

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

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140100 P015B140100

University of Michigan/Regents

Application for Federal Assistance SF-424			
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input style="width: 100%;" type="text"/> * Other (Specify): <input style="width: 100%;" type="text"/>	
* 3. Date Received: <input style="width: 100%; border: 2px solid red;" type="text" value="N/A"/>	4. Applicant Identifier: <input style="width: 100%;" type="text" value="N/A"/>		
5a. Federal Entity Identifier: <input style="width: 100%;" type="text" value="N/A"/>	5b. Federal Award Identifier: <input style="width: 100%;" type="text" value="N/A"/>		
State Use Only:			
6. Date Received by State: <input style="width: 100%;" type="text"/>	7. State Application Identifier: <input style="width: 100%;" type="text"/>		
8. APPLICANT INFORMATION:			
* a. Legal Name: <input style="width: 100%;" type="text" value="The Regents of the University of Michigan"/>			
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input style="width: 100%;" type="text" value="38-6006309"/>	* c. Organizational DUNS: <input style="width: 100%;" type="text" value="0731335710000"/>		
d. Address:			
* Street1: <input style="width: 100%;" type="text" value="Office of Research and Sponsored Programs"/>	Street2: <input style="width: 100%;" type="text" value="Room 1052 Wolverine Tower, 3003 S. State Street"/>		
* City: <input style="width: 100%;" type="text" value="Ann Arbor"/>	County/Parish: <input style="width: 100%;" type="text"/>		
* State: <input style="width: 100%;" type="text" value="MI: Michigan"/>	Province: <input style="width: 100%;" type="text"/>		
* Country: <input style="width: 100%;" type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input style="width: 100%;" type="text" value="48109-1274"/>		
e. Organizational Unit:			
Department Name: <input style="width: 100%;" type="text" value="East Asia Nat'l Resource Ctr"/>	Division Name: <input style="width: 100%;" type="text" value="International Institute"/>		
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix: <input style="width: 100%;" type="text" value="Prof."/>	* First Name: <input style="width: 100%;" type="text" value="Mary"/>		
Middle Name: <input style="width: 100%;" type="text" value="E."/>	* Last Name: <input style="width: 100%;" type="text" value="Gallagher"/>		
Suffix: <input style="width: 100%;" type="text"/>	Title: <input style="width: 100%;" type="text" value="Principal Investigator"/>		
Organizational Affiliation: <input style="width: 100%;" type="text" value="East Asia National Resource Center"/>			
* Telephone Number: <input style="width: 100%;" type="text" value="734-764-6308"/>	Fax Number: <input style="width: 100%;" type="text" value="734-764-5540"/>		
* Email: <input style="width: 100%;" type="text" value="metg@umich.edu"/>			

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

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:

84.015A & B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS053014-001, ED-GRANTS053014-002

* Title:

National Resource Centers (NRC) Program and Foreign Language and Area Studies (FLAS) Program

13. Competition Identification Number:

84.015A & 84.015B

Title:

National Resource Centers (NRC) Program and Foreign Language and Area Studies (FLAS) Program

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="621,352.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="621,352.00"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

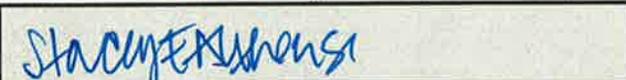
Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

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

1. Project Director:

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

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

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

* Email Address:

2. Novice Applicant:

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

Yes No

3. Human Subjects Research:

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

Yes No

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

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

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.

World Area and Application Type Selection Sheet

Please check the World Area focus for this application:

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

Please check application type:

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

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

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

Language	Eligible Now? Y/N
Chinese	Y
Japanese	Y
Korean	Y
Tibetan	Y

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*

The University of Michigan East Asia National Resource Center (EANRC) has long been committed to presenting diverse perspectives and a wide range of views. The Center has consistently sought to provide information and stimulate informed discourse and debate on important issues about which there may be competing scholarly and/or political tendencies. This does not mean that every Center activity dealing with a potentially controversial subject can, or should, present all relevant viewpoints. Individual programs may be more limited. But this does mean that no single perspective or viewpoint is given primacy in all or a disproportionate number of activities. This commitment to diversity guides not only academic and public outreach programming that focuses on contested issues in domestic and international politics; it also guides programming related to intellectual and pedagogic debates about teaching and research on EA. It reflects a concern for basic fairness, but beyond that, a fundamental belief of the EANRC and the University that serious and balanced engagement with diverse viewpoints promotes political and social tolerance and the enduring values of good citizenship.

During the AY2014-18 NRC and FLAS funding cycle, EANRC will employ procedures that have served it well in the past to assure that grant-supported activities reflect diverse perspectives. Decisions about programming on potentially controversial

topics may be reviewed by the executive committees of the respective EA centers, which are composed of faculty members from a range of disciplines who, collectively, incorporate diverse perspectives about important issues related to the study of EA. When appropriate, input will also be sought from other faculty members and/or other centers or institutes with expertise pertaining to the activities being planned.

As part of the EANRC comprehensive evaluation plan (Narrative, pp. 46-47), surveys of individual programs (e.g., teacher training workshops) and annual audience surveys will include questions about coverage of diverse perspectives. To the extent that a particular program does not present diverse perspectives, whether by design or not, this feedback will be considered when planning other programs for the purpose of ensuring that diversity is achieved in relevant programs over the course of the semester or academic year. The EA centers' websites include various methods for interested parties to provide feedback, including contact phone and email, Facebook links, and comment areas. If, in rare instances, legitimate concerns are raised about the diversity of Center programming related to a particularly controversial subject, assessments, and if appropriate recommendations, will be sought from qualified EA specialists both within and outside the University.

- 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.

During the AY2014-18 NRC and FLAS funding cycle, the University of Michigan and its EANRC will extend a strong record of placing graduates and FLAS Fellowship recipients in positions in government service, education, business, and nonprofit sectors (Narrative, p. 48). We will continue to encourage government service in

areas of national need, as defined by the U.S. Department of Education, and in areas of need in education, business, and nonprofit sectors by:

- 1) giving priority to support of EA priority LCTLs and strengthening UM capacities in EA studies in our NRC funding requests (Narrative, pp. 34-43) and award of FLAS Fellowships (Narrative, pp. 49-50);
- 2) advising students and disseminating job announcements about careers in areas of need (Narrative, pp. 13-14);
- 3) organizing professional development events that feature UM EANRC alumni/ae who are currently working or who have pursued careers in these sectors
- 4) collaborating with other UM units on events such as the annual International Opportunities Fair that include recruiters from government agencies and on other presentations on careers in areas of need (Narrative, p. 50);
- 5) continuing efforts to recruit Foreign Area Officers (Narrative, p. 47); and
- 6) posting links to the U.S. Department of Education's reports on "Consultations with Federal Agencies on Areas of National Need" on the EA centers' websites and blogs.

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

Name of Applicant Institution and Center:

University of Michigan East Asia National Resource Center

Name/Title of Authorized Representative (Printed):

Title: Project Representative

Telephone: 734-936-1361

Signature: 

E-mail: stacelat@umcih.edu

Date: 

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.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

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
	Project Representative
APPLICANT ORGANIZATION	DATE SUBMITTED
The Regents of the University of Michigan	10/20/2014

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

The Regents of the University of Michigan

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix: * Title:

* SIGNATURE: * DATE:

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: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name [REDACTED] * Street 1 [REDACTED] Street 2 [REDACTED] * City [REDACTED] State [REDACTED] Zip [REDACTED] Congressional District, if known: [REDACTED]		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: [REDACTED]		
6. * Federal Department/Agency: [REDACTED]	7. * Federal Program Name/Description: [REDACTED] CFDA Number, if applicable: [REDACTED]	
8. Federal Action Number, if known: [REDACTED]	9. Award Amount, if known: \$ [REDACTED]	
10. a. Name and Address of Lobbying Registrant: Prefix [REDACTED] * First Name [REDACTED] Middle Name [REDACTED] * Last Name [REDACTED] Suffix [REDACTED] * Street 1 [REDACTED] Street 2 [REDACTED] * City [REDACTED] State [REDACTED] Zip [REDACTED]		
b. Individual Performing Services (including address if different from No. 10a) Prefix [REDACTED] * First Name [REDACTED] Middle Name [REDACTED] * Last Name [REDACTED] Suffix [REDACTED] * Street 1 [REDACTED] Street 2 [REDACTED] * City [REDACTED] State [REDACTED] Zip [REDACTED]		
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UNIVERSITY OF MICHIGAN

EAST ASIA

NATIONAL RESOURCE CENTER

A proposal for designation and funding as a Title VI
East Asia National Resource Center and for
Foreign Language Area Studies Fellowships

for the period August 15, 2014 through August 14, 2018

Presented to the U.S. Department of Education
CFDA No. 84.015A & B

Date of Application: June 30, 2014

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Table of Contents

Application for Federal Assistance SF-424

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

Abstract

Acronyms Guide

Project Narrative

1. Commitment to East Asia	1
2. Quality of Curriculum Design	8
3. Quality of Non-Language Instructional Program	16
4. Quality of Language Instructional Program	22
5. Strength of Library	26
6. Quality of Staff Resources	29
7. Outreach Activities	31
8. Program Planning and Budget	34
9. Impact and Evaluation	43
10. FLAS Awardee Selection Procedures	49
11. Competitive Priorities	49

Appendix I: Project Budget Index; ED 524 Section A; Itemized Line Item Budget (I-1 – I-11)

Appendix II: Profiles of Project-Related Personnel Index; II-1 – II-71

Appendix III: Course List Index; III-1 – III-61

Appendix IV: Performance Measures Forms Index; IV-1 – IV-15

Letters of Support

Information to Address Section 427 of GEPA

World Area Application Type Selection Sheet

FLAS Approved Language List

Information to Meet HEA Statutory Requirements

Assurances - Non-Construction Programs (SF424B)

Certifications Regarding Lobbying

Disclosure of Lobbying Activities (SF LLL)

Abstract

Abstract

The University of Michigan (UM) is a leading institution in researching East Asia (EA) and in training teachers and specialists who impact the national knowledge of the region and its languages. The East Asia National Resource Center (EANRC) has been a long-standing institution within UM since the founding of the Center of Japanese Studies (CJS) in 1947 and the founding of the Center for Chinese Studies (CCS) in 1961. The Center for Korean Studies (CKS) was upgraded from a program to a center in 2007. Our strong resources at the Asia Library, the sixth largest in the country, and the East Asian collections at the University of Michigan Museum of Art complement the strengths of the EANRC.

UM's 75 core faculty members in EA, augmented by other faculty with strong research interests in the region, teach over 430 courses on EA in 60 subject areas. Our 22 full-time language lecturers teach Chinese and Japanese through fifth year, four years of Korean, and three years of Tibetan; these courses enroll over 1,900 students per year. UM has master's degree programs in Chinese and Japanese studies, which offer dual-degree options with a range of professional schools, including the schools of business and law. We grant EA-focused doctoral degrees in a broad range of humanities and social science disciplines. Since 1947, the EANRC has awarded over 840 master's degrees and UM has conferred approximately 850 EA-focused PhDs. We have awarded over 700 academic year Foreign Language and Area Studies (FLAS) Fellowship awards.

Our graduates go on to enhance U.S. understanding of EA through their work in the public and private sectors, and through teaching at K-12 institutions and in colleges and universities. Ninety percent of our MA graduates report that they have used their area studies skills in their careers, and eighty-five percent report that their language training has been applied to their work. Seventy-five percent of the 52 PhDs produced by UM between 2009 and 2013 currently teach EA-related subjects in colleges and universities.

In this EANRC and FLAS grant application for the 2014-18 cycle, we propose to build new systematic and sustainable collaborations that will promote 1) enhanced K-12 teacher training through the extension of the World History Initiative (WHI) to world literature (WHaLI); 2) East Asian course development at a southeastern Michigan community college; and 3) the expansion of teacher certification programs in Chinese and Japanese with the UM School of Education. We also propose to continue our active outreach programs, which provide a wide-array of lectures, films, panel discussions, exhibitions, and conferences for the UM community and the general public. Finally, we propose to offer 8 graduate academic year, 2 undergraduate academic year, and 8 summer FLAS Fellowships in Chinese, Japanese, Korean, and Tibetan.

Acronyms Guide

Acronyms Guide

ACTFL – American Council for Teachers of Foreign Languages

ALC – Department of Asian Languages and Cultures

AS – Asian Studies

AY – Academic Year

CC – Community college(s)

CCS – Lieberthal-Rogel Center for Chinese Studies

CGIS – Center for Global and Intercultural Study

CJS – Center for Japanese Studies

CKS – Nam Center for Korean Studies

CoE – College of Engineering

CRLT – Center for Research on Learning and Teaching

EA – East Asia(n)

EANRC – (The University of Michigan's) East Asia National Resource Center

FAFSA – Free Application for Federal Student Aid

FASAC – Foreign Area Studies Advisory Committee

FERA – Formative Evaluation Research Associates

GSI – Graduate Student Instructor

II – International Institute

ILL – Interlibrary loan

IPE – International Programs in Engineering

IS – International Studies

K-12 – Kindergarten through 12th grade

LRC – (The University of Michigan's) Language Resource Center

LSA – College of Literature, Sciences and the Arts

MIIE – Midwest Institute for International/Intercultural Education

MSI – Minority-Serving Institution

OPI – Oral Proficiency Interview

PKU – Peking University

SOE – (The University of Michigan's) School of Education

UM – The University of Michigan

UMMA – The University of Michigan Museum of Art

UMNRC – The University of Michigan's National Resource Center

UPR – University of Puerto Rico

WCC – Washtenaw Community College

WHaLI – World History and Literature Initiative

WHI – World History Initiative

Project Narrative

The East Asia National Resource Center at the University of Michigan

The East Asia National Resource Center (EANRC) at the University of Michigan (UM) consists of three area Centers: the Center for Japanese Studies (CJS, established 1947), the Lieberthal-Rogel Center for Chinese Studies (CCS, established 1961), and the Nam Center for Korean Studies (CKS, established 2007). The EANRC promotes teaching and research in East Asian studies throughout UM's schools and departments and extends outreach programs to primary and secondary schools throughout the state of Michigan. Since the founding of CJS in 1947, the Centers of the EANRC have awarded over 840 master's degrees in Asian Studies (China or Japan focus), and UM's schools and departments have conferred approximately 850 doctoral degrees focusing on East Asia (EA). The Title VI program has supported 700 academic year (AY) Foreign Language and Area Studies (FLAS) fellowships for Michigan students. Currently, over 430 EA content courses in more than 60 subject areas are taught by UM's 75 core EA faculty members and others with substantial EA interests. Our language courses enroll over 1,900 students each year in beginning to advanced levels of Chinese, Japanese, Korean, and Tibetan. Our Asia Library is the sixth largest in the nation, with over 811,873 volumes. We plan to enhance our leadership position in EA studies in the 2014-18 grant period by developing new programs for sustainable teacher training; establishing new initiatives with our community college partners that build on existing collaborations; exploring new certification programs in language teaching in collaboration with the UM School of Education (SOE); and continuing our strong and vibrant efforts in public outreach and academic training.

1. Commitment to East Asia

1.A. Institutional Support for Teaching Staff, Library Resources, and EANRC Operations.

UM demonstrated its long-term commitment to area studies through the designation, in the early 1980s, of Foreign Area Studies Advisory Committee (FASAC) positions within the College of

Literature, Science, and the Arts (LSA). Thirteen FASAC positions are specifically assigned to EA studies; these positions, predominantly used to ensure the presence of area studies faculty in social science departments, may not be reassigned without the agreement of the International Institute (II), the organizational unit created in 1993 to coordinate international studies at UM. These FASAC positions facilitate hiring EA specialists in the departments, even as disciplinary demands and specialization have grown more important over time. LSA strengthened this commitment to EA with two recent initiatives that focused on the humanities. The Asian Humanities Initiative in 2000 and the Asian Religions Initiative of 2002 added 9 tenure-track EA positions. These positions, together with those existing independently of these initiatives in Asian Languages & Cultures (ALC) and other departments, combine for over 70 tenure-track faculty lines focused on EA and fully funded by UM. The university also supports 22 full-time EA language lecturers. As shown in Table 1, UM yearly provides more than \$12.3 million for EA teaching staff and nearly \$2 million for EA professional and administrative staff. In 2012-13 UM supported its Asia Library with more than \$1.6 million for acquisitions and staffing, which included 9 full-time positions. (See Table 1, p. 3.) UM provides over \$520,000 a year to staff the EANRC and another \$683,000 for its operating expenses.

UM also maintains three EA studies resources with national reach. The CJS Publications Program, a leading publisher of academic monographs on Japan and translations of Japanese literature, gets \$56,000 in annual support from CJS. CKS recently launched a new book series on contemporary Korea to be published by the University of Michigan Press; the first book of the series will become available in 2015. The China Data Center (CDC), a relational database integrating historical, social, and natural science data supported by roughly 130 institutional subscribers around the world, receives space and administrative assistance from UM. In 2012,

Table 1: UM Estimated Institutional Support for EA Studies, 2012-13

				GRAND TOTAL
PERSONNEL				\$14,479,954
Teaching Staff [FTE]	Salary	Benefits	Subtotal	
Faculty [74.8]	8,035,465	2,490,994	10,526,459	
Language Lecturers [22.7]	889,026	275,598	1,164,624	
Grad Student Instruct (GSI) [32.5]	592,605	75,060	667,665	
Subtotal	9,517,096	2,841,652	12,358,748	
Professional & Administrative Staff [FTE]				
East Asia Centers [9.7]	400,561	124,174	524,735	
ALC [4.0]	207,569	64,346	271,915	
Asia Library [9.8]	473,652	146,832	620,484	
Language Resource Center [8.0]	308,679	95,690	404,369	
UM Museum of Art (EA) [2.0]	109,880	34,063	143,943	
Subtotal	1,500,341	465,105	1,965,446	
Student Temporary Staff				
East Asia Centers	37,543	3,003	40,546	
Asia Library	12,876	1,030	13,906	
Language Resource Center	87,595	7,008	94,603	
UM Museum of Art (East Asia)	6,209	496	6,705	
Subtotal	79,293	6,343	85,636	
STUDENT SUPPORT				\$3,149,766
EA FLAS Fellowship Supplement (tuition & health insurance)			153,831	
Graduate Fellowships			1,940,832	
Graduate Student Instructor Tuition Waiver			752,636	
Graduate Research Grants			280,739	
Undergraduate Scholarships			21,728	
PROGRAM OPERATION				\$1,383,939
East Asia Centers			683,161	
International Institute			55,400	
ALC			382,092	
Language Resource Center			263,286	
TRAVEL				\$58,351
Travel for Programs			35,777	
Asia Library Curator's Travel			22,574	
OTHER SUPPORT				\$1,045,135
Asia Library Acquisitions			1,011,070	
Institutional Memberships			34,065	
TOTAL UM INSTITUTIONAL SUPPORT FOR EAST ASIAN STUDIES				\$20,117,145

CDC was incorporated into the Institute for Social Research's (ISR) Inter-university Consortium for Political and Social Research (ICPSR), which now provides staffing and institutional support to the CDC. The director of CCS sits on the CDC executive committee and the director of the CDC is now a CCS faculty associate. These changes have integrated the CDC into UM's major

unit for social science research, ISR, and also strengthened ties between CDC and CCS.

Korean Studies at UM has grown significantly in recent years. In 2007, the Korean Studies Program was elevated to a Center. In 2010, it was endowed as the Nam Center for Korean Studies. In the last three years, CKS has secured more than \$4 million in private gifts and grants. In addition, the Center for Chinese Studies received an endowment gift from a UM alumnus and was named the Kenneth G. Lieberthal and Richard H. Rogel Center for Chinese Studies in May 2014. These pledges attest to the high level of university-wide support for East Asian Studies, which also extends to our alumni around the world.

Support for Linkages Abroad. UM has extensive linkages with academic institutions in East Asia. As of 2014, UM has ties with 41 institutions in the region, including 18 in Japan, 17 in China (including Hong Kong and Taiwan), and 6 in Korea. These take the form of joint institutes for research and teaching, faculty exchanges, visiting professor and researcher appointments, collaborative research agreements, and study abroad programs. The UM College of Engineering (CoE) has established a teaching and research center with Shanghai Jiao Tong University (SJTU). Winner of the 2014 Heiskell Award for International Partnerships from the Institute of International Education, this program is now in its second decade of operation and offers a Joint Institute Summer Program for UM undergraduates, a dual-degree program for SJTU engineering undergraduate and master's students, and distance learning courses. Two new exchange agreements with Japanese universities were signed in 2013. CKS organizes an annual graduate student exchange program with the College of Humanities of Seoul National University in Korea. Recently, the International Institute's Human Rights Initiative signed an MOU with Sungkyunkwan University's Human Rights Forum to provide support for faculty and students interested in human rights in Korea.

Table 2: Selected Institutional Linkages between UM Units and EA Institutions

Institution	Program/Unit	UM Unit	Type(s) of Relationship
Tsinghua University	Acad. of Arts & Design	School of Art & Design	Student & faculty exchange
	School of Economics & Management	Ross School of Business	Undergraduate study abroad
	Law School	Law School	Faculty teaching
	Sch. of Public Policy & Management	Ford School of Public Policy	Joint project
Shanghai Jiao Tong University	Engineering	College of Engineering	Joint Institute Summer Program; dual degree (bachelors & masters) programs; distance learning of UM courses
	Medical School	Medical School	Faculty exchange, researcher exchange
	Engineering & science units	Engineering & science units	Collaborative research on renewable energy & biomedical technology
Fudan University	All Units	CCS	Faculty collaborative research; graduate student research support
	Inst. of Gender Studies	CCS	UM graduate certificate for Fudan students
Peking University	Joint Institute for Interdisciplinary Humanities & Social Sciences	CCS	Faculty exchange, student exchange, collaborative research
	Joint Institute for Translational & Clinical Research	Medical School	Faculty exchange, student exchange, collaborative research
University of Tokyo	Graduate School of Law	Law School	Faculty exchange
	Faculty of Medicine	Medical School	Faculty exchange, staff exchange, medical student international clinical rotation, collaborative research
Waseda University	School of International Liberal Arts	LSA/CGIS	Undergraduate study abroad; short term experiential learning course host site
	Faculty of Law	Law School	Semester study abroad for JD students
Kyoto University	Nuclear Reactor Laboratory	Michigan Memorial Phoenix Institute	Student exchange, faculty exchange, collaborative research
	Institute for Chemical Research	Chemical Engineering Dept.	Faculty exchange, collaborative research
Shizuoka Prefectural Government	National Community Rejuvenation Program	Family Medicine Dept.	Faculty teaching; consultation on family medicine residency training; advanced residency; collaborative research
Yonsei University	Yonsei International Summer School	CKS	2 UM undergraduate students per summer; 6 weeks of language & area studies
Seoul National University	College of Humanities	CKS	Annual joint workshop/conference; faculty exchange; graduate student exchange
	College of Humanities	Global Scholars Program	Co-teach courses via videoconference

UM also funds numerous faculty exchange programs by supporting the salaries of UM faculty who spend time on the campuses of our overseas partners and by hosting visiting professors and scholars (see Table 2 above for a sample of exchange relationships). CJS

administers the Toyota Visiting Professorship, which has brought to UM scholars from institutions in Japan, Europe, Australia, and Israel. The 2012-13 budget for this program was approximately \$96,000. In the area of undergraduate study abroad, UM funds staff in LSA's Center for Global and Intercultural Study (CGIS) and the CoE's International Programs in Engineering (IPE) who counsel students on study abroad opportunities and manage our affiliations with numerous overseas institutions. The salary and benefits of staff in these units directly concerned with EA totaled \$177,000 in 2012-13. UM is a member of several advanced language and study abroad consortia, including the Inter-University Program for Chinese Language Studies (IUP) in Beijing, the Inter-University Center for Japanese Language Studies (IUC) in Yokohama, and the Kyoto Consortium for Japanese Studies (KCJS). The EANRC supports these linkages by paying consortia membership fees, supplying faculty to take part in consortia governance, and offering student financial aid. (See Table 2, p. 5 for a sample of EA linkages. UM study abroad programs are discussed in Section 2B, pp. 14-15.)

Support for Outreach Activities. UM's most significant support for EA-related outreach is its direct support for the actual costs of many core outreach activities such as lectures, films, public events, and exhibitions. In some cases, these costs are partially supported with Title VI funds; however, university support has become more significant over time. In 2012-13, institutional funding for such activities totaled \$411,998. In addition to direct support, UM-supported staff members carry out an array of community and K-12 outreach initiatives.

A major venue for UM outreach activities is the University of Michigan Museum of Art (UMMA), which opened a 53,000 square feet, \$35 million extension in 2009 that houses new galleries for Chinese, Japanese, and Korean art. The Korea gallery was funded by an additional \$1 million endowment raised by CKS, and the CKS director sits on the UMMA's executive

Table 3: Support for EA Students, 2012-13

Unit & Type of Support		No. of Awards	Amount (\$)
FLAS Supplement*		16	153,830.72
	Graduate fellowship tuition & insurance supplement	8	
	Summer fellowship tuition supplement	8	
Rackham School of Graduate Studies		58	568,020.92
	Rackham fellowships awarded on merit basis	14	
	Tuition supplement for external fellowships (e.g. NSF)	1	
	Rackham International Research Award (thesis/dissertation research)	1	
	Rackham conference travel support grants	30	
	Rackham graduate student research grants	9	
	Graduate student emergency grants	3	
	Block grants to graduate programs for student support	NA	
International Institute		4	10,500.00
	International Institute Individual Fellowships (summer research)	2	
	International conference travel support	2	
East Asia Centers (CCS/CJS/CKS)		58	509,180.30
	Graduate student fellowships from Center funds	19	
	Summer fellowships	21	
	Conference travel support grants	10	
	Undergraduate scholarships	8	
Graduate Departments/Programs		124	1,982,200.97
	Graduate fellowships (tuition, stipend, medical/dental insurance)	39	
	Tuition waiver & health insurance for Graduate Student Instructors	50	
	Conference travel support grants	4	
	Research support grants	6	
	Summer fellowships	25	
Total		260	3,223,732.91

*FLAS supplement funding is provided by funds from the Office of the Vice Provost for International Affairs, Rackham School of Graduate Studies, International Institute, the EA centers, and the fellows' home school, department or program.

committee. UMMA frequently holds exhibitions of EA art that are viewed by the larger community and are used by area teachers to supplement K-12 education. The 2011 exhibit of contemporary Chinese woodblock prints at UMMA included a teacher workshop and school tours, and drew over 81,000 visitors. Community and student tours of the exhibit were organized by an EANRC staff member who is partially funded by Title VI. UM funding for outreach related to UMMA's EA exhibits in 2012-13 was over \$37,000.

Support for Qualified Students in EA. Graduate students in EA studies receive extensive financial support from UM, the II, and the EANRC. (See Table 3 above and Section 1B, p. 8.) Undergraduates attending CGIS study-abroad programs are eligible for grants from EANRC; in

2012-13 EANRC support for undergraduate study abroad (both CGIS and non-CGIS programs, not including summer FLAS) totaled \$21,728. Undergraduates also use regular UM financial aid to attend affiliated study-abroad programs.

1.B. Financial Support for EA Students. Providing financial support to students in EA studies is a key function of the EANRC. With the II, the EANRC has provided funds to support a number of full fellowships for graduate students in EA studies. In 2012-13, EANRC and the II provided over \$510,000 in graduate student awards from endowments and general funds. (See Table 3, p. 7.) These awards went to CCS and CJS master's students, including students in joint degree programs with the schools of business, law, and public policy, and to doctoral students in a wide range of fields. EANRC funds supported not only on-campus study but also research abroad and language study at IUP and IUC. Additionally, UM's schools and departments offer full tuition and stipend fellowships to students pursuing EA-related PhDs in various fields. In 2012-13, these doctoral fellowships had a total value of over \$1.98 million. (See Table 3, p. 7.) In 2013, CJS received an Institutional Project Support Program Grant from the Japan Foundation. The total grant is about \$149,500 per year for 3 years and is used exclusively for graduate fellowships and undergraduate scholarships.

2. Quality of Curriculum Design

UM offers EA-related coursework for undergraduates and graduate students, ranging from introductory to advanced levels. Courses taught by faculty in a broad spectrum of disciplines and fields, including art, business, education, engineering, health sciences, humanities, law, music, public policy, and social sciences. A UM student can take an EA-related class in virtually any discipline in the humanities or social sciences. (See Appendix II and Appendix III.)

2.A. Undergraduate Training in EA. UM's undergraduate training in EA studies is primarily coordinated through the Department of Asian Languages and Cultures (ALC), which offers a

major in Asian studies (AS) and two minors: one in AS and the other in Asian Languages and Cultures. The AS major encourages the development of knowledge of a country and its language, as well as training in a disciplinary field (e.g., cultural studies, film, gender studies, history, language, literature, performing arts, or religion). There are currently 110 AS majors with an EA focus. Undergraduates also pursue an EA focus while undertaking the new International Studies (IS) major. Students in this major are required to take three years of language studies and three courses in international studies; they formulate their remaining coursework in one of four tracks: International Security, Norms, and Cooperation; Political Economy and Development; Comparative Culture and Identity; and Global Environment and Health. (See Table 4, p. 10.) Currently, there are 78 IS majors with an EA focus.

Additionally, undergraduates pursue courses of study on EA while pursuing majors in many other departments. Just over half of AS majors complete a second major, selecting it in a discipline-based departments, most prominently political science, anthropology, economics, or sociology. The more frequent route for students majoring in a discipline is to organize their work on EA by pursuing one of the two minors offered in ALC. Of these two minors, the ALC minor emphasizes language training, requiring three years of language study, while the AS minor allows course selection of EA-related international and area studies courses. These two minors currently have 120 students with EA focus. The most common majors for these students are, in descending order: psychology, economics, linguistics, business administration, neuroscience, aerospace engineering, and electrical engineering. Students majoring in a discipline may also elect the IS minor, which requires three years of language, coursework built around geographic and thematic emphases, and an upper-level interdisciplinary seminar in international studies. Currently, there are 9 IS minors with an EA focus. All minor programs are available not only

Table 4: Undergraduate Degree Programs and Requirements

Majors			
	Asian Studies BA & BS		International Studies BA & BS
Credit Hours	30 credits excluding language requirement		33 credits excluding language requirement
Language Requirement	Fourth term proficiency in an Asian language appropriate to their sub-concentration		Sixth term proficiency in a language other than English; two terms in a language of the region
Required Courses	ASIAN 235, Introduction to the Study of Asian Cultures ASIAN 381, Junior/Senior Seminar for Majors		INTLSTD 101, Intro. to International Studies INTLSTD 301, Topics in International Studies INTLSTD 401, International Studies Advanced Seminar
Sub-major Requirement	At least 15 credits in one of the following sub-majors: Chinese Studies Japanese Studies Korean Studies		At least 4 course (12 credits) in one of the following sub-plans: International Security, Norms, and Cooperation Political Economy and Development Comparative Culture and Identity Global Environment and Health
Other Requirements	<p>Breadth Requirement: At least 6 credits in courses exclusively focused on region outside of one's sub-major or trans-regional courses focused on more than one sub-major.</p> <p>Cognate Requirement: At least 6 credits outside of Asian Studies focusing on either theory or methodology of the chosen field of study, or courses in the sub-major but outside the chosen field of study.</p>		<p>Research Methods Course: One quantitative methods course (3 credits) selected from approved list.</p> <p>Regional Course: One course (3 credits) devoted to a single world region or country related to the foreign language studied.</p> <p>Electives: 3 courses (9 credits) chosen with approval of academic advisor</p>
Minors			
	Minimum Credits	Language Requirement	Required Courses
Asian Studies	15 credits	None	• At least 3 courses in Asian Studies focused on a single region
Asian Languages & Cultures	15 credits	Sixth term proficiency in an Asian language	• 2 terms of Asian language at 3 rd year level or above • 2 courses in Asian culture related to the language studied
International Studies	18 credits	Sixth term proficiency in non-English language	• INTLSTD 401, International Studies Advanced Seminar • 3 courses focused on a single world region • 3 courses focused on a single theme
Translation Studies	15 credits	One upper-level language course of language to be used in the capstone project	• COMPLIT 200, Translation Across Disciplines or COMPLIT 322, Translating World Literatures • 2 upper-level courses with translation as central component • Capstone translation project
International Minor for Engineers	16 credits	Fourth term proficiency in a non-English language	• 6 credits of language • 2 courses focused on non-US cultures /countries • 1 comparative perspectives course • International Engineering Seminar • 6 weeks of relevant overseas experience

to students in LSA but also to undergraduates affiliated with the CoE, the Ross School of Business, and the School of Art and Design. CoE also offers its own international minor for engineers, which requires two years of language, three courses forming an international sequence, an international engineering seminar, and relevant overseas experience. A new minor in Translation Studies with possibility of EA focus was approved in 2014. (See Table 4, p. 10.)

CKS secured multi-year external funding for the Korean Studies e-School, an innovative course share program. CKS serves as the administrative host, with the CKS Director, Nojin Kwak, serving as director of the e-School, and works through the Committee on Institutional Cooperation for inter-institutional transfer of enrollment. The e-School currently offers 8 undergraduate courses per year to share among 12 universities in the Midwest. This program makes Korean Studies courses in subjects such as modern Korean history, literature, film, political economy, anthropology, and North Korean society more broadly available to students at participating universities. In 2013-14, a total of 242 students were enrolled in 8 courses.

EA-Related Graduate Training. The EANRC houses interdisciplinary master's programs in Chinese studies and Japanese studies, as well as a graduate certificate program in Chinese studies. These programs enroll roughly twenty students per year and combine advanced language training with graduate courses on EA in various disciplines. With the help of faculty advisors, master's students formulate programs of study that lead them toward EA-oriented careers in government, the private sector, or doctoral-level graduate study. The master's programs serve the needs of students in the professional fields by offering dual-degree programs with several professional schools. (See Table 5, p. 12.) A well-integrated course of study is available in these dual-degree programs because UM's professional schools have a growing list of courses directly related to EA or with significant EA content. (See Section 3A, pp. 17-18; Appendix III.)

Table 5: EA Graduate Degree Program Requirements

Program	Credit Hours	Language Proficiency	Other Requirements
PhD in Asian Languages & Cultures	36	<ul style="list-style-type: none"> • High level of proficiency in primary Asian language (classical & modern) • Reading proficiency for scholarly research in 2nd language 	<ul style="list-style-type: none"> • ASIAN 550: Comparative Study of Asia • 36 credits of graduate courses chosen with an advisor • Fourth term review essay • Preliminary examination: written exams in two fields followed by oral exam • Dissertation prospectus & prospectus hearing • Dissertation & oral dissertation defense
MA in Chinese Studies	24	3 rd Year proficiency in Chinese	<ul style="list-style-type: none"> • CCS 501: Social Science Studies of China • CCS 502: Historical & Humanistic Studies of China • Chinese history course • Pre-Imperial/Imperial period course • Modern period course • Distribution requirement: courses in at least 2 disciplines • Master's thesis
MA in Japanese Studies	24	3 rd Year proficiency in Japanese	<ul style="list-style-type: none"> • Core courses: at least 18 credits of courses on Japan • Distribution requirement: 3 credits each in 3 disciplines • Research/Writing requirement: 12 credits of graduate seminars with independent research component • Optional master's essay
MA/MBA in Chinese/Japanese Studies & Business	24 MA 45 MBA	3 rd year proficiency in Chinese or Japanese	<ul style="list-style-type: none"> • All MA requirements in Chinese/Japanese Studies • 30 credits of MBA core courses, including Multidisciplinary Action Project (MAP) • 15 credits of MBA elective courses • MBA communication requirement
MA/JD in Chinese/Japanese Studies & Law	24 MA 82 JD	3 rd year proficiency in Chinese or Japanese	<ul style="list-style-type: none"> • All MA requirements in Chinese/Japanese Studies • 70 credits in law courses • First year core courses • Transnational Law course • Upper level writing requirement • Professional responsibility requirement
MA/MPP in Chinese Studies & Public Policy	24 MA 36 MPP	3 rd year proficiency in Chinese	<ul style="list-style-type: none"> • All MA requirements in Chinese Studies • 23 credits of public policy core courses • 13 credits of public policy electives • 10-week internship in Chinese speaking environment
Graduate Certificate in Chinese Studies	15	2 nd year proficiency in Chinese	<ul style="list-style-type: none"> • Combined with another graduate/professional degree at UM or another accredited program • CCS 501: Social Science Studies of China • CCS 502: Historical & Humanistic Studies of China • 3 grad-level courses on China in 3 different disciplines
Engineering Global Leadership Honors Program BS/MSE	128 BS 30 MSE	2 nd year proficiency in non-English language	<ul style="list-style-type: none"> • College of Engineering Honors Program admission • Maintain cumulative GPA at least 3.6 • All International Minor for Engineers requirements • 15 credits at UM Ross School of Business (9 credits in BS, 6 credits in MS) • Leadership Experience: Honors Seminar & Topics in Leadership • Honors Capstone Project (Tauber Institute for Global Operations team project)

Doctoral students belong to UM's schools and departments where they receive discipline-specific training and gain supervised teaching experience working as Graduate Student Instructors (GSI). In 2012-13, doctoral students pursued EA-studies in anthropology, art history, communication studies, comparative literature, economics, history, linguistics, literature, political science, public policy, religion, sociology, social work and women's studies. All EA doctoral students are expected to attain research capability in the language of their area. Many graduate students attain proficiency in a second, or even a third, Asian language, or in the classical languages of their region. Nearly all doctoral students spend a year or more doing dissertation research in East Asia.

The EANRC and the Rackham Graduate School also support student-run interdisciplinary workshops that provide students with venues to present work, gain professional experience, and interact with students and faculty from different disciplines with similar area and language interests. In 2013-14, 27 students presented in these forums with over 260 attendees.

2.B. Academic and Career Advising for EA Students. UM provides extensive and individualized academic and career advising to students. Undergraduates who major or minor in AS receive academic counseling from academic advisors in ALC. UM's Career Center provides undergraduate and graduate students with information on career options and assistance with internship and job searches. The EANRC's master's students are advised by the director of graduate studies (DGS) and by individual faculty in CJS. In CCS, the associate director plays an important role in advising students as well as assigning each entering student an individual faculty advisor. Faculty DGSs are assisted by student services staff. Doctoral students receive academic and career guidance specific to their fields from mentoring and dissertation committees in their respective schools and departments. Dissertation advisors use their national and

international networks to assist students with placement. In 2009-13, UM's doctoral programs placed over 70% of graduates in university or college teaching positions; our PhDs hold tenure-track or tenured positions at such institutions as University of Pennsylvania, Columbia, Dartmouth, Northwestern, Princeton, Stanford, Leiden University and the University of Tokyo. (See Table 17, p. 48.)

UM Study Abroad Opportunities and Students' Access. UM administers formal undergraduate EA study abroad opportunities through CGIS, IPE, and other schools. CGIS offers regular semester, academic year, and summer programs, as well as short-term overseas experiences planned either as service projects or as the field study component of an on-campus course. Through CGIS, undergraduates can choose from among academic year or summer programs in China (7 types of programs with some multiple city options), Japan (7), Korea (1), and Taiwan (1). All programs offer the normal combination of language and culture courses. In addition to these programs, UM has implemented new opportunities for short-term immersive study abroad in EA. Instructors have led groups of students to Seoul, Tokyo, Kyoto, and Beijing as extensions of winter term undergraduate and graduate courses. The EANRC has provided funding for these programs, including a psychology department course that targets disadvantaged students. In addition, ALC runs a ten-week intensive 2nd year Chinese language class in China. Students attending CGIS, ALC, and IPE programs earn in-residence academic credit and have access to UM financial aid. CKS has also secured private funding to support two students annually to attend Yonsei International Summer School in Seoul, Korea. This funding supports travel, tuition, and housing.

Two noteworthy programs in STEM areas include the Peking University (PKU) Chemistry Winter Term, which allows the study of analytical chemistry in an EA context and the Shanghai

Jiao Tong University summer program for engineering undergraduates, which also includes an internship opportunity in China. CoE administers an academic year program at the Hong Kong University of Science and Technology, the summer program at Shanghai Jiao Tong University, and a summer program at Nagoya University. In addition to CGIS and CoE-affiliated programs, a number of UM schools and colleges offer study abroad opportunities for their own students. The School of Art and Design, for example, sponsors an academic year program at Kyoto Seika University.

Facilitation of Access to Other Institutions and Programs. UM has streamlined its administration of study abroad and other forms of international experiences, such as internships. Through M-Compass, students can now search and apply for suitable programs and scholarships. CGIS was founded in 2009 to provide institutional support for global programs of all kinds, from short excursions to year-long exchange. While M-Compass, supported by UM Information Technology Services, provides the necessary search engines for students to research an array of

Table 6: Participation in Overseas Activities by Destination, 2012-13

Participants in Activities for Academic Credit														
	<i>China</i>		<i>Hong Kong</i>		<i>Taiwan</i>		<i>Japan</i>		<i>Korea</i>		<i>Mongolia</i>		<i>Total</i>	
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
Length of Stay														
Academic Yr	0	0	0	0	0	0	4	0	0	0	0	0	4	0
FA/WN Term	3	0	3	1	0	0	5	0	3	0	0	0	14	1
Summer Term	65	2	0	1	0	1	1	0	1	0	0	1	67	5
2-10 Weeks	73	21	6	2	0	2	28	15	21	2	0	0	128	42
< 2 Weeks	0	26	0	0	0	0	0	0	0	0	0	0	0	26
Subtotal	141	49	9	4	0	3	38	17	25	2	0	1	213	75
Participants in Co-Curricular Activities (Not for Academic Credit)														
	<i>China</i>		<i>Hong Kong</i>		<i>Taiwan</i>		<i>Japan</i>		<i>Korea</i>		<i>Mongolia</i>		<i>Total</i>	
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G
Length of Stay														
Academic Yr	1	1	0	0	0	1	0	3	2	1	0	0	3	6
FA/WN Term	0	1	0	0	0	0	0	2	0	0	0	0	0	3
Summer Term	0	0	0	0	0	0	1	3	0	1	1	0	2	4
2-10 Weeks	13	15	0	2	0	0	4	9	1	4	1	1	19	31
< 2 Weeks	0	6	0	0	0	0	0	0	0	1	0	0	0	7
Subtotal	15	23	0	2	0	1	5	17	3	7	2	1	25	51
Total	228		15		4		77		37		4		364	

overseas opportunities, CGIS provides hands-on academic and financial advising. In 2009, UM also established the Global Scholars Program (GSP), which is a living/learning community of sophomores, juniors, and seniors. This program incorporates coursework, collaborative projects, and international experience. The GSP maintains institutional partnerships with Seoul National University and National Chengchi University.

3. Quality of Non-Language Instructional Program

Each year, UM offers more than 120 courses with 100% EA content and an additional 300 courses with at least 25% EA coverage. (See Appendix III.)

3.A. Extent of Non-Language EA Courses. In AY2012-13, 430 international and area studies courses with at least 25% EA content covered the region in depth and across the disciplines, enrolling 11,929 undergraduates and 3,947 graduate and professional students. (See Table 7 below.) Courses are offered at all levels, from undergraduate introductory courses with no prerequisites to advanced courses for doctoral students. In AY2012-13, 80 lower-division undergraduate, 186 upper-division undergraduate, and 176 graduate-level courses were offered.

Table 7: Int'l & Area Studies Courses with 25%+ EA Content by Discipline, 2012-13

Humanities & Social Sciences				Professional Schools	
Discipline	Courses	Discipline	Courses	Discipline	Courses
Anthropology	10	International & Area Studies	11	Architecture & Urban Plan	3
Area Studies (East Asia)	55	Linguistics	12	Art & Design	6
Art History	10	Philosophy	1	Business	32
Communication Studies	4	Political Science	36	Education	6
Comparative Literature	14	Psychology	12	Environmental Studies	15
Economics	15	Religion	5	Engineering	17
Film & Visual Media Studies	10	Sociology	7	Kinesiology	3
History	36	Women's Studies	7	Law	33
Interdisciplinary Studies	18			Music, Theater & Dance	11
				Nursing	2
				Public Health	10
				Public Policy	15
				Social Work	3
		Subtotal	274		
Total Number of International & Area Studies Courses					430

UM courses are taught by highly qualified faculty who bring both deep empirical knowledge and the latest methodologies to their teaching. Each course receives a course evaluation, with results sent to course instructors as well as department chairs and deans who make every effort to ensure that courses are successful.

EA in the Professional Schools. The EANRC collaborates actively with UM's professional schools, which have integrated EA content in their courses for at least 25 years. In 2012-13, the number of professional school courses with at least 25% EA content included: business-37, engineering-17, law-33, music, theater and dance-11, natural resources and environment-15, public health-10, and public policy-15. CCS has regularly provided financial support for courses in public policy and public health; these courses normally include a period of academic travel to China after the winter term. (See Appendix III.)

The Law School's Center for International and Comparative Law, created in 1998, supports international efforts and serves as a focus for international programs. The school's 33 courses with 25% or more EA content include four courses specifically on Chinese and Japanese law. The current Dean of the Law School, Professor Mark West, is an expert on Japanese law and a former director of CJS. More than half of all Law School faculty have participated in exchange teaching programs in EA. UM is the first top-ten-ranked U.S. law school to require a transnational law course for graduation. The JD/MA programs in law and Japanese or Chinese studies are a natural progression of the strong resources and course offerings.

International programs in the Ross School of Business are coordinated through Ross Global Initiatives. For business undergraduates, there are opportunities for travel and study in EA through a May International Course (China and Hong Kong), which combines classroom instruction on the Chinese economy and business culture with visits to state-run and private

companies. At the master's level, the Ross School of Business works with the EANRC to offer joint MBA/MA degrees in Chinese and Japanese studies. The Multidisciplinary Action Project (MAP), the central component of the MBA degree, includes many EA-related projects each year. Ross also provides opportunities for international semester exchange programs for MBA students. This program regularly sends MBA students to the Hong Kong University of Science and Technology, Shanghai Jiao Tong University, and China Europe International Business School. Elsewhere in the Ross School, the Global MBA program conducts a 12-week Asia Session, in which students spend four weeks each in China, Japan, and Korea.

The Medical School houses the Family Medicine Department's Japanese Family Health Program (JFHP). In addition to providing culturally sensitive care to Japanese-speaking patients, JFHP conducts research on family medicine in Japan. The program has an educational component and offers exchange programs with Japanese medical schools and public hospitals. The Medical School has also recently established exchange relationships, involving faculty, residents, and fellows, with Fudan University, Shanghai Jiao Tong University, Peking Union Medical College Hospital, and the St. Mary's Catholic Hospital in Korea. In 2010, the Medical School inaugurated the UM-PKU Joint Institute for Translational and Clinical Research, which has significantly expanded research, teaching, and exchange opportunities for students and faculty in the health sciences at UM.

3.B. Depth of Specialized Courses in the Disciplines. In the disciplines that contain EA faculty, UM strives to present coherent, well-articulated course sequences that start with introductions aimed at undergraduates and culminate in specialized seminars for doctoral students that often reflect the research interests of the professors. These progressions are particularly well developed in anthropology, art history, history, literature, political science, religion, and sociology. In the

history department, for example, undergraduates begin in broad introductory courses such as East Asia: Early Transformations. They may then take courses focused on particular regions and periods: Japan Since 1700 or China from the Oracle Bones to the Opium War. Upper-level undergraduates take courses and colloquiums focused upon particular historical topics, for example, Race, Revolution, and Tradition in China, Science in Premodern China, and Japan's 16th Century Revolution: From War to Peace. Some of these colloquiums may be shared with beginning graduate students, but there are also dedicated graduate courses such as Seminar in Pre-Modern Japanese History: History in Documents, which train students in the use of primary materials. Although the extensiveness of such sequences in each discipline is dependent upon faculty strength, effort is made to serve the increasing specialization of students as they proceed through the curricula of our departments.

3.C. Extent of Interdisciplinary Courses. UM demonstrates its strong support for interdisciplinary study and research through the establishment of institutes whose intellectual trajectories cross disciplinary lines. The II is expressly dedicated to interdisciplinary inquiry, as are the Humanities Institute and the Michigan Society of Fellows. ALC, which is at the center of undergraduate teaching on Asia, is an unequivocally interdisciplinary unit that contains language specialists and scholars in film, history, linguistics, literature, religion, and visual culture. The Rackham School of Graduate Studies houses over twenty ongoing interdisciplinary workshops for graduate students, including the Japanese Studies Interdisciplinary Colloquium and the Rackham Interdisciplinary Workshop in Chinese Studies. This overall direction finds expression in numerous courses. At the undergraduate level, the capstone course for AS majors exposes students to cultures ranging from India to Japan, using the lenses of visual culture, history, and literature. At the graduate level, CCS organizes three interdisciplinary courses, Social Scientific

Studies of Historical and Contemporary China, Humanistic Studies of Historical and Contemporary China, and Readings in Documentary Chinese. The first two courses recruit scholars from many specialties to explore how different disciplines produce knowledge on China. The readings course is a new course to introduce graduate students to primary sources in Chinese, and includes exposure to readings in classical and modern written Chinese. UM's interdisciplinary teaching efforts extend beyond Michigan students. In summer 2010, CJS hosted Japan's Long Nineteenth Century: An Interdisciplinary Workshop and Practicum, which involved graduate students and advanced undergraduates from across the country in a week-long seminar that exposed them to the methodologies and lines of inquiry employed in history, literature, and visual culture. CKS offers academic credits to undergraduate students to support individualized research on Korea, which culminates in presentations at an annual conference that CKS and the Korean Studies Institute at the University of Southern California jointly host. In order to foster research on Korea at the graduate level, CKS also annually hosts an international graduate student conference, International Conference of NextGen Korean Studies Scholars (NEKST). NEKST attracts students from a wide range of disciplines, including political science, anthropology, history, American culture, English, Korean literature, linguistics, communications, and food studies. A total of 38 graduate students from 15 different universities have presented their research at NEKST since it was inaugurated in 2013.

3.D. Non-Language Faculty. The EANRC faculty constitutes one of the largest and most distinguished such groups in the country. There are 75 non-language core faculty, drawn from across the disciplines and professional schools, whose teaching and research focus mainly on EA. (See Table 8, p. 21, for number by discipline; Section 6, pp. 29-31; and Appendix II.)

During 2009-14, the core faculty was consolidated through the tenuring of scholars in

Table 8: Core East Asia Faculty by Discipline

Discipline	# FTE	Discipline	#FTE	Discipline	# FTE
Anthropology	1.25	Engineering	0.5	Musicology	1
Architecture	1.8	Ethnic Studies	0.5	Nursing	1
Art & Design	3.58	Film & Visual Media	0.34	Political Science	3
Art History	4.25	Studies		Public Health	2
Biology	1	History	8	Psychology	2.5
Business	3	Kinesiology	2	Religion	4
Communication Studies	3	Language & Literature	1	Social Work	2
Comparative Literature	1.5	Law	3	Sociology	5
Ecology & Natural Resources	0.5	Linguistics	1.5	Urban Planning	1
Economics	1	Literature & Culture	6.83	Women's Studies	1.25
Education	0.5	Medicine	5		
		Music Composition	2		
TOTAL NUMBER OF FACULTY APPOINTMENTS (FTE)					74.8

Korean literature (Ryu), Korean art history (Kee), Japanese art history (Carr), and Japanese sociology (Tsutsui). Open FASAC positions were filled through successful searches in Chinese culture (Wilcox), Chinese political science (Ang), and the Chinese economy (Cai). Hirings during 2009-14 also included faculty in Chinese literature (Kile), Japanese art and design (Platt), Japanese family medicine (Hashikawa), and Korean Buddhism (Ahn). A search to fill an endowed position in Korean Studies was completed this year with the hiring of Jaeun Kim in sociology. We currently have one open FASAC position (Japanese economy), but this line has been retained through the FASAC designation and a search is planned for next year.

Training for Instructional Assistants. GSIs in ALC, where the greatest number of EA courses is taught, complete a two-day training program prior to teaching. GSIs in the Japanese program take a Japanese language pedagogy course. All other departments have mandatory GSI training for teaching in their areas. GSIs work under the close supervision of professors and lecturers, who provide pedagogical advice and evaluate their work in the classroom. The Center for Research on Learning and Teaching (CRLT) supplements departmental training by offering programs throughout the academic year that enhance teaching skills, provide confidential consultations, and offer feedback through review of recorded classes.

4. Quality of Language Instructional Program

UM's EANRC offers instruction in Chinese, Japanese, Korean, and Tibetan.

4.A. Instruction in EA Languages. Approximately 68 language courses are taught each year.

Modern Chinese and Japanese have been taught at UM since 1936, modern Korean since 1990, and modern Tibetan since 1999.

Student Enrollment in EA Languages. Enrollments are shown below in Table 9.

4.B. Three or More Levels of Language. During the academic year, UM offers five years of modern Chinese and Japanese, four years of Korean, two years of modern Tibetan, one year of classical Chinese and Japanese, and two years of classical Tibetan. In addition, the Summer Language Institute offers two years of intensive Chinese and Japanese. Heritage language tracks are offered for Chinese and Korean. First- and second-year EA language classes meet every day (70 hours per term, 140 hours/AY). All basic language courses include extensive practice in the target language. Recitation sections are limited to a maximum of 20 students.

Courses Taught in EA Languages. Each year, approximately six to eight graduate level courses—apart from those in language, linguistics, and literature—are taught in the target language or make extensive use of Asian language materials. Examples include: *The Occult and the Orthodox in Chinese Medicine*, *Keywords and Concepts in Japanese Society and History*, *Readings in late-Qing and Republican Era Buddhism*, and *Research Methods for Asian Art*.

Table 9: Enrollment in East Asian Language Courses, Academic Year 2012-13

Language	Language Level				All Levels		Total
	Year 1	Year 2	Year 3	Adv	Undergrad	Grad	
Chinese	334	310	179	120	887	56	943
Japanese	333	218	87	118	671	85	756
Korean	87	69	20	15	183	8	191
Tibetan	6	7	N/A	9	8	14	22
Total	760	604	286	262	1,748	140	1,912

4.C. Language Faculty. Some advanced level language classes are taught by tenured professors. Other EA language courses are taught by 22 full-time lecturers, nearly all of whom hold advanced degrees in language-related fields, such as language pedagogy and linguistics. (Table 10, p. 24.) A number of lecturers hold doctorates and are active in textbook development and computer-based language instruction.

Pedagogy Training for Performance-Based Teaching. The EA language programs are supervised by four experienced language professionals. The Chinese language program is directed by Wei Liu on an interim basis until next year. ALC has hired Kening Li (PhD, linguistics, 2009, University of Washington) to become the next director of the Chinese Language Program at UM. Dr. Li is the current director of the Inter-University Program in Chinese Language (IUP) at Tsinghua University. The Japanese language program is directed by Mayumi Oka, who holds a master's in Education and Human Development. She is the lead author of *Tobira (Gateway to Advanced Japanese Learning through Content and Multimedia)*, a textbook now used in over 100 institutions all over the world. Sangkyung Han, PhD in educational linguistics, heads the Korean language program. (See Appendix II.)

UM's lecturers maintain and extend their knowledge of performance-based language teaching by frequently attending pedagogical conferences, workshops, and seminars, most frequently those sponsored by the Chinese Languages Teachers Association (CLTA), the American Association of Teachers of Japanese (AATJ), the American Association of Teachers of Korean (AATK), and the American Council on the Teaching of Foreign Languages (ACTFL). EA lecturers have themselves organized panels for the annual conferences of CLTA and AATJ. A number of the Japanese and Korean lecturers have attended ACTFL Oral Proficiency Interview (OPI) workshops, and three are now certified as OPI testers.

Table 10: UM's EA Language Instructors

Language	Name	Highest Degree & Field	Institution
Chinese	Laura GRANDE	PhD Linguistics	University of Michigan
	Karen GU	MA Comm & Training Tech	University of Northern Iowa
	Jinyi LI-STEVENSON	ME, Tchg Chinese as 2 nd Lang	Beijing Lang&Culture Univ
	Qian LIU	MA, Communication	Hong Kong Baptist Univ.
	Wei LIU, Director	MA, Tchg English as 2 nd Lang	University of Nevada, Reno
	Yan WANG	MA, Linguistics and Applied Ling.	Beijing Lang&Culture Univ.
	Haiqing YIN	MA, Applied Linguistics	Beijing Normal Univ.
	Qiuli ZHAO	MA, Chinese Language Studies	Beijing Lang&Culture Univ
	Yan ZHONG	MA, Social Foundations/Education	Eastern Michigan Univ.
Japanese	Junko KONDO	MA, Japanese Language Pedagogy	Columbia University
	Yoshihiro MOCHIZUKI	MA, Japanese Literature	Univ of Hawaii, Manoa
	Yuta MORI	MA, TESOL & Applied Linguistics	Indiana University
	Mayumi OKA, Director	MA, Educ & Human Development	University of Rochester
	Tomoko OKUNO	PhD, Second Language Studies	Michigan State University
	Yoshimi SAKAKIBARA	MA, Japanese Language Pedagogy	Columbia University
	Ayaka SOGABE	MA, Asian Civilization	University of Iowa
	Satoko TSUDA-PETTY	MA, TESOL	Eastern Michigan University
	Masae YASUDA	MA, TESOL	Eastern Michigan University
Korean	Sangkyung HAN, Director	PhD, Educational Linguistics	University of Pennsylvania
	Hunjin JUNG	MEd, Curriculum and Instruction	University of Minnesota
	Hyun-ju KIM	MA, Education	University of Delaware
	Kyongmi PARK	BA, Business Administration	Hosei University
Tibetan	TBA (This position has been posted and is expected to be filled by September 2014.)		

UM is active in pedagogical training in support of performance-based teaching. Since 2013, ALC has partnered with the Center for Research on Learning and Teaching (CRLT) to hold regular Language Faculty Workshops and the Language Resources Center (LRC) regularly features the work of EA lecturers in its Language Forum. In February 2010, for example, UM held a language assessment workshop for the EA language lecturers, which covered assessment principles and test design for both receptive and productive skills. Each spring term, Mayumi Oka teaches a Japanese language pedagogy course, which has helped to train some of UM's Japanese language lecturers and GSIs and also attracts Japanese teachers from across southeastern Michigan. A Chinese pedagogy course is offered each winter term.

4.D. Quality of Performance-Based Instruction. UM's EA language programs provide context-oriented training designed to prepare students to use their knowledge in real-world situations. Classroom exercises—including pair work, role-playing and skits—give students the

opportunity to practice actual language tasks. The use of authentic materials ensures that context-based instruction applies to reading and writing. In Chinese and Japanese, the curriculum is designed to lead advanced students toward the use of language in various situations associated with academics, business, and the professions. UM's investments in the assessment and OPI workshops mentioned above are efforts to direct our course sequences toward performance-based teaching founded upon rigorous proficiency standards and effective assessment tools.

Resources for Language Teaching and Practice. The EA language programs work closely with UM's Language Resource Center (LRC), which offers technical assistance to lecturers and students, and provides instructional technology workshops. The EA language programs employ computer-assisted teaching modules developed with the LRC. The LRC maintains video, audio, text, and software collections; and it hosts five international satellite TV stations in EA languages (Chinese, 4; Japanese, 1). It houses computer classrooms, digital language labs, and portable video-conference stations for meeting with classrooms across the world. EA language lecturers have a strong record in winning CRLT instructional development grants and multimedia teaching grants. The EANRC offers instructional/course development seed grants, teaching enhancement grants, and conference travel grants.

Language Proficiency Requirements. Proficiency requirements vary according to language. The Japanese program bases its standards on ACTFL Proficiency Guidelines, adapted for a character-based written language by using benchmarks from the Japanese Language Proficiency Test (JLPT). The Japanese curriculum is organized to meet ACTFL's National Standards for Foreign Language Education. The Korean program also relies upon ACTFL Proficiency Guidelines, but does so with the awareness that Korean linguists in the U.S. are now working to establish national standards for teaching Korean. The Chinese language program finds that

textbooks have not yet been produced to directly reflect ACTFL guidelines, and so it develops proficiency standards to complement the textbooks chosen for each level.

5. Strength of Library

UM's library system includes 19 separate units. Units with close ties to EA are listed below in Table 11.

5.A. Asia Library Holdings. Established in 1948, the Asia Library holds one of the most comprehensive collections of EA-related materials in the country. As of June 2013, the library contained 811,873 volumes of books; 81,459 items in microform; and 18,137 currently received serial titles. (See Table 12, p. 27.) In addition to print and microform materials, the library also provides a large number of e-books, online journals, and major databases such as China Knowledge Infrastructure (CNKI), Japan Knowledge, and E-Korean Studies to support

Table 11: Selected UM Library and Museum Resources

Library	Description
Asia Library	6 th ranked Asia Library in the US with resources in Chinese, Japanese, and Korean. See Table 12, p. 27, for holding & acquisition budget data, & Narrative pp. 26-28.
Askwith Media Library	Collection of EA films (e.g., documentaries, instructional works, animation)
Bentley Historical Library	Resources that reflect the historic interest in EA at UM.
Clements Library	Resources for the study of the mid-19 th century American presence in EA.
Far Eastern Art Archives	About 40,000 beautifully copied, large format photographs of EA painting, sculpture, architecture, and decorative arts.
Gerald R. Ford Library	Vast number of documents related to the Ford presidency and Japan.
Law Library	An approval plan with Eastview which covers China, Hong Kong, and Taiwan. Access to database resources, including LexisNexis Japan, Lawinfochina, and Chinese Legal Knowledge Resources Database.
Map Library	Significant collection of historical Japanese maps, particularly from the Edo period. Contains more than 2,100 holdings related to EA.
Museum of Anthropology	Collection of EA artifacts from prehistory to modern times. Most important collection of Asian tradeware in North America that is used for research by scholars around the world.
School of Music Library	Holdings in traditional EA music.
Stearns Collection of Musical Instruments	One of the six largest collections of its kind in North America. Over 2,500 instruments with more than 400 from Asia.
University of Michigan Museum of Art (UMMA)	The state's largest collection of Asian art. More than 4,500 objects ranging in time from the 3 rd millennium BCE to the present. In 2009, the UMMA opened a new wing containing galleries devoted entirely to CJK collections.

Table 12: Asia Library Holdings and Acquisition

Holdings as of June 30, 2013	Chinese	Japanese	Korean	Total
Books (volumes)	452,208	310,848	48,817	811,873
Microfilms/Microfiche (reels/sheets)	59,697	21,002	760	81,459
Serials Subscriptions (titles)*	12,154	2,865	3,118	18,137
Online Database Subscriptions (titles)	43	10	16	69
Total	464,405	313,723	51,951	830,079
2012-13 Acquisition Expenditure (\$)	\$390,276	\$471,664	\$149,130	\$1,011,070

* Including both print and electronic materials

multidisciplinary research and teaching.

The Asia Library's holdings make it the sixth largest EA collection in the nation and the largest (in terms of both physical volume of holdings and financial resources) between the East and West Coasts. The library is staffed by China, Japan, and Korea experts and contains comprehensive coverage in social sciences and humanities, with particular strengths in primary research materials. For example, the library holds more than a thousand Chinese rare books, the best collection of Japanese film and kabuki material outside of Japan, and thousands of original documents related to the drafting of the postwar Japanese constitution during the American Occupation. In recent years, the Asia Library has become a national leader in providing electronic resources related to EA studies. Approximately one-third of its annual budget is spent on purchasing or subscribing to online databases and digital resources in other formats. To enhance the accessibility of collected materials, the library has adopted a number of new information technologies, such as the multi-script and Unicode-based online catalog, which supports display and searching in EA characters. The Asia Library's multiple resources make it an outstanding asset for all UM students from undergraduates to professional school students to doctoral candidates. The library staff also engage in outreach to diverse users, including undergraduates, graduate students, faculty, and the broader academic community to facilitate use of our English-language resources for EA studies such as the Proquest Chinese Newspaper

Collection, and the M-Library Digital Collections on China. The University Library continues to support the Asia Library's collections budget to reflect the emerging needs of faculty and students, especially for highly-priced electronic resources. From 2010 to 2013, the budget allocation for the Asia Library increased over 14%.

Support for Library Staffing and Acquisitions. In 2012-13, UM provided the library with \$1.6 million for acquisitions and staffing, which included 9 full-time staff members. (See Table 1, p. 3.) The Asia Library has also hired new librarians in Chinese Studies (Liangyu Fu, PhD) and Japanese Studies (Keiko Yokota-Carter), and there is an on-going search for the Asia Library Head since last year. The reconfiguring of the staff provides a specialist librarian for each area, China, Japan, and Korea, which was lacking in the previous organizational structure.

5. B. Access to Materials at Other Institutions. Research materials from other institutions are available to UM users through the interlibrary loan (ILL) service. Most of UM's ILL requests for EA materials are filled by peer institutions in the Midwest, especially those belonging to the Committee on Institutional Cooperation (CIC). As a member of the Center for Research Libraries, UM's library provides faculty and students with convenient access to the Center's massive collection of primary sources for EA studies. In recent years, UM's Asia Library has cooperated with Yale, Harvard, Columbia, and others in the Northeast Research Libraries (NERL) group in purchasing major electronic databases such as the *Siku quanshu* and the *Yomiuri* newspaper.

Other Institutions' Access to UM Library Holdings. UM's library system shares its materials and resources nationwide, mainly through the ILL service. During the last academic year, the Asia Library filled more than 1,800 ILL requests from other institutions across the nation. The EANRC also offers travel grants to non-UM scholars who wish to use the Asia Library's

resources. We propose to continue this important program with Title VI support, with special consideration for community college teachers affiliated with the MIIIE (The Midwest Institute for International/Intercultural Education). (See Section 8, p. 35 for project description.) UM's Asia Library has attracted a large number of researchers traveling from other institutions in Michigan and neighboring states. On the electronic front, the Asia Library is the largest contributor of EA contents to the Hathi Trust Digital Library (<http://www.hathitrust.org>), an online collection of more than 4.6 million e-books.

6. Quality of Staff Resources

The EANRC's faculty and professional staff members are highly qualified and committed to the training of students and the development of EA programs.

6.A. Faculty/Staff Qualifications. The EANRC faculty comprises 56 tenured and 18 tenure-track professors. All hold PhDs and have excellent publication records commensurate with their rank and stage of career. (See Appendix II.) Many faculty are recognized nationally and internationally. Erik Mueggler won the 2013 Julian Steward Award for the best monograph in Environmental Anthropology from the American Anthropological Association. Shinobu Kitayama, a CJS member, was the recipient of a Guggenheim Fellowship in 2010; a CJS associate, Tomoko Masuzawa was also awarded a Guggenheim in that year. Yu Xie became a member of the National Academy of Sciences in 2009 for his work in quantitative sociology. Kiyoteru Tsutsui was the recipient of the Best Scholarly Article Award from the American Sociological Association section on Global and Transnational Sociology. All but one of the 22 filled EA language lecturers hold doctoral or master's degrees in language-related fields.

Professional Development and Overseas Opportunities. The EANRC's faculty members are given numerous opportunities to pursue research. They are eligible for UM-funded research leaves, such as those offered through the Institute for the Humanities, and they are encouraged to

apply for outside funding to support research both here and abroad. The EANRC directly funds faculty research through annual grant competitions. In 2012-13, the EANRC awarded a total of \$315,847 in research funds. Faculty improve their teaching skills through applying for instructional development grants offered by the CRLT, which also offers workshops on pedagogy and individual counseling on teaching strategies. Both CCS and CJS also run competitive grant applications for course development for any UM faculty wishing to incorporate China- or Japan-related content into their courses. EA language instructors and GSIs are eligible to receive financial support from UM and the EANRC to attend conferences and workshops for professional development and pedagogical training. CCS has supported language tutoring programs for staff without EA language backgrounds.

Commitment to Teaching, Supervision, and Advising. Except for those in the professional schools, all of the members of the EANRC's faculty teach both graduate seminars and undergraduate courses in their fields and serve on dissertation committees. (See Appendix II.) Many have won UM teaching awards. Abé Markus Nornes served as the chair of the Department of Screen Arts & Cultures from 2009 to 2014; Donald Lopez is in his third term as the chair of ALC; Nippon Life Professor of Japanese Law Mark West has been Dean of the UM Law School since 2013 and was associate dean of the law school in 2008-13. Numerous other faculty have served as associate chairs, directors of graduate studies, and directors of undergraduate studies in their departments, CCS, and CJS.

6.B. Faculty Involvement and Oversight. EANRC faculty members actively participate in governance and administration. CCS, CJS, and CKS are each governed by executive committees that include tenured and tenure-track faculty associates. The executive committees, as well as committees on admissions, fellowships, and research grants, include faculty representatives from

the humanities, social sciences, and various professional schools.

Administration and Outreach Staffing. The EANRC employs 13 staff members with responsibilities in program planning, academic services, outreach, finance, administration, and operations. The core professional staff members of the Center hold graduate degrees, have lived in EA, and speak an EA language. (See Appendix II.) Staff members report respectively to the directors of CCS (Mary Gallagher), CJS (Jonathan Zwicker), and CKS (Nojin Kwak), who are responsible for overall supervision of the EA centers.

6.C. Nondiscriminatory Practices. Plurality, access, and equality have been the central goals of UM since its inception and even more so in the last 25 years. In the 1980s and 1990s UM undertook the Michigan Mandate, an initiative that changed the campus in profound ways by committing the university to seek excellence through pursuing social diversity. A key component of this initiative was Target of Opportunity funding for minority faculty hires. Since 2000 UM has continued this commitment through the work of the committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE), which instructs each department in formulating equitable search practices and proactive plans for recruiting outstanding women and underrepresented minority candidates for each faculty position. The EANRC tenured and tenure-track faculty reflect these efforts. Of the 75 faculty, 25 are women and 42 are Asian or Asian-American. The directors of the three EA centers, all recruited since the 1980s, include one woman and one Asian-American.

7. Outreach Activities

During the 2010-14 funding cycle, the EANRC strengthened its commitment to outreach at all levels with an emphasis on K-12 constituencies. The EANRC added a Korean outreach coordinator to complement the outreach work done in the other centers. The EANRC staff members collaborate with other outreach staff from UM's NRCs to provide extensive

Table 13: Selected K-14 Outreach Activities, 2010-14

Name	Description	Impact
EANRC Teacher Workshops	(2010-ongoing) Annual one-day workshops to train teachers in EA content with lectures by EANRC faculty, EA specialists, artists, and master teachers. Co-sponsored with various UM partners (6).	217 K-12 teachers, 50 schools, 10 workshops
World History Initiative (WHI) Teacher Workshops	(2009-ongoing) Biannual three-day workshops to assist middle & high school teachers with curricular & professional development to teach new state standards for World History & Geography. Collaboration of 6 UM NRCs, SOE, & external organizations with EANRC faculty presenters.	133 K-12 teachers, 6 workshops; approximately 30,000 students
Midwest Institute for International/ Intercultural Education (MIIE)	(2012, 2013) Week-long theme-based summer workshops, conferences, and mentoring for faculty from MIIE member community colleges.	32 teachers; 32 curriculum modules distributed to approximately 100 member institutions nationwide
Korea from "A Single Shard" Pilot Program	(2012-ongoing) Pilot program for middle & high school teachers to teach a STEAM-based Korea module using the book "A Single Shard"; provides supplemental activities including a field trip to UMMA & a hands-on demonstration.	20 K-12 teachers, 8 schools; 370 students
KAFE Travel Grant	(2012-ongoing) Travel grant for K-12 teachers to attend a week-long seminar on Korea in Los Angeles to enhance teaching expertise on Korea. Co-sponsored by the Korea Academy for Educators (KAFE).	3 K-12 teachers
EA Quiz Bowls	(2010-ongoing) Annual EA language & culture quiz competitions for Michigan K-12 students with active participation of EANRC language instructors & UM student volunteers. Japan Bowl hosted at UM 2005-12.	Over 1,500 students, approximately 100 schools
China Studies Lab, High Sch. World Languages/ Int'l Studies magnet	(2012-ongoing) Semester-long HS level lab to pilot spatial data & Chinese language instruction. China Geo-Explorer & China Data Center provided data with CCS grad students serving as language mentors.	12 high school students, 3 regional high schools
Meet Japan @ UM	(2014) Workshop on Japanese literature, art, & language for Ann Arbor Public School students participating in sister-city exchange with Hikone, Japan, taught by EANRC faculty & language instructors.	14 7th & 8th grade students, 5 school officials

programming designed to promote an international focus in teaching and learning.

K-12 Outreach. The EANRC, with the participation of numerous faculty members, carries out a wide-ranging program of K-12 outreach. This includes teacher training workshops, large events to encourage study of EA languages and cultures, and student-focused activities. (See Table 13 above for details.)

Table 14: Business, Media, and General Public Outreach, 2010-14

Name	Description	Impact
EANRC Lecture Series	Regular academic year lecture series presented by national & int'l CJK experts. Videos of most lectures posted on center websites.	(2013-14) 47 speakers; audience total 2,350
EANRC Film Series & Events	Annual film series & events of CJK films. One series (2012-13) featured live narration by a professional <i>benshi</i> from Japan for 9 screenings & lectures on Japan's film history.	(2013-14) 33 films; audience total 3,201
CHINA Town Hall: A National Day of Programming on China	(2011) Interview with Zbigniew Brzezinski on US-China relations, followed by Q&A with the audience by Brzezinski & UM faculty panelists. Webcast live nationally & videotaped & broadcast on regional cable channel. In partnership with the National Committee on US-China Relations in New York.	75 attendees; video available on center website & on cable TV in SE Michigan.
<i>Hikikomori</i> Lecture & Film	(2012) A UM medical school researcher led lecture & film event on <i>hikikomori</i> (social withdrawal) in Japan.	248 attendees; lecture posted on center website
Korea Days	(2012) A two day event in partnership with the Korea Society, showcasing a roundtable on US-Korea relations with Thomas C. Hubbard (former Ambassador to Korea), a Korea Society Executive & UM faculty, & Korean independent film. Co-sponsored with UM Ford School of Public Policy & Museum of Modern Art in NY.	60 attendees
Center for Chinese Studies Blog	(2008-ongoing) Widely regarded as a leading site for substantive content related to the study of China, guest bloggers from EANRC faculty, students, alumni & internationally renowned commentators contribute to content. Partnership with Asia Healthcare Blog to highlight some of the best writing on current global health issues.	12,000+ page views from 48 US states & 82 countries in Asia, Europe, Middle East & Oceania
PhotoVoice	(2012-ongoing) Exhibits of photos & "voices" (captions) by women in the areas affected by the March 2011 Great Eastern Japan earthquake & tsunami. Part of an ongoing research project to strengthen disaster response policies & practices in Japan led by a EANRC faculty member in UM School of Social Work.	(2013) 250 attendees
<i>Minhwa</i> in Michigan	(2014) Short-term residency for two contemporary <i>minhwa</i> (Korean folk art) artists from Korea for a series of demonstrations: the general public at UMMA followed by a curator talk in the gallery; local HS art classes; students at Michigan State University (MSU); & UM students. Coincided with public lecture on the art form & exhibition of contemporary <i>minhwa</i> works. Co-Sponsored with UM School of Art & Design and Asia NRC at MSU.	132 demonstration participants

Postsecondary Outreach. Since 2004, the EANRC and UM's NRCs have worked with the Midwest Institute for International/Intercultural Education (MIIE), a consortium of about 100 two-year colleges located in 20 states. Starting in July 2014, the Midwest Institute will open its membership to all 50 states. The EANRC offers resource assistance and arranges for UM EA faculty and specialists to present at MIIE's summer institutes. This connection will be deepened in 2014-18 as the EANRC will provide travel grants to the UM Asia Library with priority to faculty from MIIE schools. (See Section 8, p. 35.)

Business, Media, and General Public Outreach. The EANRC organizes regular lecture and film series aimed at both the UM community and the general public. Together, these events constitute one of the most extensive offerings of EA programming to be found at any American university. The EANRC also hosts high-profile public panels that involve UM faculty in efforts to increase national and regional awareness of the importance of Asia in the consideration of contemporary issues, as well as large public cultural events that expose students at all levels and the general public to EA culture. A sample of these outreach activities directed toward the general public are listed in Table 14 on the previous page.

8. Program Planning and Budget

For the 2014-18 funding years, UM's EANRC requests assistance to 1) enhance our teacher training efforts at the K-12 level and postsecondary level; 2) deepen our collaborations with community colleges; 3) facilitate new collaborations with the UM School of Education for teacher training in EA languages; 4) improve our language programs, especially through enhancing our evaluation and assessment capabilities; 5) expand our outreach capabilities, especially in collaboration with other Title VI Centers in the II and beyond; and 6) augment UM's substantial investments in library acquisitions and EANRC staffing. (See Appendix I.)

[Teacher Training, CC, SOE] **World History and Literature Initiative (WHaLI)**: Instituted in fall 2009 as **World History Initiative (WHI)**, this collaboration among EANRC, other UM NRCs, and UM School of Education (SOE) seeks to launch a new phase of a highly successful curriculum and professional development project for teachers of world history in Michigan. The WHaLI will continue to draw on resources of the EANRC and other UM NRCs in collaboration with SOE to plan and enact three-day workshops to improve teachers' capacity to teach world history. Encouraged by the reported success of WHI, we are seeking resources to extend WHI in

four areas: (1) broadening our scope to include global literatures, (2) inviting pre-service teachers and designing activities to enable them to work with practicing teachers, thus making WHaLI more “inter-generational,” (3) including minority- serving institutions and community colleges, such as Henry Ford and Washtenaw Community Colleges, and (4) using technology to reach teachers outside the immediate Ann Arbor area.

Addresses: Absolute Priority; NRC Competitive Preference Priorities 1 & 2
Budget: (Years 1-4) Personnel (SOE coordinator, media specialist), p. 1; Supplies (photocopying, communications, consumerables), p. 6; Other (speaker’s fee), p. 7

[Teacher Training, CC] **Collaboration with the Midwest Institute for International/**

Intercultural Education (MIIE): Established in 1992 with Title VI support, MIIE is a consortium of about 100 two-year colleges that promote internationalization at community colleges through curriculum and professional development activities. About 50% of the MIIE member institutions are Title III & Title V eligible institutions. We will work with other UM NRCs to deepen our relationship with MIIE by providing resources, taking part in their summer institutes, and supporting their Fulbright-Hays Group Projects Abroad.

Addresses: Absolute Priority; NRC Competitive Preference Priority 1
Budget: (Years 1-4) Other (speaker’s fee, ground transportation, participation fee), p. 7

[Teacher Training, CC] **Library Travel Grants:** We will provide funding to help defray travel expenses for six non-UM researchers and educators to use EA-related resources in our library, including the Asia Library, each year. These grants will be advertised on our websites, in our newsletters, and to community college educators through the MIIE. Priority will be given to MIIE workshop participants developing teaching modules on EA and teaching faculty from community colleges affiliated with MIIE.

Addresses: Absolute Priority; NRC Competitive Preference Priority 1
Budget: (Years 1-4) Other (domestic travel & per diem), p. 7

[Teacher Training, CC] Collaboration with Washtenaw Community College (WCC): In partnership with WCC, we seek to establish an East Asian Language Program at WCC, a Title III & Title V designated institution. To date, WCC only offers a non-credit conversational Chinese course and is eager to expand their capacity. With Title VI funds, we will support curriculum design, planning, and hiring of language lecturers for Chinese at the first and second year level, gradually building capacity and demand on the academic track so that Chinese taught at WCC will be self-sustaining through course enrollment. We also propose to pilot Japanese and Korean in Years 3 & 4 to gauge student demand and sustainability of other EA languages. WCC plays a unique role in the county as it enrolls not only high school graduates, but also dual-enrolled high school students. This partnership will expand the variety of the languages available to these students whose state graduation requirements include foreign language instruction and it can serve as a springboard to accelerated progression to language proficiency at the university level.

Addresses: Absolute Priority; NRC Competitive Preference Priority 1

Budget: (Years 1-3) Personnel (language coordinators for curriculum planning), pp. 1-2; (Years 1-4) Supplies (printing), p. 6; (Years 1-4) Other (WCC language instructors & coordinator), pp. 7-8.

[Teacher Training, SOE, Language] EA Language Teacher Certification Program: We propose to collaborate with the UM School of Education to establish K-12 teacher certification programs in Chinese and Japanese for UM undergraduates and EANRC master's students. The project is split into a two-year feasibility study and a two-year implementation period, assuming that the feasibility study recommends these two certification programs. The feasibility study is necessary to ensure that there are adequate employment opportunities for students with the requisite skills to teach Chinese and Japanese as a foreign language. We propose two separate programs. The first is a program for undergraduates majoring in Chinese or Japanese. These students will take additional courses at the SOE in world language pedagogy and educational

psychology as well as advanced language courses at ALC. The second is a program for MA students in Chinese and Japanese Studies who wish to acquire the requisite certification for teaching in secondary schools. These programs will be modeled after existing programs at UM in Arabic (for undergraduates) and in Classical Studies (for graduate students in Greek and Latin). These programs are in response to the recent expansion of world language teaching at K-12 schools in southeastern Michigan and across the nation.

Addresses: Absolute Priority; NRC Competitive Preference Priority 2
Budget: (Years 1-4) Personnel (faculty for feasibility study, course development, & student teaching evaluation; student assistant), p. 2; Supplies (photocopying and materials), p. 6.

[Teacher Training, MSI] University of Puerto Rico (UPR) Collaboration: UM's

International Institute will send mixed delegations of area studies experts to the UPR, a Title III and Title V designated Minority-Serving Institution (MSI), for one K-16 professional and curriculum development workshop per year. These workshops follow the model of a pilot workshop that UM Center for Latin American & Caribbean Studies (LACS) organized in Rio Piedras in February 2014. They will be organized around topics that cross multiple disciplines and allow representation from different world regions: "Gender and Race" (Year 1), "Cultures of Violence" (Year 2), "Civil Society and Identity Politics" (Year 3), and "Political Struggles" (Year 4). Each two-day workshop will include sessions for UPR faculty and students (including pre-service K-12 teachers) and in-service K-12 teachers from the surrounding San Juan metropolitan area. EANRC will send one EA specialist for each workshop. Instructional materials developed for the workshops will be translated into Spanish and made available on a website for further dissemination.

Addresses: Absolute Priority; NRC Competitive Preference Priority 1
Budget: (Years 1-4) Other (speaker's fee, domestic travel and per diem, workshop operation fee), p. 8.

[Teacher Training] World Music Teacher Training: UM NRCs, including the EANRC, will collaborate with the UM School of Music, Theater & Dance's (SMTD) Music Education Dept. to develop and implement a two-course world music sequence. After completing these courses, K-12 music education students will be able to teach music of the different world regions. We request funds for faculty instruction of these courses in Years 1 and 3 of the grant, with the goal of institutionalizing the sequence as a requirement for all UM summer MA students in Music Education. The two-course sequence will allow all students in the three-year summers-only MA program to complete the entire sequence. The proposed courses are: *Introduction to Music Cultures of the World 1*: Middle East and North Africa, South Asia, East Asia, Southeast Asia (taught in Years 1 and 3) and *Introduction to Music Cultures of the World 2*: Europe, Native North America & Latin America, Sub-Saharan Africa (Years 2 and 4). Courses will be taught by ethnomusicology faculty with specializations in several world areas and training in teaching introductory surveys on world music.

Addresses: Absolute Priority

Budget: (Years 1 & 3) Personnel (course instructor), p. 2.

[Teacher Training] EA K-12 Workshops: We will offer teacher training workshops that focus on country-specific topics as well as shared EA topics. The workshops will include experiential components (e.g., musical performances and traditional ceremonies), UMMA exhibits, teacher packets, and web-based modules. These workshops are eligible for State Continuing Education Clock Hours. Building on the EANRC's film series, we will hold workshops that demonstrate the pedagogical potential of film through guest lectures and teaching materials. EA K-12 workshops reach an average of 30 teachers on site and more through our podcasts and websites.

Addresses: Absolute Priority

Budget: (Years 1-4) Personnel (student assistant), p. 2; Supplies (photocopying, educational materials), p 6; Other (speaker's fee, domestic travel, recording fee, photographer, publicity), p. 8.

[Teacher Training, Outreach] Korea from “A Single Shard” Program: Using “A Single Shard,” a Newberry Award winning young adult novel by Linda Sue Park set in ancient Korea as a springboard for a STEAM-based teaching module, this program mentors teachers of grades 5-10 on teaching science, geography, history, anthropology, fine art, and language arts by a close examination of the narrative and context contained in this book and ties them to an experiential field trip to UMMA and hands-on ceramics demonstration for their students. Title VI funds will strengthen and widen the accessibility of this program to teachers in Title I schools whose lack of resources typically do not permit such comprehensive experiential learning opportunities, as well as enhance the training on Korea for UMMA docents who conduct the K-12 museum tours. Teachers participating in the program will be asked to present and teach on the module to other K-12 educators at CKS’ annual teacher workshop. Funds will provide teachers with classroom resources such as a classroom set of the book, supplemental resources and artifacts on loan, language arts worksheets, transportation costs, and demonstration expenses.

Addresses: Absolute Priority

Budget: (Years 1-4) Supplies (educational materials, books), p 6; Other (student ground transportation, speaker's fee, speaker's ground transportation, domestic travel & per diem, kiln fee, shipping), p. 9.

[Teacher Training] CKS Professional Development Workshop for Educators: This project trains and supports K-12 teachers in expanding their understanding of Korea and provides tools and modules to use in their classrooms. Each year will highlight a different topic in Korean history, society, and culture through guest speakers, teaching modules, and demonstrations. Materials produced for the workshop will be made available on the CKS website so that content can serve as a resource beyond Michigan.

Addresses: Absolute Priority

Budget: (Years 1-4) Supplies (photocopying, educational materials), p 6; Other (speaker's fee, domestic travel), p. 9.

[Teacher Training] **Presentations at Professional Association Conferences**: In partnership with other II NRCs, we will deepen our ties to state and national teacher organizations. This includes engaging with the Michigan Council for the Social Studies at professional development and board meetings and through the dissemination of information via their newsletters. We will also continue our participation in the Michigan World Language Association and present teacher-training workshops at other professional conferences.

Addresses: Absolute Priority

Budget: (Years 1-4) Travel (outreach coordinator ground transportation & per diem), p. 5.

[Teacher Training, Language] **Professional Development with Sogang University (SU)**: For the professional development of Korean language lecturers, we seek funding to defray the costs of one lecturer's travel to attend the Korean Language Teachers' Summer Workshop at SU, the top school for Korean as a Foreign Language program in Korea. Lecturers will learn linguistic and pedagogical methods for improving class instruction, and the EANRC has arranged for their tuition to be waived.

Addresses: Absolute Priority

Budget: (Years 1-4) Travel (international travel, ground transportation & per diem), p 5; Supplies (course supplies & materials), p. 6.

[Teacher Training, Language] **Language Lecturer Conference Travel Support**: As Korean language enrollment steadily increases, we seek funding to catalyze Korean language lecturers' increased collaboration and professionalism in the most up-to-date pedagogical research and methods as well as curricular developments available domestically. By providing this travel

support, we will encourage lecturers' own research on language instruction by giving preferential consideration to those giving conference presentations.

Addresses: Absolute Priority

Budget: (Years 1-4) Travel (language instructor domestic travel, conference registration & per diem), p 5.

[Language] Tibetan Language: UM is one of the few institutions in the U.S. offering Tibetan language instruction. While the position is currently open this summer, it will be filled by the fall semester. In collaboration with the UM Center for South Asian Studies, we seek funding for this rarely taught language.

Addresses: FLAS Competitive Preference Priority 2

Budget: (Years 1-4) Personnel (language instructor), p 3.

[Language] Revision of East Asian Language Placement Tests: In the last few years, EA languages have made efforts to revise and improve the placement tests used to assign students to EA language courses. In this cycle, we seek funding to continue this project, beginning with Korean, the language in most need for placement test revision because the growth of Korean language enrollment and sophistication of the curriculum is taking place at a rapid pace. In Year 1, we will make substantive improvements to this test to enhance its suitability to the curriculum. In Years 2-4, we will revisit the Chinese and Japanese placement tests, which were last revised in 2011 and 2012, respectively, to include an online component. Using the results of the placement tests, we will analyze the student responses to make improvements to the language instruction curriculum and to develop new questions that better assess the students' skills.

Addresses: Language Learning & Teaching

Budget: (Years 1-4) Personnel (language instructors), p 3.

[Outreach] CKS Colloquium Series: As the study and awareness of Korea gains momentum, we seek funding to raise the interest in Korea by supporting a wide range of academic lectures on

Korean studies by prominent researchers from a wide variety of disciplines. Topics will be distributed with co-sponsorship from various professional schools at UM; and CKS will gradually assume increasing financial responsibility for costs associated with producing a fully-fledged lecture series.

Addresses: Campus & Public Outreach

Budget: (Years 1-4) Personnel (student assistant), p 4; Supplies (printing), p. 6; Other (speaker's fee, domestic travel & per diem), p. 9.

[Outreach] EA Blogs: We seek to create a new EANRC blog series based on the highly successful CCS blog, widely regarded as a leading site for substantive content related to the study of China. In addition to forging an important partnership with Asia Healthcare Blog to highlight some of the best writing on global health issues today, the CCS blog has been further enhanced with more guest blogging from an array of CCS faculty, students, and alumni, and other internationally-renowned commentators. (See Table 15, p. 44, for blog statistics.) The keys to the success of the blog have even been studied at the annual meeting of NAFSA: Association of International Educators and at the UM StaffWorks Best Practices and Technology Conference and will serve as a model for content on Japan and Korea.

Addresses: Campus & Public Outreach

Budget: (Years 1-4) Personnel (student assistant), p 4.

[Outreach]: CJS-CMENAS Collaboration: In Year 1, Center for Middle Eastern and North African Studies (CMENAS) proposes to convene a conference on Japan and the Middle East with a specific focus on the changing relationship between Japan and the Middle East after the Fukushima nuclear power plant incident. Middle East experts from Japan will be invited to participate in the conference, which will further academic exchange between the two regions on an important topic of shared concern.

Addresses: Campus & Public Outreach
Budget: (Year 1) Other (speaker's fee, domestic/international travel, per diem, publicity), p 9.

[Capacity Building] Asia Library Support: The Asia Library requests support to continue acquisition of materials in Chinese, Japanese, Korean, and Tibetan and to provide assistance in cataloging these materials. The UM Asia Library is an indispensable resource for EA-related teaching and research at UM and beyond. Title VI funding will help to ensure the strength of one of the leading EA collections in the U.S.

Addresses: Capacity building & strengthening EA studies
Budget: (Years 1-4) Personnel (student assistant), p. 4; Supplies (materials), p. 7.

[Capacity Building] Salary Support for EANRC Staff: We seek Title VI support for 25% of three full-time professional staff members at EANRC, 50% support for one part-time outreach coordinator at CKS, 10% support for an outreach coordinator at CCS, and partial support for one part-time staff at CJS working on outreach projects. In addition to these EANRC staff, we will cooperate with the II and other UMNRCs to share staffing for outreach and evaluation coordination. This is particularly important for cross-center programs such as the WHaLI and for our ambitious plans in evaluation.

Addresses: Capacity building & strengthening EA studies
Budget: (Years 1-4) Personnel (administrative, outreach), pp. 1, 3-4.

9. Impact and Evaluation

9.A. Impact. The UM EANRC advances regional and national expertise on EA through training specialists and teachers, producing scholarship on pressing concerns, and disseminating the latest knowledge through broad outreach efforts. Our effectiveness in achieving these aims can be traced in the outcomes listed in Table 15 on the next page.

Table 15: UM EANRC's Impact, 2009-14

Impact Areas	Campus, Community, State & National Impact	Activities & Indices
Teacher Training	Provide training & resources for K-12 teachers & community college faculty in SE Michigan, the Midwest & the nation	<ul style="list-style-type: none"> • EANRC Workshops (see Table 13): 202 teachers, ~45,000 students • Korea from "A Single Shard" Pilot Program (see Table 13): 20 teachers, 370 students • WHI (see Table 13): 133 teachers, ~30,000 students • MIIE (see Table 13): 32 two-year college teachers
Language Pedagogy	Create web-based teaching materials for EA languages	<ul style="list-style-type: none"> • (2010-14) Online workbooks for 1st year Chinese developed; submission & evaluation of homework used by 150+ students.
	Enhance EA language evaluation & assessment capabilities	<ul style="list-style-type: none"> • (2014) Conducted examination of test items & content for Korean language placement test; used by 100+ students annually • (2012) Digitization of Japanese language placement test; (2013-ongoing) administered to 295 students; (2014) revision & findings presented at a national conference
	Improve quality of EA language instruction	<ul style="list-style-type: none"> • Travel grants for 56 conference participation for 15 EA language instructors for presentation & professional development
	Provide access to int'l language proficiency metric	<ul style="list-style-type: none"> • (2012-ongoing) Administer Japanese Language Proficiency Test (int'l standardized proficiency test for non-native speakers) to 662 examinees; 5th largest test site of 15 in US
Academics & Scholarship	Increase number of EA experts nationally	<ul style="list-style-type: none"> • (2009-13) EA-focused graduate degrees awarded: 45 EA Studies MA, 18 humanities/social sciences MA, 1 MArch, 1 MFA, 1 MLA, 1 MPP, 1MPH, 1 MSI, 3 JD, 52 PhD • (2009-13) EA-focused undergraduate degrees awarded: 209 EA-related majors; 321 EA-related minors
	Build a stronger base of EA knowledge for students	<ul style="list-style-type: none"> • (2008-09 to 2012-13) number of 100% EA courses increased 18%; int'l & area studies courses with 25%+ EA content increased 28% • (2008-09 to 2012-13) Undergraduate enrollment in int'l & area studies courses with 25%+ EA content increased 23% • (2011-ongoing) Korean Studies e-school: 11 courses shared among 13 schools; 357 students enrolled
	Increase number of experts with advanced EA language skills	<ul style="list-style-type: none"> • (2008-09 to 2012-13) enrollment in advanced language courses (4th/5th level) increased 24% • (2008-09 to 2012-13) enrollment in Korean language courses up 63%; other EA language enrollments are level
	Disseminate cutting-edge research on EA	<ul style="list-style-type: none"> • EANRC sponsored 13 academic conferences, 4 workshops & 2 panels on EA-related topics; total 1,075 attendees
Library	Provide opportunities to access Asia Library	<ul style="list-style-type: none"> • Awarded 28 travel grants to scholars from other institutions • (2013) Filled 1,800 ILL requests from libraries across the nation
Public Outreach	Expand public knowledge about EA on campus & regional community	<ul style="list-style-type: none"> • 203 public lectures on EA topics; total audience 10,071 • 113 film screenings in EA languages; total audience 11,643 • Co-sponsored 3 art exhibits with UMMA; total viewers 192,000; support for curator & docent tours • Large scale one-day public events for all ages (e.g., Kite Festival, <i>Mochitsuki</i>, <i>Chuseok</i>) with music, dance, crafts, games & activities; 5,323 total participants
	Expand public knowledge about EA in the state & the Midwest	<ul style="list-style-type: none"> • (2013) Free copies of the "Princeton Dictionary of Buddhism" distributed to community college, high school, public, prison libraries in Michigan; 1,140 institutions
	Expand public knowledge about EA nationally & internationally	<ul style="list-style-type: none"> • EANRC faculty expertise shared in over 50 features by national & international media outlets: <i>Chicago Tribune</i>, <i>China Daily</i>, <i>Chronicle of Higher Education</i>, <i>CNBC</i>, <i>CNN</i>, <i>NPR</i>, <i>Wall Street Journal</i>, <i>New York Times</i>

9.B. Equal Access. UM is an equal access university. Throughout the institution, guidelines are in place to carry out the university's nondiscrimination policy, which states: "The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions." In the wake of Proposal 2, a 2006 amendment to the state constitution prohibiting certain forms of affirmative action, UM has sought to maintain its historical commitment to equal access and diversity by establishing the Center for Educational Outreach and Academic Success, which works with school systems and community-based organizations to improve university access in underserved communities. New scholarships have been created for students who are the first in their family to attend college, raised in single-parent homes, or from a family earning an income below \$50,000. UM has also placed an emphasis on increasing transfers from two-year colleges.

UM's Office of Services for Students with Disabilities (SSD) offers year-round, free services to all students with learning disabilities (visual, hearing, mobility, chronic health, and psychological impairments). SSD assists students in negotiating barriers to their education; improves access to university programs, activities, and facilities; and promotes increased awareness of disability issues. The majority of EANRC lectures and outreach activities are held in the II facilities, located in the School of Social Work Building, built in 1998 to meet full accessibility standards.

9.C. Evaluation Plan. In order to ensure effectiveness and continuous improvement of UM's Title VI programs, an evaluation program for all EANRC activities has been collaboratively developed by faculty, staff, and an independent evaluator with the goals of 1) generating

information that can be used to assess program and student outcomes and 2) building the internal capacity for future evaluation and assessment work. The findings will be reported to the relevant center committees and the U.S. Department of Education (US/ED). This evaluation plan has also been developed in cooperation with the II and other UMNRCs. Through this cooperation, we aspire to develop best practices and systematic evaluation procedures that are durable over time and that allow for adequate comparison across time and across programs.

The UMNRCs have made a rigorous effort to use existing evaluation information and introduced new mechanisms to gather data not previously assembled. The methods used include: (1) mining center and university records to assemble accounts of who is doing what, when, and for how long; (2) course evaluations; (3) targeted surveys aimed at generating quantitative and qualitative data; (4) direct assessment measures, such as language proficiency exams, which we plan to strengthen in 2014-18; and (5) interviews and focus groups. For the 2014-18 grant cycle EANRC has pooled resources with other UMNRCs to hire an independent external evaluator to

Table 16: EANRC Overarching Evaluation Questions

NRC Evaluation Questions	FLAS Evaluation Questions
<ul style="list-style-type: none"> • What impact do EANRC activities have on campus, community, region & nation? • To what degree do EANRC activities address national needs & generate information disseminated to K-12 schools, postsecondary institutions, public, business, and media? • Does UM offer an appropriate mix of EA language & area studies courses & academic program options? How can they be improved? • To what extent are students placed into post-graduate employment, education, & training in areas of national need & into positions using EA language & area studies skills? How effective are efforts to increase these placements? How can they be improved? • To what extent does EANRC increase the capacities of K-16 institutions, especially those serving underrepresented students? • To what extent does EANRC achieve project-specific goals identified in its Performance Measure Forms (see Appendix IV)? 	<ul style="list-style-type: none"> • To what extent has UM’s training contributed to improved supply & diversity of EA specialists? • To what extent have students developed language skills through enrollment in advanced EA language classes? How can these efforts be improved? • To what extent are students placed into post-graduate employment, education, & training in areas of national need & into positions using EA language & area studies skills? How effective are efforts to increase these placements? How can they be improved?

develop a comprehensive evaluation plan and Performance Measure Forms (PMFs) with Project Goals for cross-center activities and customized elements for center-specific activities (see Table 16, p. 46, & Appendix IV).

Independent External Evaluator: Formative Evaluation Research Associates (FERA), DUNS #083426965, will serve as the external independent evaluator for this grant. Located in Ann Arbor, Michigan, FERA has provided program evaluation services to nonprofits and their partners for 40 years. FERA is dedicated to enhancing the performance of nonprofit organizations and their partners and has worked at the local, national, and international levels.

Relevant experience: FERA has evaluated U.S. Departments of Education, Labor, and Small Business Administration grants and has worked with: 1) higher education; 2) community colleges; 3) and K-12 educational institutions. FERA also has experience with the evaluation of international projects including: The Global Fund for Community Foundations, International Youth Foundation, and Junior Achievement in the Gambia and Russia.

9.D. Improving Supply of EA Specialists. Table 17 shows that UM is a major producer of EA specialists. Our master's alumni go on to doctoral programs, work in businesses and non-profit organizations, and join the foreign service. Ninety percent of our master's graduates report that they have used the area studies skills learned at UM in at least one position after graduation; 85% say that their language skills have contributed to their careers. Over 75% of our PhDs teach EA-related subjects at colleges or universities, producing future teachers and EA specialists.

9.E. Addressing National Needs and Disseminating Information. The EANRC covers countries of strategic importance: China is emerging as a dominant power, Japan is the U.S.'s most important Asian ally in the postwar era, and Korea is a divided nation requiring American diplomatic attention and military presence. They constitute three of the four largest economies of

Table 17: Placement of EA Area Studies MA & PhD Graduates, AY2009-13

Type of Placement	Center MA	PhD
PhD Program	9	NA
Other Graduate Study	1	0
Federal Government	5	2
State/Local Government	0	1
Foreign Government	0	1
US Military	0	1
Higher Education (employment)	4	39
Primary/Secondary Education	3	0
Private Sector Not-for-Profit	1	2
Private Sector For-Profit	17	0
Unknown	6	6
Total Number of Graduates	45	52

Asia. Tibet is of strategic importance because it remains a flashpoint for conflicts within China. Chinese, Japanese, Korean, and Tibetan are all listed as priority languages in the US/ED guidelines on

national need. We address national needs by producing linguists skilled in these languages, as well as specialists and teachers with expert knowledge of the regions where they are spoken. The EANRC disseminates knowledge on these regions through faculty publications, websites and blogs, and the lectures and public outreach activities. (See Section 7, pp. 33-34.)

Post Graduate Placement in Areas of National Need. A majority of CCS and CJS master’s graduates pursue careers in EA-related fields. Some are interpreters, translators, and teachers; others are managers in multinational corporations or NGOs. UM’s PhDs teach EA studies at universities across the U.S. All contribute to American expertise in the languages and regions defined in US/ED guidelines as constituting national needs.

9.F. Fellowships Addressing National Needs. A recent survey of EANRC graduates shows that the majority of FLAS awardees pursue careers that make use of language & area studies skills learned as FLAS Fellows. Of the 27 graduate FLAS awardees between AY2010-11 and Summer 2013 who have received their UM degrees, 10 (37%) are in further graduate education and 7 (26%) are in positions of national need in government, education, or non-profit sectors.

10. FLAS Awardee Selection Procedures

UM's EANRC plans to offer 8 graduate academic year FLAS fellowships, 2 undergraduate academic year FLAS fellowships, and 8 summer FLAS fellowships for undergraduate and graduate students. For undergraduates, we plan to give priority to students at the advanced level and to students who want to participate in study abroad programs. Table 18 outlines the process and criteria we will use to select FLAS fellows and alternates.

As shown in Table 3 (page 7), UM has supplemented academic year graduate FLAS awards with university funds for tuition and health insurance because UM policy does not allow tuition waivers or discounts. UM expects to continue this practice for academic year graduate fellows in Rackham graduate degree programs (all PhD and most master's degrees, about 80% of EA applicants), and will work with professional schools to provide the same for their students.

11. Competitive Priorities

NRC Competitive Preference Priorities. As indicated in Section 8, this proposal meets NRC Competitive Priorities. WHaLI, MIIE, and UPR projects meet NRC Competitive Preference Priority 1 by collaborating with community colleges and MSIs. WHaLI and Teacher Certification in Chinese & Japanese meet Competitive Preference Priority 2 by collaborating with UM School of Education.

FLAS Competitive Preference Priorities. All of our FLAS grants will be awarded to students studying Chinese, Japanese, Korean, or Tibetan, and the regions where these languages are spoken. One hundred percent of our awards will thus support study of languages listed in FLAS Competitive Preference Priority 1. In response to FLAS Competitive Preference Priority 2, we plan to incorporate assessment of financial need in the selection process for both graduate and undergraduate fellows by strongly encouraging applicants to file the Free Application for Federal

Student Aid (FAFSA) form so that their expected family contribution (EFC) can be taken into account in the selection process (see Table 18 below for details).

Table 18: FLAS Fellow Selection Process

	Graduate FLAS	Undergraduate FLAS
Languages & Levels	<ul style="list-style-type: none"> • <i>Chinese & Japanese at 2nd year level & above</i>, with priority to advanced level training • <i>Korean & Tibetan at all levels</i>, with priority to advanced level training 	<ul style="list-style-type: none"> • <i>Chinese, Japanese, Korean & Tibetan at 3rd year level or above</i>, with priority to study abroad • For Summer only: 2nd year with commitment to completing 3rd year at UM in the academic year immediately following the fellowship period
Advertising (September to January)	<ul style="list-style-type: none"> • <i>FLAS website</i> with links from department & professional school admissions & fellowships pages, Rackham fellowships (graduate); LSA scholarships office, financial aid office, study abroad offices • <i>5-7 joint information sessions</i> for all FLAS languages at UM; separate sessions for graduate/professional, undergraduate, &/or student services staff/academic advisors • <i>Direct targeted email messages</i> to students identified by graduate/professional program, major/minor, previous language course enrollment • <i>Joint information booths</i> for all FLAS languages at relevant university-wide events, e.g., Rackham Graduate Orientation, Festifall, Study Abroad Fair, Int'l Career Fair, Major/Minor Fair • <i>Special recruitment efforts</i> with professional schools, esp. Business, Engineering, Law, Public Health & Public Policy • Work with <i>language instructors</i> to identify <i>promising students</i> and encourage them to apply. • <i>FLAS Coordinator drop in office hours</i> in January for individual advising and questions 	
Application (November to January; deadline January 20)	<ul style="list-style-type: none"> • <i>FLAS website</i> with detailed information on eligibility, fellowship requirements, application instructions & contact information for FLAS coordinator for questions & clarifications • <i>Online FLAS application & downloadable forms</i> linked from the FLAS website • <i>Required materials</i>: application form, statement of purpose, official transcripts of all postsecondary work, GRE/SAT/ACT scores, two academic letters of recommendation, language evaluation/recommendation, Free Application for Federal Student Aid (FAFSA) 	
Selection Criteria	<ul style="list-style-type: none"> • <i>Academic excellence</i>, based on quantitative & qualitative evidence • <i>Strength/feasibility/appropriateness of proposed plan</i> for the award period • <i>Adequacy of language preparation</i> for proposed plan • <i>Relevance of language & area studies</i> in overall <i>career goals</i> • <i>Overall balance</i> of languages, disciplines, & long-term career interests among selected fellows • <i>Equal access</i> to students from under-represented socioeconomic backgrounds & disciplines • <i>Financial need</i>, based on student's FAFSA expected family contribution (EFC) 	
Financial Need (graduate & undergrad.)	<ul style="list-style-type: none"> • Select pool of qualified candidates based on selection criteria above except financial need • Assign financial need category (high, medium, low, or no need) based on FAFSA EFC; students who do not file FAFSA will be assigned to lowest need category • Cut-off for each category to be determined annually based in part on cost of attendance (COA) • Priority given to applicant with higher need category when all other selection criteria are equal 	
Selection Committee	<ul style="list-style-type: none"> • Committee composed of faculty representing <i>cross-section of EA faculty</i> • At least one faculty member in the <i>humanities</i> & one in the <i>social sciences</i> • <i>Professional school faculty</i> included whenever possible 	
Deadlines	<ul style="list-style-type: none"> • <i>September 1</i>: FLAS website updated with information for the upcoming year's competition • <i>November 1</i>: FLAS online application opens • <i>January 20</i>: FLAS online application closes • <i>March 1</i>: Faculty review of graduate applications completed; selection committee meeting • <i>March 15</i>: Award letters postmarked to graduate fellows & alternates; faculty review of undergraduate applications completed & selection committee meeting • <i>April 1</i>: Award letters postmarked to undergraduate fellows & alternates 	

Appendix I

Project Budget

APPENDIX I – BUDGET

ED 524 FORM SECTION A – BUDGET SUMMARY

ITEMIZED LINE ITEM BUDGET

2014-18 NATIONAL RESOURCE CENTER BUDGET	1
2014-18 FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIP BUDGET	11



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

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
University of Michigan/East Asia National Resource Center

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$121,032	\$120,860	\$120,607	\$118,497	N/A	\$480,996
2. Fringe Benefits	\$32,921	\$32,880	\$33,804	\$33,143	N/A	\$132,748
3. Travel	\$11,860	\$11,860	\$11,860	\$11,860	N/A	\$47,440
4. Equipment	\$0	\$0	\$0	\$0	N/A	\$0
5. Supplies	\$21,425	\$21,425	\$20,925	\$20,925	N/A	\$84,700
6. Contractual	\$0	\$0	\$0	\$0	N/A	\$0
7. Construction	\$0	\$0	\$0	\$0	N/A	\$0
8. Other	\$60,310	\$56,690	\$67,841	\$70,796	N/A	\$255,637
9. Total Direct Costs (lines 1-8)	\$247,548	\$243,715	\$255,038	\$255,221	N/A	\$1,001,522
10. Indirect Costs*	\$19,804	\$19,497	\$20,403	\$20,418	N/A	\$80,122
11. Training Stipends	\$354,000	\$354,000	\$354,000	\$354,000	N/A	\$1,416,000
12. Total Costs (lines 9-11)	\$621,352	\$617,212	\$629,441	\$629,639	N/A	\$2,497,644

***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: 7/1/2014 To: 6/30/2016 (mm/dd/yyyy)
Approving Federal agency: ___ ED X Other (please specify): DHHS The Indirect Cost Rate is 55.5%
- (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 8%NRC, 0% FLAS

Name of Institution/Organization

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 B - BUDGET SUMMARY
NON-FEDERAL 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE (see instructions)

EAST ASIA NATIONAL RESOURCE CENTER, THE UNIVERSITY OF MICHIGAN
2014-18 National Resource Center Budget

Category	Year 1	Year 2	Year 3	Year 4	Priority	Narrative Reference
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I. Personnel

A. Administrative

East Asia Center Office Assistant (China, Japan, Korea), Margaret Rudberg
(33% China, 34% Japan, 33% Korea)
(25% of 1.0 FTE salary)
(31% Fringe: \$2,667, \$2,720, \$2,774, \$2,830)

\$8,602

\$8,774

\$8,949

\$9,128

p. 43

East Asia Academic Program Manager (China), Jen Zhu
(100% Chinese Studies)
(25% of 1.0 FTE salary)
(31% Fringe: \$4,340, \$4,427, \$4,515, \$4,606)

\$14,000

\$14,280

\$14,566

\$14,857

p. 43

East Asia Project Coordinator (China, Japan, Korea) Azumi Ann Takata
(66% Japan, 17% China, 17% Korea)
(25% of 1.0 FTE salary)
(31% Fringe: \$3,480, \$3,549, \$3,620, \$3,693)

\$11,225

\$11,449

\$11,678

\$11,912

p. 43

B. Teacher Training

World History and Literature Initiative

School of Education Coordinator, TBA
Curricular development assistance & evaluation
150 hours @ \$20/hr
(31% Fringe: \$930, \$949, \$968, \$987)

\$3,000

\$3,060

\$3,121

\$3,184

p. 34

AP, CPP1 & 2

Media Specialist, TBA
Videotaping/editing and web work/streaming
25 hours @ \$20/hr
(8% Fringe: \$40, \$41, \$42, \$42)

\$500

\$510

\$520

\$531

Collaboration with Washtenaw Community College (WCC)

Wei Liu, Lecturer III
Development of WCC Chinese Language Curriculum

p. 36

AP & CPP1

Appendix I Budget: NRC

50 hours x \$40/hr (31% Fringe: \$620, \$0, \$0, \$0)	\$2,000	\$0	\$0	\$0
Mayumi Oka, Lecturer IV Development of WCC Japanese Language Curriculum 50 hours x \$40/hr (31% Fringe: \$0, \$620, \$0, \$0)	\$0	\$2,000	\$0	\$0
Sangkyung Han, Lecturer III Development of WCC Korean Language Curriculum 50 hours x \$40/hr (31% Fringe: \$0, \$0, \$620, \$0)	\$0	\$0	\$2,000	\$0
EA Language Teacher Certification Program Maria Coolican, Clinical Assistant Professor Feasibility Study for Chinese and Japanese Teaching Certification years 1 & 2 Chinese and Japanese course development Teaching evaluations (31% Fringe: \$3,333, \$3,399, \$3,467, \$3,537)	\$10,751	\$10,966	\$11,185	\$11,409
Student Assistance, TBA Assistance with feasibility study, curriculum development research 270 hours x \$16/hr (8% Fringe: \$346, \$346, \$0, \$0)	\$4,320	\$4,320	\$0	\$0
World Music Teacher Training School of Music Faculty, TBA K-12 music educators instruction (31% Fringe: \$651, \$0, \$651, \$0)	\$2,100	\$0	\$2,100	\$0
EA K-12 Workshops Student Assistance, TBA Facilitation of workshops (incl. recording, posting on website) 20 hours @ \$15/hr (8% Fringe: \$24, \$24, \$24, \$24)	\$300	\$300	\$300	\$300

AP & CPP2

p. 36

AP

p. 38

AP

p. 38

C. Language Instruction**Tibetan Language (First Year Tibetan I & II, Second Year Tibetan I & II)**

Open Position, Lecturer I (33% of 1.0 FTE salary) (31% Fringe: \$3,478, \$3,610, \$3,744, \$3,847)	\$11,220	\$11,644	\$12,077	\$12,409	p. 41
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Revision of East Asian Language Placement Tests

Korean Lecturers, TBA Korean placement test revision 400 hours @ \$20/hr in Year 1 (31% Fringe: \$2,480, \$0, \$0, \$0)	\$8,000	\$0	\$0	\$0	p. 41
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Chinese Lecturers, TBA

Chinese placement test revision 400 hours @ \$20/hr in Year 2, 200 hours @ \$20/hr in Year 3 (31% Fringe: \$0, \$2,480, \$1,240, \$0)	\$0	\$8,000	\$4,000	\$0	
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Japanese Lecturers, TBA

Japanese placement test revision 200 hours @ \$20/hr in Year 3, 400 hours @ \$20/hr in Year 4 (31% Fringe: \$0, \$0, \$1,240, \$2,480)	\$0	\$0	\$4,000	\$8,000	
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D. Outreach

East Asia K-14 Outreach Coordinator (Korea), Soo Park

(100% Korean Studies) (50% of 0.5 FTE salary) (31% Fringe: \$2,868, \$2,925, \$2,983, \$3,043)	\$9,250	\$9,435	\$9,624	\$9,816	p. 43
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East Asia K-14 Outreach Coordinator (China), Carol Stepanchuk

(100% Chinese Studies) (10% of 1.0 FTE salary) (31% Fringe: \$1,514, \$1,545, \$1,575, \$1,607)	\$4,885	\$4,982	\$5,082	\$5,184	p. 43
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East Asia K-14 Outreach Assistant, TBA

(34% China, 33% Japan, 33% Korea) (25% of 1.0 FTE salary) (31% Fringe: \$3,100, \$3,162, \$3,225, \$3,290)	\$10,000	\$10,200	\$10,404	\$10,612	p. 43
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East Asia K-14 Outreach Assistant (Japan), Emily Canosa (100% Japanese Studies) 80 hours @ \$18/hr (8% Fringe: \$115, \$118, \$120, \$122)	\$1,440	\$1,469	\$1,498	\$1,528	p. 43
CKS Colloquium Series					p. 41
Student Assistance, TBA Assistance with administering lectures, assistance with poster design and distribution 36, 30, 24, 24 hours @ \$15/hr (3 hrs per lecture) (8% Fringe: \$43, \$36, \$29, \$29)	\$540	\$450	\$360	\$360	
EA Blogs					p. 42
Student Assistance, TBA Development, maintenance, & reconfiguration of EA blogs 260 hours (5 hours/week) @ \$15/hr (8% Fringe: \$312, \$312, \$312, \$312)	\$3,900	\$3,900	\$3,900	\$3,900	
E. Library					p. 43
Asia Library Student Assistance, TBA 900 hours @ \$10/hr (8% Fringe: \$720, \$720, \$720, \$720)	\$9,000	\$9,000	\$9,000	\$9,000	
F. Evaluation					p. 47
International Institute Evaluation Coordinator, TBA Evaluation project management (15% of 1.0 FTE salary) (31% Fringe: \$1,860, \$1,897, \$1,935, \$1,974)	\$6,000	\$6,120	\$6,242	\$6,367	
				Salaries Subtotal	\$121,032
				\$120,860	\$120,607
				\$118,497	
2. Fringe Benefits					
A. Administrative	\$10,487	\$10,696	\$10,909	\$11,129	
B. Teacher Training	\$5,944	\$5,379	\$5,772	\$4,590	
C. Language Instruction	\$5,958	\$6,090	\$6,224	\$6,327	

D. Outreach Personnel

\$7,952 \$8,098 \$8,244 \$8,403

E. Library Personnel

\$720 \$720 \$720 \$720

F. Evaluation Personnel

\$1,860 \$1,897 \$1,935 \$1,974

Fringe Benefits Subtotal \$32,921 \$32,880 \$33,804 \$33,143

3. Travel

Teacher Training

Presentations at Professional Association Conferences

Outreach Coordinator travel to local conferences to connect with teacher organizations

Ground transportation & per diem (meals, incidentals) for 2 coordinators @ \$200

\$400 \$400 \$400 \$400

AP p. 40

Professional Development with Sogang University (SU)

UM Korean Lecturers will receive pedagogical training at SU in Korea

International travel, ground transportation & per diem (meals, incidentals) @ \$3,500

\$3,500 \$3,500 \$3,500 \$3,500

AP p. 40

Language Lecturer Conference Travel Support

Professional conference attendance for UM Korean lecturers to develop their skills and network with others in the field

Domestic travel, per diem (meals, incidentals) lodging and conference registration for 4 instructors @ \$1,990

\$7,960 \$7,960 \$7,960 \$7,960

AP p. 40

Travel Subtotal \$11,860 \$11,860 \$11,860 \$11,860

4. Equipment

\$0 \$0 \$0 \$0

5. Supplies**Teacher Training****World History and Literature Initiative**

Photocopying, communications, consumables

\$75	\$75	\$75	\$75	AP, CPP1 & 2	p. 34
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Collaboration with Washtenaw Community CollegeChinese, Japanese & Korean courses at WCC
Printing (posters and flyers)

\$700	\$700	\$700	\$700	AP & CPP1	p. 36
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EA Language Teacher Certification ProgramChinese and Japanese Teaching Certification Program
Photocopying and materials for the program study and development

\$500	\$500	\$0	\$0	AP & CPP2	p. 36
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EA K-12 Workshops

Photocopying & educational materials for 30 teacher participants

\$300	\$300	\$300	\$300	AP	p. 38
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Korea from "A Single Shard" Program

130 middle school students from Title I schools bus to the University of Michigan Museum of Art for a demonstration and hands-on experience with Korean art with clay tiles, 2 trips scheduled yearly

\$600	\$600	\$600	\$600	AP	p. 39
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Materials (clay tiles, inlay clay) @ \$300

Classroom books @ \$300

CKS Professional Development Workshop for Educators

Photocopying & educational materials for participants

\$200	\$200	\$200	\$200	AP	p. 39
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Professional Development with Sogang University (SU)

Course supplies and materials

\$150	\$150	\$150	\$150	AP	p. 40
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Outreach**CKS Colloquium Series**

Printing (posters and flyers)

\$300	\$300	\$300	\$300		p. 41
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Asia Library Support

p. 43

Material acquisitions (Chinese, Japanese, Korean & Tibetan)

\$18,000	\$18,000	\$18,000	\$18,000
\$21,425	\$21,425	\$20,925	\$20,925

Supplies Subtotal

6. Contractual \$0 \$0 \$0 \$0

7. Construction \$0 \$0 \$0 \$0

8. Other

Teacher Training

World History and Literature Initiative

Speaker's fee for 2 presenters @300

AP, CPP1 & 2 p. 34

\$600	\$600	\$600	\$600
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Collaboration with the Midwest Institute for International/Intercultural Education (MIIE)

Speaker's fee for 5 summer institute presenters @ \$200

Ground transportation for 5 presenters @ \$100

Ground transportation and participation fee for one community college faculty member

AP & CPP1 p. 35

\$1,000	\$1,000	\$1,000	\$1,000
\$500	\$500	\$500	\$500
\$1,000	\$1,000	\$1,000	\$1,000

Library Travel Grants

Domestic travel & per diem (meals, incidentals) for 6 researchers & educators, priority given to MIIE members @ \$700

AP & CPP1 p. 35

\$4,200	\$4,200	\$4,200	\$4,200
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Collaboration with Washtenaw Community College (WCC)

Developing East Asian Language Program at WCC

Chinese Language Lecturer, WCC hired faculty

Curriculum preparation in coordination with UM instructors 28 hours @ \$58/hr

100 Level Chinese course instruction

150 contact hours @ \$58/hr

200 Level Chinese course instruction

120 contact hours @ \$58/hr

(NRC grant support will be progressively less each year the course is offered, year 1/100%, year 2/70%, year 3/50%)

AP & CPP1 p. 36

\$1,624	\$0	\$0	\$0
\$0	\$8,700	\$6,090	\$4,350
\$0	\$0	\$6,960	\$4,872

Japanese Language Lecturer, WCC hired facultyCurriculum preparation in coordination with UMI instructors
28 hours @ \$58/hr

\$0 \$1,624 \$0 \$0

100 Level Japanese course instruction

\$0 \$0 \$8,700 \$6,090

150 contact hours @ \$58/hr

200 Level Japanese course instruction

\$0 \$0 \$0 \$6,960

120 contact hours @ \$58/hr

(NRC grant support will be progressively less each year the course is offered, year 1/100%, year 2/70%, year 3/50%)

Korean Language Lecturer, WCC hired facultyCurriculum preparation in coordination with UM instructors
28 hours @ \$58/hr

\$0 \$0 \$1,624 \$0

100 Level Korean course instruction

\$0 \$0 \$0 \$8,700

150 contact hours @ \$58/hr

Washtenaw Community College Foreign Language ChairCoordinating and supervising the new language program
30 hours @ \$110/hr

\$3,300 \$3,366 \$3,433 \$0

University of Puerto Rico (UPR) Collaboration

K-16 professional and curriculum development workshop

Speaker's fee for 1 presenter @ \$500

Domestic travel & per diem (meals, incidentals) for 1 presenter @ \$2000

Curriculum Development Workshop Operational Fees

\$500 \$500 \$500 \$500

\$2,000 \$2,000 \$2,000 \$2,000

\$1,000 \$1,000 \$1,000 \$1,000

AP & CPPI

p. 37

EA K-12 Workshops

Speaker's fee for 4 presenters @ \$500

Domestic travel for 4 teacher participants @ 250

Recording fee for podcasting and websites

Photographer

Publicity

AP

p. 38

\$2,000 \$2,000 \$2,000 \$2,000

\$1,000 \$1,000 \$1,000 \$1,000

\$500 \$500 \$500 \$500

\$150 \$150 \$150 \$150

\$500 \$500 \$500 \$500

Korea from "A Single Shard" Program

130 middle school students from Title I schools bus to the University of Michigan Museum of Art for a demonstration and hands-on experience with Korean art with clay tiles.

- Bus transportation @ \$600
- Speaker's fee for art demonstrator @ \$400
- Ground transportation for art demonstrator @ \$75
- Glazing/firing fees @ \$400
- Korea kit shipping @ \$100

\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
\$800	\$800	\$800	\$800	\$800
\$150	\$150	\$150	\$150	\$150
\$800	\$800	\$800	\$800	\$800
\$200	\$200	\$200	\$200	\$200

AP p. 39

UMMA Docent training on Korean art
Speaker's fee for 1 artist/curator of Korean Art @ \$400
Domestic travel & per diem (meals, incidentals) for 1 artist/curator of Korean Art @ \$810

\$400	\$0	\$400	\$0
\$810	\$0	\$810	\$0

CKS Professional Development Workshop for Educators

- Speaker's fee for 1 speaker @ \$500
- Domestic travel for 1 speaker @ \$520

\$500	\$500	\$500	\$500
\$520	\$520	\$520	\$520

AP p. 39

Outreach

CKS Colloquium Series

Speaker's fees for 12 speakers/Year 1, 10 speakers/Year 2, 8 speakers/Year 3, 8 speakers/Year 4 - @ \$500
Domestic travel & per diem (meals, incidentals) for 12, 10, 8, 8 speakers @ \$1,088

\$6,000	\$5,000	\$4,000	\$4,000
\$13,056	\$10,880	\$8,704	\$8,704

p. 41

CJS-CMENAS Collaboration

Japan in the Middle East Conference
Speaker's fee for 6 presenters @ \$500
Domestic travel/Int'l Travel & per diem (meals, incidentals) for 6 presenters @ \$800
Publicity

\$3,000	\$0	\$0	\$0
\$4,800	\$0	\$0	\$0
\$200	\$0	\$0	\$0

p. 42

Evaluation

Evaluation Specialist, Karin Tice

Collaboration with FERA for program evaluation
External evaluator

\$8,000	\$8,000	\$8,000	\$8,000
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p. 47

	Other Subtotal	\$60,310	\$56,690	\$67,841	\$70,796
9. Total Direct Costs		\$247,548	\$243,715	\$255,038	\$255,221
10. Indirect Costs		\$19,804	\$19,497	\$20,403	\$20,418
	Grand Total	\$267,352	\$263,212	\$275,441	\$275,639

EAST ASIA NATIONAL RESOURCE CENTER, THE UNIVERSITY OF MICHIGAN
2014-18 Foreign Language and Area Studies Fellowship Budget

Category	Year 1	Year 2	Year 3	Year 4	Priority	Narrative Reference
A. Undergraduate Fellowships						
1. Academic Year Fellowships						
Institutional Payment	\$20,000	\$20,000	\$20,000	\$20,000	CPP1, CPP2	49
Subsistence Allowance	\$10,000	\$10,000	\$10,000	\$10,000		
Subtotal	\$30,000	\$30,000	\$30,000	\$30,000		
B. Graduate Fellowships						
1. Academic Year Fellowships						
Institutional Payment	\$144,000	\$144,000	\$144,000	\$144,000	CPP1, CPP2	49
Subsistence Allowance	\$120,000	\$120,000	\$120,000	\$120,000		
Subtotal	\$264,000	\$264,000	\$264,000	\$264,000		
C. Summer Fellowships						
1. Graduate & Undergraduate Fellowships						
Institutional Payment	\$40,000	\$40,000	\$40,000	\$40,000	CPP1, CPP2	49
Subsistence Allowance	\$20,000	\$20,000	\$20,000	\$20,000		
Subtotal	\$60,000	\$60,000	\$60,000	\$60,000		
FLAS TOTAL	\$354,000	\$354,000	\$354,000	\$354,000		

Appendix II

Profiles of Project Personnel

APPENDIX II – PROFILES OF PROJECT-RELATED PERSONNEL

ALPHABETICAL INDEX OF FACULTY, LECTURERS, & PROFESSIONAL STAFF	1
SUBJECT INDEX OF FACULTY & LECTURERS	3
PROFILES	5
Project Director/Principal Investigator	5
EA Studies (Non-Language) Faculty	6
Language Lecturers	43
EANRC Staff	54
Asia Library Staff	60
UM Museum of Art Staff	65
Other Professional Staff	66
External Collaborators	67
Active EA Emeriti Faculty	69

ALPHABETICAL INDEX OF FACULTY, LECTURERS, & PROFESSIONAL STAFF**PROJECT DIRECTOR**

Gallagher, Mary E. 5

EA STUDIES (NON-LANGUAGE) FACULTY

Adams, Robert 6

Ahn, Juhn 6

Anderson, Barbara S. 7

Ang, Yuen Yuen 7

Auerback, Micah 8

Baxter, William H. 8

Brose, Benjamin 9

Brown, Miranda D. 9

Cai, Jing 10

Campbell, Scott W. 10

Carr, Kevin Gray 11

Cassel, Pär 11

Chang, Chun-shu 12

Chung, David Y. 12

Crowell, Susan Elizabeth 13

de Pee, Christian 13

Deng, Lan 14

Duanmu, San 14

Dunlap, Paul V. 15

Erickson, Susan N. 15

Fetters, Michael D. 16

Hanashiro, Roy S. 16

Hashikawa, Micheleen 17

Hill, Christopher 17

Howson, Nicholas C. 18

Jimbo, Masahito 18

Kee, Joan 19

Kim, E. Han 19

Kim, Hwa-Jin 20

Kim, Jae-eun 20

Kim, Jong-Jin 21

Kitayama, Shinobu 21

Kurashige, Scott 22

Kwak, Dae Hee 22

Kwak, Nojin 23

Lam, Joseph S. C. 23

Lee, Hoon 24

Levey, Benjamin 24

Li, Lydia 25

Liang, Jersey 25

Lim, Linda Yuen-Ching 26

Little, Sahoko Hirano 26

Lopez, Jr., Donald S. 27

EA STUDIES FACULTY (CONTINUED)

Masuzawa, Tomoko 27

McElwain, Kenneth Mori 28

Miller, Kevin 28

Mueggler, Erik 29

Nornes, Abé Markus 29

Pincus, Leslie B. 30

Platt, Robert 30

Porter, David 31

Powers, Martin 31

Rew, Karl 32

Robertson, Jennifer E. 32

Rolston, David L. 33

Ryu, Youngju 33

Saint Arnault, Denise 34

Santos, Erik 34

Sheng, Bright 35

Suzuki, Rie 35

Tang, Xiaobing 36

Tardif, Twila Z. 36

Thornton, Arland D. 37

Tonomura, Hitomi 37

Tsutsui, Kiyoteru 38

Wang, Zheng 38

West, Mark D. 39

Wilcox, Emily E. 39

Wu, Xun (Brian) 40

Xie, Yu 40

Xu, Ming 41

Yen, Louis 41

Yoshihama, Mieko 42

Zwicker, Jonathan 42

LANGUAGE LECTURERS

Grande, Laura A. S. 43

Gu, Karen 43

Han, Sangkyung 44

Jung, Hunjin 44

Kim, Hyun-Ju 45

Kondo, Junko 45

Levin, Qiuli Zhao 46

Li-Stevenson, Jinyi 46

Liu, Qian 47

Liu, Wei 47

Mochizuki, Yoshihiro 48

Mori, Yuta 48

Oka, Mayumi 49

LANGUAGE LECTURERS (CONTINUED)

Okuno, Tomoko	49
Park, Kyongmi	50
Sakakibara, Yoshimi	50
Sogabe, Ayaka	51
Tsuda-Petty, Satoko	51
Wang, Yan	52
Yasuda, Masae	52
Yin, Haiqing	53
Zhong, Yan	53

EANRC STAFF

Allerding, Leea	54
Canosa, Emily F.	54
Fukazawa, Yuri	55
Janney, Adrienne	55
Lee, Suyun	56
Morsman, Do-Hee	56
Park, Soo Hyun	57
Rudberg, Margaret	57
Schlorff, Helena	58
Stepanchuk, Carol	58
Takata, Azumi Ann	59
Zhu, Jen	59

ASIA LIBRARY STAFF

Anderson, Kazuko	60
Baek, Sarah Heh-Young	60
Fu, Liangyu	61

ASIA LIBRARY STAFF (CONTINUED)

Kim, Myung Hee	61
Sung, Yunah	62
Suzuki, Mari	62
Wang, Gengna	63
Wang, I-Chun	63
Wang, Mei	64
Yokota-Carter, Keiko	64

UM MUSEUM OF ART STAFF

Oyobe, Natsu	65
Reister, Pamela	65

OTHER PROFESSIONAL STAFF

Bao, Shuming	66
Willoughby, Bruce E.	66

EXTERNAL COLLABORATORS

Coolican, Maria J.	67
McNulty, Amy Fox	67
Sypris, Theo S.	68
Tice, Karin E.	68

ACTIVE EA EMERITI FACULTY

Inuzuka, Sadashi	69
Lieberthal, Kenneth	69
Munro, Donald J.	70
Ramirez-Christensen, Esperanza	70
Young, Ernest P.	71

SUBJECT INDEX OF FACULTY & LECTURERS

ANTHROPOLOGY			EDUCATION	
Mueggler, Erik	29		Miller, Kevin	28
Robertson, Jennifer E.	32			
ARCHITECTURE			ENGINEERING	
Adams, Robert	6		Xu, Ming	40
Kim, Jong-Jin	21			
ART & DESIGN			ETHNIC STUDIES	
Chung, David Y.	12		Kurashige, Scott	22
Crowell, Susan Elizabeth	13			
Nornes, Abé Markus	29		FILM & VISUAL MEDIA STUDIES	
Platt, Robert	30		Nornes, Abé Markus	29
Robertson, Jennifer E.	32			
ART HISTORY			HISTORY	
Carr, Kevin Gray	11		Cassel, Pär	11
Erickson, Susan N.	15		de Pee, Christian	13
Kee, Joan	19		Hanashiro, Roy S.	16
Powers, Martin	31		Kurashige, Scott	22
Robertson, Jennifer E.	32		Levey, Benjamin	24
			Masuzawa, Tomoko	27
			Pincus, Leslie B.	30
			Tomomura, Hitomi	37
			Wang, Zheng	38
BIOLOGY			KINESIOLOGY	
Dunlap, Paul V.	15		Kwak, Dae Hee	22
			Yen, Louis	41
BUSINESS			LANGUAGE: CHINESE	
Kim, E. Han	19		Grande, Laura A. S.	43
Lim, Linda Yuen-Ching	26		Gu, Karen	43
Wu, Xun (Brian)	40		Levin, Qiuli Zhao	46
			Li-Stevenson, Jinyi	46
COMMUNICATION STUDIES			Liu, Qian	47
Campbell, Scott W.	10		Liu, Wei	47
Kwak, Nojin	23		Wang, Yan	52
Lee, Hoon	24		Yin, Haiqing	53
			Zhong, Yan	53
COMPARATIVE LITERATURE			LANGUAGE: JAPANESE	
Masuzawa, Tomoko	27		Kondo, Junko	45
Porter, David	31		Mochizuki, Yoshihiro	48
Tang, Xiaobing	36		Mori, Yuta	48
			Oka, Mayumi	49
ECOLOGY & NATURAL RESOURCES			Okuno, Tomoko	49
Xu, Ming	44		Sakakibara, Yoshimi	50
			Sogabe, Ayaka	51
ECONOMICS			Tsuda-Petty, Satoko	51
Cai, Jing	10			

LANGUAGE: JAPANESE (CONTINUED)

Yasuda, Masae 52

LANGUAGE: KOREAN

Han, Sangkyung 44

Jung, Hunjin 44

Kim, Hyun-Ju 45

Park, Kyongmi 50

LAW

Howson, Nicholas C. 18

Kim, Hwa-Jin 20

West, Mark D. 39

LINGUISTICS

Baxter, William H. 8

Duanmu, San 14

LITERATURE & CULTURE

Baxter, William H. 8

Brown, Miranda D. 9

Hill, Christopher 17

Nornes, Abé Markus 29

Rolston, David L. 33

Ryu, Youngju 33

Tang, Xiaobing 36

Wilcox, Emily E. 39

Zwicker, Jonathan 42

MEDICINE

Fetters, Michael D. 16

Hashikawa, Micheleen 17

Jimbo, Masahito 18

Little, Sahoko Hirano 26

Rew, Karl 32

MUSIC COMPOSITION

Santos, Erik 34

Sheng, Bright 35

MUSICOLOGY

Lam, Joseph S. C. 23

NURSING

Saint Arnault, Denise 34

POLITICAL SCIENCE

Ang, Yuen Yuen 7

Gallagher, Mary E. 5

McElwain, Kenneth Mori 28

PSYCHOLOGY

Kitayama, Shinobu 21

Miller, Kevin 28

Tardif, Twila Z. 36

PUBLIC HEALTH

Liang, Jersey 25

Suzuki, Rie 35

RELIGION

Ahn, Juhn 6

Auerback, Micah 8

Brose, Benjamin 9

Lopez, Jr., Donald S. 27

SOCIAL WORK

Li, Lydia 25

Yoshihama, Mieko 42

SOCIOLOGY

Anderson, Barbara S. 7

Kim, Jaeun 20

Thornton, Arland D. 37

Tsutsui, Kiyoteru 38

Xie, Yu 40

URBAN PLANNING

Deng, Lan 14

WOMEN'S STUDIES

Robertson, Jennifer E. 32

Tomomura, Hitomi 37

Wang, Zheng 38

PROJECT DIRECTOR**GALLAGHER, MARY E.**

Department & Tenure Status: Associate Professor of Political Science, appointed 2000, tenured; Director, Lieberthal-Rogel Center for Chinese Studies, 2008-present; Faculty Associate, Center for Comparative Political Studies, Institute for Social Research, 2004-present.

Education: BA, Government, Smith College, 1991; MA, Politics, Princeton University, 1996; PhD, Politics, Princeton University, 2001.

Academic Experience: Bryn Mawr College, 2000; Koguan School of Law, Shanghai Jiao Tong University, Shanghai, China, 2012-13; East China University of Politics & Law, Shanghai, China, 2003-04.

Overseas Experience: Beijing, Shanghai, visiting researcher, Chinese Academy of Social Sciences, Fudan University (short-term research trips), summer 2014; Shanghai, China, Visiting Professor, Shanghai Jiaotong University School of Law (visiting professor doing research on Chinese labor legislation), 2012-13; Guangzhou, China, Visiting speaker, South China Institute of Technology (speaker at international conference on social welfare), 2013; China, various cities, UM, Center for Chinese Studies Director, member of UM delegation on visits to Chinese universities (exchange and collaboration, networking with UM alumni), 2009, 2010; Beijing, China, Visiting Professor, Peking University-University of Michigan Joint Institute (teaching summer course on fieldwork in China to Chinese and American doctoral students), 2006; Beijing, China, Visiting Researcher, PI on National Science Foundation grant, doing survey with Research Center for Contemporary China at PKU (survey on Chinese workers' legal awareness), 2005; Shanghai, China, Fulbright Visiting Scholar, East China University of Politics and Law (research on legal mobilization of Chinese workers), 2003-04;

Foreign Language(s) with Proficiency Level(s): Chinese = 4, Japanese = 2, French = 1

Percent of Time Dedicated to EA Courses: 75%

EA Courses Taught: Social Scientific Studies of Historical and Contemporary China; China's Evolution under Communism; Authoritarian Resilience? State-Society Relations in Reform China.

Research/Teaching Specializations: Chinese politics; comparative politics; political economy of developing and transitional economies; qualitative research design.

Recent Publications:

Knowing China: New Sources, Methods, and Field Strategies, (Cambridge University Press, 2010), forthcoming, (with Allen Carlson, Melanie Manion, and Kenneth Lieberthal).

"Remote Control: How the Media Sustains Authoritarian Rule in China," *Comparative Political Studies* (2010), forthcoming (with Daniela Stockmann).

"China's Older Workers: Between Law and Policy, Between Laid Off and Unemployed," in Tom Gold (Ed.). *Laid Off and Unemployed Workers in China*, (Palgrave/MacMillan Press, 2009).

Number of Dissertations/Theses Supervised in Past 5 Years: 10

Distinctions: UM-LSA Excellence in Education Award, 2010; National Committee on US-China Relations Public Intellectuals Program, 2007; American Council of Learned Societies/Chiang Ching-Kuo Foundation, New Perspectives on Chinese Society Grant for the workshop, Sources and Methods in Chinese Politics, held November 2006 (\$15,465), 2006; National Science Foundation Research grant, 2004; Fulbright Research Award, 2003; graduated cum laude & departmental highest honors, 1991.

EAST ASIA AREA STUDIES FACULTY

ADAMS, ROBERT

Department & Tenure Status: Associate Professor of Architecture, Alfred Taubman College of Architecture & Urban Planning, appointed 2003, tenured.

Education: BA, Visual Arts, St John's University, 1989; MArch, Southern Calif. Institute of Architecture, 1994.

Academic Experience: Sud California Instituto d'Architettura, 1996; Otis College of Art and Design, 1997; Southern California Institute of Architecture, 1997; University of Minnesota, 1998-2003.

Overseas Experience: Beijing Architectural Studio Enterprise Co-founder & faculty member, 2000-present; Oaxaca, Mexico, 2002; Teaching & research, Sud California Instituto d'Architettura, 1994-96.

Foreign Language(s) with Proficiency Level(s): N/A

Percent of Time Dedicated to EA Courses: 30%

EA Courses Taught: Seminar: China Near Now; Beijing Architectural Studio Enterprise; Beijing Study Abroad Program.

Research/Teaching Specializations: Contemporary forms of urbanism and architecture in the rapid urbanization in China and its effects on design, construction practices and material culture in the United States.

Recent Publications:

"Perimeter Projects: On the Road with Jordan Crandall," *Dimensions* 20 (2007): 110-111.

"The University of Michigan Architecture @ Guardian Glass," in Dcunha Cajie (Ed). *Sandpaper-Guardian Industries Newsletter* 2nd Quarter (2007).

"Don't Tear the Sheet," *Dimensions* 19 (2007): 7-13.

Number of Dissertations/Theses Supervised in Past 5 Years: 18

Distinctions: Graduate Course Commendation for 2G1/3G4 Design Studio, University of Michigan, 2007.

AHN, JUHN

Department & Tenure Status: Assistant Professor of Asian Languages and Cultures, appointed 2011, tenure-track.

Education: BA, Asian Studies & Religion, University of Michigan, 1999; MA, Buddhist Studies, University of Michigan, 2003; PhD, Buddhist Studies, University of California, 2007.

Academic Experience: University of Toronto, 2006-11.

Overseas Experience: Seoul National University & Yonsei University (invited talks), 2013; Chinese University of Hong Kong (invited talk), 2012; Max Planck Institute for the History of Science (invited talk), Berlin, 2011.

Foreign Language(s) with Proficiency Level(s): Korean = 5, Chinese = 4, Japanese = 4

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Zen: History, Culture, & Critique; Controversies in Contemporary Korea; Great Cities in Asia; Intro to Buddhism; Intro to Study of Korean Religions; Intro to Korean Civilization (pre-modern); Study Aboard in Asia (Seoul); Natural Disasters in East Asia.

Research/Teaching Specializations: Transformation of the Koryo elite & new forms of Buddhism in Korea in the 14th century; Choson Dynasty (1392-1910) intellectual history; history of Chan/Zen learning.

Recent Publications:

"Buddhist Self-Cultivation Practice," in John Lagerway (Ed.). *Chinese Religion: Song, Jin and Yuan*, (Brill, 2013).

"Hakuin," in Gereon Kopf (Ed.). *Dao Companion to Japanese Buddhist Philosophy*, (Springer, 2014), forthcoming. *Gongan Collections I*, Collected Works of Korean Buddhism, Vol. 7-1. Trans. (Seoul: Jogye Order of Korean Buddhism, 2012).

"Worms, Germs, and Technologies of the Self: Religion, Sword Fighting, and Medicine in Early Modern Japan," *Japanese Religions* 37:1-2 (2012): 93-114.

"The Merit of Not Making Merit: Buddhism and the Late Koryŏ Fiscal Crisis." *Seoul Journal of Korean Studies* 23:1 (2010): 23-50.

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: Kyujanggak Fellowship, Int'l Center for Korean Studies, Seoul National University, 2013; Mellon Fellowship, Institute for Advances Study, Princeton, 2010; Puri Award for Excellence in Buddhist Studies Scholarship, Seoul, Korea, 2009.

ANDERSON, BARBARA S.

Department & Tenure Status: Ronald A. Freedman Collegiate Professor of Sociology & Population Studies, appointed 1977, tenured.

Education: AB, Sociology, University of Chicago, 1970; PhD, Sociology, Princeton University, 1974.

Academic Experience: National Institutes of Health, 1970-72; Princeton University, 1972-73; Brown University, 1976-84; Yale University, 1975-77.

Overseas Experience: South Africa (study abroad group leader), 2014; Russia, (conference paper presentation), 2013; China, CUEB & State Statistical Bureau (consulting & research), 1989-2006; Korea, Korea Research Foundation (conference co-organizer), 1996.

Foreign Language(s) with Proficiency Level(s): Russian = 3

Percent of Time Dedicated to EA Courses: 20%

EA Courses Taught: World Population Dynamics; Social Demography

Research/Teaching Specializations: Health and Healthcare; Social Demography; Quantitative Methodology, Race, Class & Gender; Social Change.

Recent Publications:

World Population Dynamics: An Introduction to Demography, (Upper Saddle River, NJ: Pearson, 2014).

“Projecting Low Fertility: Some Thoughts about the Plausibility and Implications of Assumptions,” *Population and Society* (Moscow, in Russian), 2014.

“The Rise of the African Middle Class and Continued Racial Inequality in South Africa,” *Poverty in Focus* 26 (2013): 38-39 (with Mosidi S. Nhlapo).

Number of Dissertations/Theses Supervised in Past 5 Years: 12

Distinctions: Honorary Research Scholar, Human Sciences Research Council, South Africa, 2011-14; University of Michigan; Regents' Distinguished Public Service Award, 2008; Visiting Professor, Beijing College of Economics (renamed Capital University of Economics and Business), 1993-2006; Fellow, Center for Advanced Study in the Behavioral Sciences, 1991; John Simon Guggenheim Fellow, 1982.

ANG, YUEN YUEN

Department & Tenure Status: Assistant Professor of Political Science, appointed 2011, tenure-track.

Education: BA, Political Science, Colorado College, 2002; MA, Political Science, Stanford University, 2003; PhD, Political Science, Stanford University, 2010.

Academic Experience: School of International & Public Affairs, Columbia University, 2010-11.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Chinese = 5

Percent of Time Dedicated to EA Courses: 70%

EA Courses Taught: China's Evolution Under Communism; Social Scientific Studies of Historical & Contemporary China; State & Markets in Contemporary China; Comparative Politics & Reform in China; Development & the Quality of Governance.

Research/Teaching Specializations: Comparative political economy; Comparative political organizations; Contemporary China.

Recent Publications:

“Authoritarian Restraints on Online Activism Revisited: Why ‘I-Paid-A-Bribe’ Worked in India but Failed in China,” *Comparative Politics* (2014).

“Perverse Complementarity: Political Connections and the Use of Courts Among Private Firms in China,” *The Journal of Politics* 76:2 (2012): 318-332 (with Nan JIA).

“Counting Cadres: A Comparative View of the Size of China's Public Employment,” *The China Quarterly*, Volume 211 (2012): 676-696.

“Endogenous Capacity Building: The Co-Evolution of State & Economy in China.” (Invited chapter in volume on state capacity-building in the developing world, Atul Kohli, Deborah Yashar & Miguel Centeno (Eds.)) .

Number of Dissertations/Theses Supervised in Past 5 Years: 3

Distinctions: Eldersveld Prize, UM Department of Political Science, University of Michigan, 2014.

AUERBACK, MICAH

Department & Tenure Status: Assistant Professor of Asian Languages & Cultures, appointed 2007, tenure-track.

Education: **AB**, Philosophy and Japanese Language & Literature, Washington University in St. Louis, 1996; **MA**, Religion, Princeton University, 2001; **PhD**, Religion, Princeton University, 2007.

Academic Experience: Harvard University, 2002; Kansai University, 2014.

Overseas Experience: Japan, Int'l Research Center for Japanese Studies (postdoctoral fellowship), 2010-11; Japan, Otani University (doctoral dissertation research), 2002-04; Korea, Sogang University (language study), 1999-2000;

Foreign Language(s) with Proficiency Level(s): Japanese = 4; Korean = 3; Chinese (Mandarin) = 1.

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Intro to Japanese Buddhism; The Lives of Buddha from India to Manga; Violence, Nonviolence & the Buddhist Traditions of Asia; Intro to Japanese Civilization; Buddhist Hagiographies.

Research/Teaching Specializations: Japanese Buddhism, with special emphasis on the 17th century to the present; images of the historical Buddha in Japan; biography & hagiography in Japanese Buddhism; military & prison chaplaincy in modern Japan; Tenrikyō & other Japanese New Religions within Japanese colonialism; Minakata Kumagusu (1867-1941); colonialism & imperialism in East Asia.

Recent Publications:

A Storied Sage: Canon and Creation in the Making of a Japanese Buddha, under review at the University of Chicago Press.

"Politics & Scholarship in the Modern Reinvention of Japanese Buddhism," *Religious Studies in Japan* 2 (2014): 23-36.

"A Closer Look at Zen at War: The Battlefield Chaplaincy of Shaku Sōen in the Russo-Japanese War (1904-1905)," in Vladimir Tikhonov and Torkel Brekke (Eds.). *Buddhism and Violence: Militarism and Buddhism in Modern Asia*, (New York: Routledge, 2013).

"Review of Nam-lin Hur, *Death and Social Order in Tokugawa Japan: Buddhism, Anti-Christianity, and the Danka System*," *Journal of the Economic and Social History of the Orient* 53 (2010): 671-674.

"Review of Christopher Ives, *Imperial-Way Zen: Ichikawa Hakugen's Critique and Lingering Questions for Buddhist Ethics*," *Monumenta Nipponica* 61:5 (Spring 2010): 41-44.

Number of Dissertations/Theses Supervised in Past 5 Years: 5

Distinctions: Japan Society for the Promotion of Science Postdoctoral Fellowship, 2010; Fulbright, 1996-97.

BAXTER, WILLIAM H.

Department & Tenure Status: Professor of Chinese Language and Linguistics, appointed 1982, tenured; Chinese language coordinator from 1983 to 2001.

Education: **BA**, Anthropology, Amherst College, 1970; **MA**, Linguistics, Cornell University, 1974; **PhD**, Linguistics & East Asian Linguistics, Cornell University, 1977.

Academic Experience: University of Alabama, Birmingham, 1978-83.

Overseas Experience: France, Institut National des Langues et Civilisations Orientales (summer school on historical linguistics), 2013; England, Oxford University (research training), 2009;

Foreign Language(s) with Proficiency Level(s): Chinese = 5, French = 4, German = 2, Dutch = 2, Russian = 1, Japanese = 1

Percent of Time Dedicated to EA Courses: 50%

EA Courses Taught: Languages of Asia; How Different is Chinese?; Asian Travelers; Decipherment; Deciphering Ancient Languages; Language and History; Human Language in Science & Nature.

Research/Teaching Specializations: Chinese historical phonology & etymology; applications of phonological reconstruction to the interpretation of early Chinese texts; use of statistical techniques in investigating remote linguistic relationships; HyperCard etymological dictionary of Chinese vocabulary for students of Chinese; syntax and semantics of modern Chinese.

Recent Publications:

Old Chinese: A New Reconstruction, (Oxford University Press, 2014), forthcoming, (with Laurent Sagart).

"Mandarin dialect phylogeny," *Cahiers de Linguistique Asie Orientale* 35 (2006): 71-114.

Number of Dissertations/Theses Supervised in Past 5 Years: 13

Distinctions: Research fellowship, Japan Society for the Promotion of Science, 2014; Research Grant, Centre de Recherches Linguistiques sur L'Asie Orientale, 2011.

BROSE, BENJAMIN

Department & Tenure Status: Assistant Professor of Religion, Asian Languages & Cultures, appointed 2009, tenure-track.

Education: BA, Religious Studies, University of California, Santa Cruz, 1996; MA, Asian Studies, University of California, Berkeley, 2002; MA, Religious Studies, Stanford University, 2003; PhD, Religious Studies, Stanford University, 2009.

Academic Experience: N/A

Overseas Experience: Taipei, Taiwan, Visiting Scholar, Academia Sinica, Research, 2013-2014; Kyoto, Japan, Research Fellow, Otani University, Research, 2005-07

Foreign Language(s) with Proficiency Level(s): Chinese = 4; Japanese = 3; French = 2

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Principles of Self-Cultivation in Chinese Culture; Readings in Late Qing & Republican Period Buddhism; Buddhism & Death; Zen: History, Culture, & Critique; Religions of China; Re-envisioning Religion in Modern Asia; Alchemy, Immortality, & Enlightenment: Chinese Religiosities, Past & Present; Chan Buddhism: Texts & Contexts; Zen Masters, Dharma Bums, & Drag Queens: Buddhism in America.

Research/Teaching Specializations: Buddhism; Chinese religions; East Asian religions.

Recent Publications:

"Crossing Ten-Thousand Li of Waves: The Return of China's Lost Tiantai Texts," *Journal of the International Association of Buddhist Studies* 29.1 (2008): 21-62.

"The Dancing Dead: Travels Through Buddhist China," *Kyoto Journal* 66 (2007): 4-10.

"Zen Classics: Formative Texts in the History of Zen Buddhism," *The Eastern Buddhist* 37.1-2 (2006): 284-293.

Number of Dissertations/Theses Supervised in Past 5 Years: 6

Distinctions: Chiang Ching-kuo Junior Scholar Grant, 2014; Fulbright Senior Scholar Grant, 2013; Andrew W. Mellon Foundation/American Council of Learned Societies, Dissertation Completion Fellowship, 2009.

BROWN, MIRANDA D.

Department & Tenure Status: Associate Professor of Asian Languages & Cultures, appointed 2002, tenured.

Education: BA, History, University of California, Berkeley, 1996; MA, History, University of California, Berkeley, 1999; PhD, History, University of California, Berkeley, 2002.

Academic Experience: N/A

Overseas Experience: Shanghai, summer instructor, Jiaotong University (taught for UM Jiaotong Joint Institute), 2012.

Foreign Language(s) with Proficiency Level(s): Chinese = 5, French = 3, Japanese = 2

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Chinese Culture to the Mongols; Acupuncture: Historical & Contemporary Transformations; Science in Pre-modern China; Contemporary Asian Controversies; Doctors in the Ancient World: China, Greece, & Rome; Senior Project in Asian Studies.

Research/Teaching Specializations: Early Chinese History; History of Science.

Recent Publications:

The Art of Medicine in Early China: The Ancient and Medieval Origins of a Modern Archive (Cambridge University Press), forthcoming.

"Looking Backward: Explaining the Rise of a Medical Tradition in Han China," in Griet VanKeerberghen and Michael Nylan (Eds.). *Chang'an 26 BCE: From Dreams to Ditches*, (Seattle: University of Washington Press, 2014).

"Mozi's Remaking of Ancient Authority," in Nicolas Standaert and Carine Defoort (Eds.). *Different Voices of the Mozi: Studies of an Evolving Text*, (Leiden: Brill, 2013). 143-174.

"Who Was He? Reflections on China's First Medical Naturalist." *Medical History* 56.3 (2012): 366-89.

Number of Dissertations/Theses Supervised in Past 5 Years: 10

Distinctions: ACLS Workshop, 2011; NEH, 2005.

CAI, JING

Department & Tenure Status: Assistant Professor, Department of Economics, appointed 2012, tenure-track.

Education: BS, Beijing Normal University, 2004; MS, Peking University, 2006; MA, University of California, 2009; PhD, University of California, 2012.

Academic Experience: N/A

Overseas Experience: Jiangxi, China, Principle investigator, UC Berkeley (Lead a research team to experiment and survey with more than 15,000 rural households), 2010-2012; Jiangxi, China, Principle Investigator, University of Michigan (Lead a research team to do experiment and survey with 4000 firms), 2013; China, Consultant, The World Bank (Rural ICT program evaluation), 2013.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5; English = 5

Percent of Time Dedicated to EA Courses: 50%

EA Courses Taught: Economy of the People's Republic of China; Developing Economies.

Research/Teaching Specializations: Development Economics; Experimental Economics; Household Finance.

Recent Publications:

"Inflation Rate and Inflation Uncertainty: Regime Switching Analysis for China Monthly Data," *Economic Research Journal*, (in Chinese), August 2005 (with Yiming Wang and Liuyan Zhao).

Number of Dissertations/Theses Supervised in Past 5 Years: 0

Distinctions: Award For Faculty Research in International Business, 2014; Competitive Research Fund on Entrepreneurship and Small & Medium Enterprise Growth, 2014; Private Enterprise Development in Low-Income Countries Exploratory Research Grant, 2014; Chinese Studies Center Faculty Research Award, 2013; Michigan Institute for Teaching and Research in Economics faculty research award, 2013.

CAMPBELL, SCOTT W.

Department & Tenure Status: Pohns Endowed Professor of Telecommunications, Associate Professor of Telecommunications, Department of Communication Studies, appointed 2005, tenured.

Education: BJ, University of Nebraska, 1992; MA, University of Missouri, 1999; PhD, University of Kansas, 2002.

Academic Experience: Hawaii Pacific University, 2002-05.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): N/A

Percent of Time Dedicated to EA Courses: 10%

EA Courses Taught: Social Consequences of Mobile Communication, Computer Mediated Communication

Research/Teaching Specializations: Examining the social implications of new media, with an emphasis on mobile telephony.

Recent Publications:

"Mobile communication and social privatism: Implications for diverse, weak, and new ties," *Review of Communication Research* (slated for issue #1 of 2015), forthcoming.

"Mobile communication and political participation in South Korea: Examining the intersections between informational and relational uses. *Computers in Human Behavior* (in press): (with H. Lee, N. Kwak, and R. Ling)

"Mobile media and civic life: Promises and perils for the public sphere," in G. Goggin and L. Hjorth (Eds.). *The Routledge companion to mobile media*, (New York: Routledge, 2014), 409-418 (with N. Kwak).

"The structural transformation of mobile communication: Implications for self and society," in M. B. Oliver and A. Raney (Eds.). *Media and social life*, (New York: Routledge, 2014), 176-188 (with R. Ling and J. Bayer).

"Mobile communication and social capital: An analysis of geographically differentiated usage patterns," *New Media and Society* 12:3 (2010): 435-451 (with N. Kwak).

Number of Dissertations/Theses Supervised in Past 5 Years: 9

Distinctions: Marsh faculty development grant, 2012, 2006, 2008; Pohns faculty development grant, 2012, 2009; Sponsored survey of ICT and social capital in U.S. and S. Korea, The Conference Board, 2010;

CARR, KEVIN GRAY

Department & Tenure Status: Assoc. Professor, Dept. of Asian Languages & Cultures, appointed 2004, tenured.

Education: **AB**, Asian Languages and Civilizations, Amherst College, 1996; **MA**, Art and Archaeology, Princeton University, 1999; **PhD**, Japanese Art and Archaeology, Princeton University, 2005.

Academic Experience: Associated Kyoto Program, 1999-2000; Kyoto National Museum, 2000-01; Marquand Library of Art & Archaeology, Princeton University, 2001-02.

Overseas Experience: 2010-2011- Tokyo, Japan, visiting researcher, Gakushuin University (book project research);

Foreign Language(s) with Proficiency Level(s): Japanese = 4; Modern Chinese (Mandarin) = 2; French = 2; Korean = 2

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Intro to Japanese Art & Culture; Anime to Zen: Japanese Art through Contemporary Popular Culture; Narrative Art in Japan; Popular Visual Culture in Medieval and Early Modern Japan & Europe; The Landscape Tradition in Japanese Art; Buddhas & Bodies: Icons of the Ideal in Japanese Religious Art; Study Abroad in Japan (Art & Culture in Kyoto).

Research/Teaching Specializations: Medieval Japanese religious art; ancient to contemporary visual cultures.

Recent Publications:

Plotting the Prince: Shōtoku Cults & the Mapping of Medieval Japanese Buddhism, (Univ. of Hawai'i Press, 2012).
"The Evidence of Our Eyes: The Epistemology of Vision(s) in Early Medieval Japan," in Gregory Levine, Andrew Watsky, Jennifer Weisenfeld, (Eds.). *Crossing the Sea: Essays on East Asian Art* in association with Princeton University Press, 2012.

Ecologies of Identity: Sacred Landscapes on the Margins of Medieval Japan, (to be completed in Fall 2015).

Number of Dissertations/Theses Supervised in Past 5 Years: 6

Distinctions: UM Class of 1923 Memorial Teaching Prize, 2011; Research Grant (13 months), Social Science Research Council / Japan Society for the Promotion of Science, 2010-2011.

CASSEL, PÄR

Department & Tenure Status: Associate Professor of History, Department of History, appointed 2006, tenured.

Education: **Magister of Sinology** (5-year BA/MA equivalent), History, Stockholm University, 1996; **PhD**, History, Harvard University, 2006.

Academic Experience: Yale University, 2014; Xiamen University, 2013; UM-Peking University, 2007; UM-SJTU, 2012; Stockholm University, 2009-10; Harvard University, 2002-03; Tokyo University, 2003-04.

Overseas Experience: Beijing, Instructor, UM and Peking U. Joint Institute, 2007; Shanghai, Instructor, UM-SJTU Joint Institute in Shanghai, 2012.

Foreign Language(s) with Proficiency Level(s): Swedish (native) = 5; Chinese = 5; Japanese = 4; French = 2; German = 1; Manchu = 1

Percent of Time Dedicated to EA Courses: 96%

EA Courses Taught: Rebellion & Revolution in China; Treaty Ports & Colonialism in East Asia; Chinese Legal History; Modern East Asia; Social Scientific Studies of Historical and Contemporary China

Research/Teaching Specializations: Late imperial & modern China; legal & institutional history of China; Sino-Japanese relations.

Recent Publications:

Grounds of Judgment: Extraterritoriality and Imperial Power in Nineteenth-Century China and Japan, (New York: Oxford University Press, 2012).

"Arkivet som problem: hur man skriver kinesisk historia utan 'arkiv'," (The Archive as a Problem: How to Write Chinese History without 'Archives'), in Otfried Czaika, Jonas Nordin and Pelle Snickars (Eds.). *Information som problem*, (Stockholm: National Library of Sweden), forthcoming.

"Spelling Synarchy: Some Thoughts on the Manchu Origins of the Wade-Giles System," in Lars Laamann (Ed.). *Calling the Ancient Spirits: Religion and Manchu Identity in Qing, Republican and Contemporary China (C.1600-Present)*, (Leiden: Brill), forthcoming.

Number of Dissertations/Theses Supervised in Past 5 Years: 7

Distinctions: Research assistantship, Stockholm U., 2009-10; 2006 Yong K. Kim '95 Memorial Prize. Awarded by the East Asian Legal Studies Program at Harvard Law School in recognition of doctoral dissertation, 2006.

CHANG, CHUN-SHU

Department & Tenure Status: Professor of History, Department of History, appointed 1966, tenured.

Education: B.A. National Taiwan University, 1956; Ph.D. Harvard University, 1964.

Academic Experience: N/A

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5; Japanese = 4; French = 3; German = 2

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Intellectuals, Statesmen, and the State in 20th-China: Rise of the Chinese Empire in a New World; Ideologies and Empires in Chinese History; Imperial China: Ideas, Men, and Society; China from the Oracle Bones to the Opium War; History and Poetry in Chinese History: The Poet-Rulers and Their Empires.

Research/Teaching Specializations: Teaching: Chinese history; political, economic, military history of Chou-Qin-Han China; social, intellectual, literary history of Sung-Early Qing, China; Research: Teaching, lecturing, researching, and participating in conferences in China, Hong Kong, and Taiwan yearly (1982-present); The Chinese Empire: History and Civilization.

Recent Publications:

Kuo-shih, Kuo-hsueh, Kuo-chia (Guoshi, Guoxue, yu Guojia): *Chinese History, Chinese Studies, and Chinese Nationalism, 1898-1931*, (Taipei: Chung-hua chien-tu, 2006), revised (2011), (written in classical Chinese).

Theater and State in Seventeenth-Century China, (Ann Arbor, MI: 1999-2000), enlarged and revised, (2011-12), (with Shelley Chang).

The Rise of the Chinese Empire III: The Chinese Empire on Trial, 221 B.C.—316 A.D., forthcoming.

Number of Dissertations/Theses Supervised in Past 5 Years:

Distinctions: University Press Award for the Best Published Work in the prior 2 calendar years (nominated for the Pulitzer Prize for “*The Rise of the Chinese Empire, I: Nation, State, and Imperialism in Early China, ca. 1600 B.C.-A.D. 8.*”), 2008.

CHUNG, DAVID Y.

Department & Tenure Status: Associate Professor of Art and Design, School of Art and Design, tenured.

Education: BFA, University of Virginia, the Corcoran College of Art & Design, 1988; MFA, College of Visual and Performing Arts, George Mason University, 2002.

Academic Experience: Harvard University, 2013; Korea Institute, Harvard University and Ewha Womans University, 2011-13; George Mason University, 1999-2004; Duke University, 1999; Corcoran College of Art and Design, 1996; Williams College, Artist in Residence, 1990.

Overseas Experience: Seoul, Korea: Professor w/ Sogang University (Study Abroad), 2010; Professor w/Harvard-Ewha (Study Abroad), 2011-2013; Professor w/Michigan (Field research), 2011-2013;

Foreign Language(s) with Proficiency Level(s): Korean = 3

Percent of Time Dedicated to EA Courses: 50%

EA Courses Taught: Research Seminar (1st Year Students)

Research/Teaching Specializations: Korean diaspora; Soviet Koreans; Korean religion; Korean-American art, filmmaking, new media, new genres in studio art, drawing, and printmaking.

Recent Publications:

“Counting Oysters,” (film screening, Virginia Film Festival, Charlottesville, VA and Richmond Folk Festival, Richmond, VA, 2012).

“Koryo Saram-The Unreliable People,” (a feature length documentary film about the history and legacy of the deportation of Koreans to Central Asia during the Stalin era, 2011).

“Pyongyang,” (solo exhibition, Institute for the Humanities Gallery UM, Ann Arbor, MI, 2011).

“Video on the Loose: Freewaves and 20 Years of Media Arts,” (Book and DVD, LA Freewaves, Los Angeles, 2010).

“Deep Fermentation,” (permanent collection, National Museum of Natural History, Smithsonian Institution).

Number of Dissertations/Theses Supervised in Past 5 Years: 5

Distinctions: Kim Koo Visiting Professorship, Harvard University, Korea Institute, 2013; Handprint Workshop, Artist in Residence, 2012; Michigan Faculty Fellowship, Institute for the Humanities, The University of Michigan, 2011; Best Documentary Film Award, National Film Board of Canada, Toronto Reel Asian Film Festival, 2007.

CROWELL, SUSAN ELIZABETH

Department & Tenure Status: Professor of Art, The Residential College and School of Art and Design.

Education: BFA, University of Michigan, 1969; MFA, University of Michigan, 1972

Academic Experience: Visiting Artist, University of North Carolina at Charlotte, 2010; Visiting Instructor, Interlochen Center for the Arts, 2001.

Overseas Experience:

Resident Artist, Jingdezhen Pottery Workshop, Jingdezhen, China, 2011; Resident Artist, International Ceramic Research Center, Guldagergaard, DK, 2011; Resident Artist, The Bamboo Curtain Studio, Taipei, Taiwan, 2010.

Foreign Language(s) with Proficiency Level(s): N/A

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: N/A

Research/Teaching Specializations: Ceramics.

Recent Publications/Exhibitions:

“(re)PRODUCE)d,” (solo exhibition, The Residential College Art Gallery, University of Michigan, 2011).

“(re)PRODUCE)er,” (solo exhibition, The CC Gallery, Jingdezhen, China, 2011).

“(re)PRODUCTION,” (solo exhibition, The Apple Gallery, Skælskør, Denmark, 2011 and 31st and 33rd Annual Small Works National Exhibitions, Harper College, Palatine, IL, 2011, 2009).

“Biomorphography,” (ARC Gallery, Chicago, IL, 2011).

DaLian International Exhibition of Small Sculpture, (DaLian, China, 2010).

Number of Dissertations/Theses Supervised in Past 5 Years:

Distinctions: Award for Teaching Excellence, The University of Michigan, 1995; Merit Award, Michigan Potters Association, 1995.

DE PEE, CHRISTIAN

Department & Tenure Status: Associate Professor of History, Department of History, appointed 2006, tenured.

Education: MA, Languages and Cultures of China, Leiden University, the Netherlands, 1991; PhD, East Asian Languages & Cultures, Columbia University, 1997.

Academic Experience: Lecturer, Department of East Asian Languages and Cultures, University of California at Berkeley, 2001; Substitute Assistant Professor, Department of History, Brooklyn College at The City University of New York, 2003-04; Assistant Professor, Department of History, McDaniel College, 2004-06.

Overseas Experience: PRC, Visiting Scholar w/Yunnan University (research), 2002-03; Taiwan.

Foreign Language(s) with Proficiency Level(s): Modern/Classical Chinese = 4, Dutch = 5, French = 4, German = 4, Japanese = 2

Percent of Time Dedicated to EA Courses: 75%

EA Courses Taught: East Asia: Early Transformations; History & Historiography of the Tang and Song; The Chinese Renaissance: Cultural Transformations in 11th-Century China; Intro to the Comp Study of History; Junior/Senior Honors Colloquium; Humanistic Studies of Historical & Contemporary China.

Research/Teaching Specializations: History of the Tang, Song, and Yuan dynasties, with a special interest in text and writing, ritual, cities, imperial power, and archaeology; history of East Asia.

Recent Publications:

“Introduction,” in Christian de Pee, Joseph Lam, Shuen-fu Lin, and Martin Powers (Eds.). *Senses of the City: Perceptions of Hangzhou in the Southern Song (1127-1179)*, (under review, Chinese U of HK Press).

“Nature’s Capital: The City as Garden in *The Splendid Scenery of the Capital (Ducheng jisheng, 1235)*,” in Christian de Pee, Joseph Lam, Shuen-fu Lin, and Martin Powers, (Eds.). *Perceptions of Hangzhou in the Southern Song (1127-1179)*, (under review by the Chinese University of Hong Kong Press).

Number of Dissertations/Theses Supervised in Past 5 Years: 10

Distinctions: ACLS Burkhardt Fellowship, 2013; National Humanities Fellowship, 2013; University of Michigan Institute for the Humanities Faculty Fellowship, 2011.

DENG, LAN

Department & Tenure Status: Associate Professor of Urban and Regional Planning, Alfred Taubman College of Architecture & Urban Planning, appointed 2004, tenured.

Education: BS, Peking University, 1996; MS, Peking University, 1999; PhD, University of California, 2004.

Academic Experience: N/A

Overseas Experience: Shanghai, China, Associate Professor, Fudan University (Invited Talk at the Housing Symposium in Fudan University), 2013; Shanghai, China, Board of Directors, International Association For China Planning (IACP), (Organize 2013 IACP conference in Shanghai), 2013; Wuhan, China, Board of Directors, International Association For China Planning (IACP), Organize 2012 IACP conference in Wuhan, 2012.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: Housing Policy and Economics; Intro to Geographic Information Systems

Research/Teaching Specializations: Examine housing market dynamics and housing policy issues in China; areas of housing, real estate, and local public finance; examining how government actions affect housing and urban development and how to design effective affordable housing policy.

Recent Publications:

“Financing Affordable Housing through Compulsory Saving: the Two-decade Experience of Housing Provident Fund in China,” *Housing Studies* (2014), conditionally accepted (with Jie Chen).

“The Emerging Housing Policy Framework in China,” *Journal of Planning Literature* 26.2 (2011): 168-183 (with Qingyun Shen and Lin Wang).

“From Public Housing to Joint Ventures: Lessons from the U.S. Housing Policy Development,” in Jie Chen, Mark Stephen, and Joyce Yanyun (Eds.). *The Future of Public Housing: Trends in the East and the West*, (Springer-Verlag GmbH, Germany, 2014) (with Zhu Xiaodi).

Number of Dissertations/Theses Supervised in Past 5 Years: 15

Distinctions: N/A

DUANMU, SAN

Department & Tenure Status: Professor of Linguistics, Department of Linguistics, appointed 1991, tenured.

Education: BA, English, Sichuan Normal University, Chengdu, PRC, 1981; MA, Linguistics, Reading University, England, 1981; PhD, Linguistics, MIT, 1990.

Academic Experience: Fudan University, Shanghai, 1981-86; Tilburg University, The Netherlands, 1999; MIT, 1990-91; Peking University, 2002; Michigan State University, 2003.

Overseas Experience: Beijing, Fulbright scholar, Peking University (research), 2014; Hong Kong, External reviewer, Chinese U of HK (department review), 2013; Hong Kong, Instructor, Chinese U of HK (short course), 2011; Shanghai, China, Instructor, Shanghai Jiaotong U (summer course), 2010;

Language(s) with Proficiency Level(s): Chinese (native) = 5; German = 3

Percent of time dedicated to EA Courses: N/A

EA Courses Taught: Sound Patterns; Phonology; Corpus Linguistics; Text-to-Speech Synthesis

Research/Teaching Specializations: Phonology; Chinese linguistics; verse prosody; language universals

Recent Publications:

“Word-length preferences in Chinese: a corpus study,” *Journal of East Asian Linguistics* 21.1 (2012): 89-114. Mouton de Gruyter (Ed.). *Wörterbücher zur Sprach- und Kommunikationswissenschaft (WSK) Online* (2014), published twenty-one entries.

“Syllable structure and stress,” in C.T. James Huang, Y.H. Audrey Li and Andrew Simpson (Eds.). *The Handbook of Chinese Linguistics* (New Jersey: John Wiley & Sons, 2014): 422-442.

“How many Chinese words have elastic length?” in Gang Peng and Feng Shi (Eds.). *Eastward flows the great river: Festschrift in honor of Prof. William S-Y. Wang on his 80th birthday*, (Hong Kong: City University of Hong Kong Press, 2013) 1-14.

Number of Dissertations/Theses Supervised in Past 5 Years: 7

Distinctions: Fulbright Scholar, 2014; Michigan Humanities Award, 2006.

DUNLAP, PAUL V.

Department & Tenure Status: Professor of Ecology and Evolutionary Biology, appointed 2001, tenured.

Education: BSc, Microbiology, Oregon State University, 1972 -75; PhD, Biology, University of California, Los Angeles, 1978-84;

Academic Experience: Department of Ecology and Evolutionary Biology, University of Michigan; Tropical Biosphere Research Center, University of the Ryukyus; Department of Molecular, Cellular, and Developmental Biology, University of Michigan; Department of Biology, University of Michigan; Biology Department, Woods Hole Oceanographic Institution; Department of Biology, New Mexico State University.

Overseas Experience: Okinawa-honto, Japan w/ Univ. Ryukyus, coral reef research, 2012; Okinawa-honto, Japan w/ Univ. Ryukyus, coral reef research, 2011; Okinawa-honto, Japan w/ Univ. Ryukyus, coral reef research, 2010; Okinawa-honto, Japan w/ Univ. Ryukyus, coral reef research, 2009; Okinawa-honto, Japan, visiting professor w/ Univ. Ryukyus, coral reef research, 2008.

Foreign Language(s) with Proficiency Level(s): Japanese = 2

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: Environment Internship Program.

Research/Teaching Specializations: Ecology and evolution of marine vertebrate – microbe symbiosis.

Recent Publications:

“Functional morphology of the light organ duct of Siphonotubifer (Teleostei: Apogonidae), a bacterially luminous coral reef fish,” in process (with M. Nakamura, S. Kadena, and S. Harii).

“Genome stasis and divergence in species of obligately symbiotic luminous bacteria,” in process (with T.A. Hendry, J.R. de Wet, and K. Dougan).

2014. “Biochemistry and genetics of bacterial bioluminescence, Ch. 4,” in G. Thouand and R. Marks (Eds.).

Bioluminescence: fundamentals and applications in biotechnology. (Berlin, Germany: Springer-Verlag, 2014).

“Phylogenetic divergence between the obligate luminous symbionts of flashlight fishes demonstrates specificity of bacteria to host genera,” *Environmental Microbiology Reports* 2013 (2014) (with T.A. Hendry).

Number of Dissertations/Theses Supervised in Past 5 Years: 3

Distinctions: N/A

ERICKSON, SUSAN N.

Department & Tenure Status: Professor of Art History, Department of Literature, Philosophy, and the Arts, (UM Dearborn), appointed 1991, tenured.

Education: BS, Music, North Dakota State, 1978; BA, English, Minnesota, 1978; MA, History of Art, Minnesota, 1982; PhD, History of Art, Minnesota, 1989.

Academic Experience: N/A

Overseas Experience: PRC, many cities (research), 2011, 2009, 2007, 2005.

Foreign Language(s) with Proficiency Level(s): Chinese = 3, French = 1

Percent of Time Dedicated to EA Courses: 75%

EA Courses Taught: Arts of Asia; Art and Archaeology of Ancient China; Chinese Painting.

Research/Teaching Specializations: Early Chinese Art and Archaeology; Later Chinese bronze vessels from the Song through Qing dynasties and the formation of collections of Chinese Art in the US.

Recent Publications:

“Ways of Facing the Dead in Ancient China,” *Arts Asiatiques* 67 (2012), 19–34.

“The Han Dynasty Que Pillars of the Central Marchmount Mt. Song in Henan Province,” *Oriental Art* 50 no. 5:2-17.

“Han dynasty tomb structures and contents,” in M. Loewe and M. Nylan (Eds.). *China's Early Empires: A Re-appraisal*, (Cambridge: Cambridge University Press, 2010), 13-82 (book chapter).

“The Archaeology of the outlying lands,” in M. Loewe and M. Nylan (Eds.). *China's Early Empires: A Re-appraisal*, (Cambridge: Cambridge University Press, 2010), 135-168. (co-authored book chapter with Yi Song-mi and Michael Nylan).

Number of Dissertations/Theses Supervised in Past 5 Years: 0

Distinctions: N/A

FETTERS, MICHAEL D.

Department & Tenure Status: Associate Professor, Department of Family Medicine, appointed 1997, tenured; Director, Japanese Family Health Program; Director, Family Medicine Ethics Curriculum.

Education: BA, Japanese Studies, The Ohio State University, 1985; MD, The Ohio State University, 1989; MPH, University of North Carolina, 1994; MA, Health and Humanities, Michigan State University, 1998.

Academic Experience: University of North Carolina, Chapel Hill, North Carolina, 1992-94.

Overseas Experience: Shizuoka, Japan, Associate Professor/Professor, Lecturer, SMARTER Family Medicine Project, 2010-14; Shiga, Japan, Associate Professor/Professor, Lecturer, Consultant, Shiga University of Medical Science, Shiga, Japan on behalf of the Department of Family Medicine, U-M (Residency program development), 2011-14; Department of Family Medicine, U-M (International Mixed Methods Research Symposium: 混合研究法概説 (Introduction to mixed methods research) Family medicine mixed methods workshop: "混合研究法のリサーチクエスト", 2013.

Foreign Language(s) with Proficiency Level(s): Japanese = 5

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: N/A

Research/Teaching Specializations: Influence of culture on medical decision-making; comparison of medical decision making in Japan and the United States.

Recent Publications:

"Prenatal group visit program for a population with limited English proficiency," *J Am Board Fam Med* 26.6 (2013):728-37 (with S.H. Little, S. Motohara, K. Miyazaki and N. Arato).

"Procedures of recruiting, obtaining informed consent, and compensating research participants in Qatar: Findings from a qualitative investigation," *BMC Med Ethics* 15.1 (2014): 9 (with A. Killawi, A. Khidir, M. Elnashar, H. Abdelrahim, M. Hammoud, HA Elliott, M. Thurston, H. Asad, and A. Al-Khal)

"Free clinics stand as a pillar of the health care safety net: Findings from a literature review," in V. Brennan V. (Ed.). *Free and Student-Run Clinics in the United States*, (Meharry Medical College, Baltimore, MD: The Johns Hopkins University Press, 2013): 1-21 (with E. Schiller, M. Thurston and Z. Khan).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: Laurita Thomas Diversity Award, 2013; Best Doctors in America®, Best Doctors®, Inc, 2011-2013; Faculty Mentor Award for Resident Original Projects, Department of Family Medicine, UM, 2011.

HANASHIRO, ROY S.

Department & Tenure Status: Professor of History, The University of Michigan-Flint, appointed 1989, tenured.

Education: BA, Asian Studies and Japanese Language, University of Hawaii, 1976; MA, History, University of Hawaii, 1978; PhD, History, University of Hawaii, 1988.

Academic Experience: University of Hawaii, 1988-90.

Overseas Experience: UK-Archival research at National Archives, summer 2012.

Foreign Language(s) with Proficiency Level(s): Japanese = 5

Percent of Time Dedicated to EA Courses: 35%

EA Courses Taught: East Asia to 1600; East Asia Since 1600; History Seminar; History Capstone Seminar; China Since 1600; Japan to 1600; Japan Since 1600; Special Topics-The Age of Samurai; Pacific World in Transition Since 19th Century; Asian American Section; Great Ideas II.

Research/Teaching Specializations: Japan and world history.

Recent Publications (articles):

"Iwakura Mission," *Japan at War Encyclopedia* (2013).

"Battle of Kagoshima, 1863," *Japan at War Encyclopedia* (2013).

"Oyatoi gaikokujin," *Japan at War Encyclopedia* (2013).

"Thomas Kinder," *Oxford Dictionary of National Biography* (27 May 2010).

Number of Dissertations/Theses Supervised in Past 5 Years: 0

Distinctions: Special Merit for Creative/Scholarly Achievement, The University of Michigan-Flint, 2001.

HASHIKAWA, MICHELEEN

Department & Tenure Status: MD, Clinical Lecturer, Department of Family Medicine, appointed 2012.

Education: BS, Biology, University of Michigan, 2000-04; MD, Loyola University Stritch School of Medicine, Maywood, IL, 2005-09; Resident, Michigan State University Munson Healthcare Family Medicine Residency, Traverse City, MI, 2009-12; Faculty Development Institute, Department of Family Medicine, University of Michigan Medical School, 2011-12.

Academic Experience: Temporary Family Medicine physician, Mackinaw Island Clinic and Emergency Department (2014-present).

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): N/A

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: N/A

Research/Teaching Specializations: Disaster preparedness and management; Office based primary care procedures; Women's health.

Recent Publications:

"Pandemic Influenza preparedness and management quality improvement project," July 2013 to Current, (for the Department of Family medicine).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

HILL, CHRISTOPHER

Department & Tenure Status: Assistant Professor, Asian Languages & Cultures, appointed 2014, tenure-track.

Education: BA, Stanford University, 1986; MA, Columbia University, 1992; PhD, Columbia University, 1999.

Academic Experience: Harvard University, 2000-01; Yale University, 2007-10; Ecole des Hautes Etudes en Sciences Sociales, University, 2010-11; University of California, 2011.

Overseas Experience: Visiting Associate Professor, Division of History & France-Japan Foundation, Ecole des Hautes Etudes en Sciences Sociales, 2011.

Foreign Language(s) with Proficiency Level(s): Japanese = 4, French = 4, Italian = 2, German = 2

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: N/A

Research/Teaching Specializations: Realism and modernism in Japanese fiction; the novel in comparative perspective; history of social thought; transnational intellectual exchange; nationalism; narrative theory; historical narrative.

Recent Publications:

"Crossed Geographies: Endō and Fanon in Lyon," *Representations*, (expected publication Jan. 2015), accepted and pending revisions.

"Nana in the World: Novel, Gender, and Transnational Form," *Modern Language Quarterly* 72:1 (March 2011): 75-105.

"Conceptual Universality in the Transnational Nineteenth Century," in Samuel Moyn and Andrew Sartori (Eds.). *Global Intellectual History*, (New York: Columbia UP, 2013), 134-58.

Number of Dissertations/Theses Supervised in Past 5 Years:

Distinctions: Faculty Residential Research Award, University of California, 2011; Heyman Prize, Yale University, for National History and the World of Nations, 2008; Asakawa Fellowship, Yale University and Waseda University, 2007; Japan Foundation Short-Term Research Fellowship, 2007.

HOWSON, NICHOLAS C.

Department & Tenure Status: Professor of Law, Michigan Law School, appointed 2003, tenured.

Education: BA, Williams College, 1983; JD, Columbia Law School, 1988.

Academic Experience: China Center for American Law Study, Beijing, PRC, Faculty Associate, 1986; Lecturer in Law, Columbia Law School, 1996-2003; Lecturer in Law and EALS Visiting Fellow, Harvard Law School, 2003-04; Visiting Assistant Professor of Law, Cornell Law School, 2004-05; Assistant Professor of Law, University of Michigan Law School, 2005-09; Professor of Law, University of Michigan Law School, 2009-present; Visiting Professor of Law, Berkeley Law School, 2012.

Overseas Experience: Beijing, PRC, Partner, Paul, Weiss et al. (lawyer), 1998-2003; Beijing, PRC, Associate, Paul, Weiss et al. (lawyer), 1994-96;

Foreign Language(s) with Proficiency Level(s): Chinese = 5; French = 4; Italian = 2

Percent of Time Dedicated to EA Courses: 35%

EA Courses Taught: Chinese Law & Legal Institutions; Chinese Constitutionalism; Chinese Corporation.

Research/Teaching Specializations: Chinese corporate and securities law developments; Chinese investment law.

Recent Publications:

Return of the Prodigal Form? – Partnerships and Partnership Law in the People’s Republic of China, in Robert Hillman and Mark Loewenstein (Eds.). *Research Handbook on Partnerships, LLCs and Alternative Forms of Business Organizations*, (forthcoming in fall 2014).

Zhongguo Guoyu Kuanfan De Neimu Jiaoyi Zhifa Zhidu – Lifa Shouquan Yu Jiguan Shijian (China’s Overbroad Insider Trading Enforcement Regime – Statutory Authorization and Agency Practice), Shanghai Jiaotong Daxue Faxuebao (Shanghai Jiaotong U.L.J.), (in Chinese, full translation of minor elaboration of *Punishing Possession – China’s All-Embracing Insider Trading Enforcement Regime* (2013), forthcoming June 2014.

Number of Dissertations/Theses Supervised in Past 5 Years: 11

Distinctions: Visiting Fellow, East China University of Politics and Law, Shanghai, PRC (Study of corporate litigation in the Shanghai People’s Courts 1992-2008), 2008.

JIMBO, MASAHITO

Department & Tenure Status: Associate Professor of Family Medicine & Urology, appointed 2004, tenured.

Education: BS, Biology, University of Tsukuba, 1979; MD, Keio University School of Medicine, 1985; PhD, Medicine, Keio University School of Medicine, 1994; MPH, University of North Carolina, 2000.

Academic Experience: Assistant Professor of Family Medicine & Staff Physician, East Ann Arbor Health Center, University of Michigan, 2004-2009; Editorial Board, *Internet Journal of Family Practice*, 2000-present; Editorial Board, *Journal of the American Board of Family Medicine*, 2007-present.

Overseas Experience: Japan (short term visiting professorships), 2001-present.

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native)

Percent of Time Dedicated to EA: 25%

EA Courses Taught: N/A

Research/Teaching Specializations: Cancer screening & prevention; Culture & health behavior; Information technology in primary care; Patient/physician communication.

Recent Publications:

“Using Computerized Clinical Decision Support Systems for Quality Improvement of Preventive & Chronic Care,” *Official Journal of the Japan Primary Care Association* 34 (2011): 133-40 (with H Asai, DE Nease, MF Fetters).

“Electronic Health Record to Realize Error-Free Medicine: Difference in American & Japanese Clinic Set-up & a Possibility for a Computerized Clinician Support System,” *Japanese Medicine Journal* 4481 (2010): 93-9.

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: Fellow, Japanese Society of Internal Medicine, 1990; Residency Teaching Award, Family Medicine Dept., Thomas Jefferson University, 2001; Resident Award for Excellence in Teaching, Family Medicine Dept., University of Michigan, 2009, 2010, 2014.

KEE, JOAN

Department & Tenure Status: Associate Professor of History of Art, Department of the History of Art, appointed 2008, tenured.

Education: BA, History of Art, Yale University, 1997; JD, Harvard Law School, 2000; PhD, History of Art, New York University, 2008.

Academic Experience: Tufts University, 1999; Cornell University, 2005.

Overseas Experience: Postdoctoral Fellowship, National University of Singapore, 2002; Visiting Scholar, University of Hong Kong, 2001-2003.

Foreign Language(s) with Proficiency Level(s): Korean = 5; Japanese = 4, Mandarin = 3

Percent of Time Dedicated to EA Courses: 25%

EA Courses Taught: Art/Modernity/Asia; Art & the Law; Art & Politics After 1945; Modern Asian Art; Zero Sum Games: Monochromes in the 20th Century; Questions of Scale in Recent Sculpture; Global Politics & Contemporary Art.

Research/Teaching Specializations: History of Art.

Recent Publications:

Contemporary Korean Art: Tansaekhwa and the Urgency of Method, (Minneapolis: University of Minnesota Press, 2013).

"Field and Stream: The Terrain of Contemporary Asian Art," *The Asia-Pacific Triennial of Contemporary Art*, (Brisbane: Queensland Art Gallery, 2012), 66-71.

"False Fronts: The Art of Ming Wong," *Artforum* 50:9 (May 2012): 262-269.

Number of Dissertations/Theses Supervised in Past 5 Years: 2

Distinctions: Helmut F. Stern Professor, Institute for the Humanities University of Michigan, 2011-2012; History of Art Grant, Principal Investigator Kress Foundation, February 2012; Short-Term Research Grant, Northeast Asia Council, Association for Asian Studies, Summer 2011; Andrew W. Mellon Predoctoral Fellowship, Center for the Advanced Study for Visual Art, National Gallery of Art, Washington, D.C., 2007-2009;

KIM, E. HAN

Department & Tenure Status: Professor of Business Administration, Ross School of Business, appointed 1980, tenured.

Education: BS, University of Rochester, 1969; MBA, Cornell University, 1971; PhD, State University of New York, 1975.

Academic Experience: Ohio State University, 1975-80; Purdue University, 1977-78; University of Chicago, 1978-79; Korea Development Institute, 1986-87; National University of Singapore, 1989; University of Tokyo, 1990-91.

Overseas Experience: Board of Directors: Japan Smaller Capitalization Fund Inc., & Korea Equity Fund Inc. 2010-present; KT (Korea Telecom), 2009-14; POSCO, 2003-08; Hana Bank, 2001-03;

Foreign Language(s) with Proficiency Level(s): Korean = 5

Percent of Time Dedicated to EA Courses: 30%

EA Courses Taught: Financial Management

Research/Teaching Specializations: Global and Asian Finance and Economics

Recent Publications:

"Seasoned Equity Offerings, Corporate Governance, and Investments," *Review of Finance*, forthcoming (with A. Purnanandam).

"Corporate Governance Reforms around the World and Cross-border Acquisitions," *Journal of Corporate Finance*, Vol. 22 (2013): 236-253 (with Yao Lu).

"Is Chief Executive Officer Power Bad?" *Asia-Pacific Journal of Financial Studies*, Vol. 40, No. 4 (2011):495-516 (with Yao Lu).

Number of Dissertations/Theses Supervised in Past 5 Years: 10

Distinctions: *Journal of Financial Economics* Jensen Prize for Corporate Finance and Organizations (second), 2009; GMBA Teaching Excellence Award, University of Michigan, 2007; Economist Award, the inaugural annual award given jointly by Korea-America Economic Association and Maekyung Business, 2006; CORE Award (Contribution to the Research Environment), University of Michigan, 2004.

KIM, HWA-JIN

Department & Tenure Status: William W. Cook Global Law Professor, Michigan Law School, appointed 2011.
Education: BS, Mathematics, Seoul National University, 1983; JD, Ludwig-Maximilians-University Munich, 1988; LLM, Harvard University, 1994.
Academic Experience: Korean Supreme Court Judicial Research and Training Institute, 1997-99; Law School, Stanford University, 2002; Editor in Chief, *Journal of Korean Law*, 2007-09; Faculty of Law, Tel Aviv University, 2009; Seoul University Business School, 2002-present; Seoul University School of Law, 2006-present;
Overseas Experience: Israel, Tel Aviv University (visiting professor), 2002; Germany, Ludwig-Maximilians University Institute of International Law (research assistant), 1987-89.
Foreign Language(s) with Proficiency Level(s): Korean = 5 (native), German = 4
Percent of Time Dedicated to EA Courses: 100%
EA Courses Taught: Int'l Corporate Governance; Mergers & Acquisitions; Corporate Law; Investment Banking.
Research/Teaching Specializations: International and comparative law; public law and policy; maritime law.
Recent Publications:
"The Market for Corporate Control in Korea," *Korean Business Law*, (Cheltenham, UK: Edward Elgar, 2012), 237-258.
"Private Equity in Korea: History, Industry and Policy," *Korean Business Law*, (Cheltenham, UK: Edward Elgar, 2012), 199-217 (with Alice Z. Chen).
"A Global Structural Regulation of Financial Institutions?" *Seoul Law Journal* 52:4 (2011): 169-213.
"Importing Hazardous Substances from the United States?: The Poison Pill in Japan and Korea," *Journal of Korean Law* 10 (2010): 1-41 (with Haruka Okihara and Stephen Woodcock).
Number of Dissertations/Theses Supervised in Past 5 Years: N/A
Distinctions: Graduate Course Commendation for 2G1/3G4 Design Studio, University of Michigan, 2007.

KIM, JAE EUN

Department & Tenure Status: Assistant Professor, Department of Sociology, appointed 2014, tenure-track.
Education: BA, Seoul National University, 2001; MA, Seoul National University, 2003; MA, University of California, 2006; PhD, University of California, 2011.
Academic Experience: Princeton University 2011-12; Stanford University, 2012-13; George Mason University, 2013-14.
Overseas Experience: People's Republic of China, Affiliated Researcher, Yanbian University of Science and Technology (fieldwork), 2009; Japan (fieldwork), 2009; Republic of Korea (fieldwork), 2008.
Foreign Language(s) with Proficiency Level(s): Korean (native) = 5; Chinese = 3; Japanese = 2
Percent of Time Dedicated to EA Courses: 50%
EA Courses Taught: Living as a Global Citizen: Globalization and Society.
Research/Teaching Specializations: Int'l Migration; Ethnicity, Race, and Nationalism; Sociology of Religion;
Recent Publications:
"The Colonial State, Migration, and Diasporic Nationhood in Korea," *Comparative Studies in Society and History* 56.1 (2014):34-66.
"Transborder Membership Politics in Cold War and Post-Cold War Germany and Korea," *European Journal of Sociology* 52.1 (2011):21-75 (coauthored with Rogers Brubaker).
Contested Embrace: Transborder Membership Politics in Twentieth-Century Korea (Preliminary Title; Book Manuscript under Review).
Number of Dissertations/Theses Supervised in Past 5 Years: N/A
Distinctions: Theda Skocpol Best Dissertation Award from the Comparative- Historical Sociology Section of the American Sociological Association, 2013; Graduate and Law Student Paper Competition Best Paper Award, Law and Social Inquiry, 2010; Mellon/ACLS Dissertation Completion Fellowship, 2010-11;

KIM, JONG-JIN

Department & Tenure Status: Associate Professor of Architecture, Alfred Taubman College of Architecture and Urban Planning, appointed 1991, tenured.

Education: BS, Seoul National University; **MARCH**, University of Texas; **PhD**, Architecture, University of California.

Academic Experience: Arizona State University, 1988-91; Lawrence Berkeley Laboratory, 1981-88; Yonsei University, 1998; University of Strathclyde, 1985; Han Yang University, 2005.

Overseas Experience: Consultant, "Green Renovation of Existing Buildings," Architectural Institute of Korea, Seoul, Korea, 2012-13; Consultant, "Greening of Automobile Manufacturing Facilities," Chung-Ang University, Seoul, Korea, 2010; Brainpool Fellow, Han Yang University, Seoul, Korea, 2005; Research Professor, Yonsei University, Seoul, Korea, 1998; Visiting Scholar, Univ. of Strathclyde, Glasgow, United Kingdom, 1985.

Foreign Language(s) with Proficiency Level(s): Korean = 5

Percent of Time Dedicated to EA Courses: 20 %

EA Courses Taught: N/A

Research/Teaching Specializations: Lighting & Daylighting, Solar Energy & Energy analysis

Recent Publications:

"Estimating the Legibility of a Single Letter E Viewed at Different Display Angles," *Applied Ergonomics* 44.4 (2013): 575-587, (with H. Cai and P.A. Green).

"Feasibility of Large Scale Buildings," *ICER13* (International Conference on Advances in Energy Research), (Seoul, Korea, August 2013).

"Tectonics of Zero Energy Building," (ZEMCH Conference, Miami, Florida, October 2013).

"Policies and Market Demand Survey on Green Renovation of Existing Buildings," *Technical Report to the Korean Institute of Architects*, (January 2013).

Jong-Jin Kim and Jessica Gerow, "Feasibility of Zero Energy Homes," (Proceedings of the ICSDEC Conference, Fort Worth, Texas, November 2012).

Number of Dissertations/Theses Supervised in Past 5 Years: 12

Distinctions: Recipient of the 2005 *Brain-Pool Fellowship*, Korean Science and Engineering Foundation, 2005.

KITAYAMA, SHINOBU

Department & Tenure Status: Robert B. Zajonc Collegiate Professor of Psychology & Research, Research Center for Group Dynamics, appointed 2003, tenured.

Education: BA, Psychology, Kyoto University, 1979; MA, Psychology, Kyoto University, 1981; **PhD**, Psychology, University of Michigan, 1987.

Academic Experience: Editor, *Personality & Social Psychology Bulletin*, 2008-12; Associate Editor, *Frontiers in Cultural Psychology*, 2009-present; Associate Editor, *Journal of Personality & Social Psychology*, 2014-present.

Overseas Experience: France, INSEAD (visiting professor), 2010.

Foreign Language(s) with Proficiency Level(s): Japanese (native) = 5

Percent of Time Dedicated to EA Courses: 30%

EA Courses Taught: Survey of Social Psychology; Cultural Psychology; Current Topics in Social Psychology; Cultural Psychology; Advanced Seminars in Social Psychology.

Research/Teaching Specializations: Social psychology; cultural psych; cultural neuroscience; emotion & culture.

Recent Publications:

Handbook of Cultural Psychology (New York: Guilford Press, 2007) with D. Cohen.

Self & Emotion: A Cultural Psychological View (Tokyo: Kyoritsu Shuppan, 1998) (in Japanese).

Cultural Psychology: Theory and Empirical Research (Tokyo: University of Tokyo Press, 1997) co-edited with K. Kashiwagi & H. Azuma.

Number of Dissertations/Theses Supervised in Past 5 Years: 4

Distinctions: John Simon Guggenheim Fellowship, 2010; Fellow, American Academy of Arts & Sciences, 2012.

KURASHIGE, SCOTT

Department and Tenure Status: Professor of American Culture & History, Department of American Culture, appointed 2000, tenured.

Education: BA, History, University of Pennsylvania, 1990; MA, Asian American Studies, University of California, Los Angeles, 1996; MA, History, University of California, Los Angeles, 1996; PhD, History, University of California, Los Angeles, 2000.

Academic Experience: Goldman Sachs Fellows, The Smithsonian Institution, 2013-present; Director, Asian/Pacific Islander American Studies Program, University of Michigan, 2010-13.

Overseas Experience: Japan, Delegate of the American Studies Association (conference presentations), 2010.

Foreign Language(s) with Proficiency Level(s): N/A

Percent of Time Dedicated to EA Courses: 25%

EA Courses Taught: Transracial & International Adoption; History of Asian Americans; Asians in American Film & Television; Global Capitalism & Radical Social Movements

Research/Teaching Specializations: Early-modern/modern Japanese literature and cultural history, history of the book and the sociology of reading, comparative East-Asian literature.

Recent Publications:

The Next American Revolution: Sustainable Activism for the Twenty-First Century (Berkeley: University of California Press, 2011), co-authored with Grace Lee Boggs.

The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles (Princeton: Princeton University Press, 2008).

“From ‘Yellow Peril’ to ‘Model Minority’: Japanese Americans and Racial Ideology in U.S. History,” *Rikkyo American Studies* 33 (March 2011): 57-74.

Number of Dissertations/Theses Supervised in Past 5 Years: 14

Distinctions: Special Tribute in Recognition of Outstanding Service, from Hon. Hansen Clarke, US House of Representatives, 2011; Albert J. Beveridge Book Prize, American Historical Association, 2008.

KWAK, DAE HEE

Department & Tenure Status: Assistant Professor of Sport Management, School of Kinesiology, appointed 2010, tenure-track.

Education: BS, Seoul National University, 2002; MA, Seoul National University, 2004; PhD, University of Maryland, 2009.

Academic Experience: Indiana University–Bloomington, 2009-10; University of Maryland–College Park, 2004-08; Seoul National University, 2002-04.

Overseas Experience: Research Asst., Center for Sport Industry, Seoul National University, 2002-04.

Foreign Language(s) with Proficiency Level(s): Korean = 5

Percent of Time Dedicated to EA Courses: 10%

EA Courses Taught: Sponsorship-Linked Marketing

Research/Teaching Specializations: Sport Consumer Behavior & Decision-Making; Sport Media Behavior

Recent Publications:

“Competitive environments in fantasy sports: Effects of entry fees and rewards on opposition quality and league sorting,” *International Gambling Studies* (2014) (with B. Mills, J.S. Lee, D.H. Kwak, and W-Y Lee).

“(Re)- Discovering Sport in Korea,” *Perspectives on Contemporary Korea*, (University of Michigan Press), in progress (edited with M.S. Rosentraub, Y.J. Ko, and I. Kang).

“Building team identity through place attachment: A case of a Korean professional soccer club,” in Y. H. Lee & R. Fort (Eds.). *The Sports Business in The Pacific Rim—Economics and Policy*, (Springer), in progress (with K.T. Kim).

Number of Dissertations/Theses Supervised in Past 5 Years: 3

Distinctions: Best Conference Paper Award, 2012; *Global Marketing Conference*, Sogang University, Korea, 2012; Janet B. Parks NASSM Research Grant Award, North American Society for Sport Management, 2011.

KWAK, NOJIN

Department & Tenure Status: Associate Professor, Department of Communication Studies, appointed 2000, tenured; Director, September 2012–Present, CIC Korean Studies e-school.

Education: BA, Mass Communications, Sogang University, 1990; MA, Journalism and Mass Communication, University of Wisconsin-Madison, 1993; PhD, Mass Communication, University of Wisconsin-Madison, 2001.

Academic Experience: Seoul National University, 2002-04; University of Maryland, 2004-08; Indiana University, 2009-10.

Overseas Experience: Advisory Committee Member, The Korean Foundation, 2012-present; Keynote Speaker, International Conference on e-Democracy and Open Government in Asia, Singapore, 2012.

Foreign Language(s) with Proficiency Level(s): Korean (native) = 5

Percent of time dedicated to EA Courses: 25%

EA Courses Taught: Media Processes & Effects; Mass Communication and Public Opinion; Undergraduate Internship; Media Theory Seminar in the Social Sciences Traditions.

Research/Teaching Specializations: Strategic Communication and research, mass communication & public opinion, political information and nontraditional channels/new media

Recent Publications:

“Mobile communication and political participation in South Korea: Examining the intersections between informational and relational uses. *Computers in Human Behavior* (in press): (with H. Lee, S.W. Campbell, and R. Ling)

“Who will cross the border? The transition of political discussion into the newly emerged venues.” *Computers in Human Behavior* 29 (2013): 2081-2089 (with S.Y. Bae and S.W. Campbell)

“Mobile communication and strong network ties: Shrinking or expanding spheres of political dialogue?” *New Media and Society* 14.2 (2012): 262-280 (with S.W. Campbell)

“Mobile Communication and public affairs engagement in Korea: An Examination of Non-Linear Relationships between Mobile Phone Use and Engagement across Age Groups.” *Asian Journal of Communication* 21 (2011): 485-503 2009 (with J. Choi, S.W. Campbell and S.Y. Bae)

Number of Dissertations/Theses Supervised in Past 5 Years: 8

Distinctions: Top Paper Award, Korean American Communication Association Research Panel, ICA, 2011; President, Korean American Communication Association, 2009-11; Marsh Distinguished Research Fellowship, Sept. 2007-August 2010.

LAM, JOSEPH S. C.

Department Tenure Status: Professor of Music, Department of Musicology, School of Music, appointed 1997, tenured.

Education: BA, Music, The Chinese University of Hong Kong, Hong Kong, 1975; MFA, Ethnomusicology, National Tokyo University of fine Arts and Music, Japan, 1978; PhD, Musicology, Harvard University, 1988.

Academic Experience: Lecturer & Assistant lecturer, Chinese University of Hong Kong, 1988-92 & 1978-80.

Overseas Experience: Hong Kong (Academic & external reviewer of various research projects & academic programs), 2000- present;

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5, Japanese = 4

Percent of Time Dedicated to EA Courses: 25%

EA Courses Taught: Introduction to Ethnomusicology; Creative & Cultural Practice; Kunqu, the Classical Opera of Globalized China; Chinese Instrumental Music Ensemble; Music of Asia.

Research/Teaching Specializations: Chinese court music; East Asian music; Asian-American music; theories of ethnomusicology and historiography.

Recent Publications:

Kunqu, the Classical Opera of Globalized China (under review), in progress.

“Researching and Teaching Historical East Asian Musics as ICH and as Expressions of Humanist Selves,” *International Journal of Heritage and Sustainable Development* (2014).

“Confucian Ritual Music and Dance: Yours or Mine?” *Sidian Studies* (Taipei, 2014).

Number of Dissertations/Theses Supervised in Past 5 Years: 5

Distinctions: N/A

LEE, HOON

Department and Tenure Status: Korea Foundation Visiting Assistant Professor, Nam Center for Korea Studies, appointed 2013.

Education: BA, Yonsei University, 1998; MA, Stanford University, 2002; MA, University of Michigan, 2009; PhD, University of Michigan, 2012.

Academic Experience: Postdoctoral Research Fellow, University of Michigan, 2012-13.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Korean (native) = 5, German = 2

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: Media and the Rise of Democratic Citizens in South Korea; New Media and Asian Societies.

Research/Teaching Specializations: Social and political influence of new media; Entertainment media and political attitudes; Influence of culture on new media use and adoption; Comparative media and telecommunication policy; Health communication; Statistical modeling; Teaching Interests: New media technology & policy; Cross-cultural examination of media effects; Political communication; Social psychology; Mass communication theory; Interpersonal communication; Quantitative research method; Design of experiment; Survey construction; Applied statistics.

Recent Publications:

“The affect effect of political satire: Sarcastic humor, negative emotions, and political participation,” *Mass Communication and Society* (2014) (with N. Kwak).

“The more friends, the less political talks? Predictors of Facebook discussion among college students,” *Cyberpsychology, Behavior, and Social Networking* (2014) (with S.M. Jang and Y.J. Park).

“When pop music meets a political issue: Examining how “Born This Way” influences attitudes toward gays and gay rights policies,” *Journal of Broadcasting & Electronic Media* 58 (2014): 114-130. (with S.M. Jang).

“Hearing the other side revisited: The joint workings of cross-cutting discussion and strong tie homogeneity in facilitating deliberative and participatory democracy,” *Communication Research* (2013) (with N. Kwak and S.W. Campbell).

“Social media and the 2012 Korean presidential election.” *Education about Asia*, 18.2 (2013): 32-34.

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

LEVEY, BENJAMIN

Department & Tenure Status: Assistant Professor of History (UM Dearborn), Department of Social Sciences: History, appointed 2013, tenure-track.

Education: AB, Middlebury College, 2000; MA, Indiana University, 2006; PhD, Harvard University, 2014.

Academic Experience: Harvard University, 2011-12.

Overseas Experience: Beijing, China, Researcher, Peking University/First Historical Archives (Dissertation research supported by Fulbright-Hays Grant, and Chinese Ministry of Education Grant), 2009-11.

Foreign Language(s) with Proficiency Level(s): Chinese = 4; Manchu = 4; Japanese = 3; Russian = 3; Uzbek = 2; Kazakh = 2

Percent of Time Dedicated to EA Courses: 95%

EA Courses Taught: Late Imperial China; Modern China; Independent Senior Research.

Research/Teaching Specializations: Qing and inner Asian history, borderlands in comparative perspective.

Recent Publications:

“Monograph: The Jungar Legacy in the Sino-Russian Borderlands” (in progress).

“Secret Agent Burud: Espionage and China's Eighteenth-Century Foreign Relations” (in progress).

“Reconsidering the “Return of the Torghut”: Manchu Memorials, Chinese Chronicles, and the Great Qing Propaganda Machine” (in progress).

Number of Dissertations/Theses Supervised in Past 5 Years: 1

Distinctions: Harvard-China Scholarship Council for dissertation research, 2009-10; Fulbright-Hays DDRA, 2009; FLAS for archival dissertation research in Chinese sources (declined), 2009; Harvard University Certificate in Distinction in Teaching, 2009.

LI, LYDIA

Department & Tenure Status: Associate Professor of Social Work, School of Social Work, appointed 2000, tenured.

Education: Honorary BA, Social Work, Hong Kong Baptist College, 1984; MSW, Social Work, University of Hong Kong, 1989; PhD, Social Welfare, University of Wisconsin, Madison, 2000.

Academic Experience: University of Hong Kong, 1992-93; University of Wisconsin-Madison, 1998.

Overseas Experience: Hangzhou, China (Involved in a large scale intervention study about late-life depression intervention in rural China), 2013; Hangzhou, China (Conducted a community-based intervention program for late-life depression), 2012; Beijing, China, Instructor, China Renmin University (Taught a summer course), 2010.

Foreign Language(s) with Proficiency Level(s): Cantonese (native) = 5, Mandarin = 3

Percent of Time Dedicated to EA Courses: 25%

EA Courses Taught: N/A

Research/Teaching Specializations: The stress and adaptation process of family caregivers; the dynamics of physical disability, psychological distress, and formal and informal care of frail elders living in the community; the well-being of older adults in contemporary China.

Recent Publications:

“Elderly Chinese and their family caregivers’ perceptions of good care: A qualitative study in Shandong, China,” *Journal of Gerontological Social Work* 55.7 (2010): 609-625 (with Y. Long, E. Essex, Y. Sui, and L. Gao).

“Policies to protect the rights of older adults and support family caregivers,” *Handbook for Social Work in Health and Aging*, 2nd ed., (Oxford University Press), forthcoming (with J. Davitt and K. Rastigue).

Successful Aging: Asian Perspectives, (NY: Springer), forthcoming, (edited with S.T. Cheng, H. Fung, and J. Woo).

“Challenges to successful aging in transitional China,” in Cheng et al. (Ed.). *Successful Aging: Asian Perspectives*, (NY: Springer), forthcoming, (with J. Zhang).

“Successful aging in East Asia: A concerted effort of the State, the family, and the individual,” in Cheng et al. (Ed.). *Successful Aging: Asian Perspectives*, (NY: Springer), forthcoming, (With S.T. Cheung, J. Woo, H.Fung and I. Chi).

Number of Dissertations/Theses Supervised in Past 5 Years: 8

Distinctions: Gerontological Society of America Fellow, 2013.

LIANG, JERSEY

Department & Tenure Status: Professor, Department of Health Management and Policy, School of Public Health, tenured.

Education: BA, Sociology, Chung Hsing University, 1969; MA, Sociology, Wayne State University, 1974; PhD, Sociology, Wayne State University, 1978.

Academic Experience: N/A

Overseas Experience: 2.5 years studying in Japan; many research/field trips to Mainland China.

Foreign Language(s) with Proficiency Level(s): Chinese = 5, Japanese = 1

Percent of Time Dedicated to EA Courses: 30%

EA Courses Taught: Cross-national Comparisons of Aging and Health; Health Care Organization: An International Perspective.

Research/Teaching Specializations: Comparative aging, health, and health care.

Recent Publications:

“The influence of developmental life stage on quality of life in survivors of prostate cancer and their partners,” *Journal of Cancer Survivorship* 2 (2008): 84-94.

“Gender differences in functional status in middle and older age: Are there any age variations?” *Journal of Gerontology: Social Sciences* 63B5 (2008): S282-S292.

“Health among the oldest-old in China: Which living arrangements make a difference?” *Social Sciences & Medicine* 68.2 (2008): 220-227.

Number of Dissertations/Theses Supervised in Past 5 Years: 0

Distinctions: Fellow, Gerontological Society of America; National Institute on Aging MERIT award.

LIM, LINDA YUEN-CHING

Department & Tenure Status: Professor of Strategy, Stephen M. Ross School of Business, appointed 1985, tenured.

Education: BA, Economics, Cambridge, 1972; MA, International Foreign Economic Administration, Yale, 1973; PhD, Economics, The University of Michigan, 1978.

Academic Experience: Assistant Professor, Economics, Swarthmore College, 1977-80.

Overseas Experience: **FOR RESEARCH:** On Singapore's economy: Singapore 2010, 2011, 2012, 2013, 2014; On Overseas Chinese business, and on China's investment in Southeast Asia: Jakarta, Indonesia 2010, Manila, Philippines 2011, Yangon, Myanmar 2013. **FOR INVITED LECTURES:** Economic Society of Singapore; Osaka, Japan 2010: Kwansai Gakuin University; Jakarta, Indonesia 2010: Rajawali International Foundation Institute for Asia; Singapore 2010: National University of Singapore; 2011: Civil Service College; National University of Singapore; Manila, Philippines 2011: Asian Institute of Management; Singapore 2012: National University of Singapore; Hewlett-Packard Alumni Association; Yangon, Myanmar, 2013: Yangon Institute of Economics. **FOR BUSINESS CONSULTING:** Board member of Multi-Fineline Electronix (MFLX), attending board meetings and ancillary meetings in Singapore: 2010, 2012, Chengdu, China: 2011; Suzhou, China: 2009, 2011, 2013

Foreign Language(s) with Proficiency Level(s): Malay/Indonesian = 2, Mandarin Chinese = 1

Percent of Time Dedicated to EA Courses: 50%

EA Courses Taught: World Economy; Business in Asia.

Research/Teaching Specializations: East Asia trade, investment, and industrialization; overseas Chinese business in Southeast Asia; growth strategies of Asian businesses.

Recent Publications:

"Corruption of Southeast Asia: A Review Essay," *Asia-Pacific Economic Literature* (2002).

"Terrorism and Globalization: An International Perspective," *Vanderbilt Journal of Transnational Law* (2002).

Number of Dissertations/Theses Supervised in Past 5 Years: 3

Distinctions: Rockefeller Foundation International Relations, 1981;

LITTLE, SAHOKO HIRANO

Department & Tenure Status: Clinical Lecturer of Family Medicine, appointed 2008, tenure-track.

Education: MD, Keio University School of Medicine, 1988; PhD, Medicine, Keio University School of Medicine, 2005.

Academic Experience: Keio University Hospital, 1995; Southwest Oklahoma Family Medicine, Lawton, OK, 2005-06; Oakwood Annapolis Family Medicine, Wayne, MI, 2006-08; Faculty Development Institute, Family Medicine Dept., University of Michigan, 2008-09.

Overseas Experience: Intern & Resident, Plastic & Reconstructive Surgery, Keio University Hospital, Japan, 1988-90; Residency, Otolaryngology & Head/Neck Surgery, Shizuoka Red Cross Hospital, Japan, 1990-92; Resident, General Surgery, Kawasaki City Hospital, Japan; Resident, Plastic & Reconstructive Surgery, Keio University Hospital, Japan, 1994-95.

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native)

Percent of Time Dedicated to EA: 25%

EA Courses Taught: N/A.

Research/Teaching Specializations: Application of family medicine principles to the care of Japanese women in the US, especially in pregnancy; Outpatient treatment of chronic wounds.

Recent Publications:

"Prenatal Group Visit Program for a Population with Limited English Proficiency," *Journal of the American Board of Family Medicine* 26:6 (2013): 723-37 (with S Motohara, K Miyazaki N Arato & MD Fetters).

"Teaching Wound Care to Family Medicine Residents on a Wound Care Service," *Advances in Medical Education & Practice* 4(2013): 137-44 (with S Menawat, M Worzniak & MD Fetters).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: John Battle, MD Memorial Award for Obstetrics Leadership, Oakwood Health System, 2008; Family Medicine Research Award, Oakwood Health System, 2008.

LOPEZ, JR., DONALD S.

Department & Tenure Status: Arthur E. Link Distinguished University Professor of Buddhist and Tibetan Studies, Department of Asian Languages & Cultures, appointed 1989, tenured; Chair, Department of Asian Languages & Cultures.

Education: BA, Religious Studies, University of Virginia, 1974; MA, Religious (Buddhist) Studies, University of Virginia, 1977; PhD, Religious (Buddhist) Studies, University of Virginia, 1982.

Academic Experience: N/A

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): French = 2, Sanskrit = 3, Spanish = 3, Tibetan = 4

Percent of Time Dedicated to EA Courses: 50%

EA Courses Taught: Introduction to Buddhism; Buddhist Tantra; Introduction to Tibetan Buddhism; Advanced Tibetan; History of Buddhist Studies.

Research/Teaching Specializations: Tibetan religions; East Asian religions; Tibetan history.

Recent Publications:

From Stone to Flesh: A Short History of the Buddha, (Chicago: University of Chicago Press, 2013).

In the Forest of Faded Wisdom: 104 Poems by Gendun Chopel, (Chicago: University of Chicago Press, 2009).

“Introduction to the Translation,” *Burnouf’s Introduction à l’histoire du Bouddhisme indien: Translation and Study of a classic Text*, (Chicago: University of Chicago Press, 2009).

Number of Dissertations/Theses Supervised in Past 5 Years: 6

Distinctions: ACLS Collaborative Research Fellowship, 2009; NEH Collaborative Research Grant, 2007.

MASUZAWA, TOMOKO

Department & Tenure Status: Professor, Department of Comparative Literature & Department of History, appointed 1999, tenured.

Education: BA, International Christian University, Tokyo, 1975; MA, Yale University; PhD, University of California, 1985.

Academic Experience: California Polytechnic State University, 1983-84; Middlebury, 1984-86; University of North Carolina, 1986-99.

Overseas Experience:

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native)

Percent of Time Dedicated to EA Courses: 10%

EA Courses Taught: Key Terms in the Study of Religion; Prep for Prelim Exam in Comp Lit; Life of the Book: How Texts Travel Between Languages, Through Time, Space, and Media; Race: History of the Concept; The Bible in the 19th Century.

Research/Teaching Specializations: Discourses on Religion; History of the Study of Religion; History of the Human Sciences (19th to 20th century); Critical Theory and Hermeneutics; Psychoanalysis.

Recent Publications:

Japanese translation, (Tokyo: Misuzu), in progress (with Keishi Nakamura, Sekai Shūkyō no Hatsumeimei).

“The Bible as Literature?—Note on a Litigious Ferment of the Concept,” in Michael Allan (Ed.). *Comparative Literature* [special issue on Literary and Aesthetic Education in the Context of Secularism], (Spring 2013), scheduled for publication.

“The University and the Advent of the Academic Secular: The State’s Management of Public Instruction,” in Winnifred Fallers Sullivan, Mateo Taussig-Rubbo, and Robert Yelle (Eds.). *Law after Secularism*, (Stanford, CA: Stanford University Press, 2011): 119-139.

“An American Secular: Religion and the University Reform before the Postsecular Age,” in Philip Gorski, et al., (Eds.). *The Postsecular in Question: Religion in Contemporary Society*, (New York: NYU Press, 2011): 185-214.

Number of Dissertations/Theses Supervised in Past 5 Years: 0

Distinctions: Institute for Advanced Study, School of Social Science, Fellowship, 2010-2011; John Simon Guggenheim Foundation Fellowship, 2010.

MCELWAIN, KENNETH MORI

Department & Tenure Status: Assistant Professor of Political Science, Department of Political Science, appointed 2008, tenure-track.

Education: AB, Public and International Affairs, Princeton University, 1999; PhD, Political Science, Stanford University, 2005.

Academic Experience: Lecturer, Division of International, Comparative, and Area Studies, Stanford University, 2006-08.

Overseas Experience: Tokyo, Japan, Visiting Professor, Chuo University (Research on Japanese politics, 2012; Florence, Italy, Visiting Professor, European University Institute, (Research on Italian politics), 2011.

Foreign Language(s) with Proficiency Level(s): Japanese = 5; French = 2; Italian = 1

Percent of Time Dedicated to EA Courses: 33%

EA Courses Taught: Comparative Constitutional Design; Proseminar in Comparative Politics; Government and Politics of Japan; Comparative Political Parties and Party Systems; Constructing Democratic Constitutions.

Research/Teaching Specializations: Comparative politics of institutional design, particularly in Japan and other advanced industrialized democracies.

Recent Publications:

“Party System Institutionalization in Japan,” in Allen Hicken and Erik Kuhonta, *Reexamining Party System Institutionalization through Asian Lenses*, (Cambridge University Press, 2014).

“Parties and Elections in Japan”, in James Babb (Ed). *Handbook of Japanese Studies*, (SAGE Publications, 2014).

“The Nationalization of Japanese Elections,” in Kenji E. Kushida and Phillip Y. Lipsy (Eds.). *Journal of East Asian Studies* 12.3 (2012):323-50, reprinted 2013.

“*Japan Under the DPJ: The Politics of Transition and Governance*,” (Shorenstein Asia-Pacific Research Center, Stanford University Press, 2013).

Number of Dissertations/Theses Supervised in Past 5 Years: 10

Distinctions: Maureen and Mike Mansfield Foundation, Research Fellow, 2012; Japan Foundation Fellowship, 2011.

MILLER, KEVIN

Department & Tenure Status: Professor of Psychology and Education, Combined Program in Education and Psychology, appointed 2005; tenured.

Education: BA, Psychology, Haverford College, 1977; PhD, Child and School Psychology, U of Minnesota, 1982.

Academic Experience: Michigan State University, 1982-1984; University of Texas at Austin, 1984-90; University of Illinois at Urbana-Champaign, 1990-2004.

Overseas Experience: Beijing & Xi'an, China, Visiting Professor (led UM undergrad student trips), 2009-present; Beijing, China, Visiting Professor, BNU (led UM grad student visit), 2006.

Foreign Language(s) with Proficiency Level(s): Chinese = 3, German = 2

Percent of Time Dedicated to EA Courses: 25%

EA Courses Taught: Developmental Psychology; Research Methods in Educational Settings; Global Course Connection; Cognition and Instruction in the Classroom; Learning, Thinking and Problem Solving; Educational Psychology & Human Development.

Research/Teaching Specializations: Comparative psychology of children in China and the US; relations between schooling and children's cognitive development; cross-cultural comparisons of educational and developmental processes.

Recent Publications:

“Behavioral Regulation of Preschoolers in China and the US – the Role of Attention,” in: N. McElvany and H.-G. Holtappel, *Studien der empirischen Bildungsforschung – Befunde und Perspektiven*, (Muenster, Germany: Waxmann, 2013) with (K.S. Cortina, K.F., Hua, E. Peist, Y Huang, Y. Wei).

Review of the book *Cultural Foundations Learning: East and West*, Jin Li in *International Journal of Asian Studies* (with H. Philips).

Number of Dissertations/Theses Supervised in Past 5 Years: 7

Distinctions: Fellow, Psychonomic Society, 2014; Fellow, Association for Psychological Science, 2011.

MUEGGLER, ERIK

Department & Tenure Status: Professor, Department of Anthropology, appointed 1996, tenured.

Education: BA, Anthropology, Cornell University, 1987; MA, Anthropology, Johns Hopkins University, 1990; PhD, Johns Hopkins University, 1996.

Academic Experience: N/A

Overseas Experience: Yunann and Sichuan, China (research), 2012; Yunnan, China (research), 2010.

Foreign Language(s) with Proficiency Level(s): Standard Chinese = 5; Tibetan = 2; Spanish = 2; French = 2

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Body, Text, and Landscape; Honors in Sociocultural and Linguistic Anthropology; Traditions of Ethnology; Chinese Society and Cultures; Anthropology of Death, Dying and the Afterlife.

Research/Teaching Specializations: Social theory; theory in cultural anthropology; Chinese society and culture; the anthropology of China; minorities in China; religion and politics in China.

Recent Publications:

The Paper Road: Archive and Experience in the Botanical Exploration of West China and Tibet, (Berkeley: University of California Press, 2011) (Awarded Julian Steward Award for best monograph in environmental anthropology, Anthropology and Environment section of the American Anthropological Association, 2013).

"Reading the Sacred Mountain: Text and Love in the Botanical Exploration of Northwest Yunnan," *Asia Pacific Journal of Anthropology*.

"Cats give Funerals to Rats': Making the Dead Modern with Lament in Southwest China," *Journal of the Royal Anthropological Society* 20 (2014):197-217.

"Corpse, Stone, Door, Text." *Journal of Asian Studies* 73.1(2014):17-41.

Number of Dissertations/Theses Supervised in Past 5 Years: 15

Distinctions: Michigan Humanities Fellowship, 2014; Deep Springs College Writer in Residence Fellowship, 2013; U-M Literature Sciences and Arts Scholarship/Research grant, 2010; U-M Center for Chinese Studies Faculty Fellowship, 2010.

NORNES, ABÉ MARKUS

Department & Tenure Status: Professor of Asian Cinema; Department of Screen Arts & Cultures and Department of Asian Languages & Cultures, appointed 1996, tenured; Chair, Screen Arts & Cultures, 2009-present.

Education: BA, Cinema Studies, St. Olaf College, 1986; MA, Cinema/Television, University of Southern California, 1990; PhD, Cinema/Television, University of Southern California, 1996.

Academic Experience: Vanderbilt University, 1996.

Overseas Experience: Shanghai, China, Visiting Professor, State Institute for Innovations in the Studies of Journalism, Communication and Mediated Society, Fudan University, 2011; Tokyo/Yamagata, Japan, Consultant/Coordinator, Yamagata International Documentary Film Festival, 1990-1996, 2002-2005, 2012-2013.

Foreign Language(s) with Proficiency Level(s): Japanese = 5

Percent of Time Dedicated to EA Courses: 75%

EA Courses Taught: Seminar in the Theory and Practice of Documentary; Seminar in Film or Electronic/Digital Media Historiography; Film History, 1960-Present; Classical Film Theory; Seminar in Transnational Film or Electronic/Digital Media; Documentary Film; Chinese and Japanese Cinema; Cinema Babel: Subtitling and Dubbing Practicum; Internship.

Research/Teaching Specializations: Asian cinema.

Recent Publications:

"Staging Memories: Hou Hsiao-hsien's City of Sadness," (Ann Arbor: UUM Maize Publishing), forthcoming in Fall 2014

"Nihon Senzen Eigarō Shūsei," (Tokyo: Shinwasha), forthcoming (collection of Prewar Japanese Film Theory),

"Hallyu 2.0," (Ann Arbor, MI: University of Michigan Press), forthcoming (as co-editor with Sangjoon Lee).

"Digital reprint of 'Suzuki Seijun Problem Collection,'" (Ann Arbor: Center for Japanese Studies Electronic Publications), forthcoming, (as editor with a critical introduction by Michael Arnold).

Number of Dissertations/Theses Supervised in Past 5 Years: 10

Distinctions: Taiwan Fellowship, Ministry of Education, Taiwan, 2011.

PINCUS, LESLIE B.

Department & Tenure Status: Associate Professor of History, Department of History, appointed 1995, tenured.

Education: BA, French, University of California at Los Angeles, 1972; MA, Comparative Literature: French and German, University of California at Berkeley, 1975; MA, East Asian Languages and Civilizations, The University of Chicago, 1984; PhD, East Asian Languages and Civilizations, The University of Chicago, 1989.

Academic Experience: University of California, 1988-9; University of California at Los Angeles, 1990-95. Kyoto Center for Japanese Studies, 2005-06.

Overseas Experience: Tokyo, Kyoto, Hokkaido, Hiroshima, research scholar, independent, (research), 2002-12; Kyoto, Japan, Visiting Professor, Consortium of 14 American Universities, (Teaching/organizing field study/advising), 2005-06.

Foreign Language(s) with Proficiency Level(s): French = 3, German = 2, Japanese = 4

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Japan Since 1700; World War Two in the Pacific: History, Culture, Memory; Japan: Histories of Nature and Environment; Japan's Modern Transformations; Power and Protest in Modern Japan; Studies in Modern Japanese History; Japan: Green Archipelago/Toxic Archipelago.

Research/Teaching Specializations: Modern Japanese history; aesthetics and politics; nations and national identity; memory studies; social movements.

Recent Publications:

Review of *Making Japanese Citizens* by Simon Avenell, *History and Law Review* (Feb 2012).

"Revolution in the Archives of Memory: Founding the National Diet Library in Occupied Japan" in Francis Bluin and William Rosenberg (Eds.). *Archives, Documentation, and the Institutions of Social Memory* (University of Michigan Press, 2006).

Number of Dissertations/Theses Supervised in Past 5 Years: 16

Distinctions: Japan Foundation Grant, 2005; Social Science Research Council Advanced Research Grant, 2002; Lilienthal Prize (Best Book in Asian Studies, Univ. of California Press), 1997.

PLATT, ROBERT

Department & Tenure Status: Assistant Professor, Penny W. Stamps School of Art & Design, appointed 2010, tenure-track.

Education: BA, Nottingham Trent University of Art & Design, 1996; PGCE, London University Institute of Education, 1997; MA, Royal College of Art, 2001; PhD, Kyoto City University of Arts, 2010.

Academic Experience: N/A

Overseas Experience: Ballyvaughan, Ireland, Course Instructor, U of M Study Abroad Program- Burren College of Art, Ireland 2014; Shigaraki, Japan, Instructor, Stamps School of Art, U of M Study abroad Program - Seinenryo, Shigaraki, Shiga Ken, 2013.

Foreign Language(s) with Proficiency Level(s): Japanese = 5; Spanish = 2; French = 2

Percent of Time Dedicated to EA Courses: 20%

EA Courses Taught: Painting & The Artificial Eye; Integrative Project; Fundamentals of Drawing; Burren Study Abroad Program, Ireland.

Research/Teaching Specializations: The frame through which we observe landscape and project images & ideas onto nature are the result of imported cultural constructs; explore contradictions between aesthetic conventions in our social relations to the natural world, whilst exploring how technology informs & interacts with representation.

Recent Publications/Exhibitions:

"Art in America," in John C. Corso (Ed.). *Exhibition Reviews*, (Nov 2013).

"Terra Nullius," (Birmingham Bloomfield Art Center, MI, 2013).

"Insubstantial Pageant's of The Minds Eye," (The Butchers Daughter, Detroit MI, 2013).

"Phantom Hut: Reflections-Detachment," (Muzz program space Kyoto, Japan, 2012).

"Post Apocalypse," (Altered Grounds, Work, Ann Arbor USA, 2011).

Number of Dissertations/Theses Supervised in Past 5 Years: 5

Distinctions: OVPR Research grant for Arctic residency, 2013; Art Award Kyoto, 2007; Holbein Art Scholarship, 2006; VOCA Art Prize, 2005.

PORTER, DAVID

Department & Tenure Status: Professor of English and Comparative Literature, appointed 1996, tenured.

Education: BA, Comparative Literature, Cornell University, 1988; MA, Modern Languages, Cambridge University 1990; PhD, Stanford University, 1996.

Academic Experience: Peking University, 1992-93.

Overseas Experience: Visiting Professor, Fudan U, China (Co-taught graduate seminar on gender studies), 2013.

Foreign Language(s) with Proficiency Level(s): Chinese = 3, French = 4, German = 3, Spanish = 2

Percent of Time Dedicated to EA Courses: 35%

EA Courses Taught: Enlightenment and Its Critics; Comparative Approaches to the Study of China in the Humanities; Humanistic Studies of Historical and Contemporary China; Literature and Culture; Thinking about Poetry; Early Modern Literature and Its Global Contexts; Inventing the Modern Self.

Research/Teaching Specializations: Travel literature; aesthetics; 18th century cultural history; China and the West; internet culture.

Recent Publications:

Comparative Early Modernities: 1100-1800, (New York: Palgrave, 2012), editor with introduction.

“China and the Formation of the Modernist Aesthetic Ideal,” in Anne Witchard (Ed.). *Modernism and Chinoiserie*. (Edinburgh: Edinburgh University Press, 2014), forthcoming.

“The Crisis of Comparison and the World Literature Debates,” *Profession* 2011, (Reprinted in *ADFL Bulletin* 42.2 (2013)).

“Tang Poetry for Students of Chinese” (www.youtube.com/watch?v=wGFaLosjqAY), a mobile app designed to introduce English speakers to the poetry of the Tang Dynasty (won the Teaching and Learning prize in the 2013-14 UM Mobile Apps Challenge).

Number of Dissertations/Theses Supervised in Past 5 Years: 6

Distinctions: Senior Fellow, Michigan Society of Fellows, University of Michigan, 2013; Institute for the Humanities Faculty Research Fellowship, University of Michigan, 2011-12; Center for International Comparative Studies Human Rights Fellowship, 2010-11; Rackham Spring/Summer Research Grant, 2010.

POWERS, MARTIN

Department & Tenure Status: Sally Michelson Davidson Professor of Chinese Arts and Cultures, History of Art Department, appointed 1987, tenured.

Education: BA, Shimer College, 1971; MA, University of Chicago, 1974; PhD, University of Chicago, 1978.

Academic Experience: UCLA, 1977-87; Tsinghua University, 2006-09; China Academy of Arts, 2013; Zhejiang University 2013.

Overseas Experience: Hangzhou, Pan Tianshou Lecture Series, China Academy of Arts, Spring 2013; Hangzhou, Visiting Professor, Zhejiang U., Spring 2013; Beijing, Wang Guowei Lecture Series, Tsinghua U., Spring 2012.

Foreign Language(s) with Proficiency Level(s): Mandarin Chinese = 4, Classical Chinese = 4; Japanese = 2

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Liberty/China and the Natural Garden; Norm and Storm: Rebellion in Art; Art and Language, and the Language of Art; Interpretations of Landscape; *Repetition, Imitation, and Citation: A Comparative Approach; Painting and Poetry in China*; Human Rights in China from the Classical Period through the 18th-Century; Modernist Readings of Early Modern Asian Art; Visualizing the Art Historical Past in Early Modern China.

Research/Teaching Specializations: Han art and social history; Song art and social history; art theory in China; poetry and painting in China; interpretations of landscape; construction of Asia in modern art; artists and patrons.

Recent Publications:

Looking at Asian Art (University of Chicago, 2012) (edited with Katherine R. Tsiang).

“The Temporal Logic of Citation in Chinese Painting,” *Art History*, (Fall 2014).

Blackwell Companion to Chinese Art, (Scheduled for publication 2015) (edited with Katherine Tsiang).

“Art and Equality in Chinese Pictorial Art,” (Manuscript submitted; illustrations in progress).

“Visualizing the Polity: the English Enlightenment Response to Chinese Political Vision,” (in progress).

Number of Dissertations/Theses Supervised in Past 5 Years: 3

Distinctions: Fellow, School of Historical Studies, Princeton Institute for Advanced Study, 2008-09.

REW, KARL

Department & Tenure Status: Instructor, Department of Family Medicine and Department of Urology, Medical School, appointed 2006, clinical-track.

Education: BS, Biochemistry and East Asian Studies, University of California, Davis, 1986; MD, Medicine, University of California, San Diego, 1993.

Academic Experience: Doctor of Medicine, U-C San Diego School of Medicine, 1987-93; Family Medicine Residency, U-C San Diego Medical Center, Department of Family and Preventive Medicine, 1993-96.

Overseas Experience: Shizuoka, Japan, Visiting Professor w/ Shizuoka Family Medicine Residency (Family Medicine teaching), 2013, 2012, 2011, 2010.

Foreign Language(s) with Proficiency Level(s): Japanese = 4

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: N/A

Research/Teaching Specializations: Japanese family health program, family medicine.

Recent Publications:

“Family Medicine Education, Clinical Care, and Research in Japan: Challenges and Barriers Identified During Group Interviews at a WONCA Workshop,” *Japan Family Practice* (2006) (with M. Jimbo, M. Feters, T. Nishiue, Y. Takemura, M. Pollock, A. Kiyota, T. Okada and K. Sano).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

ROBERTSON, JENNIFER E.

Department & Tenure Status: Professor of Anthropology, Department of Anthropology, appointed 1991, tenured.

Education: BA, History of Art, Cornell, 1975; MA, Asian Studies, University of Hawaii, 1977; MA, Anthropology, Cornell, 1983; PhD, Anthropology, Cornell, 1985.

Academic Experience: Visiting Professor, Department of Sociology and Anthropology, Tel Aviv University (Israel), 2007, 2009; Visiting Professor, Department of Anthropology, University of Tokyo, 2007.

Overseas Experience: Israel, professor, UMichigan (research in Israel), 1997-present; Japan, Sri Lanka, asst-full professor, Cornell, Williams C., UCSD, UMichigan (research in Japan, Sri Lanka), 1985-present.

Foreign Language(s) with Proficiency Level(s): French = 2, German = 2, Hebrew = 1, Japanese = 4

Percent of Time Dedicated to EA Courses: 90%

EA Courses Taught: Image-Based Ethnography; Ethnic Diversity in Japan; Sex and Gender in Japan; Mass & Popular Culture; Artifacts and Images; The Human and Posthuman Body; Bio-Art International

Research/Teaching Specializations: Socio-cultural and historical anthropology and ethnography; art and image based ethnography; museums and visual culture; biotechnology and bioethics; colonialism and imperialism.

Recent Publications:

Robo Sapiens Japonicus: Robots, Eugenics and Posthuman Aesthetics (under contract with the University of California Press, 2014), book manuscript.

“Hemato-Nationalism: The Past, Present, and Future of ‘Japanese Blood’,” *Migrazine: Online Magazin von Migrantinnen für alle* (<http://www.migrazine.at/>), (2014) (Greatly abridged version of 2012).

“The Politics of Androgyny in Japan: Sexuality and Subversion in the Theater and Beyond,” in Dolores Martinez (Ed.). *Gender and Japanese Society: Critical Concepts*, chp. 60, (London: Routledge, 2013) (Reprint of 1992).

“Robot Rights and Human Rights: Forecasts from Japan,” *Critical Asian Studies*, (April 2014) (article for submission).

“Edible Eugenics in Japan: Vitamins, Blood Tonics, and Nation-Building,” *Food, Culture and Society: An*

Number of Dissertations/Theses Supervised in Past 5 Years: 5

Distinctions: Guggenheim (John Simon Guggenheim Memorial Foundation Fellowship), 2011-12; Abe Fellowship (SSRC), 2010-12; NEH/Advanced Research Social Sciences Japan, 2008; Fulbright Research Scholar Grant, 2007.

ROLSTON, DAVID L.

Department & Tenure Status: Associate Professor of Chinese Language and Literature, Department of Asian Languages & Cultures, appointed 1988, tenured.

Education: BA, History and Transcultural Studies, Montclair State College, 1977; PhD, Chinese Literature, The University of Chicago, 1988.

Academic Experience: Visiting Lecturer, The University of Chicago, 1985; Visiting Lecturer, The University of Michigan, 1987; Visiting Lecturer, National Academy of Theatre Arts, Beijing, 2002.

Overseas Experience: Beijing, China, Visiting Professor, National Academy of Chinese Theatre Arts (Taught two courses for one semester), 2002.

Foreign Language(s) with Proficiency Level(s): Chinese = 4, Japanese = 1

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Looking at Trad China through Its Most Famous Novel, The Story of the Stone; Perils of Peony Pavilion: Modern Stagings of a Classical Chinese Play; Writing/Arguing About Asia; Development of Chinese Fiction; Humanistic Studies of Historical and Contemporary China; Arts & Letters of China; Chinese Drama and Theatre; Crime and Detection in Chinese Literature; The Travels of the Monkey King in China and Abroad; Senior Project in Asian Studies.

Recent Publications:

“Xikao zhong Mei Lanfang de yingzi” 戲考中梅蘭芳的影子 (Traces of Mei Lanfang in *Xikao*),” *Wenhua yichan* 文化遺產 (Cultural Heritage) (2013): 34-40.

Thirty-five articles (16,150 words) in Fabrizio Pregadio (Ed.). *The Encyclopedia of Taoism*, (London: Routledge, 2008).

Review of “Basic Conditions of Taoist Thunder Magic,” by Florian C. Reiter, *T'oung Pao* (2009).

Number of Dissertations/Theses Supervised in Past 5 Years: 1

Distinctions: Rackham Faculty Recognition Award, UM, 1991; ACLS Chiang Ching-kuo Fellowship, 1991.

RYU, YOUNGJU

Department & Tenure Status: Associate Professor of Korean Literature, Department of Asian Languages & Cultures, appointed 2007, tenured.

Education: BA, English and American Literatures & Languages, Harvard University, 1998; MA, East Asian Languages & Cultures, University of California, Los Angeles, 2001; PhD, Korean Literature, University of California, Los Angeles, 2006.

Academic Experience: Sungkyunkwan University, 2006-07.

Overseas Experience: Korea: Yonsei University, 2007; Sungkyunkwan University, 2006-07.

Foreign Language(s) with Proficiency Level(s): Japanese = 3, Korean (native) = 5

Percent of time dedicated to EA Courses: 100%

EA Courses Taught: Popular Culture & Korean Society; Korean Literature in Translation; Introduction to Korean Civilization: Modern Period; Korean History Through Film; Korean War in Transnational Literature; Cultural & Comp Studies of Asia; Multi Ethnic Korea; Translating Korean Poetry: Theory & Practice

Research/Teaching Specializations: Politics and aesthetics in modern Korean literature.

Recent Publications:

Writers of the Winter Republic: Korean Literature & Developmental Dictatorship, (University of Hawaii Press), under contract.

Imperatives of Culture: Selected Essays on History, Literature, & Society from the Japanese Colonial Era. (University of Hawaii Press, 2013) (edited with C. Hanscom and W. Lew).

Intellectuals in Dark Times: The Task of Criticism in Authoritarian South Korea, in progress (edited with J. B. Duncan).

“The World in a Love Letter,” (Translation of Kwon Boduerae’s “Yõnae p’yõnji ï segyesang,”) *Korean Popular Culture Reader*, (Duke University Press, 2014):19-33.

Number of Dissertations/Theses Supervised in Past 5 Years: 3

Distinctions: Kyujanggak Fellowship in Korean Studies, 2009-10.

SAINT ARNAULT, DENISE

Department & Tenure Status: Associate Professor, School of Nursing, appointed 2012, tenured.

Education: BS, Grand Valley State University, 1980; MS, University of Michigan, 1989; PhD, Wayne State University, 1998.

Academic Experience: Eastern Michigan University, 1988-90; Madonna University, 1998-99; Case Western Reserve University, 1999-2002; Michigan State University 2000-11.

Overseas Experience: Various cities in Japan, visiting scholar/researcher (field work, collaborations, research, lectures, and consultations), 1993-2013.

Foreign Language(s) with Proficiency Level(s): Japanese = 2

Percent of Time Dedicated to EA Courses: N/A

Research/Teaching Specializations: Clinical Ethnographic Interview: an intervention to promote help seeking for East Asian Immigrant Women, PI, NCMHD RO1 (pending); Cultural and biological mechanisms influencing somatic symptoms in highly distressed East Asian immigrant women, PI, NIMH RO1 (to be submitted Feb 2012); The feasibility of the use of Biodynamic Therapy to enhance quality of life in women who have experienced trauma, PI, Safe Ireland (National Domestic Violence Agency).

Recent Publications:

“The clinical ethnographic interview: Reformulation of the DSM-IV-R cultural formulation into a clinician friendly tool,” *Transcultural Psychiatry* (with S. Shimabukuro).

Book review of *Nursing Globalization in the Americas: A Critical Perspective* by Karen M. Breda in *Medical Anthropology Quarterly* (Amityville: Baywood Publishing Company).

“Using Mixed Methods to Study Culture and Depression,” *Journal of Mixed Methods* (2011) (with M. Fetters).

“*Yama no Kami*: Japanese Mountain Mother,” in P. Monahan (Ed.). *Goddesses in World Cultures* Vol. 1, (Praeger, 2010).

“RO1 Funding for mixed methods research: Lessons learned from the “Mixed-Method Analysis of Japanese Depression” project,” *Journal of Mixed Methods Research* (2011) (with M. Fetters).

Number of Dissertations/Theses Supervised in Past 5 Years: 10

Distinctions: Japan Scholar, AACU, 1999-2000.

SANTOS, ERIK

Department & Tenure Status: Associate Professor of Music Composition & Music Technology & Director, Electronic Music Studios, appointed 2003, tenured.

Education: BFA, Voice Performance, Indiana University of Pennsylvania, 1989; MMus, Composition, University of Michigan, 1991; DMA, Composition, University of Michigan, 1995.

Academic Experience: Assistant Professor of Music, Indiana University of Pennsylvania, 1995-97; Assistant Professor of Music Composition & Music Technology, University of Michigan, 1997-2003.

Overseas Experience: Composer in Residence, Dairakudakan dance troupe, Japan, 2002; Japan (music performance tour), 2005, 2008.

Foreign Language(s) with Proficiency Level(s): N/A

Percent of Time Dedicated to EA: 25%

EA Courses Taught: N/A

Research/Teaching Specializations: Acoustic & electro-acoustic concert music; theatrical & dance productions; electronic music.

Recent Publications:

“Reflections of an American Composer in Search of Dairakudakan Butoh”. *Dairakudakan Newsletter* 4 (2002).

Number of Dissertations/Theses Supervised in Past 5 Years: n/a

Distinctions: Charles Ives Fellowship, American Academy of Arts & Letters, 2001; Distinguished Composer of the Year, Music Teachers National Association, 1998; Young American Composers Reading Session, Civic Orchestra of Chicago, 1997; MacDowell Colony Residency, 1995.

SHENG, BRIGHT

Department & Tenure Status: Leonard Bernstein Distinguished University Professor of Music, appointed 1995, tenured.

Education: **BMus**, Shanghai Conservatory of Music, 1982; **MMA**, Queens College, City University of New York, 1984; **DMA**, Columbia University, 1993.

Academic Experience: Fine Arts Advisory Board, Queens College, CUNY, 2011-present; Honorary Committee, Sphinx Organization, 2010-present, Artistic Advisor, Silk Road Project, Inc., 1998-2003; Honorary Professorship, Wuhan Conservatory of Music, Wuhan, China, 1996-present.

Overseas Experience: invited lectures in Canada, Denmark, Japan, China, Hong Kong, Russia & Thailand.

Foreign Language(s) with Proficiency Level(s): Chinese = 5 (native)

Percent of Time Dedicated to EA: 25%

EA Courses Taught: N/A

Research/Teaching Specializations: Acoustic & electro-acoustic concert music; theatrical & dance productions; electronic music.

Recent Publications:

Let Fly: Concerto for Violin and Orchestra, G. Schirmer, Inc., 2013.

Shanghai Overture (for symphony band), G. Schirmer, Inc., 2010.

Madame Mao (opera), Libretto (English) by Colin Graham. G. Schirmer, Inc., 2003.

“Melodic Migration along the Silk Road: Northwest China,” *Asian Art & Culture*, 2002.

Number of Dissertations/Theses Supervised in Past 5 Years: n/a

Distinctions: Honorary Doctorate, Hong Kong University of Science & Technology, 2013; Grammy Nomination for *Flute Moon*, 2011; Koussevitzky Foundation Commission, 2010; John & Catherine MacArthur Foundation Fellowship, 2001.

SUZUKI, RIE

Department & Tenure Status: Associate Professor of Health Education, Public Health and Health Sciences, (UM Flint), appointed 2008, tenured.

Education: **BSoc**, Social Science, Bukkyo University, Kyoto, Japan, 1991-1995; **MSoc**, Social Welfare, Bukkyo University, Kyoto, Japan, 1995-1997; **MA**, Health Education, University of Texas at Austin, Austin Texas, 1999-2001; **PhD**, Health Education and Behavior, *Minor*, Gerontology, University of Texas at Austin, Austin Texas, 2001-05; **Post Doctorate**, Disability and Health Promotion, Oregon Institute on Disability and Development, University of Oregon, Portland, 2005-2008.

Academic Experience: N/A

Overseas Experience: Lecturer, Nursing School of National, Sanatorium, Wakayama, Hospital, Wakayama, Japan.

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native)

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: N/A

Research/Teaching Specializations: Research on clinical preventive behaviors and CAM use among adults with physical disabilities.

Recent Publications:

“Improving Cancer Screening Among Women with Mobility Impairments: Trial of a Participatory Workshop Intervention,” *American Journal of Health Promotion* 26.4 (2012): 212-216 (with E. Walsh, D. Buckley and G.L. Krahn).

“Using Intervention Mapping to Promote the Receipt of Clinical Preventive Services Among Women With Physical Disabilities,” *Health Promotion Practice* 13.1 (2012): 106-115 (with J.J. Peterson, A.V. Weatherby, D.I. Buckley, E.S. Walsh, J.I. Kailes and G.L. Krahn).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: Michigan Center for Urban African American Aging Research Summer Workshop Fellow, University of Michigan and Wayne State University (National Institute of Aging), June 2014.

TANG, XIAOBING

Department & Tenure Status: Helmut F. Stern Professor of Modern Chinese Studies, Dept. of Asian Languages & Cultures and Professor in the Dept. of Comparative Literature, appointed 2007, tenured.

Education: BA, English, Peking University, 1984; PhD, Literature, Duke University, 1991.

Academic Experience: U. of Colorado, 1991-95; U. of Chicago, 1995-2005; U. of Southern California, 2005-08.

Overseas Experience: Professor, Shanghai U., China, 2014; China (conference participant), 2014; China (conference participant), 2014; China (lecture), 2013; Nankai U. (lecture), 2013; Professor, China (seminar), 2013.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5; French = 3; German = 2

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Translating Modern Chinese Poetry; Intro to Modern Chinese Culture; Modernism & the Avante Garde; Debates & Topics in Literary Studies; Tales of Youth; Lu Xun & Modern China; Modern Chinese Visual Culture; Contemporary Chinese Poetry.

Research/Teaching Specializations: Modern Chinese literature, art, cinema, culture.

Recent Publications:

Visual Culture in Contemporary China: Paradigms and Shifts (London: Cambridge U. Press), forthcoming.

Self-Portraits: Women's Art in China, 1920-2010 (Hong Kong: The Chinese U. Press) forthcoming.

"Socialist Visual Experience as Cultural Identity," chapter in Jie Li and Enhua Zhang (Eds.). *Red Legacies in China: Cultural Afterlives of the Communist Revolution* (Harvard Asia Center/Harvard University Press), forthcoming.

"On Silent China," invited contribution in David Der-wei Wang and Kirk Denton (Eds.), *A New Literary History of Modern China* (Harvard University Press) forthcoming.

Number of Dissertations/Theses Supervised in Past 5 Years: 6

Distinctions: The Michigan Institute for the Humanities Fellowship, 2011.

TARDIF, TWILA Z.

Department & Tenure Status: Professor of Psychology and Research Scientist, Center for Human Growth and Development, appointed 2002, tenured.

Education: BSc, Psychology, University of Toronto, 1986; MS, Psychology, Yale University, 1988; PhD, Psychology, Yale University, 1993.

Academic Experience: Chinese University of Hong Kong, 1996-2001; Nanyang Technological University, 2006; Tokyo Women's Christian University, 2008.

Overseas Experience: Singapore, Member, Scientific Advisory Board, 2012-present; Japan, Visiting Fellow, Tokyo Women's Christian U., 2008; Singapore, Visiting Sr Fellow, 2006; Hong Kong, Asst. and Assoc. Professor, Chinese U of Hong Kong (regular tenure-track faculty position), 1996-2001;

Foreign Language(s) with Proficiency Level(s): Cantonese = 5, French = 3, German = 3, Mandarin = 5, Japanese = 2; Italian = 2

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: Research Techniques for Psychology as a Natural Science; Introduction to Psychology

Research/Teaching Specializations: Psychology; linguistics; contemporary China.

Recent Publications:

The Chinese Communicative Development Inventory: Manual, Forms, and Norms (Peking U. Medical Press, 2008) (with P. Fletcher, Z.X. Zhang, W.L. Liang, and Q.H. Zuo).

Different words for different worlds: Early language development in Mandarin and Cantonese (Psychology Press) under contract.

"Early vocabulary learning in Chinese-speaking children" in W.S.-Y. Wang & C. Sun (Eds.). *Oxford Handbook of Chinese Linguistics* (Oxford University Press).

"Acquisition of generic concepts in Mandarin: Can you learn about lions if you don't have an '-s'?" *Journal of Child Language* (2011): 1-32 (with S.A. Gelman, X.L. Fu and L.Q. Zhu).

Number of Dissertations/Theses Supervised in Past 5 Years: 10

Distinctions: Fellow, American Psychological Society, 2009.

THORNTON, ARLAND D.

Department & Tenure Status: Professor of Sociology, Department of Sociology, appointed 1977, tenured.

Education: BS, Sociology, Brigham Young U., 1968; MA, Sociology, UM, 1973; Ph.D. Sociology, UM, 1975.

Academic Experience: N/A

Overseas Experience: Buenos Aires, Argentina, visitor, CENEP (research), 2012; China, visitor, Peking U. (research), 2009; Nepal, visitor, Inst. for Social & Environmental Research (research), 2008; Austria, visitor, Vienna Inst. of Demography (research), 2007-13; Iran, visitor, U. of Tehran (research), 2004-08.

Foreign Language(s) with Proficiency Level(s): N/A

Percent of Time Dedicated to EA Courses: 50%

EA Courses Taught: Globalization, Culture, and Social Change; Culture, Social Change & Population;

Research/Teaching Specializations: Sociology of population, sociology of family, sociology of life course.

Recent Publications:

“Population Structures,” in M. Sasaki, E. Zimmermann, J. Goldstone and S.A. Sanderson (Eds.). *The Encyclopedia of Comparative Sociology* (CECS), (Leiden, The Netherlands: Brill Publishers), forthcoming.

“Migrant Values and Beliefs: How Are They Different and How Do They Change?” *Journal of Ethnic and Migration Studies*, forthcoming. (with N.E. Williams and L. Young-DeMarco).

“International Fertility Change: New Data and Insights from the Developmental Idealism Framework,” *Demography*, 49.2 (2012):677-698 (with G. Binstock, K. Yount, M.J. Abbasi-Shavazi and Y. Xie).

Number of Dissertations/Theses Supervised in Past 5 Years: 5

Distinctions: Irene B. Taeuber Award, Population Association of America, 2011; Listed in Who’s Who in America, 2003-10; Listed as ISI Highly Cited, 2006-present; Listed in Who’s Who in the World, 2010; Listed in Who’s Who in the Midwest, 2010-11; MERIT Award, National Institute of Child Health and Human Development, 2001-13.

TONOMURA, HITOMI

Department & Tenure Status: Professor of History, Department of History and Women’s Studies Program, appointed 1986, tenured.

Education: BA, French, Wagner College, New York, 1970; MA, Asian Studies, University of Oregon, 1979; PhD, History, Stanford University, 1986.

Academic Experience: Visiting Professor, Center for Early Modern History, University of Minnesota, 1995; Visiting Faculty, International Christian University, Tokyo, 2004.

Overseas Experience: Kyoto, Japan, Professor, Kyoto University (collaboration), 2013; Tokyo, Japan, Professor, University of Tokyo (research), 2012, 2011, 2010.

Foreign Language(s) with Proficiency Level(s): Chinese = 2, French = 2, Japanese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Floating World in Feudal Japan; Japan to 1700: Origin Myths to the Shogun Age; East Asia: Early Transformations; Samurai History in Great Films; The Culture of Courts in PreModern Europe and East Asia; Geisha: Art, History & Politics; Reading Historical Sources in Japanese; Global History of Gender, Violence, and Sexuality; Keywords and Concepts in Japanese History & Society.

Research/Teaching Specializations: Pre-modern Japanese history; Chinese and Korean history; gender and sexuality in Japan and China myths; pre-modern forms of violence.

Recent Publications:

“The First Non-military American Occupants in Postwar Japan: Michigan Researchers in Okayama, 1950,” *Shakai joho kenkyu (Journal of Social Science Research) nos. 11 and 12: Special Issue on the University of Michigan Field Station, 1950-55* (Okayama: Okayama Rika University, 2013): 53-63.

“Gender Relations in the Age of Violence,” in Karl Friday (Ed.). *Japan Emerging: Premodern History to 1850*, (Westview Press, 2012): 267-277.

Number of Dissertations/Theses Supervised in Past 5 Years: 5

Distinctions: Association for Asian Studies Northeast Asia Council grant, 2010..

TSUTSUI, KIYOTERU

Department & Tenure Status: Associate Professor, Department of Sociology, appointed 2007, tenured.

Education: BA, Kyoto University, 1993; MA, Kyoto University, 1995; MA, Stanford University, 1996; PhD, Stanford University, 2002.

Academic Experience: Director, Human Rights Initiative, UM Int'l Inst., 2014-17; Stanford University, 2005-06.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Japanese (native) = 5

Percent of Time Dedicated to EA Courses: 25%

EA Courses Taught: Human Rights in the United Nations; Social Movements & Contentious Politics; Social Movements & Political Protest; Global & Transnational Sociology; Sociology of Japan.

Research/Teaching Specializations: Global and Transnational Sociology; Political Sociology; Comparative Historical Sociology; Social Movements; Human Rights; Japanese Society; Organizations and Economic Sociology; Quantitative Methods.

Recent Publications:

Corporate Social Responsibility in a Globalizing World, (Cambridge University Press), forthcoming (edited with Alwyn Lim).

“Globalization and Commitment in Corporate Social Responsibility: Cross-National Analyses of Institutional and Political-Economy Effects,” *American Sociological Review* 77 (2012):69-98 (equal authorship with Alwyn Lim).

“International Human Rights Law and Social Movements: States’ Resistance and Civil Society’s Insistence,” *Annual Review of Law and Social Science* 8 (2012):367-96 (with Claire Whitlinger and Alwyn Lim).

“Conflicting and Reinforcing Identities in Expanding Europe: Individual- and Country-Level Factors Shaping National and European Identities, 1995-2003,” *Sociological Forum* 27 (2012):392-418 (equal authorship with Markus Hadler and Lynny Chin).

Number of Dissertations/Theses Supervised in Past 5 Years: 25

Distinctions: Abe Fellowship, SSRC/Japan Foundation CGP, 2004-05; Best Scholarly Article Award, Honorable Mention, The American Sociological Association Section on Global and Transnational Sociology, 2013, 2010.

WANG, ZHENG

Department & Tenure Status: Associate Professor of Women’s Studies & History, appointed 2004, tenured; Associate Research Scientist, Institute for Research on Women and Gender, appointed 2002, tenured.

Education: BA, English, Shanghai Normal University, 1982; MA, History, University of California, Davis, 1988; PhD, History, University of California, Davis, 1995.

Academic Experience: Shanghai Normal University, 1982-1985; University of California, Davis, 1995; Stanford University, 1996-2001; University of Michigan, 2002-Present.

Overseas Experience: China, Chinese Women’s College (teaching), 2011; China, Fudan U., (faculty and graduate workshop), 2004- present; China, Chinese Women’s College (Faculty training and workshop), 2002-06; China and other locations (running Ford Foundation Sponsored projects), 1999; China (fieldwork), 1992.

Foreign Language(s) with Proficiency Level(s): Chinese = 5

Percent of Time Dedicated to EA Courses: 50%

EA Courses Taught: Women in Modern China; Gender and Modernity: China & India; Feminist Practices in a Global Context; Race, Gender & Nation

Research/Teaching Specializations: Gender and modernity, Chinese history, Race, gender & nation.

Recent Publications:

Translating Feminisms in China (London: Blackwell Publishing, 2007), (co-edited with Dorothy Ko).

“Qianyi shehuixingbie xue zai Zhongguo de fazhan” (On the development of gender studies in China), in *Xinshiqi nüxing wenxue yu yanjiu* (Women’s literature and research in the new era), (Beijing: People Press).

“Nishui xingzhou de shinian” (Ten years of struggles against the currents), in Xie Yue (Ed.). *Zhihui de chuchang* (Ascending the stage with wisdom), (Zhengzhou: Henan University Press, 2013):70-78.

Number of Dissertations/Theses Supervised in Past 5 Years: 8

Distinctions: Michigan Faculty Fellowships, 2014-15; Henry Luce Foundation Grant, 2011-14.

WEST, MARK D.

Department & Tenure Status: Law School Dean, 2013-present; Nippon Life Professor of Law, 2003-present; appointed 1998, tenured.

Education: BA, International Studies, Rhodes College, 1989; JD, Columbia University School of Law, 1993; Notes & Comments Editor, Columbia Law Review.

Academic Experience: University of Tokyo, Faculty of Law, Abe Fellow, 1997-98.

Administrative Positions: Associate Dean for Academic Affairs, 2008-13; Director, Center for Japanese Studies (University-wide center), 2003-2008; Director, Center for International and Comparative Law, 2003-2007; Director, Japanese Legal Studies Program, 1998-2013.

Overseas Experience: Invited Research Scholar, Visiting Instructor, Kyoto University, 2001-2003.

Foreign Language(s) with Proficiency Level(s): Japanese = 4

Percent of Time Dedicated to EA Courses: 25%

EA Courses Taught: Japanese Law.

Research/Teaching Specializations:

Recent Publications:

Lovesick Japan: Sex | Marriage | Romance | Law (Ithaca, NY: Cornell University Press, 2011).

The Japanese Legal System: Cases, Codes, and Commentary (Foundation Press, 2006 and 2nd edition, 2011) (with Curtis J. Milhaupt & J. Mark Ramseyer).

Number of Dissertations/Theses Supervised in Past 5 Years: 1

Distinctions: Hessel Yntema Prize (for “most outstanding” article by an under-40 scholar), American Society of Comparative Law, 2004; Fulbright Research Scholar, 2002.

WILCOX, EMILY E.

Department & Tenure Status: Assistant Professor of Asian Languages and Cultures, Asian Languages and Cultures, appointed 2013, tenure-track.

Education: BA, Harvard, 2003; MPhil, U. of Cambridge, 2004; PhD, U. of California, Berkeley, 2011.

Academic Experience: University of California, 2011; Shanghai Theatre Academy, 2012-14; Inner Mongolia University Art Academy, 2012; College of William & Mary, 2013.

Overseas Experience: China, Experiential Learning Program Director, 2013; China, Study Abroad Program Director, 2013; China, Independent researcher, 2011, 2012; China, Postdoctoral Research Fellow, 2012-14; China, Fulbright IIE Grantee, 2008-09; China, Blakemore Freeman Fellow, Advanced Mandarin Training, 2001-08.

Foreign Language(s) with Proficiency Level(s): Mandarin = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: China in Ten Words: Foundational Ideas in Chinese Culture; Performance Culture in Contemporary China; China’s Global Cities; Senior Project in Asian Studies.

Research/Teaching Specializations: Modern and contemporary Chinese culture, with a focus on performance culture in the People's Republic of China.

Recent Publications:

“Dancing Against Euro-American Imperialism: Socialist Culture, Third World Leftism, and the Making of a Chinese Body,” (submitted March, 2014), under review.

“Foreword: Chinese Dance in the United States, on Seeing and Not Seeing,” in Shih-Ming Li Chang and Lynn Frederiksen, *Chinese Dance: In the Vast Land and Beyond*, (Middletown, CT: Wesleyan U. Press), forthcoming.

“Meaning in Movement: Adaptation and the Xiqu Body in Intercultural Chinese Theatre,” *TDR: The Drama Review* (T221) 58:1 (Spring, 2014):42-63.

Number of Dissertations/Theses Supervised in Past 5 Years: 4

Distinctions: ACLS Fellowship, 2014; Shanghai Theater Academy Post-Doctoral Research Fellowship, 2011; U. of California Pacific Rim Research Program Academic Year Research Grant, 2008; Fulbright Institute for International Education (IIE) Research Grant, China, 2008; U.S. Dept. of Education FLAS Award in Chinese, 2006.

WU, XUN (BRIAN)

Department & Tenure Status: Assistant Professor of Strategy, Stephen M. Ross School of Business, appointed 2007, tenure-track.

Education: BA, Tsinghua U., 1998; MS, National U. of Singapore, 2001; U. of Pennsylvania, 2005; PhD, U. of Pennsylvania, 2007.

Academic Experience: University of Pennsylvania, Wharton School, 2000-05;

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Mandarin (native) = 5

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: Corporate Strategy.

Research/Teaching Specializations: Interactions of Firm Capabilities, Corporate Strategy, Industry Evolution.

Recent Publications:

“Organizational Constraints to Adaptation: Intra-Firm Asymmetry in the Locus of Coordination,” *Organization Science*, (2014), forthcoming (with V. Aggarwal).

“Institutional Barriers and Industry Dynamics,” *Strategic Management Journal*, (2014), forthcoming, with S. Chang.

“Complementary Assets as Pipes and Prisms: Innovation Incentives and Trajectory Choices,” *Strategic Management Journal*, (2014), forthcoming, (with W. Wan and D. Levinthal).

Number of Dissertations/Theses Supervised in Past 5 Years: 10

Distinctions: Sanford R. Robertson Professorship, school-wide junior faculty award to recognize career achievement and outstanding performance in research and teaching, 2014; 3M Non-tenured Faculty Award, 2012, 2013; Academy of Management Technology and Innovation Management Division Past Chairs Emerging Scholar Award (runner-up), 2012.

XIE, YU

Department & Tenure Status: Otis Dudley Duncan Professor of Sociology, Dept. of Sociology and Dept. of Statistics, appointed 1989, tenured; Director, Quantitative Methodology Program, Survey Research Center, Institute for Social Research, appointed 1999.

Education: BS, Metallurgical Engineering, Shanghai University of Technology, 1982; MA, History of Science and Sociology, University of Wisconsin, Madison, 1984; PhD, Sociology, University of Wisconsin, Madison 1989.

Academic Experience: Peking University, 2009-11; Renmin University, 2010-present; Shanghai University, 2010-present; Chinese University of Hong Kong, 2010-present.

Overseas Experience: Hong Kong, Chinese U. and Chinese U. of Science & Technology Honorary Adjunct Professor, 2010-present; China, Honorary Adjunct Professor, Shanghai U., 2010-present; China, Honorary Adjunct Professor, Renmin U., 2010-present; China, Changjiang Scholar Visiting Chair Prof., Peking U., 2009-11; China, Qianren Visiting Chair Prof., Peking U., 2011-present; China, Director, UM-Peking U. Joint Institute, 2005-present.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5

Percent of Time Dedicated to EA Courses: 25%

EA Courses Taught: Contemporary China; Quantitative Sociology Workshop.

Research/Teaching Specializations: Social stratification; methods and statistics; demography, sociology of science; Chinese studies.

Recent Publications:

“Socioeconomic Disparities in Mortality among Chinese Elderly,” *Population Studies*, forthcoming (with Luo Weixiang).

“Between- and Within-Occupation Inequality: The Case of High-Status Professions,” in Alair MacLean and David Grusky (Eds.). *Living in a High Inequality Regime*, forthcoming (with Alexandra Killewald and Christopher Near).

“Marital Age Homogamy in China: A Reversal of Trend in the Reform Era?” *Social Science Research* 44 (2014):141-157 (with Zheng Mu).

Number of Dissertations/Theses Supervised in Past 5 Years: 24

Distinctions: The Henry and Bryna David Lecture at the National Research Council, 2013.

XU, MING

Department & Tenure Status: Assistant Professor of Natural Resources & Environment and Civil & Environmental Engineering, appointed 2010, tenure-track.

Education: BS, Tsinghua University, 2003; MS, Tsinghua University, 2006; PhD, Arizona State University, 2009.

Academic Experience: Georgia Institute of Technology, 2009-10.

Overseas Experience: China, Adjunct faculty, Shanghai Jiao Tong University, 2013.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5

Percent of Time Dedicated to EA Courses: 80%

EA Courses Taught: Global Enterprise and Sustainable Development.

Research/Teaching Specializations: Environmental implications of trade; modeling environmental impacts of emerging technology (biofuels, electric vehicles) using input-output analysis, life cycle assessment, agent-based modeling, and complex network analysis.

Recent Publications:

“Sustainable infrastructure & alternatives for urban growth,” in H Cabezas, U Diwekar, eds., *Sustainability: Multi-Disciplinary Perspectives* (Bentham eBooks, 2012) (with A Pandit, H Jeong, JC Crittenden, SP French & K Li).

“Interdependence between energy & water, & the implications for urban areas,” in RA Meyers, ed., *Encyclopedia of Sustainability Science and Technology*, (Springer, New York, 2012) (with L Minne, A Pandit, JC Crittenden, et al).

“Virtual atmospheric mercury emission network in China. *Environmental Science & Technology* 48.5(2014): 2807-2815 (with S. Liang, C. Zhang, Y.F. Wang, and W.D. Liu).

Number of Dissertations/Theses Supervised in Past 5 Years: 6

Distinctions: Francois Fiessinger Scholarship, 2008-10.

YEN, LOUIS

Department and Tenure Status: Associate Research Scientist, Health Management Research Center, School of Kinesiology, appointed 2008, tenure-track.

Education: BA, Physical Education, Beijing Institute of Physical Education, 1978; MA, Physical Education, School of Education, The University of Michigan, 1982; PhD, Movement Science, Division of Kinesiology, UM, 1990.

Academic Experience: Research Associate/Lecturer, Health Management Research Center, UM, 1986-89; Senior Research Associate, Health Management Research Center, UM, 1989-93; Assistant Research Scientist, Health Management Research Center, UM, 1993-2008.

Overseas Experience: China, Visiting Professors, Liaoning U., Nankai U., 2008-13; China, Faculty advisor, Beijing Sports U., 2006-07; China, Visiting Professor, Nankai U. and Tianjin Normal U., 2002-06; Japan, Visiting Professor, Osaka U. of Physical Education, 1999.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5, Japanese = 1

Percent of Time Dedicated to EA Courses: N/A

EA Courses Taught: N/A

Research/Teaching Specializations: Worksite health management.

Recent Publications:

“Establishment a Health-Centered Medical Care Service System in China,” *Chinese Journal of Health Management*, (2013).

“The Academic Development of Health Management: Supply and Demand Sides of Health Management in the U.S.,” *Chinese Journal of Health Management* (2013), Yen L, Schultz AB, Schaefer C, Bloomberg S, Edington DW.

Number of Dissertations/Theses Supervised in Past 5 Years: 0

Distinctions: Emerald LitertiNetwork: 2011 Outstanding Paper Award, 2011.

YOSHIHAMA, MIEKO

Department & Tenure Status: Professor of Social Work, appointed 1996, tenured.

Education: BA, Literature & Linguistics, Sophia University, 1984; MSW, Social Work, UCLA, 1986; PhD, Social Welfare, UCLA, 1996.

Academic Experience: University of Wisconsin-Madison, School of Nursing, 2003-06; 2005-06.

Overseas Experience: Tokyo & Tohoku, Japan, Visiting Scholar/Research Fellow, Lutheran College Graduate School of Social Work/Japan Foundation, 2013-14; Tokyo, Japan, Visiting Scholar, Frontiers of Gender Studies (F-GENS), Ochanomizu University, 2005-06; Tokyo, Japan, Lecturer, Meiji Gakuin University, Department of Social Work and Sociology, 2002.

Foreign Language(s) with Proficiency Level(s): Japanese (native) = 5; Spanish = 3; French = 2

Percent of Time Dedicated to EA Courses: 10%

EA Courses Taught: N/A

Research/Teaching Specializations: Violence against women; health and mental health; community organizing; social policies and services.

Recent Publications:

“Enculturation and attitudes toward intimate partner violence and gender roles in an Asian Indian population: Implications for community-based prevention,” *American Journal of Community Psychology* 53.3 (2014): 249-260 (with J. Blazeviski and D. Bybee).

“Factors affecting initial intimate partner violence-specific health care seeking in the Tokyo metropolitan area, Japan,” *Journal of Interpersonal Violence* (2014) (with D. Bybee and A. Kamimura).

“Trajectory of intimate partner violence and healthcare seeking over the life course: Study of Japanese women in the Tokyo metropolitan area, Japan,” *Public Health* 127.10 (2013): 902-907 (with A. Kamimura and D. Bybee).

Number of Dissertations/Theses Supervised in Past 5 Years: 5

Distinctions: Japan Foundation Research Fellowship in Japanese Studies, 2013; Best Violence Research Articles of 2012 awarded by Psychology of Violence (American Psychology Association Journal), 2012.

ZWICKER, JONATHAN

Department & Tenure Status: Associate Professor of Asian Languages & Cultures, appointed 2005, tenured.

Education: BA, East Asian Languages & Literatures, Columbia University, 1995; MA, Japanese Literature, Columbia University, 1997; MPhil, Japanese Literature, Columbia University, 1999; PhD, East Asian Languages & Cultures, Columbia University, 2002.

Academic Experience: Michigan Society of Fellows, 2002-05.

Overseas Experience: Japan study abroad program, 2014; Seoul, S. Korea, Associate Professor, Seoul National U. (Invited Lecture), 2013; Tokyo, Japan, Fellow, (Research), 2011.

Foreign Language(s) with Proficiency Level(s): Japanese = 5, Korean = 3

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Modernism and Modernity in East Asian Fiction; Critical Approaches to Asian Studies; Great Books of Japan; The Cultures of the Japanese Stage, 1770-1850; Taisho Japan: Literature/Art/Politics 1912-1926; Rewriting Identities in Modern Japan; Japan Course Connections: Contemporary Japanese Literature in Tokyo.

Research/Teaching Specializations: Early-modern/modern Japanese literature and cultural history; history of the book and the sociology of reading, comparative East-Asian literature.

Recent Publications:

“Curio Fever: Orientalism, Occidentalism, & the Collecting of Japan’s Past,” in Jyotsna Singh & Daniel Kim (Eds.). *The Postcolonial World* (London: Routledge, forthcoming 2016).

“Stage & Spectacle in an Age of Maps: Kabuki & the Cartographic Imagination in Nineteenth-Century Japan,” in Keller Kimbrough & Satoko Shimazaki (Eds.). *Publishing the Stage* (Center for Asian Studies, Univ. of CO, 2011).

“The Japanese Novel,” in Peter Logan (Ed.). *The Blackwell Encyclopedia of the Novel & Novel Criticism* (London: Blackwell, 2011).

Number of Dissertations/Theses Supervised in Past 5 Years: 9

Distinctions: Japan Foundation Institutional Project Support Grant, “Reimagining the Master of Arts in Japanese Studies,” 2012-present; Michigan Humanities Award, 2012.

LANGUAGE LECTURERS

GRANDE, LAURA A. S.

Department & Tenure Status: Lecturer II in Chinese, Asian Languages & Cultures Dept., University of Michigan, appointed 1997.

Education: BA, Asian & Germanic Linguistic Studies, Mount Holyoke College, 1981; **PhD**, Linguistics, University of Michigan, 1997.

Academic Experience: N/A

Overseas Experience: Beijing, China (study abroad), 1981-82.

Foreign Language(s) with Proficiency Level(s): Chinese = 5, German = 3

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: First Year Chinese I & II; Second Year Chinese I & II; Chinese Pronunciation; Advanced Spoken Chinese I & II; Mandarin for Cantonese Speakers I & II.

Research/Teaching Specializations: Language pedagogy; application of phonetics/phonology; pronunciation instruction; web-based multimedia instructional materials.

Recent Publications:

“The Phonetics of Standard Chinese: A Multimedia Tool for Pronunciation Mastery,” (University of Michigan, 2006).

“Web-based Materials for Advanced Spoken Mandarin,” (University of Michigan, 2005).

“From ‘get’ to ‘can’: A Natural Semantic Metalanguage Study of Chinese ‘de’ Constructions in Three Pre-modern Text Samples,” (PhD Dissertation, University of Michigan, 1997).

“The discourse function of obligation expressions,” in Joan Bybee and Suzanne Fleischmann (Eds.). *Modality in Grammar and Discourse* (1994) (with John Myhill).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: BA with honors, 1981, Foreign Language & Area Studies Fellowship.

Language Pedagogy Background: Language Assessment Workshop, University of Michigan.

GU, KAREN

Department and Tenure Status: Lecturer II in Chinese, Asian Languages & Cultures Dept., University of Michigan, appointed 2002.

Education: BA, Chinese Language & Literature, Guangzhou Zhongshan University, 1982; MA, Chinese, University of Minnesota, 1995; MA, Communication & Training Technology, University of Northern Iowa, 2007.

Academic Experience: Instructor, Beijing Language University, Beijing, China, 1982-87; Teaching Assistant, East Asian Studies Dept., University of Minnesota, 1989-91; Research Assistant, Curriculum & Instruction Dept., University of Northern Iowa, 1999-2000; Teaching Assistant, Education Dept., University of Northern Iowa, 2000-01; Chinese Teacher, Ann-Hua Chinese School, 2001-10.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: First Year Chinese for Mandarin Speakers; Second Year Chinese I & II; Second Year Chinese for Mandarin Speakers; Fourth Year Chinese I & II.

Research/Teaching Specializations: Chinese language pedagogy.

Recent Publications:

Zhongguo Gudai Shenhua Gushi Xundu (selection of ancient Chinese myths), (Beijing, China: Beijing Languages University Press, 1983).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

Language Pedagogy Background: Language Resource Center workshops, University of Michigan.

HAN, SANGKYUNG

Department & Tenure Status: Department of Asian Languages & Cultures, Korean Language Program, Director.
Education: BA, Hanyang University, 1988; MA, Arizona State University, 1991; PhD, University of Pennsylvania, 2005.

Academic Experience: University of Pennsylvania, 1994-2009; UPENN- Kyung Hee Critical Language Program, 2007-08; Princeton University, 2005-06.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Korean (native) = 5; Japanese = 2

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Third Year Korean I; Readings in Modern Korean II.

Research/Teaching Specializations: second language acquisition, pragmatics

Recent Publications:

“Does L2 proficiency make a difference in choosing between WDCT and ODCCT?” *The Korean language in America* 11 (2006): 17-38.

Number of Dissertations/Theses Supervised in Past 5 Years: 0

Distinctions: Faculty Conference Travel/Nam Center University of Michigan, 2013; Faculty Conference Travel/Nam Center University of Michigan, 2011.

Language Pedagogy Background: University of Michigan, 'Designing effective exams' by ALC dept., 2014.

JUNG, HUNJIN

Department & Tenure Status: Lecturer I in Asian Languages and Cultures.

Education: BA, University of Utah, 2008; MEd, University of Minnesota, 2011.

Academic Experience: Utah Korean School, 2008-09; University of Minnesota, 2010-11.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Korean (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: First Year Korean I and II; Reading and Writing Korean I and II; Third Year Korean I and II.

Research/Teaching Specializations: Korean Language Pedagogy

Recent Publications: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

Language Pedagogy Background: Developing Materials for Less Commonly Taught Languages, CARLA Summer Institute, Minneapolis, MN, 2013; AATK (American Association of Teachers of Korean, East Lansing, MI, 2013; AATK, Stanford, CA, 2012; Teaching with International Videoconferencing, Ann Arbor, MI, 2012; DiLL (Digital Language Lab), Ann Arbor, MI, 2012.

KIM, HYUN-JU

Department & Tenure Status: Incoming September 1, 2014.**Education:** BA, Silla University, Korea, 1997; MA, Pusan National University, Korea, 2000; MA, University of Delaware, 2006.**Academic Experience:** School of Education, University of Michigan, 2007-present; University of Delaware, 2006; Kyungnam College of IT 2000-01; Youngsan University, 2000-01; ELS Language Centers, 2000-01; Shingok Middle School, 2000; Pusan National University, 1998-99.**Overseas Experience:** N/A**Foreign Language(s) with Proficiency Level(s):** Korean (native) = 5**Percent of Time Dedicated to EA Courses:** 100%**EA Courses Taught:** N/A**Research/Teaching Specializations:** Korean Language pedagogy, Reading and literacy**Recent Publications:** Moje, E. B., Stockdill, D. B., Kim, H., Learned, J., Nguyen, M., & Rainey, E. (Under Review) Reading the adolescent reader: what multiple theories and methods reveal about who young people are as readers. *Reading Research Quarterly*.Moje, E. B., Stockdill, D. B., Kim, K., & Kim, H. (2010). The role of text in disciplinary learning. *Handbook of Reading Research*, 4, 453-486.**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A**Distinctions:** N/A**Language Pedagogy Background:** N/A**KONDO, JUNKO**

Department & Tenure Status: Lecturer II in Japanese, Asian Languages and Cultures, University of Michigan, 2001-present.**Education:** BS, Nutrition and Food Studies, Doshisha Women's College, 1987; BA, Professional and Technical Writing, Madonna University, 1998; MA, Japanese Language Pedagogy, Columbia University, 2001.**Academic Experience:** Teaching Assistant of Japanese, Madonna University, September 1997–April 1998; Instructor of Japanese, Madonna University, Livonia, MI, September 1998–2001; Teaching Assistant of Japanese, Oakland University, Rochester, MI, January–April 1999.**Overseas Experience:** N/A**Foreign Language(s) with Proficiency Level(s):** Japanese (native) = 5**Percent of Time Dedicated to EA Courses:** 100%**EA Courses Taught:** Second year Japanese I and II; Business Japanese I and II.**Research/Teaching Specializations:** Japanese Language Pedagogy.**Recent Publications:***Kore de Mi ni Tsuku Bunpooryoku: Tobira Grammar Power*, (Tokyo: Kuroshio, 2012) (co-authored with Michio Tsutsui, Shoko Emori, Yoshiro Hanai, Satoru Ishikawa and Mayumi Oka).*Jookyuu e no Tobira Kyooshi no Tebiki: Teaching Intermediate Japanese Teachers's Guide*, (Tokyo: Kuroshio, 2011) (co-authored with Mayumi Oka, Michio Tsutsui, Yoshiro Hanai, Satoru Ishikawa and Shoko Emori)*Kitaeyoo Kanjiryoku: Power up Your Kanji*, (Tokyo: Kuroshio, 2010) (co-authored with Satoru Ishikawa, Mayumi Oka, Michio Tsutsui, Shoko Emori, and Yoshiro Hanai)"Business Japanese course at the University of Michigan," *American Association of Teachers of Japanese-Special Interest Group Newsletter* No. 11, (January 2012).**Number of Dissertations/Theses Supervised in Past 5 Years:** N/A**Distinctions:** N/A**Language Pedagogy Background:** Columbia University, Japanese Pedagogy MA Program, 1998-2001.

LEVIN, QIULI ZHAO

Department & Tenure Status: Lecturer I, Chinese Language, Department of Asian Languages & Cultures, appointed 2008.

Education: BS, Teaching Chinese as Foreign Language, Beijing Language and Culture University, 2005; MS, Chinese Language Studies, Beijing Language and Culture University, 2008.

Academic Experience: Lecturer, University of Michigan, 2008-Present.

Overseas Experience: Program Instructor, CGIS-IES, Beijing, China, 2013; Chinese Academic Program of CET – FSI (Chinese Educational Tour)-(Foreign Service Institute, Department of the State, US), 2007-08.

Foreign Language(s) with Proficiency Level(s): Chinese = 5, Spanish = 3

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: First-Third Year Chinese Mandarin; Mandarin II; Intensive Second Year Chinese, Advance Spoken Chinese; Literary Chinese; Chinese for the Professions.

Research/Teaching Specializations: Teaching business Chinese and media Chinese.

Recent Publications:

The Routledge Course in Business Chinese 1st ed., (Oxford, UK and New York: Routledge, July 2013) (with Qinghai Chen and Le Tang).

Distinctions: N/A

Language Pedagogy Background: ACTFL Oral Proficiency Interview Assessment Workshop, 2013; Business Chinese Workshop, 2012-13); ACTFL Annual Conference, 2011-13.

LI-STEVENSON, JINYI

Department & Tenure Status: Lecturer II in Chinese, Asian Languages and Cultures, University of Michigan, appointed 2008.

Education: BA, Chinese Literature, Beijing Language & Culture University, 2005; MEd, Teaching Chinese as a Second Language, Beijing Language & Culture University, 2008.

Academic Experience: Editor & Contributor, Learning Chinese, Beijing Language & Culture University Press, 2004-05; Chinese Instructor, College of Intensive Chinese Studies, Beijing Language & Culture University, 2005-08.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5; Japanese = 2; Korean = 1

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: First Year Chinese I & II; Intensive First Year Chinese; Chinese Pronunciation; Third Year Chinese I & II; Third Year Chinese for Speakers of Mandarin; Mandarin for Cantonese Speakers; Chinese for the Professions; Chinese Language Pedagogy.

Research/Teaching Specializations: Chinese Language Pedagogy.

Recent Publications:

“Error Correction Methods in Classes of Teaching Chinese as a Second Language from Learners’ Perspective,” (published on CNKI.com.cn, 2008).

“Discount Expressions in Chinese,” *Learning Chinese 2005* 2 (April 2005).

China Youth Writers’ Collection, (China: Writers Publishing House, 2000), co-author.

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: Nominated for the Matthews Underclass Teaching Award, College of Literature, Science and the Arts, University of Michigan, 2012, 2013.

Language Pedagogy Background: Beijing Language & Culture University Master’s Program in Teaching Chinese as a Second Language, 2005-08; Qualification Certificate for Teaching Chinese as a Foreign Language, issued by the Ministry of Education of China.

LIU, QIAN

Department & Tenure Status: Lecturer I in Chinese, Asian Languages & Cultures Dept., University of Michigan, appointed 2012.

Education: BA, Television Journalism, China Communication University, Beijing, China, 2004; MA, Communication, Hong Kong Baptist University, 2005.

Academic Experience: Course Consultant & Chinese Instructor, New Concept Mandarin, Hong Kong, 2005-07; Chinese Instructor, Yale-China Language Center, Chinese University of Hong Kong, 2008-09; Chinese Language Expert & Content Author, Rosetta Stone, 2010-11.

Overseas Experience: Japan (teaching), 2005-06.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: First Year Chinese for Mandarin Speakers; Second Year Chinese for Mandarin Speakers; Third Year Chinese for Mandarin Speakers; Media Chinese I.

Research/Teaching Specializations: Chinese language pedagogy.

Recent Publications: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

Language Pedagogy Background: Postgraduate Certificate in Translation, Hong Kong University; Becoming an Excellent Teacher, Chinese University of Hong Kong; Technology in Chinese Instruction: Professional Workshop on Linguistics & Teaching Chinese as a Second Language, Hong Kong Polytechnic University; Intercultural Communication & Teaching Chinese to Speakers of Other Languages, Chinese University of Hong Kong.

LIU, WEI

Department & Tenure Status: Lecturer III & Director, Chinese Language Program, Asian Languages & Cultures Dept., appointed 2001.

Education: BA, Beijing Language and Culture University, 1991; Graduate Program, Beijing Language and Culture University, 1996; MA, University of Nevada, 1998.

Academic Experience: College of Intensive Chinese Language Studies, Beijing Language and Culture University, China 1991-96; University of Michigan, 2001-14.

Overseas Experience: Lecturer, Beijing Language & Culture University, Beijing, China, 1991-96; Research Associate, Language Teaching & Research Center, Beijing Language & Culture University.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Third Year Chinese I; Third Year Chinese for Mandarin Speakers; Intermed. Spoken Chinese.

Research/Teaching Specializations: Chinese language teaching.

Recent Publications:

A Trip to China: Spoken Chinese at the Intermediate and Advanced Level (a multi-media textbook and courseware), (Press of the University of Nanjing, Nanjing, China, 2013), deputy editor.

“Issues with Learning Materials Development for Elementary Chinese Language Education,” *Teacher's Review* 3rd issue, (Jiangxi, China, 2013).

“The Necessity of Classical Chinese Instruction in Elementary Chinese Education,” *Inner Mongolia Education* 4th issue, (Inner Mongolia, China, 2013).

“Steven Pinker’s Theory “the Language Instinct”: What Is Its Enlightenment on Language Pedagogy,” *Teaching Chinese as a Foreign Language* 1st issue, (Nanjing, China, 2011).

“Does the Approach of Learner-Centered Language Education Really Work: the Perspective and Practice in Teaching Chinese Problematic Sentence Structures,” *Papers in Language Test Research*, (Beijing, Economic & Science Press, 2011).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: Seed Grant for Chinese Studies, 2011-13; Grant for course development, 2012-13; Freeman Foundation, 2003.

Language Pedagogy Background: N/A

MOCHIZUKI, YOSHIHIRO

Department & Tenure Status: Lecturer II in Japanese Language, Asian Languages & Cultures Dept., appointed 2009.

Education: BA, Japanese literature, University of Tokyo, 2000; MA, Japanese literature, University of Hawaii at Manoa, 2005.

Academic Experience: Graduate Assistantship in Japanese Language & Literature, University of Hawaii at Manoa, 2003-06; Teaching Assistantship in Japanese Language & Literature, University of Texas at Austin, 2007-09.

Foreign Language(s) with Proficiency Level(s): Chinese = 1, French = 2, Japanese (native) = 5, English = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Accelerated First Year Japanese; First Year Japanese; Practicum in Japanese Translation; Second Year Japanese; Summer Intensive First Year Japanese; Summer Intensive Second Year Japanese.

Research/Teaching Specializations: Translation in language teaching; content-based instruction; peer-learning and autonomous learning.

Recent Publications:

“Audience, Purpose, and Impact: Essential Skills for Producing a Better Translation,” (Lecture video for the kickoff presentation at Translate-A-Thon MMXIV, made by Language Resource Center, University of Michigan, 2014).

“Practicum in Japanese Translation: Cultivating Japanese Proficiency through Learning Translation Skills” in *Proceedings of the 20th Princeton Japanese Pedagogy Forum* (2013).

“Improving Translation Skills Through Peer-Learning: Practicum in Japanese Translation” in *Embracing the New Phase in Japanese Education in the United States: Proceedings of the 23rd Annual Conference of the Central Association of Teachers of Japanese (CATJ 23)*(2013).

Distinctions: Professional Development Fund for LEO Lecturers, Academic Human Resources, University of Michigan, 2014; Faculty Associates Instructional/Course Development Seed Grants, Center for Japanese Studies, University of Michigan, 2014; Japanese Language Teaching Enhancement Funds program, Center for Japanese Studies, University of Michigan, 2013; ACTFL OPI Certified Tester, American Council on the Teaching of Foreign Languages, United States, 2011.

Language Pedagogy Background: East Michigan Univ., Backward Design Workshop, 2013; Ohio State Univ., ACTFL Writing Proficiency Workshop, 2013; UM, ACTFL Oral Proficiency Interview Workshop, 2010.

MORI, YUTA

Department & Tenure Status: Lecturer I in Japanese Language, Asian Languages & Cultures Dept., appointed 2014.

Education: BA, Int'l Liberal Studies, Waseda University, 2010; MA, TESOL & Applied Linguistics, Indiana University, 2012.

Academic Experience: Harvard University, 2012; Middlebury College, 2012-13.

Overseas Experience: Japan, Japanese Teaching Assistant Volunteer, 2006-07 & 2009-10; Cambodia, Part time Japanese/English Teacher, 2009.

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native)

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: N/A

Research/Teaching Specializations: Japanese language

Recent Publications/Presentations:

“The Effects of Collaborative Writing Activity in the JFL Classroom,” (Paper presentation at the Princeton Japanese Pedagogy Forum, Princeton, NJ, 2012).

“Academic Proficiency in English,” (Poster presentation at the JACET Convention 2009, Hokkaido, Japan, 2009) (with Victoria Muehleisen).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: Certificate of Distinction in Teaching, Harvard University, Fall 2012 and Spring 2013.

OKA, MAYUMI

Department & Tenure Status: Lecturer IV of Japanese Language, Department of Asian Languages & Cultures, appointed 2000; Director of Japanese Language Program, appointed 2005.

Education: BA, French Literature, Chuo University, 1975; MA, Education and Human Development, University of Rochester NY, 1985.

Academic Experience: University of Rochester, 1985-86; Jochi University, 1987-89; Columbia University, 1989-96; Princeton University, 1996-2000; ACTFL workshop on Oral Proficiency Interview, Princeton University, 2003;

Overseas Experience:

Foreign Language(s) with Proficiency Level(s): Japanese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Third Year Japanese; Academic Japanese; Japanese Pedagogy.

Research/Teaching Specializations: Japanese language instruction; Japanese pedagogy; development of teaching materials; enhancing students' reading skills.

Recent Publications:

"Opening New Horizons in Japanese Language Instruction," in O. Kamata and M. Tsutsui (Eds.). *The Potential of Cross-Cultural Understanding Contained in Metaphors and the Utility of Employing Metaphors in Japanese Language Instruction*, (Tokyo, Japan, 2014) (with Hitsuji Shoboo).

Bilingual Dictionary of Similar Metaphors in English and Japanese, (Kuroshio Publishing Company, Tokyo, Japan, 2014), ongoing (co-authored with S. Makino).

Workbook of Dictionary of Basic Japanese Grammar, (Japan Times, Tokyo, Japan, 2014), ongoing (co-authored with M. Tsutsui, S. Watarai and Y. Sakakibara)

Rapid Reading Japanese: Improving Reading Skills of Intermediate and Advanced Students 2nd ed. (Japan Times, Tokyo, Japan, 2013).

Number of dissertations/theses supervised in the last 5 years: 0

Distinctions: N/A

Language Pedagogy Background: Princeton University, ACTFL Oral Proficiency Interview workshop, 2003; Graduate School of Arts and Sciences, Columbia University, Program in Japanese Pedagogy (elementary, intermediate and advanced levels), 1992.

OKUNO, TOMOKO

Department & Tenure Status: Assistant Professor of Japanese, Department of Linguistics and Germanic, Slavic, Asian and African Languages (Michigan State University).

Education: BA, Doshisha University, 1999; MA, Eastern Michigan University, 2002; MA, Eastern Michigan University, 2004.

Academic Experience: Michigan State University, 2008-12; Hokkaido International Foundation, 2009-13; Michigan State University, 2013-present;

Overseas Experience: Hokkaido, Japan, Hokkaido International Foundation (Visiting instructor of Japanese), 2009-13; Ishikawa, Japan, Kanazawa Institute of Technology (Visiting instructor of Japanese), 2006-08.

Foreign Language(s) with Proficiency Level(s):

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Intensive Japanese 1.

Research/Teaching Specializations: Second language phonology; Second language writing; Second Language Acquisition (SLA); Second and foreign language pedagogy; Japanese pedagogy; Phonology and phonetics.

Recent Publications/Presentations:

"Jiritsu to Kyoodoo: egao to tasseekan o mezashite [Self-directed and collaborative learning: for smile and feeling achievements in the study-abroad program]," *Proceedings of International Symposium of Japanese Association of Language Proficiency* (2010) (with A. Saito, Y. Sakakibara, T. Ito, M. Osaka, and N. Asaoka).

Number of Dissertations/Theses Supervised in Past 5 Years:

Distinctions: Conference Travel Grants, College of Arts and Letters and Center for Language Education and Research, Michigan State University, over \$1000, 2013.

PARK, KYONGMI

Department & Tenure Status: Lecturer II in Korean Language, Department of Asian Languages & Cultures, appointed 2009.

Education: BA, Business Administration, Hosei University, Tokyo, 1999.

Academic Experience: University of Minnesota, 2009-10; American Council on the Teaching of Foreign Languages Workshop, 2010; Sogang University, 2012.

Overseas Experience: Seoul, Korea, Lecturer, Sogang University (Teacher Training and Pedagogy Program), 2012.

Foreign Language(s) with Proficiency Level(s): Japanese = 5, Korean (native) = 5; English = 4

Percent of time dedicated to EA Courses: 100%

EA Courses Taught: First Year Korean I and II; Third Year Korean I and II; Second Year Korean II.

Research/Teaching Specializations: Korean pedagogy.

Distinctions: Lecturers' Professional Development Fund, Center for Research on Learning and Teaching, University of Michigan, 2014; Investigating Student Learning (ISL) Grant, Center for Research on Learning and Teaching, University of Michigan, 2013-14; Graduate Media Assistant (GMA) Program, Language Resource Center, University of Michigan, Nov. 2013; Professional Development Fund for Lecturers, Lecturers' Employee Organization (LEO), Apr. 2013; Graduate Media Assistant (GMA) Program, Language Resource Center, University of Michigan, Nov. 2012; Professional Development Fund for Lecturers, Lecturers' Employee Organization (LEO), Nov. 2012.

Language Pedagogy Background: Ann Arbor, Japanese Pedagogy Program, University of Michigan, 2013; Seoul, Korea, Teacher Training and Pedagogy Program, Sogang University, 2012; Ann Arbor, Japanese Oral Proficiency Interview (OPI), American Council on the Teaching of Foreign Languages Workshop and Pedagogy Program, Sogang University, 2010; Minnesota, Developing Classroom Materials for Less Commonly Taught Languages, Center for Advanced Research on Language Acquisition Summer Institute, University of Minnesota, 2010; Minnesota, Basics of Second Language Acquisition, Center for Advanced Research on Language Acquisition Summer Institute, University of Minnesota, 2009.

SAKAKIBARA, YOSHIMI

Department and Tenure Status: Department of Asian Languages and Cultures, Lecturer I.

Education: BA, Kansai Gaidai University, 1993; MA, Columbia University, 2000.

Academic Experience: Inter Communication Nagoya, 2000-01; Michigan State University, 2001-08; Kansai Gaidai University, 2008-10; Hokkaido International Foundation, 2008-14;

Overseas Experience: Hirakata, Osaka, Japan, Japanese instructor, Kansai Gaidai University (teaching Japanese to students from all over the world), 2008-10.

Foreign Language(s) with Proficiency Level(s): Japanese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: First Year Japanese I and II; Media Japanese; Advanced Spoken Japanese.

Research/Teaching Specializations: Japanese Language Pedagogy.

Recent Publications:

"短期留学における自律学習と協働学習の試み-笑顔と達成感をめざして(Independent Study in a Summer Program-How Can the Project Bring a Smile and a Sense of Achievement to Students?-)," *Journal publication JALP: Japanese Association of Language Proficiency* "日本語プロフィシエンシー研究," (Bonjinsha, 2013): 58-83 (co-author with Azusa Saito).

Number of Dissertations/Theses Supervised in Past 5 Years: 0

Distinctions: College Board Advanced Placement World Languages Best Practices Course Study by the Educational Policy Improvement Center (EPIC), 2008.

Language Pedagogy Background: Princeton University, Oral Proficiency Interview Training, 2002; The Japan Foundation Japanese-Language Institute, Urawa, Japan, "Kenkyu Ronbun Course " (Research Paper Course), 2001; Columbia University, M.A. Program in Japanese Pedagogy at Columbia University, 1997-2000.

SOGABE, AYAKA

Department & Tenure Status: Lecturer I in Asian Languages and Cultures, Department of Asian Languages and Cultures.

Education: BA, Kansai Gaidai University, 1999; MA, University of Iowa, 2006.

Academic Experience: Iowa City Japanese School, 2005-06; Beloit College, 2005-06; University of Iowa, 2004-06; Vanderbilt University, 2006-10; Kansai Gaidai University, 2010-11; Middlebury College Japanese School, 2009-14.

Overseas Experience: Osaka, Japan, Instructor (Japanese), Kansai Gaidai University, 2010-11; Osaka, Japan, Instructor (English), Minami Senior High, Higashi Commercial High, Izuo Technical High, 1999-2001.

Foreign Language(s) with Proficiency Level(s): Japanese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Second Year Japanese; Third Year Japanese.

Research/Teaching Specializations: Japanese Language Pedagogy.

Recent Publications:

“Integration of rakugo in upper beginner’s Japanese language learning (hokyu kohan deno rakugo o mochiita jyugyokatsudo no jissen hokoku),” *Journal CAJLE* 13 (2012): 63-83, e-version (Retrieved May 15, 2013, from <http://www.cajle.info/wp-content/uploads/2012/06/Volume-13.063-083.pdf>) (with K. Yonemoto).

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

Language Pedagogy Background: Iowa City, Iowa- University of Iowa, Department of Asian Languages and Literature, M.A. in Asian Civilization program (Japanese Pedagogy Track)/Second Language Acquisition Theory and Research I/ Multimedia and Second Language Acquisition/ Second Language Acquisition of Japanese/ Reading in a Second Language/ Teaching Japanese as a Foreign Language/ General Linguistics/ Japanese Linguistics/ Sociolinguistics, 2004-06; Osaka, Japan- Kansai Gaidai University/ Teaching Japanese as a second language program/ Introduction to Japanese Linguistics/ Japanese Phonetics/ Japanese Semantics/ Teaching Japanese as a Second Language I, II/ Basics of Pedagogy/ Education of Human Rights/ Use of Educational Facilities/ Methods in English Teaching/ Study of Extracurricular Activities/ Study of Student Guidance/ Teaching of English-Theory I, II, 1997-2001.

TSUDA-PETTY, SATOKO

Department & Tenure Status: Lecturer I of Japanese Language, Department of Asian Languages & Cultures, appointed 2009.

Education: BA, Kwansei Gakuin University, Japan, 2000; MA, TESOL, Eastern Michigan University, 2005.

Academic Experience: Japanese School of Detroit, 2003-09; Department of World Languages, Eastern Michigan University, 2006-09.

Foreign Language(s) with Proficiency Level(s): Japanese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Basics of Kanji; 1st Year Japanese I and II.

Research/Teaching Specializations: Japanese pedagogy; Japanese sociolinguistics.

Distinctions: “Master” Center for Japanese Studies Faculty Instructional/Course Development Seed Grant, 2011; “Introducing Kanji Strategies through Illustrations and Kanji Anatomy” Professional Development Fund for LEO Lecturers, 2011; “Introducing Japanese handwriting skills through four different strategies” Center for Japanese Studies Faculty Research Grant, 2010.

Language Pedagogy Background: Japanese pedagogy course, The University of Michigan, 2007.

WANG, YAN

Department & Tenure Status: Visiting Lecturer in Chinese, Asian Languages & Cultures Dept., University of Michigan, appointed 2013.

Education: BA, Teaching Chinese as a Second Language, Beijing Language & Culture University, 2003; MA, Linguistics & Applied Linguistics, Beijing Language & Culture University, 2006.

Academic Experience: Chinese Instructor, Columbia University Summer Intensive Language Program in Beijing, 2004-05; Lecturer in Chinese & Assistant Head, College of Intensive Chinese Studies, Beijing Language & Culture University, 2006-13.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Third Year Chinese I & II; Advanced Spoken Chinese I.

Research/Teaching Specializations: Chinese language pedagogy.

Recent Publications:

New Target Chinese Spoken Language, (Beijing: Beijing Language and Culture University Press, 2012), co-author.

“Study on Multimedia-based Oral-Chinese Class,” in Cui Xiliang (Ed.). *Research on Oral and Listening Class of Teaching Chinese as a Second Language*, (Beijing: Beijing Language and Culture University Press, 2011).

“Testing and assessment of short-term Chinese education,” in Chi Lanying (Ed.). *Studies on Short-Term Intensive Chinese Teaching*, (Beijing: Beijing Language and Culture University Press, 2011).

“Detection of Differential Item Functioning Based on Item Response Theory,” in Xie Xiaoqing & Zhang Jie (Eds.). *Examination Research Proceedings 4* (June 2008): 51-67.

Professional Chinese, (Beijing: Peking University Press, 2007), co-author.

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: BLCU Excellent Teacher awards, Beijing Language & Culture University, 2011, 2012.

Language Pedagogy Background: Experimental Program of Reading & Writing Elementary Chinese, Beijing Language & Culture University, 2011-12; Certificate of Educational Technology, 2012; National Qualification Certificate for Teachers in Colleges, 2007; Qualification Certificate for Teaching Chinese as a Foreign Language, 2003.

YASUDA, MASAE

Department & Tenure Status: Lecturer I of the Japanese Language Program, Department of Asian Languages and Cultures, University of Michigan, Appointed 2010.

Education: BA, English Literature, Doshisha Women’s College, 1982; MA, Teachers of English to the Speakers of Other Language (TESOL), 2002; ACTFL, 2011.

Academic Experience: West Bloomfield School District, 1995-1997; West Bloomfield High School, 1997-1998; Oakland Community College, 2003-2009; Oakland University, 2006-2010; Wayne State University, 2007; University of Michigan 2010-Present.

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): Japanese = 5, Korean = 1

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: First Year Japanese; Third Year Japanese.

Research/Teaching Specializations: N/A

Recent Publications:

“Material development to foster effective reading and writing strategies in beginning learners: A report,” (Proceedings of the 2013 Conference of the Central Association of Teachers of Japanese, 2014).

“Not only teaching a different language, but also giving a different point of view of the world,” *Teaching and Learning Winter 2010 Newsletter*, (Oakland University Senate for Teaching and Learning Committee, Feb 2010).

Number of Dissertations/Theses Supervised in Past 5 Years: 0

Distinctions: N/A

Language Pedagogy Background: University of Michigan, Japanese Pedagogy, 2005; Eastern Michigan University, TESOL Practicum, 2001; Eastern Michigan University, Foundation of Second Language Pedagogy, 1999.

YIN, HAIQING

Department & Tenure Status: Lecturer II in Chinese, Asian Languages & Cultures Dept., University of Michigan, appointed 2007.

Education: BA, Chinese Language & Culture (Applied Linguistics specialization), Beijing Normal University, 2007.

Academic Experience: Chinese Teacher, Meikai University, Japan, 2005; Teacher, Beijing Normal University, 2005-06; Lecturer, CET Academic Programs, Beijing, China, 2006-07; Lecturer, Harvard Beijing Academy, Beijing, China, 2009.

Overseas Experience: Japan (teaching), 2005-06.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: Second Year Chinese I & II; Third Year Chinese for Mandarin Speakers; Mandarin for Cantonese Speakers I; Chinese Translation & Presentation.

Research/Teaching Specializations: Chinese language pedagogy.

Recent Publications: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: First Prize Scholarship, Shandong Normal University, 2001-03.

Language Pedagogy Background: Language Resource Center workshops, University of Michigan; CTLA Convention.

ZHONG, YAN

Department & Tenure Status: Lecturer I in Chinese, Asian Languages & Cultures Dept., University of Michigan, appointed 2013.

Education: BA, Education, Northeast Normal University, Jilin, China, 1991; MA, Social Foundations of Education, Eastern Michigan University, 2009.

Academic Experience: Chinese Instructor, Chinese Communication Center, Osaka, Japan, 1996-98; Chinese Teacher, Ann-Hua Chinese School, 2004-06, 2008-10; Chinese Teacher, Berlitz Learning Center, Boston, MA; Lecturer in Chinese, University of Michigan, Flint, 2009-12.

Overseas Experience: Japan, Kyoto University of Education (study), 1996-97; Osaka, Japan (teaching), 1996-98.

Foreign Language(s) with Proficiency Level(s): Chinese (native) = 5, Japanese = 4

Percent of Time Dedicated to EA Courses: 100%

EA Courses Taught: First Year Chinese I & II; First Year Chinese for Mandarin Speakers; Second Year Chinese I & II; Media Chinese I.

Research/Teaching Specializations: Chinese language pedagogy.

Recent Publications: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: Golden Apple Teaching Award, University of Michigan, Flint, 2010-12.

Language Pedagogy Background: applied linguistics, University of Massachusetts, Boston, 2007-08.

EANRC STAFF

ALLERDING, LEEA

Title/Department: Cluster Manager, East Asia, appointed 2013.

Education: BBA, Marketing, Grand Valley State University.

Academic Experience: N/A

Overseas Experience: N/A

Foreign Language(s) with Proficiency Level(s): N/A

Professional Employment:

2008-13 Executive Secretary, UM Department of Near Eastern Studies, Ann Arbor, MI

2006-08 Logistics Coordinator, Avfuel Corporation, Ann Arbor, MI

Percent of Time Dedicated to EA: 100%

CANOSA, EMILY F.

Title/Department: East Asia Outreach Assistant, Center for Japanese Studies, appointed 2014.

Education: BA, History of Art & Ideas in the Humanities, University of Michigan, 2007; MA, Japanese Studies, University of Michigan, 2011.

Overseas Experience: Japan (summer intensive language study & master's thesis research), 2010; Japan (teaching), 2007-08.

Foreign Language(s) with Proficiency Level(s): Japanese = 4

Professional Employment:

2013-present Manager, Sustainable Food Program, University of Michigan, Ann Arbor, MI

2011-present Translator, Arbor Translation

2009-12 Youth Program Coordinator, Edible Avalon

2011-12 Adjunct Lecturer, College of Creative Arts, Detroit, MI

Percent of Time Dedicated to EA: 10%

Distinctions: BA with Distinction, 2007; Highest Honors in Arts & Ideas in the Humanities, 2007; Foreign Language & Area Studies Fellowship, 2010.

FUKAZAWA, YURI

Title/Department: Program Administrator, Center for Japanese Studies, appointed 2013.

Education: BA, English Linguistics, Seisen University, 1990; MA, Public Relations, Michigan State University, 1992.

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native)

Professional Employment:

2008-13 Administrator, UM Center for Japanese Studies, Ann Arbor, MI

2007-08 Translator, Michigan State University, College of Nursing, East Lansing, MI

2001-07 Administrator, UM Center for Japanese Studies, Ann Arbor, MI

1997-2001 Special Projects Coordinator, Nissin Travel Service (U.S.A.), Inc., Dublin, OH

1996-97 Translator, University of Maryland, International Business and Management Institute, Tokyo, Japan

1993-96 International Public Relations Account Executive, Hill & Knowlton Japan Ltd., Tokyo, Japan

Percent of Time Dedicated to EA: 100%

JANNEY, ADRIENNE

Title/Department: Research Project Coordinator, Nam Center for Korean Studies, appointed 2012.

Education: BA, English Language & Literature, University of Michigan, 1997; MSI, Information Economics, Management & Policy, University of Michigan, 2005.

Overseas Experience: South Africa, internship, South African History Archive, 2003.

Foreign Language(s) with Proficiency Level(s): Spanish = 2; Korean = 1

Professional Employment:

2010-11 Project Coordinator, Arbor Research Collaborative for Health, Ann Arbor, MI

2006-10 Clinical Research Coordinator, University of Michigan Health System, Ann Arbor, MI

2002-05 Graduate Student Instructor, University of Michigan, Ann Arbor, MI

Percent of Time Dedicated to EA: 100%

Recent Publications:

“Integrating an internet-mediated walking program into family medicine clinical practice: a pilot feasibility study,” *BMC Medical Information & Decision Making* 11 (June 2011): 47 (with DE Goodrich, MD Ditty, CW Krause, K Zheng, VJ Strecher, ML Hess, JD Piette & CR Richardson).

“Adding an online community to an internet-mediated walking program. Part 2: strategies for encouraging community participation,” *Journal of Medical Internet Research* 12:4 (Dec 2010): e72 (with PJ Resnick, LR Buis, & CR Richardson).

“An online community improves adherence in an internet-mediated walking program, Part 1: results of a randomized controlled trial,” *Journal of Medical Internet Research* 12:4 (Dec 2010): e71 (with CR Richardson, LR Buis, DE Goodrich, A Sen, ML Hess, KS Mehari, LA Fortlage, PJ Resnick, BJ Zikmund-Fisher, VJ Strecher & JD Piette).

“Use of pedometer and Internet-mediated walking program in patients with chronic obstructive pulmonary disease.” *Journal of Rehabilitation Research & Development* 47:5 (2010): 485-96 (with ML Moy, HQ Nguyen, KR Matthes, M Cohen, E Garshick, & CR Richardson).

LEE, SUYUN

Title/Department: e-School Project Coordinator, Nam Center for Korean Studies, appointed 2013.

Education: BA, German Language & Literature, Korea University, 2000; MA, International Studies, Korea University, 2002; MA, Interpretation & Translation (English-Korean), Hankook University of Foreign Studies, 2006.

Overseas Experience: Addis Ababa, Ethiopia, Programme Officer, UN World Food Programme, 2006-08.

Foreign Language(s) with Proficiency Level(s): Korean = 5 (native); German = 3.

Professional Employment:

2006-08 Program Officer, United Nations World Food Program, Addis Ababa, Ethiopia

2002-04 Program Officer, Korea Foundation, Seoul, South Korea

2002 International Coordinator, Seoul City Government, Seoul, South Korea

Percent of Time Dedicated to EA: 100%

MORSMAN, DO-HEE

Title/Department: Center Administrator, Nam Center for Korean Studies, appointed 2013

Education: BA, Mass Communication & Linguistics, York University, 1997; MA, Theoretical & Applied Linguistics, York University, 1999.

Academic Experience: Michigan Language Center, 2010-present; Myongji University, 2003-05; BCM Language Institute, 2003; University of Toronto, 1999-2002; York University, 1998-99.

Overseas Experience: Seoul, Korea, English Conversation Instructor, BCM and Myongji University, 2003-05; Seoul, Korea, Writer/Editor, Chungsol Educational Company, 2007.

Foreign Language(s) with Proficiency Level(s): Korean = 3; French = 2; Japanese = 1

Professional Employment:

2011-13 Outreach Coordinator, Nam Center for Korean Studies, University of Michigan, Ann Arbor, MI

2008 Lobby Ambassador, Manpower Onsite @ Cisco Systems, Overland Park, KS

2007 Writer/Editor, Chungsol Educational Company, Seoul, Korea

2003-05 English Conversation Instructor, Dept of General Education, Myongji University, Seoul, South Korea

1999-2002 Teaching Assistant, Linguistics Department, University of Toronto, Toronto, Canada

1998-99 Teaching Assistant, Languages, Literatures & Linguistics Dept., York University, Toronto, Canada

Percent of Time Dedicated to EA: 100%

Recent Publications:

“The Variable Phonological Phrase in Seoul Korean.” in *Selected Papers from the 12th International Conference of Korean Linguistics July 13-16 2000*. (Seoul: KyeongJin Munhwasa, 2003).

The Perception of the English Liquids /r/ and /l/ by Native Speakers of Korean. MA Thesis, Department of Linguistics, York University, Toronto, Canada, 1999.

Distinctions: BA with honors, 1997.

PARK, SOO HYUN

Title/Department: Outreach Coordinator, Nam Center for Korean Studies, appointed 2014.

Education: BA, Painting, Duksung Women's University, 1997; MPM, Public Management, Carnegie Mellon University, 2005.

Overseas Experience: Seoul, South Korea (work, private industry), 1997-2002.

Foreign Language(s) with Proficiency Level(s): Korean = 5 (native)

Professional Employment:

2006-07 Education Coordinator, LG Electronics, Inc. Alabama, Huntsville, AL

2000-02 Marketing Executive, International Marketing Dept., Warner Music Korea Ltd., Seoul, South Korea

1999-2000 Administration Executive, Marketing & Product Dept., Oracle Korea Ltd., Seoul, South Korea

1997-98 Assistant Merchandiser, Merchandising Dept., Dockers Division, Levi Strauss Korea Ltd., Seoul, South Korea

Percent of Time Dedicated to EA: 100%

Distinctions: Merit Scholarship, John Heinz School of Public Policy, Carnegie Mellon University, 2005; Scholarship for Academic Excellence, Duksung Women's University, 1993-96.

RUDBERG, MARGARET

Title/Department: Operations Coordinator, East Asia Cluster, appointed 2013.

Education: BS, Psychology & History, Seton Hill College, 1969.

Foreign Language(s) with Proficiency Level(s): German = 2, Greek = 1, Latin = 1

Professional Employment:

2010-13 Administrative Clerk, UM Center for Japanese Studies, Ann Arbor, MI

2003-05 Academic Secretary II, UM Center for Chinese Studies, Ann Arbor, MI

2002-03 Temporary Staff, UM Center for Japanese Studies, Ann Arbor, MI

1999-2002 Clerk/ Closer, Wild Birds General Store, Grand Rapids, MI

1972-78 Owner/Operator, Totem Pole Restaurant, Ironwood, MI

1969-72 Junior High History Teacher, Indianapolis Public Schools, Indianapolis, IN

Percent of Time Dedicated to EA: 100%

SCHLORFF, HELENA

Title/Department: Academic Program Specialist, UM Center for Chinese Studies; appointed 1992.

Education: AA, Business Administration, Cleary College, 1985.

Foreign Language(s) with Proficiency Level(s): Spanish = 1

Professional Employment:

2014-present: Academic Program Specialist, UM Center for Chinese Studies, Ann Arbor, MI

1992-2014 Program Coordinator, UM Center for Chinese Studies, Ann Arbor, MI

1985-1992 Academic Secretary III, UM Center for Chinese Studies, Ann Arbor, MI

1978-1985 Restaurant employee in cooperatively run business, Del Rio, Ann Arbor, MI

1978-1981 Cook and Caterer, Moveable Feast, Ann Arbor, MI

1980-1981 Graphic Artist, Ann Arbor Observer, Ann Arbor, MI

1977-1978 Secretary to the Dean, Monteith College, Wayne State University, Detroit MI

1970-1977 Interdisciplinary Secretary, Monteith College, Wayne State University, Detroit MI

Percent of Time Dedicated to EA: 100%

STEPANCHUK, CAROL

Title/Department: Academic Services Coordinator, Center for Chinese Studies, appointed 2010.

Education: BA, Chinese Language, University of Massachusetts, Amherst, 1977; MA, Asian Studies, University of California, Berkeley, 1984; MA, Museum Studies, John F. Kennedy University, San Francisco, 1984.

Academic Experience: Editorial Board, *Education About Asia*, Association for Asian Studies, 2009-present.

Foreign Language(s) with Proficiency Level(s): Chinese = 3, German = 2

Professional Employment:

2007-13 Outreach Coordinator, UM Center for Chinese Studies

2005-present Director of Education, UM Stearns Collection of Musical Instruments

1988-2005 Associate Director, Folk Art International Resources for Education (FAIRE), San Francisco, CA

2002-05 Writer/Arts Consultant, Detroit Institute of Arts, Detroit, MI

2002-08 Writer/Arts Consultant, UM Museum of Art, Ann Arbor, MI

1995-96 Cultural Specialist, Michigan State University, East Lansing, MI

1983-86 Education/Publicity Coordinator, Chinese Culture Center, San Francisco, CA

Percent of Time Dedicated to EA: 100%

Recent Publications:

“Book Review: Things Chinese by Ronald G. Knapp,” *Education About Asia*, 17:3 (Winter 2012)

“The Chinese Festival Calendar and the Allure of the Double Fifth (University of Michigan China Theme Year),” *The Journal of the International Institute*, University of Michigan, 15:1 (Fall 2007)

“Exploring Chinatown,” *Pacific View Press*, Berkeley, 2002.

“Red Eggs and Dragon Boats,” *Pacific View Press*, Berkeley, 1994.

Mooncakes and Hungry Ghosts: Festivals of China (San Francisco: China Books & Periodicals, 1991).

TAKATA, AZUMI ANN

Title/Department: Academic Projects Coordinator, Center for Japanese Studies, and East Asia Foreign Language and Area Studies Fellowships Coordinator, East Asia National Resource Center, appointed 2013.

Education: **BSE**, Electrical Engineering and Computer Science, Princeton University, 1987; **Certificate of Proficiency**, East Asian Studies, Princeton University, 1987; **AM**, Sociology, Stanford University, 1988; **AM**, East Asian Studies, Stanford University, 1991; **PhD**, Sociology, Stanford University, 1994.

Overseas Experience: Japan, Foreign Research Scholar, University of Tokyo (dissertation research), 1991-93; Japan, Visiting Scholar, Bunkyo Gakuin University, Saitama (postdoctoral fellowship), 1999-2001.

Foreign Language(s) with Proficiency Level(s): Japanese = 5, German = 1, Spanish = 2

Professional Employment:

2006-13 Academic Services Coordinator, UM Center for Japanese Studies, Ann Arbor, MI

2004-10 Japanese Medical Interpreter (part time), UM Health System, Ann Arbor, MI

2004-06 Administrator, Michigan Undergraduate Asian Studies Initiative, UM Center for Japanese Studies, Ann Arbor, MI

1995-2002 Assistant Professor of Sociology, University of Michigan, Ann Arbor, MI

1999-2001 Visiting Scholar, Department of Business Administration, Bunkyo Gakuin University, Tokyo, Japan

1994-95 Lecturer II, Department of Sociology, University of Michigan, Ann Arbor, MI

1991-93 Foreign Research Scholar, Institute of Social Science, University of Tokyo, Tokyo, Japan

1988-91 Research Assistant, Department of Sociology, Stanford University, Stanford, CA

1988 Teaching Assistant, Department of Sociology, Stanford University, Stanford, CA

Percent of Time Dedicated to EA: 100%

Recent Publications:

“Amerika kara miru nihon shakai no henkaku” [Changes in Japanese society as seen from America]. Bunkyo joshi daigaku sōgō kenkyūjo kiyō [Annals of the Bunkyo Women’s University Research Institute], 2001. In Japanese.

“Meiji zenki kaisha teikan no naiyō jūjitsu to Shibusawa Eiichi” [Shibusawa Eiichi’s role in the improvement of corporate charter content in Meiji Japan]. Shibusawa kenkyū 13 (2000): 3-24. In Japanese.

“Images of the ‘company’ in early Meiji Japan.” Shibusawa kenkyū 6 (1993): 17-40.

Distinctions: Graduated magna cum laude, 1987; Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 1991-92; Japan Society for the Promotion of Science Postdoctoral Fellowship (long term), 1999-2000.

ZHU, JEN

Title/Department: Academic Program Manager, Lieberthal-Rogel Center for Chinese Studies, appointed 2006.

Education: **BA**, Political Science & History of Art, Johns Hopkins University, 1998; **Certificate of Study** Johns Hopkins University-Nanjing University Center for Chinese & American Studies, 2003; **MA**, Asian Studies: China, University of Michigan, 2004.

Overseas Experience: Beijing, China, English teaching, 1998-99.

Foreign Language(s) with Proficiency Level(s): Chinese = 5, French = 1, Spanish = 1

Professional Employment:

2006-present China Initiatives Coordinator, University of Michigan, Ann Arbor, MI

2009-2012 Assistant Director of Communications & Programming, Confucius Institute, University of Michigan, Ann Arbor, MI

2003-2006 Academic Services Specialist, International Center, University of Michigan, Ann Arbor, MI

1999-2000 Development Assistant, Roger Baldwin Foundation of the ACLU

1998-1999 English Instructor, Peking University Department of English, Beijing, China

Percent of Time Dedicated to EA: 100%

ASIA LIBRARY STAFF

ANDERSON, KAZUKO

Title/Department: Information Resources Assistant Senior, Asia Library, appointed 1995.

Education: BA, Education, Showa Women's University, 1987.

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native); French = 2

Professional Employment: N/A

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

BAEK, SARAH HEH-YOUNG

Title/Department: Korean Cataloger, appointed 2013.

Education: BA, Audio-Visual Education, Ewha Women's University, 1979; MLS, Library Science, University of Wisconsin, 1993.

Foreign Language(s) with Proficiency Level(s): Korean = 5 (native)

Professional Employment:

1999-2008 Director of the Michigan Area Resource Center, The United Methodist Church;

1993-97 Cataloging Librarian, University of Southern California

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

FU, LIANGYU

Title/Department: Chinese Studies Librarian, Asia Library, appointed 2013.

Education: **BA**, Editing & Publishing, Wuhan University, 2003; **LLB**, Law, Wuhan University, 2003; **MA**, Library Science, Nanjing University, 2006; **PhD**, Communication, University of Pittsburgh, 2013; **Advanced Certificate**, Asian Studies, University of Pittsburgh, 2013.

Academic Experience: Andrew Mellon Research Fellow, Needham Research Institute (Cambridge), residency, 2009.

Overseas Experience: Cambridge, UK, Needham Research Institute, (research project on science translation), 2009.

Foreign Language(s) with Proficiency Level(s): Chinese = 5 (native)

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Professional Employment:

2006-10 Graduate Teaching Fellow, University of Pittsburgh, Pittsburgh, PA

Recent Publications:

“Indigenizing Visualized Knowledge: Translating Western Science Illustrations in China, 1870-1910.” *Translation Studies* 6:1 (2013): 78-102.

“Invention and Implementation: New Bibliographical Features in Chinese Translations of Western Science Books, 1860-1920.” *Papers of the Bibliographical Society of America* 105:4 (2011): 469-502.

Chinese translation of Kai-wing Chow’s book *Publishing, Culture and Power in Early Modern China*. (Stanford: Stanford University Press, 2004). Forthcoming in Spring 2014 by the Commercial Press in Beijing.

Distinctions: Andrew Mellon Predoctoral Fellowship, University of Pittsburgh, 2012-13; Chiang Ching-Kuo Foundation Dissertation Fellowship, 2011-12; Malkin New Scholar, Bibliographical Society of America, 2010; Chancellor’s Fellowship in Chinese Studies, University of Pittsburgh, 2010; Mellon Research Fellowship, Needham Research Institution, Cambridge (UK), 2009

KIM, MYUNG HEE

Title/Department: Information Resources Assistant Senior, Korean Acquisitions, appointed 2008.

Education: **BA**, English Language & Literature, Yonsei University, 1990; **AAS**, Accounting, Washtenaw Community College 2004; **MS**, Library & Information Science, University of Wisconsin, Milwaukee, in progress.

Overseas Experience: South Korea (work in private industry), 1990-91.

Foreign Language(s) with Proficiency Level(s): Korean = 5 (native)

Professional Employment:

2004-08 ESL Bilingual Tutor, Ann Arbor Public Schools, Ann Arbor, MI

2004-07 Volunteer Treasurer, Women’s Center of America, Ann Arbor, MI

1990-91 Administrative Assistant, Allied-Signal Inc., Korea

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Distinctions: Fostering East Asian Librarianship Scholarship, Institute of Museum and Library Services, 2013.

SUNG, YUNAH

Title/Department: Senior Associate Librarian, Asia Library, appointed 2003.

Education: BA, Japanese Language & Literature, Sungshin Women's University, 1983; ME, Teaching Korean as a Second Language, Yonsei University, 1985; MLS, Library Science, University of Alabama, 1993.

Overseas Experience: Seoul, South Korea (teaching), 1986.

Foreign Language(s) with Proficiency Level(s): Korean = 5 (native), Japanese = 4, Chinese = 3

Professional Employment:

2010-13 Korean Studies Librarian / Coordinator Of Technical Services, UM Asia Library, Ann Arbor, MI

2003-10 Korean Studies Librarian, UM Asia Library, Ann Arbor, MI

1994-2003 Asian Bibliographer, Cleveland Museum of Art Ingalls Library, Cleveland, OH

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Recent Publications:

"Chapter on acquisitions," *Handbook for Korean Studies librarianship Outside Korea* (Seoul: National Library of Korea, forthcoming 2014).

"Panel exhibition of the Korean language Collection at the University of Michigan." In *Trends in Overseas Korean Studies Libraries*, 7 (June 2012): 124-125, 134-135.

"Overview of the digitization projects at the University of Michigan Library: Focusing on Korean Studies resources." In *2012 Overseas Koreanology Librarian Workshop*. (Seoul: National Library of Korea, 2012), pp. 235-52.

"The rapid development of the Korean studies and Korean Library Collection in Michigan." *Journal of Publishing*, (December 2012): 38-49.

"Current Development of the Korean Collection" in *Nam Center for Korean Studies Newsletter*, 2012.
<http://www.ii.umich.edu/ncks/aboutus/newsletters>

SUZUKI, MARI

Title/Department: Public Service/Japanese Language Materials Librarian, Asia Library, appointed 2012.

Education: BA, Art History, University of California, Los Angeles, 1993; MLIS Library and Information Science, Wayne State University, 2002; MA, Asian Studies: Japan, University of Michigan, 2010.

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native)

Professional Employment:

2004-2012 Assistant Librarian, UM Asia Library, Ann Arbor, MI

2000-2004 Information Resources Specialist II, The University of Michigan, Ann Arbor, MI

1997-2000 Information Resource Associate, The University of Michigan Asia Library, Ann Arbor, MI

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Distinctions: Rackham Block Grant, Center for Japanese Studies, University of Michigan, 2009; CJS Endowment Fellowship, University of Michigan, 2008, 2006; Alumni Club Fellowship, Center for Japanese Studies, University of Michigan, 2007; Peter and Jane Spyers-Duran Scholarship, Wayne State University, 2000; Elizabeth Fay Evans Memorial Scholarship, UCLA, 1990.

WANG, GENGNA

Title/Department: Information Resources Cataloging Specialist, Chinese Cataloger, appointed 2010.

Education: BS, Electronic Engineering, Dalian University of Technology, 1982; MS, Computer Science, Eastern Michigan University, 1998.

Overseas Experience: Dalian, China., Lecturer, Dalian University of Technology, 1982-94.

Foreign Language(s) with Proficiency Level(s): Chinese = 5 (native)

Professional Employment:

2008-10 Part Time Cataloging Assistant, Asia library, University of Michigan, Ann Arbor, MI

2001-07 Senior Software Engineer, Symorex Ltd., Ann Arbor, MI

1998-2001 Senior Software Engineer, Amphion Inc., Ann Arbor, MI

1982-94 Lecturer, Electronics Department, Dalian University of Technology, Dalian, China

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

WANG, I-CHUN

Title/Department: Info Resources Assistant Senior, Asia Library, appointed 2007.

Education: BA, Accounting, Eastern Michigan University, 2007.

Foreign Language(s) with Proficiency Level(s): Chinese (Mandarin) = 5 (native); Taiwanese = 5 (native)

Overseas Experience: Taiwan, work in private industry, 1999-2004.

Professional Employment:

2003-04 Accountant, Harvest Financial Consulting Co., Ltd, Taiwan

1999-2002 Clerk, SinPac Securities Co., Ltd, Taiwan

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

WANG, MEI

Title/Department: Information Resource Specialist Senior, Asia Library, appointed 2007.

Education: BA, English and Literature, Anhui Normal University, 1982; MA Library and Information Sciences, Wayne State University, 2009.

Overseas Experience: Anhui, China Instructional Coordinator, Railroad High School (teaching and research), 1998.

Foreign Language(s) with Proficiency Level(s): Chinese = 5 (native), Japanese = 2

Professional Employment:

2000-07 Librarian & Acquisitions of Technical Service, Taubman Medical Library, University of Michigan, Ann Arbor, MI

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

YOKOTA-CARTER, KEIKO

Title/Department: Japanese Studies Librarian, appointed 2012

Education: BA, International Relations, Tsuda College, 1980; BA, Sociology & Women's Studies, Fairhaven College, Western Washington University, 1982; MA, International Development Education (concentration on Japan), Stanford University, 1990; MILS, Information & Library Science, University of Michigan, 1997.

Academic Experience: Chair, Cooperative Collection Development Working Group, North American Coordinating Council on Japanese Studies Library Resources, 2013-present; Chair, North American Coordinating Council on Japanese Studies Library Resources, 2010-12; Chair, Japanese Materials Committee, Council on the East Asian Libraries, 2005-08.

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native); Spanish = 1

Professional Employment:

1999-2012 Japanese Studies Librarian and Coordinator of Information Literacy at East Asia Library University of Washington, Seattle, WA

1998-99 Japanese Material Specialist, Online Computer Library Center (OCLC) Inc., Asia Link

1994-95 Lecturer, Japanese Language, Smith College, Northampton, MA

1993-95 Program Coordinator, Residential Academic Program, University of Massachusetts, Amherst, MA.

1989-93 Lecturer, Japanese Language, Amherst College, Amherst, MA

1988-89 Teaching Associate, Japanese Language, Cornell University, Ithaca, NY

1983-86 High School English Teacher, Osaka Municipal High Schools, Osaka, Japan

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 100%

Recent Publications:

"Creating a world standard materials for library and service; from the viewpoint of an American university library", *Joho Kanri [Journal of Information Processing and Management]* Part I in 51: 3 (2008), Part II in 51:7 (2008), Part III in 51:11 (2009).

"Sekai no joho no kosaten de daisuki na watashi ni natte iku," *Amerika shakai ni ikiru Nihon joseitachi: Zaipei Tsudajuku dososesi no kiseki* ("becoming my better self at the crossroad of information from the world" Japanese women in America: Tsuda College alumnae in America) (Tokyo: Domesu Shuppan, 2005)

"Providing Access to Foreign Language Electronic Resources," *Information Technology and Libraries* 23:3 (September, 2004): 119-122 (with Eileen Llona, Emalee Craft, & David Pham).

Amerika no tabunka kyoiku (Multicultural education in America) (Tokyo: Akashi Shoten, 1995).

Distinctions: Opportunity Tuition Scholarship, University of Michigan School of Information, 1996-97; American Association of University Women Career Development Grant, 1996-97.

UNIVERSITY OF MICHIGAN MUSEUM OF ART (UMMA) STAFF

OYOBE, NATSU

Title/Department: Associate Curator of Asian Art, University of Michigan Museum of Art, appointed 2011.

Education: BA, History, Aoyama Gakuin University, Japan, 1989; MA, History of Art, The University of Michigan, 2000; PhD, History of Art, The University of Michigan, 2005.

Overseas Experience: Tokyo, Japan, Assistant Curator, Sezon Museum of Art, 1989-93.

Foreign Language(s) with Proficiency Level(s): Japanese = 5 (native), Chinese = 3 (classical reading), French (reading) = 2, Korean (reading) = 2

Professional Employment:

2008-11 Research Curator of Asian Art, University of Michigan Museum of Art, Ann Arbor, MI

2008 Interim Associate Curator of Asian Art, University of Michigan Museum of Art, Ann Arbor, MI

Percentage of Time Dedicated to EA Teaching/Research/Consulting: 80%

Research/Teaching Specializations: Japanese modern and contemporary art; history of Japanese tea ceremony and tea wares; East Asian ceramics

Recent Exhibitions Curated:

Isamu Noguchi and Qi Baishi: Beijing 1930, 2013.

Young-hae Chang Heavy Industries, 2012

Wrapped in Silk and Gold: A Family Legacy of Japanese Kimono of the 20th Century, 2010.

Turning Point: Japanese Studio Ceramics in the Mid-20th Century, 2010.

Recent Publications:

“Recent Museum of Art Acquisition: Korean Lacquer Box.” *The University of Michigan Museum of Art and Archaeology Bulletin*. XVII (2007-2008): 98-101.

“Minagawa Gekka’s Haori with Flaming Chrysanthemum Design.” *The University of Michigan Museum of Art and Archaeology Bulletin*. XVI (2005-2006): 104-107.

“A Prized Japanese Tea Caddy in the Museum of Art.” *The University of Michigan Museum of Art and Archaeology Bulletin*. XIV (2001-2003): 89-91.

REISTER, PAMELA

Title/Department: Curator of Museum Teaching and Learning, Museum of Art, appointed 2009.

Education: BA, History of Art, Carleton College, 1978; **Secondary Teaching Certificate**, University of Michigan, 1980; MA, History of Art, University of Michigan, 1987.

Academic Experience: Carleton College, 1977-78; Washtenaw Community College, 1996; University of Michigan History of Art Dept., 1996-98; Wayne State University, 2005.

Foreign Language(s) with Proficiency Level(s): French = 3; German = 2

Professional Employment:

2000-09 Assistant Curator and Associate Curator for Education, University of Michigan Museum of Art, Ann Arbor, MI

2000-01 Assistant Curator for Education, University of Michigan Museum of Art, Ann Arbor, MI

1982-86 Registrar, Kelsey Museum of Archaeology, University of Michigan, Ann Arbor, MI

1979-82 Assistant Registrar, Kelsey Museum of Archaeology, University of Michigan, Ann Arbor, MI

1978-79 Inventory & Cataloging, Photographs, The Detroit Institute of Art, Detroit, MI

Percent of Time Dedicated to EA Teaching/Research/Consulting: 10%

Distinctions: Undergraduate Research Opportunity Program Faculty Recognition Award, 2007; James G. Ravin Special Fellowship, History of Art Dept., University of Michigan, 1993-94; Henry P. Tappan Dissertation Award, History of Art Dept., University of Michigan, 1991-92.

OTHER PROFESSIONAL STAFF

BAO, SHUMING

Title/Department: Associate Research Scientist, Inter University Consortium for Political & Social Research, and Director, China Data Center; appointed 2012, tenured.

Education: **BS**, Computer Science & Information Engineering, Hefei University of Technology, 1982; **MA**, Applied Statistics, Shanghai University of Finance & Economics, 1987; **PhD**, Applied Economics, Clemson University, 1996.

Academic Experience: President, Int'l Association of Chinese Professionals in GIS, 1999-2000; Vice President, Chinese Economist Society, 2002-03.

Overseas Experience: Shanghai, China (work in private industry & university teaching), 1982-95

Foreign Language(s) with Proficiency Level(s): Chinese = 5 (native)

Percent of Time Dedicated to EA Courses: N/A

Professional Employment:

1997-2012 Senior Research Associate, China Data Center, University of Michigan, Ann Arbor, MI

2004-10 Director, Key Lab, Poyang Lake Ecological Environment & Resource Development, Jiangxi Normal University, China

1996-97 Research Scientist, MathSoft, Inc., Seattle, WA

1987-91 Lecturer, Applied Statistics Dept., Shanghai University of Finance & Economics, Shanghai, China

1982-95 Research Engineer, Computer Applications Dept., Shanghai Research Institute of Power Equipment, Shanghai, China

Research/Teaching Specializations: Data collection and analysis

Recent Publications:

"Integrating Spatial Data Linkage & Analysis Services in a Geoportal for China Urban Research," *Transactions in GIS* (April 2014)

"Agglomeration and location choice of foreign financial institutions in China," *GeoJournal* 79: 2 (May 2014): 255-266.

Assessment on Ten-Year Western China Strategy. (China: China Development Press, 2013) (with Changwen Zhao & Penny Prime).

"A Study of Financial Crises in the US and Its Implication on the Growth Model in China," *New Finance*, 6 (2012).

"The Regulation of Migration in a Transition Economy: China's Hukou System," *Contemporary Economic Policy* 29:4 (October 2011): 564-579 (with Orn Bodvarsson, Yaohui Zhao, and Jack Hou).

Number of Dissertations/Theses Supervised in Past 5 Years: 5

Distinctions: Spatial Religion Information Network Project, Henry Luce Foundation Grant, 2014-17, 2011-14.

WILLOUGHBY, BRUCE E.

Title/Department: Executive Editor, Center for Japanese Studies Publications Program, appointed 1982.

Education: **BA**, Greek and Latin, Lipscomb University, 1970; **MA**, Biblical Languages, Abilene Christian University, 1977.

Foreign Language(s) with Proficiency Level(s): N/A

Professional Employment:

1978-82 Production Manager/Managing Editor, American Schools of Oriental Research, Ann Arbor, MI

1978-82 Lecturer, Program on Studies in Religion, The University of Michigan, Ann Arbor, MI

1975-77 Lecturer, Department of Communication and Religion, Abilene Christian University, Abilene, TX

Percent of Time Dedicated to EA: 100%

EXTERNAL COLLABORATORS**COOLICAN, MARIA J.**

Department & Tenure Status: Clinical Assistant Professor, Educational Studies Dept., UM School of Education & Director, Ann Arbor Language Partnership, appointed 1997, tenure-track.

Education: BA, Foreign Affairs, University of Virginia, 1987; MEd, Secondary Education & Foreign Language Teaching, George Washington University, 1990; PhD, Educational Studies & Higher Education, University of Michigan, 1996.

Academic Experience: Member, World Languages Advisory Council, Michigan Department of Education, 2013-present; Co-Director, Ann Arbor Girls Middle School, 2000-03; Adjunct Faculty, School of Education, University of Portland, 1998-2003; Principal, University High School, 1995-97; Instructor, Illinois State University, 1995-97; University Instructor, Secondary Teacher Education & Secondary Foreign Language Education, University of Michigan, 1990-95; Assistant Principal & Dean of Faculty, Father Gabriel Richard High School, Ann Arbor, MI, 1992-95.

Foreign Language(s) with Proficiency Level(s): French = 4

Percent of Time Dedicated to EA Courses: 5%

EA Courses Taught: Teaching Methods for World Language Minors; Teaching World Languages in the Secondary School; Teaching Languages for Social Access and Global Citizenship

Research/Teaching Specializations: Reform in teacher education; Second language acquisition and language learning; Organizational learning and design; Student teaching; National standards; Public school restructuring & reform; Urban education.

Recent Publications:

“Learning to Teach Spanish: Identifying, Inducting, and Supporting Apprentice Teachers in the Ann Arbor Languages Partnership,” in *Case Studies in Language Curriculum Design: Concepts and Approaches in Action around the World*, edited by J. Macalester & I. S. P. Nation (London: Taylor & Francis, 2011) with D Freeman & K Graves.

“Localizing Spanish in the Ann Arbor Languages Partnership: Developing and Using a 'Teachable' Curriculum,” in *Case Studies in Language Curriculum Design: Concepts and Approaches in Action around the World*, edited by J. Macalester & I. S. P. Nation (London: Taylor & Francis, 2011) with D Freeman & K Graves.

Distinctions: Global Teaching with Videoconferencing Award, UM Vice Provost for International Affairs, 2012.

MCNULTY, AMY FOX

Title/Department: Senior Associate, Formative Evaluation Research Associates (FERA), appointed 2012.

Education: BA, Sociology & Anthropology, Middlebury College, 1993; MA, Applied Anthropology, University of South Florida, 1998.

Overseas Experience: Ankara, Turkey, AFS Exchange Student, 1988-89; Costa Rica, Universidad de Costa Rica (study abroad), 1992.

Foreign Language(s) with Proficiency Level(s): Spanish = 3; Turkish = 2

Professional Experience:

2001-12 Project Associate, FERA, Ann Arbor, MI

1999-2001 Research Assistant, Formative Evaluation Research Associates, Inc. (FERA), Ann Arbor, MI

1998-99 Research Associate, David C. Anchin Center, University of South Florida, FL

1996-98 Graduate Assistant, Department of Anthropology, University of South Florida

1997 Evaluation Research Intern, Institute for Community Research

Recent publications: N/A

Distinctions: N/A

SYPRIS, THEO S.

Department & Tenure Status: Director, International Studies Program, Kalamazoo College Community College, appointed 1989, and Director, Midwest Institute for International and Intercultural Education, appointed 1992.

Education: BS, Psychology & Biology, University of Michigan, 1982; MA, Economics, Western Michigan University, 1986.

Academic Experience: History Dept., Kalamazoo Valley Community College, 1992-present; Economics Dept. & Political Science Dept., Kalamazoo Valley Community College, 1986-present; Economics Dept. & Political Science Dept., Western Michigan University, 1986-93.

Overseas Experience: Project Director, Fulbright-Hays GPA, Russia, 2006; Project Director, Fulbright-Hays GPA, China, 2005; Project Director, Fulbright-Hays GPA, Botswana, Swaziland, South Africa, 2003; Project Director, Fulbright-Hays GPA, Vietnam, 2002.

Foreign Language(s) with Proficiency Level(s): Greek = 5 (native), German = 5

Percent of Time Dedicated to EA Courses: 10%

EA Courses Taught: History of the Far East, China: Culture & History, World Civilizations, International Relations, Comparative Government, Comparative Politics, International Economics.

Research/Teaching Specializations: East Asian history, comparative politics, international economics.

Distinctions: Special Recognition Award, Beacon College Project, American Association of Community Colleges, 1994; Employee Enrichment Award, Kalamazoo Valley Community College, 1991-92.

TICE, KARIN E.

Title/Department: President & Senior Partner, Formative Evaluation Research Associates, Inc., appointed 1986.

Education: BA, Latin American Studies, Friends World College, 1978; MA, Applied Anthropology, Teachers College, Columbia University, 1982; **Graduate Certificate** in Latin American Studies, Institute of Latin American and Iberian Studies, School of International Affairs, Columbia University, 1983; **PhD**, Anthropology, Teachers College, Columbia University, 1989.

Academic Experience: Lecturer, Anthropology, Eastern Michigan University, 1986.

Overseas experience: Panama, Spain, Guatemala, Mexico, Switzerland, Europe, Eastern Europe, Thailand, Central and South America.

Professional Experience:

1986 Consultant, Office of Educational Evaluation, New York City Board of Education, New York, NY

1985 Consultant, New Age Inc., "Intergenerational Initiatives in Support of Families: A Statewide Planning Conference."

Foreign Language(s) with Proficiency Level(s): Spanish = 5, Portuguese = 4, Catalan = 2, Kackchiquel = 2, Kuna = 2

Research/Teaching Specializations: Strategic leadership; evaluation design & implementation; dissemination of evaluation findings; teaching about evaluation.

Recent publications:

Jewish Community Youth Foundation: Ten Years of Impact. Princeton, NJ: Jewish Youth and Family Services, 2013.

The State of Opportunity? The Road Ahead for Michigan: Examining Access and Equity for Michigan's Young People, Cradle to Career. Grand Haven, MI: Council of Michigan Foundations, 2012.

Advancing the Common Good: Baseline Health Evaluation Report (2009-2011). Battle Creek, MI: United Way of the Battle Creek and Kalamazoo Region, 2012.

Jewish Teens Engaged in Grantmaking and Leadership: Ten Years of Impact (2000-2010). Denver, CO: Rose Youth Foundation, 2011.

Global Fund for Community Foundations Final Evaluation Report (2006-2008). Brussels, Belgium: Global Fund for Community Foundations/European Foundation Center, 2008. (Available at www.wings-globalfund.org)

Distinctions: N/A

ACTIVE EA EMERITI FACULTY**INUZUKA, SADASHI**

Department & Tenure Status: Professor of Art, School of Art & Design, appointed 1996, tenured; Emeritus 2014.

Education: BA, Emily Carr College of Art and Design, Vancouver, BC; MFA, Cranbrook Academy of Art, 1987.

Academic Experience: N/A

Overseas Experience: Artist-in-Residence, European Ceramic Work Centers' Hertogenbosch, The Netherlands, 2009; Australia National University, Canberra, Australia, 2003.

Foreign Language(s) with Proficiency Level(s): Japanese = 5

Percent of Time Dedicated to EA Courses: 25%

EA Courses Taught: Japanese Modern Ceramics.

Research/Teaching Specializations: Contemporary Japanese sculpture; service learning ceramics for the blind or visually impaired.

Recent Publications:

500 Ceramic Sculptures, (Asheville, NC: Lark Books, 2009).

"Wood Firing in Contemporary Art Education," *Log Book*, (2001).

Number of Dissertations/Theses Supervised in Past 5 Years: 1

Distinctions: Distinguished Alumni, Emily Carr Institute of Art and Design, 2000.

LIEBERTHAL, KENNETH

Department & Tenure Status: Arthur Thurnau Professor of Political Science, Department of Political Science, appointed 1983, tenured; William Davidson Professor of Business Administration, Stephen M. Ross School of Business, appointed 1995; Emeritus 2009.

Education: BA, Dartmouth College, 1965; MA, Columbia University, 1968; PhD, Columbia University, 1972.

Academic Experience: Swarthmore College, 1972-1983.

Foreign Language(s) with Proficiency Level(s): Mandarin Chinese = 3; Russian = 1

Research/Teaching Specializations: The evolution of China's political economy; multinational corporate investment in China and India; foreign policy decision-making in China; U.S. foreign policy; US-China cooperation on global climate change, and Asian security issues.

Recent Publications:

China's Political Development: Chinese and American Perspectives (Washington, DC: Brookings Institution Press, 2014), Contributing Co-editor (with Cheng Li and Yu Keping).

"Overview of the US-China Relationship," in Nina Hachigian, ed., *Debating China* (New York: Oxford University Press, 2014):1-20 (coauthored with Wang Jisi).

China's Political Development: From the View of American and Chinese Scholars.[中国的政治发展：中美学者的视角] (Beijing: Social Sciences Academic Press [中国科学文献出版社], 2013). Contributing Co-editor (with Yu Keping).

Addressing U.S.-China Strategic Distrust (Washington, DC: The Brookings Institution, 2012), (with Wang Jisi).

Bending History: Barack Obama's Foreign Policy (Washington, DC: Brookings Press, 2012), Translated into Polish as *Zmienia Jac Historie: Polityka Zagraniczna Baracka Obamy* (Warszawa: Polski Instytut Spraw Miedzynarodowych, 2013), (with Martin Indyk & Michael O'Hanlon).

Distinctions: Honorary Senior Fellow, Institute of American Studies, Chinese Academy of Social Sciences, 2008-present; University of Michigan's Center for Chinese Studies renamed as "Kenneth G. Lieberthal and Richard H. Rogel Center for Chinese Studies" (May 15, 2014).

MUNRO, DONALD J.

Department & Tenure Status: Professor of Philosophy & Chinese, appointed 1970, tenured; Emeritus 1996.

Education: AB, Harvard College, 1953; PhD, Columbia University, 1964.

Academic Experience: University of California, 1969-70; Chinese Academy of Social Sciences, Beijing, 1983; Beijing University, 1990;

Overseas Experience: Philippines, 1953-57; Chinese Academy of Social Sciences, Beijing, 1983; Trent University, Ontario, 1983; Beijing University, 1990; Chinese University of Hong Kong, 2006;

Foreign Language(s) with Proficiency Level(s): N/A

Research/Teaching Specializations: Classical Chinese Philosophy; Neo-Confucianism; The Confucian Legacy in Modern China; Current Research: Recent discoveries in evolutionary biology and evolutionary psychology and their relevance for Chinese ethics.

Recent Publications:

A Chinese Ethics for the New Century: The Ch'ien Mu Lectures in History and Culture, and Other Essays on Science and Confucian Ethics Hong Kong (Hong Kong: Chinese University Press, 2005).

Ethics in Action: Workable Guidelines for Private and Public Choices (Hong Kong: Chinese University Press, 2006).

"Mencius and an Ethics of the New Century," in Alan Chan, ed., *Mencius*, (Honolulu: University of Hawaii Press, 2001).

"A Modern Way to Justify Ethical Rules," in James St. Andre, ed., *Hanxue zhongheng (Excursions in Sinology)* (Hong Kong: Shangshu yinshuguan, 2002): 180-194.

"Reciprocal Altruism and the Biological Basis of Ethics in Neo-Confucianism," in *Dao: A Journal of Comparative Philosophy* 1.2 (2002): 131-141.

Distinctions: Tang Chunyi visiting Professor, The Chinese University of Hong Kong, 2006; Ch'ien Mu Lecturer, The Chinese University of Hong Kong, 2003; Warner G. Rice Humanities Award, 1993-94; LS&A Excellence in Teaching Award, 1992; National Academy of Sciences, Committee on Scholarly Communication with the PRC, Grant, for research at Beijing University, 1990.

RAMIREZ-CHRISTENSEN, ESPERANZA

Department & Tenure Status: Professor of Japanese Literature, Department of Asian Languages & Cultures, appointed 1987, tenured; Emerita 2012.

Education: BA, English, University of the Philippines, 1966; MA, Japanese, University of California, Berkeley, 1973; PhD, Japanese Literature, Harvard University, 1983.

Academic Experience: Smith College, 1982-87.

Overseas Experience: Hiroshima, Japan, Invited Lecturer, Hiroshima University, 2001; Kyoto, Japan, speaker, International Research Center on Japanese Studies, 1998; Tokyo, Japan, Visiting Research Professor, Institute for Research in National Literature, 1997; Kanagawa, Japan, conference panel presentation, Japan Foundation & Tokai University, 1993; Kanagawa, Japan, Japan Foundation Dissertation Research Scholar, Tokai University (doctoral dissertation research), 1979-80.

Foreign Language(s) with Proficiency Level(s): Pilipino (native) = 4; Japanese = 4; Classical Chinese = 3; Danish = 3; Spanish = 2; French = 2

Research/Teaching Specializations: Classical poetry; critical theory and practice; classical Japanese language; great books of Japan; Japanese women writers; feminist theory; hermeneutics; Buddhism and literature.

Recent Publications:

"Japanese Poetics," in Roland Greene et al., eds., *The Princeton Encyclopedia of Poetry and Poetics* (Princeton University Press, 2012).

Number of Dissertations/Theses Supervised in Past 5 Years: 3

Distinctions: US-Japan Friendship Commission Translation Prize for Japanese Literature, 2009; Univ. of the Philippines Alumni Assoc. of America Distinguished Alumna Award in Education, 2009; Edwin O. Reischauer Visiting Professor of Japanese Studies, Harvard University, 2005-06; Faculty Fellowship, Institute for the Humanities, University of Michigan, 1999-2000; Mellon Faculty Fellowship, Harvard University, 1986-87.

YOUNG, ERNEST P.

Department & Tenure Status: Professor of History, appointed 1968, tenured; Emeritus 2002.

Education: AB, Harvard College, 1954; MA, East Asian Regional Studies, Harvard University, 1958; PhD, History & Far Eastern Languages, Harvard University, 1965.

Academic Experience: Kumamoto University, 1954-56; Dartmouth College, 1965-68;

Overseas Experience: Louvain-la-Neuve, Belgium (historical research), 1993; Rome, Italy, Nantes, France, Paris, France (historical research), 1987, 1991, 1993, 1996, 2006; Taipei, Taiwan, Inter-University Program for Chinese Language Studies (language study), 1980; London, UK, Taipei, Taiwan, Sydney, Australia (historical research), 1967-68; Tokyo, Japan, Foreign service officer, American embassy (Staff aide to the ambassador), 1961-63; Kumamoto, Japan, English instructor, Kumamoto University, 1954-56.

Foreign Language(s) with Proficiency Level(s): Japanese = 4; Chinese = 2; French = 3; Italian = 2; Latin = 2

Research/Teaching Specializations: Chinese history

Recent Publications:

Ecclesiastical Colony: China's Catholic Church and the French Religious Protectorate, (Oxford University Press, 2013).

"China in the Early Twentieth Century: Tasks for a New World," in *Historical Perspectives on Contemporary East Asia*, ed. Merle Goldman and Andrew Gordon (Harvard University Press, 2000).

Constructing China: The Interaction of Culture and Economics, ed. with Kenneth Lieberthal & Shuen-fu Lin (Ann Arbor: Center for Chinese Studies, University of Michigan, 1997).

Number of Dissertations/Theses Supervised in Past 5 Years: 2

Distinctions: N/A

Appendix III

Course List

APPENDIX III – COURSE LIST**PART A: LANGUAGE COURSES** **1**

Chinese	1
Japanese	2
Korean	3
Tibetan	4

PART B: INTERNATIONAL & AREA STUDIES COURSES **5**

Courses are listed in alphabetical order first by school and then by subject and within each subject in numerical order by course number. Cross-listed courses are listed under the course's home department. As a general rule, courses numbered 100-499 are undergraduate courses and 500-999 are graduate courses. Some 400-level courses may be taken by graduate students for graduate credit; some 500- and 600-level courses may be taken by undergraduates with instructor's permission.

Architecture & Urban Planning, Taubman College of	5
Art & Design, Penny Stamps School of	5
Business, Stephen M. Ross School of	6
Education, School of	9
Engineering, College of	10
Kinesiology, School of	12
Law School	13
Literature, Science, & the Arts, College of	16
Music, Theater & Dance, School of	55
Natural Resources & Environment, School of	56
Nursing, School of	56
Officer Education Programs	57
Public Health, School of	57
Public Policy, Gerald R. Ford School of	58
Rackham School of Graduate Studies, Horace H.	60
Social Work, School of	61

KEYS

FA	Fall Term
WN	Winter Term
SS	Spring-Summer Term, including Spring Half-Term & Summer Half-Term
UG	Undergraduate Students
G	Graduate/Professional Students
*	Asterisk in front of course number indicates that the course is supported with Title VI funds
	Shaded enrollment cell indicates that the course was not offered in the term
Red Bold Text	Course information in red bold type indicates that the course has 100% EA content

APPENDIX III-A: LANGUAGE COURSES

Course Number	Course Title	Credits	Lang Level	Enrollment AY2012-13						Offered AY2013-14			Planned AY2014-15								
				FA		WN		SS		FA	WN	SS	FA	WN	SS						
				UG	G	UG	G	UG	G												
Chinese																					
ASIANLAN 100	Accelerated Elementary Chinese	3	1																		
ASIANLAN 101	First Year Chinese I	5	1	148	8								X								
ASIANLAN 102	First Year Chinese II	5	1			113	6							X						X	
ASIANLAN 103	Intensive First Year Chinese	10	1					5	2											X	
ASIANLAN 104	First Year Chinese for Mandarin Speakers	4	1	50	2								X							X	
ASIANLAN 201	Second Year Chinese I	5	2	106	1								X								
ASIANLAN 202	Second Year Chinese II	5	2			102	3							X						X	
ASIANLAN 203	Intensive Second Year Chinese	10	2					9	3											X	
ASIANLAN 203	Intensive Second Year Chinese in China	10	2					5	0											X	
ASIANLAN 204	Second Year Chinese for Mandarin Speakers	4	2	20	0	53	1						X	X						X	
ASIANLAN 205	Mandarin Pronunciation	2	2			7	0							X						X	
ASIANLAN 301	Third Year Chinese I	5	3	47	2								X								
ASIANLAN 302	Third Year Chinese II	5	3			33	1							X						X	
ASIANLAN 304	Third Year Chinese for Mandarin Speakers	4	3	30	0	14	0						X	X						X	
ASIANLAN 305	Intermediate Spoken Chinese I	2	3	10	1								X								
ASIANLAN 306	Intermediate Spoken Chinese II	2	3			15	0							X						X	
ASIANLAN 307	Mandarin for Cantonese Speakers I	2	3	7	0																
ASIANLAN 309	Media Chinese I	4	3			18	1							X						X	
ASIANLAN 401	Fourth Year Chinese I	4	4	18	2								X							X	
ASIANLAN 402	Fourth Year Chinese II	4	4			6	2							X						X	
ASIANLAN 405	Business Chinese I	3	4	31	5								X							X	
ASIANLAN 406	Business Chinese II	3	4			9	1							X						X	

Course Number	Course Title	Credits	Lang Level	Enrollment AY2012-13									Offered AY2013-14			Planned AY2014-15				
				FA			WN			SS			FA	WN	SS	FA	WN	SS		
				UG	G	UG	G	UG	G	UG	G									
Japanese, cont.																				
ASIANLAN 429	Japanese Through Business and Social Topics I	3	4	10	5										X			X		
ASIANLAN 430	Japanese Through Business and Social Topics II	3	4			7	4									X			X	
ASIANLAN 433	Classical Japanese I	4	4	3	4													X		
ASIANLAN 439	Academic Japanese I	2	4	10	6									X				X		
ASIANLAN 440	Academic Japanese II	2	4			6	5									X			X	
ASIANLAN 441	Practicum in Japanese Translation (Hon'yaku jishū)	3	4	1	4	7	3							X	X				X	
ASIANLAN 450	Japanese Pedagogy I	3	4					1	11											X
ASIANLAN 499	Independent Language Study: Japanese	1-5	5	0	0	0	0							X	X			X	X	
CJS 592	Independent Study in Advanced Japanese Language	1-3	5			0	3	0	0					X	X			X	X	X
Korean																				
ASIANLAN 135	First Year Korean I	5	1	44	2									X				X		
ASIANLAN 136	First Year Korean II	5	1			23	1								X				X	
ASIANLAN 138	Reading and Writing Korean I	5	1	17	0									X				X		
ASIANLAN 235	Second Year Korean I	5	2	27	0									X				X		
ASIANLAN 236	Second Year Korean II	5	2			22	0								X				X	
ASIANLAN 238	Reading and Writing Korean II	5	2			20	0							X	X			X	X	
ASIANLAN 335	Third Year Korean I	4	3	11	1									X				X		
ASIANLAN 336	Third Year Korean II	4	3			7	1								X				X	
ASIANLAN 435	Readings in Modern Korean I	3	4	6	2									X					X	
ASIANLAN 436	Readings in Modern Korean II	3	4			6	1								X				X	
ASIANLAN 499	Independent Language Study: Korean	1-5	5	0	0	0	0							X	X			X	X	X

Course Number	Course Title	Credits	Lang Level	Enrollment AY2012-13						Offered AY2013-14			Planned AY2014-15			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
<i>Tibetan</i>																
*ASIANLAN 165	First Year Tibetan I	4	1	1	3					X			X			
*ASIANLAN 166	First Year Tibetan II	4	1		0	2					X				X	
*ASIANLAN 265	Second Year Tibetan I	4	2	2	3					X			X			
*ASIANLAN 266	Second Year Tibetan II	4	2		1	1					X				X	
ASIANLAN 469	Advanced Classical Tibetan I	3	4	2	1					X			X			
ASIANLAN 470	Advanced Classical Tibetan II	3	4		1	1					X				X	
ASIANLAN 499	Independent Language Study: Tibetan	1-5	5	0	1	1	2			X			X		X	

APPENDIX III-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned		
				FA		WN		SS		AY2013-14			AY2014-15		
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS
<i>Architecture & Urban Planning, Taubman College of: Architecture</i>															
ARCH 409, ARCH 506	Special Topics in Architecture: Travel Course, Beijing, China / Special Topics in Design Fundamentals: Travel Course, Beijing, China	100	3					8	2					X	
ARCH 506	Special Topics in Design Fundamentals: Chinese Urbanism	100	3	4	0					X					
<i>Architecture & Urban Planning, Taubman College of: Urban Planning</i>															
UP 658	Urban & Regional Planning in Developing Countries [theoretical course with EA case studies]	25	3		0	11					X			X	
<i>Art & Design, Penny Stamps School of: Art & Design</i>															
ARTDES 350	Independent Study [sections taught by EA specialist faculty only]	50	1-3		1	0				X	X	X	X	X	
ARTDES 398	Academic Seminar: Sustainability without Borders [international studies course with EA content]	25	1-3		7	0								X	
<i>Art & Design, Penny Stamps School of: Art & Design Study Abroad</i>															
ADABRD 312	Shigaraki Preparation: Rethinking the Power of Art: Art for Social Change in Japan [pre-departure orientation course for travel course to Shigaraki, Japan]	100	1		13	0				X				X	
ADABRD 339	Study Abroad: Kyoto Seika University, Kyoto, Japan	100	16	0	0	0				X	X			X	
ADABRD 347	Study Abroad: Taiwan National University of the Arts, Taipei, Taiwan	100	16	0	0	0				X	X			X	

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned			
				FA		WN		SS		AY2013-14			AY2014-15			
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS	
MKT 615	International Marketing Management [international studies course with EA content]	25	1.5			0	58				X					X
<i>Business, Stephen M. Ross School of: Strategy</i>																
STRATEGY 310	The World Economy [international studies course with EA content]	25	3	63	0	57	0			X				X		X
STRATEGY 320	Study Abroad: Undergraduate May Course in Hong Kong & Shanghai, China [includes business & area studies content]	50	3			41	0				X					X
STRATEGY 320	Study Abroad: Undergraduate Study & Internship in Hong Kong, China [includes business & area studies content]	50	3								X					X
STRATEGY 361	International Management [international studies course with EA content]	25	3			59	0				X					X
STRATEGY 503	The World Economy [international studies course with EA content]	25	1.5	0	446	0	300			X				X		X
STRATEGY 520	Doing International Business: Cheung Kong Graduate School of Business, Beijing, China [includes field component in EA; includes business & EA area studies content]	50	3								X			X		X
STRATEGY 584	Business in Asia [international business course with EA content]	70	3	0	71					X						X
STRATEGY 623	Global Strategy [international studies course with EA content]	25	2.25			0	114							X		X
STRATEGY 659	Global Field Project II [international field component; EA placements only]	25	3			4	46							X		X
STRATEGY 689	International Exchange Program, Winter A Half-Term: China Europe International Business School, Shanghai, China [includes business & EA area studies courses]	25	6-7.5			0	22							X		X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13								Offered			Planned			
				FA		WN		SS		FA	WN	SS	FA	WN	SS			
				UG	G	UG	G	UG	G									
EDUC 419	Teaching Methods for World Language Minors [methodological course with EA case studies]	25	2	10	2								X					
EDUC 420	Teaching World Languages in the Secondary School [methodological course with EA case studies]	25	3	13	9								X					
EDUC 428	Teaching Languages for Social Access & Global Citizenship [methodological course with EA case studies]	25	1-5				30	1										
EDUC 579	Second Language Learning [theoretical course with EA case studies]	25	3						0	7				X				X
EDUC 595	Second Language Assessment [theoretical course with EA case studies]	25	2						0	7				X				X
EDUC 870	International & Comparative Continuing Education [international studies course with EA content]	25	3										X					
Engineering, College of: Automotive Engineering Program																		
AUTO 512	Lean Program Engineering [theoretical course with EA case studies]	25	3				2	60						X				X
Engineering, College of: Engineering General Education																		
ENGR 260	Engineering Across Cultures [international studies course with EA content]	25	1	47	0		39	0					X				X	X
ENGR 301	Engineering Undergraduate Study Abroad: Shanghai Jiao Tong University, Shanghai, China [includes engineering as well as international & area studies courses with EA content]	50	12	2	0		0	0	47	0			X	X			X	X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered AY2013-14			Planned AY2014-15			
				FA		WN		SS		FA	WN	SS	FA	WN	SS	
				UG	G	UG	G	UG	G							
ENGR 301	Engineering Undergraduate Study Abroad: Hong Kong University of Science & Technology, Hong Kong, China [includes engineering as well as international & area studies courses with EA content]	50	12	0	0	3	0	6	0		X	X		X	X	
ENGR 301	Engineering Undergraduate Study Abroad: Nagoya University, Nagoya, Japan [includes engineering as well as international & area studies courses with EA content]	50	12	0	0	0	0	8	0		X	X		X	X	
ENGR 301	Engineering Undergraduate Study Abroad: Ulsan National Institute of Science & Technology, Ulsan, Korea [includes engineering as well as international & area studies courses with EA content]	50	12	0	0	0	0	9	0		X	X		X	X	
ENGR 301	Engineering Undergraduate Study Abroad: Xiamen University, Amoy, China [includes engineering as well as international & area studies courses with EA content]	50	12	0	0	0	0	18	0		X	X		X	X	
ENGR 301	Engineering Undergraduate Study Abroad: Global Engineering Education Exchange (GE3) [EA destinations only; includes engineering as well as international & area studies courses with EA content]	50	12	0	0	0	0	0	0		X	X		X	X	
ENGR 355	Multidisciplinary Engineering Design I: Global Health Project Team [international studies course with EA content]	25	1-4								X			X		
ENGR 455	Multidisciplinary Engineering Design II: Global Health, China [international studies course with EA content]	25	1-5			1	0					X			X	

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned					
				FA		WN		SS		AY2013-14		AY2014-15						
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS			
ENGR 455	Multidisciplinary Engineering Design II: Global Health Design [international studies course with EA content]	25	1-5									X				X		
ENGR 455	Multidisciplinary Engineering Design II: Global Health Project Team [international studies course with EA content]	25	1-5	2	0								X				X	
ENGR 480	Global Synthesis Project [international studies course with EA content]	25	4	4	0	8	0						X			X		
ENGR 590	International Experience in Engineering [EA destinations only; includes engineering as well as international & area studies courses with EA content]	25	2-8	0	0	0	0						X			X		
ENGR 591	Engineering Graduate Study Abroad: Nagoya University, Nagoya, Japan [includes engineering as well as international & area studies courses with EA content]	50	12			0	0	0	12				X			X		X
Engineering, College of: Industrial & Operations Engineering																		
IOE 425, MFG 426	Lean Manufacturing & Services [theoretical course with EA case studies]	25	2	69	42	89	60						X			X		X
IOE 430	Global Cultural Systems Engineering [theory & methods course with EA case studies]	25	3	18	5											X		
Engineering, College of: Manufacturing, Program in																		
MFG 501, TO 701	Topics in Global Operations [international studies course with EA content]	25	3	31	42								X			X		X
MFG 587, MECHENG 587	Global Manufacturing [international studies course with EA content]	25	3	0	17								X			X		
Kinesiology, School of: Sports Management																		
SM 313	Special Topics: Comparative Sport Organization [international studies course with EA content]	25	3	9	0								X			X		

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned			
				FA		WN		SS		AY2013-14			AY2014-15			
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS	
SM 313	Special Topics: International Sport Organization [international studies course with EA content]	25	3			29	0					X				X
Law School																
LAW 450	Thinking Law in Ancient Cultures & Religion [international studies course with EA content]	30	2			0	9									X
LAW 451	Global Constitutionalism [international studies course with EA content]	25	2	0	14						X					X
LAW 462	Comparative Asylum Law [international studies course with EA content]	25	2							X						
LAW 465	International Litigation [theoretical course with EA case studies]	25	2			0	15				X					X
LAW 485	International Law & Security [theoretical course with EA content]	25	2			0	9				X					X
LAW 502	International Corporate Governance [theoretical course with EA content]	25	2			0	28				X					X
LAW 505	Chinese Law & Legal Institutions	100	2			0	15									X
LAW 519	United Nations & Other International Organizations [theoretical course with EA case studies]	25	3	0	9										X	
LAW 576	International Bankruptcy [international studies course with EA content]	25	2			0	17									X
LAW 578	Critical Issues in Law & Development [international studies course with EA content]	25	3			0	21									X
LAW 600	Transnational Law Colloquium [theoretical course with EA case studies]	25	1								X					X
LAW 602	International Investment Law [theoretical course with EA case studies]	25	3			0	8									X
LAW 606	Transnational Law [theoretical course with EA case studies]	25	3	0	254	0	301				X	X			X	X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned			
				FA		WN		SS		AY2013-14			AY2014-15			
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS	
LAW 630	Public International Law [theoretical course with EA case studies]	25	2-3	0	20	0	6							X	X	
LAW 646	Chinese Constitutionalism & Domestic Rights Protection	100	3												X	
LAW 678	International Finance [international studies course with EA content]	25	4							X					X	
LAW 682	International Intellectual Property [international studies course with EA content]	25	3							X					X	
LAW 687	Immigration & Nationality [theoretical course with EA case studies]	25	3			0	37			X					X	
LAW 691	International Tax [theoretical course with EA case studies]	25	3			0	23			X					X	
LAW 695	International Trade Law [theoretical course with EA case studies]	25	3			0	13			X				X		
LAW 700	Japanese Law	100	3			0	21								X	
LAW 724	International Refugee Law [theoretical course with EA case studies]	25	3	0	16					X				X		
LAW 763	Foreign Affairs [theoretical course with EA case studies]	25	3			0	17								X	
LAW 766	International Commercial Arbitration [international studies course with EA content]	25	3								X				X	
LAW 767	International Environmental Finance [international studies course with EA content]	25	1.5											X		
LAW 777	Law & Development [theoretical course with EA case studies]	25	1			0	15				X				X	
LAW 778	Law & Development Research [theoretical course with EA case studies]	25	1-2			0	14				X				X	
LAW 780	Human Rights: Themes & Variations [theoretical course with EA case studies]	25	3	0	15							X			X	
LAW 785	International Criminal Law [theoretical course with EA case studies]	25	4	0	17					X					X	

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered AY2013-14			Planned AY2014-15		
				FA		WN		SS		FA	WN	SS	FA	WN	SS
				UG	G	UG	G	UG	G						
LAW 786	International Law of War [theoretical course with EA case studies]	25	4	0	16							X			
LAW 787	Impact of Human Rights on International Law [theoretical course with EA case studies]	25	1							X			X		
LAW 806	Chinese Corporation	100	3							X			X		
LAW 811	International Project Finance [theoretical course with EA case studies]	25	2	0	30				X			X			
LAW 824	Use of Force in International Law [theoretical course with EA case studies]	25	2									X			
LAW 836	The United Nations [theoretical course with EA case studies]	25	2							X			X		
LAW 843	Refugee Law Reform [theoretical course with EA case studies]	25	1									X			
LAW 848	Colloquium on International Refugee Law [theoretical course with EA case studies]	25	2			0	10						X		
LAW 852	Counter-terrorism Strategy & International Law [theoretical course with EA case studies]	25	2							X					
LAW 857	Income Tax Treaties [theoretical course with EA case studies]	25	2-3			0	18			X			X		
LAW 886	Impact of Human Rights on International Law [theoretical course with EA case studies]	25	2	0	9	0	8					X			
LAW 906	International Transactions Clinic I [international studies course with EA content]	25	4	0	18					X			X		
LAW 907	International Transactions Clinic II [international studies course with EA content]	25	4			0	16				X			X	
LAW 945	Semester Study Abroad: University of Hong Kong Law School [includes law & international & EA area studies courses]	50	9	0	0	0	0			X	X	X	X	X	

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned				
				FA		WN		SS		AY2013-14			AY2014-15				
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS		
AMCULT 498	Capstone Seminar in American Culture: The Rise & Fall of the American Empire [includes case studies on US relations with EA]	25	3	14	0										X		
AMCULT 601, ENGLISH 630	Topics in American Studies: Decolonization & the Environment [history course with EA case studies]	25	3								X						
AMCULT 601, ENGLISH 831	Topics in American Studies / The Study of Genre: Borderization: Global Flows & Stoppages after 1989 [international studies course with EA case studies]	25	3												X		
Literature, Science & the Arts, College of: Anthropology, Cultural																	
ANTHRCUL 202, ANTHRCUL 558	Ethnic Diversity in Japan	100	4												X		
ANTHRCUL 222	The Comparative Study of Cultures [theoretical course with EA case studies]	25	4	73	0							X			X		
ANTHRCUL 298	Topics in Sociocultural Anthropology: International Aid, Culture & Corruption [international studies course with EA case studies]	25	3					21	0								
ANTHRCUL 298	Topics in Sociocultural Anthropology: The Anthropology of Human Rights [theoretical course with EA case studies]	25	3					29	0								
ANTHRCUL 302, ANTHRCUL 558, HISTART 302, WOMENSTD 302	Sex & Gender in Japan	100	3					32	6						X		
ANTHRCUL 325, WOMENSTD 324	Childbirth & Culture [includes EA case studies]	25	4									X			X		
ANTHRCUL 333	Non-Western Legal Systems I [theoretical course with EA case studies]	25	3	50	0						X				X		
ANTHRCUL 334	Anthropology & Development [theoretical course with EA case studies]	25	3												X		

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13								Offered			Planned			
				FA		WN		UG		SS		AY2013-14			AY2014-15			
				UG	G	UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS	
ANTHRCUL 437	The Anthropology of Death, Dying, & the Afterlife [theoretical course with EA case studies; EA specialist instructor]	25	3			16	3						X					X
ANTHRCUL 439	Economic Anthropology & Development theory & application course with EA case studies]	25	3			30	0						X					X
ANTHRCUL 545, HISTART 545	Image-Based Ethnography [methodology course with EA case studies; EA specialist instructor]	25	3												X			
ANTHRCUL 632	Comparative Analysis of Kinship [comparative studies course with EA case studies]	25	3										X					X
ANTHRCUL 759	Sociocultural Workshop: Practices & Poetics of Death in Southwest China	100	3															X
ANTHRCUL 959	Survey of Literature [independent study supervised by EA specialist faculty only]	100	1-4	0	0	0	0	0	0	0	0	0	X	X	X	X	X	X
ANTHRCUL 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	1	0	0	0	0	0	X	X	X	X	X	X
ANTHRCUL 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	7	0	8	0	0	0	0	0	X	X	X	X	X	X
Literature, Science & the Arts, College of: Asian Languages & Cultures																		
ASIAN 200, HISTORY 203	Introduction to Japanese Civilization	100	4	46	0													X
ASIAN 220, RELIGION 202	Introduction to the Study of Asian Religions [survey course with EA content]	50	4			63	0								X			X
ASIAN 222, GTBOOKS 222	Great Books of Japan	100	4												X			
ASIAN 230, PHIL 230, RELIGION 230	Introduction to Buddhism	100	4	294	3										X			X
ASIAN 231, RELIGION 231	Introduction to Tibetan Buddhism	100	4				196	1										X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13								Offered			Planned			
				FA		WN		SS		AY2013-14		AY2014-15						
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS			
ASIAN 234, RELIGION 234	Buddhism & Death [comparative studies course with EA content]	50	3			25	0									X		
ASIAN 248, HISTORY 248, RELIGION 248	Jesus Comes to Asia: Conversion & its Consequences in Asia [comparative studies course with EA content]	50	3			35	1											X
ASIAN 255	Undergraduate Seminar in Asian Studies: Sex, Power, & Violence in Tantric Buddhism	100	3							16	0							
ASIAN 255	Undergraduate Seminar in Asian Studies: Manga in the Age of Godzilla	100	3							18	0							
ASIAN 255	Undergraduate Seminar in Asian Studies: Chinese Martial Arts & Military Culture	100	3															X
ASIAN 257	Great Cities in Asia: Korea	100	4							82	0							X
ASIAN 257	Great Cities in Asia: China's Global Cities	100	4												X			
ASIAN 258	Food & Drink of Asia	100	4															X
ASIAN 260, HISTORY 252	Introduction to Chinese Civilization	100	4	200	0							X				X		
ASIAN 261	Introduction to Modern Chinese Culture	100	4							78	0							X
ASIAN 264	Looking at Traditional China Through its Most Famous Novel, The Story of the Stone	100	3							25	0							X
ASIAN 270, HISTORY 253	Introduction to Korean Civilization: Premodern Period	100	3	35	8													
ASIAN 280	Topics in Asian Studies: Haiku as Poetry, Philosophy, & Community	100	3	11	0													
ASIAN 280	Topics in Asian Studies: Gender, Sexuality, & Power in Premodern China	100	3							15	0							X
ASIAN 280	Topics in Asian Studies: "Cool Japan:" Youth & Culture in Contemporary Japan	100	3							25	0							

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned						
				FA		WN		SS		AY2013-14			AY2014-15						
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS				
ASIAN 480	Topics in Asian Studies: Language & Culture in Everyday Life: Korea & Korean Americans	100	3																
ASIAN 484	Buddhist Tantra	100	3																
ASIAN 499	Independent Study-Directed Readings [supervised by EA specialist instructors only]	100	1-4	1	0	4	4					X	X	X	X	X	X	X	X
ASIAN 528	Comparative Topics in Buddhism: Chan Buddhism: Texts & Contexts	100	3				0	4											X
ASIAN 550	Seminar in Cultural & Comparative Studies of Asia: Narration, Translation, & Discipline in Asian Studies	100	3	0	8							X							X
ASIAN 551	Practicum in Asian Studies	100	3																X
ASIAN 554	Modern Japanese Literature	100	3																X
ASIAN 699	Directed Readings [supervised by EA specialist instructors only]	100	1-6	0	1	0	0	0	0	0	0	X	X	X	X	X	X	X	X
ASIAN 990	Dissertation Research - Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0	0	0	X	X	X	X	X	X	X	X
ASIAN 995	Dissertation Research - Candidate [supervised by EA specialist instructors only]	100	8	0	3	0	2	0	1			X	X	X	X	X	X	X	X
Literature, Science & the Arts, College of: Chinese Studies																			
CCS 501, ANTHRCUL 501, ASIAN 501, HISTORY 549, POLISCI 501, SOC 527	Social Scientific Studies of Historical & Contemporary China	100	3	1	10														X
CCS 502, ASIAN 502, ANTHRCUL 502, HISTART 504	Humanistic Studies of Historical & Contemporary China	100	3			0	8												X
CCS 650	Independent Study in Chinese Studies	100	1-3	0	1	0	0	0	0	0	0	X	X	X	X	X	X	X	X
CCS 700	Master's Thesis in Chinese Studies	100	1-3	0	0	0	2	0	0	0	0	X	X	X	X	X	X	X	X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13									Offered			Planned		
				FA			WN			SS			AY2013-14			AY2014-15		
				UG	G	SS	UG	G	SS	UG	G	SS	FA	WN	SS	FA	WN	SS
				UG	G	SS	UG	G	SS	UG	G	SS	FA	WN	SS	FA	WN	SS
Literature, Science & the Arts, College of: Ecology & Evolutionary Biology																		
EEB 300	Undergraduate Research [supervised by EA specialist instructor only; research on EA cases]	50	1-3	1	0	0	0	0					X	X		X	X	
EEB 400	Advanced Research [supervised by EA specialist instructor only; research on EA cases]	50	1-3	0	0	1	0	0					X	X		X	X	
EEB 700	Advanced Studies [supervised by EA specialist instructor only; research on EA cases]	50	1-8	0	0	0	0	0	0	0	0		X	X		X	X	
EEB 790	Master's Thesis [supervised by EA specialist instructor only; research on EA cases]	50	1-8	0	0	0	0	0	0	0	0		X	X		X	X	
EEB 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	50	1-8	0	0	0	0	0	0	0	0		X	X		X	X	
EEB 995	Dissertation/Candidate [supervised by EA specialist faculty only]	50	8	0	1	0	0	1	0	0	0		X	X		X	X	
Literature, Science & the Arts, College of: Economics																		
ECON 340	International Economics [international studies course with EA case studies]	25	3	91	0	101	0	32	0				X	X		X	X	
ECON 360	The Developing Economies [international studies course with EA case studies; EA specialist instructor]	33	3													X		
ECON 441	International Trade Theory [theoretical course with EA case studies]	25	3	66	6	72	1						X	X		X	X	
ECON 442	International Finance [theoretical course with EA case studies]	25	4	58	2	76	4						X	X		X	X	
ECON 455	The Economy of the People's Republic of China	100	3	41	7	62	2						X			X		
ECON 461	The Economics of Development I [theoretical course with EA case studies]	25	4			60	2						X	X		X		
ECON 462	The Economics of Development II [theoretical course with EA case studies]	25	3	28	3	31	0							X		X	X	

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned			
				FA		WN		SS		AY2013-14			AY2014-15			
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS	
Literature, Science & the Arts, College of: English Language Institute																
ELI 391, ELI 591	Topics in English as a Second Language / Teaching ESL Overseas: Fundamentals in Teaching English as a Second Language Internationally [theoretical course with EA case studies]	25	3			9	3	7	2			X	X		X	X
Literature, Science & the Arts, College of: English Language & Literature																
ENGLISH 298	Introduction to Literary Studies: Early Modern Fictions of Travel & Dislocation [comparative course with EA case studies]	25	3			10	0									X
ENGLISH 375	World Literatures in English: From India to Indigenous People: Representing Natives on the World Stage [comparative studies course with EA content]	25	3			18	0									
ENGLISH 397	Honors Junior Seminar: Literatures of the Empire: The Politics of "Life" [international studies course; includes EA authors]	25	3												X	
ENGLISH 407, INTLSTD 401	Topics in English Language & Literature / International Studies Advanced Seminar: Literature & Human Rights [comparative studies course with EA case studies; EA specialist instructor]	25	3			18	0									X
ENGLISH 630	Special Topics: The Cultural History of Cartography [comparative studies course with EA case studies]	25	3	0	12											
Literature, Science & the Arts, College of: Environment, Program in the																
ENVIRON 110, AOSS 171, EARTH 171, ENSCEN 171	Introduction to Global Change I: Physical Processes [global studies course with EA case studies]	25	4	72	0							X				X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned					
				FA		WN		SS		AY2013-14		AY2014-15						
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS			
ENVIRON 111, AOSS 172, EARTH 172, ENSCEN 172, GEOG 111	Introduction to Global Change II: Human Impacts [global studies course with EA case studies]	25	3			62	0				X					X		
ENVIRON 221, HISTORY 222	Global Environmental History [international studies course with EA case studies]	25	4												X			
ENVIRON 223, HISTORY 223	Trashed! A History of Garbage in the Modern World [international studies course with EA case studies]	25	4													X		
ENVIRON 306	Global Water [global studies course with EA case studies]	25	3	29	0						X					X		
ENVIRON 367	Global Enterprise & Sustainable Development [international studies course with EA case studies; EA specialist instructor]	25	3			37	0										X	
Literature, Science & the Arts, College of: German																		
GERMAN 386	Fairy Tales [taught in English; comparative studies course with EA content]	25	3											X			X	
Literature, Science & the Arts, College of: Great Books Program																		
GTBOOKS 212	Great Books in World Literature: Tales of Youth [comparative course with EA content; EA specialist instructor]	33	4													X		X
GTBOOKS 256, ASIAN 256	Great Books of Asia [includes EA literature]	33	4															X
Literature, Science & the Arts, College of: History																		
HISTORY 102	A History of the Present: Climate Change, Nuclear Power, & Energy Futures: A Post- Fukushima History [international studies course with EA content]	33	4													X		X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered AY2013-14			Planned AY2014-15				
				FA		WN		SS		FA	WN	SS	FA	WN	SS		
				UG	G	UG	G	UG	G								
HISTORY 196	First Year Seminar in Social Sciences: World-Wide Witchcraft: Witch-Belief & Witch-Hunting in Global Perspective [international studies course with EA content]	25	3	18	0												
HISTORY 196	First Year Seminar in Social Sciences: Capitalism, Colonialism, & Human Rights [international studies course with EA content]	25	3	20	0												
HISTORY 197	First Year Seminar in the Humanities: Rethinking the History of Communism [comparative studies course with EA content; EA specialist instructor]	50	3									X					
HISTORY 197	First Year Seminar in the Humanities: Global History of Student Protest [international studies course with EA content]	25	3												X		
HISTORY 204, ASIAN 204	East Asia: Early Transformations	100	4	69	0							X			X		
HISTORY 205, ASIAN 205	Modern East Asia	100	4			71	0					X				X	
HISTORY 209, MEMS 209	The West in the World: 300-1700 [international studies course with EA content]	25	3-4	38	0				17	0					X		
HISTORY 224, PUBPOL 224	Global Nuclear Proliferation [international studies course with EA case studies]	33	4												X		
HISTORY 230	Humanities Topics in History: Tracking Human Rights [international studies course with EA content]	25	3-4			31	0					X					
HISTORY 230	Humanities Topics in History: The Family in the Modern World	25	3-4			9	0										X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned					
				FA		WN		SS		AY2013-14			AY2014-15					
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS			
HISTORY 328, HISTORY 392, HISTORY 592	Humanities Topics in History / Topics in Asian History: Japan: Green Archipelago/Toxic Archipelago	100	3								X						X	
HISTORY 328, AMCULT 311	Humanities Topics in History / Topics in Ethnic Studies: Dreamworlds & Catastrophes: A Cultural History of the Global Cold War [international studies course with EA content]	25	3														X	
HISTORY 329	Social Science Topics in History: Mapping the Pre-Columbian World [international studies course with EA case studies]	25	3														X	
HISTORY 352	Imperial China: Ideas, Men, & Society	100	3														X	
HISTORY 354, ASIAN 354	War, Rebellion, & Revolution in China through Two Centuries	100	3														X	
HISTORY 363	The U.S. & the World Since 1945: Politics, Culture, & War in the American Century [includes US relations with EA]	33	4														X	
HISTORY 392, HISTORY 592, CJS 451, WOMENSTD 344	Topics in Asian History: Geisha: Art, History & Politics	100	3															
HISTORY 392, ASIAN 380	Topics in Asian History / Topics in Asian Studies: Samurai in War & Peace & in Films & Texts	100	3															X
HISTORY 392, ASIAN 380, HISTORY 592, ASIAN 590	Topics in Asian History / Topics in Asian Studies: Keywords & Concepts in Japanese History & Society	100	3															X
HISTORY 392	Topics in Asian History: Modern Korean History	100	3															X
HISTORY 392, ASIAN 380	Topics in Asian History / Topics in Asian Studies: Japan's 16th Century Revolution	100	3															X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13								Offered			Planned			
				FA		WN		SS		AY2013-14		AY2014-15						
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS			
HISTORY 700	Independent Research Seminar [taught by EA specialist instructor only; independent research on EA]	100	1-3	0	1	0	0	0	0			X				X		
HISTORY 796	Topics in History: Human Rights, Anticolonialism & the Global Cold War [international studies course with EA content]	25	3			0	6										X	
HISTORY 802	Reading Course [supervised by EA specialist instructors only; independent reading on EA history]	100	1-3	0	0	0	2	0	0			X				X		
HISTORY 804	Reading for the General Exam [supervised by EA specialist instructors only; independent reading on EA history]	100	1-3	0	0	0	1	0	0			X				X		
HISTORY 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	1-8	0	0	0	0	0	0			X				X		X
HISTORY 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	3	0	3	0	0			X				X		X
Literature, Science & the Arts, College of: History of Art																		
HISTART 100	Introduction to Art [international studies course with EA content]	25	4			88	1											X
HISTART 103	Arts of Asia [includes EA art; EA specialist instructor]	50	4															X
HISTART 292, ASIAN 292	Introduction to Japanese Art & Culture	100	4									X						X
HISTART 313, RCHUMS 313	Chinese Painting	100	3															X
HISTART 315, RCHUMS 315	Art & Archaeology of Ancient China	100	3															X
HISTART 354, ANTHRCUL 354	Art, Science, & Technology: The Human & Posthuman Body [global studies course with EA case studies; EA specialist instructor]	25	3													X		X
HISTART 383	Modern Asian Art	100	3													X		X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned				
				FA		WN		SS		AY2013-14			AY2014-15				
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS		
INTLSTD 401	International Studies Advanced Seminar: Identity, Ethnic Conflict, & Democracy [international studies course with EA case studies]	25	3	20	0												
INTLSTD 401	International Studies Advanced Seminar: Global Mental Health Care [international studies course with EA case studies]	25	3		23	0											
INTLSTD 401	International Studies Advanced Seminar: Challenges for Transnational Urban Development in the 21st Century [international studies course with EA case studies]	25	3		30	0					X						
Literature, Science & the Arts, College of: Japanese Studies																	
CJS 281	Study Abroad in Japan: Tokyo: Contemporary Japanese Literature	100	2												X		X
CJS 281	Study Abroad in Japan: Japan Course Connections: Introduction to Japanese Art & Culture in Kyoto	100	2												X		
CJS 281	Study Abroad in Japan: Japan Course Connections: Doing Environmental History in Japan	100	2														X
CJS 450	Minicourse in Japanese Studies: Critical Anthropology in Contemporary Japan: Tsunami, Fukushima, Taiwan	100	1													X	
CJS 450	Minicourse in Japanese Studies: Anthropology of Contemporary Japan	100	1														X
CJS 451	Topics in Japanese Studies: Queering Japanese Literature	100	3										X				
CJS 591	Independent Study in Japanese Studies	100	1-4	0	4	0	1	0	0	0	0	0	X	X	X	X	X
CJS 592	Independent Study in Advanced Japanese Language	100	1-3				0	3	0	0	0	0	X	X	X	X	X
CJS 799	Master's Essay in Japanese Studies	100	1-6	0	1	0	1	0	0	0	0	0	X	X	X	X	X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned			
				FA		WN		SS		AY2013-14			AY2014-15			
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS	
Literature, Science & the Arts, College of: Middle Eastern & North African Studies																
MENAS 340, AAPTIS 340, ASIAN 340, HISTORY 340, REEEE 340	From Genghis Khan to the Taliban: Modern Central Asia [international studies course with EA content]	33	4	95	0									X		
MENAS 639, AAPTIS 591, HSITORY 639, REES 639	Graduate Colloquium in Central Eurasian History	25	3	0	7											
Literature, Science & the Arts, College of: Philosophy																
PHIL 196	First Year Seminar: Around the World in 80 Minutes [international studies course with EA content]	25	3										X			
PHIL 224	Global Justice [theoretical course with EA case studies]	25	2					17	0							
Literature, Science & the Arts, College of: Political Science																
POLSCI 140	Introduction to Comparative Politics [comparative studies course with EA case studies]	33	4	175	0	90	0	26	0			X	X	X	X	X
POLSCI 160	Introduction to World Politics [international studies course with EA case studies]	25	4	277	0	203	0	19	0			X	X	X	X	X
POLSCI 337	Comparative Constitutional Design [comparative studies course with EA content; EA specialist instructor]	25	3	56	0							X		X		
POLSCI 339, ASIAN 428	China's Evolution Under Communism	100	4	48	1											
POLSCI 339	State & Market in Contemporary China	100	4													X
POLSCI 341	Comparative Politics of Developed Democracies [comparative studies course with EA content]	25	3	27	0							X				X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered AY2013-14			Planned AY2014-15				
				FA		WN		SS		FA	WN	SS	FA	WN	SS		
				UG	G	UG	G	UG	G								
POLSCI 389	Topics in Contemporary Political Science: War & World Politics [international studies course with EA case studies]	25	3														
POLSCI 389	Topics in Contemporary Political Science: Political Economy of Development in East Asia	100	3														
POLSCI 389	Topics in Contemporary Political Science: State & Market in Contemporary China	100	3														
POLSCI 389	Topics in Contemporary Political Science: Comparative Politics [comparative studies course with EA case studies]	25	3														
POLSCI 389	Topics in Contemporary Political Science: Comparative Constitutional Law [comparative studies course with EA case studies]	25	3														
POLSCI 491	Directed Studies [supervised by EA specialist faculty only; independent study on EA political science topics]	100	1-6	0	0	0	0	0	0	X	X	X	X	X	X	X	X
POLSCI 492	Directed Studies [supervised by EA specialist faculty only; independent study on EA political science topics]	100	1-6	0	0	1	0			X	X	X	X	X	X	X	X
POLSCI 462	Strategic Interaction in World Politics [international studies course with EA case studies]	25	3														
POLSCI 497, INTLSTD 401	Undergraduate Seminar in Comparative & Foreign Government / International Studies Advanced Seminar: Politics of Energy in the Developing World [comparative studies course with EA case studies]	25	3	20	0												

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned					
				FA		WN		SS		AY2013-14			AY2014-15					
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS			
POLSCI 498	Undergraduate Seminar in International Politics: The International Law & Politics of Human Rights	25	3	20	0													
POLSCI 498	Undergraduate Seminar in International Politics: Electoral Politics & War [international studies course with EA case studies]	25	3	21	0													
POLSCI 498, INTLSTD 401	Undergraduate Seminar in International Politics / International Studies Advanced Seminar: War in World Politics [international studies course with EA case studies]	25	3		15	0												
POLSCI 498	Undergraduate Seminar in International Politics: Politics of International Trade [international studies course with EA case studies]	25	3															X
POLSCI 628	Comparative Political Parties & Party Systems [comparative studies course with EA case studies]	25	3															X
POLSCI 641	Proseminar in Comparative Politics [comparative studies course with EA case studies]	25	3		0	5												X
POLSCI 658	Comparative Institutional Analysis [theoretical course with EA case studies]	25	3															X
POLSCI 660	Proseminar in World Politics [international studies course with EA case studies]	25	3	0	10													X
POLSCI 666	International Political Economy [international studies course with EA case studies]	25	3			0	8											X
POLSCI 668	War in World Politics [international studies course with EA case studies]	25	3			0	4											X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned					
				FA		WN		SS		AY2013-14			AY2014-15					
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS			
SOC 595	Topics in Sociology: Empires & Colonialism [theoretical course with EA case studies]	25	3			0	6										X	
Literature, Science & the Arts, College of: Study Abroad																		
STDABRD 250	Study Abroad: Intensive Chinese Language Program in Beijing, China	100	9					1	0							X		X
STDABRD 255	Study Abroad: Semester Language Intensive Program in Beijing, China	100	12	0	0	0	0				X	X				X		X
STDABRD 320	Study Abroad: Beijing Contemporary Issues Program in Beijing, China	100	12	0	0	0	0				X	X				X		X
STDABRD 325	Study Abroad: Chinese Studies Program in Beijing, China	100	9					1	0						X			X
STDABRD 343	Study Abroad: Hitotsubashi University, Tokyo, Japan	100	12													X		X
STDABRD 347	Study Abroad: Waseda University School of International Liberal Arts, Tokyo, Japan	100	12													X		X
STDABRD 348	Study Abroad: Kyoto Consortium for Japanese Studies (KCJS) in Kyoto, Japan	100	12	2	0	2	0				X	X				X		X
STDABRD 349	Study Abroad: Japan Center for Michigan Universities (JCMU) in Hikone, Shiga, Japan	100	12	0	0	0	0				X	X				X		X
STDABRD 360	Study Abroad: Intensive Chinese Language & Culture in Taipei, Taiwan	100	12	0	0	0	0				X	X				X		X
STDABRD 373	Study Abroad: Ewha Woman's University in Seoul, Korea	100	12	0	0	0	0				X	X						
STDABRD 374	Study Abroad: Yonsei University in Seoul, Korea	100	12	0	0	2	0				X	X				X		X
STDABRD 466	Study Abroad: Kyushu University in Fukuoka, Japan	100	12	2	0	2	0				X	X				X		X
STDABRD 467	Study Abroad: University of Tokyo in Tokyo, Japan	100	12	1	0	1	0				X	X				X		X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned		
				FA		WN		SS		AY2013-14		AY2014-15			
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS
Literature, Science & the Arts, College of: University Courses															
UC 178	Global Understanding [theoretical course with EA case studies]	25	3	16	0	34	0			X	X			X	X
UC 254	Sophomore Interdisciplinary Seminar: Predicting the Future [theoretical course with EA case studies]	25	3	10	0									X	
UC 254	Sophomore Interdisciplinary Seminar: When Legal Norms Collide: Extraterritorial Applications of American Law [international studies course with EA case studies]	25	3			7	0								
UC 254	Sophomore Interdisciplinary Seminar: Cities in the Global South [international studies course with EA case studies]	25	3			9	0								
UC 254	Sophomore Interdisciplinary Seminar: Global Health Equity for the 21st Century: Thought, Conscience, & Action [international studies course with EA case studies]	25	3			23	0								
UC 254	Sophomore Interdisciplinary Seminar: Cultural & Social Aspects of Global Health: A Social Determinants & Social Justice Perspective [international studies course with EA case studies]	25	3			10	0								
UC 254	Sophomore Interdisciplinary Seminar: Am I Made in China: On Global Culture [international studies course with EA case studies]	50	3									X			
UC 254	Sophomore Interdisciplinary Seminar: History, Memory, & Trauma in Comparative Perspective [comparative studies course with EA case studies]	25	3										X		

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered AY2013-14			Planned AY2014-15					
				FA		WN		SS		FA	WN	SS	FA	WN	SS			
				UG	G	UG	G	UG	G									
UC 254	Sophomore Interdisciplinary Seminar: Global Health & Social Justice [international studies course with EA case studies]	25	3															
UC 256, COMPLIT 240	Twenty-Two Ways / Literatures across Borders: Twenty Two Ways to Think about Translation [theory & methods course with EA case studies]	25	3	60	0													
UC 270	University Courses Special Topics: Global Consumerism & Gender: Exporting U.S. Beef & Beefy Guys [international studies course with EA case studies; co-taught via videoconferencing with National Chung-Hsing University in Taichung, Taiwan]	50	3	21	0													
UC 270	University Courses Special Topics: Global Scholars Program: Defining Critical Global Issues [international studies course with EA content]	25	2															X
UC 275	Global Intercultural Experience for Undergraduates [reflection course summer overseas projects; includes EA destinations]	25	1	122	0													X
UC 275	Global Intercultural Experience for Undergraduates [pre-departure orientation course for summer overseas projects; includes EA destinations]	25	2			106	0											X
UC 276	Global Intercultural Experience for Undergraduates Leadership Seminar [pre-departure orientation for student leaders of summer overseas projects; includes EA destinations]	25	2															X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned						
				FA		WN		SS		AY2013-14			AY2014-15						
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS				
MUSICOL 649	Studies in Asian Music: Chinese Music	100	3			5	0					X							
MUSICOL 990	Dissertation/Precandidate [supervised by EA specialist faculty only]	100	8	0	0	0	0	0	0	X	X	X	X	X	X	X	X	X	
MUSICOL 995	Dissertation/Candidate [supervised by EA specialist faculty only]	100	8	0	2	0	2	0	0	X	X	X	X	X	X	X	X	X	
Music, Theater & Dance, School of: Theory																			
THEORY 460, THEORY 560	Special Course: Cross-Cultural Music Theory [theoretical course with EA case studies]	25	3			5	6												
Natural Resources & Environment, School of																			
NRE 501	Graduate Experimental Course: Consumption, Trade, & Environmental Input/Output Analysis [international studies course with EA content]	25	3			0	16												X
NRE 501	Graduate Experimental Course: Land Use & Global Change [international studies course with EA content]	25	3							X									
NRE 639	Advanced Seminar in Resource Ecology: Future Scenarios for Global Food Security [international studies course with EA content]	25	1			0	15							X					
NRE 701	Master's Project: Business Case for Sustainable Agriculture in Asia [international studies course with EA content]	50	2-3											X					
Nursing, School of																			
NURS 420, NURS 521, WOMENSTD 432	Introduction to Global Health [international studies course with EA content]	25	2-3	8	4									X					X
NURS 421	Perspectives in Global Health [international studies field experience course with EA content; includes field placements in EA]	25	2-4			9	0							X					X

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned		
				FA		WN		SS		AY2013-14			AY2014-15		
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS
Officer Education Programs: Air Force															
AERO 201, UC 201	U.S. Aviation History & Its Development into Air Power I [includes EA case studies]	25	1	34	0						X			X	
AERO 202, UC 202	U.S. Aviation History & Its Development into Air Power II [includes EA case studies]	25	1		14	0					X			X	
Public Health, School of: Environmental Health Sciences															
EHS 614	Water & Global Health [international studies course with EA content]	25	2								X			X	
EHS 633	Evaluating Global Nutrition Programs [international studies course with EA content]	25	3								X			X	
EHS 683	Global Air Pollution [international studies course with EA content]	25	2								X			X	
EHS 796	Special Topics in Environmental Health Sciences: Air Pollution & Global Health [international studies course with EA content]	25	1-3		0	4								X	
EHS 796	Special Topics in Environmental Health Sciences: Global Food & Nutrition [international studies course with EA content]	25	1-3								X				
Public Health, School of: Epidemiology															
EPID 506	Health of Nations: Introduction to International Health [international studies course with EA content]	25	3	0	33						X			X	
EPID 555	Globalization & Health [international studies course with EA content]	25	2			1	16				X			X	
EPID 665	Research Seminar in International Health [international studies course with EA content]	25	2			0	16				X			X	

School/College, Department & Course Number	Course Title	% EA Cont	Cred Hrs	Enrollment AY2012-13						Offered			Planned		
				FA		WN		SS		AY2013-14			AY2014-15		
				UG	G	UG	G	UG	G	FA	WN	SS	FA	WN	SS
Social Work, School of															
SW 583	Special Studies: Research [supervised by EA specialist faculty only]	50	1-4	0	1	0	1				X	X		X	X
SW 648	Issues in Global Social Work Practice [pre-departure preparation for global field placements; some students complete field placement in EA]	25	1								X				X
SW 691	Advanced Field Instruction [international field placement in social work only; includes EA placements]	25	1-12					0	8				X		X
SW 701	Practice in International Social Work [international studies course with EA content]	25	3	0	24						X			X	
SW 743	Comparative Cross National Analysis of Social Service Systems [international studies course with EA content]	25	3												X
SW 748	Issues in Global Social Work Practice Re-Entry & Professional Practice [post field placement follow-up course of global field placements; some students complete field placements in EA]	25	2								X			X	

Appendix IV

Performance Measures Forms

APPENDIX IV – PERFORMANCE MEASURES FORMS

PMF 1: TEACHER TRAINING	1
PMF 2: LANGUAGE PEDAGOGY	4
PMF 3: ACADEMICS & SCHOLARSHIP	9
PMF 4: CAMPUS & PUBLIC OUTREACH	14

PROJECT GOAL STATEMENT								
Project Goal 1: [Teacher Training] Enhance EA area studies capacities at K-12 schools, community colleges, and minority-serving institutions by disseminating EA area studies teaching resources, providing opportunities for teacher training, and creating curricular materials.								
PERFORMANCE MEASURES	ACTIVITIES	DATA/INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS			
					BL	T1	T2	T3
[PM 1] By the end of the grant period, increase by 25% the number of college level courses or K-12 curriculum modules with EA-related content taught by K-16 educators participating in EANRC co-sponsored workshops at University of Puerto Rico (UPR) and at MIIIE.	Collaborate with MIIIE to incorporate EA-related content in their summer institutes. [MIIIE Collaboration; Narrative, p. 35] Collaborate with MIIIE to recruit participants interested in developing EA-related curriculum modules. [MIIIE Collaboration; Narrative, p. 35] In awarding library travel grants, give priority to educators from MIIIE-affiliated institutions. [Library Travel Grants; Narrative, p. 35] Provide one EA-related presenter for annual professional development workshops at UPR. [UPR Collaboration; Narrative, p. 37]							

PROJECT GOAL STATEMENT								
Project Goal 1: [Teacher Training] Enhance EA area studies capacities at K-12 schools, community colleges, and minority-serving institutions by disseminating EA area studies teaching resources, providing opportunities for teacher training, and creating curricular materials.								
PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS			
					BL	T1	T2	T3
[PM 2] Compared to immediately preceding surveys, increase by 10% the number of K-12 teachers attending EANRC co-sponsored collaborative teacher training opportunities who report in follow-up surveys that they have incorporated training content in their teaching one year later.	Recruit EA-related presenters for World History and Literature Initiative (WHaLI). [WHaLI; Narrative, pp.34-35] Organize & recruit participants for 2 WHaLI professional development workshops each year that include EA-related content. [WHaLI; Narrative, pp.34-35] Collaborate with other UMNRCs & SMTD in offering world music training for music teachers with EA content in Years 1 & 3. [World Music Teacher Training; Narrative, p. 38]							

PROJECT GOAL STATEMENT								
Project Goal 1: [Teacher Training] Enhance EA area studies capacities at K-12 schools, community colleges, and minority-serving institutions by disseminating EA area studies teaching resources, providing opportunities for teacher training, and creating curricular materials.								
PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS			
					BL	T1	T2	T3
[PM 3] Compared to immediately preceding surveys, increase by 5% the number of K-12 teachers attending EA-related teacher training opportunities organized by EANRC who report in follow-up surveys that they have incorporated training content in their teaching one year later.	Organize & recruit participants for one EA K-12 thematic teacher training workshop each year. [EA K-12 Workshops; Narrative pp. 38-39] Organize at least one country-specific workshop for K-12 educators & pre-service teachers each year. [Includes CKS Professional Development Workshop for Educators; Narrative, pp. 39-40]							
	Collaborate with UMMA on the Korea from “A Single Shard” experiential learning program. [Korea from “A Single Shard” Program; Narrative, p. 39]							

PROJECT GOAL STATEMENT						
Project Goal 2: [Language Pedagogy] Increase the number of graduates from the University of Michigan with advanced proficiency in EA languages during the grant period in comparison to the prior grant period.						
PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BL	T1 T2 T3 T4
[PM 1] In comparison to the previous grant period, increase the number of students enrolled in EA language courses by 2% by the end of the grant period.	<p>Recruit & hire a qualified instructor of Tibetan by beginning of Year 1. [Tibetan Language; Narrative, p. 41]</p> <p>Revise EA language placement tests to better assess student language proficiency at entry. [Revision of EA Language Placement Tests; Narrative, p. 41]</p> <p>Collaborate with Washtenaw Community College to begin teaching of EA languages at the beginning & low intermediate levels. [Collaboration with WCC; Narrative, p. 36]</p>					

PROJECT GOAL STATEMENT						
Project Goal 2: [Language Pedagogy] Increase the number of graduates from the University of Michigan with advanced proficiency in EA languages during the grant period in comparison to the prior grant period.						
PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS	
					BL	T1 T2 T3 T4
[PM 2] Increase the number of students enrolled in advanced level language courses by 10% by the end of the grant period.	Collaborate with Washtenaw Community College to begin teaching of EA languages at the beginning & low intermediate levels. [Collaboration with WCC; Narrative, p. 36] In selecting FLAS Fellows, give priority to students enrolling in 400-level language courses. [See Table 18, FLAS Selection Process, Narrative, p. 50] Revise EA language placement tests to better assess student language proficiency at entry. [Revision of EA Language Placement Tests; Narrative, p. 41] [continues on next page]					

PROJECT GOAL STATEMENT

Project Goal 2: [Language Pedagogy] Increase the number of graduates from the University of Michigan with advanced proficiency in E.A languages during the grant period in comparison to the prior grant period.

PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS				
					BL	T1	T2	T3	T4
[PM 2 Continued] Increase the number of students enrolled in advanced level language courses by 10% by the end of the grant period.	Provide opportunities for language instructors to engage in professional development, including providing travel funds for Korean language pedagogy workshop at Sogang University and professional development conferences and workshops. [Professional Development with Sogang University; Narrative, p. 40; Language Lecturer Conference Travel Support; Narrative, pp. 40-41]								
	Develop career opportunities that require advanced language skills, including, if recommended by a feasibility study, K-12 teaching certification in Chinese & Japanese. [EA Language Teacher Certification Program; Narrative, pp. 36-37]								

PROJECT GOAL STATEMENT								
Project Goal 2: [Language Pedagogy] Increase the number of graduates from the University of Michigan with advanced proficiency in EA languages during the grant period in comparison to the prior grant period.								
PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS			
					BL	T1	T2	T3
[PM 3] Increase the number of students participating in academic credit and co-curricular study abroad opportunities by 5% by the end of the grant period in comparison with 2014 IIE Open Doors Report data.	In selecting undergraduate FLAS Fellows, give priority to students proposing to participate in study abroad opportunities in EA. [See Table 18, FLAS Selection Process; Narrative, p. 50] Work with CGIS & other global initiatives offices on campus to develop a wide variety of study abroad opportunities in EA. Work with CGIS, IPE & other global initiatives offices on campus to advertise funding opportunities for study abroad in EA and to encourage promising students to apply. [Includes FLAS Selection Process; Table 18, p. 50] Collaborate with EA language & area studies course instructors to advertise study abroad opportunities in EA.							
	[continues on next page]							

PROJECT GOAL STATEMENT

Project Goal 2: [Language Pedagogy] Increase the number of graduates from the University of Michigan with advanced proficiency in EA languages during the grant period in comparison to the prior grant period.

PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS				
					BL	T1	T2	T3	T4
[PM 3 Continued] Increase the number of students participating in academic credit and co-curricular study abroad opportunities by 5% by the end of the grant period in comparison with 2014 IIE Open Doors Report data.	Collaborate with EA language & area studies course instructors to advertise funding opportunities for study abroad in EA. [Includes FLAS Selection Process; Table 18, p. 50]								

PROJECT GOAL STATEMENT								
Project Goal 3: [Academics & Scholarship] Increase the diversity and supply of graduates from EA-related degree programs and/or FLAS Fellowship support who have acquired EA language and area studies expertise in order to meet areas of national need.								
PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS			
					BL	T1	T2	T3
[PM 1] Increase by 10% the number of qualified FLAS Fellowship applicants from non-traditional and underrepresented socioeconomic backgrounds by the end of the grant period.	Work with language instructors to identify promising students from non-traditional and underrepresented socioeconomic backgrounds and encourage them to apply for FLAS. [Includes FLAS Selection Process; Table 18, p. 50]							
	Work with campus units & student organizations that focus on outreach to students from non-traditional and underrepresented socioeconomic backgrounds to advertise FLAS opportunities. [Includes FLAS Selection Process; Table 18, p. 50]							

PROJECT GOAL STATEMENT

Project Goal 3: [Academics & Scholarship] Increase the diversity and supply of graduates from EA-related degree programs and/or FLAS Fellowship support who have acquired EA language and area studies expertise in order to meet areas of national need.

PERFORMANCE MEASURES	ACTIVITIES	DATA/INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS				
					BL	T1	T2	T3	T4
[PM 2 Continued] Increase by 5% the number of EA graduate degree recipients who work in areas of national need in government, business, education, and non-profit sectors in comparison to 2009-13.	If recommended by a feasibility study, develop a proposal for K-12 teacher certification program for Chinese & Japanese at UM School of Education in Years 3 & 4 of the grant.. [EA Language Teacher Certification Program; Narrative, pp. 36-37]								

PROJECT GOAL STATEMENT

Project Goal 3: [Academics & Scholarship] Increase the diversity and supply of graduates from EA-related degree programs and/or FLAS Fellowship support who have acquired EA language and area studies expertise in order to meet areas of national need.

PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS				
					BL	T1	T2	T3	T4
[PM 3] Increase by 5% the number of EA FLAS recipient graduates who work in areas of national need in government, business, education, and non-profit sectors in comparison to the previous FLAS grant cycle.	Collaborate with Rackham Interdisciplinary Workshops in Chinese Studies & Japanese Studies hosted by CCS & CJS to organize panel presentations on non-academic & academic careers. Invite undergraduate FLAS Fellows to join these graduate workshops.								
	Work with Career Center & relevant undergraduate programs to develop better tracking of EA-related undergraduate alumni.								
	Disseminate information to current and former FLAS Fellows about International Career Pathways events, international career opportunities, information sessions, and recruiter visits.								
	[continued on next page]								

PROJECT GOAL STATEMENT								
Project Goal 3: [Academics & Scholarship] Increase the diversity and supply of graduates from EA-related degree programs and/or FLAS Fellowship support who have acquired EA language and area studies expertise in order to meet areas of national need.								
PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS			
					BL	T1	T2	T3
[PM 3 Continued] Increase by 5% the number of EA FLAS recipient graduates who work in areas of national need in government, business, education, and non-profit sectors in comparison to the previous FLAS grant cycle.	<p>Conduct a feasibility study for teacher certification program in Chinese & Japanese in Years 1 & 2 of the grant. [EA Language Teacher Certification Program; Narrative, pp. 36-37]</p> <p>If recommended by a feasibility study, develop a proposal for K-12 teacher certification program in Chinese & Japanese at UM School of Education in Years 3 & 4 of the grant. [EA Language Teacher Certification Program; Narrative, pp. 36-37]</p>							
[PM 4] In comparison to the previous grant cycle, increase by 5% the number of presentations at academic conferences and workshops by EANRC affiliated faculty and language instructors.	<p>Offer conference travel grants to EANRC affiliated faculty & language instructors who are making presentations at academic conferences & workshops. [Includes Language Lecturer Conference Travel Support; Narrative, pp. 40-41]</p>							

PROJECT GOAL STATEMENT								
Project Goal 4: [Campus & Public Outreach] Increase the quality and quantity of EA-related expert information disseminated to the campus & the public.								
PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS			
					BL	T1	T2	T3
[PM 1] Increase by 5% the attendance at EANRC sponsored public outreach events by students, faculty, & general public.	Schedule & promote public lectures by EA experts. [Includes CKS Colloquium Series; Narrative, pp. 41-42] Schedule & promote EA film series. Co-sponsor EA-related public outreach events with other UM units and community groups.							
[PM 2] Sponsor at least one academic conference or workshop each year on EA-related topic.	Schedule & promote at least one academic conference or workshop on EA-related topics each year. [Includes CJS-CMENAS Collaboration; Narrative, pp. 42-43] In Year 1, co-sponsor with CMENAS an academic conference on Middle East and Japan. [CJS-CMENAS Collaboration; Narrative, pp. 42-43] Provide financial support to EANRC affiliated faculty organizing academic conferences & workshops on EA-related topics.							

PROJECT GOAL STATEMENT									
Project Goal 4: [Campus & Public Outreach] Increase the quality and quantity of EA-related expert information disseminated to the campus & the public.									
PERFORMANCE MEASURES	ACTIVITIES	DATA/ INDICATORS	FREQUENCY	DATA SOURCES	BASELINE & TARGETS				
					BL	T1	T2	T3	T4
[PM 3] In comparison to the previous grant cycle, increase by 5% the number of publications and academic conference presentations by faculty & language instructors, and regional, national & international news media coverage of faculty & language instructor research.	Collaborate with UM News Service to track EANRC affiliated faculty appearances in news media. Invite EANRC affiliated faculty to be guest contributors on the EA blogs. [EA Blogs; Narrative, p. 42] Provide conference travel grants to EANRC-affiliated faculty & language instructors for presentations at academic conferences. [Includes Language Lecturer Conference Travel Support; Narrative, pp. 40-41]								

Appendix V

Letters of Support

Susan A. Gelman, Interim Dean

Heinz Werner Distinguished University Professor
Professor of Psychology

June 23, 2014

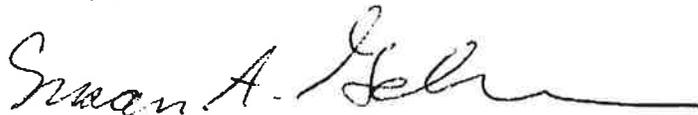
United States Department of Education
International and Foreign Language Education
1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI program from the East Asia Centers (EA) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of China, Japan and Korea.

Our college of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, administrative support for EA, funding for language lecturers, and salaries for our outstanding faculty in East Asia Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and for the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely,



Susan A. Gelman
Heinz Werner Distinguished University Professor
Professor of Psychology
Interim Dean, College of Literature, Science, and the Arts

MIDWEST INSTITUTE for
International & Intercultural Education



P.O. Box 325
Oshtemo, Michigan 49077

June 8, 2014

Yuri Fukazawa, Program Administrator
Center for Japanese Studies
University of Michigan
1080 S. University, Suite 4640
Ann Arbor, MI 48109-1106

Dear Yuri:

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for your Title VI proposal to the U.S. Department of Education for the 2014-2018 period.

Given our past successful collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting:

1. Organize several week-long workshops for community college faculty to develop curriculum modules for course-infusion.
2. Participation in the annual conferences of MIIE.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

Theo Sypris, Director



Recinto de
Rio Piedras

June 17, 2014

Prof. Ken Kollman, Director
International Institute
University of Michigan
1080 S. University Ave., Suite 2660
Ann Arbor, MI 48109-1106

Dear Prof. Kollman:

I am writing to confirm our participation in the teacher training/outreach initiative, "University of Puerto Rico (UPR-Rio Piedras)-University of Michigan (UM) Partnership—Cross-Center Collaboration in Area Studies," proposed in the Title VI grant proposals of 7 units at the International Institute. This partnership promises to strengthen area-studies capacities in our university and K-12 communities at large.

We are delighted to collaborate in the curriculum and professional development activities that we have developed together with UM faculty and staff, and we look forward to continue working closely with UM's National Resource Centers over the next four years. This partnership provides invaluable opportunities to internationalize our curriculum to better serve our students and the broader K-12 community, exchange ideas, and strengthen linkages with the University of Michigan.

If you need any other information, please do not hesitate to contact me. I can be reached at 787-760-0000, extension 2178.

Sincerely,

Aurora Lauzardo, PhD
Acting Dean

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e Investigación

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Federal Forms

INFORMATION TO ADDRESS SECTION 427 OF GEPA

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Please also refer to 6.C. and 9.B. in the narrative.