chinese Level 1	258	37%
Chinese Level 2	174	25%
Chinese Level 3 and up	260	38%
Chinese Total	**692**	**100%**
Japanese Level 1	396	54%
Japanese Level 2	150	21%
Japanese Level 3 and up	180	25%
Japanese Total	**726**	**100%**
Korean Level 1	206	62%
Korean Level 2	91	27%
Korean Level 3 and up	36	11%
Korean Total	**333**	**100%**

4.B.2. LANGUAGE COURSES IN DISCIPLINES: OSU's ACLC MA program is designed to produce business professionals with proficiency at ACTFL Superior. Table 15 shows the six courses in the program—in history, media studies, business, and communication—which are offered annually by faculty and are taught entirely in Chinese.

TABLE 15: Courses in ACLC MA program

COURSE	TITLE
7615	Chinese Perspectives on China's Civilization
7617	Analysis of Contemporary Chinese Media
7650	Negotiating in Chinese Culture
7660	Interpersonal Relations and Professional Networking
7671.51	Familiarity with Domain Resources and Research
7672.51	Domain Research and Presentation of a Project

In 2008, EASC inaugurated an all-Chinese language lecture series to further support content-learning in the target language. Between 2008 and 2013, we have organized 11 all-Chinese lectures in 7 fields (literature, art history, NGOs, law, tourism, journalism and security). In addition, Level 5 Japanese courses are individualized, so that students are able to tailor their Japanese language instruction to meet their needs by choosing their own reading materials that are relevant to their field of specialization. To expand our portfolio of domain-specific EA language offerings, during the next cycle, EASC will seed Level 6 domain-specific Japanese courses (Japanese Interpretation; Japanese Professional Networking) and support Department of Economics' "Japanese Economics," which will be taught in Japanese to connect Japanese learners with local Japanese companies, such as Honda, located in Central Ohio.

4.C.1. SUFFICIENCY OF FACULTY: DEALL is one of the largest departments of East Asian languages in the US and has 20 tenured or tenure-track faculty members. Of those, 7 tenured faculty members specialize in EA language pedagogy (C: 3, J: 3, K: 1) and are deeply involved in language instruction and curriculum/material development. Another 2 faculty members in literature teach Classical Chinese, Classical Japanese, and *kanbun*. Furthermore, 2 full-time Academic Program Specialists of Chinese and Japanese coordinate and teach C/J/K courses with 8 full-time lecturers (C: 2, J: 2, K: 4) and 29 GTAs (C: 16, J: 13). In the all-Chinese ACLC MA program, at least 1 visiting professor from China teaches Chinese-language content courses on a full-time basis. In addition, 1 Title VI-sponsored lecturer teaches Levels 1 and 2 Uzbek, and Title-VI-sponsored GTAs teach Cantonese courses under faculty supervision.

4.C.2. PEDAGOGY TRAINING: The 7 faculty members of EA language pedagogy in DEALL form one of the strongest clusters of EA language pedagogy expertise in the country: Dr. Galal Walker is a recipient of the 2012 Cheng and Tsui "Walton Lifetime Achievement Award" for his outstanding contributions to Chinese language pedagogy; Dr. Mari Noda is the past President of the American Association of Teachers of Japanese (AATJ); Dr. Ooyoung Pyun is a member of the Board of Directors of the American Association for Teachers of Korean; and Dr. Etsuyo Yuasa is the founding officer of the Ohio Association of Teachers of Japanese (OATJ). In addition, there are 4 DEALL faculty members (C: 2, J: 2) in EA linguistics, and 2 faculty members in the College of Education who specialize in EA language instruction. OSU provides a rigorous and nurturing environment where language instructors can grow and thrive.

For new GTAs and lecturers, there is a required TA training course that starts with a 40-hour workshop to teach basic pedagogical issues and to conduct practice teaching prior to the Autumn semester. During the Autumn semester, new GTAs continue participating in meetings, and their classes are regularly observed by pedagogy faculty. Because DEALL's graduate programs offer specializations in Chinese and Japanese language pedagogy at the MA and the PhD levels, there are numerous courses, workshops, and lectures on EA language pedagogy throughout the year. Furthermore, DEALL's SPEAC program offers intensive teacher training for Chinese and

Japanese language teachers. Because of its extensive pedagogy training, DEALL's graduate students are frequently chosen for prestigious, national level teaching awards. In 2012-2013 alone, 2 GTAs received AATJ's teaching award, the Hamako Ito Chaplin Memorial Award.

4.D.1. PERFORMANCE-BASED INSTRUCTION: OSU's EA language instructors are trained to effectively engage students in a variety of communicative and authentic activities so students develop a capacity to express themselves in a culturally coherent manner. At all levels of instruction, performance-based textbooks and multimedia materials written by OSU faculty members are used. Students' skills in speaking, listening, reading, and writing are assessed thoroughly through: (1) daily grading (see Section 4.D.3.); (2) quizzes and written homework; and (3) proficiency tests at the conclusion of every course of language instruction. Each year, students participate in the DEALL Language Festival to give presentations, speeches, and performances. EASC hosts annual Ohio-wide speech contests in Japanese, and OSU students regularly rank among the winners. In 2011, at a speech contest held at Guizhou Normal University in China, an ACLC student who was the only foreign student contestant, won second place.

4.D.2. RESOURCES FOR LANGUAGE TEACHING AND PRACTICE: Class Size: Sections are limited to 20 students with students having access to office hours for at least 2.5 hours/week. **Faculty Oversight:** All courses are taught or led by faculty and professional staff. GTAs are closely supervised and monitored by the leading faculty/staff instructor, two Academic Program Specialists, and/or the DEALL Language Program Director. **Technology:** Home to all the language departments, CLLC, and NEALRC, the World Media and Culture Center houses internet-, intranet- and multimedia-equipped classrooms primarily reserved for language classes, a video-conferencing room for language courses, rooms dedicated to individualized instruction, and three professionally-staffed labs for developing web-based and stand-alone multimedia learning tools. In addition to the videoconferencing room in the World Media and Culture Center, a plethora of other videoconferencing facilities on campus can accommodate real-time, video-delivered language courses. **Media Resources:** EASC and University Libraries support language teaching through extensive video collections, while CLLC captures interna-

tional broadcasting for classroom use. NEALRC supports 7 websites for Chinese, Japanese, Korean, and study abroad materials. **Academic Enrichment:** Students have ample opportunity to practice their language skills outside the classroom at weekly language tables and at lectures in EA languages sponsored by EASC. EASC also works closely with such student organizations as the Korean Student Association to organize EA-language events.

4.D.3. PROFICIENCY REQUIREMENTS:

TABLE 16: OSU's EA Language Proficiency Guidelines

SCORE	PROFICIENCY GUIDELINES
4	Performance is fully culturally coherent, that is, would present no difficulty, discomfort, or puzzlement in interaction with a native. Repair is self-managed.
3.5	Performance is superior, for the most part culturally coherent. However, there is some aspect of the performance to make interaction less than maximally coherent for a native. Most repairs are self-managed.
3	Performance is good: few aspects of it create difficulties, discomfort, or puzzlement in communicating with a native. Self-managed repair alone, however, is not sufficient.
2.5	Performance enables communication, but also presents several clear-cut sources of difficulty, discomfort, or puzzlement in communicating with a native. Correction comes mostly from others.
2	Performance creates definite obstacles to communication, which usually involve more than simple discomfort. Repair requires multiple, often repeated, correction and guidance from another.
1.5	Performance shows many problems that would create difficulties, discomfort, and puzzlement in communicating with a native. Communication is achieved only with repeated correction and guidance from another.
1	Attended class, but either (1) chose not to participate, or (2) failed to perform with any culturally viable degree of competence.
0	Absent.

The language proficiency requirements of OSU's EA languages are rigorous and demanding. Students' performances are graded daily and at the end of every semester based on a proficiency standard that is rated on a scale of 1 (low) to 4 (high), shown in Table 16. Almost all majors score 3 and above in all 4 skills.

With Title VI funding, EASC supported ACTFL Oral Proficiency Interview (OPI) training for C/J/K language faculty and teaching staff to test FLAS fellows and other students. During the current cycle, of the 22 Summer FLAS fellows tested, 17 took courses in either the summer intensive SPEAC Program or the OSU Qingdao Program with 10 improving at least 1 level on the ACTFL scale and 10 scoring at ACTFL Advanced or Superior levels. Of the 35 Academic Year FLAS fellows tested, 31 studied in DEALL, with 12 improving at least 1 level on the ACTFL scale and 23 scoring at ACTFL Advanced or Superior levels. In addition, in 2014, OSU will start hosting the Japanese-Language Proficiency Test, a standardized criterion-referenced

proficiency test held world-wide. The test will be open not only to OSU's Japanese students but to those who study Japanese in neighboring states.

CRITERION 5: STRENGTH OF THE LIBRARY

5.A.1. STRENGTH OF HOLDINGS (PRINT/NONPRINT/FOREIGN/ENGLISH): OSU's EA holdings are substantial and steadily growing. Since 1975, the EA holdings increased more than 6.5 times (65,000/1975; 345,989/2013, see Table 17). In the past 4 years, Ohio State University Libraries (OSUL) have acquired 16,989 EA items, and increased its EA holdings by 5% (329,464/2009). OSUL EA holdings are the third largest of the CIC institutions after University of Michigan and University of Chicago.

TABLE 17: East Asian Language Holdings at OSU, 2013

LANGUAGE	VOLUMES	MICROFORM	AUDIO/VISUAL	TOTAL
Chinese	145,987 vols.	1,710 microforms	2,622 a/v pieces	150,319 items
Japanese	133,453 vols.	51,443 microforms	2,375 a/v pieces	187,271 items
Korean	8,032 vols.	117 microforms	250 a/v pieces	8,399 items
Total	**287,472 vol.**	**53,270 microforms**	**5,247 a/v pieces**	**345,989 items**

OSUL has adopted a strategy of building a unique collection by acquiring major source materials not held by other libraries in the US. For example, to complement DEALL's strong EA language pedagogy program, the library has collected extensive Japanese language pedagogy-related materials that are not widely held elsewhere. Since 2000, Chinese language holdings have increased by 20%, and English language holdings, especially early Sinological materials, are quite extensive. Moreover, the OSU Main Library collection is amplified by the Huntington Archives of Buddhist and Related Art (over 300,000 images), the most important contributor of Asian art (12,000 images from China, Japan, Mongolia, Korean, and Tibet) to ARTstor, the premier visual database in the field of art history. Due to its strong and unique holdings, OSU's EA collection received the 3rd largest number of EA interlibrary loan requests nationwide (2010-2011 [latest data compiled by the Council on East Asian Libraries]: 2,174 requests received, 3rd after University of Pittsburgh and Harvard University).

5.A.2. SUPPORT FOR ACQUISITIONS & STAFF: OSUL is central to OSU research, and the university is committed to providing ample support for EA acquisitions, EA library staff, and the current collection. In 2009, OSU invested $109 million in the overhaul of the main

library, which houses the Chinese, Japanese, and Korean collections. 2013 saw the completion of the $14 million renovation of the Billy Ireland Cartoon Library & Museum, which houses part of our extensive Japanese manga collection. During the next cycle, EASC will host a manga conference to examine its global impact. In 2012-2013, the total EA acquisition budget was $214,562. Staff support includes 7.1 full-time employees who work directly with the EA collections (2 full-time professional librarians with faculty status in Chinese and Japanese respectively; 2.5 cataloguers for Chinese, Japanese, and Korean; 1.2 non-Roman cataloguers dealing with EA; and 1.4 EA acquisition and circulation staff) as well as 6 graduate assistants. In 2012-2013, total financial support for EA library personnel amounted to $559,770.

5.B. ACCESSIBILITY: According to the Association for Research Libraries, OSU was the second most accessible library in the US in 2010-2011 (latest data available). This statistic is mirrored in OSU's EA collection being the 3rd largest Interlibrary Loan provider. Notably, OSU is the largest partner of OhioLINK, a unique digital consortium of colleges (including community and technical colleges), universities, and public libraries throughout the State of Ohio. Through OhioLINK, OSUL provides easy access to its resources not only to OSU students and faculty of OSU, but also to the students, teachers, faculty, and other patrons in 90 member institutions of Ohio. OSU can also easily access the materials owned by other members. In 2012, roughly 600,000 items were circulated to member library users, and over 30,000,000 downloads and 60,000,000 searches were performed in OhioLINK's digital databases. In addition, WorldCat, (operated by Online Computer Library Center based in Columbus, Ohio), which brings together 72,000 libraries worldwide, offers OSU researchers easy access to nearly 2 billion volumes published in more than 470 languages.

CRITERION 6: QUALITY OF STAFF RESOURCES

6.A.1. STAFF QUALIFICATIONS: At OSU, 59 tenured and tenure-track faculty members are associated with EA studies and/or languages. Of those, 6 EA faculty members head departments (Business, DEALL, Geography, Political Science, Sociology, Speech and Hearing Science); and 5 are OSU center directors (EASC, NEALRC, Center for Cognitive and Behavioral

Brain Imaging, Environmental Sciences Network, and Institute for Collaborative Research and Public Humanities). EA faculty's rigorous research and teaching have been rewarded by numerous major grants and awards from many different sources: American Council of Learned Societies, Chiang Ching-kuo Foundation, Chinese Language Teachers Association's Walton Lifetime Achievement Award, Fulbright, Fulbright Hays, US Department of State Critical Language Scholarship, Guggenheim Fellowship, Hong Kong government's Research Grants Council, International Convention of Asia Scholars Humanities Book Award, Japan Foundation, Japan Ministry of Education Research Grant, Korea Foundation, National Endowment for the Humanities, and National Science Foundation (see F: Profiles).

As illustrated in Table 18, EASC has three institutes, ICS, IJS, and IKS. EASC and each institute have a faculty director, all of whom have EA studies expertise and administrative experience. The EASC director, Associate Professor Etsuyo Yuasa, has a PhD in Japanese linguistics from the University of Chicago and has written extensively on Japanese linguistics and language pedagogy. She is a founding officer of OATJ. She is connected to the EA teacher communities and positioned to further enhance OSU's already strong EA language instruction and teacher training. ICS director, Associate Professor Marjorie Chan, is a scholar of Chinese linguistics, including research on Cantonese, Mandarin, and other Chinese varieties. She is past President of the Chinese Language Teachers Association. She leads the Cantonese project and works closely with the Ohio

TABLE 18: Organization of EASC

EAST ASIAN STUDIES CENTER		
Director: Etsuyo Yuasa (PhD in Japanese Linguistics) **Senior Assistant Director:** Amy Carey (MA in Higher Education Administration) **Program Manager:** Michelle Attias-Goldstein (MA in Human Resources) **Program Oversight:** IEAS MA Graduate Studies Committee, EASC Advisory Committee, EASC Library Committee, EASC FLAS Committee, EASC Scholarship Committee **Outreach Oversight:** EASC Teacher Training Advisory Committee		
INSTITUTE FOR CHINESE STUDIES	**INSTITUTE FOR JAPANESE STUDIES**	**INSTITUTE FOR KOREAN STUDIES**
Director: Marjorie Chan (PhD in Chinese Linguistics) **Assistant Director:** Jeffrey Parkming Chan (MA in China Studies) **Outreach oversight:** ICS Advisory Committee	**Director:** Richard Torrance (PhD in Japanese Literature) **Assistant Director:** Janet Stucky-Smith (BA in Japanese, Business) **Outreach oversight:** IJS Advisory Committee	**Director:** Mitchell Lerner (PhD in US-Korea Relations) **Assistant Director:** Michelle Attias-Goldstein (MA in Human Resources) **Outreach oversight:** IKS Advisory Committee

Association of Teachers of Chinese (OATC). IJS director, Professor Richard Torrance, has written broadly on subjects such as Meiji era literature, Japanese film, and Japanese popular culture. His extensive administrative and grant-writing experience has seeded many new outreach activities, such as the Ohio-Japan Alumni Network. Associate Professor Mitchell Lerner (IKS director) is an expert on US-Korean relations in the Cold War era. He is a member of the governing council of the Society for Historians of American Foreign Relations. He heads our programs for EA national security. EASC and the three institutes are staffed by 4 assistant directors. All have degrees in relevant fields (1 BA, 3 MAs) and ample programming and outreach experience.

6.A.2. PROFESSIONAL DEVELOPMENT: OSU provides numerous and diverse professional development opportunities for its EA faculty and staff, such as support for overseas travel, research, teaching, career development, and technology. Table 19 (p. 27) shows select opportunities available to the EA community on campus. Of these, China is one of the priority countries for Gateway Research Seed Grants and Gateway Study Abroad Seed Grants. In 2012-2013, the former EASC director, Dr. Patricia Sieber, received a BETHA Grant ($35,000) to develop K-12 EA art education materials.

The College of Arts and Sciences (CAS), with which many of EASC faculty affiliate, is fully committed to its faculty's professional development and provides junior faculty with a 25% course reduction during the first 4 years of appointment and a $15,000 start-up grant, applicable to recent hires in Chinese and cultural geography (2013), Japanese art history (2013), modern Japanese literature (2013), and premodern Chinese history (2013). CAS also makes up the difference between prestigious fellowship stipends and one's regular salary at any career stage. In addition, faculty are eligible for Faculty Professional Leave (sabbatical) every 7 years, and faculty may apply for a Special Assignment (one-semester leave) in order to conduct or engage in unique research, service, or teaching endeavors. Individual departments also support faculty travel to engage in conferences and for scholarly activities.

The Office of International Affairs (OIA) and CAS encourage and financially support

professional development for staff. OIA funds membership in OSU's "Management Advancement for the Public Service" program in which staff participate in training seminars in management and leadership skill building. In 2012-2013 alone, EASC professional staff participated in a total of 16 professional development workshops, 1 conference, and 1 trip to China.

TABLE 19: Select Faculty and Staff Professional Development Opportunities

PROGRAM	AMOUNT	PURPOSE
Office of International Affairs Funding (university-wide)		
Gateway Research Seed Grant (China, India, Brazil, and Europe)	$5,000-$10,000	To support new projects that explore global issues in a regional context
Gateway Study Abroad Seed Grant (China, India, and Brazil)	$5,000	To develop and implement new Ohio State study abroad programs
International Affairs Faculty Grant	$2,000-$4,500	To promote the understanding of foreign countries, cultures and peoples through academic study
Mershon Center Faculty Grant	Commensurate with project	To support projects related to the study of national security in a global context
Office of Academic Affairs Funding (university-wide)		
Battelle Engineering, Technology, and Human Affairs (BETHA) Endowment Grant	$10,000-$60,000	To support research on the impact of science and technology on people and society
College of Arts and Sciences Funding		
Assistant Professor Start-up Package	$15,000	To provide a stable source of scholarship support for new hires
Grant-in-Aid for International Travel	$2,500	To defray the expense of international travel to conferences, and to research sites
Publication Subvention Program	$4,000	To defray cost of book publication
Research Enhancement Grant for Senior Faculty	$7,500	To support associate and full professors to develop/complete new projects
Division of Arts and Humanities Funding		
Collaborative Research Grant	$20,000	To support new collaborative research projects
High-Impact Individual Research Grants	$15,000	To support new high-impact research or creative projects
Training Programs and Funding		
Goldberg Teaching Colloquium	Free	To share best practices and share ideas for effective teaching
Faculty and Staff Tuition Assistance Program	Instructional fees up to $9,640/semester	To allow faculty and staff to acquire new knowledge
Management Advancement for the Public Service	Free	To offer training in management and leadership skills
President and Provost's Leadership Training	Free	To create a pool of potential leaders from traditionally underrepresented groups
Staff Career Development Grant	$1,000	To defray costs of professional development

6.A.3. FACULTY AND STAFF TEACHING, SUPERVISING, AND ADVISING OF STUDENTS: At OSU, approximately 73% of all EA area studies courses have designated faculty

members who regularly teach them. When EA language courses are taught by TAs, they are always team taught with language faculty and lecturers. All instructors of EA-related courses hold weekly office hours to offer ample guidance to their students, and EA language courses hold "clinic sessions" to provide consultation on how to improve performance. Faculty and staff are also deeply involved in advising and supervision of students (see 2.B.1., p. 10). For undergraduate students, OSU has a dual-advising system: staff advisors provide specialized and technical advice, and Undergraduate Program Directors (faculty) assign each undergraduate student who declares a major in their department to a faculty advisor in a relevant field. Faculty advisors are in charge of course selection, study abroad options, and career path. In graduate programs, the Graduate Program Director (faculty) in each department assigns incoming students to faculty advisors. Study abroad programs are closely supervised by OIA staff and faculty at each department. For FLAS fellows, the EASC senior assistant director provides multiple information sessions, in-depth orientations, and exit interviews.

6.B.1. STAFFING AND PROGRAM OVERSIGHT (DEPTS., PROFESSIONAL SCHOOLS, LIBRARY): EASC has extensive oversight arrangements to ensure high performance, appropriate use of resources, and evidence-based innovation. As shown in Table 18 (p. 25), EASC currently has 5 program oversight committees: IEAS MA Graduate Studies Committee, EASC Advisory Committee, EASC Library Committee, EASC FLAS Committee, and EASC Scholarship Committee. These committees consist of faculty representatives from the humanities, professional schools, and the library. In addition, the EASC director has dual reporting lines to the Dean of the Division of Arts and Humanities as well as the Associate Provost of OIA, who is charged with reviewing and approving fiscal/personnel decisions and annual reports. Oversight by these units allows EASC to align its missions with their campus-wide missions in terms of the promotion of EA studies and internationalization. Finally, all expenditures of Title VI funds are funneled through and supervised by both the Fiscal Service Center at OSU's Office of Academic Affairs and the Office of Sponsored Programs.

6.B.2. ADEQUACY OF STAFF AND OVERSIGHT FOR ADMINISTRATION AND

OUTREACH: EASC is adequately staffed both in terms of administration and outreach. The EASC director and senior assistant director handle the day-to-day operations of the Center, the FLAS administration, and Title VI reporting. Together with the IEAS MA Graduate Program Committee Chair, the EASC senior assistant director also coordinates the IEAS MA Program. In collaboration with the ICS/IJS/IKS faculty directors and the EA faculty at large, the 3 assistant directors (China 100%, Japan 100%, Korea 50%) plan and coordinate postsecondary outreach, as well as outreach to K-12, business, government, and the general public. EASC also employs 1 program manager (50%) and several undergraduate student assistants to help with processing, publicity, and programs. Beyond that, OIA provides support through its administrative, business, and communication offices (26 relevant positions).

Outreach oversight is provided by the EASC Teacher Training Advisory Committee, whose members consist of OSU's College of Education faculty and staff of the Ohio Department of Education (ODE) and Columbus Council on World Affairs, as well as ICS, IJS, and IKS Advisory Committees, whose members consist of community members and the faculty from K-12 schools and local liberal arts colleges.

6.C. NON-DISCRIMINATORY EMPLOYMENT: As a degree-granting and hiring institution and in accordance with OSU's Diversity Plan (see K: GEPA), OSU is firmly committed to building a diverse faculty and staff, as that would ensure the highest quality workforce, embrace human diversity, and improve opportunities for minorities and women through equal opportunity. Among EASC faculty, 38% are women and 46% are Asian Americans or Asians. The past three (including the current) EASC Directors have been female. Of the 4 EASC faculty directors, 2 are female, 1 of whom is an Asian-American. Among current EASC professional staff, 1 EASC staff member is an Asian-American male and 3 are white women.

CRITERION 7: OUTREACH

7.A.1. OUTREACH TO K-12 SCHOOLS: Since its inception, EASC has been active in K-12 teacher training and committed to the acquisition of global competency among K-12 students. In 2010-13, the EASC K-12 Outreach Team, in conjunction with EASC faculty, trained or

shared teaching materials with 214,548 teachers and reached out to 16,763 students (see Table 20).

TABLE 20: EASC's Regional and National K-12 Impact, 2010-2013

TEACHER TRAINING/MATERIALS	EVENTS	AUDIENCE	SCOPE
Long-term programs (semester-length)	3	59	Ohio
Medium-term programs (multiple days)	3	296	Ohio
Short-term programs (one day)	19	1,172	Midwest
Teachers accessing EASC curriculum tools (unique visitors)	N/A	213,021	Nation
Subtotal: Teachers Trained	**25**	**214,548**	
K-12 DIRECT OUTREACH	**EVENTS**	**AUDIENCE**	**SCOPE**
Arts programming in schools	9	2,729	Midwest
Cultural and special events in schools	11	3,285	Midwest
Classroom presentations	6	1,558	Midwest
EASC resources shared (culture boxes)	N/A	9,191	Nation
Subtotal: K-12 Students Reached	**26**	**16,763**	

Long-term teacher training: With the support of the Freeman Foundation, EASC has annually offered semester-long National Consortium for Teaching about Asia seminars across the state with EA faculty from Ohio colleges (59 attendees in 2010-2013). Based on our experience of organizing these teacher training seminars, EASC and other Area Studies Centers (ASC) will partner with the College of Education to start the new week-long Intensive Global Teacher Seminar (see 8.A.2, p. 34). In Summer 2014, IKS director, Dr. Mitch Lerner will also launch the US-East Asian Relations Teacher Training program at OSU. **Middle/short- term teacher training:** In partnership with OIA, other ASCs at OSU, ODE, Kent State University, and Ohio University, EASC has co-hosted the Ohio Global Institute for K-12 teachers since 2009. From 2010-2013, the institute trained 296 teachers. In addition, EASC hosted numerous one-day teacher training programs. For example, during the 2010 Midwest Conference on Asian Affairs hosted by EASC at OSU, we offered a workshop, "Teaching Tibet," in association with a Tibetan photography exhibition (14 teachers trained). EASC plans to add K-12 teacher training components to conferences that we support during the next cycle. **Teaching resources:** From 2010-13, EA-faculty-led K-12 teacher training resulted in the generation of 105 downloadable lesson plans. During the same period, 213,021 teachers (unique visitors) from all over the country accessed the teaching materials at www.ncta.osu.edu. Currently, IJS with the support of the Center for Global Partnership Grant, develops the site "Journey Along the Tōkaidō" (http://u.osu.edu/journeyalongthetokaido) in consultation with Ohio secondary teachers to

provide lesson plans in conformance with the new Common Core Curriculum being adopted in Ohio. **Direct outreach:** EASC's arts outreach initiative brought EA arts to 2,729 K-12 students in 2010-2013. For example, in 2012, EASC brought a renowned Japanese artist to a local inner city school, Columbus Preparatory Academy (41% minority), to present on Japanese culture and work with 850 K-8 students. During the next cycle, we will continue to work closely with the outreach office of the College of Education to host culture workshops at K-12 schools.

To promote active interactions between elementary/secondary schools and postsecondary institutions in Ohio, EASC has been instrumental in facilitating collaborative events. For example, IJS sponsors the annual workshops of OATJ, whose members consists of both K-12 and college Japanese teachers in Ohio (see 9.A.3, p. 39). In 2012-2013, IJS also sponsored ACTFL OPI and Writing Proficiency Test (WPT) workshops for Japanese teachers in Ohio and beyond: 11 teachers from 1 high school, 1 community college, and 8 colleges attended the OPI workshop; 5 local high school teachers and 34 college teachers from 29 colleges from Ohio, Michigan, Indiana, Pennsylvania, and Kansas came to the WPT workshop.

TABLE 21: EASC's Postsecondary Impact, 2010-2013

PROGRAMS FOR OSU & OTHER MAJORITY INSTITUTIONS	EVENTS	AUDIENCE	SCOPE
Lectures	151	7,075	Ohio
Conferences	10	1,623	National
Symposia	8	923	Ohio
Presentations	2	126	Ohio
Cultural and Special Events	14	12,390	Ohio
Arts Programming (Exhibitions, Performances, Films)	76	43,848	National
Career Events	27	1,134	Ohio
Academic Program Recruitment/ Orientations/ Information Sessions	51	2,170	National
EASC Resources Shared	12	7,817	Ohio
Subtotal	**351**	**77,106**	
PROGRAMS TARGETED AT UNDERREPRESENTED STUDENTS, COMMUNITY COLLEGES, AND MSIs	**EVENTS**	**AUDIENCE**	**SCOPE**
Lectures	1	25	Ohio
Career Events	6	2,230	Ohio
Academic Program Recruitment/ Orientations/ Information Sessions	3	87	National
EASC Resources Shared	1	20	Ohio
Subtotal	**11**	**2,362**	
TOTAL	**362**	**79,468**	

7.A.2. OUTREACH TO POSTSECONDARY INSTITUTIONS: As the sole EA NRC in the State of Ohio, EASC is committed to promote EA research regionally and nationally, as evidenced in Table 21. **Lecture series**

and conferences: In 2010-2013, ICS, IKS, and IJS organized 151 lectures, reaching over 7,000 people, on critical EA themes, as shown in Table 22. Table 23 shows the 10 conferences that EASC organized in 2010-2013 (1,623 attendees) and the 8 conferences that we plan to support during the next cycle. **Arts programming:** OSU has a large cluster of faculty who focus on EA art/performance in addition to the Wexner Center for the Arts. EASC's collaborations with the faculty and partnership with the Wexner Center have produced numerous EA films, exhibits, and performances in 2010-13 (43,848 attendees). In 2011, EASC led the initiative to develop "Tibetan Art & Culture: An Exhibition of Photographs from the Himalayas," which traveled to several universities nationally (attendance at OSU: 5,000; University of Chicago: 10,000; University of Alabama: 3,500). **Programs for underrepresented groups:** EASC increased efforts to encourage underrepresented groups to pursue academic programs and careers involving East Asia through participation in numerous events,

TABLE 22: EASC Lecture Series Themes, 2010-2013

YEAR	LECTURE SERIES
2010-2011	The Work of Culture (ICS)
2010-2011	Japanese Narrative and Linguistics (IJS)
2010-2011	The Korean War and its Legacy (IKS)
2011-2012	Cultures in Contact (ICS)
2011-2012	Language, Society and Popular Culture (IJS)
2011-2012	Understanding Korean History and Society (IKS)
2012-2013	China at the Crossroads (ICS)
2012-2013	Japan in Historical Contexts (IJS)
2012-2013	Security Issues and Contemporary Korea (IKS)

TABLE 23: Conferences in 2010-2013 and 2014-2018

YEAR	CONFERENCE TITLE & ATTENDANCE
Current Cycle (2010-2013)	
2010	Midwest Conference on Asian Affairs (253)
2011	Central Eurasian Studies Society National Conference (204)
2011	Eurasian Environments: Nature and Ecology in Eurasian History (152)
2011	Science, Technology, and Medicine in East Asia (90)
2012	Workshop on Innovations in Cantonese Linguistics (150)
2012	East Asian Psycholinguistics Colloquium (261)
2012	Association for Japanese Literary Studies Conference (93)
2012	North Korea's Cold War (35)
2013	2013 ITASA Midwest Conference: Taiwan Taking Root (225)
2013	2013 NRC Evaluation Conference: Demonstrating the Impact of National Resource Centers (160)
Next Cycle (2014-2018)	
2015	Manga Conference
2015	Central Association of Teachers of Japanese Conference
2016	Classical Chinese literature Conference
2016	Workshop on Innovations in Cantonese Linguistics
2016	Global Water Crisis Conference
2017	NRC Evaluation Conference
2018	Central Eurasian Studies Society Conference
2018	North American Conference on Chinese Linguistics

including the OSU Office of Diversity and Inclusion Career Fair (240+ annually) and the Wilberforce University (HBCU) Career Fair (500+ annually). In the next cycle, EASC will partner and host events with HBCUs and community colleges (see 8.A.1).

7.A.3. OUTREACH TO BUSINESS, MEDIA, AND THE GENERAL PUBLIC: Business: (1) With the National Committee on United States-China Relations, ICS hosts annual symposia on EA national security issues for business, government, and academic sectors. (2) IJS hosts seminars for Ohio businesses (2010-13: 6 seminars). During the next cycle, EASC will collaborate with EA faculty at OSU College of Business, CIBER, China Gateway, and the Columbus Council on World Affairs to organize business seminars on critical EA issues in downtown Columbus. The seminars feature a live webcast and will be available for viewing nationwide. **Media:** OIA has 4 full-time communications professionals who work with EASC to publicize events online and through print and broadcast media. EA faculty has also been active in appearing in media as expert commentators on EA culture, business, law, and national security issues. **General public:** Virtually all of EASC's events are open to the general public, and counting only the attendance at the 71 EASC off-campus events geared specifically toward the general public, EASC reached 281,814 community members between 2010 and 2013 (see Table 26, p. 39). Examples of these events include performances at off-campus venues ("Huun Huur Tu: Mongolian Throat Singers"; "Hiroaki Umeda: S20"), cultural events (Asian Festival of Columbus [reaches 50,000 people annually]; Ohio Chinese Festival), and sharing of culture boxes with libraries, hospitals, senior centers, and community organizations.

CRITERION 8: PROGRAM PLANNING AND BUDGET

8.A. HIGH QUALITY NRC PROGRAM: During the next cycle, EASC will implement the following carefully developed projects that address the mission of the Title VI program while taking OSU's strengths and local/regional/national needs into consideration.

8.A.1. COLLABORATIVE ACTIVITIES WITH COMMUNITY COLLEGES AND MSIs (COMPETITIVE PRIORITY 1): OSU has an institution-wide collaboration with Columbus State Community College (CSCC) and has developed the Preferred Pathway Program, in which

qualified students from CSCC can go through an innovative set of pre-Major tracks that guarantee access to an OSU baccalaureate degree. Building on the strong partnership with CSCC, we request funding to (1) support a Level 2 Japanese course and material development at CSCC; (2) provide training grants for Japanese instructors at CSCC; (3) create 12 EA modules to be added to CSCC World History courses; and (4) host EA speaker series at CSCC as well as at Lakeland Community College. In 2013-2014, EASC established a partnership with Spelman College (HBCU) in Atlanta and will begin collaboratively organizing EA speaker series. We will also provide support for videoconference technology at Central State University (HBCU) in order to share lectures. These projects will significantly enhance international dimensions in these institutions' curricula and improve EA language instruction.

8.A.2. COLLABORATIVE ACTIVITIES WITH COLLEGE OF EDUCATION (COMPETITIVE PRIORITY 2/ABSOLUTE PRIORITY): EASC has a proven track record of organizing successful teacher training programs (see 7.A.1, p. 29). Working closely with OSU's College of Education, EASC proposes to (1) support a week-long intensive summer course (Intensive Global Teacher Seminar) for in-service teachers; (b) host OPI workshops for pre-service Chinese teachers; and (c) provide assistants for College of Education's language teaching methods courses to incorporate Chinese language-specific dimensions. Throughout Ohio, Chinese language programs are growing exponentially. The 2012-13 Chinese enrollments at the K-12 level were 28,649, a sixty-fold increase over the last decade which started out with enrollment under 500. Therefore, our targeted efforts in promoting the preparation and credentialing of Chinese teachers will address the demand for qualified Chinese teachers in Ohio. Furthermore, OSU's College of Education has a strong reputation in overall teacher preparation and its training efforts were recently rated as top in the country by the National Council on Teacher Quality. (OSU was the only one out of the 1,200 universities to receive 4 stars [out of 4] for graduate secondary teacher preparation.) Thus, we are confident that our new collaborative teacher training will effectively bring an international dimension to K-12 classrooms. In addition to these collaborations with the College of Education, we also independently organize

US-EA relations teacher training and support teacher workshop components of EA faculty-led conferences as well as OATJ annual workshops. We request funding to organize these teacher training programs and partial support for EASC teacher training coordination.

8.A.3. STRENGTHEN EA LANGUAGE INSTRUCTION (GPRA MEASURE 3): Drawing on the success of the Advanced Chinese Language and Culture (ACLC) MA program, OSU will expand Level 6 Japanese courses (Japanese Interpretation; Japanese Professional Networking) to create the Advanced Japanese Language and Culture (AJLC) MA program in the near future. As Japan is the largest foreign direct investor in the state ($842 million in 2012-13), there is a strong demand for a workforce proficient in Japanese. Level 6 courses will fully prepare our Japanese students to function in a professional context. EASC will also support a domain-specific "Japanese Economics" (taught in Japanese); Levels 1 and 2 Uzbek, which will be offered via videoconference to the University of Michigan; and a Cantonese course. All of these efforts meet GPRA Measure 3 (Uzbek and Cantonese are least-commonly-taught languages; all other courses are at the advanced level).

8.A.4. NEW EA PROGRAMS (GPRA MEASURE 4): EASC proposes to create the following 7 new EA programs during the next cycle to meet GPRA Measure 4: (1) a History BA and IEAS MA combination program that allows students to finish both degrees in 5 years instead of 6; (2) an Art History BA and IEAS MA combination program; (3) 2 new Global Option certificate programs in Business and Education; (4) a new 12-month Military Foreign Area Officers track in our IEAS MA Program; (5) a Japanese Interpretation certificate program at DEALL as a step toward the Advanced Japanese Language and Culture MA program; and (6) the Graduate Interdisciplinary Specialization in Japanese Cultural Studies. To successfully implement the above programs, we request partial salary support for EASC's senior assistant director who serves as EA academic program coordinator.

8.A.5. PROMOTE EA KNOWLEDGE AND EXPERTISE (IFLE GOAL): To promote EA knowledge and expertise on campus and beyond, EASC will support (1) "China in Africa" and "Geography of East Asia" courses; (2) EA faculty-led conferences; (3) EA lecture series orga-

nized by ICS, IJS, and IKS; (4) EA art events; (5) EA business seminars; (6) professionalization/career events; (7) STEM/EA lectures and career events; and (8) EA culture workshops for OSU and K-12 students. These projects will collectively enhance a national capacity in EA languages and area studies to meet the nation's security and economic needs (IFLE Goal).

8.B.1. DEVELOPMENT AND SUSTAINABILITY PLAN: The budget (see G: NRC Budget) gives a timeline for EASC's proposed projects. **Material/curriculum development:** To ensure that the materials and curricula that we propose to develop will be fully integrated into the units' courses and programs by the end of the next cycle, we propose that the development (e.g., CSCC World History EA-material development) takes place in Years 1 and 2. **New programs:** Proposals for some of the new programs are already underway: we will start 2 BA/IEAS MA combination programs in Year 1, and 2 Global Option certificates in Year 2. We plan to start the Foreign Area Officers Track by Year 3, and the Japanese Interpretation certificate and Japanese Cultural Studies specialization by Year 4. **Long-term planning:** Many of the proposed projects are part of larger initiatives. For example, Level 6 Japanese courses will be developed for the proposed Japanese Interpretation certificate and for the Advanced Language Institute, which CAS plans to create. Once we train our faculty in Japanese interpretation and create course materials with Title VI funding, CAS is committed to supporting and institutionalizing Level 6 Japanese courses 100%. The Cantonese course also fits in DEALL's long-term strategic plan to expand Cantonese course offerings, programs, and research. Therefore, these courses will not only benefit the students who are directly enrolled in these courses but also enhance the larger mission of the university. **Strong partnerships:** Collaborations with our partners are built on solid working relationships. For example, EASC director, Dr. Yuasa, has mentored CSCC's Japanese faculty since 2012, and IKS director, Dr. Lerner, has been working with CSCC history faculty for the past year. Thus, our proposed collaborations carefully address each institution's needs, and outcomes will be seamlessly institutionalized to solidify curriculum and programs at the constituencies served. **Sustainability:** Whenever possible, projects are designed to become self-sustainable. By the end of the next cycle, we will build infrastructures for the Ohio-Japan

Alumni Network so that Ohio EA alumni will become able to connect among themselves and with the EA students without further funding. Sustainability of our projects will also be seen in the form of the continuous dissemination of knowledge. During the next cycle, we will invest in numerous teacher training projects. Once teachers gain knowledge in EA studies and languages, they will continue to make a difference in the lives of their students for years to come.

8.B.2. EFFECTIVE USE OF RESOURCES TO ACHIEVE PROPOSED PROJECTS:

EASC will make every effort to use our resources effectively and efficiently to implement our projects. We have carefully identified partners for nearly all projects, and many of them will contribute significant resources to these projects. For example, K-12 teachers' tuition for our Intensive Global Teacher Seminar will be paid by their school districts. When Foreign Area Officers attend our new track in the IEAS MA program, the Department of Defense will provide tuition support and salary. In addition, OSU's Graduate School has generously agreed to provide tuition awards to augment our FLAS fellowships.

During the next cycle, we will adopt new strategies to significantly enhance the effective use of our resources: (1) OSU will intensify collaborations with OSU ASCs and other NRCs and co-sponsor Uzbek courses, Intensive Global Teacher Seminars, a Global Water Crisis Conference, International Career Events, and an NRC Evaluation Conference (see G: NRC Budget). These collaborations will economize our resources and maximize the impact of these projects. (2) EASC is teaming up with Columbus Council on World Affairs (CCWA) to host Columbus EA Business Seminars in Downtown Columbus. CCWA's capability to professionally webcast these events will make the seminars available not only locally but nationally as well. (3) EASC will offer Korean courses via videoconference to Rutgers University and the University of Iowa and Uzbek to the University of Michigan. We will also begin regularly sharing EA lectures with Ohio colleges and HBCUs through videoconferencing. Because OSU institutionally supports state-of-the-art videoconferencing facilities, these courses and lectures will reach wider audiences without additional funding. In addition, we will rigorously pursue co-sponsorship for our events. (85% of EASC events targeted at the postsecondary level were co-sponsored with other

units on campus in 2010-2013.)

8.C. REASONABLE COST OF ACTIVITIES: EASC has carefully reviewed each budget item for the next cycle. We are confident that the planned activities are reasonable, justifiable, allowable, and cost-effective under the terms of the NRC and FLAS grants. Moreover, as mentioned in the previous section, partnerships with a variety of units make the cost of activities minimal. If awarded, USDE Title VI funds will support one of the largest EA training and outreach centers in the country, thus creating economies of scale for every dollar invested.

8.D. LONG-TERM IMPACT: EASC's activities for 2014-2018 will have a lasting impact on the constituencies served. A summary of impact of our projects is given in Table 24.

TABLE 24: Long-Term Impact

PROGRAM	LOCAL IMPACT	NATIONAL IMPACT
Collaboration with Community Colleges and MSIs	(a) Add Level 2 Japanese to CSCC; (b) enrich Japanese instruction at CSCC; (c) bring in EA dimensions to World History courses at CSCC; (d) provide EA knowledge and EA-related opportunities to community colleges and HBCUs	Provide equitable and quality EA instruction and knowledge to underrepresented groups
Teacher Training	(a) Enhance teachers' ability to disseminate accurate, authentic, diverse, and state standard-appropriate information about EA; (b) promote credentialing of Chinese teachers	Expose K-12 students to accurate, authentic, and diverse information about EA and pedagogically sound EA language instruction to develop future global citizens
Language Instruction	(a) Seed courses (Level 6 Japanese) for Advanced Language Institute at OSU; (b) add a domain-specific language course at OSU; (c) enhance least-commonly taught language courses (Cantonese and Uzbek) at OSU	Meet need for experts with advanced-level EA language proficiency and domain-specific language proficiency; increase supply of area experts with least-commonly taught language ability
New Programs	(a) Increase ability to produce highly-trained experts with strong disciplinary and interdisciplinary focus in C/J/K at OSU	Increase supply of area and EA language experts
Promote EA Knowledge and Expertise	(a) Develop, promote, and disseminate knowledge of EA; (b) promote networking in higher education and NRCs; (c) map out clear path to future career by establishing connections with the business and other communities	Strengthen EA knowledge infrastructure; strengthen system to build and promote global competence; produce workforce with global competence

CRITERION 9: IMPACT AND EVALUATION

9.A.1. UNIVERSITY IMPACT: EASC's strong university-wide impact, shown in Table 25 (p. 39), demonstrates our capability for and continued commitment to strong performance in the next cycle. During this cycle, 195 students graduated with C/J/K degrees, and 1,617 students

took 4 or more EA courses before they graduated. During the same period, EASC hosted 363 events, and 79,493 attended these events (see Table 21, p. 31). Notably, EA language enrollment is up by 10% (817 in Autumn 2010 to 893 in Autumn 2012; note: we have used numbers from the start of autumn term due to the quarter- to semester-system conversion that took place in 2012-2013), and the participation of students in EA study abroad increased by 47% (202 in 2010-11 to 296 in 2012-13). Due to our efforts to promote EA studies among STEM students, 37% of all those studying an EA language were STEM students. Importantly, 35% of total language enrollment was at the advanced level in Chinese, 25% in Japanese, and 11% in Korean in 2012-2013 (see Table 14, p. 19). The strong placement record of the ACLC MA Program (Levels 6 and 7 Chinese) shows that our advanced-level language courses produce students who successfully secure jobs in a variety of EA-related fields (see Table 30, p. 45).

TABLE 25: University Impact, 2010-2013

CRITERIA	IMPACT
DEALL Major Degrees Conferred	195
EA "Program Graduates" (took 4 or more EA courses)	1,617
EASC Event Attendance	79,493
EA Language Enrollment	6,583
EA Area Studies Enrollment	53,365
EA Study Abroad Participants	707

9.A.2. COMMUNITY IMPACT: Between 2010-2013, EASC's outreach activities reached nearly 300,000 community members (see Table 26) through EA-focused activities such as teacher training, lectures, presentations to community groups, performances, art exhibitions in community galleries, cultural festivals, and the sharing of EASC resources (culture boxes) with libraries, hospitals, and churches. For further teacher training and K-12 outreach measures, see Table 20 (p. 30).

TABLE 26: Community Impact, 2010-2013

CRITERIA	IMPACT
Community attendees at OSU events	11,485
Community attendees at off-campus events	281,814
Community members reached through EASC resources (culture boxes)	1,018
Total	**294,317**

9.A.3. REGIONAL IMPACT: Teacher training: In 2010-13, EASC trained 1,527 Ohio teachers through its K-12 teacher training programs, reaching 41% of all Ohio counties and 31.25% of Ohio's Appalachia counties (see Table 20, p. 30). **Teacher associations:** EASC has strong ties to OATJ and sponsors their annual teacher workshops. The 2012 OATJ workshop was held at OSU and attended by 54 participants from 17 universities, 7 high schools, and 3

community colleges in Ohio, Michigan, Indiana, and Kentucky. During the next cycle, we will also partner with the Ohio Association of Teachers of Chinese (OATC). **Ohio-Japan Alumni Network:** In 2013, IJS established the Ohio-Japan Alumni Network, which connects alumni from K-16 Japan-related programs in Ohio with students and educators from OSU and other Ohio schools, supporting the 3,577 students in Japan-related programs at 42 K-16 institutions across the state. **Midwest Collaborations:** EASC reaches out to universities throughout the Midwest to organize collaborative programs, such as the University of Michigan for Tibetan language instruction and Ohio Wesleyan University for teacher training in 2012-2013.

9.A.4. NATIONAL IMPACT: Strong evidence of EASC's national impact is shown in Table 27. **National Conferences:** During the current cycle, we hosted 10 national conferences on critical issues (e.g., "Science, Technology, and Medicine in East Asia: Policy, Practice, and Implications in a Global Context," see Table 23. p. 32), which were attended by 1,623 participants from the US and beyond. **SPEAC C/J Language Teacher Training:** SPEAC, which promotes performance-based language instruction and attracts participants from all over the country, trained 29 qualified EA language teachers in 2010-2013. **K-12 Curriculum Units:** K-12 teaching materials created through our teacher training programs were accessed and used 1,281,219 times nationwide in 2010-2013. **Interlibrary Loan:** OSU ranked 3rd in the country in EA Interlibrary loans (2,174 requests, see 5.A.1, p. 23). **Placement:** Specialists trained in EA languages and area studies at OSU are currently employed nationally at places ranging from *China Digital Times* and GE to the National Security Agency and Dartmouth College (see Table 30, p. 45).

TABLE 27: Select National Impact, 2010-2013

CRITERIA	IMPACT
Attendees of 10 EASC-supported conferences	1,623
SPEAC teachers trained	29
Number of "hits" on K-12 curriculum units	1,281,219
EA collection interlibrary loan requests (2010-11 only, latest available data)	2,174

9.B. COMMITMENT TO DIVERSITY AND ACCESS: EASC is strongly committed to provide equal access to all individuals, and works closely with OSU's equal access offices and programs, such as the Office of Diversity and Inclusion, the Office for Disability Services, and the Women's Place (see also 7.A.2, p. 32). Through our efforts to support underrepresented

groups in EA studies, minorities are well represented among East Asian language learners at OSU; in 2012-13, 10.44% of students were African American or Hispanic/Latino (higher than the 8.9% representation at the institutional level) (see Table 28). Similarly, our 2010-2013 FLAS awards indicate strong non-heritage minority participation (8% African American or Hispanic/Latino) and near-gender parity (60% men; 40% women).

TABLE 28: Demographics of OSU C/J/K language learners, 2012-2013

STUDENT BACKGROUND	CHINESE: 622 students	JAPANESE: 608 students	KOREAN: 265 students	CJK TOTAL: 1,495 students*
1. African American	7.07%	7.57%	9.81%	7.76%
2. Hispanic/Latino	1.29%	2.96%	5.28%	2.68%
3. Asian-Pacific	31.83%	29.44%	47.17%	33.58%
4. White	51.77%	51.81%	30.57%	48.03%
5. Other/Undisclosed	8.04%	8.22%	7.17%	7.95%
Students historically under-represented (1, 2 above)	**8.36%**	**10.53%**	**15.09%**	**10.44%**

* This figure is based on the number of unique students enrolled in C/J/K.

We also rigorously recruit minority students to participate in study abroad. Of the 707 students who studied in EA countries in 2010-2013, approximately 8% of them were African-Americans, Hispanics, or American Indians. In 2013, OIA partnered with the Office of Diversity and Inclusion to hire a special assistant to increase minority participation in study abroad. For this and other related creative programming, OIA's Director of Study Abroad was selected as the recipient of the 2014 Ruth C. Bailey Award for her outstanding contribution toward multicultural interaction and understanding among our diverse student population.

To expand access, we will collaborate with Spelman College in Georgia (HBCU), Central State University in Ohio (HBCU), CSCC (21% African American), and Lakeland Community College (14% African American) (see 8.A.1, p. 33). Under OSU's "Program 60," any person over the age of 60 is entitled to audit any available OSU courses for free.

9.C.1. EVALUATION PLAN: EASC has established itself as a nationally visible locus of best practices in evaluation. Since 2010, the ASCs at OSU have coordinated evaluation efforts and collectively adopted a customized Shared Tracking and Evaluation System to address the NRCs' needs to collect data about activities and outcomes (desired change in participants). The shared system is an open, web-based interface with query potential (e.g., courses offered,

lecture participants) and summary report functions (e.g., outreach activity report). Therefore, it allows us, over the long term, to manage and analyze the data that we collect through questionnaires, focus groups, web-based surveys, exit interviews, and testing. These evaluation efforts are monitored and implemented by a full-time assessment manager in OIA, who has a PhD in higher education, training in program evaluation, and significant experience in researching international education outcomes. Dr. Cindy Xinquan Jiang (see F: Profiles) is independent of EASC and reports to OIA's Vice Provost. Her task is to access and use university integrated datasets and student information systems as well as national data sets to analyze and report on course enrollments, program graduates, and other data. She is proficient with numerous programs used in evaluation, such as SAS for quantitative data analysis and InVivo for qualitative data analysis, and received institutional support for acquisition of Qualtrix survey software in 2013. Upon completion of evaluation initiatives, Dr. Jiang analyzes data, writes reports, and shares her findings with the Centers, OIA, and university leadership, as appropriate. The collaborative and standardized evaluation system managed by Dr. Jiang ensures the effectiveness of our evaluation, preserves data integrity, and reduces costs and personnel hours across centers. Table 29 (p. 43) gives an overview of our evidenced-based evaluation plan for the next cycle.

Our evaluation efforts go beyond OSU. In addition to the first Title VI NRC Evaluation conference in 2013 (see 9.E., p. 44), EASC and other ASCs at OSU collaborated with the University of Michigan to conduct a survey of FLAS fellows from 2004-2013 to examine the impact of FLAS on recipients' career trajectories and professional development. We will continue these collaborations on evaluation to improve our core activities.

9.C.2. USE OF RECENT EVALUATIONS: After collecting and analyzing evaluation data for programs, EASC systematically incorporates the findings into programing to improve our performance. We have taken various steps over the past years to achieve optimal results: (1) based on the results of surveys of K-12 teachers who participated in our National Consortium for Teaching about Asia program, EASC identified the most meaningful aspects of the program in order to design our new Intensive Global Teacher Seminar on a much reduced budget, to be

launched in 2015; (2) after analyzing the results of graduate exit surveys, EASC revised its IEAS MA program curriculum to equip students with strong research tools and a knowledge

TABLE 29: Select Evaluation Plan, 2014-2018

PERFORMANCE MEASURES	ACTIVITIES	DESIRED OUTCOMES	METHOD OF EVALUATION
1. Project Goal: Strengthen Community College/MSI Curriculum (Priority 1)			
Develop 12 high-quality EA-focused modules to be used in CSCC World History courses	(1) Recruit and hire EA specialists interested in project; (2) develop quality modules with EA content; (3) review and revise the CSCC World History courses to ensure that EA material is fully integrated	CSCC students gain world knowledge about East Asia	**Center Records:** The number of EA modules completed; **Questionnaires**: Retrospective post-course questionnaire to determine students' increased knowledge of East Asia
2. Project Goal: Promote Preparation and Credentialing of K-12 Teachers (Priority 2/Absolute Priority)			
Train 80 K-12 teachers on US-EA Relations by the end of the grant	(1) Develop teacher training on US-East Asian Relations; (2) disseminate program information to potential teachers; (3) recruit K-12 teachers to enroll in teacher training	Teachers gain ability to disseminate accurate and state standard-appropriate information about US-EA relations	**Center Records**: The number of teachers who completed program; **Questionnaires**: Retrospective post-seminar and one-year follow-up questionnaires with teachers to measure use of EA-related information in classroom
3. Project Goal: Increase the number of Advanced Language Courses in LCTL (GPRA Measure 3)			
Create 2 Advanced Japanese Courses	(1) Develop Level 6 "Japanese Interpretation" course; (2) develop Level 6 "Japanese Professional Networking" course; (3) recruit advanced students to enroll in Japanese interpretation course	Students acquire ability to interpret between English and Japanese and network professionally	**University Registrar:** The number of students who completed the courses; **Questionnaires:** Retrospective post-course questionnaire to measure students' confidence in interpretation and networking skills
4. Project Goal: Increase the number of EA programs (GPRA Measure 4)			
Create 2 Global Option certificates	(1) Develop partnership with Business School and College of Education; (2) propose Global Option certificates in Business and Education; (3) disseminate program information to potential students	Business and Education students gain ability to combine EA knowledge with domain-specific competence to succeed in the global economy	**University Registrar:** The number of students who completed the certificates; **Questionnaires**: Retrospective post-program questionnaire to determine students' increased EA knowledge and cultural competence
5. Project Goal: Promote EA Knowledge and Expertise (IFLE Goal)			
Professionalize 200 students in EA/STEM fields by the end of the grant	(1) Organize "Global Water Crisis" Conference; (2) host EA/STEM lectures and professionalization workshops; (3) recruit students to participate in conference, lectures, and workshops	Students gain ability to connect EA knowledge with STEM-specific competence	**Center Record:** The number of students who participated in EA/STEM events; **Questionnaires:** Survey lecture and workshop attendees to assess increased EA-related knowledge and interest in EA-related jobs

base of EA studies, first through greater faculty and peer mentoring and next by requiring the course, "Introduction to Graduate-level East Asian Studies," for all students in each semester of the program; (3) based on the findings of exit interviews with undergraduate FLAS fellows, EASC forged closer relationships with academic advisors in STEM fields, which yielded a larger, more competitive undergraduate STEM FLAS application pool in subsequent years; (4) following up on a university-wide LCTL needs assessment led by Dr. Tom Gething, we piloted a Cantonese course in Fall 2013 and will offer the course annually during the next cycle.

9.D. IMPROVED SUPPLY OF SPECIALISTS: From 2010 to 2013, OSU produced 63 EA MAs and 73 EA PhDs, and many of them are successfully placed (see Table 30, p. 45). The IEAS MA program, inaugurated in 2005 and housed in EASC, has placed students in government, nonprofit, business, and education sectors, as well as doctoral level study at institutions across the country. DEALL's placement record is particularly impressive: 100% of PhD graduates gained positions in higher education institutions during this cycle. The DEALL ACLC also produces uniquely strong graduates. For example, Jared Psigoda (ACLC, 2008), co-founder and CEO of Reality Squared Games, was named to 2014 *Forbes China*'s "30 under 30" list.

9.E. ACTIVITIES THAT ADDRESS NATIONAL NEEDS AND DISSEMINATE INFORMATION TO PUBLIC: EASC identifies the areas of national security and economic competitiveness as key for NRCs. Working closely with OSU's premiere military history graduate program and the nationally recognized Mershon Center for International Security Studies, EASC organizes numerous national security events (e.g., annual symposium on EA national security issues [3 events, 211 attendees], IKS' "Security Issues and Contemporary Korea" lecture series [14 events, 605 attendees]). We also give preference to FLAS applicants who plan to enter government service (31% of awards, see 9.F.1, p. 46). To increase economic competitiveness, EASC holds professionalization workshops for EA students (27 events, 1,134 attendees) and created the Ohio-Japan Alumni Network (3,577 students connected with alumni).

EASC is committed to disseminating information to convey the importance of expertise in critical languages and area studies. In 2013, EASC organized the first national Title VI NRC

Evaluation conference to facilitate national discourse on defining and measuring NRC outcomes and thus help shape the future direction of area studies. Over 150 faculty directors, assistant directors, and administrators from 46 institutions, representing 86 (out of 125) NRCs, attended more than 50 presentations. The presentations were shared via video streaming on EASC's

TABLE 30: Select OSU EA MA and PhD Placement, 2010-2013

GRADUATE	DEGREE	DEPT.	CURRENT PLACEMENT
BUSINESS SECTOR			
Henochowicz, Anne*	2010 MA	DEALL	Translations Editor, *China Digital Times*
Stellato, Christopher	2010 MA	DEALL ACLC	Owner, Columbus School of Chinese
Wattier, Jason*	2010 MA	Accounting	Advisory Senior Associate, KPMG, New York
Freitag, Greg*	2012 MA	IEAS	Global Markets, General Motors
Baird, Jeffrey*	2012 PhD	Economics	Senior, Transfer Pricing Group, PwC, Washington
Paris, David*	2013 MBA	Business	Lead Strategic Buyer, GE Oil and Gas
GOVERNMENT SECTOR			
Holzbauer, David	2010 MA	DEALL ACLC	Analyst, National Security Agency
Jin, Ruoyang	2010 MA	DEALL ACLC	US Department of Treasury
Schnaars, Paul	2010 MA	DEALL ACLC	Analyst, National Security Agency
Babb, Kara	2011 MA	DEALL ACLC	Researcher, *Voice of America*
NONPROFIT SECTOR			
Dominguez, Sara*	2012 MA	IEAS	Accounting, United Way
Matacic, Catherine*	2012 MA	DEALL	Sr. Communications Manager, US China Business Council
Slaten, Kevin	2012 MA	DEALL ACLC	Human Rights Advocate, China Labor Watch
EDUCATION SECTOR			
Pierson, Heather*	2010 MA	IEAS	Teacher, Electronic Classroom of Tomorrow
Monobe, Gumiko	2010 PhD	Education	Assistant Professor, Kent State University
Tierney, Kate	2010 PhD	Earth Sciences	Assistant Professor, Denison University
Chan, Wing Nam	2011 PhD	Anthropology	Assistant Professor, Valdosta State University
Yang, Chansheng	2011 PhD	DEALL	Assistant Professor, University of Connecticut
Yoo, Dongwoo	2011 PhD	Economics	Assistant Professor, West Virginia University
Greenwalt, Erin	2012 MA	DEALL ACLC	Chinese Teacher, Northmont High School
Dolan, Jr., Thomas	2012 PhD	Political Science	Assistant Professor, University of Central Florida
Holliday, Jeffrey*	2012 PhD	Linguistics	Postdoctoral Fellow, Indiana University
McGuire, William	2012 PhD	AEDE	Assistant Professor, University of Washington, Tacoma
Carson, Austin	2013 PhD	Political Science	Postdoctoral Researcher, Princeton University
Gibbs, Levi*	2013 PhD	DEALL	Assistant Professor, Dartmouth College
Maki, Ariana*	2013 PhD	History of Art	Associate Curator, Univ. of Colorado Boulder Art Museum
GRADUATE STUDY			
Hubbard, Joshua*	2011 MA	IEAS	PhD Program, University of Michigan, Women's Studies
Curtis, Paula*	2011 MA	IEAS	PhD Program, University of Michigan, History
Metzger, Stephanie*	2012 MA	IEAS	PhD Program, University of Kansas, Women's Studies
Mann, Paul	2013 MA	DEALL ACLC	Professional School, Brigham Young University Law School

*FLAS Fellowship recipient

website and a report of the conference outcomes was distributed nationally. We will host another national NRC evaluation conference in 2017. To promote awareness and interest in EA studies and languages, EASC also (1) has a website with a complete list of EA-related courses on campus and information on EA programs, and fellowship and employment opportunities; (2) produces a weekly e-newsletter (690 subscribers) and a biannual print newsletter; (3) connects 283 EA faculty across the state through the Ohio Asianists list; and (4) reaches out to EA teachers through collaborations with OATJ and OATC. Similarly, EA faculty members actively disseminate information to the public. For example, Dr. Mitch Lerner (IKS director) was interviewed 4 times by media outlets, such as *Fox News* and *Global Times* (Beijing), and contributed op-eds to *The Diplomat* twice in 2012-2013.

9.E.2. PLACEMENT OF STUDENTS INTO POSTGRADUATE EMPLOYMENT: For placements, see 9.D; for stated efforts to increase placement, see 9.F.2.B.

9.F.1. AWARDING OF FELLOWSHIPS ADDRESSING NATIONAL NEEDS: To address national needs, all of our FLAS Fellowships in 2010-2014 were awarded to learners of priority languages ([Mandarin] Chinese, Japanese, Korean, Kazakh, Tibetan, Uighur, Uzbek), and 90% of grantees were advanced learners. Our FLAS criteria prioritize students with plans to enter government service (31% of awardees) and those who combine an EA language with a STEM field (15% of awardees). Many of our FLAS fellows have focused on national security, such as William Chou (SU11, AY11-12), who previously worked for the Institute for Defense Analyses and plans to return to government service upon completing his PhD in 2014, and Cassandra Olson (SU13, AY13-14), who is completing a dual degree in ACLC and Public Affairs and intends to pursue a career in the Department of State or the CIA.

9.F.2.A. PLACEMENT: Of the 48 individuals who received FLAS Fellowships in 2010-2013, 68% (33 recipients) are still enrolled in degree programs at OSU. Of the 15 who graduated, 8 have gone on to further graduate study elsewhere (University of Michigan [3], University of Wisconsin [2], UCLA [1], BYU [1], University of Kansas [1]), and 7 went to the nonprofit (such as US China Business Council) or private (such as General Motors) sectors (see Table 30,

p. 45). According to our survey conducted in 2013 to assess the long-term impact of FLAS (43 out of 71 fellows who received FLAS between 2004 and 2013 responded), 54% are currently employed in education, 33% in the private sector, and 18% in government and NGOs. As shown in Table 31, the majority of FLAS recipients are using language skills and area studies expertise rigorously in their careers. 31% of FLAS recipients indicated that they use their language skills daily, and another 17% at least weekly. Similarly, 53% use their area studies expertise daily, and another 29% at least monthly. We will continue to conduct surveys to track placement results during the next cycle.

TABLE 31: FLAS Fellow Usage of Skills/Expertise

USAGE	LANGUAGE SKILLS	AREA STUDIES EXPERTISE
Daily	31%	53%
Weekly	17%	9%
Monthly	11%	20%
< Once a Month	20%	9%
Never	20%	9%

9.F.2.B. EFFORTS TO INCREASE PLACEMENT: Since EA languages and cultures are among the top areas of concern for at least 8 US departments, EASC has intensified and will continue its efforts to bring graduates and government agencies in direct contact: (1) since 2008, EASC, together with other ASCs and CLLC at OSU, has sponsored an annual week-long "International Career Week," featuring guest speakers from government, nonprofit, business, media, and education sectors, and a "Foreign Language Career Night," which hosted 23 recruiters and reached 256 attendees in 2013; (2) EASC also regularly invites government recruiters, hosting information sessions with the Department of State, CIA, FBI, and more. For the next cycle, we have started working with the Department of Defense's Defense Language Institute to train military Foreign Area Officers in our IEAS MA program, many of whom go on to serve as military attaches in US Embassies around the world.

CRITERION 10: FLAS AWARDEE SELECTION PROCEDURES

10.A.1. FLAS ADVERTISING: EASC strives to aggressively promote the FLAS program. Advertising begins in early November and continues until February with a concerted campaign consisting of: (1) emails to all graduate (10,013) and professional (3,252) students; (2) emails to main campus undergraduate students (44,201); (3) emails to all OSU faculty and staff (28,881); (4) two quarter-page newspaper advertisements in the *OSU Lantern* (15,000 printed daily with

12,000 visitors/day to website); (5) information sessions conducted by EASC, including joint sessions with professional schools and the Office of Diversity and Inclusion; (6) EASC-generated mailings to STEM department chairs and academic advisors; and (7) posting on the websites and social networking pages of EASC, OIA, and professional schools. In addition to these wide-spread publicity campaigns, EASC also reaches out to individual EA faculty/teaching staff to request their assistance in sharing the opportunity with eligible students.

10.A.2. TIMELINE OF SELECTION STEPS: OSU has a standardized application process for all of its Title VI centers. In early November, when the publicity campaign begins, applications are made available in hard copy and as downloadable, fillable PDF files. The application deadline is February 1, or the next weekday if it falls on a weekend. Simultaneously, applicants must submit the Free Application for Federal Student Aid (FAFSA) by OSU's priority deadline of February 15. By mid-February, copies of all applications, together with EASC FLAS priority information and scoring sheets, are sent to that year's faculty committee in advance of an early March meeting. Once the committee ranks applicants by merit, the Office of Financial Aid will supply data on each applicant's financial need. Award notifications are sent out by mid-March and students are asked to accept or deny by April 15. The FLAS coordinator meets with all EASC FLAS fellows to ensure compliance with the terms of the award.

10.A.3. ANNOUNCED PRIORITIES: EASC currently implements the competitive priority of making awards in priority languages (100% went to priority languages of Chinese, Japanese, Korean, Tibetan, Uighur, Uzbek, Kazakh), and the invitational priority of collaborating with professional schools to increase applications for advanced level language study (resulting in 17 awards in Agriculture, Business, Education, Engineering, Environmental Science, Law, Public Affairs, and STEM). In the next cycle, EASC will (1) give competitive preference to applicants with academic merit and professional potential who also demonstrate financial need as defined in Part F of Title VI of the Higher Education Act of 1965; and (2) continue to adopt the competitive priority of awarding a minimum of 25% of all FLAS awards to priority languages.

10.B.1. HOW STUDENTS APPLY: Alerted by the various forms of publicity, students can

download the application as a fillable PDF file or pick it up in hard-copy form at the Center. Students with impairments can request assistance through the Office for Disability Services at any point in the process. Students can phone, email, or make in-person appointments with the EASC FLAS coordinator at any time. They can also attend the multiple information sessions and, for those unable to attend in person, a downloadable PowerPoint file is available on the EASC website. Completed applications can be dropped off until 4:30 the day of the deadline or mailed with a postmark of the day of the deadline.

10.C.1. WHO SELECTS: A committee composed of no fewer than 5 EASC faculty from at least 4 different departments from at least 3 colleges (at least 1 professional college) and chaired by the EASC director chooses the FLAS fellows. Committee membership rotates every year but careful attention is paid to ensure a high-quality, interdisciplinary committee, with representation from China, Japan and Korea faculty. Each committee member individually previews and ranks the FLAS applicants in accordance with standardized EASC scoring sheets. Committee members must disclose professional relationships with applicants. The committee meets to discuss and rank applicants with academic merit. Once financial need information is gathered, the committee then decides upon all finalists and at least 3 alternates.

10.C.2. SELECTION CRITERIA USED: EASC awards its FLAS fellowships based on academic merit and professional potential, and in this cycle, will incorporate consideration of financial need. Graduate and undergraduate applications are judged separately. Each graduate application must contain biographical information, a narrative statement outlining the applicant's need for language and area studies coursework to achieve academic and/or professional goals, 3 letters of reference, GRE (or LSAT or GMAT) scores, official transcripts, and a budget statement. Highest priority will be given to candidates proposing to study at the advanced level before entering government service; second-highest priority will be given to students planning to study at the advanced levels in the first three years of their graduate or professional program; third-highest priority will be given to students planning to study at the intermediate level or above in non-prototypical fields. Undergraduate applicants must submit evidence of junior

standing in a STEM field, with successful completion of two years of EA language at the college level as well as a cumulative GPA of 3.4. They must also submit 3 letters of reference (at least one from a STEM professor and another from a language faculty) and a narrative statement outlining the need for further language study and their international professional goals. Undergraduates must study the language at the advanced level to be considered. All applicants must submit a FAFSA form to be eligible. For both graduate and undergraduate awards, the committee will assess and rank applicants based on: (1) the student's intellectual potential; (2) the quality and appropriateness of the proposed program of study; (3) prior proficiency and evidence of aptitude in an East Asian language; (4) the likelihood of making use of the proposed language in their professional careers. The Office of Financial Aid will then provide financial need data for the applicants deemed to have both sufficient academic merit and professional potential. From this list, priority will be given to students with significant financial need.

CRITERION 11: COMPETITIVE PRIORITIES

11.A.1. NRC COMPETITIVE PRIORITY 1: EASC proposes to (1) support Level 2 Japanese course and material development at Columbus State Community College (CSCC); (2) provide community college faculty training grants; (3) collaborate with CSCC on World History EA-material development; and (4) host EA Speaker Series at CSCC, Lakeland Community College and HBCU Spelman College to meet NRC Competitive Priority 1 (see 8.A.1, p. 33).

11.A.2. NRC COMPETITIVE PRIORITY 2: EASC will partner with OSU's College of Education to (1) offer Intensive Global Teacher Seminar to in-service teachers; (2) organize OPI workshops for pre-service Chinese language teachers; and (c) support College of Education's teaching methods courses to promote the preparation and credentialing of EA language teachers to meet NRC Competitive Priority 2 (see 8.A.2, p. 34).

11.B. FLAS COMPETITIVE PRIORITIES: EASC meets FLAS Competitive Priorities 1 and 2 by (1) giving competitive preference to applicants with academic merit and professional potential who also demonstrate financial need; and (2) continuing to award at least 25% or more of FLAS fellowships for priority language study (100% in 2010-13). See 10.A.3, p. 48.

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section E: Budget

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 OHIO STATE UNIVERSITY

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	$107,088	$118,990	$106,781	$104,498		$437,357
2. Fringe Benefits	$31,483	$35,313	$32,841	$32,457		$132,094
3. Travel	$12,300	$7,800	$13,800	$13,800		$47,700
4. Equipment						
5. Supplies	$20,068	$15,836	$18,167	$18,534		$72,605
6. Contractual						
7. Construction						
8. Other	$92,950	$85,950	$92,300	$94,600		$365,800
9. Total Direct Costs (lines 1-8)	$263,889	$263,889	$263,889	$263,889		$1,055,556
10. Indirect Costs*	$21,111	$21,111	$21,111	$21,111		$84,444
11. Training Stipends	$346,500	$346,500	$346,500	$346,500		$1,386,000
12. Total Costs (lines 9-11)	$631,500	$631,500	$631,500	$631,500		$2,526,000

***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? __x__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__/__2016____ (mm/dd/yyyy)

Approving Federal agency: ____ ED ___x_ Other (please specify): ___DHHS_____ The Indirect Cost Rate is ____54%

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

Is included in your approved Indirect Cost Rate Agreement? or _X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is **NRC 8%, FLAS 0%**

The Ohio State University East Asian Studies Center
NRC Budget Request for 2014-2018

Priority	Category and Explanation	Rate	Year 1	Year 2	Year 3	Year 4	Narrative Page #
	SALARIES						
	I. Administrative Staff						
GPRA4	1. **EASC Senior Assistant Director** for Academic Program Coordination, FLAS Administration, Title VI Reporting	1/2 of 0.5 FTE appointment; FY Base Pay $35,000; balance of support from EASC. Salary inflation rate: 3%.	$17,500	$18,025	$18,566	$19,123	25, 35, 48
	2. **EASC Program Manager** for Public Relations, Program Coordination, Fiscal Oversight	1/2 of 0.5 FTE appointment; FY Base Pay $25,000; balance of support from EASC. Salary inflation rate: 3%.	$12,500	$12,875	$13,261	$13,659	29
	3. **OIA Assessment Manager**	5% of 1.0 FTE appointment; FY Base Pay $66,000; balance from OIA and other OSU NRCs. Salary inflation rate: 3%.	$3,300	$3,399	$3,501	$3,606	42
	Subtotal Administrative Staff		***$33,300***	***$34,299***	***$35,328***	***$36,388***	
	II. Area Studies Curriculum Development						
CP2	1. **Teaching Methods Course for Chinese (and Japanese) Teachers** in College of Education, Teaching Assistant	Support for 100 hours of assistance per semester (Autumn and Spring) at $20/hour.	$4,000	$4,000	$4,000	$4,000	34
	2. **"China in Africa" Course**	Support for the offering of a semester-long course in collaboration with the Undergraduate International Studies Program. 1/2 of appointment; balance of support from UISP.	$0	$4,000	$0	$0	14, 35
	3. **"Geography of East Asia" Course**	Support for the offering of a semester-long course.	$2,000	$0	$0	$0	14, 35
	4. **Korean eCourses Support:** "Cultures of Cold War Korea," "Two Koreas: Political Economy of Rivalry," "Korean Language and Culture in Everyday Life," "Modern Korean History," "The Language and Society of the Two Koreas"	Partial support (15%) for Korean eSchool faculty liaison and facilitator, and instructor for one course; balance of support from CIC Korean eSchool grant.	$2,700	$2,700	$2,700	$2,700	13
	Subtotal Area Studies Curriculum Development		***$8,700***	***$10,700***	***$6,700***	***$6,700***	
	III. Language Curriculum Development						
GPRA3	1. **"Japanese Interpretation" Curriculum Development**	Supplemental compensation for two faculty members to develop curricula.	$0	$2,000	$4,000	$0	19, 35
GPRA3	2. **"Japanese Professional Networking" Material Development**	25% GTA appointment; tuition provided by GTA's home department. Salary inflation rate: 3%.	$3,946	$4,064	$0	$0	19, 35
GPRA3	3. **Japanese Economics Course**, taught in Japanese, Lecturer	Support for the offering of a semester-long course on Japanese economics taught in Japanese.	$0	$7,000	$0	$0	19, 35
GPRA3	4. **Uzbek Language Course**, Lecturer	10% of 0.5 FTE appointment; FY Base Pay $27,000, balance of support from CSEES, MESC, NELC. Salary inflation rate: 3%.	$2,700	$2,781	$2,864	$2,950	17, 35
GPRA3	5. **Cantonese Language Course**, Teaching Assistant	50% GTA appointment in Year 1, decreasing to 25% by Year 4; tuition provided by GTA's home department.	$7,892	$6,313	$4,735	$3,946	18, 35
	Subtotal Language Curriculum Development		***$14,538***	***$22,158***	***$11,599***	***$6,896***	

Priority	Category and Explanation	Rate	Year 1	Year 2	Year 3	Year 4	Narrative Page #
	IV. Outreach						
ABS	1. **EASC Senior Assistant Director** for EA Studies Teacher Training Coordination	1/2 of 50% appointment; FY Base Pay $35,000; balance of support from EASC. Salary inflation rate: 3%.	$17,500	$18,025	$18,566	$19,123	35
	2. **Korean Outreach Coordinator**	1/2 of 50% appointment; FY Base Pay $25,000; balance of support from EASC. Salary inflation rate: 3%.	$12,500	$12,875	$13,261	$13,659	29
	3. **Chinese Outreach Coordinator**	1/4 of 100% appointment; FY Base Pay $51,000; balance of support from EASC. Salary inflation rate: 3%.	$12,750	$13,133	$13,526	$13,932	29
	4. **Outreach Assistant**	$10/hour for 15 hours per week.	$7,800	$7,800	$7,800	$7,800	29-33
	Subtotal Outreach		***$50,550***	***$51,833***	***$53,153***	***$54,514***	
	TOTAL SALARIES		**$107,088**	**$118,990**	**$106,781**	**$104,498**	

FRINGE BENEFITS

GPRA4	EASC Senior Assistant Director	35.1%	$6,143	$6,327	$6,517	$6,712	25, 35, 48
	EASC Program Manager	35.1%	$4,388	$4,519	$4,655	$4,794	29
	OIA Assessment Manager	35.1%	$1,158	$1,193	$1,229	$1,266	42
CP2	Teaching Methods Course for Chinese and Japanese Teachers, Teaching Assistant	12.6%	$504	$504	$504	$504	34
	"China in Africa" Lecturer	29.0%	$0	$1,160	$0	$0	14, 35
	"Geography of East Asia" Lecturer	29.0%	$580	$0	$0	$0	14, 35
	Korean eCourses Support	16.6%	$448	$448	$448	$448	13
GPRA3	"Japanese Interpretation" Curriculum Development	29.0%	$0	$580	$1,160	$0	19, 35
GPRA3	"Japanese Professional Networking" Material Development	12.6%	$497	$512	$0	$0	19, 35
GPRA3	Japanese Economics Lecturer	29.0%	$0	$2,030	$0	$0	19, 35
GPRA3	Uzbek Language Lecturer	29.0%	$783	$806	$831	$856	17, 35
GPRA3	Cantonese Language Teaching Assistant	12.6%	$994	$795	$597	$497	18, 35
ABS	EASC Teacher Training Coordinator	35.1%	$6,143	$6,327	$6,517	$6,712	35
	Korean Outreach Coordinator	35.1%	$4,388	$4,519	$4,655	$4,794	29
	Chinese Outreach Coordinator	35.1%	$4,475	$4,610	$4,748	$4,890	29
	Outreach Assistant	12.6%	$983	$983	$983	$983	29-33
	TOTAL FRINGE		**$31,483**	**$35,313**	**$32,841**	**$32,457**	

TRAVEL

	I. International Travel						
	1. **Academic Program Specialists for Chinese and Japanese Language Instruction to EA**	Partial support for travel related to professional/skill development.	$1,000	$1,000	$1,000	$1,000	20
	2. **Outreach staff to EA**	Partial support for travel related to K-12 linkage and resource development,and teacher training.	$0	$0	$3,000	$3,000	29
	Subtotal International Travel		***$1,000***	***$1,000***	***$4,000***	***$4,000***	

Priority	Category and Explanation	Rate	Year 1	Year 2	Year 3	Year 4	Narrative Page #
	II. Domestic Travel						
	1. **Title VI Project Director workshop attendance**	Partial support for director and senior assistant director to travel to Washington, DC.	$3,000	$0	$0	$0	25
	2. **Center leadership conference attendance**	Partial support for travel to national conferences for the purposes of EASC program-building.	$3,000	$1,500	$3,000	$3,000	25
	3. **Outreach staff conference attendance**	Partial support for travel to workshops or conferences for the purposes of professional development.	$1,500	$1,500	$3,000	$3,000	29
	4. **Government / military recruitment at Defense Language Institute**	Support for graduate program coordinator to attend annual government/military University Fair at DLI.	$1,800	$1,800	$1,800	$1,800	10
CP1	5. **Historically black colleges and community colleges recruitment**	Support for recruitment for area studies MA programs and to discuss international career opportunities at Spelman College and other HBCUs/CCs.	$2,000	$2,000	$2,000	$2,000	33
	Subtotal Domestic Travel		***$11,300***	***$6,800***	***$9,800***	***$9,800***	
	TOTAL TRAVEL		**$12,300**	**$7,800**	**$13,800**	**$13,800**	

	SUPPLIES AND MATERIALS						
	1. **OSU Libraries:** EA Acquisitions	Enhancement of access to digital resources and acquisitions of nationally and regionally significant materials.	$8,968	$8,736	$8,817	$9,184	23-24
	2. **EASC Media Library:** Acquisitions	DVDs for new and existing courses, and EASC K-12 educator program graduates, in all target languages.	$1,000	$1,000	$1,000	$1,000	21
	3. **EASC Program Publicity**	Publication and mailing of brochures and newsletters.	$8,000	$6,000	$8,000	$8,000	46
	4. **Japan Culture Boxes**	Materials and one-way postage of boxes to K-12 schools and community organizations.	$100	$100	$350	$350	39
CP1	5. **Central State University Support for Shared Programming via Videconference Technology**	Partial support for noise-cancelling microphones, video cameras, wall-mounted flat-screen TVs, rolling tables and chairs for course sharing and learning activities with Central State University (HBCU); balance of support from other OSU NRCs.	$2,000	$0	$0	$0	34
	TOTAL SUPPLIES AND MATERIALS		**$20,068**	**$15,836**	**$18,167**	**$18,534**	

	OTHER						
	I. Strengthening HBCUs and Community Colleges						
CP1	1. **"Intermediate Japanese" Course Support for Columbus State Community College**	Support for instructor for Intermediate Japanese (2 courses) at CSCC; 100% in Year 2, 75% in Year 3, 50% in Year 4.	$0	$10,000	$7,500	$5,000	34
CP1	2. **"Intermediate Japanese" Material Development for Columbus State Community College**	Honoraria for materials for 3 courses, $2,000/course.	$6,000	$0	$0	$0	34
CP1	3. **Professional Development Training Grant for Columbus State Community College Japanese Instructor**	Partial support for CSCC Japanese faculty to attend language pedagogy training.	$0	$0	$5,000	$5,000	34
CP1	4. **World History Curriculum Development at Columbus State Community College**	Honoraria for 6 EA modules per year @ $500/module; honoraria for CSCC faculty supervision of project.	$3,000	$3,000	$0	$0	34

Priority	Category and Explanation	Rate	Year 1	Year 2	Year 3	Year 4	Narrative Page #
CP1	5. **Ohio Community College EA Speaker Series**	Columbus State: $1,000/year. Lakeland: $1,000/year. 1 speaker/semester to each school.	$2,000	$2,000	$2,000	$2,000	34
CP1	6. **Community College faculty attendance at Japanese Language Teaching Workshop**	Support for travel for community college faculty to attend professional development activities.	$250	$250	$0	$0	34, 39
CP1	7. **OSU-Spelman College EA Speaker Series**	Support for travel and honoraria for guest speaker to Atlanta-based HBCU (1 speaker/year).	$1,500	$1,500	$1,500	$1,500	34
	Subtotal Strengthening HBCUs and Community Colleges		***$12,750***	***$16,750***	***$16,000***	***$13,500***	
	II. Teacher Training						
CP2, ABS	1. **Intensive Global Teacher Seminar:** Year 1 Theme: "Climate Justice"; Year 2 Theme: "Water in the World"; Year 3 Theme: "Food Security"; Year 4 Theme: "Human Rights"	Partial support for 1-week intensive summer course for grad credit for in-service teachers; balance of support from College of Education, Columbus Council on World Affairs, Columbus State Community College, and other OSU NRCs.	$3,000	$3,000	$3,000	$3,000	34
CP2, ABS	2. **Chinese Language Oral Proficiency Interview (OPI) Training**	Support for travel and fees related to ACTFL oral proficiency interview workshop for Chinese language faculty, lecturers and graduate students.	$7,500	$7,500	$7,500	$7,500	34
ABS	3. **US - East Asian Relations Teacher Training**	Partial support for 1-week intensive summer course for in-service teachers; balance of support from private foundation.	$3,000	$1,000	$3,000	$3,000	30, 35
ABS	4. **Teacher Workshop Component of EA Faculty-Led Conferences**	Partial support for 4 workshops.	$2,000	$1,000	$2,000	$2,000	35
ABS	5. **Central Association for Teachers of Japanese / Ohio Association for Teachers of Japanese**	Partial support for annual workshop for K-16 Japanese teachers. Year 1: CATJ, central region. Years 2-4: Ohio.	$2,000	$500	$1,500	$1,500	31, 35
	Subtotal Teacher Training		***$17,500***	***$13,000***	***$17,000***	***$17,000***	
	III. Language Instruction						
GPRA3	1. **"Japanese Interpretation" Workshop**	Honoraria and travel costs; remainder of support from DEALL.	$3,700	$3,700	$0	$0	19, 35
GPRA3	2. **"Japanese Professional Networking" Material Development**	Honoraria for interviewees from business sector; 5 interviews @ $200 each.	$1,000	$1,000	$0	$0	19, 35
GPRA3	3. **"Japanese Professional Networking" Domain-Specific Mentor Program**	Support for mentors at $20/hour for one hour/week; to be offered two semesters/year; 5 mentors each semester.	$0	$3,000	$3,000	$3,000	19, 35
	4. **Target Language Lecture Series**	Support for travel and honoraria for guest speakers in target languages to promote ability to communicate effectively across cultural and linguistic boundaries.	$1,500	$500	$1,500	$1,500	19
	5. **Chinese Language and Culture Day:** Program for High School Students to Visit OSU	Support for speaker honoraria and/or materials.	$1,000	$1,000	$1,000	$1,000	10
	6. **Indiana University Summer Intensive Language Program (SWSEEL)**	Annual support for consortium which offers Uighur and Mongolian.	$3,000	$3,000	$3,000	$3,000	12, 18
	7. **University of Wisconsin Central Eurasian Studies Summer Institute (CESSI)**	Annual support for consortium which offers Uzbek, Kazakh, and Uighur.	$1,000	$1,000	$1,000	$1,000	12, 18
	Subtotal Language Instruction		***$11,200***	***$13,200***	***$9,500***	***$9,500***	

Priority	Category and Explanation	Rate	Year 1	Year 2	Year 3	Year 4	Narrative Page #
	IV. Promoting East Asian Knowledge and Expertise						
	1. **East Asia Faculty-Led Conferences**: Year 1 Theme: "Manga" Year 2 Theme: "Classical Chinese Literature" Year 2 Theme: "Cantonese Linguistics" Year 3 Theme: "Central Eurasian Studies Society" Year 4 Theme: "North American Conference on Chinese Linguistics"	Partial support for travel, honoraria, and hosting of national conferences on various EA topics.	$4,000	$8,000	$4,000	$4,000	32
	2. **Symposium on EA National Security Issues**	Partial support for guest speaker travel and honoraria.	$1,500	$1,000	$1,500	$1,500	33
	3. **Global Water Crisis Conference**	Partial support for collaborative conference; balance of support from OIA, Arts & Sciences, Environmental Science Network, and other OSU NRCs.	$4,000	$0	$0	$0	32
	4. **China Lecture Series:** Shared with other postsecondary institutions	Partial support for guest speaker travel and honoraria for 10 speakers/year.	~~$10,000~~	$8,000	$10,000	$11,000	32
	5. **Japan Lecture Series:** Shared with other postsecondary institutions	Partial support for guest speaker travel and honoraria for 10 speakers/year.	~~$10,000~~	$8,000	$10,000	$11,000	32
	6. **Korea Lecture Series:** Shared with other postsecondary institutions	Partial support for guest speaker travel and honoraria for 10 speakers/year.	~~$10,000~~	$8,000	$10,000	$11,000	32
	7. **East Asia Film Series**	Partial support for East Asia film screenings in collaboration with Wexner Center for the Arts.	$1,000	$1,000	$1,000	$2,000	32
	8. **East Asia Performing Arts Series**	Partial support for East Asian performances in collaboration with Wexner Center for the Arts and other local arts organizations.	$3,000	$3,000	$3,000	$3,000	32
	9. **EA Business Seminars**	With CCWA, China Gateway, CIBER.	$1,500	$1,000	$1,500	$1,500	33
	10. **International Career Event**	Partial support for event featuring panel of professionals with international careers in multiple sectors; balance of support provided by College of Business, Columbus Council on World Affairs, Global Gateways, and other OSU NRCs.	$400	$400	$400	$1,200	37
	11. **Ohio-Japan Alumni Network**	Partial support for speaker travel and honoraria; $200/year for Years 1 and Year 2; $500 for signature event in Year 2; $500/year for Years 3 and 4.	$200	$700	$500	$500	40
	12. **STEM in EA Lecture Series**	Partial support for guest speaker travel and honoraria for 2 speakers or workshops/year.	$1,000	$1,000	$1,000	$1,000	36, 43
	13. **STEM in EA Career Development Workshops**	Partial support for guest speaker travel and honoraria for 2 speakers or workshops/year.	$1,000	$1,000	$1,000	$1,000	36, 43
	14. **Undergraduate STEM FLAS Fellowship Publicity**	Support for printing and dissemination of materials promoting the Undergraduate STEM FLAS Fellowship.	$100	$100	$100	$100	44, 50
	15. **East Asia Culture Workshops**	Partial support for 4 cultural workshops per year conducted by faculty-trained graduate students at K-12 schools and professional schools to prepare students for overseas experiences.	$800	$800	$800	$800	31, 36
	16. **Central Eurasian Studies Society**	Annual support for consortium which focuses on cultures and societies of Central Asia.	$1,000	$1,000	$1,000	$1,000	32
	Subtotal Promoting East Asian Knowledge and Expertise		***$49,500***	***$43,000***	***$45,800***	***$50,600***	

Priority	Category and Explanation	Rate	Year 1	Year 2	Year 3	Year 4	Narrative Page #
	VI. Program Evaluation						
	1. **National NRC Evaluation Conference**	Partial support for national conference on NRC evaluation; balance of support from OIA, Arts & Sciences, and other OSU NRCs.	$0	$0	$4,000	$0	32, 44
	2. **External Evaluation of EA Library Collection**	Travel and honoraria for external evaluator.	$2,000	$0	$0	$0	23
	3. **External Evaluation of Military Foreign Area Officers Track in Interdisciplinary East Asian Studies MA Program**	Travel and honoraria for external evaluator.	$0	$0	$0	$4,000	7, 35, 47
	Subtotal Program Evaluation		***$2,000***	***$0***	***$4,000***	***$4,000***	
	TOTAL OTHER		**$92,950**	**$85,950**	**$92,300**	**$94,600**	
	TOTAL COST		$263,889	$263,889	$263,889	$263,889	
	Indirect Cost (8%)		$21,111	$21,111	$21,111	$21,111	
	TOTAL COST WITH INDIRECTS		$285,000	$285,000	$285,000	$285,000	

The Ohio State University East Asian Studies Center
FLAS Budget Request for 2014-2018

Category	Requested Support	Year 1	Year 2	Year 3	Year 4
UNDERGRADUATE FLAS FELLOWSHIPS					
Academic Year Fellowships					
Institutional Payment ($10,000 each)	2 fellowships	$20,000	$20,000	$20,000	$20,000
Subsistence Allowance ($5,000 each)	2 fellowships	$10,000	$10,000	$10,000	$10,000
Subtotal Undergraduate Academic Year FLAS Fellowships		***$30,000***	***$30,000***	***$30,000***	***$30,000***
Summer Fellowships					
Institutional Payment ($5,000 each)	1 fellowship	$5,000	$5,000	$5,000	$5,000
Subsistence Allowance ($2,500 each)	1 fellowship	$2,500	$2,500	$2,500	$2,500
Subtotal Undergraduate Summer FLAS Fellowships		***$7,500***	***$7,500***	***$7,500***	***$7,500***
UNDERGRADUATE FLAS SUBTOTAL		**$37,500**	**$37,500**	**$37,500**	**$37,500**
GRADUATE FLAS FELLOWSHIPS					
Academic Year Fellowships					
Institutional Payment ($18,000 each)	8 fellowships	$144,000	$144,000	$144,000	$144,000
Subsistence Allowance ($15,000 each)	8 fellowships	$120,000	$120,000	$120,000	$120,000
Subtotal Graduate Academic Year FLAS Fellowships		***$264,000***	***$264,000***	***$264,000***	***$264,000***
Summer Fellowships					
Institutional Payment ($5,000 each)	6 fellowships	$30,000	$30,000	$30,000	$30,000
Subsistence Allowance ($2,500 each)	6 fellowships	$15,000	$15,000	$15,000	$15,000
Subtotal Graduate Summer FLAS Fellowships		***$45,000***	***$45,000***	***$45,000***	***$45,000***
GRADUATE FLAS SUBTOTAL		**$309,000**	**$309,000**	**$309,000**	**$309,000**
TOTAL FLAS FELLOWSHIP SUPPORT REQUEST		$346,500	$346,500	$346,500	$346,500

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section F:
Profiles of Project Personnel

PROFILES OF PROJECT PERSONNEL INDEX

In Alphabetical Order

PROJECT DIRECTOR

Yuasa, Etsuyo F-4

FACULTY AND TEACHING STAFF:

Andrews, Julia F. F-5
Beckman, Mary F-5
Bender, Mark F-6
Brown, Philip C. F-6
Chan, Marjorie K. M. F-7
Chen, Wan-chen F-7
Chow, Daniel Chee King F-8
Denton, Kirk A. F-8
Donovan, Maureen F-9
Fox, Robert F-9
Fukumori, Naomi F-10
Goh, Meow Hui F-10
Guilmartin, John F-11
Herrmann, Richard F-11
Hou, Kewei F-12
Hsieh, Meiyu F-12
Huntington, John F-13
Huntington, Susan F-13
Hwang, Youngbae F-14
Ibaraki, Motomo F-14
Jian, Xiaobin F-15
Kang, Yonsoo F-15
Kasulis, Thomas F-16
Kim, Rebecca F-16
Kiyosue, Teppei F-17
Knicely, Steven F-17
Kunimoto, Namiko F-18
Kuwai, Yuko F-18
Lee, Hyun Jin F-19
Lee, Peace F-19
Lee, Soo Yun F-20
Lerner, Mitchell F-20
Levi, Scott C. F-21
Li, Guoqing F-21
Liu, Morgan L. F-22
Lu, Zhong-lin F-22
Makhija, Mona F-23
Mancl, Karen F-23
Matchanova, Khulkar F-24
Miyazaki, Hajime F-24
Moore, Richard H. F-25
Nakayama, Mineharu F-25
Noda, Mari F-26
Pantsov, Alexandre F-26
Park, Chan E. F-27
Pyun, Danielle Ooyoung F-27
Qian, Zhenchao F-28
Quinn, Charles J. F-28
Quinn, Shelley Fenno F-29
Reed, Christopher F-29
Samimy, Keiko Komiya F-30
Schweller, Randall F-30
Sheldon, Ian F-31
Shenkar, Oded F-31
Sieber, Patricia F-32
Solomon, Deborah F-32
Sui, Daniel F-33
Terada, Ai F-33
Tewksbury, Nancy F-34
Torrance, Richard F-34
Unger, J. Marshall F-35
Wainwright, Joel F-35
Walker, Galal F-36
Wallace, Jeremy F-36
Wang, Jianqi F-37
Will, Udo F-37
Woodworth, Max F-38
Wu, Judy Tzu-Chun F-38
Xie, Zhiguo F-39
Yasar, Kerim F-39
Yi, Youngjoo F-40
Zhang, Ying F-40

ADMINISTRATIVE AND OUTREACH STAFF:

Attias-Goldstein, Michelle F-41
Behrendt, Ashley F-41
Bi, Zhiwei F-42
Bias, Rebecca F-42
Carey, Amy F-43
Carey, Christopher F-43
Chan, Jeffrey Parkming F-44
Chen, Hanning F-44
Gottlieb, Esther F-45
Isosaki, Kozue F-45
Jiang, Cindy Xinquan F-46
Knicely, Debbie F-46
Li, Minru F-47
Liu, David F-47
Lu, Ruth F-48
McAloon, Patrick F-48
Snow, Kelly F-49
Sobul, Karen F-49
Steffan, Joyce F-50
Stucky-Smith, Janet F-50
You, Chao F-51
Zong, Sunny F-51

PROFILES OF PROJECT PERSONNEL INDEX

By Department

FACULTY AND TEACHING STAFF

AGRICULTURAL & BIOLOGICAL ENGINEERING
Mancl, Karen F-23

AGRICULTURAL, ENVIRONMENTAL & DEVELOPMENT ECONOMICS
Sheldon, Ian F-31

BUSINESS
Hou, Kewei F-12
Makhija, Mona F-23
Shenkar, Oded F-31

COMPARATIVE STUDIES
Kasulis, Thomas F-16

EAST ASIAN LANGUAGES & LITERATURES
Bender, Mark F-6
Chan, Marjorie F-7
Chen, Wan-chen F-7
Denton, Kirk F-8
Fukumori, Naomi F-10
Goh, Meow Hui F-10
Jian, Xiaobin F-15
Kang, Yonsoo F-15
Kiyosue, Teppei F-17
Knicely, Steven F-17
Kuwai, Yuko F-18
Lee, Hyun Jin F-19
Lee, Peace F-19
Lee, Soo Yun F-20
Nakayama, Mineharu F-25
Noda, Mari F-26
Park ,Chan F-27
Pyun, Danielle Ooyoung F-27
Quinn, Charles F-28
Quinn, Shelley F-29
Sieber, Patricia F-32
Terada, Ai F-33
Tewksbury, Nancy F-34
Torrance, Richard F-34
Unger, J. Marshall F-35
Walker, Galal F-36
Wang, Jianqi F-37
Xie, Zhiguo F-39
Yasar, Kerim F-39
Yuasa, Etsuyo F-4

ECONOMICS
Miyazaki, Hajime F-24

EDUCATION & HUMAN ECOLOGY
Samimy, Keiko Komiya F-30
Yi, Youngjoo F-40

GEOGRAPHY
Sui, Daniel F-33
Wainwright, Joel F-35
Woodworth, Max F-38

HISTORY
Brown, Philip C F-6
Guilmartin, John F-11
Hsieh, Meiyu F-12
Lerner, Mitchell F-20
Levi, Scott C F-21
Reed, Christopher F-29
Solomon, Deborah F-32
Wu, Judy Tzu-Chun F-38
Zhang, Ying F-40

HISTORY OF ART
Andrews, Julia F F-5
Huntington, John F-13
Huntington, Susan F-13
Kunimoto, Namiko F-18

HUMAN & COMMUNITY RESOURCE DEVELOPMENT
Moore, Richard H F-25

INTERNATIONAL STUDIES
Hwang, Youngbae F-14
Pantsov, Alexandre F-26

LAW
Chow, Daniel Chee King F-8

LINGUISTICS
Beckman, Mary F-5

MUSIC
Will, Udo F-37

NEAR EASTERN LANGUAGES & CULTURES
Liu, Morgan L F-22
Matchanova, Khulkar F-24

POLITICAL SCIENCE
Herrmann, Richard F-11
Schweller, Randall F-30
Wallace, Jeremy F-36

PSYCHOLOGY
Lu, Zhong-lin F-22

PUBLIC HEALTH
Ibaraki, Motomu F-14

SOCIAL WORK
Kim, Rebecca F-16

SOCIOLOGY
Qian, Zhenchao F-28

SPEECH & HEARING SCIENCE
Fox, Robert F-9

UNIVERSITY LIBRARIES
Donovan, Maureen F-9
Li, Guoqing F-21

ADMINISTRATIVE AND OUTREACH STAFF

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Bias, Rebecca F-42
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Sobul, Karen F-49

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Behrendt, Ashley F-41
Carey, Christopher F-43
Lu, Ruth F-48
You, Chao F-51

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Zong, Sunny F-51

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Isozaki, Kozue F-45
Steffan, Joyce F-50

EAST ASIAN LANGUAGES & LITERATURES
Knicely, Debbie F-46
Liu, David F-47
Snow, Kelly F-49

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Chan, Jeffrey Parkming F-44
Stucky-Smith, Janet F-50

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Jiang, Cindy Xinquan F-46

NATIONAL EAST ASIAN LANGUAGE RESOURCE CENTER
Li, Minru F-47
Chen, Hanning F-44

EXPLANATION OF PERCENTAGE EAST ASIA

EASC determines percentage of time spent on East Asia by quantifying faculty/staff time spent on research, teaching, outreach, and administrative tasks devoted to East Asian initiatives.

EXPLANATION OF LANGUAGE PROFICIENCY SCALE USED IN BIOGRAPHIES

EASC utilizes the Inter-Agency Language Roundtable (ILR) scale to rate the faculty and staff language proficiency levels in this biographical information appendix. The five-point ILR scale, formerly called the Foreign Service Institute (FSI) scale, is used by numerous government agencies, such as the Foreign Service Institute and the Defense Language Institute. The following are descriptions of the five levels employed:

1. ***Elementary Proficiency (Level 1 or S-1):***
   Able to satisfy routine travel needs; understand simple questions and statements; makes frequent mistakes in pronunciation and grammar but is able to be understood by a native speaker used to dealing with foreigners.
2. ***Limited Working Proficiency (Level 2 or S-2):***
   Able to satisfy routine social demands and limited work requirements; can handle basic conversation on topics such as current events, family, and autobiographical information with confidence; speaks with an accent but is usually intelligible.
3. ***Professional Working Proficiency (Level 3 or S-3):***
   Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and information conversations on practical, social, and professional topics; can discuss particular interests with reasonable ease; has vocabulary which is broad enough that he or she rarely has to grope for a word.
4. ***Full Professional Proficiency (Level 4 or S-4):***
   Able to use the language fluently and accurately on all levels normally pertinent to professional needs; can understand and participate in any conversation within the range of own personal and professional experience with a high degree of fluency; can handle interpreting from and into the language.
5. ***Native or Bilingual Proficiency (Level 5 or S-5):***
   Has speaking proficiency equivalent to that of an educated native speaker; has complete fluency in the language, such that speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

PROJECT DIRECTOR:

ETSUYO YUASA **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured)

Education: PhD, University of Chicago, 1998; BA, Showa Women's University, 1988.

Pedagogy Training: SPEAC Teacher Training, The Ohio State University, 1997.

Nat'l/Int'l Service: Fulbright National Screening Committee, 2008, 2010; Program Co-Chair, Pragmatics, Grammatical Interface, and Jerry Sadock Conference, 2008; Program Co-Chair, Central Association of Teachers of Japanese Conference, 2005; Treasurer, Ohio Association of Teachers of Japanese, 2000-2004; Referee for *Journal of Japanese Linguistics, Language, Language Science, Japanese Language Education, Multifaceted and Interdisciplinary Linguistics*; Reviewer for American Association of Teachers of Japanese Seminars, Japanese Society for Language Sciences Conference, Japanese Korean Linguistics Conference.

University Service: Director, East Asian Studies Center, 2013-present; DEALL Chair Search Committee, 2013; Fulbright Committee, 2012-present; FLAS Committee, 2012-present; Departmental Tenure and Promotion Committees, 2009-2010, 2011-2012; East Asian Studies MA Program Graduate Committee, 2009-2011; Language Program Director, 2007-2008, 2009-2010, 2012-present; DEALL Search Committees, 2007-2008, 2010-2011, 2012-2013; DEALL Faculty Advisor for Study Abroad 2007-2013; Graduate Studies Director, 2005-2007; Undergraduate Studies Director, 2003-2005; Japanese Individualized Instruction Program Director, 1998-present.

Field Experience: Japan

Languages: Japanese (5)

EA Courses Taught: Japanese Levels 1, 2 and 5; Japanese Language: Structure, Culture, and Communication; Japanese Syntax.

Pedagogy Courses: Pedagogical Syntax (Japanese); Teaching East Asian Languages at the College Level.

Specialization: Japanese linguistics; syntax-semantics interface; individualized instruction; pedagogy-linguistics interface.

Publications: *Individualized Instruction in East Asian Language.* ed. National East Asian Languages Resource Center, 2013; *Pragmatics and Autolexical Grammar: In Honor of Jerry Sadock,* co-ed. Bagchi, T. and Beals, K, John Benjamins, 2011; "From the core to the periphery: the tense system in Japanese," *Japanese Language and Literature,* 42, 2008; "An Autolexical account of variation in grammatical relations," *The Proceedings of the 41st Annual Meeting of Chicago Linguistics*, 2008; co-auth. Francis, E., "A Multi-modular approach to gradual change in grammaticalization,"*Journal of Linguistics*, 2008; *Modularity in Language: Constructional and Categorical Mismatch in Syntax and Semantics*, Mouton de Gruyter, 2005; "Japanese Individualized Instruction Program: Goals and Practice," *Sekai-no Nihongo-Kyooiku* (Japanese-Language Education Around the Globe) 15, 2005; "Pseudo-independent clause: constructional mismatch h in syntax and semantics," *Language Science* 27, 2005; "Exceptions in grammar," *Linguistics and Japanese Language Education IV,* 2005; "Independence in subordinate clauses: Analysis of nonrestrictive relative clauses in English and Japanese," in *Polymorphous Linguistics: Jim McCawley's legacy*, MIT Press, 2005; co-auth. Francis, E., "Categorial mismatch in a multi-modular theory of grammar" in *Mismatch: Form-Function Incongruity and the Architecture of Grammar*, CSLI, 2003; co-auth. Sadock, J., "Pseudo-subordination: a mismatch between syntax and semantics," *Journal of Linguistics* 38, 2002. [Career Publications: 1 book; 2 edited volumes; 9 articles and book chapters, 3 conference proceedings, 2 book reviews]

Advising 2009-13: Completed: 3 MA; In Progress: 1 PhD

Outreach Activities: Asian American Awareness Month Panel, Ohio Department of Health; Foreign Language Academic Content Standard Focus Group, Ohio Department of Education; high school recruiting visits.

Outside Evaluations: Tenure review: 1; books and articles refereed: 10

Distinctions: Internal: College of Humanities Grant-in-Aid, 1999, 2000, 2005, 2008; College of Humanities Seed Grant, 2006; Instructional Innovation Grant, 2001.
External: AAS Small Grants Program, 2005; Japan Foundation Japanese Language Education Mini Grant, 2005; National Council of Organizations of Less Commonly Taught Languages, 2001. [Career External Grants: 3]

FACULTY AND TEACHING STAFF:

JULIA F. ANDREWS **100% East Asia**

Bliss M. and Mildred A. Wiant Designated Prof. of Chinese Literature and Culture, Department of History of Art (tenured)

Education: PhD, University of California at Berkeley, 1984; Senior Advanced Student, Central Academy of Fine Arts, Beijing, 1980-81; MA, Harvard University, 1976; BA, Brown University, 1973.

Nat'l/Int'l Service: Program Chair, Art History Open Session: Art in Contemporary China, College Art Association Annual Meeting; Moderator, "Asian Art History in the Twenty-First Century," Sterling and Francine Clark Art Institute; Guest Curator, Guggenheim Museum; Editorial boards, *Modern Chinese Literature and Culture* and *Yishu, A Magazine of Contemporary Chinese Art.*

University Service: Acting Chair, History of Art Graduate Studies Committee, 2009; East Asian Studies MA Committee; Founding Director, Institute for Chinese Studies, 1999-2005; Director, East Asian Studies Center, 2002-2005; Chair, Modern China Interdisciplinary Graduate Specialization Committee.

Field Experience: China, Taiwan, Hong Kong, Japan

Languages: Chinese (5), Classical Chinese (4), Shanghaiese (2), Japanese (4), French (4)

EA Courses Taught: The Arts of Japan; Chinese Painting of the Tang and Song Periods (818-1279); Modern and Contemporary Chinese Art; Japanese Art: Painting and Prints; Studies in Chinese Art.

Specialization: History of Asian art, especially Chinese and Japanese painting; modern art of East Asia.

Publications: "Pictorial Shanghai (Shanghai huabao, 1925-1933) and Creation of Shanghai's Modern Visual Culture," *Yishuxue yanjiu* (Journal of Art Studies), 12: p. 43-128, Sept. 2013; *Art of Modern China*, with Shen, Kuiyi, Berkeley: University of California Press, 2012; "The Art of Revolutionary Romanticism, 1949-1965," ed. Chung, Anita, *Chinese Art in an Age of Revolution: Fu Baoshi (1904-1965)*, Cleveland Museum of Art, p. 43-56, 2011. [Career Publications: 5 books; 1 edited volume; 35 articles and book chapters; 1 translation]

Outside Evaluations: Tenure reviews: 7

Distinctions: Internal: University Distinguished Scholar Award, 2013 recipient; Research and Creative Activity in the Arts and Humanities Grant for *Picturing Utopia: Visual Iconography of Chinese Socialist Realism* with C. Reed; College of the Arts International Travel Grant; College of the Arts Grant for Student Group Travel for Art and Culture in China.
External: International Convention of Asia Scholars (ICAS), Humanities Book Prize, 2013; Sterling Clark Visiting Chair in Art History, Williams College; Fulbright Senior Research Fellowship; Freeman Foundation Undergraduate Asian Studies Funding Initiative. [Career External Grants: 16]

MARY BECKMAN **15% East Asia**

Professor, Department of Linguistics (tenured)

Education: PhD, Cornell University, 1984; MA, University of California, Berkeley, 1979.

Nat'l/Int'l Service: Editor-in-chief, *Journal of Phonetics* (1990-94); Current Editorial Boards, *Onsei Kenkyuu*, *Journal of Phonetics*, and *Speech Communication;* NSF Grant Review Panel, Linguistics and CDI Program (2004-2009); NIH Special Study Section, LCOM (2007, 2008, 2009); External Reviewer, Linguistics Program, University of Washington; Cyberling2009, co-chair of Working Group on Annotation Standards; Permanent Council for the Organization of the International Congresses of Phonetic Sciences (2011-2019).

Field Experience: Japan

Languages: Japanese (4), Chinese (1), French (1), Latin (1)

Specialization: Phonetics, speech acquisition, speech synthesis, historical phonology.

Publications: Co-auths. Li, F., Kong, E.J., Edwards, J., "Aligning the timelines of phonological acquisition and change," *Laboratory Phonology*, 5, 2014; Co-auths. Kong, E-J. , Edwards, J., "Voice onset time is necessary but not always sufficient to describe acquisition of voiced stops: The cases of Greek and Japanese," 40, 2012; Co-auths. Kong, E.J. and Edwards, J., "Why are Korean tense stops acquired so early: The role of acoustic properties," 39, 2011; Co-auths. Li, F, and Edwards, J., "Contrast and covert contrast: The phonetic development of voiceless sibilant fricatives in English and Japanese toddlers," *Journal of Phonetics*, 37, 2009. [Career Publications: 3 books; 66 articles and book chapters]

Advising 2008-13: Completed: 7 PhD, 1 MA; In Progress: 3 PhD

Outreach Activities: Consultant, AT&T Bell Laboratories, Eloquent Technology, Inc.; Labeling/Transcription Services, Lucent Speech Solutions, Motorola Corporation, AT&T Corporation.

Outside Evaluations: Tenure reviews: 150; Books and articles refereed: 200

Distinctions: Internal: Distinguished Scholar Award; Office of Research Interdisciplinary Seed Grant; Center for Cognitive Science Interdisciplinary Seed Grant; Humanities Distinguished Professor; Harlan Hatcher Arts and Sciences Distinguished Faculty Award.
External: Fellow, Acoustical Society of America; Executive Council, International Phonetic Association; Executive Council, Association for Laboratory Phonology; NSF Grants; National Institute of Deafness and Communication Disorders. [Career External Grants: continuously funded since first NSF award in 1986]

MARK BENDER **100% East Asia**

Professor, Department of East Asian Languages and Literatures (tenured)

Education:	PhD, The Ohio State University, 1995; MA, The Ohio State University, 1989, BA, The Ohio State University, 1980.
Nat'l/Int'l Service:	Editorial board of *Asian Ethnology*, *Asian Highlands Perspectives*, *Chinoperl Papers, Minzu wenxue yanjiu* (*Studies of Ethnic Literature*), and *Oral Tradition*; International Committee, American Folklore Society, 2010 and 2011.
University Service:	Chair, Department of East Asian Languages and Literatures, 2013–present; STEP Second Year Experience Committee, 2012-2013; Fellow, CIC Academic Leadership Program, 2012-2013; Senator, University Senate; Judge, Riley and Chu Awards, 2011; Fulbright review panel, 2011; Judge, Dr. Gordon P. K. Chu Memorial Award, 2009; Senator, Arts and Sciences Senate, 2008-2010.
Field Experience:	China
Languages:	Chinese (5) Northern Yi(1)
EA Courses Taught:	East Asian Folklore; East Asian Humanities; Performance Traditions of China; Ethnic Literature and Culture in China.
Specialization:	Chinese literature; folkloristic and performance studies; ethnic minority studies.
Publications:	"Butterflies and Dragon-eagles: Processing Epics in Southwest China," *Oral Tradition*, 27(1):231-246, 2012; "Ethnographic Poetry in North-East India and Southwest China," *Rocky Mountain Review* (Special Issue): p. 106-129, 2012; "The Cry of the Silver Pheasant: Contemporary Ethnic Poetry in Sichuan and Yunnan," *Chinese Literature Today*, 2(2): p. 68-74, 2012; Co-ed. Mair, Victor, *The Columbia Anthology of Chinese Folk and Popular Literature*, Columbia University Press; "China Overview," *The Greenwood Encyclopedia of World Folklore and Folklife, Volume Two,* ed. Clements, W.M., Greenwood Press, p. 211-233, 2006. [Career Publications: 5 books; 15 translations; 58 articles and book chapters]
Advising 2009-13:	Completed: 2 PhD; In Progress: 1 MA, 2 PhD
Outreach Activities:	Columbus Asian Festival Booth (yearly)
Outside Evaluations:	Tenure reviews: 11; Books and articles refereed: 15
Distinctions:	Internal: Research and Creative Activity in the Arts and Humanities Grant; Arts and Humanities Grant-In-Aid; Arts and Humanities Interdisciplinary Grant; College of the Humanities Post-tenure Seed Grant; Office of International Affairs Faculty International Research Travel Grant. External: Fulbright Scholarship; Mershon Foundation Grant; Freeman Foundation Grant; CSCPRC Fieldwork Grant, National Endowment for the Humanities. [Career External Grants: 4]

PHILIP C. BROWN **100% East Asia**

Professor, Department of History (tenured)

Education:	PhD, University of Pennsylvania, 1981; MA, University of Pennsylvania, 1976; MA, University of Rochester, 1971; BA, College of Wooster, 1969.
Nat'l/Int'l Service:	Founder and Chair, Early Modern Japan Network; Editor, *I-Japan*; USDE Title VI-A Undergraduate International Studies and Foreign Language Program Peer Panel Review.
University Service:	Founder, Interdisciplinary MA in East Asian Studies; Advisory Boards, East Asian Studies Center and Institute for Japanese Studies; University Fellowship Committee.
Field Experience:	China Japan, Korea, Taiwan, Thailand, Vietnam, England, Russia, Philippines, Nepal, Singapore.
Languages:	Japanese (5)
EA Courses Taught:	History of Japan before 1800; Introduction to Graduate Level East Asian Studies.
Specialization:	Early modern Japanese history; Japanese land tenure; state and local relations; history of technology; history of flood and landslide prevention in 19th and 20th century Japan and its colonies.
Publications:	Two edited collections, one on Japan's Environmental History (Oregon State University Press) and the History of Science and Technology in Modern Japan, in progress; "Cultivating Commons: Joint Ownership of Arable Land in Early Modern Japan," University of Hawai'i Press, 2011; "The Globalization and Diversification of the Use of Scholarly Resources," Linking Information, Resources, and Research: Proceedings of the International Conference on the Preparation and Use of Academic Resources and Information in Japanese Studies, Japan Foundation, 2002; "Central Authority and Local Autonomy in the Formation of Early Modern Japan: The Case of Kaga Domain," Stanford University Press, 1993; [Career Publications: 18 articles and book chapters; 31 essays; 26 encyclopedia articles]
Advising 2009-13:	Completed: 2 MA; In Progress: 2 MA, 1 PhD
Outside Evaluations	Tenure reviews: 13; Books and articles refereed: 36
Distinctions:	External: National Science Foundation Faculty Research Award; National Science Foundation/Japan Society for the Promotion of Science Short-Term Invitation Research Fellowship; Fulbright-Hays, Fulbright Grant; Taiwan Ministry of Education Taiwan Studies Grant; National Endowment for the Humanities/Japan US Friendship Commission Faculty Research Award. [Career External Grants: 30+]

MARJORIE K. M. CHAN **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured);
Courtesy Associate Professor, Department of Linguistics

Education:	PhD, University of Washington, 1985; MA, University of British Columbia, 1980; BA, University of British Columbia, 1974. Post-Doctoral Fellow, University of California at Los Angeles, 1985-1987.
Nat'l/Int'l Service:	Executive Secretary, International Association of Chinese Linguistics, 2014-2017, 1999-2000; President, Chinese Language Teachers Association, 2001-2002; Executive Board, Cantonese Language Association; National Screening Committee, Fulbright-Hays Program.
University Service:	Director, Institute for Chinese Studies, East Asian Studies Center; Research, Innovation and Commercialization Subcommittee of the ASC Faculty Advisory Council (FAC).
Field Experience:	China, Taiwan, Hong Kong.
Languages:	Cantonese (5), Chinese (5), Japanese (2), French (2), German (2), Latin (2)
EA Courses Taught:	Chinese Opera; Introduction to Chinese Linguistics; History of the Chinese Language; Chinese Syntax; Chinese Dialects; Conversational Cantonese for Speakers of Mandarin Chinese.
Specialization:	Chinese linguistics: synchronic and diachronic phonology; phonetics-phonology interface; dialectology.
Publications:	Co-auth. Yang, Chunsheng, "The perception of Mandarin Chinese tones and intonation by American learners," *Journal of the Chinese Language Teachers Association*, 2010; Co-auth. Xu, Wang, "Modality effects revisited: Iconicity in Chinese Sign Language (CSL)," *Taiwan Sign Language and Beyond*, eds. Tai, James H-Y. and Tsay, Jane, Taiwan: The Taiwan Institute for the Humanities, National Chung Cheng University, 2009. [Career Publications: 9 edited volumes; 45 Articles and book chapters; 6 book reviews and reports]
Advising 2009-13:	Completed: 22 MA, 9 PhD, 2 co-advised PhD; In Progress: 4 PhD, 1 co-advised PhD.
Outreach Activities:	Keynote speaker, 16th International Conference on Yue Dialects, 2011; Committee member, East Asian Psycholinguistics Colloquium, 2012; Co-chair, Workshop on Innovations in Cantonese Linguistics, 2012.
Outside Evaluations	Books & articles refereed: 17
Distinctions:	Internal: Workshop grant from the Innovation Group, Buckeye Language Network; Office of International Affairs Faculty Grant; East Asian Studies Center and Institute for Chinese Studies Grant; College of Humanities Special Research Assignment; Office of Research Interdisciplinary Seed Grant. External: Chiang Ching-kuo Foundation for International Scholarly Exchange Conference Grant; Lilly Endowment Teaching Fellowship. [Career External Grants: 2]

WAN-CHEN CHEN **100% East Asia**

Lecturer, Department of East Asian Languages and Literatures

Education:	MA, The Ohio State University, 2013; BA, Soochow University (Taiwan), 2009.
Pedagogy Training:	Summer Program East Asian Concentration (SPEAC), at OSU, Summer 2010.
Pedagogy Service:	Trainer for a Chinese teacher training program 2012-13, Chinese language lecturer, The Ohio State University
Field Experience:	USA
Languages:	Chinese (5), English (5)
EA Courses Taught:	Chinese Level 1; Intensive Chinese Level 2; Chinese Level 3; Chinese Individualized Instruction.
Pedagogy Courses Taught:	Chinese Level 1, Level 2, and Level 3; Intensive track reading and writing; Chinese Individualized Instruction track; Chinese and Japanese teacher training program at Portland State University, Summer 2012-2013.
Specialization:	Chinese pedagogy
Publications:	*Toward Designing a Chinese Language Teacher Training Program: An Analysis of Teachers' Motivations.* MA thesis. 2013; What to say after hello; 體演蘇州. [Career Publications: 1 thesis, 2 co-produced Chinese pedagogical materials]

DANIEL CHEE KING CHOW **25% East Asia**

Joseph S. Platt-Porter, Wright, Morris & Arthur Professor, College of Law (tenured)

Education: JD, Yale Law School, 1982; BA Yale College, 1979.

Nat'l/Int'l Service: Consultant, Hefei WTO Compliance project, funded by US Dept. of State; Coordinator, US Dept. of State Judicial and Legal Ethics Exchange Initiative between the US and the PRC; Coordinator and Participant, Intellectual Property Enforcement Exchange Initiative between the US and the PRC, sponsored by US Dept. of State.

University Service: Member, China Gateway Advisor Committee.

Field Experience: China, Hong Kong, Taiwan

Languages: Chinese (5), Cantonese (3)

EA Courses Taught: Chinese Business Law; Chinese Legal System.

Specialization: Chinese investment, business, intellectual property, and media and regulatory law; private international law; international business transactions; international intellectual property law; US Federal trade law; property law.

Publications: *Doing Business in China,* co-ed. Han, A.,West Publishing, forthcoming; *International Trade Law*, co-ed. Schoenbaum, T., Aspen Publishing, 2008; *International Intellectual Property*, co-ed. Lee, E.,West Publishing, 2006; *International Business Transactions*, Aspen Publishing, 2005; *The Legal System of the People's Republic of China in a Nutshell*, West Publishing, 2003; *A Primer on Foreign Investment Enterprises and Protection of Intellectual Property in China*, Kluwer Law International, 2002; "Local Protectionism, Organized Crime, and the Trade in Counterfeit Goods in China," *China Economic Review*, December 2003; "Enforcement Against Counterfeiting in the People's Republic of China," *Washington University Law Quarterly*, 78, 2000. [Career Publications: 6 books; 28 articles; 4 US Government Reports]

Outreach Activities: In-House Legal Counsel, Proctor & Gamble (China) Ltd.

Outside Evaluations: Tenure Reviews: 3; Books and articles reviewed: 3

Distinctions: Named Joseph S. Platt-Porter Wright Morris & Arthur Professor of Law, 2008.

KIRK ALEXANDER DENTON **100% East Asia**

Professor, Department of East Asian Languages and Literatures (tenured)

Education: PhD, University of Toronto, 1988; MA, University of Toronto, 1982; BA, Colby College, 1978

Nat'l/Int'l Service: Editor, *Modern Chinese Literature and Culture*; Selection Committee, Fulbright and Foreign-Sponsored Awards, Institute of International Education; Juror, Newman Prize for Chinese Literature; AAS Levenson Prize Committee.

University Service: EASC Advisory Committee; College of Humanities Graduate Committee; Film Studies Committee.

Field Experience: China, Taiwan, Hong Kong

Languages: Chinese (5), French (4)

EA Courses Taught: Modern Chinese Fiction; Modern Chinese Literature in Translation; China in Chinese Film; Asian American Film, Taiwan Literature.

Specialization: Modern and contemporary Chinese literature and literary thought; critical theory; Chinese film; museums, historical memory, and exhibitionary culture of Greater China.

Publications: *Exhibiting the Past: Historical Memory and the Politics of Museums in Postsocialist China*, University of Hawaii Press, 2014; *China: A Traveler's Literary Companion*, Whereabouts Press, 2008; *Literary Societies of Republican China*, co-ed. Hockx, M., Lexington Books, 2008; "Museums, Memorial Sites, and Exhibitionary Culture in the People's Republic of China," *China Quarterly*, Fall 2005; "Historical Overview," *The Columbia Companion to Modern East Asian Literature: China*, ed. Mostow, J., Columbia University Press, 2003; *Modern Chinese Literary Thought: Writings on Literature, 1893-1945*, Stanford University Press, 1996; "Horror and Atrocity: Memory of Japanese Imperialism in Chinese Museums," *Reinvisioning the Chinese Revolution: The Politics and Poetics of Collective Memories in Reform China*, eds. Yang, G. and Lee, C.K., Wilson Center Press, p. 245-286. [Career Publications: 2 books; 26 edited volumes; 21 articles; 13 dictionary and encyclopedia articles; 13 translations; 4 electronic publications]

Advising 2009-2013: Completed: 5 MA, 0 PhD; In Progress: 2 MA, 4 PhD

Outreach Activities: Lecture series on Chinese Cultural Tradition for "China's Cultural Triangle," an OSU Alumni tour of China; "Chinese History and Traditional Thought," OSU Seminar on Teaching About East Asia; "An Introduction to Modern Chinese Literature," lecture for CLASS 2003 Summer Workshop, Boston.

Outside Evaluations Tenure reviews: 13; books and articles refereed: 20

Distinctions: Internal: OSU Arts and Humanities Seed Grant; Freeman Course Development Grant, East Asian Studies Center; OSU Office of International Affairs Faculty Grant; OSU Arts and Sciences Research and Creative Activity Grant.

External: Chiang Ching-kuo Foundation Subsidies for Publication Grant; American Council of Learned Societies to support Faculty Professional Leave; Fulbright Scholar; Visiting Scholar grant, Center for Humanities and Social Sciences, National Chung-hsing University (Taichung, Taiwan) [Career External Grants: 4]

MAUREEN DONOVAN **100% East Asia**

Professor, Japanese Studies Librarian, The Ohio State University Libraries (tenured)

Education:	MS, Columbia University, 1974; MA, Columbia University, 1973; BA, Manhattanville College, 1970.
Nat'l/Int'l Service:	Elected member, North American Coordinating Council on Japanese Library Resources; Founding Chairperson, Japanese Company Histories Interest Group; Elected Chairperson, Council on East Asian Libraries.
University Service:	University Senate Council on Student Affairs. University Senate. Faculty Council. University Senate Steering Committee. University Senate Council on Enrollment and Student Progress.
Field Experience:	Japan
Languages:	Japanese (4), Chinese (3), Russian (3), French (1), Sanskrit (1)
EA Courses Taught:	Understanding the Global Information Society.
Specialization:	Japanese bibliography; manga; global information.
Publications:	"Networking and the Changing Environment for Academic Research," *Scholarly Practice, Participatory Design and the eXstensible Catalog,* Chicago, IL: ACRL, p. 51-74, 2011; "A Legacy of Values to Sustain and Uphold: East Asian Library Collections at the Ohio State University," *Collecting Asia,* Association for Asian Studies, 2009; "Analyzing the Appeal of Manga: Teaching Information Literacy Skills Through Japanese Popular Culture," *Education About Asia*, 13(3) p. 62-66, December 2008.
Curated exhibits:	"Historical Perspectives on Modern Japanese Science." Thompson Library, Oct 6 - Dec 19, 2011; "Analyzing the Appeal of Manga: Popular Manga," Thompson Library, October 2009 – 2011. "Okinawan Toys and Other Objects from the Leon K Walters Collection," Thompson Library, Sept 2009 – Oct 2011; "Happy Birthday Atom! Celebrating Tezuka's Astro Boy," Cartoon Research Library, Feb 10 - May 31, 2003.
Outreach Activities:	Library Consultant for Duke University, University of Wisconsin-Madison, McGill University, University of Kentucky, SUNY-Buffalo, University of Notre Dame; Consultant, RMG, Inc. Australian National CJK Project.
Outside Evaluations	Tenure/promotion reviews: 16
Distinctions:	Internal: Ohio State University Center for the Advancement of Teaching Mid-Career and Senior Faculty Program Teaching Enhancement Program; University Libraries Annual Teaching Excellence Award, 2010; Key Mentor to Success, 2010 (Ohio State University Chapter of Phi Kappa Phi Honor Society). External: Japan Foundation Research Fellowship; Visiting Scholar, International Center for Japanese Studies, Kyoto. [Career External Grants: 32]

ROBERT ALLEN FOX **10% East Asia**

Professor and Chair, Department of Speech and Hearing Science; Professor by Courtesy, Department of Linguistics (tenured)

Education:	PhD, University of Chicago, 1978; MA, University of Chicago, 1978; BA, University of Maryland, 1970.
Nat'l/Int'l Service:	Associate Editor, *Speech Perception: Journal of the Acoustical Society of America*; Topic Chair, 2013 and 2014 Convention of the American Speech, Language, and Hearing Association; Board Member, Council of Academic Programs in Communication Sciences and Disorders.
University Service:	Department Chair, Speech and Hearing Science; Board Member, Council of Academic Programs in Communication Sciences and Disorders; Chair, Steering Committee: Buckeye Language Network.
Field Experience:	Japan, United States
Languages:	French (2), German (2), Indonesian (1), Chinese (1), Russian (1)
Specialization:	Acoustic phonetics; speech perception and production; second language acquisition; cultural/linguistic variation; tone perception in Mandarin; forensic phonetics; speech/language assessment evaluations.
Advising 2009-13:	Completed: 4 PhD, 1 MA, 6 Undergraduate Honors Theses; In Progress: 5 PhD; 1 post-doctoral trainee.
Publications:	Yang, J., Fox, R. A., and Jacewicz, E., "Vowel development in an early Mandarin-English bilingual child: A longitudinal study," 2013. Fox, R. A., Jacewicz, E., and Hart, J., "Perception of English vowels in bilingual Chinese-English and corresponding monolingual listeners," *Language and Speech,* 2013. "Pitch pattern variations in three regional varieties of American English," Proceedings of the 14th Annual Conference of the International Speech Communication Association (Interspeech 2013), Lyon, France. [Career Publications: 1 co-auth. book; 68 articles; 1 book review; 1 research report; 9 edited volumes; 7 congress proceedings; 11 conference proceedings; 3 symposium proceedings]
Outreach Activities:	Expert witness in various criminal trials; worked for SuperDuper Publishing in completing and analyzing normative data for assessment tests (e.g., CAAP and CAAP-II).
Outside Evaluations:	Tenure reviews: 7; book and articles refereed: 42
Distinctions:	Internal: Research Grant for Exemplary Service, College of Arts and Sciences. External: Elected Fellow of the Acoustical Society of America; Elected Fellow of the American Speech, Language and Hearing Association; Meritorious Service Award, the Buckeye District, Simon Kenton Council, BSA. [Career External Grants: 19]

NAOMI FUKUMORI **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured)

Education:	PhD, Columbia University, 1999; BA, Harvard College, 1991.
University Service:	University Senate Diversity Committee; Committee on Academic Misconduct; Faculty Senate of the College of Arts and Sciences; Fulbright Graduate Fellowship Review Committee, University Level.
Field Experience:	Japan
Languages:	Japanese (5), Chinese (4), French (4) English (5)
EA Courses Taught:	Japanese Literature in Translation; Japanese Literature: Classical Period; Tale of Genji; Topics and Problems in Japanese Literature.
Specialization:	Pre-modern Japanese literature and language; women's writing; history and narrative; dynamics among patronage, literary practice, and canonization in pre-modern literature.
Publications:	"Pageantry and Power: Literary Stagings of Gosechi Dances in Mid-Heian Texts," *Monumenta Nipponica*. 65(1), Spring 2010; *In Spring, the Dawn: 'The Pillow Book of Sei Shônagon' and the Poetics of Amusement*, Cornell University, 2009; "Doitsu biiru to Nihon bungaku: dai nikai ICAS (Berurin) sanka hokoku," *Genji Kenkyu*, 7, 2002; "Chinese Learning as Performative Power in *Makura no soshi* and *Murasaki Shikibu nikki*," *Acts of Writing: Language and the Construction of Identities in Japanese Literature*, Proceedings from the AJLS Ninth Annual Meeting, 2, 2001. [Career Publications: 1 book; 6 articles and published conference proceedings]
Advising 2009-13:	Completed: 4 MA; In Progress: 1 MA, 1 PhD
Outreach Activities:	Lecture on "Teaching Japanese Literature at an American University" for the Uji English Conversation Club, Uji, Kyoto Prefecture, Japan, July 2010; an introduction to Japanese culture session with Clintonville Academy kindergarteners, April 2009; Judge for the annual Ohio regional Japan Bowl for high school Japanese-language learners, Feb. 2005.
Outside Evaluations:	Books and articles refereed: 7
Distinctions:	Internal: College of Humanities Assistant Professor Research Fund Grant; College of Humanities Grant-in-Aid: Manuscript Preparation Grant; College of Humanities Grant-in-Aid: International Travel. External: Association for Asian Studies Northeast Asia Council Short-term Travel to Japan for Professional Purposes Grant; Edwin O. Reischauer Institute of Japanese Studies, Harvard University, Postdoctoral Fellowship. [Career External Grants: 2]

MEOW HUI GOH **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured)

Education:	PhD, University of Wisconsin-Madison, 2004; MA, University of Wisconsin-Madison, 1997; MPhil, Hong Kong University of Science and Technology, 1996; BA, National University of Singapore.
Nat'l/Int'l Service:	Secretary/Treasurer, American Oriental Society, Western Branch; External Reviewer for tenure and promotion for University of Arizona, National University of Singapore; Publication review of manuscript for Columbia University Press; Publication review of article for *Asia Major*, *Early Medieval China*, *Rao Zongyi Guoxue Yuan yuankan*, *Journal of Chinese Studies*.
University Service:	Advisor, Southeast Asian Student, Singapore Student Association Organizations, Chinese Culture Connection; Undergraduate Studies Director; Graduate Studies Director
Field Experience:	China, Singapore
Languages:	Chinese (5), English (5), Japanese (3), French (3)
EA Courses Taught:	Chinese Literature in Translation, Classical Chinese I, History of Chinese Literature, Bibliography and Research Methodology.
Specialization:	Pre-modern Chinese literature and culture.
Publications:	"Qieyun," *Early Medieval Chinese Texts: A Bibliographic Guide*, eds. Chennault, C. et al., Institute for Chinese Studies, University of California, Berkeley, 2014; Review of Robert Ashmore, *The Transport of Reading: Text and Understanding in the World of Tao Qian (365-427). East Asian Publishing and Society* 2(1): p.105-107, 2012; *Sound and Sight: Poetry and Courtier Culture in the Yongming Era (483-493)*, Stanford University Press, 2010; "Tonal Prosody in Three Poems by Wang Rong," *Journal of the American Oriental Society*, 124(1): p. 59-68, 2004; *All Things Considered, Advanced Reader of Modern Chinese*, co-eds. Chou, C. and Xia, Y., Princeton University Press, 2001. [Career Publications: 1 book; 4 articles; 1 entry in a handbook; 4 reviews; 1 textbook]
Advising 2009-13:	Completed: 2 MA; In Progress: 1 MA
Outreach Activities:	Judge at Chinese Speaking Competition, Participant at OH5 and Ohio State Language Colloquium, Speaker at Chinese New Year cultural event
Outside Evaluations:	Tenure reviews: 2; books and articles refereed: 5
Distinctions:	Internal: Publication Subvention, College of Humanities; Grant-in-Aid, College of Arts and Sciences. External: Post-doctoral Fellowship, Center for East Asian Studies, Stanford University.

JOHN GUILMARTIN **25% East Asia**

Professor, Department of History (tenured)

Education: PhD, Princeton University, 1971; MA, Princeton University, 1969; BS, USAF Academy, 1962.

Nat'l/Int'l Service: Task Force Leader, Weapons, Tactics & Training Task Force, Gulf War Air Power Survey; American Historical Association; Society for Spanish and Portuguese Historical Studies; Jolly Green Association; Society for Nautical Research; Inter-University Seminar on Armed Forces and Society; Red River Valley Fighter Pilots Association; Ordinance Society; Middle East Studies Association.

University Service: Coordinator, History Department Honors Program; Advisor, Conflict Simulation Club; Chair, Veterans Task Force; Advisor, College Republicans; Advisor, Epsilon Tau Sigma; Advisor, Fencing Club.

Field Experience: United Kingdom, Spain, Portugal, Turkey, Thailand, Laos, Vietnam

EA Courses Taught: World War II; The Vietnam War.

Specialization: Military history, technology and aerospace history.

Publications: *Gunpowder and Galleys: Changing Technology and Mediterranean Warfare at Sea in the Sixteenth Century*, Cambridge University Press, 1974, second, revised edition, Conway Maritime Press, 2003; *Galleons and Galleys*, Cassell & Company, Turkish edition, *Kalyonlar ve Kadırgalar*, tr. Özdamar, Ali, Istanbul: Kitapyayınevi, 2010; *A Very Short War: The* Mayaguez *and the Battle of Koh Tang*, Texas A&M Press, 1995; *America In Vietnam: The Fifteen Year War*, Colour Press Ltd., Military Press/Random House, 1991; [Career Publications: 5 books authored, 4 books co-authored; 43 articles and book chapters; 3 encyclopedia entries]

Outside Evaluations: Books and articles refereed: 33; Movies reviewed: 1

Advising 2009-13: Completed: 25 PhD, 31 MA, 12 Undergraduate Honors Theses

Outreach Activities: Expert Witness and Consultant, Office of the Collateral Capital Representative, State of Florida (charged with providing legal representation for indigent defendants in capital cases); Expert Witness and Consultant, Federal Court Division, Defender Association of Philadelphia (Federal Community Defender Office for the Eastern District of Pennsylvania) Four different death sentence appeals involving indigent military veterans; in-service presentations on teaching the Vietnam War for faculty at local high schools.

Outside Evaluations: Tenure reviews: 11; books and articles refereed: 15

Distinctions: Office of Disability Services Award for Recognition of Outstanding Teaching and Support of Students with Disabilities. External: Honorary Pararescueman, US Air Force Pararescue Association; Charles A. Lindbergh Professor of Aerospace History, National Air and Space Museum, Smithsonian Institution; Charles Boal Ewing Chair of Military History, Department of History, United States Military Academy.

RICHARD K. HERRMANN **25% East Asia**

Professor and Chair, Department of Political Science (tenured)

Education: PhD, University of Pittsburgh, 1981; MPIA, University of Pittsburgh, 1976; BA, Miami University, 1974.

Nat'l/Int'l Service: Member, American Political Science Association; Member, International Studies Association; Member, International Society of Political Psychology.

University Service: SBS College Promotion and Tenure Committee, 2010-present; University Research Committee, 2008-11; Executive Committee, College of Arts and Sciences, 2008-10; Review Committee Chair, Cognitive Science Center, 2008.

Specialization: Comparative foreign policy, Cold War politics, international relations.

Publications: "American Public Perceptions of a Rising China, *China International Strategic Review 2013*, ed. Si, W.J., World Knowledge Publishing House, 2013; "Perceptions and Image Theory in International Relations," *Oxford Handbook of Political Psychology*, ed. Sears, David et.al., Oxford University Press, 2013; Co-auth. Pierangel, Isemia, "Attachment to the Nation and International Relations: Probing the dimensions of identity and their relationship to war and peace," *Political Psychology*, 30(5): p. 721-754, October 2009. [Career Publications: 3 books; 19 articles; 22 book chapters; 2 book reviews]

Distinctions: Career External Grants: 9

KEWEI HOU **10% East Asia**

Associate Professor, Fisher College of Business (tenured)

Education: PhD, University of Chicago, Booth School of Business, 2002; BS, University of Science and Technology of China, 1995.

Nat'l/Int'l Service: Associate Editor, *Asia-Pacific Journal of Financial Studies*, 2013-Present; Advisory Board Member, FMA Survey & Synthesis Series, 2012-Present; Associate Editor, *Journal of Empirical Finance*, 2010-Present; External Reviewer, Research Grants Council (RGC) of Hong Kong, 2013.

University Service: Director, Ohio State University Student Investment Management Program, 2009-Present; Research Fellow, Charles A. Dice Center for Research in Financial Economics, 2001-Present.

Field Experience: China

Languages: Chinese (5) English (5)

Specialization: Economics

Publications: Co-auth. Van Dijk, Mathijs A. and Zhang, Y., "The Implied Cost of Capital: A New Approach," *Journal of Accounting and Economics,* 53: p. 504-526, 2012; co-auth. Karolyi, A and Kho, B.C.,"What Factors Drive Global Stock Returns?" *Review of Financial Studies,* 24: p. 2527-2574, 2011. [Career Publications: 8 articles]

Distinctions: Internal: Dean's Summer Research Fellowship, 2004-13; Dean's Teaching Performance Recognition, 2003-13. External: National Center for the Middle Market Research Grant Award; INQUIRE-Europe Research Grant Award; Research Grants Council (RGC) of Hong Kong CERG (Competitive Earmarked Research Grant) Award; INQUIRE-UK Research Grant Award; Best Paper Award, First International Conference on Asia-Pacific Financial Markets. [Career External Grants: 9]

MEIYU HSIEH **80% East Asia**

Assistant Professor, Department of History (tenure-track)

Education: PhD Stanford University, 2011; MA National Taiwan University, 2000; BA National Taiwan Normal University, 1996.

Field Experience: China, Japan, Taiwan

Languages: Chinese (5), Japanese (3) English (5)

EA Courses Taught: Pre-modern East Asian History, Pre-modern Chinese History, The Silk Roads, 2 undergraduate history seminars with an East Asian focus

Specialization: Early imperial Chinese history and archaeology; Chinese paleography.

Distinctions: Henry Luce Foundation/American Council of Learned Societies Grants to Individuals in East and Southeast Asian Archaeology and Early History Dissertation Fellowship, North America, 2008; Dissertation Grant in Chinese Studies, Freeman Spogli Institute, 2008; Mrs. Giles Whiting Fellowship, 2009; O'Bie Shultz Dissertation Completion Grant in International Studies, Freeman Spogli Institute, 2010.

JOHN C. HUNTINGTON **100% East Asia**

Professor, Department of History of Art (tenured)

Education:	PhD, University of California at Los Angeles, 1968; MA, University of California at Los Angeles, 1965; BA, University of California at Los Angeles, 1961.
Nat'l/Int'l Service:	Co-founder, The John C. and Susan L. Huntington Archive of Buddhist and Buddhist Related Art
Field Experience:	China, Japan, Taiwan, India, Nepal, Thailand, Burma, Indonesia.
Languages:	Japanese (4), Chinese (reading, 4), Classical Tibetan (reading, 4), Newari (epigraphic, 3), Pali (reading, 4), Sanskrit (reading, 4), French (reading, 5), Spanish (reading, 4), German (reading, 3), Italian (reading 3)
EA Courses Taught:	Asian Art; Buddhist Art: Theory and Practice; Chinese Buddhist Art; Studies in Buddhist Art; Japanese Art: Proto-Historic and Buddhist; Studies in Inner Asian Art.
Specialization:	Buddhist iconology, East Asian art.
Publications:	*The Circle of Bliss: Buddhist Meditational Art*, co-ed. Bangdel, D., Serindia Publications, 2003; Co-auth. Bangdel, D., "A Case Study in Religious Continuity: The Nepal-Bengal Connection," *Orientations*, 32(7), 2001; four articles in *Encyclopedia of Monasticism*, ed. Johnston, W.M., Fitzroy and Dearborn Publishers, 2000; *Mirrors of the Heart Mind: The Rezk Collection of Tibetan Art from the Permanent Collection of the Southern Alleghenies Museum of Art*, The Southern Alleghenies Museum of Art, 1998. [Career Publications: 9 books, catalogs, and archival publications; 39 Articles]
Outreach Activities:	Lectures at the Houston Museum of Art for the Ajanta Symposium.
Distinctions:	Internal: Distinguished Research Award. External: Commendation by Computers in the History of Art; Bliss M. and Mildred A. Wiant Designated Professor of Chinese Literature and Culture; American Institute of Indian Studies, National Endowment for the Humanities Grant; Gladys Krieble Delmas Foundation Grant; Samuel H. Kress Foundation Grant; Fund for the Improvement of Postsecondary Education Grant; Battelle Memorial Foundation Grant. [Career External Grants: 25]

SUSAN HUNTINGTON **25% East Asia**

Professor, Department of History of Art and Distinguished University Professor, Emerita (tenured)

Education:	PhD, University of California, Los Angeles; MA, University of Hawaii; BA, University of Michigan.
Nat'l/Int'l Service:	Co-founder, The John C. and Susan L Huntington Archive of Buddhist and Buddhist Related Art; Board of Directors, Association for Asian Studies; President, American Committee for Southern Asian Art; Board of Directors, College Art Association of America.
University Service:	Dean, Graduate School; Vice-Provost for Graduate Studies
Field Experience:	India, Nepal, Bhutan, Tibetan Autonomous Region, Southeast Asia, Japan, China.
Languages:	Sanskrit (4), Hindi (5), French (3), German (3)
Specialization:	Buddhist art and artifacts; South Asian art and culture; continuities of cultures across all of Asia; photographic documentation.
Publications:	*The "Pala-Sena" Schools of Sculpture, Studies in South Asian Culture*, 1984; *The Art of Ancient India: Buddhist, Hindu, Jain*, 1985; *Leaves from the Bodhi Trees: The Art of Pala India and its International Legacy*, 1990; Lay Ritual in the Early Buddhist Art of India, 2013.
Advising 2009-2013:	Completed: 2 MA, 2 PhD; In Progress: 2 MA, 2 PhD
Outreach Activities:	Lecture on Asian religions, Interfaith Association of Ohio, 2009.
Distinctions:	Internal: Distinguished University Professor; Distinguished Scholar. External: Guggenheim Award; three Fulbright awards; National Endowment for the Humanities Grants; Smithsonian Institution Grants; Numata Distinguished Visitor, Balliol College; Crowe Visiting Professor, Northwestern University; Member, Institute for Advanced Study, Princeton.

YOUNG-BAE HWANG **100% East Asia**

Visiting Professor, International Studies Program; Department of Political Science

Education: PhD, Vanderbilt University, 1993; MA, Hankuk University of Foreign Studies, 1985; BA, Hankuk University of Foreign Studies, 1983.

Field Experience: Korea

Languages: Korean (5)

EA Courses Taught: Two Koreas: Political Economy of Regional Rivalry; East Asia in the Post-Cold War Era: Issues in Regional Security and Economic Development.

Specialization: International relations; political economy; comparative politics; methodology.

Publications: "Reunification Cost and Institutional Substitution," *Honam Political Science Review*, Gwangju: Honam Political Science Association, 12: p. 193-216, 2001; "Post-Cold War System of Alliances in Northeast Asia," *Studies on Politics and Information*, Jeonju: Korean Association of Politics and Information, 3(2): p. 181-218, 2000. [Career Publications: 1 book; 10 journals; 5 conference papers]

Distinctions: External: Project Grant (Junior Master Class on Mathematical Modeling), The Merriam Laboratory for Analytical Political Research, University of Illinois at Urbana—Champaign, 1993; Graduate Student Travel Grant (1993 Annual Meeting of the Western Political Science Association, Pasadena, CA), The Graduate School, Vanderbilt University. [Career External Grants: 3]

MOTOMU IBARAKI **10% East Asia**

Associate Professor, School of Earth Sciences (tenured)

Education: PhD in Earth Sciences, University of Waterloo, Ontario, Canada, 1994, MS in Agricultural Engineering, Kyushu University, Fukuoka, Japan, 1989, BS in Agricultural Engineering, Tottori University, Tottori, Japan, 1987.

Nat'l/Int'l Service: Software editor, Groundwater, National Groundwater Association, 2011-present; Coordinating committee member, International Medical Geology Conference GEOMED2013 (5th International Conference on Medical Geology), The International Medical Geology Association, August 25-29, Washington DC, 2013; Session Chair, Impact of Alterations in Water Environment on Human Health, GEOMED2011, 4th International Conference on Medical Geology, Bari, Italy; Chair of Fund Raising Committee, Geology and Health Division, Geological Society of America, 2012; Session Chair for Geological Society of America Annual meeting, 2003, 2005, and 2012.

University Service: Graduate committee chair; Computer committee chair; Bownocker committee chair; Literacy Studies Executive Advisory Group member, OSU College of Arts and Sciences: 2010-2012; Computational Modeling of Global Infectious Disease Threats and Policy Innovation: 2009-2012; Advisor, Pure Water Access Project student organization, OSU. 2012- present.

Field Experience: Japan, United States

Languages: Japanese (5), English (5)

EA Courses Taught: Geo-environment and Human Health, Water Security for the 21st century, Water Resources, Public Health Perspectives – Japan.

Specialization: Theoretical aspects of mass transport, contaminant hydrogeology, and groundwater modeling; Core developer of MODFLOW, the *de facto* standard for groundwater flow simulation.

Publications: Ibaraki, M., Panday, S., Niswonger, R.G., Langevin, C.D., "Improvement of performance and applicability of MODFLOW-2005: New NWT solver and χMD matrix solver package, Proceedings Calibration and Reliability in Groundwater Modelling: Models – the Repositories of Knowledge," Leipzig, Germany, *IAHS Redbook Series*, 2012; "Issues of unsustainability related to water," *Linkages of Sustainability*, ed. Graedel, T., and Van der Voet, D., Strüngmann Forum Reports, MIT Press, 2010; Lu, Z., Kim, J.W., Lee, H., Shum, C., Duan, J., Ibaraki, M., Akyilmaz, O., and Read, C.-H.,"Helmand river hydrologic studies using ALOS PALSAR InSAR and ENVISAT altimetry," *Marine Geodesy*, 32: p. 320-333, 2009.

Outreach Activities: Consulting clients: Mitsubishi Materials Corp., Kurita Water Industries Ltd., Taisei Construction Corp., Okumura Corp., SheGoTec Japan Inc., Itochu Techno-Solutions Corp., Land Solution Inc., Japan Atomic Energy Agency, and private clients in Ohio.

Distinctions: Patent: Remediation cost estimation system: (Patent Number: 2005-342608)

XIOABIN JIAN **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured)

Education: PhD, Chinese Literature, The Ohio State University, 1992.
Pedagogy Training: 20+ years of training.
Nat'l/Int'l Service: International Editorial Board, *Wenbei: A Chinese Journal of Comparative Literature and Culture*; Shanghai Literature and Art Publication House, 2008-Present; Reviewer, Georgetown University Press, 2013; Reviewer, Cambridge University Press, 2012; Reviewer, Yale University Press, 2005.
Pedagogy Service: Frequently invited lecturer, trainer and presenter at universities and professional conferences in the US, China, Taiwan and Hong Kong, average 5-6 times a year for the last five years.
University Service: Director, OSU China Center (Qingdao/Suzhou), 2007-Present; Faculty advisor, OSU China Gateway, 2009-Present; Director, China Institutes, OSU-State Department Critical Language Scholarship program, 2013.
Field Experience: China
Languages: Chinese (5), English (5)
EA Courses Taught: Familiarity with Domain Resources and Research; Language in China; Domain Research and Presentation of a Project.
Specialization: Chinese language and culture pedagogy, discourse analysis.
Publications: Co-director, *Fresh View: Guizhou Westbound* (a series of seven short films), produced by Guizhou Province Tourism Administration and Guizhou Normal University, 2011; Jian, Xiaobin and Shepherd, Eric,"Playing the Game of Interpersonal Communication in Chinese Culture: The 'Rules' and the Moves," ed. Walker, Galal, *The Pedagogy of Performing Another Culture*, National East Asian Language Resource Center, The Ohio State Foreign Language Publications and Hubei Education Press, p. 96-143, 2010;《全球人文艺术通史》, co-chief translators Sun, Jingyao, Chen, Nan, and Jian, Xiaobin, translation of *A History of World: Arts and Humanities* by Benton, J.R., and DiYanni, R., Shandong Pictorial Press, 2010. [Career Publications: 4 co-auth. audio-video sets; 4 co-auth. books]
Advising 2012-13: In progress: 13 MA, 2 PhD.
Outreach Activities: Language and culture consultant, English-Chinese Court Interpreter Certification Program, National Center for State Courts; teacher training consultant for Ohio Chinese School; Visiting professor and consultant to 10+ Chinese as a Foreign Language (CFL) programs in Chinese universities.
Outside Evaluations: Tenure Review 2; book and article refereed 8
Distinctions: Co-PI, "Institutional Enhancement Grant", Chiang Ching-Kuo Foundation. [Career External Grants: 1]

YON-SOO KANG **100% East Asia**

Lecturer, Department of East Asian Languages and Literatures

Education: PhD Candidate, The Ohio State University, 2007-present; MA, The Ohio State University, 2007; BA, Korea Aerospace University, 2001.
Pedagogy Training: PhD minor in Korean pedagogy; TESOL certificate, Sookmyung Women's University, 2005.
Nat'l/Int'l Service: Member, The Society of English Education in Korea.
Pedagogy Service: Teacher, Korean American Community School of Central Ohio; ESL Program Curriculum Developer, Asian American Community Services.
Field Experience: Korea, United States
Languages: Korean (5), Japanese (1) English (5)
EA Courses Taught: Korean Levels 1-3.
Specialization: Foreign and Second Language Education; Korean pedagogy.
Publications: Kang, Y. S., & Pyun, D. O., "Mediation strategies in L2 writing processes: A case study of two Korean language learners," *Language, Culture and Curriculum*, 26: p. 52-67, 2009. A book review of "Performed Culture: An approach to East Asian Language Pedagogy," *Language Awareness,* 18: p.238-240, 2009. Kang, Y.S., "The Professional Development of a Korean High School EFL Teacher in the US MA TESOL Program," *The Society of English Education in Korea,* 39: p. 7-24. [Career Publications: 2 articles; 1 book review; 5 co-authored/co-produced pedagogical materials]
Outreach Activities: Korean American Community School of Central Ohio; Asian American Community Services.
Distinctions: External: Cheng and Tsui Professional Development Award.

THOMAS KASULIS **100% East Asia**

Professor, Department of Comparative Studies (tenured)

Education:	PhD, Yale University, 1975; MA, University of Hawaii, 1973; MPhil, Yale University, 1972; BA, Yale University, 1970.
Nat'l/Int'l Service:	Editorial Board member, *The Eastern Buddhist* and *Continental and Comparative Philosophy;* Board of Editors, *Nanzan Series on Japanese Thought and Culture*; Editor for Japanese Philosophy, *Stanford Encyclopedia of Philosophy;* CIEE Fulbright Selection Committee; President, Society for Asian and Comparative Philosophy; Chair, Philosophy of Religion Section, American Academy of Religion; President, American Society for the Study of Religion.
University Service:	Chair, Division of Comparative Studies; Founding Director, Institute for Collaborative Research and Public Humanities; Chair, MA Program in East Asian Studies.
Field Experience:	Japan, China
Languages:	Japanese (4), German (3), French (3)
EA Courses Taught:	The Buddhist Tradition; The Japanese Religious Tradition; Seminar in East Asian Studies.
Specialization:	Japanese philosophy and religion; Asian and comparative philosophies/religions; history of Western philosophy; philosophy and cultural difference.
Publications:	Co-editor, *Japanese Philosophy: A Sourcebook*, University of Hawaii Press, 2011; *Shinto: The Way Home*, University of Hawai'i Press, 2004; *Intimacy or Integrity: Philosophy and Cultural Difference*, University of Hawai'i Press, 2002; *Zen Action/Zen Person*, University of Hawaii Press, 1981; "Japanese Philosophy in the English-speaking World," *Japanese Philosophy Abroad*, ed. Heisig, J.W., Nanzan Institute for Religion and Culture, 2004; "Cultural Differentiation in Buddhist Ethics," *A Companion to Religious Ethics*, ed. Schweiker, W. , Blackwell, 2004; "Japanese Philosophy" entry for *Encyclopedia Britannica*, 2009. [Career Publications: 3 books; 5 edited volumes; 62 articles and book chapters]
Advising 2009-13:	Completed: 2 MA, 2 PhD; In Progress: 2 PhD
Outreach Activities:	Invited lectures for Japan-America Society of Honolulu, Kuroda Institute, East-West Center, Japan Society for Future Research, Buddhist Churches of America, Buddhist Temple of Salinas, Higashi Hongwanji Temple, and the Oglethorpe University Museum of Art.
Outside Evaluations:	Tenure reviews: 15; books and articles refereed: 20
Distinctions:	Internal: Seed Grant; Faculty Award, OSU Junior Honor Society. External: Humana Visiting Scholar, Centre College; Japan Foundation Fellowship; NEH Fellowship for University Professors; NEH Summer Stipend; Social Science Research Council Grant; NEH Fellowship for College Teachers; American Council of Learned Societies Grant; Senior Fellow, East-West Center; "Exemplary Teacher" designee, American Association of Higher Education. [Career External Grants: 13]

REBECCA Y. KIM **15% East Asia**

Associate Professor, College of Social Work (tenured)

Education:	PhD, University of Wisconsin, 1995; MA (1983) & BA (1979), Ewha Womans University, Seoul, South Korea.
Nat'l/Int'l Service:	Grant review committee, Columbus Affiliate of Susan G. Komen Foundation; Editorial board member, *Journal of Poverty*; Board of trustees, Youth Advocate Services; Board of trustees, Asian American Community Services; Reviewer, *Journal of Social Service Research*; Reviewer, *Journal of Social Work, Research and Evaluation.*
University Service:	Senate and Faculty Council, Fulbright Program Review Committee, UCAT Search Committee, & Grant reviewer for the Coca-Cola Critical Difference for Women Grants, & Judge for Edward F. Hays Graduate Research Forum.
Field Experience:	United States, Canada, S. Korea
Languages:	English (5), Korean (5), German (1)
Specialization:	Youth immigrants from S. Korea and adaptation; Poverty issues and anti-poverty programs; Child welfare & family policy; Program evaluation and policy analysis.
Publications:	Kim, R.Y. and Lee, W., "Welfare reform and the uninsured among children of immigrants" Proceedings of 3rd Hawaii International Conference on Social Sciences in Honolulu, Hawaii, 2004. Segal, E.A., Kilty, K. M., & Kim, R. Y., "Social and economic inequality and Asian Americans in the United States," *Journal of Poverty*, 6(4): p. 5-21, 2002; Kim, R.Y. , *Improving Children's Lives: Alternatives to Current Anti-Poverty Policy,* New York: Garland Publishing Inc., 1996 ; "The professionalization of social work and scientific paradigm," *Theses Collection,*14, (Published in South Korea), 1988; Kim, Y., "Ideological backgrounds of the poor law in Britain," *Journal of Korean Social Welfare,*12 (Published in South Korea), 1985. [1 Book, 13 Peer-Reviewed Articles, 1 Book Chapter, & 4 Reports]
Advising 2009-13:	Completed: 3 PhD
Outside Evaluations:	Tenure reviews: 3
Distinctions:	Internal: University Seed Grant; Coca-Cola Faculty Grants for Research on Women and Gender. External: McGill University Post-doctoral fellowship; Honorable Mention of Research Award by Society for Social Work and Research.

TEPPEI KIYOSUE **100% East Asia**

Lecturer, Department of East Asian Languages and Literatures

Education:	MS/EdS, Marshall University, 2004; BA, Kyoto University of Foreign Studies, 1999.
Pedagogy Training:	Teaching Japanese as a Foreign Language Certification, Educational Exchange Program (EEP), Bryn Mawr College, 1999; SPEAC Summer Japanese Language Instructors Training Program, The Ohio State University, 2008.
Nat'l/Int'l Service:	Lecturer, The Ohio State University; Graduate Teaching Assistant, Marshall University.
University Service:	Lecturer.
Field Experience:	Japan
Languages:	Japanese (5) English (5)
EA Courses Taught:	Japanese Level 1-3; Summer Intensive Japanese Level 2; Intensive Japanese Level 3.
Specialization:	Japanese language instruction.
Publications:	Thesis, "Teaching Japanese in an American High School: How Japanese Teachers Make Sense of their American Students' Communication," 2004.
Outreach Activities:	Advisor, Japanese Communication Society (JCS); Member, The Ohio Association of Teachers of Japanese (OATJ); The American Association of Teachers of Japanese (AATJ).
Distinctions:	Nominated for the Provost's Award for Distinguished Teaching by a Lecturer in 2012.

STEVEN KNICELY **100% East Asia**

Academic Program Specialist, Chinese Language, Department of East Asian Languages and Literatures

Education:	JD, The Ohio State University, 1992; MA, The Ohio State University, 1987; MA, The Ohio State University, 1980; BA James Madison University, 1978.
Professional Certification:	Certified Chinese Language Oral Proficiency Interviewer (OPI), The American Council on the Teaching of Foreign Languages.
Nat'l/Int'l Service:	Cultural consultant, Fitch, co.; Committee to develop standardized Chinese language test for Ohio high school students; Committee to write Common Core standards for Ohio K-12 students of Chinese.
University Service:	Academic Program Specialist, Chinese Language Program; Coordination of undergraduate language program; training and supervision of GTAs; curriculum and materials development; Director, Qingdao post-first-year summer study abroad program.
Field Experience:	Taiwan, China, former Soviet Union, Japan, Korea.
Languages:	Chinese (5), Russian (2), French (2), Japanese (1), German (1), Spanish (1)
EA Courses Taught:	Chinese Levels 1-4; Summer Chinese language teacher training.
Specialization:	Chinese literature and language pedagogy.
Advising (2009-13):	Advising for undergraduate Chinese Flagship students; Placement testing and advising for incoming undergraduates; Advising on study abroad programs.
Outreach Activities:	Adviser, Taiwanese American Student Association.

NAMIKO KUNIMOTO **100% East Asia**

Assistant Professor, Department of History of Art (tenure-track)

Education:	PhD, University of California, Berkeley, 2010; MA, University of British Columbia, 2001; BA, University of British Columbia, 1998.
Nat'l/Int'l Service:	Grant applications reviewer, NEH, Czech Science Foundation.
University Service:	Honors Committee, Undergraduate Committee, Graduate Committee.
Field Experience:	Japan
Languages:	Japanese (4), French (3), English (5)
EA Courses Taught:	Studies in Japanese Art; History of Photography: East-West Photography.
Specialization:	Japanese Art, with emphasis on modern and contemporary periods.
Publications:	"Tanaka Atsuko's *Electric Dress* and the Circuits of Subjectivity," *The Art Bulletin*, 95(3): p. 465-483, September 2013; Review of "Gutai's Ascent," *Art Journal* , 72(2): p. 114, Summer 2013; "Shiraga Kazuo: The Hero and Concrete Violence," *Art History*, 36(1): p. 154-179, February 2013; Review of "Gutai: The Spirit of an Era," exhibition at the National Art Center, Tokyo, 2012, *Modern Asian Art,* 11, August 2012; "Traveler-as-Lama Photography and the Fantasy of Transformation in Tibet," *TransAsia Photography Review,* 2(1), October 2011; "Intimate Archives," *Art History,* 27(1): p. 129-155, February 2004. [Career Publications: 4 peer-reviewed articles, 2 exhibition reviews, 3 articles (not peer-reviewed)]
Outside Evaluations:	Books and articles refereed: 5
Distinctions:	External: Faculty Research Support Grant, American University; CAS Faculty Spring and Fall Mellon Awards; American University International Travel Award; Chancellor's Dissertation-Year Award; Japan Art History Forum Chino Kaori Memorial Essay Prize; Dean's Normative Time Award. [Career External Grants: 3]

YUKO KUWAI **100% East Asia**

Academic Program Specialist, Japanese Language, Department of East Asian Languages and Literatures

Education:	MA, Bradley University, 1993; BA, Hosei University, 1983.
Pedagogy Training:	Certified Japanese Language Oral Proficiency Interviewer (OPI), The American Council on the Teaching of Foreign Languages, 2008.
Nat'l/Int'l Service:	Japanese Instructor: Kissako Intercultural Program, Tokyo; Summer Program at Bryn Mawr College; Williams College; FALCON Program, Cornell University; Bradley University.
Field Experience:	Japan
Languages:	Japanese (5), English (5)
EA Courses Taught:	Japanese Levels 1-4.
Specialization:	Japanese Language Pedagogy.
Distinctions:	DEALL Above and Beyond Award, 2011.

HYUN JIN LEE **100% East Asia**

Lecturer, Department of East Asian Languages and Literatures

Education:	PhD Candidate, The Ohio State University, 2008-present; MA, Oklahoma City University, 2007; Bachelor of Law, Ajou University, 2005.
Pedagogy Training:	MA in TESOL, taking second and foreign language education courses.
Pedagogy Service:	Webmaster, The National Association for Korean Schools (NAKS); Curriculum Director, Korean Culture and Language Camp for Adoptive Families (KORICA), 2011-present; Language and Culture Instructor, Korean American Community School of Central Ohio (KACSCO), 2008-12.
Field Experience:	Korea
Languages:	Korean (5), English (5)
EA Courses Taught:	Korean Levels 2 and 4; Korean Individualized Instruction.
Specialization:	Second and Foreign Language Acquisition, Language Writing, Language Learning Strategies Korean Heritage Language Learners.

PEACE LEE **100% East Asia**

Senior Lecturer, Korean Language Program Coordinator, Department of East Asian Languages and Literatures

Education:	PhD, The Ohio State University, 2011; MA, The Ohio State University, 2002; BA, Washington University in St. Louis, 1994.
Nat'l/Int'l Service:	Resident Director, U.S. Department of State Critical Language Program, Wonju, South Korea.
Field Experience:	China, Korea
Languages:	Korean (5), Chinese (4), English (5)
EA Courses Taught:	Korean Literature in Translation; Korean Levels 1-3; Korean Individualized Instruction.
Specialization:	Chinese and Chaoxianzu literature and oral traditions, Korean literature
Publications:	Transcription and translation of "Seongju puri," *Columbia Anthology of Chinese Folk and Popular Literature,* ed. Bender, Mark, and Mair, Victor, p. 182-183, 2011; Co-review of "Zhongguo Minjian Wenxue Gaiyao," or "Introduction to Chinese Folk Literature," and "Zhongguo Minjian Wenyixue," or "The Study of Chinese Folk Literature and Arts," ed. Baolin, Duan, *Asian Ethnology*, Nagoya, 67(1): p. 163-164, 2008.
Distinctions:	Stella Choe Scholarship for Korean Studies.

SOO YUN LEE **100% East Asia**

Lecturer, Department of East Asian Language and Literatures

Education:	PhD (expected, ABD), The Ohio State University; MA, State University of Buffalo, 2009; BA, Chung Ang University, Seoul, Korea, 2007.
Pedagogy Training:	Took a course on support materials development in Foreign Second Language Education program.
Pedagogy Service:	Teacher, Columbus Korean School; Teacher, English for adult learners in Korea.
Field Experience:	Korea
Languages:	Korean (5), English (4), French (1)
EA Courses Taught:	Korean Individualized Instruction.
Specialization:	Dynamic Assessment for foreign language learners; Foreign language learning motivation.

MITCHELL LERNER **15% East Asia**

Associate Professor, Department of History (tenured)

Education:	PhD, University of Texas at Austin, 1998; MA, University of Texas at Austin, 1994; MA University of Texas at Austin, 1993; BA, Brandeis University, 1989.
Nat'l/Int'l Service:	Elected Officer, Society for Historians of American Foreign Relations; Senior Editor, *Passport*: *The Society for Historians of American Foreign Relations Review* and *Retrieving the American Past*; Director, American History Documents.
University Service:	Director, Institute for Korean Studies; Program Coordinator, OSU-Newark History Department; OSU representative to the Committee on Institutional Cooperation, Korea E-teaching Initiative; Faculty Associate, Mershon Center for the Study of International Security and Public Policy.
Field Experience:	United Kingdom
Languages:	French (2), Russian (2)
Specialization:	US-East Asian relations.
Publications:	"'We Must Bear a Good Deal of Responsibility for it': The White House Tapes and the War in Vietnam," eds. Masur, Matt and Tully, John, *Teaching The Vietnam War*, 2013; "This War-Mongering State of Mind: New Materials on the Korean Crisis of 1968," introduction to CWIHP e-dossier, December 2011; "Mostly Propaganda in Nature: Kim Il Sung, the Juche Ideology, and the Second Korean War," Cold War International History Project Working Paper, 2010; "Making Sense of the Hermit Kingdom: North Korea in the Nuclear Age," *Origins*, 2(3), December 2008. [Career Publications: 3 books; 22 articles and book chapters]
Advising 2009-13:	Completed: 1 undergraduate honors theses; In Progress: Advisor: 8 UG; 1 undergraduate honors thesis.
Outreach Activities:	Fox News, NPR, ABC-TV, "Mostly Propaganda in Nature: Kim Il Sung, the Juche Ideology, and the Second Korean War," paper presented at *North Korea's Cold War* conference, Mershon Center for International Security Studies, February 2012.
Outside Evaluations:	Books & articles refereed: 16 (manuscript reviewer for 5 publishers and 6 journals)
Distinctions:	Internal: Alumni Award for Distinguished Teaching; Campus Award for Scholarly Excellence; OSU Office of International Affairs Grant. External: Association for Asian Studies Distinguished Speakers Bureau Grant; Nominee for the Pulitzer and Bancroft Prizes for "The Pueblo Incident"; John F. Kennedy Foundation Marjorie Kovler Research Fellowship in Foreign Intelligence. [Career External Grants: 19]

SCOTT LEVI **50% East Asia**

Professor, Department of Comparative Studies (tenured)

Education: PhD, University of Wisconsin-Madison, 2000; MA, University of Wisconsin-Madison, 1994; BA, University of Iowa, 1991.

Nat'l/Int'l Service: Advisory Board, *Papers on Central Eurasia*; Conference Committee, Ohio Academy of History; Board of Trustees, American Institute of Afghanistan Studies; President, Central Eurasian Studies Society.

University Service: South Asian Studies, A&S Faculty Oversight Committee; Religious Studies Major, A&S Faculty Oversight Committee; Search Committee, Pre-Modern World History (Marion Campus); Second Year Residential Faculty Group, OSU Office of Student Life; Chair, Workplace Climate Committee.

Languages: Uzbek (4), Persian (4), Tajik (4), Hindi (4), Urdu (4), Russian (3)

EA Courses Taught: Mongol World Empire: Central Eurasia, 1000-1500; Islamic Central Asia.

Specialization: Social and economic history of Islamic Central Asia in medieval and early modern eras.

Publications: "Early Modern Central Asia in World History," *History Compass* 10(11): p. 866-878, 2012; Review of François Gipouloux, *The Asian Mediterranean: Port Cities and Trading Networks in China, Japan and Southeast Asia, 13th–21st Century,* Cheltenham, UK, 2011; *Choice* 49(7), 2012; *Islamic Central Asia, An Anthology of Primary Sources*, co-ed. Sela, R., Indiana University Press, 2009. [Career Publications: 3 books; 21 articles and book chapters; 14 book reviews]

Advising 2009-13: Completed: 3 MA, 1 PhD, 3 post-docs, 2 undergraduate honors theses; In Progress: 3 PhD

Outreach Activities: Presenter, "Discussion of the film 'Mongol'" to Phi Alpha Theta, Zeta Chapter, The Ohio State University; Presenter, "Pakistan and Afghanistan: Historical Roots of Current Conflicts" to Foreign Policy Association, Upper Arlington Senior Center.

Outside Evaluations: Books and articles refereed and reviewed: 16

Distinctions: Internal: Faculty Award , OSU Mershon Center for International Security Studies, 2012 (in collaboration with Dr. Morgan Liu); Alumni Award for Distinguished Teaching, OSU Alumni Association and Office of Academic Affairs.
External: Award for Outstanding Commitment to Student Education, Panhellenic Association and The Interfraternity Council; Social Science Research Council Grants; International Scholar, Central Asia Research and Training Initiative, Open Society Institute; University of Louisville Disability Resource Center Certificate of Appreciation; Council on Faculty Research Summer Research Grant, Eastern Illinois University; Eastern Illinois University Achievement and Contribution Award for Research. [Career External Grants: 2]

GUOQING LI **100% East Asia**

Professor, University Libraries (tenured)

Education: MLS, Indiana University, 1992; MA, Indiana University, 1990; BA, Peking University, 1982.

Nat'l/Int'l Service: Consultant, National Library of China, United Nations Development Program TOKTEN project; Co-editor, *Personal Experiences in China* and *Zhongguo Yan Jiu Wai Wen Jiu Ji Hui Kan: Zhongguo Ji Lu—Chinese Studies in the West: The Chinese Record*; Editorial member, *Chinese Librarianship: An International Electronic Journal* and *Tian Lu Lun Cong--Journal of the Society for Chinese Studies Librarians*; Association for Asian Studies Council on East Asian Libraries; Committee Chair, Chinese American Librarians Association International Relations; President, Society for Chinese Studies Librarians, 2010-2012; Council member, United Societies of China Studies, 2010-2012; Board of directors, Society for Chinese Studies Librarians, 2012-2014; Council Chair, United Societies of China Studies, 2013-2015.

University Service: East Asian Studies Center Library Committee; East Asian Studies Committee.

Field Experience: China, Korea, Taiwan

Languages: Chinese (5), Japanese (2), Korean (1) English (5)

Specialization: Library science; Chinese and Korean bibliography, literature, history.

Publications: *Collected Essays on Chinese Studies by East Asian Studies Librarians in North America*, Guangxi Normal University Press, 2009; 'Xian Huaxia' a translation of "The Mystic Flowery Land—Being A True Account of an Englishman's Travels and Adventures in China," National Library Press, 2009; *American Academic Libraries in the Twenty-first Century: Theories and Practices*, Beijing Library Press, 2007. [Career Publications: 5 books; 58 articles and book chapters; 16 translated books; 2 edited book series, for a total of 75 titles.]

Outreach Activities: Columbus Sister Cities International, Ohio Contemporary Chinese School.

Outside Evaluations: Articles and books cited widely and used as classroom text books in both China and America.

Distinctions: Internal: Office of International Affairs Faculty International Research Travel Grant; Library Research Funds; East Asian Studies Center Travel Grant, 2012; OSU President Gordon Gee's letter of commendation, 2012; Distinguished Scholar Award, the Ohio State University Libraries, 2012.
External: Funds from United Nations Development Programme and National Library of China; ACR funds; Taiwan National Library/Center for Chinese Studies Funds; Chinese Government Chun Hui Grant; Certificate of Appreciation, Library Society of China (total of three); JPMorgan, Chase & Co., 2010 and 2012. [Career External Grants: 5]

MORGAN L. LIU **25% East Asia**

Associate Professor, Department of Near Eastern Languages and Cultures (tenured)

Education:	PhD, University of Michigan; MA, University of Michigan; BA, Massachusetts Institute of Technology.
Nat'l/Int'l Service:	American Anthropological Association; Central Eurasian Studies Society; American Association for the Advancement of Slavic Studies; Middle East Studies Association of North America; Steering Committee, Central Eurasian Studies Society.
University Service:	Co-leader, "Local Worlds" Working Group, Institute for Collaborative Research and Public Humanities; Narrator, DVD, Foreign Language Center; Consultant, ethnographic interview, "Writing in a Second Language: A Critical Skill for the 21st Century," Foreign Language Center.
Field Experience:	Kyrgyzstan, Uzbekistan, Kazakhstan, and Russia.
Languages:	Uzbek (4), Kyrgyz (3), Russian (4), Chinese (3), French (4), Turkish (2), German (2)
EA Courses Taught:	Culture & Politics in Central Asia.
Specialization:	Cultural anthropology of Central Asia.
Publications:	*Under Solomon's Throne: Uzbek Visions of Renewal in Osh*, University of Pittsburg Press, 2012; Book review of *Urban Life in Post-Soviet Asia,* ed. Alexander, C. et. al., *Central Asian Survey,* 27(2): p. 203-205, 2007; Book review of *Eurasian Crossroads: A History of Xinjiang*', by J. Millward," *I-Net Reviews in the Humanities and Social Sciences*, 2007; "A Central Asian Tale of Two Cities: Locating Lives and Aspirations in a Shifting Post-Soviet Cityscape," *Everyday Life in Central Asia: Past and Present*, ed. Zanca, J. and R., Indiana University Press, p. 78-98, 2007. [Career Publications: 1 book; 3 book reviews; 5 articles and book chapters]
Advising 2009-13:	Completed: 3 MA; In Progress: 1 PhD
Outreach Activities:	Presenter, OSU International Careers Week; Lecturer, Western Connecticut State University and The Ohio State University; Presenter, Foreign Policy Association at Friendship Village of Columbus; Interview, "Uzbek Propaganda and the Andijan Massacre," Chicago Public Radio, WBEZ 91.5FM; Interview, "Kyrgyzstan—Post-Tulip Revolution Politics," Chicago Public Radio, WBEZ 91.5FM.
Outside Evaluations:	Tenure reviews: 11; books and articles refereed: 15
Distinctions:	External: Fulbright-Hays Faculty Research Abroad Grant; International Research & Exchanges Board, Post-doctoral Individual Advanced Research Opportunities Grant; IREX Short-Term Travel Grant; Junior Fellow, Society of Fellows, Harvard University; Eurasia Dissertation Fellowship, SSRC, Louis Dupree Prize for Research in Central Asia. [Career External Grants: 4]

ZHONG-LIN LU **15% East Asia**

Distinguished Professor of Social and Behavioral Science, Department of Psychology; School of Optometry (tenured)

Education:	PhD, New York University, 1992; MS, New York University, 1991; BS, University of Science and Technology of China, 1989.
Nat'l/Int'l Service:	Review Board, AFOSR/AFRL Center of Excellence in Neuroergonomics, Technology, and Cognition (CENTEC) at George Mason University; Member, International Evaluation Panel, PKU Academic Committee; Founding member, Amblyopia Translational Research Alliance; Evaluator, Changjiang Scholars Program.
University Service:	Director, Center for Cognitive and Brain Sciences; Director, Center for Cognitive and Behavioral Brain Imaging; Member, Outcomes/Metrics Sub-Council, One University Health and Wellness Council.
Field Experience:	China, United States
Languages:	Chinese (5), English (5)
Specialization:	Computational & psychophysical study of visual and auditory perception, attention, and perceptual learning; functional brain imaging study of sensory and attentional processes, learning and memory, reading, and human decision-making.
Publications:	Zhang, M., Chen, C., Xue, G., Lu, Z.-L., Mei, L., Xue, H., Wei, M., He, Q., Wei, and Dong, Q., "Reading performance in different languages is linked to variations in the same white matter microstructure," *Journal of Neuroscience*, 2013; Lu, Z.-L. & Luo, Y., ed., *Progress in Cognitive Science: From Cellular Mechanisms to Computational Theories*, Beijing: Peking University Press, 2013; Zhang, M., Li, J., Mei, L., Xue, G., Lu, Z.-L., Chen, C., He, Q., Wei, M., Chen, C. and Dong, Q., "The contribution of cortical thickness in the visual word form area to Chinese and English reading," *NeuroImage*, 65, p. 250-256, 2013. [Career Publications: 10 co-authored books and edited volumes; 181 co-authored articles]
Advising 2009-13:	Completed: 6 post-docs, 7 visiting scholars; In Progress: 2 PhD, 2 visiting scholars, 1 post-doc.
Distinctions:	Distinguished Visitor, The University of Hong Kong; First Prize, 5th Annual Best Visual Illusion Contest, The Neural Correlate Society; "The Break of the Curveball" by Shapiro, Lu, Knight & Ennis.

MONA MAKHIJA **25% East Asia**

Professor, Fisher College of Business (tenured)

Education: PhD, University of Wisconsin, 1990; MBA, University of Wisconsin, 1981; MA, University of Wisconsin, 1982.

Nat'l/Int'l Service: Associate Editor, *Journal of International Business Studies;* Editorial board, *Journal of Asia-Pacific Business*.

University Service: University Labor Standards Task Force.

Field Experience: India, South Korea, China, Czech Republic, Chile, Ecuador, Venezuela

Languages: Hindi (5), Spanish (3), French (1)

EA Courses Taught: International Strategy

Specialization: International strategies of firms; effects of national variations on firm and managerial behavior; cross-national government-business relations.

Publications: Co-auth. Lee, S., "Is international flexibility valuable during an economic crisis?" *Strategic Management Journal*, 30(5): p. 537-555, 2009; Co-auth. Lee, S., "The effect of domestic uncertainty on the real options value of international investments," *Journal of International Business Studies*, 40, p. 405-420, 2009; Co-auth. Lee, S., "The value of real options investments under abnormal uncertainty: the case of the Korean economic crisis," *Journal of World Business,* 43(1): p. 16-34, 2009; Co-auth. Song, S. and Lee, S., "A comparison of switching and growth options in foreign direct investments," *Academy of Management Proceedings*, p. 1-6, 2008.

Advising 2009-13: Completed: 4 PhD; In Progress: 2 PhD

Outreach Activities: Presentations: Columbus Council of World Affairs, Columbus Sister Cities, State of Ohio, Department of Commerce, Ohio Department of International Trade.

Outside Evaluations: Tenure reviews: 3; books and articles refereed: over 100

Distinctions: Internal: Pacesetters Research Award; College of Business Research Fellow; CIBER Research Grants. External: Academy of Management Best Article Proceedings.

KAREN MANCL **25% East Asia**

Professor, College of Food, Agricultural and Biological Engineering (tenured)

Education: MA, East Asian Studies, The Ohio State University, 2010; PhD, Iowa State University, 1982; MS, University of Texas at Dallas, 1978; BS, University of Wisconsin-Green Bay, 1977.

Nat'l/Int'l Service: Member, American Society of Agricultural and Biological Engineers; Member, Water Environment Federation; Member, American Water Works Association; Member, Ohio Academy of Science; Member, Ohio Onsite Wastewater Association.

University Service: Advisor, Chinese Culture Connection; Advisor, Environmental Science Graduate Student Club.

Field Experience: China

Languages: Chinese (3)

EA Courses Taught: Rural Development in China (study abroad course); Chinese Agriculture in Transition (study abroad course); Chinese Language (study abroad course), History and Culture (study abroad course); Environmental Issues in East Asia.

Specialization: Waste water management in rural areas.

Publications: Co-auths. Tao, J. and Touvinen, O., "Attenuation of pollutants in sanitary sewer overflow: comparative evaluation of treatment with fixed media bioreactors," *Bioresource Technology*, 10, p. 1781-1786, 2010; Co-auths. Gaur, R.S., Cai, L. and Tuovinen, O.,"Pretreatment of turkey fat-containing wastewater in coarse sand and gravel/coarse sand bioreactors," *Bioresource Technology*, 10(3): p. 1106-1110; Co-auths. Vedachalam, S., and Schmiedeler, J., "Automation of delivery device for chlorine dioxide disinfection," *Applied Engineering in Agriculture*, 25(6): p. 915-921, 2009; Co-auths. Tao, J. and Tuovinen, O., "Using Fixed Media Bioreactors to Control the Environmental Impact of Sanitary Sewer Overflow," Proceedings of WEFTEC, Water Environment Federation, 2009. Co-auths. Tao, J. and Tuovinen, O., "Treatment of Sanitary Sewer Overflow with Fixed Media Bioreactors," *Applied Engineering*, 2009; "Agri-tourism in China," *Ohio Country Journal*, 33, November 2007.

Advising 2009-13: Completed: 1 PhD, 4 MS; In Progress: 1 PhD, 2 MS

Outreach Activities: Coordinator, "Waste Management in Rural China" Conference, The Ohio State University; Chinese Orientation for Agricultural Leaders, Ohio Farm Bureau.

Outside Evaluations: Tenure reviews: 4; books and articles refereed: 15

Distinctions: Distinguished Alumni Award, University of Wisconsin-Green Bay; Distinguished Service Award, Water Management Association of Ohio; Distinguished Service Award, Ohio Onsite Wastewater Association. OSU-CFAES – Bill Williams Faculty and Staff Award for Diversity.

KHULKAR MATCHANOVA **50% East Asia**

Language Instructor, Department of Near Eastern Languages and Cultures

Education:	PhD, Tashkent State Pedagogical University, 1988; MA, Samarkand State University, 1983.
Field Experience:	Russia, Uzbekistan
Languages:	Russian (5), Uzbek (5), Tadjik (5), Kirghiz (4), Turkmen (4), German (2)
EA Courses Taught:	Uzbek Levels 1 and 2.
Specialization:	Philosophy of language; philosophy of mind; philosophy of religion; social and political philosophy; philosophy of culture.
Publications:	"Social Problems of Women in Uzbekistan," Institute of Strategic Research Internal Papers, Tashkent, 1998; "Social Status of Women in Uzbekistan during the Transitional Period," Working Papers of the Committee of Women of Uzbekistan, 1995; "Regional and Strategic Status of Uzbekistan in the Beginning of the 21st Century," Working Papers of the Tashkent State University, 1990.

HAJIME MIYAZAKI **25% East Asia**

Professor, Department of Economics (tenured)

Education:	PhD, University of California at Berkeley, 1977; BA, University of California at Berkeley, 1972.
Nat'l/Int'l Service:	Editor, *International Economic Review*; Associate Editor, *Economic Studies Quarterly*; Northeast Asia-United States Forum on International Policy; Organizer and Chairman, Osaka University Semi-centennial International Symposium on Japanese Firms and Markets.
Field Experience:	Japan, Korea, Taiwan
Languages:	Japanese (5), English (5)
Specialization:	Applied microeconomic theory; comparative analysis of firms and markets.
Publications:	"Microeconomic Analysis of Japanese Firms and Markets: A Review Article," *Keizaigaku Ronshu* (*Journal of Economics*), 60(4), 1995; "Employeeism, Corporate Governance, and the J-Firm," *Journal of Comparative Economics,* 17, 1993; "Labor-Management Bargaining: Contract Curves and Slutsky Equations," *Journal of Political Economy*, 95: p. 380, December 1985. [Career Publications: 11 articles; 4 reviews]
Advising 2009-13:	Completed: 47 MA, 1 PhD; In Progress: 17 MA
Outside Evaluations:	Books & articles refereed: 25
Distinctions:	Internal: University Seed Grant. External: Japan Ministry of Education Research Grants, Suntory Foundation Research Grant, Inamori Foundation Research Grant, and Japan Keizai Doyukai Research Grant. [Career External Grants: 6]

RICHARD H. MOORE **25% East Asia**

Professor, School of Environment and Natural Resources (tenured)

Education: PhD, University of Texas at Austin, 1985; BS, The Ohio State University, 1976; MA, The Ohio State University, 1975; BA, DePauw University, 1972.

Nat'l/Int'l Service: Executive Committee, Council of Environmental Deans and Directors, National Council for Science and the Environment; President, Culture and Agriculture Section of the American Anthropological Association; USDA Sustainable Agriculture Advisory Committee; USDA CSREES Water Quality Grant Review Panel; Worthington Library "Sakura in Worthington" Advisory Committee.

University Service: Executive Director, Environmental Sciences Network; Associate Director, Office of Energy and the Environment; Director, Environmental Sciences Graduate Program, Agroecosystems Management Program; Coordinator, Hokkaido University Exchange; Chair, College of FAES Faculty Council.

Field Experience: Japan

Languages: Japanese (5)

Specialization: Human ecology, environmental sociology; economic development and cultural change; Japanese business culture; social organization, cultural ecology; environmental anthropology; multimedia research methods.

Publications: Toman, E. and Moore, R., "Human dimensions of climate change adaptation: Factors that influence behaviours," *Climate change and food security in West Asia and North Africa,* ed. Sivakumar, M. et. al., Springer Publishing, 2013; " Preserving Soybean Biodiversity in Japan: Reconsidering GMO, Pesticide-Free, Low Input, and Organic," *Seeds of Resistance/Seeds of Hope: Place and Agency in the Conservation of Biodiversity*, ed. Nazarea, V., et. al., University of Arizona Press, 2013.
[Career Publications: 1 book; 21 articles and book chapters; 11 technical reports and proceedings]

Advising 2009-13: Completed: 8 PhD; In Progress: 1 MA, 3 PhD

Outreach Activities: Guest lecture, University Women's Club International Affairs Group, Ohio Department of Education Japan Project; Keynote speaker, Sino-US Food Safety Conference, Environmental Economics Conference and Social Science Academy.

Distinctions: Internal: Office of International Education, Outstanding International Faculty Award; University Seed Grant.
External: Carnegie Foundation's Curricular Engagement and Outreach Recognition; McGrath/Kellogg Outreach and Engagement Award; Invited Scholar, Japanese Ministry of Agriculture; Japan Foundation Professional Research Fellowship. [Career External Grants: 13]

MINEHARU NAKAYAMA **100% East Asia**

Professor, Department of East Asian Languages and Literatures (tenured)

Education: PhD, University of Connecticut, 1988; MA, University of Connecticut, 1986; BA, Waseda University, 1983.

Nat'l/Int'l Service: Visiting Professor, National Institute for Japanese Language and Linguistics (since 2009), University of Shizuoka (since 2007); Abstract Review Consultant, Linguistic Society of America; Board, *Open Applied Linguistics Journal*; Editorial committee, *Studies in Language Sciences*; Ohio advisor, National Consortium for Teaching about Asia (2005-13).

University Service: P&T committee member, Colleges of Arts and Humanities; Director, Institute for Japanese Studies; Associate Director, EASC; International Faculty Travel Grant Selection Committee; Chair, OSU Japanese Study Abroad Program in Kobe, OSU-Ichimiya Group Academic-Corporate Exchange Program.

Field Experience: Japan, Hong Kong, Taiwan, South Korea

Languages: Japanese (5), English (5)

EA Courses Taught: Japanese Linguistics; Japanese Language Processing; Japanese Language Acquisition; Elements of Japanese Culture; Japanese Levels 3-5; Japanese Individualized Instruction.

Specialization: Psycholinguistics; first and second language acquisition, lexical and sentence processing; learnability.

Publications: Co-auth. Yoshimura, N., *Kaigai tanki eigo kenshuu-to dai 2 gengo shuutoku,* Hituzi Syobo, 2010; *Acquisition of Japanese Empty Categories*, Kurosio Publishing, 1996; *Handbook of East Asian Psycholinguistics Vol.2: Japanese,* co-eds. Mazuka, R. and Shirai, Y., Cambridge University Press, 2006; [Career Publications: 3 books; 9 edited books; 7 edited journal volumes; 47 articles and chapters in books; 16 articles in conference proceedings; 8 reviews]

Advising 2009-13: Completed: 4 MA, 1PhD; In Progress: 1 MA, 2PhD

Outreach Activities: National Consortium for Teaching about Asia; Young Japanese Teachers Program.

Outside Evaluations: Tenure reviews: 5; Books and articles refereed: 29; Grant reviews: 12

Distinctions: Internal: Office of International Studies International Seminar/Conference Grant; Mershon Center Faculty Conference Grant; College of Humanities/ASC Grant-in-aid, seed grant.
External: AAS Northeast Asia Council Instructional Assistance Grant; Korea Research Foundation Conference Grant; Japan Foundation Research Seminar/Conference Grant; Japan Foundation Study-in-Japan Grant. [Career External Grants: 14]

MARI NODA **100% East Asia**

Professor, Department of East Asian Languages and Literatures (tenured)

Education:	PhD, Cornell University, 1990; MA, Cornell University, 1981; BS Cornell University, 1975.
Pedagogy Training:	Teacher Training Workshops, Cornell University, 1980.
Nat'l/Int'l Service:	Manuscript reviewer: *Modern Language Journal,* American Association of Teachers of Japanese, University of Hawaii Press.
Pedagogy Service:	Executive Board, Inter-University Center in Yokohama; Editorial Board, *Japanese Language and Literature.*
University Service:	Study Abroad Advisory Council; East Asian Studies Committee.
Field Experience:	Japan
Languages:	Japanese (5)
EA Courses Taught:	Japanese Level 5; Learning East Asian Languages in Cross-Cultural Contexts: College Level; Materials Preparation for East Asian Languages; Teaching Practicum in East Asian Languages: College Level; Teaching East Asian Languages at the College Level.
Pedagogy Courses:	Internal: StarTalk Teacher Program, SPEAC-Training for Teachers of Japanese, Ohio Alternative Licensure Program; SPEAC-Training for Teachers of Chinese. External: ALLEX Teacher-Training Institute; Exchange: Japan, Teaching Japanese as a Foreign Language; Cornell Teacher-Training Workshop
Specialization:	East Asian language pedagogy; language curriculum and material design; teacher-training curriculum; assessment; culture gains in study abroad; reading Japanese as a foreign language.
Publications:	*Japanese: The Spoken Language Parts 2/3 DVD Program,* co-ed. Itomitsu, M., Yale University Press, 2008; *Japanese: The Written Language Part 1 Volume 1, Katakana,* co-ed. Jorden, E.,Yale University Press, 2006; *Acts of Reading: Exploring Connections in Pedagogy of Japanese,* co-ed. Nara, H., Hawaii University Press 2002; "Language Learning Environment for Advanced Learners," *Toward Advanced Japanese Language Proficiency,* Proceedings of the 20th Annual Meeting of the Central Association of Teachers of Japanese, co-eds. Hasegawa, A., Chiharu, S., and Mori, J., p. 3-14, 2009. [Career Publications: 14 books; 10 Japanese pedagogy books, manuals and user guides; 12 articles; 8 Japanese pedagogy audio, video and computer-assisted learning materials; 1 Japanese pedagogy online manual.]
Advising 2009-13:	Completed: 5 MA, 1 PhD, 2 undergraduate honors theses; In Progress: 1 MA, 2 PhD
Outreach Activities:	Training of Japanese Volunteers in Dublin City high schools' Japanese language classes, November 2012; Board of Trustees, Japan-America Society of Central Ohio.
Outside Evaluations	Tenure reviews: 4; Institutional evaluations: 9 Articles refereed for two journals.
Distinctions:	External: Department of State Critical Language Scholarship Grant; Department of Education, National Security Agency Ameritech Grant; Japan Foundation Grant; Tuttle Language Grant; Annenberg/CPB Higher Education Grant. [Career External Grants: 23]

ALEXANDRE PANTSOV **50% East Asia**

Lecturer, Undergraduate International Studies Program

Education:	PhD equivalent, Russian Academy of Sciences, 1994; PhD equivalent, Academy of Sciences of the USSR, 1983; MV (MA equivalent), Lomonosov Moscow State University, 1978.
Nat'l/Int't Service	External reviewer, *The China Quarterly*, *Far Eastern Affairs*.
Field Experience:	China, France, Mongolia, Russia, Taiwan, United Kingdom
Languages:	Russian (5), Chinese (5), Japanese (3), French (3)
EA Courses Taught:	Introduction to China and Japan; Comparative Communism: China and Russia.
Specialization:	Communism in Russia and China; Stalin; Mao Zedong; Deng Xiaoping.
Publications:	Co-auth. Levine, Steven I., *Mao: The Real Story,* New York: Simon & Schuster, 2012; "Comintern Activists in China: Spies or Theorists?" ed. Brady, A. M. and Brown, D., *Foreigners and Foreign Institutions in Republican China*, London & New York: Routledge, p. 93-108, 2012; "The Big Gamble of the Kremlin 'Father of Nations': Stalin Deliberately Protracted the War on the Korean Peninsula," *The Independent Military Review*, 24: p. 10-11, 2008; Co-auth. Spichak, D.A.,"Light from the Russian Archives: Chinese Stalinists and Trotskyists at the International Lenin School, 1926-1938," *Twentieth-Century China*, 2: p. 29-50, 2008; "How Nikita Sergeevich Quarreled With Mao Zedong," *Russia, China, The 21st Century*, July/August 2007; "Boddhisattva's Son: Mao Zedong's Childhood," *Russia, China, The 21st Century*, p. 50-55, January 2007.
Outreach Activities:	Interview about Sino-American Relations, Columbus Radio; Interviews on Russian TV and Radio.
Distinctions:	External: Mary Catherine and Edward Gerhold Chair in the Humanities, Capital University; Gerhold Awards, Capital University; Cotterman Award for Excellence in Advising, Capital University; Praestantia Award for Excellence in Teaching, Capital University; Chiang Ching-Kuo Foundation for International Scholarly Exchange Research Awards; DePaul University Research Award; British Academy Research Award; Kennan Institute for Advanced Russian Studies Research Award.

CHAN E. PARK **100% East Asia**

Professor, Department of East Asian Languages and Literatures (tenured)

Education: PhD, University of Hawaii, 1995; MA, University of Hawaii, 1978; BA, Sogang Jesuit University.

Nat'l/Int'l Service: International Advisory Board Member, P'ansori Hakhoe (Association of p'ansori scholarship); Overseas Consultant, Association for East-South Languages and Literatures Study; President, International Society for Korean Studies-North America, 2011-2013.

University Service: Associate Director, National East Asian Languages Resource Center; Committee member, East Asian Interdisciplinary Master's Degree Program, 2010-2012.

Pedagogy Training: Korean Language Pedagogy Workshop, Yonsei University, 1995; Korean Language Teaching Experience, University of Hawaii, 1993-1994.

Languages: Korean (5), Chinese (4), Japanese (3), German (2), Russian (2)

EA Courses Taught: Korean Levels 2-4; Elements of Korean Culture; Korean Literature in Translation; Performance Traditions of Korea.

Specialization: Korean language and literature; Korean traditional oral narrative; Asian and Western drama and theatre.

Publications: *Songs of Thorns and Flowers: Bilingual Performance and Discourse on Modern Korean Poetry Series,* Vol. 4: *Sunlight In A Distant Place, Selected Poems by Hong Yunsook*, translated by Brother Anthony of Taizé, edited with introduction by Chan E. Park, Foreign Language Publications, 2013; Co-editor with Pyun, Danielle Ooyoung and Walker, Galal, *Pathway to Korean: Beginning Spoken Korean from Zero*, online publication by OSU National East Asian Language Resource Center, 2007. [Career Publications: 7 books; 2 edited volumes; 43 articles and book chapters; 14 audio-visual documentaries; 11 translations; 13 book reviews; 20 original story-singing plays, writings, productions; 149 performances]

Advising 2009-13: Completed: 4 PhD, 2 MA; In Progress: 1PhD

Outreach Activities: Korea Society, "Korean Music Today," lectures/performances at numerous major American universities; Performances, Ethnic Studies Winter Reception, The Ohio State University; Asian Festival, Wright State University; Advisor, OSU Korean Student Association, 3rd Korean Studies Lecture Series; Production/ performance, Songp'a Mask Dance Drama, Korean Culture Show.

Distinctions: Internal: Arts and Humanities Research and Creative Activity Grant; College of Humanities Grant-in-Aid. External: National Center for Korean Traditional Performing Arts, Korean Music Workshop Grant; Korean Literature Translation Institute's Korean Literature Essay Contest Grant; Republic of Korea, Civil Merit Medal of Honor (Kuk-min-po-jang); Korean American Women Artists & Writers Association, Outstanding Artist Award; Korea Foundation Grant for Korean Language Instructors. [Career External Grants: 4]

DANIELLE OOYOUNG PYUN **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured)

Education: PhD, The Ohio State University, 2003; MA, Ewha Women's University, 1997; BA, Ewha Women's University, 1995.

Pedagogy Training: PhD, Foreign and Second Language Education, The Ohio State University, 2003; Certified ACTFL Oral Proficiency Interview (OPI) tester in Korean; Certified ACTFL Interagency Language Roundtable (ILR) OPI Tester in Korean.

Nat'l/Int'l Service: Grant proposal reviewer, Korea Foundation; Manuscript reviewer, *Foreign Language Annals*; Manuscript reviewer, *Language, Culture and Curriculum*; Member, National Language Service Corps; Reviewer for Critical Language Scholarship, 2009-2012.

Pedagogy Service: Board, American Association for Teachers of Korean; Manuscript reviewer, *Korean Language in America.*

University Service: Advisor: Korean Student Association, 2006-present; Korean Culture Club, 2008-2011.

Languages: Korean (5), Japanese (4), Chinese (2), English (5)

EA Courses Taught: Korean Level 2; Elements of Korean Culture; Korean Linguistics; Korean Literature in Translation.

Pedagogy Courses: Internal: Pedagogical Syntax-Korean, Teaching East Asian Languages at the College Level.

Specialization: Second Language curriculum and material development; pedagogy of Korean as a foreign language; Teaching and learning L2 pragmatics.

Publications: *Teaching and Learning Korean as a Foreign Language: A Collection of Empirical Studies,* co-ed. with Byon, A. S., Columbus, OH: National East Asian Languages Resource Center, The Ohio State University, 2012; Co-auth. Kim, Inseok, *Colloquial Korean: The Complete Course for Beginners,* London and New York: Routledge, 2009; Co-auth. Song, S. Y., Teaching and learning pragmatics in L2 Korean: Past, present, and future directions, *Journal of the National Council of Less Commonly Taught Languages*, 10: p. 141-167, 2011.

Advising 2009-13: Completed: 2 MA, In Progress: 3 PhD

Outreach Activities: Invited Speaker, Korean Culture Week, 2011; Performance-based language teaching and learning, presented at the Korean School Association of Michigan (for K-12 Korean teachers), 2011; Korean as a Foreign Language (KFL) grammar lesson, 2010; presented at the Korean School Association of Mid-South USA, for K-12 Korean teachers.

Outside Evaluations: Books and articles refereed: 9

Distinctions: External: Korea Foundation; American Association of Teachers of Korean, Teaching Assistantship Grants; Northeast Asia Council, Association of Asian Studies, Korean Studies Grants. [Career External Grants: 4]

ZHENCHAO QIAN **25% East Asia**

Professor and Chair, Department of Sociology (tenured)

Education:	PhD, University of Pennsylvania, 1994; MA, University of Pennsylvania, 1991; BA, Shanghai College of Education.
Nat'l/Int'l Service:	Asian and Asian America Section Chair, American Sociological Association; Deputy editor, *American Sociological Review*; Editorial boards: *Demography, American Sociological Review, Journal of Marriage and Family*.
University Service:	Asian American Studies Committee, Behavioral and Social Sciences Institutional Review Board; Oversight committee: Center for Human Resources Research, Initiative in Population Research, and International Studies.
Field Experience:	China
Languages:	Chinese (5)
EA Courses Taught:	World Population Problems.
Specialization:	Sociology and demography.
Publications:	Co-auth. Tian, F., Merli, G., "Pathways to Extramarital Sex in Shanghai during the Transformation from State to Market," *Chinese Sociological Review*; Co-auth. Glick, J., Baston, C., "Crossing Racial, Ethnic, and Nativity Boundaries: Ethnic Differences in Marriage and Cohabitation," *Demography,* 49: p. 651-75, 2012; Qian, Zhenchao, Hodson, R., "Sent Down in China: System Shocks as Traumatizing Events," *Research in Social Stratification and Mobility,* 29, p. 205-19, 2011.
Advising 2009-13:	Completed: 5 MA, 13 PhD; In Progress: 4 PhD
Outreach Activities:	Research covered by *New York Times, Wall Street Journal, Washington Post, USA Today, Time, US News and World Report, BBC News, ABC News, Los Angeles Times, Columbus Dispatch*
Outside Evaluations:	Tenure reviews: 22; books and articles refereed: 200
Distinctions:	Elected Fellow, American Association for the Advancement of Science (AAAS), 2012; Elected Member, Sociological Research Association, 2011. [Career External Grants: 14]

CHARLES J. QUINN **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured)

Education:	PhD, University of Michigan, 1987; MA, University of Michigan, 1981; MA, Michigan State University, 1972; BA, La Salle University, 1970.
Pedagogy Training:	Pedagogy courses, University of Michigan, 1983; Pedagogy course, Cornell University, 1980; Linguistic Society of America's Summer Institute, University of Hawaii, 1977.
Nat'l/Int'l Service:	Evaluator: *Japanese/Korean Linguistics, Journal of the Association of Teachers of Japanese, Journal of Japanese Studies, Anthropological Linguistics,* and *Modern Language Journal*.
Pedagogy Service:	Founder and two-time director, Japanese Language School of the East Asian Summer Language Institute, Indiana University; Language Program Reviewer for Lawrence University, University of California at Berkeley, and Columbia University.
University Service:	Associate Director, NEALRC; Committee chair, Research and Graduate Council, Humanities Nominations; Executive council, Academy of Teaching; Departmental representative, Faculty Senate.
Field Experience:	Japan
Languages:	Japanese (5), Chinese (2)
EA Courses Taught:	Japanese Levels 1-4; Japanese Language: Structure, Culture and Communication II; Classical Japanese I.
Pedagogy Courses:	Internal: Teacher Training for Foreign Language TAs; Seminar in the Learning of East Asian Languages and Cultures. External: "Exchange Japan" Training Program, Bryn Mawr College.
Specialization:	Japanese language and culture; linguistics, language pedagogy.
Publications:	"*Kakari-musubi* in the Heian Period," *Handbook of Japanese Historical Linguistics,* ed. Frellesvig, B., et. al., 2014; *Classical Japanese: A Reader's Rhetoric of Grammar*, University of Michigan Press, 2014; "*Mo* than expected: from textual to expressive with an Old Japanese clitic," *Emotive Communication in Japanese*, ed. Suzuki, S., p. 97-137. [Career Publications: 3 books; 3 Japanese language pedagogy books; 20 articles]
Advising 2009-13:	Completed: 5 MA; In Progress: 1 MA, 4 PhD
Outreach Activities:	Invited public lecturer, Toshiba International Foundation.
Outside Evaluations	Tenure reviews: 9; Assessments for university awards: 1; Institutional evaluations: 3; Books and articles refereed: 5 journals and 4 book publishers.
Distinctions:	Internal: OSU Alumni Award for Distinguished Teaching External: National Endowment for the Humanities Fellowship; Korea Research Foundation Conference Grant; Japan Foundation Conference Grant. [Career External Grants: 7]

SHELLEY FENNO QUINN **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured)

Education: PhD, Indiana University, 1986; BA, Wesleyan University, 1975.

Nat'l/Int'l Service: Delegate Assembly, Modern Language Association; Proposal reviewer, National Endowment of the Humanities; Editorial board, *Oral Tradition.*

University Service: Advisory Committee, Center of Medieval and Renaissance Studies; Oversight Committee, Center for the Study of Religion; Chair, East Asian Studies Center Lecture Series Committee; Humanities Committees, Undergraduate Studies Directors and Coordinating Advisors.

Field Experience: Japan, France.

Languages: Japanese (5), French (4)

EA Courses Taught: Japanese Literature: Medieval and Edo Periods; Performance Traditions of Japan; Studies in Japanese Drama.

Specialization: Theater and performance theory; the Japanese Noh theatre; Japanese medieval literature and artistic theories; performance-related literature of traditional Japan; literary translation; Japanese language instruction.

Publications: "*Kanze Hisao to wa nan datta no ka?*" or What was it about Kanze Hisao?, *International Symposium: Who Was Kanze Hisao?, Waseda University, September 2010,* ed. reviewed, 2012; "'*Kokoro yori kokoro ni tsutafuru hana' eiyaku kanō ka*" or 'The Flower passed from heart to heart: can it be translated into English?', *Nō no hon'yaku, bunka no hon'yaku wa ikani shite kanō ka or 'Translating Noh: how can one translate culture?'*, ed. Noh Research Institute, Hōsei University, 2007; *Developing Zeami: The Noh Actor's Attunement in Practice*, University of Hawai'i, 2005. [Career Publications: 1 book; 3 book chapters; 2 encyclopedia articles; 13 articles; 1 essay]

Advising 2009-13: Completed: 2 MA, 1 undergraduate honors thesis; In Progress: 1 PhD

Outreach Activities: Advisor for student dance organizations, 2010 to present: Y2K, Healthy Asian Youth (YOU) or HAY-U.

Outside Evaluations Tenure Reviews: 1; Articles refereed for 5 journals.

Distinctions: Internal: Order of Omega Honor Society Teaching Recognition Award.
External: Toshiba International Foundation Grant; Japan Foundation Research Fellowship; Fulbright Senior Research Grant; CMRS Small Grant. [Career External Grants: 6]

CHRISTOPHER A. REED **100% East Asia**

Associate Professor, Department of History (tenured)

Education: PhD, University of California at Berkeley, 1996; M. Phil., University of Glasgow, 1984; BA McGill University, 1978.

Nat'l/Int'l Service: Editorial Board, *Twentieth Century China;* Editorial Board, *ICAS Proceedings*; *Book History*; External proposal reviewer, Social Sciences and Humanities Research Council of Canada, (US) National Science Foundation; External evaluator for Promotion and Tenure Review; External examiner: Kenyon College, US Naval Institute.

University Service: Advisory Council, East Asian Studies Center; Program Chair and Admissions Committee, OSU Graduate School and EASC, Interdisciplinary MA Program; Faculty member, FLAS selection committees; Mentor, Diversity Enhancement Program, OSU Office of Academic Affairs.

Field Experience: China, Taiwan, Hong Kong, Japan, Korea, Thailand, Singapore, Malaysia, Indonesia

Languages: Chinese (5), French (4), Japanese (3), German (2), Russian (2)

EA Courses Taught: Contemporary China, 1921 - 2000; Modern China, 1750-1949; Studies in Chinese History; Readings in Chinese History; East Asia and the Modern/Contemporary World.

Specialization: Modern Chinese history; Chinese industry and business; modern publishing and print/visual culture.

Publications: *From Woodblocks to the Internet: Chinese Publishing and Print Culture in Transition, circa 1800 to 2008,* co-edited Brokaw, Cynthia, 2010, including two articles: "From Woodblocks to the Internet: Chinese Printing, Publishing, and Literary Fields in Transition, c. 1800-2008," p. 1-38, and "Advancing the (Gutenberg) Revolution: The Origins and Development of Chinese Print Communism, 1921-1947," p. 275-314.; "Shanghai, From Chinese Hub Port to Global Treaty Port (1730-1865)," Ch. 8, *Places of Encounter: Time, Place, and Connectivity in World History,* ed. by MacKinnon, A., Westview, 2012; *Encyclopedia of Modern China*, Pong et al., ed., Scribner/Thomson/Gale, "Lithographic and Modern Chinese Printing," 2009. [Career Publications: 1 single-authored book; 1 co-edited book; 12 chapters and journal articles; 2 translations]

Advising 2010-2013: Completed: 4 MA, 2 PhD; In Progress: 1 MA, 8 PhD

Outreach Activities: Invited lectures both nationally and internationally.

Outside Evaluations Tenure reviews: 6; Books and articles refereed: 180

Distinctions: Internal: Colleges of Arts & Sciences/Humanities Faculty Grants; Office of International Affairs; Department of History
External: Fulbright Senior Scholar Research Grant, US Department of State & CIES to Academia Sinica; D.F. McKenzie Endowed Lectureship in Book History, National Library of New Zealand; Visiting professor, Victoria University of Wellington, NZ; Awardee, International Convention of Asia Scholars 2005 Book Prize for Best Book in the Humanities; Chiang Ching Kuo Foundation for International Scholarly Exchange Publication Subvention; Korea Society of New York and Korea Foundation of Seoul, Fall Study-Tour Fellowship. [Career External Grants: 6]

KEIKO KOMIYA SAMIMY **25% East Asia**

Professor, School of Teaching and Learning, College of Education and Human Ecology (tenured)

Education:	PhD, University of Illinois at Urbana-Champaign, 1984; MEd, Loyola University of Chicago, 1978; BA, Clark College, 1975.
Field Experience:	Japan
Languages:	Japanese (5), Spanish (2), French (2)
EA Courses Taught:	Studies in TESOL and Bilingual Education; Research in Foreign Language; Communicative Language Teaching; Readings in Second Language Acquisition; Designing Second Language Curriculum.
Specialization:	Second language acquisition and teaching.
Publications:	co-auth. Brutt-Griffler, J., "Reflections on language, culture, and the foreign language teaching context," *The TESOL Quarterly dialogues: Issues of language, culture, and power*, eds. Sharkey, J., Johnson, K., TESOL Publications; "Professional Development for the 21st Century: Retrospective and Prospective Views," *Association of Teachers of Japanese Occasional Papers*, 4, 2001; "A Comparative Study of Teaching Japanese in the Audio-Lingual Method and the Counseling-Learning Approach," *Modern Language Journal*, 1998. [Career publications: 28]
Advising 2009-13:	Completed: 50 MA, 10 PhD; In Progress: 10 MA, 10 PhD
Distinctions:	Internal: Faculty Teaching Award, School of Teaching and Learning; National Foreign Language Resource Center Grant.

RANDALL L. SCHWELLER **25% East Asia**

Professor, Department of Political Science (tenured)

Education:	PhD, Columbia University, 1993; MPhil, Columbia University, 1991; MA, Columbia University, 1990; State University of New York at Stony Brook, 1984.
Nat'l/Int'l Service:	Editorial board member, *Foreign Affairs Review* (Beijing); Editor-in-Chief, *Security Studies*; Jury panel member, The Grawemeyer Award for Ideas Improving World Order; Editorial board, *International Security.*
University Service:	Director of National Security Studies, Mershon Center; Field head, International Relations subfield in the Deptartment of Political Science.
Specialization:	International security.
Publications:	"The Concept of Middle Powers," paper commissioned by the Expert Commission on Middle Power Diplomacy for its multi-year project on the "Study of South Korea as a Global Power," hosted at the *Korea Chair, Center for Strategic and International Studies*, Washington, D.C., 2014; Co-auth. Pu, Xiaoyu, "Status Signaling, Multiple Audiences, and China's Blue-Water Naval Ambition," *Status in World Politics*, ed. Larson, D.W., et. al., New York: Cambridge University Press, forthcoming; *Maxwell's Demon and the Golden Apple: Global Discord in the New Millennium*, Baltimore: The Johns Hopkins University Press, 2013; co-auth. Pu, Xiaoyu, "After Unipolarity: China's Vision of International Order in an Era of U.S. Decline," *International Security*, 36(1), Summer 2011. [Career Publications: 3 books; 21 articles; 14 book chapters; 18 book reviews]
Outside Evaluations:	Referee for 13 journals and 7 publications.
Distinctions:	Internal: Social and Behavioral Sciences Joan N. Huber Faculty Fellow, 2012-14.

IAN SHELDON **15% East Asia**

Andersons Professor of International Trade, Dept. of Agricultural, Environmental, and Development Economics (tenured)

Education: PhD, University of Salford, 1981; BSc, University of Salford, 1978.

Nat'l/Int'l Service: Chair, International Agricultural Trade Research Consortium; Featured Articles Editor, *Applied Economic Perspectives and Policy*; Associate Editor, *European Review of Agricultural Economics*; Editorial Council, *EconoQuantum*; Editorial Council, *Ensayos Revista de Economía*; Editor, *American Journal of Agricultural Economics*; Advisory board member, *Journal of Agricultural and Food Industrial Organization.*

University Service: University Wide Review of Undergraduate Education Committee, Alumni Teaching Award Committee; Vice-Chair/Chair, OARDC Research Enhancement Grant Committee.

Field Experience: Mexico, United Kingdom

Languages: French (2), German (2), Spanish (1)

EA Courses Taught: China's Economic Reforms and Globalization.

Specialization: Industrial organization; international trade, policy analysis.

Publications: *China's Agricultural Trade: Issues and Prospects*, ed. Sheldon, Ian, IATRC, 2009; Co-auth. McCorriston, "Tariff De-escalation with Successive Oligopoly," *EconoQuantum*, 6(1), 2009; "Comments on, 'Is the Chinese Growth Miracle Built to Last?' and 'Will the Renminbi become a World Currency?'" *China Economic Review*, 20(1), 2009; [Career Publications: 6 Books; 86 articles and book chapters]

Advising 2009-2013: Completed: 3 PhD; In Progress: 4 PhD

Outreach Activities: Interview, China's biotechnology regulations, Reuters presentation, "China: The Giant Awakes?" 2004 Agricultural Policy and Outlook Preview Conference; Interview, China and agricultural trade, Springfield News-Sun; presentation, "China and the US Trade Deficit: Who Gains form a Rise in the Yuan?" 2008 Agricultural Policy and Outlook Preview Conference; Discussion facilitator, "China and US Trade Relations," Foreign Policy Association; Presentation, "US-China Economic Relations: Evolving Rivalry," Columbus Council on World Affairs.

Outside Evaluations: Tenure Reviews: 28; Books and articles refereed and reviewed: 8 books, numerous articles.

Distinctions: Internal: Alumni Award for Distinguished Teaching; OARDC Departmental Research Award; College of Food, Agricultural and Environmental Sciences, Outstanding Teacher Award; Gamma Sigma Delta Teaching Award of Merit; Plimpton Outstanding Teaching Award.External: AAEA Award for Communication of Outstanding Quality; Chair, IATRC; USDA/NRI Market Structure and Biotechnology Research Grant; USDA/NRI Economic Research Service Grants. [Career External Grants: 16]

ODED SHENKAR **25% East Asia**

Ford Motor Co. Chair in Global Business Management; Professor, Dept. of Management and Human Resources (tenured)

Education: PhD, Columbia University, 1981; MPhil, Columbia University, 1979; MS, The Hebrew University of Jerusalem, 1978; BA, The Hebrew University of Jerusalem.

Nat'l/Int'l Service: Editorial Board, *International Journal of Cross-Cultural Management*; Editorial Board, *Management and Organization Review*; Senior editor, *Management and Organization Review,* 2008-10; Vice President and board member, Academy of International Business.

University Service: International Business Area Head, Fisher College of Business; Executive Committee Member, Fisher College of Business.

Field Experience: China, Hong Kong, Japan, Korea

Languages: Hebrew (5), French (5), Chinese (3)

EA Courses Taught: Comparative Management Systems: Japan and the US; Chinese Management Systems; Japanese Management Systems.

Specialization: Chinese management; international strategy.

Publications: Co-auth. Zeng, Yuping, Lee, S.-H., and Song, Sangcheol, "FDI Experience Location and Subsidiary Mortality: Differences in national culture and the expansion of Korean MNEs," *Management International Review* (forthcoming); Co-auth. Dickson, Henry C., *The Great Deleveraging: Economic Growth and Investment Strategies for the Future*, Financial Times Press, 2011 (Chinese edition 2013); Co-auth. Ma, Rong and Huang, Yen-Chih, "Social Networks and Opportunity Recognition: A Cultural Comparison between Taiwan and the United States," *Strategic Management Journal*, 32(11): p.1183-1205, 2011; "Becoming Multinational: Challenges for Chinese Firms," *Journal of Chinese economic and Foreign Trade Studies*, 2(3): p. 149-162, 2009. [Career Publications: 25 books, edited volumes and monographs; 103 articles; 17 book chapters]

Outreach Activities: Various appearances in print publications, radio, and TV.

Outside Evaluations Articles refereed: 24

Distinctions: Internal: CIBER Global Competence Awards.
External: Israel Bi-national Science Foundation Grant; Academy of International Business Fellow; Council for Business Development and Integration Executives; Hong Kong Government Research Grant Council Grant; The PricewaterhouseCoopers Endowment for The Business of Government Grant; Mershon Center for International Security Studies Grant; Academic Board, Hang Lung Center for Organizational Research at the Hong Kong University of Science and Technology. [Career External Grants: 13]

PATRICIA SIEBER **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured)

Education:	PhD, University of California, Berkeley, 1994; MA, University of California, Berkeley, 1988; Beijing Language Institute, 1985; University of Zurich, 1983.
Nat'l/Int'l Service:	Editorial Board, *East Asian Publishing and Society* (2013-present); Program Co-Chair, Title VI Evaluation Conference, February 2013; Editorial Board, *Journal of Chinese Literature and Culture*, 2012-present; Program Chair, Midwestern Council for Asian Affairs Annual Conference, 2010; Program Co-Chair, Chinese Association of Chinese Professors of Social Sciences Annual Conference, 2009; ACLS/Andrew Mellon Early Career Fellowships, 2008-10; Stanford Humanities Center, 2007-09, 2011; Reviewer for Fulbright IIE fellowship program; Advisory Board, *Contemporary Buddhism,* 2002-present.
University Service:	Director, East Asian Studies Center, 2005-13; Director, Institute for Chinese Studies, 2005-10; OSU China Gateway Committee, 2009-13; President's and Provost's Leadership Institute, 2007-09; Diversity Enhancement Committee.
Field Experience:	China, Taiwan, Hong Kong, Macao, Japan, France, Germany, UK, Russia, Switzerland.
Languages:	Chinese (5), Japanese (3), German (5), French (5), Latin (2)
Specialization:	Chinese drama and lyrical genres, 1300-1700; Chinese fiction, 1500-1800; Chinese-European cultural relations; Buddhism and Chinese literary culture; gender studies.
Publications:	*Theaters of Desire: Authors, Readers, and the Reproduction of Early Chinese Song-Drama, 1300-2000*, 2003; *Red Is Not the Only Color: Contemporary Women's Fiction on Love, Friendship and Sex Between Women, Collected Stories*, 2001; [Career Publications: 1 book; 1 edited volume; 8 articles; 4 book chapters; 9 translations; 17 encyclopedia entries; 15 book reviews]
Advising 2009-2013:	Completed: 4 MA, 7 PhD, 2 undergraduate honors; In Progress: 6 PhD
Outreach Activities:	PI, National Consortium for Teaching about Asia (NCTA), 2006-2013; Lead Instructor, NCTA seminar at OSU, 2011-12.
Distinctions:	External: PI, NRC/FLAS, OSU, EASC, 2006-13; Freeman Foundation Undergraduate Asian Studies Initiative, 2006-10; NEH Summer Stipend; ACLS/Library of Congress Fellowship in International Studies; DAAD Research Fellowship; Friends of the Princeton Library Grant; Chiang-Ching Kuo Research Grant; Center for Chinese Studies, Taipei; R.O.C. Ministry of Education Grant. [Career External Grants: 15]

DEBORAH SOLOMON **100% East Asia**

Visiting Assistant Professor, Affiliated Scholar, Department of History

Education:	PhD, University of Michigan, Ann Arbor, 2009; BA, University of California, Santa Cruz, 1996.
University Service:	Advisory Committee, Institute for Korean Studies.
Field Experience:	Korea, Japan
Languages:	Korean (5), Japanese (5)
EA Courses Taught:	History of Modern Korea.
Specialization:	Modern Korean and Japanese history with focus on Korea under Japanese colonial rule, 1910-1945; Social and cultural history; gender, education, colonialism and social unrest.
Publications:	*The Modern Korean Student as Dissident: Discourses of Domination and Dissent in Colonial Korea,* book manuscript, 2014; "The Empire Is the Enemy of the East: 1940s Korean Student Protest Rhetoric and the Mobilization for Total War," *The Journal of Korean Studies*, Spring 2014; "Regionalism, Nationalism and Empire in 1920s Korean Student Activism," *Rereading the Colonial Period*, Korean Studies Center, Yonsei University, 2006 (in Korean). [Career Publications: 1 book manuscript; 2 articles]
Distinctions:	External: Funded participant, Korean Studies Workshop for Junior Faculty; Funded participant, US-Korea Scholar-Policymaker Nexus, Maureen and Mike Mansfield Foundation, 2013-2015; Korean Studies Research Grant, North East Asia Council, Ann Arbor, MI; Research grant, Otterbein University; Joint Post-Doctoral Fellowship, Reischauer Institute for Japanese Studies and Korea Institute, Harvard University. [Career External Grants: 5]

DANIEL SUI **25% East Asia**

Distinguished Professor and Chair, Department of Geography (tenured)

Education:	PhD, University of Georgia, 1993; MS, Peking University, 1989; BS, Peking University, 1986.
Nat'l/Int'l Service:	Editor-in-Chief, *GeoJournal*; Senior review panel, US National Science Foundation, Environmental Protection Agency; Member, US National Mapping Science Committee.
University Service:	Member of the China Gateway Faculty Advisory Committee; ASC Dean's Urban Initiative Advisory Committee; Director of Geographic Analysis Core, Institute of Population Research (IPR).
Field Experience:	China, the United States, Mexico
Languages:	Chinese (5), English (5), Japanese (1)
Specialization:	Urbanization in China; Environmental policies in China; Sustainable development; GIScience.
Publications:	"The coming age of open GIScience," *Transactions in GIS*, 2013; Co-ed. Elwood, S. and Goodchild, M.F., *Crowdsourcing Geographic Knowledge: Volunteered geographic information in theory and practice,* Berlin: Springer, 2012; Co-auth. Li, S., "Pareto's law and sample size: A case study of China's urban system 1984–2008," *GeoJournal*, 2012. [Career Publications: 9 books and monographs; 101 journal articles; 25 book chapters; 19 book reviews]
Advising 2009-13:	Completed: 3 MA; In Progress: 3 MA, 2 PhD
Outreach Activities:	Frequent lectures at local schools on Chinese culture and language; Faculty Advisor, Chinese Students Association (TAMU).
Outside Evaluations:	Tenure reviews: 25; books and articles refereed: 54 (past four years only).
Distinctions:	Internal: Distinguished Professor of Social and Behavioral Sciences. External: 2009 Guggenheim Fellow; JingShi Scholar, Beijing Normal University

AI TERADA **100% East Asia**

Lecturer, Department of East Asian Languages and Literatures

Education:	MA, The Ohio State University, 2004; BA, Kansai Gaidai University, 2002.
Field Experience:	Japan
Languages:	Japanese (5)
EA Courses Taught:	Japanese Levels 2 and 4; Intensive Japanese; Japanese Individualized Instruction; Japanese culture.
Specialization:	Japanese language pedagogy.

NANCY TEN-JUNG TEWKSBURY **80% East Asia**

Lecturer, Department of East Asian Languages and Literatures; Department of Comparative Studies

Education:	PhD, Harvard University, 2009; Columbia University, MFA, 2000; Rotary International Scholar, University of Oxford, 1992-93; BA, Brown University, 1991.
Field Experience:	China
Languages:	Mandarin Chinese (4), Classical Chinese (4), French (2), Sanskrit (1)
EA Courses Taught:	Chinese Modern Culture; China Pop: Contemporary Popular Culture and Media in Greater China.
Specialization:	Modern Chinese literature, film, popular culture, visual studies; classical/pre-modern Chinese poetry; international film history; experimental film and video; film analysis; English and French poetry (modern); psychoanalytic film and literary theory; post-structuralist and post -humanist theories of sensation and representation; comparative literature topics.
Publications:	"Beside Ourselves: The Task of the Literary Critic and the Story of Ouyang Xiu's Stone," *Critical Inquiry,* (in review,); "Cracking a *Book from the Sky*: Art in the Age of the World Grid," *Convolution: Journal for Critical Experiment* 1(1): p. 136-157, Fall 2011. [Career Publications: 2 articles; 4 conference proceedings]
Distinctions:	External: Harvard University Dissertation Completion Fellowship; Andrew Mellon Curatorial Fellowship, Fogg Art Museum, Harvard University. [Career External Grants: 1]

RICHARD TORRANCE **100% East Asia**

Professor, Department of East Asian Languages and Literatures (tenured)

Education:	PhD, Yale University, 1989; MPhil, Yale University, 1985; MA, Yale University, 1984; BA University of Washington, 1980.
University Service:	Director, Institute for Japanese Studies; Associate Director, East Asian Studies Center; Oversight Committee of the Institute for Collaborative Research and Public Humanities; Chair, East Asian Studies Center Library Committee; Committee of Initial Inquiry; Faculty Hearing Committee; University Research Committee; Committee on Protection of the Environment. Advisor for Japanese Student Organization.
Field Experience:	Japan
Languages:	Japanese (5), Chinese (4)
EA Courses Taught:	Modern Japanese Literature in Translation; Topics and Problems in Japanese Literature; Japanese Bibliography and Research Methods.
Specialization:	Pre-modern and modern Japanese literature; Japanese film.
Publications:	"Literary Accounts of the Decline of Senba," *Monumenta Nipponica*, 67(1): p. 87-131, 2012; "The People's Library: 'The Spirit of Prose Literature' vs. Fascism," *The Culture of Japanese Fascism,* ed. Alan Tansman, Duke University Press, 2008; Hakucho, Masamune "Clay Doll," translation in *The Columbia Anthology of Modern Japanese Literature: From Restoration to Occupation, 1868-1945*, eds. Rimer, J.T. and Gessel, V. C., Columbia University Press, 2005; "Literacy and Literature in Osaka, 1890-1940," *The Journal of Japanese Studies*, 31, 2005; "The nature of violence in Fukasaku Kinji's Jingi naki tatakai or 'War without a code of honor'," *Japan Forum*, 17(3): p. 389-406, November 2005; "Otoko wa tsurai yo: Nostalgia or Parodic Realism," *Word and Image in Japanese Cinema*, eds. Cavanaugh, Carole Cavanaugh and Washburn, D., Cambridge University Press, p. 226-49, 2001; Shūsei, Tokuda, *Rough Living*, trans. and intro., Torrance, Richard, Honolulu: University of Hawai'i Press, 2001. *The Fiction of Tokuda Shusei and the Emergence of Japan's New Middle Class*, University of Washington Press, 1994. [Career Publications: 2 books; 4 translations; 20 articles]
Advising 2009-13:	Completed: 4 MA, 2 PhD; In Progress: 1 MA, 3 PhD
Outside Evaluations	Tenure reviews: 11; Books and articles refereed: 19
Distinctions:	Internal: OSU College of the Humanities Research Committee Publication Subvention. External: Japan Foundation Research Fellowship; Fulbright Senior Scholar Award; The Japan Foundation "Japanese Language Study Abroad" Grant; *Choice* Outstanding Academic Book Award. [Career External Grants: 8]

J. MARSHALL UNGER **100% East Asia**

Professor, Department of East Asian Languages and Literatures (tenured)

Education:	PhD, Yale University, 1975; MA, Yale University, 1972; MA, University of Chicago, 1971; BA, University of Chicago, 1969.
Nat'l/Int'l Service:	Advisory Boards, *Journal of Japanese Studies*, *Japanese Language and Literature* and *Scripta*.
University Service:	Chair, Department of East Asian Languages and Literatures; Acting Director, Institute of Japanese Studies; Arts & Sciences Advisory Council Finance Subcommittee.
Field Experience:	Japan, South Korea, Taiwan, China; non-professional travel Hong Kong, Bangkok, Singapore
Languages:	Japanese (5), French (2), German (2), Chinese (1), Italian (1), Hungarian (1), Korean (1), Russian (1)
EA Courses Taught:	History of the Japanese Language; Scripts of East Asia.
Specialization:	History of the Japanese language; writing systems, literacy; educational and multiscriptal software design.
Publications:	"A Possible Grammaticalization in Old Japanese and its Implications for the Comparison of Korean and Japanese," *Shared Grammaticalization in the Transeurasian Languages*, ed. Robbeets, M. et. al., 2013; "New Etymologies for Some Japanese Time-words," *Journal of the American Oriental Society*, 130(1), 2010; *The Role of Contact in the Origins of the Japanese and Korean Languages*, University of Hawai'i Press, 2009; "Dating the Collapse of *Kō-Otsu* Distinctions and the Status of /mo/," *Current Issues in the History and Structure of Japanese*, ed. Frellesvig, B. et.al., 2008; *Ideogram: Chinese Characters and the Myth of Disembodied Meaning*, University of Hawai'i Press, 2004; *Literacy and Script Reform in Occupation Japan*, Oxford University Press, 1996. [Career Publications: 8 books; 4 edited volumes and reports; 108 book chapters, contributed papers, articles, and reviews]
Advising 2009-13:	Completed: 1 MA; In Progress: 1 MA, 2 PhD
Outreach Activities:	University *Go* Club
Outside Evaluations	Tenure reviews: 17; Institutional evaluations: 10; Books and articles refereed: 34
Distinctions:	Internal: Grants-in-aid (travel), College of Humanities, Institute for Japanese Studies. External: Japan Foundation Long-term Fellowship; John Simon Guggenheim Foundation Fellowships; National Institute for Japanese and Linguistics. [Career External Grants: 20]

JOEL WAINWRIGHT **20% East Asia**

Associate Professor, Department of Geography (tenured)

Education:	PhD, University of Minnesota, 2003; MA University of Minnesota, 1998; BA, Bucknell University, 1995.
Nat'l/Int'l Service:	Editorial Committee, *Dialogues in Human Geography, Annals of the American Association of Geographers*; *Geoforum* University Service: Co-organizer, 'Local Worlds,' Working Group, Institute for Collaborative Research and Public Humanities; Robinson Competition Committee; Fulbright Competition Reviewer; Graduate Studies Committee; Critical Geography Conference Planning Committee; Committee on Department Research Groups.
Field Experience:	South Korea, Belize, Mexico
EA Courses Taught:	Geography of Development.
Specialization:	Geography and development
Publications:	Co-auth. "Mapping human terrain in the Joint Army-Navy Intelligence Study of Korea (1945)," *Cultural Geographies*, under review; Co-auth. Lee, S-O, and Jan, N., "Agamben, postcoloniality, and sovereignty in South Korea," *Antipode,* under review; Co-auth. Karatani, K. "'Critique is impossible without moves': an interview with Kōjin Karatani," *Dialogues in Human Geography,* 2(1): p. 30-52, 2012; Co-auth. Lee, S-O, "Revisiting regulation theory for the analysis of South Korea," *Journal of Korean Economic Geography,* 13(4): p. 562-583, 2010; Co-auth. Kim, S-J, "When seed fails: the contested nature of neoliberalism in South Korea," *Geoforum,* 41: p. 723–733, 2010. [Career Publications: 2 books; 2 edited volumes; 28 peer reviewed articles; 8 book chapters; 10 book reviews]
Advising 2009-13:	Completed: 4 PhD
Outside Evaluations:	Referee for 32 journals and 11 book publishers
Outreach Activities:	Invited Speaker, Seoul National University and Konkuk University; Presentation, "Reflections on postcoloniality and Korea," Annual meeting of the AAG; Presentation, "Korean counterpoint: rice, beef, and resistance to the KORUS Agreement," with S-J Kim, Annual meeting of the AAG; Presentations, Second Global Conference of Economic Geography: "Why was rice excluded from the Korea-USA Free Trade Agreement?", "Neoliberalism and transnational resistance to the Korea-USA Free Trade Agreement,", and "Offshoring dissent: The Singaporean state and the spaces of resistance at the 2006 IMF-World Bank meetings."
Distinctions:	External: Korean Foundation Research Grant.

GALAL WALKER **100% East Asia**

Professor, Department of East Asian Languages and Literatures (tenured)

Education:	PhD, Cornell University, 1982; MA, Cornell University, 1971; BA University of Texas-Austin, 1969.
Pedagogy Training:	Courses in language pedagogy, Cornell University, 1971.
Nat'l/Int'l Service:	Board of Visitors, Defense Language Institute; President, Midwest US-China Association; US Department of Education Proposal Review Panel; Board of Directors, US-China Education Council.
Pedagogy Service:	National Association of Self Instructional Language Programs; Editor, *Journal of Chinese Language Teachers Association*; Board of Advisors, Center of Language Study, Brigham Young University.
University Service:	Director, National East Asian Language Resource Center; Board of Advisors, Center for International Business Education and Research, University Research Committee, Patents and Copyrights Subcommittee; Chair, International Committee, College of Humanities.
Field Experience:	China, Japan
Languages:	Chinese (5)
EA Courses Taught:	Language in China.
Pedagogy Courses:	Pedagogical Syntax for East Asian Languages; Seminar in Learning East Asian Languages and Cultures.
Specialization:	Chinese language and culture pedagogy; computational applications in language pedagogy; early Chinese poetry.
Publications:	*The Pedagogy of Performing in Another Culture*, Foreign Language Publications, 2011; *Chinese: Communicating in the Culture*, vol. 1-4, Foreign Language Publications, 2005-2008; "Performed Culture: Learning to Participate in a Foreign Culture," *Foreign Language Policy and Pedagogy*, ed. Lambert, R., 2000; "Remembering the Future: Compiling Knowledge of Another Culture," *Reflecting on the Past to Shape the Future*, eds. Birckbichler, D. and Terry, R., ACTFL Foreign Language Series, 1999. [Career Publications: 6 books; 14 text and audio Chinese pedagogy volumes; 1 video production; 18 edited volumes; 15 articles]
Advising 2009-13:	Completed: 30 MA, 7 PhD; In Progress: 6 MA, 5 PhD
Outreach Activities:	TV, radio and newspaper interviews on China and Chinese language learning in local, national and international outlets; Chinese Language instruction program development, Gahanna Public School, Metro High School, and Dover High School; Facilitator/Instructor, StarTalk Summer Day.
Outside Evaluations:	Tenure reviews: 12; Institutional evaluations: 5; Referee for *Foreign Language Annals*, *Clear*, and *Chinese Language Teachers Journal.*
Distinctions:	External: Modern language Association, ADFL "Distinguished Service to the Profession," 2012; Chinese Language Teachers Association, "Walton Lifetime Achievement Award;" PRC Ministry of Education, "China Language and Culture Friendship Award" (1st recipient in the English-speaking world); National Endowment for the Humanities Challenge Grant. [Career External Grants: 23]

JEREMY WALLACE **100% East Asia**

Assistant Professor, Department of Political Science (tenure-track)

Education:	PhD, Stanford University, 2009; BA, Indiana University, 2002.
University Service:	FLAS Fellowship Selection Committee, East Asian Studies Center; Undergraduate Studies Committee, Dept. of Political Science; Graduate Studies Committee, Dept. of Political Science
Field Experience:	China
Languages:	Chinese (4)
EA Courses Taught:	Readings on Chinese Politics.
Specialization:	Chinese politics, political economy of development, redistributive politics, authoritarian regimes, politics of urbanization and geography, politics of information
Publications:	*Cities and Stability: Urbanization, Redistribution, and Regime Survival in China*, Oxford University Press, 2014; "Cities, Redistribution, and Authoritarian Regime Survival," *The Journal of Politics*, July 2013; co-auth. Bayer, P. and Urpelainen, J., "Who Uses the Clean Development Mechanism? An Empirical Analysis of Projects in Chinese Provinces," *Global Environmental Change*, April 2013.
Advising 2009-13:	Completed: 1 MA, 3 PhD, 2 undergraduate honors theses; in progress, 1 PhD
Outside Evaluations:	Books and articles refereed: 15
Distinctions:	Faculty Grant, Mershon Center for International Security Studies.

JIANQI WANG **100% East Asia**

Associate Professor, Department of East Asian Languages and Literatures (tenured)

Education: PhD, University of Hawaii-Manoa, 1996; MA, Shantung University, 1988; BA, Shantung Normal University, 1982.

Nat'l/Int'l Service: Invited Speaker and Trainer, the First National Workshop for Chinese Language Teachers, Ministry of Education of France; Editorial Board, *Language Science and Technology Monograph Series*; Editorial Board, *Chinese Language and Computing.*

Pedagogy Service: Advisory Committee, Pedagogical Resources Development, Chinese Language International; Advisor, K-12 Association for Better Pedagogy in Qingdao; Adviser, Fenghuang Tai Elementary School.

University Service: Associate Director, National East Asian Language Resource Center.

Field Experience: China

Languages: Chinese (5)

EA Courses Taught: Analysis of Contemporary Chinese Media; Negotiating in Chinese; Chinese Translation Workshop; Chinese Individualized Instruction.

Pedagogy Courses: Pedagogical Syntax for East Asian Languages.

Specialization: Language spread and language pedagogy; Chinese Media and Public Opinion; Chinese linguistics; Cross-cultural communication.

Publications: "English, Chinese and Global Language," *World Language Studies,* 2014; "Disparity between Intention and Reality: a Study on China's Brain Drain," Aarhus University, March 2014; "On Universality," *People's Daily,* December 2013; "Negotiating in Chinese Culture: a New Course of Content-based Instruction," *Essays on Content-based Language Instruction*, Monterey Institute of International Studies, 2005; *Tell It Like It Is: Natural Chinese for Advanced Learners,* Yale University Press, 2005; "On Globalization" *Viewpoints of China,* 2002. [Career Publications: 1 textbook; 2 pedagogy books; 20 articles.]

Advising 2009-13: Completed: 19 MA; In Progress: 5 MA

Distinctions: External: Invited Speaker and Trainer, the First National Workshop for Chinese Language Teachers, Ministry of Education of France; Keynote Speaker, International Conference on Chinese Computing: E-learning at the Millennium, National University of Singapore; Advisor to DoxTV.

UDO WILL **25% East Asia**

Professor, Department of Music (tenured)

Education: Two PhDs (Musicology, Neurobiology), University of Bielefeld; MA, University of Bielefeld.

Nat'l/Int'l Service: New York Academy of Science; Society for Neuroscience; Australian Musicological Society; President, European Seminar in Ethnomusicology; Society for Ethnomusicology; International Council of Traditional Music; Association for Chinese Music Research; Editorial board, British Journal for Ethnomusicology; Editorial board, SOAS/Ashgate 'Musicology Series'; Editor-in-chief, ESEM-Counterpoint.

University Service: Coordinator, Ethnomusicology Program. Director, Cognitive Ethnomusicology Lab

Field Experience: China, Thailand, Malaysia, Australia, Egypt

Languages: German (5), English (5), French (2), Chinese (2), Hokkien (1), Thai (1), Malay (1), Arabic (1)

EA Courses Taught: Chinese Music.

Specialization: Chinese and Australian Aboriginal music; Cognitive ethnomusicology.

Publications: "Coupling factors, visual rhythms, and synchronization ratios," *Empirical Musicology Review*, 6(3): p. 180-185, 2012; "Prospects for a Reorientation in Cognitive Ethnomusicology," *Selbstreflexionen der Musikwissenschaft, Die Musikforschung*, ed. Steinbeck, W. and Kassel, Bärenreiter, 2008; Co-auth. "The Effects of Tonal Information on Lexical Activation in Mandarin Speakers," *Proceedings of the 20th North American Conference on Chinese Linguistics, 1,* eds. Chan, M.K.M. and Kang, H., East Asian Studies Center, 2008; Co-auth. Poss, N., "The Role of Pitch Contours in Tonal Language Processing," *Proceedings of the 2008 International Speech Prosody Conference*, 2008; "'In the garden of cultural identities silk flowers quickly grow roots': On the logic of culture, race and identity in postmodernist discourse," *EME,* 12, 2007.

Advising 2009-13: Completed: 4 MA, 4 PhD; In Progress: 3 PhD
Advisor for OSU student organizations: Chinese Traditional Music Club; Society for the Promotion of Indian Classical Music and Culture amongst Youth.

Outside Evaluations: Tenure reviews: 3; books and articles refereed: 9

MAX D. WOODWORTH **33% East Asia**

Assistant Professor, Department of Geography and Undergraduate International Studies Program (tenure-track)

Education: PhD, University of California, Berkley, 2013; MA, University of California, Berkley, 2007; BS, Georgetown University, 1998.

Field Experience: China, Taiwan

Languages: Chinese (4), French (5), German (5)

Specialization: The political economy of urbanization in China with emphasis on urban transformations in lower-tier cities of the Chinese interior territories; secondary emphasis on the political economy of economic development in Taiwan.

Publications: "Frontier Boomtown Urbanism in Ordos, Inner Mongolia Autonomous Region," *Cross-Currents,* 1(1): p. 74-101, 2012; "The Making of an Irrigation Society in Hetao, Inner Mongolia, 1850-1920," *Cross-Currents*, May 2012; "Inner-city culture wars," *Reclaiming Chinese Society: The New Social Activism,* ed. Hsing,You-tien and Lee, Ching K., London: Routledge, p. 207-224, 2009; *Taipei Chic*. Taipei: Taipei City Government Publishing House.

Outreach Activities: Consulted by general audience media on US-China relations; published in non-academic venues.

Distinctions: External: AAS China and Inner Asia Council Research Award; Chiang Ching-Kuo Foundation Doctoral Dissertation Fellowship; UC Berkeley Dean's Doctoral Dissertation Research Award; Fulbright-IIE.

JUDY TZU-CHUN WU **25% East Asia**

Professor, Department of History; Department of Women's, Gender, and Sexuality Studies (tenured)

Education: PhD, Stanford University, 1998; MA, Stanford University, 1993; BA with honors and distinction, Stanford University, 1992.

Nat'l/Int'l Service: Co-editor, *Frontiers: A Journal of Women's Studies*; Editorial board and manuscript reviewer, *Journal of American History* and *Journal of Women's History*; Advisory board member, University of Georgia Press; Association for Asian American Studies Program Committee Member; Distinguished Lectureship Program Speaker, Organization of American Historians.

University Service: Member, International Affairs Faculty Council, Office of International Affairs; Institute for Collaborative Research and Public Humanities Oversight Committee; Co-facilitator, Dept. of History, Modern US Initiative; Co-founder, CIC Asian American Studies Consortium, Asian American Studies Program.

Field Experience: China

Languages: Chinese (4), German (4)

EA Courses Taught: Introduction to Asian American History; Introduction to Asian American Studies.

Specialization: Asian American and women's history; race relations and immigration; gender and sexual identities; social activism; the 1960s.

Publications: "Hypervisibility and Invisibility: The Indochinese Women's Conferences and Asian American Women," *The Rising Tide of Color,* ed. Jung, Moon-ho, The University of Washington Press, forthcoming; *Radicals on the Road: Internationalism, Orientalism, and Feminism during the Viet Nam Era,* Cornell University Press, the U.S. and the World Series, ed. Bradley, M. et. al., Spring 2013; "A Chinese Woman Doctor in Progressive Era Chicago," *Women Physicians and the Cultures of Medicine*, eds. More, E.S., et. al., John Hopkins University Press, p. 89-112, 2009. [Career Publications: 2 books; 1 book introduction; 5 articles; 7 essays; 1 encyclopedia entry; 20 reviews]

Advising 2009-13: Completed: 3 MA, 4 PhD; In Progress: 6 PhD

Outreach Activities: "Asian and Asian Americans: Shaping the Domestic & Global Political Economic Landscape," workshop presenter and facilitator, National Conference on Diversity, Race & Learning, The Ohio State University, Office of Diversity and Inclusion; Immigration Roundtable with Acting Labor Secretary Seth Harris, invited participant, Office of International Affairs, Ohio State University; Organizer, Asian American Studies Program 10th Anniversary Celebration.

Outside Evaluations: Refereed for nine journals and three book publishers.

Distinctions: Internal: Research Enhancement Grant Award, Division of Arts and Humanities; Coca-Cola Critical Difference for Women Faculty Grant for Research; First Annual Faculty Pedagogy Award.
External: TELR Research on Research Student-Faculty ePartnerships Grant; Margaret Chase Smith Library Ada Leeke Fellowship. [Career External Grants: 4]

ZHIGUO XIE **100% East Asia**

Assistant Professor, Department of East Asian Languages and Literatures (tenure-track)

Education:	PhD, Cornell University, 2011; MA, Cornell University, 2009; MA, Syracuse University, 2005; BS & BE University of Science and Technology of China, 2001.
Nat'l/Int'l Service:	Editorial Board, *Korea Journal of Chinese Language and Literature.*
University Service:	Communication Committee, Department of East Asian Languages and Literatures.
Field Experience:	China
Languages:	Chinese (5), German (2)
EA Courses Taught:	Traditional Chinese Culture; The Chinese Language; The Chinese Language and Its Script; Chinese Syntax; Departmental Seminar.
Specialization:	Chinese linguistics, syntactic and semantic theory, sociolinguistics.
Publications:	"The modal uses of *de* and temporal shifting in Mandarin Chinese," *Journal of East Asian Linguistics*, 2012; "The degree use of the possessive verb *yǒu* in Mandarin Chinese: A unified analysis and its theoretical implications," *Journal of East Asian Linguistics*; "Focus, (non) exhaustivity, and the intervention effect in wh-in-situ argument questions," *The Linguistic Review*. [Career Publications: 12 journal and conference proceedings papers]
Advising 2009-13:	In Progress: 1 MA
Distinctions:	External: 2013 Young Scholar Award from the International Association of Chinese Linguistics.

KERIM YASAR **100% East Asia**

Assistant Professor, Department of East Asian Languages and Literatures (tenure-track)

Education:	PhD, Columbia, 2009; MPhil, Columbia, 2003; MA, Columbia, 2003; BA, Wesleyan University, 1995.
Nat'l/Int'l Service:	Peer reviewer, *Comparative Literature* (Duke University Press journal); Peer reviewer, Palgrave Pivot imprint.
University Service:	DEALL Honors Advisor; Faculty Advisor: East Asian Pop Culture Club; DEALL Faculty Representative: Ohio State-Five Colleges of Ohio.
Field Experience:	Japan
Languages:	Japanese (5), Turkish (3), German (3)
EA Courses Taught:	Japanese Film and Visual Media; Departmental Seminar.
Specialization:	Japanese film and media history; modern Japanese literature.
Publications:	Translation of Kurahara Korehito, "The Social Foundations of a New Japanese Literature," *Politics and Literature Debate: Postwar Japanese Criticism 1945-1952*, ed. Bourdaghs, Michael et. al., Lanham, MD: Lexington Books, forthcoming; "*Otozukuri*: Affect, Technology, and *Techne* in Early Japanese Radio Drama and Takie Sound Effects," *Microphone Dreams*, ed. Raine, Michael and Nordstrom, Johan. [Career Publications: 2 book-length translations; 2 articles and chapters]
Advising 2009-13:	In Progress: 1 MA
Outside Evaluations:	Books refereed: 1; articles refereed: 1.
Distinctions:	External: East Asian Studies-Cotsen Postdoctoral Fellow in the Society of Fellows, Princeton University; Fulbright/IIE Graduate Research Fellow.

YOUNGJOO YI **40% East Asia**

Associate Professor, Foreign and Second Language Education, College of Education and Human Ecology (tenured)

Education: PhD, The Ohio State University, 2005; MA, Arizona State University, 1998; BA, Kyungpook National University, South Korea, 1995.

Nat'l/Int'l Service: Chair, American Educational Research Association (AERA), Second Language Research-SIG , 2011–2013; Editorial Review Baord: *Journal of Language Sciences*, *Journal of Second Language Writing*, *Literacy Research and Instruction*, *TESOL Journal*, *TESOL Quarterly*, *Korean Association for Multicultural Education* (KAME).

University Service: Co-Chair, Promotion and Tenure Committee, 2012-2013; Coordinator, Master of Arts in Teaching (MAT) initial teacher preparation program in ESOL, 2009-2013; Member, MSIT Department Promotion and Tenure Committee, 2011- 2013.

Field Experience: Korea

Languages: Korean (5), English (5)

Specialization: Multilingual education, bilingualism, multiculturalism, identity and education.

Publications: Co-auth. Hirvela, A., "Biliterate Asian students' literacy practices in North America," *Journal of Asian Pacific Communication,* 19(1), 2009; Co-auth. Odo., D. M., "Engaging in computer-mediated feedback in academic writing: Voices from L2 doctoral students in TESOL," *English Teaching*, 2014; "Possibilities and challenges of multimodal literacies in the learning and teaching of second and world languages," *Language and Linguistics Compass*, 2014; "Adolescent multilingual writer's negotiation of multiple identities and access to academic writing: A case study of a *Jogi Yuhak* student in an American high school," *Canadian Modern Language Review,* 69(2): p. 207-231, 2013; Co-auth. Angay-Crowder, T., Choi, J., "Putting multiliteracies into practice: Digital storytelling for multilingual adolescents in a summer program," *TESL Canada Journal,* 31(1): p. 36-45, 2013. [Career Publications: Peer-reviewed journals: 16; Book chapters: 5]

Advising 2009-13: In Progress: 5 MA

Outside Evaluations: Articles refereed: 42

Outreach Activities: Observations and consultation with academic advisors and ESL teachers at multiple schools: Global Village School (non-profit that provides educational training to teenage refugee girls), Decatur, Georgia, 2011; Taylor Road Middle School, 2010; Tuscaloosa Korean Heritage School, 2006; Tuscaloosa Academy, 2005. Designing and teaching digital storytelling sessions for *Rising 8th Graders* in a summer program at the Latin American Association (LAA), Atlanta, Georgia, 2012.

Distinctions: Research Initiation Grant, Georgia State University, 2010; College of Education Internal Research Grant, Georgia State University; Minority Faculty Development Grant, Georgia State University.

YING ZHANG **100% East Asia**

Assistant Professor, Department of History (tenure-track)

Education: PhD, University of Michigan, 2010; MA, University of Cincinnati, 2003; MA, Osaka Prefecture University, 2001; BA, Renmin University of China, 1994.

Field Experience: China

Languages: Chinese (5), Japanese (5)

EA Courses Taught: History of East Asia in the Pre-modern Era; History of Early Modern China: 14th-18th Centuries; Gender and Sexuality in China.

Specialization: Chinese Ming-Qing history; early Chinese political institutions and political philosophy; gender history; history of Confucianism.

Publications: "Li Zhi's Image Trouble and Late-Ming Political Culture," *The Objectionable Li Zhi: Fiction, Syncretism, and Dissent in Late Ming China*, ed. Lee, Pauline, et. al., 2014; "The Politics and Practice of Moral Rectitude in the Late Ming: The Case of Huang Daozhou (1585-1646)," *Late Imperial China*, Dec. 2013; Co-auth. Wang Zheng, *Nanxing yanjiu* 男性研究 or *Masculinity Studies,* Shanghai: Shanghai Sanlian Publishing House, 2012; Co-auth. Z. Wang , "Global Concepts, Local Practices: Chinese Feminism since the Fourth UN Conference on Women," *Feminist Studies*, Fall 2009.

Advising 2009-13: Completed: 24 MA

Outreach Activities: Abstracts feedback judge and presentation judge, Council of Graduate Students Graduate Research Forum, 2011, 2012; Lecture to Clio Society; Author of articles for Chinese media on politics and history.

Outside Evaluations: Books and articles refereed: 2

Distinctions: Internal: COCA-COLA Critical Difference for Women Faculty Grants for Research on Women, Gender and Gender Equity, 2012-13; Faculty Research Grant, Office of International Affairs, 2012-13. External: UCLA Visiting Scholar at William Andrews Clark Memorial Library (in place of Ahmanson-Getty Postdoctoral Fellowship at UCLA Center for 17th and 18th Century Studies, declined due to visa restrictions), 2012-2013. [Career External Grants: 3]

ADMINISTRATIVE & OUTREACH STAFF:

MICHELLE D. ATTIAS-GOLDSTEIN **100% East Asia**
Program Manager, East Asian Studies Center

Education:	MLHR, The Ohio State University, 2012; BA, Dickinson College, 1996.
University Service:	Program Manager, East Asian Studies Center and Assistant Director, Institute for Korean Studies; former Program Site Coordinator, Children of the Future, Americorps.
Languages:	German (3); French (2)
Specialization:	Coordination of Institute for Korean Studies lecture series. Program planning of arts outreach activities focusing on traditional studio techniques and cultural content of East Asia. Management of professional development programming and career-focused workshops. Fiscal and human resources management; grants administration.
Outreach Activities:	Coordination of National Consortium for Teaching about Asia; Writing and management of grant applications and design of K-12 arts outreach, bringing East-Asian themed artists into local area schools; International career advisor for OSU students and other Ohio postsecondary institutions.

ASHLEY BEHRENDT **60% East Asia**
Business Coordinator, Global Gateways

Education:	BA, The College of Wooster, 2008.
University Service:	Business Coordinator, Global Gateways; former Administrative Associate, Office of Enrollment Services and Undergraduate Education.
Field Experience:	China
Specialization:	Fiscal management; program coordination; grant administration.
Outreach Activities:	Coordination of Global Internship Program to provide professional internship opportunities at multinational companies for Ohio State students in Gateway countries (currently China, India, and Brazil).

ZHIWEI BI **100% East Asia**

Program Officer, U.S. Department of State Critical Language Scholarship Program, East Asian and Indonesian

Education: Certificate of Teaching Chinese, 2007, 2008; MA, The Ohio State University, 1996; MLS, Kent State University, 1990; BA, University of California, Irvine, 1988.

Nat'l/Int'l Service: Columbus AIDS Task Force.

Languages: Cantonese (5), French (2)

REBECCA BIAS **20% East Asia**

Assistant Director, Center for Languages. Literatures and Cultures

Education: PhD, MA, BA, The Ohio State University, 2005.

University Service: Assistant Language Director, Department of French and Italian; Technology Integration Specialist, Center for Languages, Literatures and Cultures; Assistant Director, Center for Languages, Literatures and Cultures

Field Experience: France

Languages: French (4), Italian (3)

Specialization: Technology in the Language Classroom; French Cinema; 1850-1950 French Literature.

Publications: *Language Learning on the Air,* The ACTFL Language Educator, November 2009.

Outreach Activities: Regents' Chinese Academy Distance Learning Summer Courses, Collaborative Articulation and Assessment Project (CAAP), CAAP Chinese Committee Chair

Distinctions: Internal: Astier Research Grant, Faculty and Staff Development Grant, OFLA Technology and World Languages Committee Outstanding Committee Award 2012.

AMY L. CAREY **100% East Asia**

Senior Assistant Director, East Asian Studies Center

Education: MA, The Ohio State University, 2009; BS, Miami University, 1996.

University Service: Senior Assistant Director, East Asian Studies Center; Vice Chair (Treasurer/Recorder), OSU's University Staff Advisory Committee; former Program Associate, Center for Japanese Studies, University of Michigan; former Program Coordinator, Japan Society, New York.

Field Experience: Japan, Korea, China

Languages: Japanese (4)

Specialization: Leadership and project management; coordination of outreach and academic programs; recruitment and admissions process; student advising; fiscal and human resources management; grant administration; communications and public relations.

Outreach Activities: Co-Chair of 2013 NRC Conference, "Demonstrating the Impact of National Resource Centers"; Coordination of National Consortium for Teaching about Asia programs for the state of Ohio and the Ohio Global Institute for K-12 teachers; Recruitment specialist for EAS MA program; International career advisor for OSU students and other Ohio postsecondary institutions.

CHRISTOPHER A. CAREY **35% East Asia**

Director, Global Gateways

Education: MBA, Vlerick School of Management, 2009; BS, United States Military Academy at West Point, 1998.

Field Experience: China, Hong Kong, Japan, Korea, Brazil, India

Specialization: Leadership and project management; international legal and finance management; coordination of outreach and academic programs; recruitment and admissions process; fiscal and human resources management; grant administration; communications and public relations.

JEFFREY PARKMING CHAN **100% East Asia**

Assistant Director, Institute for Chinese Studies

Education:	MA, University of Washington, Seattle, 2007; BA, Oberlin College, 2002.
University Service:	Assistant Director, Institute for Chinese Studies.
Field Experience:	China, Hong Kong, Vietnam, Thailand, Laos, Cambodia
Languages:	Mandarin (5), Cantonese (4), Uighur (3), Burmese (1), Kazakh (2), Japanese (2), Latin (3)
Specialization:	Coordination of outreach and academic enrichment programs.
Outreach Activities:	Coordination and development Ohio State University speaker series and conferences; coordination of Artist-in-Residence workshops.
Distinctions:	External: 2 Greater Columbus Arts Council Grant; 1 Drachen Foundation Grant [Career External Grants: 3]

HANNING CHEN **90% East Asia**

Instructional Aids Associate, Foreign Language Center

Education:	MA, The Ohio State University, 2003; MA, The Ohio State University, 2001.
Field Experience:	China
Languages:	Chinese (5)
Specialization:	Systems design and development of Chinese multi-media learning materials for K-16 in Ohio.
Outreach Activities:	Involved in Chinese language and culture related K-12 outreach activities.

ESTHER GOTTLIEB **20% East Asia**

Educational Research Coordinator, Office of International Affairs; Adjunct Prof., College of Education & Human Ecology

Education:	PhD, University of Pittsburgh; MA, Case Western Reserve University.
Field Experience:	Israel, Korea, South Africa, Indonesia
Languages:	Hebrew (5), Yiddish (5)
Specialization:	Comparative and international education.
Publications:	*Identity Conflicts: Can Violence Be Regulated?*, Transaction Publishers, June 2007; "Education Social and Economic Change in Korea," Garland Publishing, Inc., 1993; "Appalachian Self-Fashioning: Regional identities and cultural models," *Discourse: Studies in the Cultural Politics of Education*, 22:3, p. 341-359, 2001.

KOZUE ISOZAKI **25% East Asia**

Assistant Director for International Exchange, Office of Global Business, Fisher College of Business

Education:	BS, Nanzan University, 2005.
University Service:	Assistant Director for International Exchange; Member, Fisher College of Business Staff Advisory Committee; Advisor, Fisher Exchange Network; Program Coordinator, Center for International Business Education and Research (CIBER) case challenge competition, International Programs Office - CIBER.
Field Experience:	Japan, U.K., Hong Kong, Korea, Germany, Vietnam, Ireland, Poland, France
Languages:	Japanese (5), Korean (1)
Specialization:	Student advising and program management for International Student Exchange Program; Partner university research, balance negotiations, and communications; manager of Student Exchange Agreements; marketing, recruitment and admissions process; scholarship administration.
Outreach Activities:	Presenter for NAFSA 6 Drive-in on "Going Global: Preparing Students for International Exchange," 2011; Coordinator for the "Internationalizing Doctoral Education in Business (IDEB)" workshop, 2009.

CINDY XINQUAN JIANG **40% East Asia**

Assessment Manager / Senior Research Associate, Office of International Affairs

Education:	PhD, University of Michigan (2010), MA, Central Michigan University (2003), BA, Shanghai International Studies University (1998).
Field Experience:	China
Languages:	Chinese (5), Korean (5)
Specialization:	Research, evaluation and assessment; assessment of intercultural competence; internationalization in higher education.
Outreach Activities:	Co-Chair of 2013 NRC Conference, "Demonstrating the Impact of National Resource Centers."

DEBBIE KNICELY **100% East Asia**

Fiscal/Human Resources Officer, Department of East Asian Languages and Literatures

Education:	BA, Taipei Commercial College, Taiwan, 1978.
University Service:	Staff Advisory Committee, College of Humanities.
Field Experience:	Japan, Korea, China
Languages:	Chinese (5), Japanese (3)
Specialization:	Academic programs and department operations.
Distinctions:	Internal: Distinguished Staff Award; College of Humanities Autumn Quarter Staff Recognition Award; The Council of Graduate Students Service Award.

MINRU LI **100% East Asia**

Assistant Director, National East Asian Language Resource Center

Education: PhD, The Ohio State University, 1995; MA, Sichuan University, 1982; BA, Zhongnan University, 1980.
Field Experience: China
Languages: Chinese (5)
EA Courses Taught: Traditional Chinese Fiction in Translation; Literary Language in Modern Mandarin.
Specialization: Chinese language and literature.

DAVID LIU **50% East Asia**

HR/Fiscal Associate

Education: BA, The Ohio State University, 2001
Field Experience: Taiwan, China
Languages: Chinese (5), Taiwanese (4)
Specialization: Coordination of outreach and academic programs; recruitment and admissions process; student advising; fiscal and human resource management.
Outreach Activities: Assisted in coordination of LangFest, Undergraduate Research Forum, and Faculty Searches.

RUTH LU **100% East Asia**

Academic Coordinator, China Gateway

Education:	BA, The Ohio State University, 2012
University Service:	Academic Coordinator, China Gateway
Field Experience:	China
Languages:	Chinese (5)
Specialization:	Intercultural communication, coordination and facilitation.
Outreach Activities:	Attending high school visits; pre-departure orientation for Chinese students; advising admission process for Chinese students and parents; managing communication channels via social media to faculty, students, alumni and cooperation.

PATRICK McALOON **100% East Asia**

Manager, Undergraduate Chinese Flagship Program; Senior Lecturer, Department of East Asian Languages and Literatures

Education:	PhD, The Ohio State University, 2008; MA, The Ohio State University, 2003; BA, College of William & Mary, 1998.
Pedagogy Training:	PhD, MA, Chinese Pedagogy, The Ohio State University, 2008,2003; SPEAC Teacher Training, The Ohio State University, 2001.
Nat'l/Int'l Service:	Consultant, SinoConnect; Co-host, Chinese New Year's Celebration; Co-translator, Controlled Power Corporation's (Canton, OH) Shanghai Light Rail project bid, 2003; Interpreter, Ohio Dominican University American Business & Culture program for Chinese Businesspeople; Interpreter, Hubei Swine delegation visit to Ohio; Interpreter, Heilongjiang Dairy delegation visit; Interpreter, China Securities Association industry site visits; Student Oral Proficiency Assessment (SOPA) Rater, Diocese of Columbus.
Pedagogy Service:	Lecturer, Teacher Training Seminars for Ohio K-12 Chinese teachers; Consultant, StarTalk Chinese Summer Camp Curriculum.
Field Experience:	China
Languages:	Chinese (4), Japanese (1), French (1)
EA Courses Taught:	Intensive Level 3 Written Chinese; Chinese Individualized Instruction; Interpersonal Relationships and Professional Networking; Learning East Asian Languages in Cross-Cultural Contexts: College Level; Presentation of East Asian Languages and Cultures; Teaching Practicum in East Asian Languages.
Specialization:	Chinese language pedagogy; K-12 outreach.
Publications:	Video, "Introduction to Chinese Individualized Instruction at The Ohio State University," 2003.
Outreach Activities:	Various K-12 academic outreach programs; Presenter, William Paterson University Teaching Asia Conference and CIBER Annual Business Language Teaching Conferences; Guest panelist, Beijing Television talk show "Common Ground," September 2004; Volunteer, Chinese Program, Sister State and Study Exchange, Graham School in Clintonville; Coordinator, Chinese language learning club for 7-12 graders in Ohio; Advisory Board, Metro High School "Global" Curriculum for Juniors and Seniors; Coordinator, Ohio Department of Agriculture Chinese website; Facilitator, Professional Development for Teachers of Chinese Language.

KELLY SNOW **60% East Asia**

HR/Fiscal Manager, East Asian Languages & Literatures/Near Eastern Languages and Cultures

Education: MBA, The University of Oklahoma, 1999; BBA, The University of Oklahoma, 1994

University Service: HR/Fiscal Manager, East Asian Languages & Literatures/Near Eastern Languages and Cultures; former Budget Manager, College of Education, Cleveland State University; former Assistant Budget Director, The University of Oklahoma

Field Experience: Canada, Mexico, Europe

Specialization: Fiscal and human resources management, grants administration.

KAREN SOBUL **10% East Asia**

Center for Languages, Literatures and Cultures

Education: BS, The Ohio State University, 1982

University Service: Manager, The Ohio State University Center for Languages, Literatures and Cultures; Administrative Assistant, College of Humanities – Dean's office

Field Experience: China

Specialization: Fiscal and human resources management, grant administration.

JOYCE STEFFAN **25% East Asia**

Director, Undergraduate Global Business Initiatives, Office of Global Business; Director, Center for Business Education and Research (CIBER)

University Service: Director, Undergraduate Global Business Initiatives; Director, CIBER
Field Experience: Hong Kong, Singapore, Australia, New Zealand, India, Western Europe, Mexico.
Specialization: Leadership and project management; outreach and student recruitment; collaboration across the business community, community colleges, interdisciplinary and inter-collegiate communities.
Outreach Activities: Coordination of Summer Global Internship Programs; Coordination of Ohio Community College International Network; Participation in CIBERNet; Bisnet.

JANET STUCKY-SMITH **100% East Asia**

Assistant Director, Institute for Japanese Studies

Education: BS, BA, Bowling Green State University, 1988.
Nat'l/Int'l Service: Former Executive Director, Japan-America Society of Central Ohio.
Field Experience: Japan
Languages: Japanese (4)
Specialization: Coordination of outreach and academic development programs.
Outreach Activities: Coordination of teacher training for K-16 educators and language teachers; coordination of updating and seeding educational resources about Japan (physical & virtual); creation and coordination of Ohio-Japan Alumni Network; coordination of speaker series on-campus; coordination of Internship Exchange Program with Sister Prefecture, Saitama, Japan.
Distinctions: Internal: Outreach and Engagement Grant.
External: Japan Foundation: Center for Global Partnership (2); Japan Foundation (2); U.S.-Japan Foundation Grant. [Career External Grants: 5]

CHAO YOU **100% East Asia**

Director, China Gateway

Education:	LLM, Ohio State University, 2009; LLB, East China University of Science and Technology, 2008
University Service:	Director, China Gateway
Field Experience:	China
Languages:	Chinese (5)
Specialization:	Leadership and project management; Coordination and facilitation to international collaboration; Alumni relationship management.
Outreach Activities:	Meetings with Chinese government and universities; Advising Chinese parents and students about admission; pre-departure orientation for Chinese students; internship program in China for OSU students.

SUNNY ZONG **100% East Asia**

Program Manager, Advanced Chinese Language and Culture (Flagship); Critical Language Scholarship, East Asian Languages Program

Education:	MLHR, The Ohio State University, 2001; MA, The Ohio State University, 2002; MBA, The Ohio State University, 2010.
Field Experience:	China
Languages:	Chinese (5)
Specialization:	Development; administration and internal control of international education program: resources allocation and logistics arrangement, infrastructure design, program fiscal and HR planning and review; student counseling.
Outreach Activities:	Coordinator, Flagship graduate student service learning with local Chinese community; Advisor, American Red Cross of Central Ohio's International Internship.
Distinctions:	Internal: Staff Professional Development Grant, Service Learning Course Development Grant. External: Certified Public Accountant, State of Ohio, and China.

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section G: Course List

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment UG	12-13 Enrollment Grad	Course Offerings 12-13	Course Offerings 13-14	Course Offerings 14-15
AGRICULTURAL, ENVIRONMENTAL AND DEVELOPMENT ECONOMICS (AEDECON)									
2580	**Feast or Famine: The Global Business of Food** *Cross-listed in International Studies (INTSTDS 2580)*	25%	Alexander	3	49	0	•	•	•
4539	**China's Economic Reforms and Globalization** *Cross-listed in International Studies (INTSTDS 4539)*	100%	Zhang	3	19	0	•	•	•
4597.01	**Problems and Policies in World Population, Food and Environment Contemporary Issues** *Cross-listed in International Studies (INTSTDS 4597.01)*	25%	Sohngen, Bhupal, Fortmann	3	102	0	• • •	• • •	• • •
4597.01H	**Honors: Problems and Policies in World Population, Food and Environment: Contemporary Issues** *Cross-listed in International Studies (INTSTDS 4597.01H)*	25%	Southgate	3	n/a	n/a		•	•
AGRICULTURAL SYSTEMS MANAGEMENT (AGSYSMT)									
5786	**Environmental Issues in East Asia**	100%	Mancl	3	0	6	•	•	•
BUSINESS ADMINISTRATION: MANAGEMENT AND HUMAN RESOURCES (BUSMHR)									
2000	**Introduction to International Business**	25%	Makhija, Bailey, Morris, Steffan	1.5	1884	0	• • •	• • •	• • •
4023	**International Negotiations**			3	n/a	n/a			
7010	**Advanced Topics in Multinational Business**	25%	Shenkar	1.5	0	18	•	•	•
7013	**The Rise of China and Its Global Business Implications**	100%	Shenkar	4	0	16	•		
7242	**International Negotiations and Deal Making**	25%	Lewicki	1.5	0	35	•	•	•
BUSINESS ADMINISTRATION: MANAGEMENT SCIENCES (BUSMGT)									
4237	**International Operations Management**	60%	Dickstein	3	44	0	•	• •	• •
7231	**Manufacturing Planning and Control for Supply Chain Management**	25%		1.5	n/a	n/a			
7266	**MBOE Leading Operations** (Focuses exclusively on studying the Toyota Production System and how it uses a rigorous problem-solving process to test any proposed changes.)	50%	Gadkari	3	0	35	•		•
CHINESE									
2231	**Traditional Chinese Culture**	100%	Xie	3	42	0	•	•	•
2232	**Modern Chinese Culture**	100%	Tewksbury	3	40	0	•	•	•

* Funded by grant in 2012-2013

• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
					UG	Grad	12-13	13-14	14-15
2283	**Chinese Calligraphy**	100%	Li	3	n/a	n/a			•
2451	**Chinese Literature in Translation**	100%	Goh	3	39	0	•	•	•
4193	**Individual Studies**	100%	All Faculty	1-3	6	1	••	••	••
4194	**Group Studies**	100%	Chan	1-3	n/a	n/a		•	
4380	**The Chinese Language**	100%	Xie	3	n/a	n/a		•	
4381	**The Chinese Language and Its History**	100%		3	n/a	n/a			
4383	**The Chinese Language and Its Script**	100%	Xie	3	13	0	•		•
4401	**Chinese Poetry in Translation**	100%	Tewksbury	3	39	0	•		
4402	**Traditional Chinese Fiction in Translation**	100%	Li, Sieber	3	33	0	•	••	•
4403	**Modern Chinese Literature in Translation**	100%	Denton	3	39	0	•	•	
4404	**Chinese Drama**	100%	He, Sieber	3	n/a	n/a		•	•
4405	**China in Chinese Film**	100%	Denton	3	43	1	•		•
4406	**China Pop: Contemporary Popular Culture and Media in Greater China**	100%	Tewksbury	3	34	1	•	•	•
4407	**Eco-literature in China**	100%	Bender	3	12	0	•		
4998	**Undergraduate Research Project**	100%	Bender, Chan	3	n/a	n/a		•	•
4998H	**Honors: Undergraduate Research Project**	100%	Yasar	3	n/a	n/a		•	•
4999	**Undergraduate Research Thesis**	100%	All Faculty	3	n/a	n/a		•	•
4999H	**Honors: Undergraduate Research Thesis**	100%	Yasar	3	n/a	n/a		•	•
5105.51	**Selected Readings in Scholarly Texts I: Individualized Track**	100%		3	n/a	n/a			•
5106.51	**Selected Readings in Scholarly Texts II: Individualized Track**	100%		3	n/a	n/a			•
5194	**Und/Grad Group Studies**	100%	All Faculty	1-3	n/a	n/a			
5383	**The Chinese Writing System**	100%	Chan	3	n/a	n/a			•
5389	**Topics on the Chinese Language**	100%		3	n/a	n/a			
5400	**Performance Traditions of China**	100%	Bender	3	n/a	n/a		•	
5474	**Chinese Opera**	100%	Chan	3	10	1	•		•
5490	**Chinese Translation Workshop**	100%	Wang	3	9	0	•	•	•

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
					UG	Grad	12-13	13-14	14-15
6193	**Individual Studies**	100%	All Faculty	1-3	0	36	•••	•••	•••
6194	**Group Studies**	100%		1-3	n/a	n/a			
6380	**Introduction to Chinese Linguistics**	100%	Chan	3	0	5	•	•	•
6381	**History of the Chinese Language**	100%	Chan	3	0	5	•	•	•
6451	**History of Chinese Literature I**	100%	Goh	3	n/a	n/a			•
6452	**History of Chinese Literature II**	100%	Sieber	3	1	4	•		•
6453	**Classical Chinese Literature in Modern China**	100%		3	n/a	n/a			
6998	**Research in Chinese: Project**	100%	All Faculty	1-3	0	1	•••	•••	•••
6999	**Research in Chinese: Thesis**	100%	All Faculty	1-3	0	14	•••	•••	•••
7382	**Chinese Phonology**	100%	Chan	3	n/a	n/a			
7384	**Chinese Syntax**	100%	Xie	3	n/a	n/a		•	
7385	**Chinese Dialects**	100%	Chan	3	n/a	n/a		•	
7461	**Modern Chinese Poetry**	100%		3	n/a	n/a			
7463	**Modern Chinese Fiction**	100%	Denton	3	0	7	•		
7464	**Modern Chinese Drama**	100%		3	n/a	n/a			
7465	**Literature in Socialist/Postsocialist China**	100%		3	n/a	n/a			
7466	**Lu Xun**	100%		3	n/a	n/a			•
7467	**Taiwan Literature**	100%	Denton	3	n/a	n/a		•	•
7468	**Chinese Film**	100%		3	n/a	n/a			
7470	**Ethnic Literature and Culture in China**	100%	Bender	3	0	5	•		••
7617	**Analysis of Contemporary Chinese Media**	100%		3	n/a	n/a			•
7655	**Language in China**	100%		3	n/a	n/a			•
7660	**Interpersonal Relations and Professional Networking**	100%		3	n/a	n/a			•
7671.51	**Familiarity with Domain Resources and Research**	100%	Jian	5	0	7	•	•	•
7672.51	**Domain Research and Presentation of a Project**	100%	Jian	5	n/a	n/a		•	•
8382	**Studies in Chinese Historical Phonology**	100%		3	n/a	n/a			
8384	**Studies in Chinese Historical Syntax**	100%		3	n/a	n/a			

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment UG	12-13 Enrollment Grad	Course Offerings 12-13	Course Offerings 13-14	Course Offerings 14-15
8471	**Traditional Chinese Poetry**	100%		3	n/a	n/a			
8472	**Traditional Chinese Prose**	100%		3	n/a	n/a			
8473	**Traditional Chinese Fiction**	100%		3	n/a	n/a			
8474	**Traditional Chinese Drama**	100%		3	n/a	n/a			
8475	**Chinese Literary Criticism**	100%		3	n/a	n/a			
8500	**Chinese Bibliography and Research Methods**	100%	Goh	5	n/a	n/a		•	
8889	**Interdepartmental Seminar**	100%		3	n/a	n/a			
8897	**Departmental Seminar**	100%	Xie	1-3	0	18	••		•
8998	**Research in Chinese: Project**	100%	All Faculty	1-3	0	0	•	•	•
8999	**Research in Chinese: Dissertation**	100%	All Faculty	1-18	0	18	•••	•••	•••
COMPARATIVE STUDIES (COMPSTD)									
2370	**Introduction to Comparative Religion**	25%	Jones	3	258	0	••	••	••
2370H	**Honors: Introduction to Comparative Religion**	25%	Jones	3	26	0	•	•	•
3302	**Translating Literatures and Cultures**	50%	Sieber	3	n/a	n/a			•
3302E	**Translating Literatures and Cultures**	50%	Sieber	3	n/a	n/a			•
3604	**Women in East Asian and Asian-American Literature**	50%		3	n/a	n/a			
3604H	**Honors: Women in East Asian and Asian-American Literature**	50%		3	n/a	n/a			
3673	**The Buddhist Tradition** *Cross-listed in East Asian Languages & Literatures (EALL 3223)*	100%	Kasulis	3	11	0	•	•	•
5871	**The Japanese Religious Tradition** *Cross-listed in Japanese (JAPANESE 5271)*	100%	Kasulis	3	3	3	•	•	•
7193	**Individual Studies**	100%	Kasulis	1-9	0	1	•••	•••	•••
7888	**Interdepartmental Studies in the Humanities**	100%	Berman	1-3	n/a	n/a		•	•
7999	**Research in Comparative Studies: Thesis**	100%	Kasulis	1-12	0	0	•••	•••	•••
8193	**Individual Studies**	100%	Kasulis	1-9	0	0	••	••	••
8805	**Seminar in Literature in Global Context**			3	n/a	n/a			
8896	**Seminar in East Asian Philosophy**	100%	Kasulis	3	1	5	•		
8998	**Research in Comparative Studies: Candidacy Examination**	100%	Kasulis	1-12	0	1	•••	•••	•••

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment UG	12-13 Enrollment Grad	Course Offerings 12-13	Course Offerings 13-14	Course Offerings 14-15
8999	**Research in Comparative Studies: Dissertation**	100%	Kasulis	1-12	0	1	•••	•••	•••
EAST ASIAN LANGUAGES AND LITERATURES (EALL)									
1231	**East Asian Humanities**	100%	Bender	3	383	0	••	••	••
3223	**The Buddhist Tradition** *Cross-listed in Comparative Studies (COMPSTD 3673)*	100%	Kasulis	3	18	0	•	•	•
3241	**Thought in China, Korea and Japan**	100%		3	n/a	n/a			
3299H	**Honors: East Asian Thought in the Western Imagination**	100%		3	n/a	n/a			
3446	**Asian American Film**	100%	Denton	3	n/a	n/a		•	
3457	**East Asian Folklore**	100%	Bender	3	n/a	n/a		•	
4193	**Individual Studies**	100%	Noda	1-3	0	0	•	•	•
4194	**Group Studies**	100%	All Faculty	1-3	n/a	n/a			
4407	**Early Asian Cinema**	100%		3	n/a	n/a			
5310	**Strategies for Performance-Oriented Language Learning: Practicum**	100%	Kuwai	3	10	0	•		
5383	**Scripts of East Asia**	100%	Unger	3	n/a	n/a		•	•
5475	**Women Writers, Culture and Society in East Asia**	100%	Fukumori	3	27	1	•	•	•
5477	**Performance Traditions in Contemporary East Asia**	100%		3	n/a	n/a			
6193	**Individual Studies**	100%	All Faculty	1-3	n/a	n/a			
6194	**Group Studies**	100%	Walker	1-3	n/a	n/a		•	
6383	**Scripts of East Asia**	100%	Unger	3	1	3	•		•
7700	**Learning East Asian Languages in Cross-Cultural Contexts: College Level**	100%	Itomitsu, McAloon, Noda	1-3	0	7	•	•	••
7701	**Pedagogical Syntax for East Asian Languages**	100%	Walker, Wang	3	0	6	•	•	•
7702	**Materials Preparation for East Asian Languages**	100%	Noda	3	n/a	n/a		•	••
7703	**Presentation of East Asian Languages and Cultures**	100%	Itomitsu, McAloon	1-2	0	4	•	•	•
7704	**Teaching Practicum in East Asian Languages**	100%	Noda	1-5	0	4	•	•	•
7705	**Seminar in the Learning of East Asian Languages and Cultures**	100%	C. Quinn, Walker	3	0	12	•	•	•
7710	**Learning East Asian Languages in Cross-Cultural Contexts: High-School Level**	100%		1	n/a	n/a			

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• One Semester •• Two Semesters ••• Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment UG	12-13 Enrollment Grad	Course Offerings 12-13	Course Offerings 13-14	Course Offerings 14-15
7897	**Introduction to Graduate Level East Asian Studies** *Cross-listed in History of Art and History (HISTART 6801; HISTORY 7405)*	100%		3	n/a	n/a			
8701	**Teaching East Asian Languages at the College Level**	100%	Pyun, Yuasa	3	0	8	•	•	•
8870	**Research Presentations in East Asian Languages and Literatures**	100%	Noda, Nakayama	1	0	14	••		
8896	**Seminar in East Asian Philosophy**	100%	Kasulis	3	0	0	•		
ECONOMICS (ECON)									
4130	**World Economic Development in Historical Perspective**	25%	Cooper, Doetsch	3	502	0	••	••	••
4508	**Comparative Economic Systems**	40%	Fleisher	3	n/a	n/a		•	•
5150	**Economic Transitions in the 20th Century**	30-40%	Logan	3	n/a	n/a		•	•
5650	**International Commodity Flows: Theory and Policy**	25%	Mirzaie	3	90	0	••	••	••
5660	**Financial Aspects of International Trade**	25%	Mirzaie	3	36	0	••	••	••
5720	**Comparative Institutional Analysis of Firms and Markets**	50%	Miyazaki, Hashimoto	3	n/a	n/a	•	••	
6193	**Individual Studies**	100%	Miyazaki, Hashimoto	1	0	0	•••	•••	•••
7193	**Individual Studies**	100%	Miyazaki, Hashimoto	1-4	n/a	n/a	•••	•••	•••
8193	**Individual Studies**	100%	Miyazaki, Hashimoto	1-4	n/a	n/a	•••	•••	•••
8999	**Dissertation Research**	100%	Miyazaki, Hashimoto	1-3	0	0	•••	•••	•••
EDUCATION: TEACHING AND LEARNING (EDUTL)									
7803	**Teaching World Cultures and Global Issues in P-12 Classrooms**	25%		3	n/a	n/a			
GEOGRAPHY (GEOG)									
2750	**World Regional Geography**	25%	Kocher, Crane, Bose	3	973	1	•••	•••	•••
2750H	**Honors: World Regional Geography**	25%	Madsen	3	14	0	••		••
3597.01	**World Urbanization**	25%	Constantinou, Schul, Wang, Scarborough, Hartzler, Webb	3	292	0	•••	•••	•••
3901H	**Honors: Global Climate and Environmental Change**	25%	Thompson	3	52	0	••	••	••
4194	**Geography of East Asia**	100%	Jeong	1-3	n/a	n/a			•
5193	**Individual Studies in Geography**	25%	Sui, Wainwright	1-15	0	0	•••	•••	•••

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
					UG	Grad	12-13	13-14	14-15
5194	Group Studies in Geography	25%	Cinnamon	1-3	n/a	n/a		•	
5402	Land Use Geography	25%	Munroe	3	15	8	•	•	•
5601	Geographies of Governmentalities	25%	Ettlinger	3	7	3	•	•	•
5602	Urban Political Geography	25%	Cox	3	16	2	•	•	•
5700	Geography of Development	25%	Wainwright	3	42	4	•	•	•
5802	Globalization and Environment	25%	Mansfield, Law	3	38	1	••	•	•
7193	Individual Studies in Geography	25%	Sui, Wainwright	1-15	0	9	•••	•••	•••
8503	Seminar in Urban Geography: Third World Urbanization	25%	Malecki	3	n/a	n/a		•	•
8601	Seminar: Theory of Political Geography	25%	Wainwright	3	0	14	•		
8602	Seminar: Problems in Political Geography	25%		3	n/a	n/a			
8800	Seminar in Environment and Society	25%	Wainwright	3	0	12	•		•
8999	Research in Geography: Dissertation	25%	Sui, Wainwright	1-9	0	2	•••	•••	•••
HISTORY									
1681	World History to 1500	25%	Staff	3	542	0	•••	•••	•••
1682	World History, 1500 to Present	25%	Staff	3	561	0	•••	•••	•••
2375	Islamic Central Asia	25%	Levi	3	18	0	•	•	•
2401	History of East Asia in the Pre-modern Era	100%	Zhang	3	93	0	••	••	••
2402	History of East Asia in the Modern Era	100%	Luo	3	96	0	•••	•••	•••
3375	Mongol World Empire: Central Eurasia 1000 - 1500	50%	Levi	3	61	0	•		
3376	The Silk Road: Commerce and Culture in Eurasia 200 BC - 1498	25%	Dale	3	n/a	n/a			
3401	Foundations of Chinese Civilization	100%		3	n/a	n/a			
3402	Chinese Empire, 10th-14th Centuries	100%	Zhang	3	n/a	n/a			
3403	History of Early Modern China: 14th-18th Centuries	100%	Zhang	3	n/a	n/a		•	
3404	Modern China, 1750 - 1949	100%	Reed	3	39	0	•		•
3405	Contemporary China, 1921-2000	100%	Reed	3	39	3	•	•	•
3410	Studies in Chinese History	100%	Reed	3	20	1	•		
3411	Gender and Sexuality in China	100%	Zhang	3	0	0	•		

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THE OHIO STATE UNIVERSITY

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
					UG	Grad	12-13	13-14	14-15
3425	History of Japan before 1800	100%	Brown	3	n/a	n/a		•	•
3426	History of Modern Japan	100%	Bartholomew	3	43	0	•		•
3436	History of Modern Korea *	100%	Solomon	3	45	0	•		•
3570	World War II	25%	Mansoor	3	244	0	••	••	••
3580	The Vietnam War	25%	Guilmartin	3	259	0	••	••	••
3715	Explorations of Science, Technology and the Environment in East Asia	100%		3	n/a	n/a			
4193.01	Individual Studies	100%	Bartholomew, Brown, Levi, Reed, Wu, Zhang	1	0	0	••	••	••
4193.02	Individual Studies	100%	Bartholomew, Brown, Levi, Reed, Wu, Zhang	1	0	0	••	••	••
4400	Readings in Chinese History	100%	Reed, Zhang	3	14	0	•	•	•
4400E	Embedded Honors: Readings in Chinese History	100%		3	n/a	n/a			
4400H	Honors: Readings in Chinese History	100%		3	n/a	n/a			
4410	Research Seminar in Chinese History	100%		3	n/a	n/a			•
4410E	Embedded Honors: Research Seminar in Chinese History	100%		3	n/a	n/a			
4410H	Honors: Research Seminar in Chinese History	100%		3	n/a	n/a			
4425	Readings in Japanese History	100%		3	n/a	n/a			
4425E	Embedded Honors: Readings in Japanese History	100%		3	n/a	n/a			
4425H	Honors: Readings in Japanese History	100%		3	n/a	n/a			
4430	Research Seminar in Japanese History	100%		3	n/a	n/a			•
4430E	Embedded Honors: Research Seminar in Japanese History	100%		3	n/a	n/a			
4430H	Honors: Research Seminar in Japanese History	100%		3	n/a	n/a			
4650	Readings in World/Global/Transnational History	25%		3	50	0	••	••	••
4675	Research Seminar in World/Global/Transnational History	25%		3	n/a	n/a			
4999	Undergraduate Research Thesis	100%	Brown, Levi, Reed, Wu, Zhang	1-6	0	0	•		
5400	Special Topics in Chinese History	100%		3	n/a	n/a			

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5425	**Special Topics in Japanese History**	100%		3	n/a	n/a			
6193.01	**Independent Study in History**	100%	Bartholomew, Brown, Levi, Reed, Wu, Zhang	1-6	0	0	•		
6193.02	**Independent Study in History**	100%	Bartholomew, Brown, Levi, Reed, Wu, Zhang	1-6	0	0	•		
6999	**Master's Thesis Research**	100%	Bartholomew, Brown, Levi, Reed, Wu, Zhang	1-12	0	2	• • •	• • •	• • •
7193.01	**Independent Study in History**	100%	Bartholomew, Blackford, Brown, Levi, Reed, Wu, Zhang, Solomon	1-6	0	19	• • •	• • •	• • •
7193.02	**Independent Study in History**	100%	Bartholomew, Blackford, Brown, Levi, Reed, Wu, Zhang	1-6	0	3	• • •	• • •	• • •
7350	**Studies in Islamic History: The Ottoman Provinces**	25%	Hathaway	3	n/a	n/a		•	
7400	**East Asia and the Pre-Modern World**	100%		1-6	n/a	n/a			
7401	**East Asia and the Modern/Contemporary World**	100%	Reed	1-6	n/a	n/a			
7405	**Introduction to Graduate-Level East Asian Studies** *Cross-listed in East Asian Languages and Literatures and History of Art (EALL 7897; HISTART 6801)*	100%	Brown	1-3	0	6	•	• •	• •
7410	**Studies in Pre-Modern Chinese History**	100%		1-6	n/a	n/a			
7411	**Studies in Modern and/or Contemporary Chinese History**	100%		1	n/a	n/a			
7425	**Studies in Japanese History**	100%	Bartholomew, Brown	1-6	n/a	n/a			
8400	**Seminar in East Asian History**	100%	Bartholomew, Brown, Levi, Reed, Wu, Zhang	1-6	n/a	n/a			•
8410	**Chinese History Research Methodology**	100%		1-6	n/a	n/a			
8999	**Dissertation Research**	100%	Bartholomew, Brown, Levi, Reed, Wu, Zhang	1-12	0	21	• • •	• • •	• • •

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment UG	12-13 Enrollment Grad	Course Offerings 12-13	Course Offerings 13-14	Course Offerings 14-15
HISTORY OF ART (HISTART)									
2003	**Asian Art**	100%	Jones, Staff	3	131	0	••	••	••
2901	**Introduction to World Cinema**	25%		3	611	2	•••	•••	•••
3605	**History of Photography: East-West Photography**	100%	Kunimoto	3	n/a	n/a		•	
3901	**World Cinema Today**	25%	Jones, Staff	3	352	0	•••	•••	•••
4001	**Writing Seminar in History of Art**	100%		3	n/a	n/a			•
4701	**An Introduction to Buddhist Art and Iconography**	50%	Jones	3	38	1	•	•	•
4810	**The Arts of China**	100%		3	n/a	n/a		•	
4815	**Modern and Contemporary Chinese Art**	100%	Andrews, Jones	3	22	0	•	•	•
4820	**The Arts of Japan**	100%	Andrews, Jones	3	34	0	•		•
5002	**Topics in Asian and Non-Western Art**	100%		3	0	0	•	•	•
5701	**Buddhist Art: Theory and History**	50%	J. Huntington	3	n/a	n/a			
5720	**Art of Central Asia**	50%	J. Huntington	3	n/a	n/a			
5723	**Art of Nepal and Tibet**	50%	J. Huntington	3	n/a	n/a			
5724	**The Buddhist Art of Gandhara and Kashmir** (Examines the Buddhist art of greater Gandhara and Kasmir and its particular influence on both East Asian and South Asian art.)	25%	S. Huntington, Workman	3	n/a	n/a		•	
5727	**The Art of Newar Buddhism** (Studies the art of the Newar Buddhist community of Nepal and its contribution to the rest of north and East Asia.)	25%	J. Huntington	3	n/a	n/a			
5812	**Chinese Art: Buddhist**	100%	Andrews	3	n/a	n/a			
5815	**The Lyric Journey: Chinese Painting of the Tang and Song Periods (618-1279)**	100%	Andrews	3	n/a	n/a		•	
5816	**Images of the Mind: Chinese Painting of the Yuan and Ming Periods (1279-1644)**	100%		3	n/a	n/a			
5821	**Japanese Art: Proto-Historic and Buddhist**	100%	J. Huntington, Jones	3	12	2	•		
5822	**Japanese Art: Painting and Prints**	100%	Andrews	3	11	5	•		
6801	**Introduction to Graduate-Level East Asian Studies** *Cross-listed in East Asian Languages and Literatures and History (EALL 7897; HISTORY 7405)*	100%	Andrews	3	n/a	n/a			

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
					UG	Grad	12-13	13-14	14-15
8193	**Individual Studies**	100%	Andrews, J. Huntington, S. Huntington, Kunimoto	1-3	0	0	• • •	• • •	• • •
8701	**Studies in Buddhist Art**	100%	J. Huntington	4	n/a	n/a			
8721	**Studies in Inner Asian Art** (Introduction to research in Central Asian, Tibetan, Nepalese and Chinese art, its influence on other areas and the influencing factors on it.)	50%		4	n/a	n/a			
8811	**Studies in Chinese Art**	100%	Andrews, Jones	4	0	4	•	•	•
8821	**Studies in Japanese Art**	100%	Kunimoto, Jones	4	0	2	•	•	•
8999	**Dissertation Research in History of Art**	100%	Andrews, J. Huntington, S. Huntington, Kunimoto	1-12	0	25	• • •	• • •	• • •
INTERNATIONAL STUDIES (INTSTDS)									
2050	**Introduction to China and Japan**	100%	Hwang, Pantsov	3	95	0	• •	• •	• •
2500	**Introduction to Development Studies**	25%	Woodworth	3	99	0	• •	• •	• •
2500H	**Honors: Introduction to Development Studies**	25%	Keshk	3	n/a	n/a		•	
2580	**Feast or Famine: The Global Business of Food** *Cross-listed in Agricultural, Environmental and Development Economics (AEDECON 2580)*	25%	Alexander	3	4	0	•	•	•
3850	**Introduction to Globalization**	25%	Wang	3	89	0	• •	• •	• •
4195	**Selected Problems in International Studies**	25%	Nestorovamtejic	3	20	0	•	• •	• •
4195H	**Honors: Selected Problems in International Studies**	25%		3	n/a	n/a			
4250	**Comparative Communism: China and Russia**	50%	Pantsov	3	n/a	n/a		•	•
4535	**International Economic Development**	25%	Chen	3	8	1	• •	• •	• •
4539	**China's Economic Reforms and Globalization** *Cross-listed in Agricultural, Environmental and Development Economics (AEDECON 4539)*	100%	Zhang	3	3	0	•	•	•

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
					UG	Grad	12-13	13-14	14-15
4597.01	**Issues of the Contemporary World: Problems and Policies in World Population, Food and Environment** *Cross-listed in Agricultural, Environmental and Development Economics (AEDECON 4597.01)*	25%	Sohngen, Bhupal, Fortmann	3	27	0	•••	•••	•••
4597.01H	**Honors: Issues of the Contemporary World: Problems and Policies in World Population, Food and Environment** *Cross-listed in Agricultural, Environmental and Development Economics (AEDECON 4597.01H)*	25%	Southgate	3	5	0	•	•	•
4701	**The Development and Control of Weapons of Mass Destruction** (Includes discussions on the historical development and use of WMDs in Japan in WWII, current proliferation efforts in North Korea and China, and security efforts to halt WMD development throughout the world.)	25%	Lewis	3	75	2	••	••	••
4850	**Understanding the Global Information Society**	25%	Donovan	3	25	0	•	•	•
5050	**Two Koreas: Political Economy of Regional Rivalry**	100%	Hwang	3	14	2	•	•	•
5051	**East Asia in the Post-Cold War Era: Issues in Regional Security & Economic Development**	100%	Hwang	3	11	1	•	•	•
5195	**Selected Problems in International Studies**	25%		3	n/a	n/a		•	•
5701E	**Embedded Honors: Intelligence and National Security in a Changing World**	25%	Bucknam	3	34	1	•		
5702	**Research on Organized Violence**	25%	Lewis	3	10	0	•		•
5703	**Thinking and Writing: A Practicum for Intelligence Analysis**	25%	Bucknam	3	48	2	••		•
JAPANESE									
2231	**Elements of Japanese Culture**	100%	Nakayama, Torrance, Unger	3	133	1	••	••	••
2451	**Japanese Literature in Translation**	100%	S. Quinn, Fukumori	3	78	0	••	••	••
2452	**Modern Japanese Literature in Translation**	100%	Torrance, Yasar	3	39	0	•	••	••
4193	**Individual Studies**	100%	All Faculty	1	3	0	•••	•••	•••
4194	**Group Studies**	100%	All Faculty	1-3	n/a	n/a			
4400	**Japanese Film and Visual Media**	100%	Yasar	3	n/a	n/a		•	•
4401	**Japanese Literature and Film in Critical Perspective**	100%	Torrance	3	n/a	n/a			•

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
					UG	Grad	12-13	13-14	14-15
4998	**Undergraduate Research Project**	100%	All Faculty	3	0	0	• • •	• •	• •
4999	**Undergraduate Research Thesis**	100%	All Faculty	2-4	1	0	• •	• •	• •
4999H	**Honors: Undergraduate Research Thesis**	100%	All Faculty	2-4	1	0	•		•
5194	**Und/Grad Group Studies**	100%		1-3	n/a	n/a			
5271	**The Japanese Religious Tradition** *Cross-listed in Comparative Studies (COMPSTD 5871)*	100%	Kasulis	3	17	2	•		
5311.51	**Self-Monitoring Skill Development in Performance-Oriented Language Learning: Individualized**	100%	Kuwai	1-3	2	0	•		•
5315	**Japanese Language: Structure, Culture and Communication I**	100%	Yuasa	3	24	1	•		•
5316	**Japanese Language: Structure, Culture and Communication II**	100%	C. Quinn	3	14	1	•	•	•
5400	**Performance Traditions of Japan**	100%	S. Quinn	3	22	1	•	•	•
5454	**Japanese Literature: Classical Period**	100%	Fukumori	3	18	3	•	•	•
5455	**Japanese Literature: Medieval and Edo Periods**	100%	S. Quinn	3	22	1	•	•	•
5456	**Japanese Literature: Modern Period**	100%		3	0	0	•		
6193	**Individual Studies**	100%	All Faculty	1-3	0	24	• • •	• • •	• • •
6194	**Group Studies**	100%	All Faculty	1-3	n/a	n/a			
6380	**Japanese Linguistics**	100%	Nakayama	3	4	5	•	•	•
6381	**History of the Japanese Language**	100%	Unger	3	1	4	•	•	•
6998	**Research in Japanese: Project**	100%	All Faculty	1-3	0	0	• • •	• • •	• • •
6999	**Research in Japanese: Thesis**	100%	All Faculty	1-3	0	5	• • •	• • •	• • •
7382	**Japanese Phonology**	100%	Unger	3	n/a	n/a			
7384	**Japanese Syntax**	100%	Yuasa	3	n/a	n/a			•
7386	**Japanese Pragmatics**	100%		3	n/a	n/a			
7387	**Japanese Language Processing**	100%	Nakayama	3	1	4	•		
7388	**Japanese Language Acquisition**	100%	Nakayama	3	n/a	n/a		•	•
7451	**Studies in Japanese Poetry**	100%	Fukumori	3	n/a	n/a			•
7452	**Studies in Japanese Prose Literature**	100%		3	n/a	n/a			
7453	**Studies in Japanese Drama**	100%	S. Quinn	3	n/a	n/a		•	

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment UG	12-13 Enrollment Grad	Course Offerings 12-13	Course Offerings 13-14	Course Offerings 14-15
7454	**War Tales in the Japanese Tradition**	100%		1-3	n/a	n/a			
7455	**Tale of Genji**	100%	Fukumori	3	0	9	•		
8387	**Topics and Problems in Japanese Linguistics**	100%	C. Quinn, Unger	3	n/a	n/a			•
8470	**Perspectives on Modern Japanese Stylistics**	100%		3	n/a	n/a			
8477	**Topics and Problems in Japanese Literature**	100%	Fukumori	3	n/a	n/a		•	
8500	**Japanese Bibliography and Research Methods**	100%	Torrance	3	n/a	n/a		•	
8889	**Interdepartmental Seminar**	100%	Fukumori, Nakayama, Noda, Unger	3	n/a	n/a		•	•
8897	**Departmental Seminar**	100%	All Faculty	1-3	0	6	•••	•••	•••
8998	**Research in Japanese: Project**	100%	All Faculty	1-3	0	2	•••	•••	•••
8999	**Research: Dissertation**	100%	All Faculty	1-3	0	4	•••	•••	•••
KINESIOLOGY: SPORT, FITNESS AND HEALTH PROGRAM (KNSFHP)									
1169.01	**Martial Arts Forms: Aikido**	100%	GTAs	1	0	0	•		•
1169.02	**Martial Arts Forms: Judo I**	100%	GTAs	1	88	3	••	••	••
1169.03	**Martial Arts Forms: Judo II**	100%	GTAs	1	18	2	••	••	••
1169.04	**Martial Arts Forms: Karate I**	100%	GTAs	1	143	0	••	••	••
1169.05	**Martial Arts Forms: Karate II**	100%	GTAs	1	11	0	••	••	••
1169.06	**Martial Arts Forms: Shuai Chiao**	100%	GTAs	1	0	0	•	•	•
1169.07	**Martial Arts Forms: Tae Kwon Do I**	100%	GTAs	1	115	2	••	••	••
1169.08	**Martial Arts Forms: Tae Kwon Do II**	100%	GTAs	1	21	1	••	••	••
1169.09	**Martial Arts Forms: T'ai Chi Ch'uan I**	100%	GTAs	1	83	4	••	••	••
1169.1	**Martial Arts Forms: T'ai Chi Ch'uan II**	100%	GTAs	1	n/a	n/a		•	•
KOREAN									
2231	**Elements of Korean Culture**	100%	Park-Miller, Pyun	3	54	0	•	•	•
2451	**Korean Literature in Translation**	100%	Lee	3	50	0	•	•	•
4193	**Individual Studies**	100%	All Faculty	1-3	n/a	n/a			
4194	**Group Studies**	100%	All Faculty	1-3	n/a	n/a		•	•

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AREA STUDIES COURSE LIST

Course Number	Course Title	% EA Content	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
					UG	Grad	12-13	13-14	14-15
4998	**Undergraduate Research Project**	100%	Park-Miller	3	n/a	n/a		•	•
4998H	**Honors: Undergraduate Research Project**	100%	All Faculty	3	n/a	n/a			
4999	**Undergraduate Research Thesis**	100%	Park-Miller	3	n/a	n/a		•	•
4999H	**Honors: Undergraduate Research Thesis**	100%	All Faculty	3	n/a	n/a			
5256	**Interdisciplinary Topics in Korean Politics and Society ***	100%	Hwang	3	14	0	•	•	
5315	**Korean Language: Structure, Culture, and Communication**	100%		3	n/a	n/a			•
5380	**Korean Linguistics**	100%	Pyun	3	17	0	•		
5400	**Performance Traditions of Korea**	100%	Park-Miller	3	n/a	n/a		•	•
5405	**Korean Drama in Translation**	100%	Park-Miller	3	n/a	n/a		•	•
5453	**Readings in Korean Literary and Classical Texts**	100%	Park-Miller	3	n/a	n/a		•	•
5455	**Interdisciplinary Courses on Korean Art, Music, Film, and Theatre**	100%	Park-Miller	3	n/a	n/a			
6445	**Studies in Korean-American Literature**	100%		3	n/a	n/a			
6454	**Korean Literary Traditions**	100%		3	n/a	n/a			•
LAW									
7109	**International Business Arbitration**	25%	Dean	3	0	18	•		
7118	**Comparative Dispute Resolution**			3	n/a	n/a			
7124	**International Dispute Resolution**	25%	Stephens	3	0	23	•	•	•
7230	**International Business Transactions**	25%	Chow, Dean	3	0	18	•	•	•
7236	**International Trade**	30%	Chow	3	n/a	n/a		•	
7712	**International Law**	25%	Davis	3	0	43	•	•	•
8896.34	**Seminar: Doing Business in China**	100%	Chow	2	n/a	n/a			
MEDIEVAL AND RENAISSANCE STUDIES									
2211	**Medieval Kyoto: Portraits and Landscapes**	100%		3	n/a	n/a			•
MUSIC									
2250	**Music Cultures of the World**	25%	Staff	3	430	0	• • •	• • •	• • •
7787	**Chinese Music**	100%	Will	3	0	2	•		

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NEAR EASTERN LANGUAGES AND CULTURES (NELC)									
5204	**Culture and Politics in Central Asia**	25%	Matchanova	3	n/a	n/a		•	•
PHILOSOPHY (PHILOS)									
2120	**Asian Philosophies**	100%	Kasulis, Staff	3	548	0	•••	•••	•••
2194	**Group Studies**	25-100%	Kasulis	1-3	n/a	n/a			
8193	**Individual Studies**	25-100%	Kasulis	1-9	0	0	••	••	••
8200	**Seminar in the History of Philosophy**	25%	Jorati	1-4	n/a	n/a		••	••
8999	**Dissertation Research in Philosophy**	25-100%	Kasulis	1-9	0	0	••	••	••
POLITICAL SCIENCE (POLITSC)									
1300	**Global Politics**	25%		3	475	0	•••	•••	•••
1300H	**Honors: Global Politics**	25%	Mitzen	3	30	0	•		
4230	**Chinese Political System**	100%		3	n/a	n/a			
4231	**China: State and Society**	100%		3	n/a	n/a			
4235	**Japanese Politics**	100%		3	n/a	n/a			
4597.01	**International Cooperation and Conflict**	25%		3	204	0	•••	•••	•••
4597.01H	**Honors: International Cooperation and Conflict**	25%		3	n/a	n/a			
4597.02	**Political Problems of the Contemporary World**	25%		3	171	1	••	••	••
4597.02E	**Embedded Honors: Political Problems of the Contemporary World**	25%		3	n/a	n/a			
4597.02H	**Honors: Political Problems of the Contemporary World**	25%	Robinson	3	n/a	n/a		•	•
4892	**Topics in Comparative Politics**	100%		3	n/a	n/a			
4892H	**Honors Seminar in Comparative Politics**	100%		3	n/a	n/a			
7206	**Comparative Political Institutions**	25%	Nooruddin	3	n/a	n/a		•	•
7230	**Chinese Politics**	100%	Wallace, GTA	3	n/a	n/a			•
7999	**Research for Thesis in Political Science**	100%	Wallace	1-12	0	0	•••		•••
8200	**Research in Comparative Politics Variable**	25%		3	n/a	n/a			
8783	**Research in International Politics**	100%		3	n/a	n/a		•	•
8999	**Dissertation Research in Political Science**	100%	Wallace	1-12	0	0	•••	•••	•••

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PUBLIC HEALTH									
6000	**Introduction to Global Health**	25%	Ibaraki	3	n/a	n/a			•
SOCIOLOGY (SOCIOL)									
3597.01	**World Problems in Global Context**	25%	Staff	3	399	0	• • •	• • •	• • •
3597.02	**World Population Problems**	25%	Zheng	5	125	0	• •	• •	• •
4998	**Undergraduate Research in Sociology**	100%	Qian	1-9	0	0	• • •	• • •	• • •
4998H	**Honors: Undergraduate Research in Sociology**	100%	Qian	1-9	n/a	n/a			
6193	**Individual Studies**	100%	Qian	1-9	0	8	• • •	• • •	• • •
6999	**Research for Thesis**	100%	Qian	1-12	0	0	• • •	• • •	• • •
7711	**Sociology of Work**	25%	Lopez	3	n/a	n/a		•	
7735	**Sociology of Gender**	25%	Sayer	3	0	8	•	•	•
7837	**Political Sociology**	25%	Jacobs	3	n/a	n/a		•	
7884.11	**Seminar: Labor Markets/Economy and Society**	100%	Bartley	3	0	7	•		•
8999	**Research for Dissertation**	100%	Qian	3-16	0	6	• • •	• • •	• • •
THEATRE									
3597	**Issues of the Contemporary World: Censorship and Performance** (Focuses on Western and Asian communities with particular attention to live performance.)	25%	Staff	3	312	0	• • •	• • •	• • •
5771.06	**International Theatre and Performance**	25%	Reilly	3	15	0	•	•	•
WOMEN'S STUDIES (WOMSTDS)									
2305	**Gender, Culture and Power in Global Perspective** (Investigates women cross-culturally by exploring gender issues in the non-Western world, dedicating several lectures to examing the changing roles of women in East Asia.)	25%	Chen	3	n/a	n/a		•	

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LANGUAGE COURSE LIST

Course Number	Course Title	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
				UG	Grad	12-13	13-14	14-15
CHINESE (CANTONESE)								
4194	**Beginning Level I: Cantonese**	Tsui	1-5	n/a	n/a		•	•
CHINESE (MANDARIN)								
1101.01	**Level One Chinese I: Classroom Track**	Knicely, Chen	4	98	4	•	•	•
1101.02	**Level One Chinese I: Summer Intensive Track**	Knicely	4	n/a	n/a			•
1101.51	**Level One Chinese I: Individualized Track**	Wang	1-4	41	5	•••	•••	•••
1102.01	**Level One Chinese II: Classroom Track**	Chen, Knicely	4	67	1	•	•	•
1102.02	**Level One Chinese II: Summer Intensive Track**	Knicely	4	n/a	n/a			•
1102.03	**Level One Chinese II: Bridge**		4	1	0	•		
1102.51	**Level One Chinese II: Individualized Track**	Wang, Knicely	1-4	36	5	•••	•••	•••
1103.01	**Level Two Chinese I: Classroom Track**	Knicely	4	35	0	•	•	•
1103.51	**Level Two Chinese I: Individualized Track**	Wang	1-4	27	1	•••	•••	•••
2102	**Level Two Chinese II: Classroom Track**	Knicely	5	23	2	•	•	•
2141.01	**Intensive Level Two Chinese - Oral: Classroom Track**	Knicely	4	37	0	•	•	•
2141.02	**Intensive Level Two Chinese - Oral: Summer Intensive Track**		4	n/a	n/a			•
2151.01	**Intensive Level Two Chinese - Written: Classroom Track**	Knicely, Chen	5	15	0	•	•	•
2151.51	**Intensive Level Two Chinese - Written: Individualized Track**	Wang	1-5	32	2	•••	•••	•••
4101	**Level Three Chinese I**	Knicely, Chen	5	8	0	•	•	•
4102	**Level Three Chinese II**	Chen	5	5	0	•	•	•
4102.61	**Level Three Chinese II: Bridge**		2	1	0	•		
4142.01	**Intensive Level Three Chinese - Oral: Classroom Track**	Knicely	5	31	0	•	•	•
4142.02	**Intensive Level Three Chinese - Oral: Summer Intensive Track**		5	n/a	n/a			•
4152.01	**Intensive Level Three Chinese - Written: Classroom Track**	Chai, Knicely	5	15	1	•	•	•
4152.51	**Intensive Level Three Chinese - Written: Individualized Track**	Wang	1-5	30	5	•••	•••	•••

* Funded by grant in 2012-2013

• One Semester •• Two Semesters ••• Two Semesters + Summer Term

LANGUAGE COURSE LIST

Course Number	Course Title	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
				UG	Grad	12-13	13-14	14-15
5101.51	**Level Four Chinese I: Individualized Track**	Wang	1-3	23	2	••	••	••
5102.51	**Level Four Chinese II: Individualized Track**	Wang	1-3	13	1	••	••	••
5103	**Level Five Chinese I**	Walker	3	5	1	•	•	•
5104	**Level Five Chinese II**	Walker	3	4	1	•	•	•
5105.51	**Selected Readings in Scholarly Chinese Texts I: Individualized Track**	McAloon, Knicely	1-3	n/a	n/a		•	••
5106.51	**Selected Readings in Scholarly Chinese Texts II: Individualized Track**	McAloon, Knicely	1-3	n/a	n/a		•	••
5111	**Classical Chinese I**	Goh	3	25	3	•	•	•
7615	**Chinese Perspectives on Chinese Civilization**	Visiting Scholar	3	0	9	•	•	•
7617	**Analysis of Contemporary Chinese Media**	Wang	3	0	9	•	•	•
7650	**Negotiating in Chinese**	Wang	3	0	8	•	•	•
7655	**Language in China**	Walker	3	1	9	•	•	•
7660	**Interpersonal Relations and Networking**	McAloon	3	0	18	•	•	•
7670	**Literary Language in Modern Mandarin**	Li	3	0	9	•	•	•
JAPANESE								
1101.01	**Level One Japanese I: Classroom Track**	Kuwai	4	112	3	•	•	•
1101.02	**Level One Japanese I: Summer Intensive Track**	Kuwai	4	9	0	•	•	•
1101.51	**Level One Japanese I: Individualized Track**	Yuasa	1-4	118	10	•••	•••	•••
1102.01	**Level One Japanese II: Classroom Track**	Kuwai	4	64	3	•	•	•
1102.02	**Level One Japanese II: Summer Intensive Track**	Kuwai	4	9	0	•	•	•
1102.51	**Level One Japanese II: Individualized Track**	Yuasa	1-4	62	6	•••	•••	•••
1103.01	**Level Two Japanese I: Classroom Track**	Kiyosue	4	36	1	•	•	•
1103.02	**Level Two Japanese I: Summer Intensive Track**	Kiyosue	4	12	3	•	•	•
1103.51	**Level Two Japanese I: Individualized Track**	Yuasa	1-4	46	1	•••	•••	•••
2102.01	**Level Two Japanese II: Classroom Track**	Kiyosue	5	34	1	•	•	•

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• One Semester •• Two Semesters ••• Two Semesters + Summer Term

LANGUAGE COURSE LIST

Course Number	Course Title	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
				UG	Grad	12-13	13-14	14-15
2102.02	**Level Two Japanese II: Summer Intensive Track**	Kiyosue	5	n/a	n/a		•	•
2141	**Intensive Level Two Japanese - Oral**	Terada	4	8	0	•	•	•
2151	**Intensive Level Two Japanese - Written**	Terada	5	8	0	•	•	•
4101	**Level Three Japanese I**	Kiyosue	5	34	4	•	•	•
4102	**Level Three Japanese II**	Kiyosue	5	26	2	•	•	•
4142	**Intensive Level Three Japanese - Oral**	Kiyosue, Terada	5	8	0	•	•	•
4152	**Intensive Level Three Japanese - Written**	Kiyosue, Terada	5	8	0	•	•	•
5101.01	**Level Four Japanese I: Classroom Track**	Terada	3	10	2	•	•	•
5101.02	**Level Four Japanese I: Summer Intensive Track**	Kuwai	3	7	0	•		•
5102.01	**Level Four Japanese II: Classroom Track**	Terada	3	11	2	•	•	•
5102.02	**Level Four Japanese II: Summer Intensive Track**	Kuwai	3	7	0	•		•
5103.51	**Level Five Japanese I: Individualized Track**	Noda	1-3	16	5	•	•	•
5104.51	**Level Five Japanese II: Individualized Track**	Noda, Yuasa, Terada	1-3	12	5	•	•	•
5111	**Classical Japanese I**	Quinn	3	5	4	•	•	•
5112	**Classical Japanese II**	Quinn, Unger	3	1	8	•		•
5121	**Kanbun**	Fukumori	3	0	3	•		•
KOREAN								
1101.01	**Level One Korean I: Classroom Track**	Lee, Kang	4	47	1	•	•	•
1101.51	**Level One Korean I: Individualized Track**	Lee, Kang	1-4	85	2	• • •	• • •	• • •
1102.01	**Level One Korean II: Classroom Track**	Pyun, Kang	4	35	1	•	•	•
1102.51	**Level One Korean II: Individualized Track**	Lee, Kang	1-4	35	0	• • •	• • •	• • •
1103.01	**Level Two Korean I: Classroom Track**	Lee, Kang	4	25	0	•	•	•
1103.51	**Level Two Korean I: Individualized Track**	Lee, Kang	1-4	35	2	• • •	• • •	• • •
2102.01	**Level Two Korean II: Classroom Track**	Lee	5	27	2	•	•	•

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

LANGUAGE COURSE LIST

Course Number	Course Title	Instructor	Credit Hours	12-13 Enrollment		Course Offerings		
				UG	Grad	12-13	13-14	14-15
2102.51	**Level Two Korean II: Individualized Track**	Lee, Kang	1-5	n/a	n/a		• •	• •
4101.01	**Level Three Korean I: Classroom Track**	Kang	5	11	0	•	•	•
4101.51	**Level Three Korean I: Individualized Track**	Lee, Kang	1-5	6	0	• •	• •	• •
4102.01	**Level Three Korean II: Classroom Track**	Kang	5	9	0	•	•	•
4102.51	**Level Three Korean II: Individualized Track**	Lee, Kang	1-5	4	0	• • •	• • •	• • •
5101	**Level Four Korean I**	Lee	3	5	0	•	•	•
5102	**Level Four Korean II**		3	n/a	n/a			
TIBETAN								
5101	**Advanced Colloquial/Modern Tibetan I ***	Ga	4	0	1	•		
5102	**Advanced Colloquial/Modern Tibetan II ***	Ga	4	0	1	•		
UZBEK								
1101	**Elementary Uzbek I ***	Matchanova	4	0	4	•	•	•
1102	**Elementary Uzbek II ***	Matchanova	4	0	4	•	•	•
1103	**Intermediate Uzbek I ***	Matchanova	4	0	3	•	•	•
2101	**Intermediate Uzbek II ***	Matchanova	3	0	3	•	•	•

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• One Semester • • Two Semesters • • • Two Semesters + Summer Term

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section H:
Performance Measure Forms

NRC Project-Specific Performance Measure Form (PMF)

Figure 1: PMF for Project-Specific Measures 1

1. Project Goal Statement: Strengthen Community College and MSI EA-related Curriculum									
2. Performance Measures	**3. Activities**	**4. Data/ Indicators**	**5. Frequency**	**6. Data Source**	**7. Baseline and Targets**				
					BL	T1	T2	T3	T4
A. Develop 12 high-quality EA-focused modules to be used in CSCC World History courses.	A.1. Recruit and hire EA specialists interested in project. A.2. Develop quality modules with EA content. A.3. Review and revise the CSCC World History courses to ensure that EA material is fully integrated.								
B. Develop high-quality communication-enhancing teaching material for 12 lessons covered in Japanese 1101 to 1103 at CSCC.	B.1. Recruit and hire Japanese instructors to develop material. B.2. Develop communication-enhancing material. B.3. Review and revise the CSCC Japanese 1101-1103 courses to incorporate the developed material.								
C. Train 200 community college and MSI students through EA lectures and professionalization workshops by the end of grant.	C.1. Develop EA lectures for community colleges and MSIs. C.2. Develop EA professionalization workshops for community colleges and MSIs. C.3. Recruit faculty and students to participate in lectures/workshops.								

Figure 2: PMF for Project-Specific Measures 2

1. Project Goal Statement: Promote Preparation and Credentialing of K-12 Teachers										
2. Performance Measures	**3. Activities**	**4. Data/ Indicators**	**5. Frequency**	**6. Data Source**	**7. Baseline and Targets**				
					BL	T1	T2	T3	T4
A. Train 80 K-12 teachers on US-EA Relations by the end of the grant.	A.1. Develop teacher training on US-East Asian Relations. A.2. Disseminate program information to potential teachers. A.3. Recruit K-12 teachers to enroll in teacher training.								
B. Train 40 Chinese language teachers in OPI workshops by the end of the grant.	B.1. Working with the College of Education and OATC, identify best timing and logistics for OPI workshops. B.2. Collaborate with the College of Education to identify potential pre-service teacher participants. B.3. Collaborate with OATC to disseminate information to potential in-service teacher participants.								
C. Train 40 teachers in teacher workshop components of EA faculty-led conferences by the end of the grant.	C.1. Develop partnerships with conference organizers. C.2. Develop teacher workshop component of conferences. C.3. Recruit K-12 teachers to participate in workshops.								

Figure 3: PMF for Project-Specific Measures 3

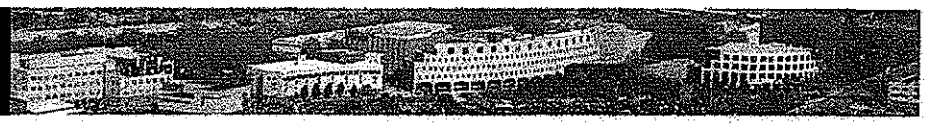
1. Project Goal Statement: Promote EA Knowledge and Expertise										
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A. Professionalize 200 students in EA/STEM fields by the end of the grant.	A.1. Organize "Global Water Crisis" Conference. A.2. Host EA/STEM lectures and professionalization workshops. A.3. Recruit students to participate in conference, lectures, and workshops.									
B. Equip 20% of advanced level Japanese students with skills to function in a professional context by the end of the grant.	B.1. Develop Level 6 Japanese courses. B.2. Develop domestic internship programs. B.3. Recruit students to participate in Level 6 courses and internship programs.									
C. Host 8 EA business seminars by the end of the grant.	C.1. Identify speakers. C.2. Disseminate information to potential participants in business community. C.3. Webcast seminars to reach a wider audience.									

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section I: Letters of Support

COLUMBUS STATE
community college



Etsuyo Yuasa, Director
East Asian Studies Center
314 Oxley Hall
1712 Neil Avenue, Columbus, OH 43210

June 12, 2014

Dear Etsuyo,

Let me express again how excited we are in the Humanities Department to collaborate with the East Asian Studies Center in the coming semesters. Year one of the Collaborative Speaker's Series proved a tremendous success. Both the Autumn 2013 lecture by Sheila Miyoshi Jaeger and the Spring 2014 lecture by Gleb Tsipursky had a great turnout from students and faculty at CSCC, and we are grateful for the continued opportunity to bring eminent scholars to our campus in the future. Our department does not have the resources to bring new and engaging speakers to campus very often, so the Collaborative Speaker's Series benefits our students and faculty a great deal.

We are also very excited about the new facet of our partnership – developing an East Asian component for our World Civilization courses. While there is a demand for the World History classes on campus and in the Duel Enrollment classes we offer in high schools throughout greater Columbus, it is not our strongest area as a department. As we discussed in our last meeting, our hope is to create 12 East Asian History modules for the World Civilization classes with help of the East Asian Studies Center. The expertise provided by the scholars at the Center provides an invaluable asset to our department and will help us create a richer and more nuanced World Civilization class for our students.

Please let me know if I can provide any further assistance to you or the Center as we move forward with our collaborative goals.

Thank you again for the opportunity,

Jennifer Nardone
Assistant Professor of History

Spelman College

ASIAN STUDIES PROGRAM
PHONE: 404-270-5650

To: Dr. Etsuyo Yuasa,

Director, East Asian Studies Center, The Ohio State University

From: Tinaz Pavri,

Director, Asian Studies Program,

Spelman College

6/12/2014

Dear Dr. Yuasa,

I am very happy to write a letter of support for the grant being sought by the East Asian Studies Center at Ohio State University. Since the establishment of our relationship in Fall, 2013, I remain convinced that your program and our fledgling Asian Studies Program at Spelman College can remain engaged in a mutually beneficial relationship of exchange and support.

As the Director of Spelman's program, I envision our students gaining much from your sending expert speakers on issues of import in Asian affairs to our campus, and from holding workshops both on the substance of Asian Studies as well as on career prospects and professionalization. In turn, I believe your program will be strengthened by the ideas and perspectives of our articulate and motivated Spelman students, who are more and more interested in Asia. I also believe that we could have a fruitful faculty exchange among those faculty engaged in Asian Studies. Finally, I believe our students would gain a window on what a graduate program in Asian Studies would look like through our engagement.

Again, I offer my strong support and hope that this grant will enable our relationship to flourish.

Sincerely,

Tinaz Pavri.

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology

Department of Teaching and Learning
333 Arps Hall
1945 N. High Street
Columbus, OH 43210

June 1, 2014

To Whom It May Concern:

As a faculty member in foreign and second language education in the College of Education and Human Ecology at the Ohio State University, I write to express our support and enthusiasm for the Title VI Grant proposal submitted by the East Asian Studies Center.

The proposed collaboration with the East Asian Studies Center will allow the faculty in foreign language education to enhance our work in the preparation of Chinese teaching candidates for the K-12 school systems in Ohio and beyond by (1) to incorporate international dimensions to your teaching method courses and (2) to promote preparation and credentialing of your future Chinese students through OPI workshops. Namely, the collaboration will serve to enhance our developing research and practice on high-leverage teaching practices (HLTPs) in foreign language teacher preparation by identifying developing critical practices that are essential to current and future teachers of Chinese and Japanese. This work is part of a larger research effort that has been recognized by the American Council on the Teaching of Foreign Languages (ACTFL) as a Research Priority. Likewise, the training of Chinese teacher candidates and in-service Chinese teachers is aligned with our programmatic approach to developing foreign language teaching practices that promote the development of functional proficiency in interpersonal (speaking) mode of communication, in addition to the interpretive and presentational modes of communication. The OPI training will not only help to prepare our teacher candidates and equip them with critical knowledge regarding language proficiency, it will also build capacity among our mentor teachers of Chinese who work with our Chinese teaching candidates. This effort will help to build common practices across the constituencies of our teacher preparation program.

For these reasons and for the numerous opportunities for further collaboration that will certainly emerge from the activities proposed, we enthusiastically support this Title VI grant application.

Respectfully submitted,

Francis J. Troyan, PhD
Assistant Professor of Foreign and Second Language Education
Faculty Advisor, MEd Program in Foreign Language Education
Department of Teaching and Learning, College of Education and Human Ecology
The Ohio State University, Arps Hall, 1945 N. High Street
Columbus, OH 43210
troyan.14@osu.edu
http://ehe.osu.edu/teaching-and-learning/directory/?id=troyan.14

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section J: Information Requirements

Information to Meet §602(e) Statutory Requirements

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

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

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.

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 Ohio State University East Asian Studies Center

Name/Title of Authorized Representative (Printed): Christine E. Hamble

Title: Assistant Director, Grants & Contracts Telephone: 614-292-4315

Signature: Christine Hamble E-mail: hamble.3@osu.edu

Date: 6-16-14

INFORMATION REQUIREMENT 1:
Diverse Perspectives in Funded Activities

Under the auspices of the NRC and FLAS programs, The Ohio State University's East Asian Studies Center (EASC) is committed to conducting activities that reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

NRC: For the NRC program, our core activities are (1) collaborations with community colleges and Minority-Serving Institutions (MSI), (2) K-12 and other outreach, (3) LCTL and EA area studies instruction, (4) career placement, and (5) post-secondary outreach. (1) In terms of collaborations with community colleges and MSIs, EASC works with OSU's Office of Diversity and Inclusion, Columbus State Community College, Lakeland Community College, and MSIs, such as Spelman College, Wilberforce University, and Central State University. (2) In terms of K-12 outreach, EASC's outreach coordinators work closely with EA faculty around the state as well as with other units on campus (College of Education), state agencies (Ohio Department of Education), non-profit organizations (Ohio Association of Teachers of Japanese) and private foundations (Gilder Lehrman Institute) to calibrate our programs to reflect a wide range of views. (3) In terms of LCTL and EA area studies instruction, our portfolio of 3 least-commonly-taught priority languages (Cantonese, Korean, Uzbek) and our efforts to teach language-across-the-curriculum courses in 2 less-commonly-taught priority languages (Mandarin Chinese, Japanese) expose students to a wide range of views due to our performance-based and culturally-oriented language instruction. In terms of area instruction, our 59 faculty members' backgrounds are very diverse, with 38% women, 46% Asian-American or Asian, and with PhDs and MA degrees earned from 44 institutions in North America, Europe, and Asia. EASC's palette of 370 disciplinary courses reflects a range of views and is designed to generate debate on the region among students. (4) In terms of career placements, EASC has worked closely with a range of employers, including various US government agencies, to expose students to a wide range of views on potential career prospects in international affairs. (5) In terms of postsecondary outreach, EASC collaborates with highly regarded professional organizations and supports lectures and conferences on topics from literature, to national security, and life science.

FLAS: In the FLAS program, we embody the principles of diverse perspectives through (1) our selection process and (2) the selection criteria. (1) In terms of the selection process, other than the EASC director, membership in the FLAS selection committee rotates annually among the members of the EASC faculty. In 2010-14, 21 individual EASC faculty members served on this committee with 12 departments and 3 professional schools represented. We will continue these practices in the 2014-18 cycle. (2) In terms of the selection criteria, EASC has given consideration to candidates from a wide variety of disciplines in order to ensure that successive cohorts of FLAS graduates can contribute to debate on world regions and international affairs from different disciplinary perspectives. Accordingly, in 2010-14, our awards have been distributed to the humanities (47%), interdisciplinary programs (22%), STEM fields (15%), the professional schools (9%), the social sciences (4%), and the arts (3%). We will continue to implement such breadth of disciplinary coverage for our graduate FLAS allocations. Furthermore, EASC will continue undergraduate FLAS awardees in STEM fields to enable them to contribute to debates on international affairs as well.

INFORMATION REQUIREMENT 2:
Areas of National Need

NRC: The Ohio State University's East Asian Studies Center is committed to activities that address national needs for government service as identified by the US Department of Education as well as the needs of the education, business, and nonprofit sectors. By offering instruction in 5 priority languages (in-depth and domain-specific Mandarin Chinese, Japanese, and Korean, in addition to Cantonese and Uzbek) as well as a broad range of area studies courses, EASC is preparing the next generation of experts ready to lead the US in the complex and deepening relationships with East Asia.

In terms of **government service**, East Asian languages and cultures are among the top areas of interest for at least 7 federal agencies that responded to the USDE National Need Consultation. In order to meet this demand, (1) EASC will create a Foreign Area Officer track in our Interdisciplinary East Asian Studies MA program to improve the East Asia-related expertise of military personnel; (2) EASC works with representatives from the Department of State, the CIA Open Source Center, the CIA Directorate of Intelligence, the CIA Clandestine Services, the Department of Energy's National Nuclear Security Administration, and the FBI to increase relevant career placements for OSU EA studies students; (3) EASC co-organizes an annual symposium on East Asian national security issues with OSU's Mershon Center for International Security Studies.

EASC will address the need for highly-trained PhDs and specialists for **academia** and **international education** by (1) offering a portfolio of priority languages at the advanced levels; (2) sponsoring relevant lecture series, conferences, publications, and digital sites; (3) continuing to build the OSU EA library collection; (4) offering placement support with career talks; and (5) contributing to the internationalization of K-12 education through a battery of teacher training programs in collaboration with OSU's College of Education, the Ohio Department of Education, the Ohio Association of Teachers of Japanese, and the Ohio Association of Teachers of Chinese as well as through the development of digital K-12 resources.

To expand the pool of globally competent experts in the business sector, EASC will (1) offer domain-specific Chinese and Japanese language courses; (2) organize targeted lectures on EA topics for STEM and professional students and faculty at OSU and community colleges; and (3) collaborate with CIBER, the Columbus Council on World Affairs, and other professional organizations to offer business seminars to working professionals in Central Ohio.

FLAS: EASC's 2014-18 FLAS program continues to implement the criterion of giving highest priority to those students who propose to study priority languages at the advanced level and plan to enter **government service** upon graduation. Based on our placement records from 2004-2013, EASC is confident that this policy will yield qualified graduates. To address the needs of the **education, business and non-profit sectors**, EASC gives second highest priority to students studying priority languages at the advanced level in the first three years of their graduate programs. In this manner, EASC's FLAS program ensures that MA, PhD, and professional degree students acquire advanced competency early in their training and hence become sufficiently proficient to make professional and long-term use of their language skills.

THE OHIO STATE UNIVERSITY

East Asian Studies Center

Section K: GEPA Statement

GEPA STATEMENT:
Compliance with Section 427 of General Education Provisions Act

In accordance with Section 427 of US/ED's General Education Provisions Act (GEPA), the policy of EASC and OSU is to prohibit discrimination against any individual for reasons of gender, race, national origin, color, disability, age, creed, religion, sexual orientation, or status as a Vietnam-era veteran, and to promote and encourage the recruitment of women and minorities. Equal access to employment, admissions, and all other university activities is extended to all qualified persons. EASC has an affirmative action advocate on each of its search/selection committees to guarantee that all qualified persons from traditionally underrepresented groups will be properly reviewed. Faculty and staff positions are advertised in professional journals and in printed media reaching members of traditionally underrepresented groups.

In 2001, OSU adopted a university-wide Diversity Plan with specific administrative leadership and faculty hiring goals for 2006. As a result, African Americans are currently represented in the top tier of university leadership, including the roles of President, two vice presidents, and a vice provost. OSU achieved the faculty hiring goal by increasing the number of women faculty members by 23%, African-Americans by 26%, Asian-Americans by 58%, and Hispanic Americans by 71% by 2006 (total new hires: 399). The OSU Council on Diversity and the University Senate Diversity Committee have since issued annual reports regarding each College/School's progress towards greater diversity. More recently, in 2012, women constituted 53% of senior administrators, up from just 25% in 1999. Women comprise 22% of all full professors and 39% of all associate professors, while the number of women faculty of color has doubled since 1999. EASC faculty are comprised of 38% women and two of the four EASC faculty directors are Asian women.

University-wide, strategic efforts are underway to ensure equal education access to under-represented student groups. For example, the Black Male Initiative seeks to address the disparity in graduation rates for African-American males, increasing six-year graduation rates from 47% in 2002 to 72.7% in 2007. Between 2001 and 2012, the first-year retention rate for African-American students rose from 73.9% to 87.6 %, nearly equal to that of Hispanic (88.7%) and white students (92.9%). For students with visual disabilities, hearing impairments, mobility issues, learning disabilities, attention deficit disorder, psychiatric disabilities, and medical disabilities, OSU provides extensive services through the Office for Disability Services (ODS), a 23-member team which coordinates support services and programs that enable students to receive equal access to an education and all aspects of University life. ODS serves 1,800 students annually. Additionally, all OSU buildings and facilities are compliant with the Americans with Disabilities Act (ADA), and OSU's and EASC's websites meet all ADA requirements.

Access to OSU's East Asian language courses is reflected in significant minority enrollment—10.44% African-American and Hispanic students and 33.5% Asian-Pacific students. Eight percent of all EASC FLAS awards in 2010-13 went to minorities. Minority student participation in East Asian study abroad programs is strong: 8% African-American, Hispanic and American Indian students. Furthermore, EASC itself conducts outreach to underrepresented groups to ensure access and encourage enrollment in OSU's programs. For example, EASC guest lecturers, faculty, and staff visit community colleges and historically black colleges and universities to share information on East Asian topics, graduate programs and career opportunities. Information on internationally-oriented careers, language study, and study abroad opportunities are presented to freshmen in minority organizations and the general student body. In addition, EASC presents to minority K-12 students on campus, in summer camps, and in our partner schools to promote college attendance, study abroad, and foreign language learning.