

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 # P015A140052 P015B140052

Univ of Illinois/Trustees



**EAST ASIAN
STUDIES CENTER**

INDIANA UNIVERSITY

IL/IN East Asia Consortium

University of Illinois
Center for East Asian and Pacific Studies
230 ISB, MC-483
910 S Fifth St.
Champaign, IL 61820

Indiana University
East Asian Studies Center
Memorial Hall West #207
1021 East Third St.
Bloomington, IN 47405-7005

Proposal for Funding as a
Comprehensive National Resource Center
& Foreign Language and Area Studies Fellowships
Under Title VI Higher Education Act of 1965



2014-2018

Submitted to the International Education programs Service
US Department of Education
Washington, DC 20202

29 June, 2014

**UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN**

Office of Sponsored Programs
and Research Administration
1901 South First Street, Suite A
Research Park
Champaign, IL 61820



June 27, 2014

U.S. Department of Education

U of I REF. NO. 2014-07451
TITLE: Consortium at UIUC and Indiana University for East Asian and Pacific Studies: National Resource Center and Foreign Language & Area Studies Fellowships Program 2014-2018
AMOUNT : \$ 2,323,314.00
PERIOD: 8/15/14-8/14/18
PRINCIPAL INVESTIGATOR(s): Elizabeth Oyler
DEPARTMENT: CEAPS
TYPE OF REQUEST: New Request

Enclosed are copies of the above referenced proposal. This proposal has been approved for submission by the proper University administrative official(s).

Your consideration will be appreciated. Any contract or grant supporting the above described project must be issued in the University's corporate name, The Board of Trustees of the University of Illinois, Urbana, Illinois 61801.

Any questions of a non-technical nature regarding this proposal should be addressed to the individual below at (217) 333-2187:

Julie McCabe

Sincerely,

A handwritten signature in black ink that reads "David W. Richardson".

David W. Richardson
Associate Vice Chancellor for Research
Director of Office of Sponsored Programs and Research Administration
University of Illinois at Urbana - Champaign

DWR: JM

Enclosure

cc: Amy Leng

ATTACHMENT TO PROPOSAL TRANSMITTAL LETTER

(The following General Information is provided to assist potential Sponsors. It is recognized some information may not be applicable to this specific proposal and, if inappropriate, should be disregarded.)

- 1. **The University of Illinois reserves the right to negotiate the terms and conditions of any definitive Contract/Grant which may result from this proposal application. UIUC is a public research university subject to an increasing number of state and federal regulations that are unique to higher education. As a result, most contracts provided by our sponsors require minor revisions before we can legally sign them.**
- 2. **Any resulting Contract/Grant should be made in the University's legal corporate name, "The Board of Trustees of the University of Illinois", c/o Office of Sponsored Programs & Research Administration, at the address listed below in item 3.**

- 3. **All contractual correspondence should be mailed to:** **Contractual Signature Authority:**

University of Illinois
Office of Sponsored Programs
& Research Administration (OSPRA)
1901 South First Street, Suite A
Champaign, IL 61820
E-mail: geoaward@uillinois.edu

Walter K. Knorr, Comptroller

- 4. **General Information, Mailing Instructions, Representations/Certifications, etc: (217) 333-2187**

<u>Proposals</u>		<u>Contracts/Grants</u>	
Kristie Warner	(217) 244-7637	Stephanie Fellmann	(217) 265-7682
Lea Hill	(217) 333-2187	Cassie Paul	(217) 244-4765

- 5. **University Contacts related to Proposal Review: PHONE# (217) 333-2187 FAX# (217) 239-6830**

Kathy Dams, Assistant Director (217) 244-8212
Scott Corum (217) 265-7794 Geoff Dehler (217) 265-7687
Julie McCabe (217) 244-9029 Tim Tufte (217) 265-7708

- 6. **Cognizant Federal Admin. Agency:**
Office of Naval Research
230 South Dearborn Avenue, Rm. 380
Chicago, IL 60604-1595
Attn: Administrative Contact
(312) 886-5423; E-Mail: ONR_Chicago@onr.navy.mil

- 7. **Contract/Grant payments should be mailed to:**
University of Illinois at Urbana-Champaign-Grants & Contracts DUNS # 04-154-4081
PO Box 4610 FEIN # 37-6000.511
Springfield, IL 62708-4610 Cage Code: 4B808

- 8. **Authorized Institutional Officials for Submitting Proposal Applications:**
Administrative: Business:
Peter Schiffer, Chair David W. Richardson, AVCR/Director, OSPRA
Research Board

- 9. **The following research indirect cost rates have been currently negotiated with the Office of Naval Research:**

<u>MTDC Indirect Cost Rate</u>	<u>Graduate Asst. Tuition</u>	<u>Period</u>
58.6%	64.0%	7/1/13 – 6/30/14

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

NA

5a. Federal Entity Identifier:

NA

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Board of Trustees of the University of Illinois

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

37-6000511

* c. Organizational DUNS:

0415440810000

d. Address:

* Street1:

Office of Sponsored Programs & Research Administration

Street2:

1901 S. First Street, Suite A

* City:

Champaign

County/Parish:

Champaign

* State:

IL: Illinois

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

61820-7406

e. Organizational Unit:

Department Name:

Ctr for E.Asian & Pac. Studies

Division Name:

NA

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

Prefix:

* First Name:

David

Middle Name:

W.

* Last Name:

Richardson

Suffix:

Title:

AVCR/Director, OSPRA

Organizational Affiliation:

* Telephone Number:

217-333-2187

Fax Number:

217-239-6830

* Email:

GCOAward@uillinois.edu

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="568,391.00"/>
* b. Applicant	<input type="text" value=""/>
* c. State	<input type="text" value=""/>
* d. Local	<input type="text" value=""/>
* e. Other	<input type="text" value=""/>
* f. Program Income	<input type="text" value=""/>
* g. TOTAL	<input type="text" value="568,391.00"/>

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

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

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

- Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
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 are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No

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.

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

Board of Trustees of the University of Illinois

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * 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.

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Comptroller
APPLICANT ORGANIZATION Board of Trustees of the University of Illinois	DATE SUBMITTED 6/27/14

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

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

APPLICATION TYPE

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

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

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

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



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

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

Name of Institution/Organization
Board of Trustees of the University of Illinois and Indiana University – East
Asian and Pacific Studies

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	107,770	115,663	121,899	120,255		465,587
2. Fringe Benefits	24,810	25,733	27,491	28,947		106,981
3. Travel	9,000	9,000	9,000	12,000		39,000
4. Equipment						
5. Supplies	4,000	4,600	4,300	2,300		15,200
6. Contractual						
7. Construction						
8. Other	83,486	85,059	85,309	81,706		335,560
9. Total Direct Costs (lines 1-8)	229,066	240,055	247,999	245,208		962,328
10. Indirect Costs*	18,325	19,204	19,840	19,617		76,986
11. Training Stipends	321,000	321,000	321,000	321,000		1,284,000
12. Total Costs (lines 9-11)	568,391	580,259	588,839	585,825		2,323,314

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/ 2011 To: 06/30/2015 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Office of Naval Research The Indirect Cost Rate is 25.4%.
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %



INDIANA UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR RESEARCH
Office of Research Administration

PROPOSAL
To the
University of Illinois
Center for East Asian and Pacific Studies
#228 International Studies Building
910 S. Fifth Street
Campaign, IL 61820

Title: National Resource Center

Period of Performance: 08/15/14 – 08/14/18

Date Submitted: June 19, 2014

Project Director Name
and Mailing Address: Heidi Ross
Director
East Asian Studies Center
Indiana University
Memorial Hall 207
1021 E. Third Street
Bloomington, IN 47405-7005

Amount Requested: \$520,000.00

Applicant Institution:
(Address for all
Correspondence) Indiana University
509 E. 3rd St.
Bloomington, IN 47401-3654
(812) 855-0516 phone
(812) 855-9943 fax
rugs@indiana.edu

Payment Address: Indiana University
Office of Research Administration
Dept 78867
P.O. Box 78000
Detroit, MI 48278-0867

Individual Authorized
To Sign for the
Institution:

Steven A. Martin
Associate Vice President for Research Administration



INDIANA UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR RESEARCH

Office of Research Administration

PROPOSAL

To the
University of Illinois
Center for East Asian and Pacific Studies
#228 International Studies Building
910 S. Fifth Street
Campaign, IL 61820

Title: Foreign Language and Area Studies

Period of Performance: 08/15/14 – 08/14/18

Date Submitted: June 19, 2014

Project Director Name
and Mailing Address: Heidi Ross
Director
East Asian Studies Center
Indiana University
Memorial Hall 207
1021 E. Third Street
Bloomington, IN 47405-7005

Amount Requested: \$648,000.00

Applicant Institution: Indiana University
(Address for all
Correspondence) 509 E. 3rd St.
Bloomington, IN 47401-3654
(812) 855-0516 phone
(812) 855-9943 fax
rugs@indiana.edu

Payment Address: Indiana University
Office of Research Administration
Dept 78867
P.O. Box 78000
Detroit, MI 48278-0867

Individual Authorized
To Sign for the
Institution:


Steven A. Martin
Associate Vice President for Research Administration



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Walter K. Knorr
(Signature)

6/27/14
(Date)

Walter K. Knorr, Comptroller
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: ED-GRANTS-053014-001/002

**Supplemental Information to Meet Statutory Requirements
University of Illinois Center for East Asian and Pacific Studies**

Statement on Diverse Perspectives and Wide Range of Views in Funded Activities

The University of Illinois fosters a dynamic academic environment, integrating expertise from many disciplines to produce innovative engagement with other cultures. Grants through the Center for Advanced Study and the Illinois Program for Research in the Humanities and cross-disciplinary initiatives like the Graduate College Intersect and Focal Point programs and Undergraduate Research Support all promote interdisciplinary inquiry and collaborative problem-solving by supporting innovative research, teaching, and faculty development. These programs by design bring together disparate disciplines and encourage faculty and students to discuss and debate issues and problems in areas of critical national and human needs from a broad range of political, intellectual, and cultural perspectives.

The Center for East Asian and Pacific Studies creates a campus and community network comprised of scholars and students of diverse backgrounds, methodologies, and political points of view in order to examine East Asia and its role in a changing global society. Lectures, symposia, student events, classes, and film screenings provide forums for exchange and debate about East Asian issues, and collaborations with colleagues in all colleges and other NRC and area studies centers provide opportunities for faculty and students to further contextualize East Asia in the globalizing world.

The increased mobility of East Asian populations over the past decade has dramatically affected the demographic diversity of campuses and the nation, underlining the importance of expert, interdisciplinary understandings of East Asian cultures. The IL/IN consortium theme, “Cultures of Global Learning and Citizenship in the Pacific Century: East Asian Studies for Campuses of the Future,” leverages the growing East Asian presence on our two campuses to encourage dialogue across disciplines. Our courses, lectures, symposia, and national dissertation workshops address East Asia’s vital role in reshaping what global learning means on campus and abroad, and the how we define and assess global citizenship as it becomes a goal in higher education.

Our proposed programs bring together scholars and practitioners from various fields and professional schools to advance critical knowledge, encourage multi-perspective discussion of global issues, and create opportunities for global learning and engagement. Efforts including co-curricular development, the IL/IN speaker series, and Digital Asia help build a corridor in the two states housing our consortium, joining our Universities to smaller colleges and K-12 educators. Consular and industry lecture series leverage local and international connections to help prepare students for careers in service and industry. Student programs encourage experiential and reflective learning, and our symposia on Study Abroad and Assessing Global Learning provide forums bringing together students and educators from around the country to evaluate how we prepare our students as global citizens. Both academic and public service programs enable our faculty to achieve new interdisciplinary knowledge of East Asia and give our students fuller opportunities to engage East Asian cultures at home and abroad.

Statement on Government Service in Areas of National Need and in Other Employment Sectors

The University of Illinois' Center for East Asian and Pacific Studies has a long history of commitment to interdisciplinary study of East Asia. Our mission is to support University faculty in important scholarship and research that contributes to a better understanding of East Asia and to help the prepare students in all fields to meet the Pacific Century as global learners and citizens. We also serve as a resource for pre-service and in-service teachers, teacher-educators, and the public at national, regional, and local levels.

We continue to provide the best possible training in **Chinese, Japanese, and Korean** for students as they become the next generation of leaders in the professions, government, academics, and business. To enhance our four-year sequences of East Asian languages (including advanced Chinese for business students and heritage track sequences in Chinese and Korean), we will collaborate with other NRCs on campus to **standardize and build capacity in our language-learning assessment programs** in an effort to ensure the professional preparation for our students to work in multilingual international settings. With the Center for Translation Studies, we will also pilot a **bilingual course in English and Chinese** to strengthen their certificate program and prepare students for a variety of professions requiring multilingual skills. Sustained efforts to promote FLAS awards to professional school students have garnered increased applications from those schools; we envision our **Certificate Program with the Colleges of Business, Engineering, and Law** as another tool for strengthening our ties to these programs and promoting East Asian specialization for future professionals. Our **Consulate Speaker Series** and **Career Workshops Led by Industry/Business Leaders** enhance the Certificate Program by bringing leaders from East Asian consulates and industry leaders with global interests to campus to address and advise Certificate students.

We collaborate annually with other NRCs on International Career Workshops to advise students of East Asia-related career opportunities in NGOs, government service, and business and will be supporting a newly-developed **International Service-Learning Program** through the Study Abroad Office, encouraging service learning abroad experiences and targeting under-represented minority students in all fields. Also in collaboration with the Study Abroad Office, we are providing country-specific pre-departure orientations by expert faculty and staff, and will further augment our contributions through the **Documenting Study Abroad** program, which engages students from all backgrounds in recording and reflecting on the role of East Asian experiences in their development. This cycle includes significant increase in projects reaching out to pre- and in-service educators and teacher-trainers. Through our **Asian Educational Media Service**, we offer **Digital Asia** and the proposed **Documenting Ecological Champaign-Urbana** to provide tools and training in global competencies to pre- and in-service K-12 teachers in collaboration with College of Education faculty developers. We also host the community-focused **Asi-aLENS** local film series and the Film Expo at the Association for Asian Studies Annual Meeting, both of which present and contextualize recent documentaries on contemporary East Asian issues through pre- and post-screening discussions led by faculty and filmmakers.

In sum, our programming supports development of language and global skills for University of Illinois students; collaborative possibilities across campus for faculty and graduate students; training in East Asian studies for pre-service teacher and teacher-educators; and public forums for the dissemination of knowledge about East Asia in our communities, the state, and nationally.

Supplemental Information to Meet Statutory Requirements Indiana University East Asian Studies Center

Statement on Diverse Perspectives and wide range of views in Funded Activities

Indiana University (IU) has a tradition of fostering a climate that encourages lively debate on a diversity of political and philosophical points of view from classroom to town square. Interdisciplinary research, teaching, and faculty development grants and initiatives, such as the Inst. for Advanced Study New Knowledge Seminars, the Office of Vice Provost for Research New Frontiers in the Arts and Humanities Program, and the College of Arts and Science “themesters,” provide an array of opportunities for students, faculty, and the wider community to discuss challenging internatl issues, stretch intellectual boundaries, reconsider old truths, and advocate new solutions to pressing global problems.

East Asian Studies Center (EASC) faculty bring wide diversity of background, training, point of view, expertise, and disciplinary knowledge to the study of East Asia (EA), and the interdisciplinary nature of the undergraduate and graduate curricula ensures that students are exposed to this breath of perspective and experience. EASC faculty, in collaboration with their colleagues in other area studies centers such as Russian and East European Studies and Central Eurasian Studies, aim to provide a balanced picture of EA challenges that need to be understood on their own terms (such as the historical, economic, political, and legal factors that define tensions between the two Koreas and across Greater China), as well as to explore how transnational and global challenges link the EA region to Asia, the Pacific Rim, U.S., and beyond. Our IL/IN consortium theme, “technology, culture, and social change,” is designed to bring together diverse intellectual perspectives of students and faculty from across the humanities, social sciences, and sciences. Through EASC joint-NRC initiatives, such as the Lessons from Post-communism Roundtable; collaboration with K-12 educators, regional business leaders, and the schools of Business, Education, and Health, Physical Education, and Recreation; natl dissertation workshops; and Frontiers in Research and Teaching Symposia, these diverse perspectives will create environments for thoughtful analysis of how EA-related issues and trends affect natl and global stability, sustainability, and governance, in turn shaping U.S. policy.

Outside experts add additional breadth, and at times even antithetical perspectives to these explorations, diversifying on-campus resources and facilitating students’ access to practitioners and scholars who bring a new dimension to existing academic perspectives. In keeping with our goal to sustain richly varied, open, and engaging educational opportunities, EASC mentors students by providing them through career workshops diverse information about internships and job opportunities, including EA positions in govt, from the State Dept. and the CIA to various affiliated research centers, such as the Natl Democratic Inst. We host representatives of these and other govt insts on a regular basis and facilitate students’ direct access to them. EASC faculty enable students to make informed choices about different ways of serving in the public sector while pursuing professional career goals. We do not privilege one kind of service over another. Our goal is to offer students different options and to enable them to make informed choices aligned to personal goals. The placement record of our recent graduates offers the best evidence of our commitment to diverse ways to serve natl needs.

Statement on Areas of National Need

The core mission of EASC is 1) supporting the training of scholars and professionals in EA studies and 2) linking EA studies specialists to the needs of business, education, and govt. Outlined below are selected resources and activities that demonstrate our commitment to producing experts in EA languages and societies who go on to contribute to U.S. govt, academic, business, and non-profit institutions and to providing outreach services at natl, regional, and local levels.

EASC aims to **enhance undergraduate and graduate training** in EA studies through support for Chinese (C), Cantonese, Taiwanese, Japanese (J), and Korean (K); the seeding of an EA position in the School of Public and Environmental Affairs (SPEA); and the integration of language and culture training in Schools of Business and Education courses. Our graduate seminar on research methods in Korean studies and our natl dissertation workshops will provide training for the next generation of EA scholars.

In addition, we will take part in the “Internationalization Laboratory,” which will **develop and disseminate models for curriculum internationalization at community colleges and universities**, beginning with Ivy Tech Bloomington and IU Bloomington.

To **encourage students to pursue careers in govt, business, and the nonprofit sectors**, EASC strives to improve its already strong record of placing students in employment in areas of natl need. The SPEA position will ensure future growth of EA studies among students capable of contributing to natl policy. To better inform students of career opportunities in areas of natl need, EASC’s Intl and Area Studies Career Development Program will bring to campus professional mentors who make use of their EA language and area studies skills to discuss hiring opportunities and job search strategies in govt, NGOs, and non-profits.

To **further the nation’s ability to train students in C, J, and K**, the development of proficiency assessment tools is a pressing need. EASC continues to support the refinement of on-line proficiency/placement tests in J and K, which will significantly advance the state of the field in LCTL language assessment.

To **expand the number of Americans mastering EA languages and to increase the number of highly qualified EA language teachers**, EASC will build on already vigorous pre- and in-service teacher outreach programs and engage new audiences of K-12 students. We will provide instructional materials and professional development to, among others, a local high school’s C program and regional K-16 J teachers. We will reach out to new audiences of K-12 students through programs such as Bridges, which will provide C instruction in community settings.

EASC leverages faculty expertise by collaborating with the Research Center for Chinese Politics and Business (RCCPB) and CIBER to **promote the nation’s capacity for understanding EA economic enterprises and conditions**. With RCCPB we will cosponsor a series of U.S.-China Midwest Town Halls directed at the business community, govt, and other stakeholders in Indiana and neighboring states, and with CIBER, an Intl Business Workshop Series for business and economic development leaders in Indianapolis. To **increase public understanding of the countries in EA**, EASC will underwrite a Lifelong Learning course and a new EA Film Series. We will continue to use a broad range of media to inform the public of our offerings and to disseminate resources.

SECTION 427 GEPA: Ensuring Equitable Access to and Participation in Programs

The University of Illinois (IL) and Indiana University (IN) are committed to equal opportunity and access. Both IL and IN require that decisions involving students and employees be based on merit and be free from discrimination in all its forms, and that the Universities (Us) provide equal access to all constituencies. IL's Center for East Asian and Pacific Studies (CEAPS) and IN's East Asian Studies Center (EASC) actively promote U policies to ensure that practices ranging from employee hiring to event and activity advertising and accessibility strictly follow these requirements.

IL and IN have developed comprehensive sets of nondiscrimination standards and systems of control to monitor compliance and make active efforts to recruit faculty, staff, and students from underrepresented groups. The percentage of underrepresented groups among tenure track faculty at UI has been increasing steadily in the past cycle. In 2013 IL hosted the inaugural Faculty Women of Color in the Academy National Conference with nearly 300 attendees representing 75 institutions and 30 states; the staffs of both CEAPS and EASC reflect this commitment to diversity in hiring.

Special efforts are made at both IL and IN to encourage participation among the universities' ethnic minority students. At IL, courses and study abroad programs are promoted through the Office of Inclusion and Intercultural Relations (OIIR), the Office of Minority Student Affairs (OMSA), and college diversity officers. Illinois has a number of award and scholarship programs dedicated to underrepresented students, including The President's Award Program and the Illinois Promise program, which provides financial aid to high-achieving low-income students. IPS maintains the I4I study abroad scholarship fund, part of which are specifically targeted to low income and minority students. International Programs and Studies (IPS) has recently

launched both the *Enabled Abroad* program to facilitate the participation of students with disabilities in study abroad, and a dedicated program for service learning abroad, with particular emphasis on reaching underrepresented students.

Outreach programs are similarly inclusive. Persons with disabilities have full access to programs offered on campus, as virtually all of the university's facilities, including buildings, streets, and public transportation, are accessible to the disabled on a campus that has traditionally been a world leader in accessibility: IL developed the country's the first wheelchair-accessible bus system, and has continued to produce many innovative forms of assistive technology and personal attendant services provided by the Division of Disability Resources and Education Services (DRES). IL is a recipient of the 2013 Higher Education Excellence in Diversity (HEED) Award, earning the highest ranking of the year among 55 schools recognized.

A culturally rich and ethnically diverse campus, IN strives to achieve full diversity and to maintain a friendly, collegial, and humane environment with a strong commitment to academic freedom. The Office of the VP for Diversity, Equity, and Multicultural Affairs (DEMA) is the umbrella unit that oversees a vast range of institution-wide programs, services, and activities for underrepresented students, faculty, and staff. The Office of the Associate Vice President for Academic Support and Retention enhances student success and creates a climate that promotes cultural, ethnic, and gender diversity. The Hudson & Holland Scholars Program (HHSP), which recruits and supports students from underrepresented populations, recognizes academically outstanding Indiana resident and non-resident students. The Office of Disability Services for Students (DSS) specializes in assisting students with physical, learning, and temporary disabilities achieve their academic goals. The Faculty and Staff for Student Excellence Mentoring Program (FASE) provides faculty, staff, and peer mentors, and a variety of cultural

and social activities for students from underrepresented minorities. The Groups Scholars Program supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students by helping them adjust to university life.

CEAPS and EASC also strive to create a more diverse pool of participants and equal access in all of our activities and events. CEAPS events are all free to the public, offered on our wheelchair-accessible campus and advertised bi- or multi-lingually when appropriate, and are advertised through organizations targeting underrepresented minorities. IL's DRES provide feedback on CEAPS' website. EASC also is wheelchair-accessible and focuses significant effort on minority and disadvantaged students. At EASC, outreach programs foster interest in EA among non-traditional participants through programming such as concerts, lectures and film screenings at retirement homes and community colleges, and distance courses in rural areas. NCTA Teaching about Asia seminars are regularly held in Chicago IL, Minneapolis MN, Cleveland OH, Birmingham, AL, and other areas in the Midwest and South with high populations of minority students.

ABSTRACT: University of Illinois | Indiana University Consortium for East Asian Studies

The East Asia (EA) National Resource Center Consortium of the University of Illinois (IL) Center for East Asian and Pacific Studies and Indiana University (IN) East Asian Studies Center combines extraordinary instructional, research and outreach capabilities of two premiere public flagship institutions to promote and strengthen EA language and studies. IL and IN enjoy deep ties and shared infrastructure as members of the Committee on Institutional Cooperation. Designated a National Resource Center in 2006, IL/IN comprises the largest EA faculty concentration and one of the most vigorous EA training programs in the Midwest. Within this framework of close partnership and strong institutional support, IL/IN leverages joint resources to expand its nationally-recognized EA degree programs and library resources; promote innovation in language pedagogy and performance-based education in EA languages; extend a vibrant array of EA support to businesses, government and media; partner with teacher training programs, community colleges and Minority Serving Institutions (MSIs) to extend EA education capacity throughout the region; and develop outcomes-based teaching, learning and program assessment to insure on-going improvement and sustainability of programs.

Building on existing and emerging strengths, Title VI 2014-2018 programming addresses NRC absolute and competitive priorities through joint and synergistic activities guided by our Consortium theme, **“Cultures of Global Citizenship and Learning in the Pacific Century: East Asian Studies for Campuses of the Future.”** This theme encompasses interdisciplinary examination of the vital world region of EA from a global perspective and captures the dynamism of IL/IN’s globally diverse campuses and growing EA institutional partnerships and international engagement. Proposed activities will integrate the cultural and linguistic strengths of our domestic and EA faculty and students into innovative EA teaching and learning experiences; create an “IL/IN Corridor” for EA studies serving community colleges and MSIs in the two states; develop more sustainable and internationalized teacher education programs; partner with the joint UCLA/USC consortium for national dissertation workshops on EA Studies in global historical perspectives; and bolster K-20 EA language education and assessment programs, strengthening our regional pipeline for cultivation of CJK language specialists.

Our joint programming buttresses our regional and national presence. The IL/IN Corridor offers opportunities for collaborative curriculum development between IL/IN faculty and counterparts at regional MSIs and community colleges; lecture series that encourage campus-to-campus faculty exchanges; and travel support for Corridor faculty to utilize library and other resources on IL and IN campuses. National symposia on issues of Global Learning and Assessment will create forums for discussing issues of vital national concern. Campus-specific projects leverage strong EA student presence to supplement study abroad programs and pilot a bilingual translation course (IL) and international peer mentoring (IN). More robust assessment procedures to enhance EA language education, collaboration with IL/IN education colleges to enrich teacher education and K-12 curricula, and systematic planning with our State Departments of Education round out core programming. The IL/IN partnership is a unique consortium with strengths in interdisciplinary research and teaching, strong, long-standing outreach capacity, and a deep commitment to international education and public service.

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Abbreviations

AAS	Association for Asian Studies
ACC	Asian Cultural Center
ACES	College of Agriculture, Consumer, and Environmental Sciences (IL)
ACTFL	American Conference on the Teaching of Foreign Languages
AD	Associate Director
AEMS	Asian Educational Media Service (IL)
AI/TA	Associate Instructorships/Teaching Assistantships
ALLP	Asian Language Learning Program
AP	Absolute Priority
ANU	Australian National University
anthro	anthropology
ARL	Association of Research Libraries
AY	academic year
bus	business
C	China, Chinese
CARLI	Consortium of Academic and Research Libraries in Illinois
CC	community college
CoEd	College of Education (IL)
C of Eng	College of Engineering (IL)
C of Law	College of Law (IL)
CEAPS	Center for East Asian and Pacific Studies (IL)
CEEP	Center for Evaluation and Education Policy (IN)
CH	Credit Hours
CI	Confucious Institute
CIBER	Center for International Business Education and Research (IN)
CIC	Committee on Institutional Cooperation
CIEE	Council for International Educational Exchange
CITL	Center for Innovation in Teachng & Learning (IL)
CJK	Chinese, Japanese, Korean
CLE	Center for Language Excellence (IN)
COAS	College of Arts and Sciences (IN)
CPP	competitive preference priorities
CSGC	Center for the Study of Global Change (IN)
CTS	Center for Translation Studies (IL)
CW	campus wide
dept	department
DEMA	Office of Vice President for Diversity, Equity, and Multicultural Affairs (IN)
DGAI	Director of Global Arts Initiatives (IL)
DHI	Digital Humanities Implementation grant
DOE	Department of Education
EA	East Asia, East Asian
EALC-IL	Department of East Asian Languages and Cultures, Illinois
EALC-IN	Department of East Asian Languages and Cultures, Indiana
EASC	East Asian Studies Center (IN)
ed	education; educational
eng	engineering
F	faculty
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
FT	full-time
FY	financial year
G	graduate
GA	graduate assistant
govt	government
GPRA	Government Performance and Results Act
GSLIS	Graduate School of Library and Information Science (IL)

HBCU	historically black colleges and universities
hist	history
IASL	International Area Studies Library
ICAS	International Center on Administrative Services (IL)
IES	Institute for the International Education of Students (IL)
IL	University of Illinois at Urbana-Champaign
IL/IN	Illinois-Indiana East Asia Consortium
ILR	Interagency Language Roundtable
IN	Indiana University Bloomington (also IU, IUB)
intl	international
IPRH	Illinois Program for Research in the Humanities
IPS	International Programs and Studies
ISB	International Studies Building
ISIP	Indiana State Internationalization Plan
I-STEM	Science, Technology, Education and Mathematics Education Initiative (IL)
IUC	Inter University Center for Japanese Language Study
J	Japan, Japanese
JET	Japan Exchange and Teaching
JOI	Japan Outreach Initiative
K	Korea, Korean
K-6	Kindergarten-6th grade
K-12	Kindergarten-12th grade
K-16	Kindergarten through undergraduate education
KFCP	Korean Family in Comparative Perspective
LAS	College of Liberal Arts and Sciences (IL)
LCTL	less commonly taught languages
LI	Laurasian Institute
Ling	Linguistics
lit	literature
LRC	language resource center
LTRE	List of Teachers Ranked as Excellent
MS	Medieval Studies
MSI	minority serving institution
natl	national
NCTA	National Consortium for Teaching about Asia
NCUSCR	National Committee on United-States China Relations
NEH	National Endowment for the Humanities
NGO	non-governmental organization
NSF	National Science Foundation
NRC	National Resource Center
OC	Outreach Coordinator
OPI	Oral Proficiency Interview
org	organization
OVPIA	Office of Vice President of International Affairs (IN)
P-16	pre-K through undergraduate education
PAI	Pan Asia Institute (IN)
Poli Sci	Political Science
pre-K-12	pre-K through 12th grade
pre-K-16	pre-K through undergraduate education
PS	professional school
PRC	People's Republic of China
PT	part-time
RA	Research Assistantship
RCCPB	Research Center on Chinese Politics and Business
REEEC	Russian, East European and Eurasian Center
SA	Study Abroad
SAO	Study Abroad Office

I. Commitment to Subject Area

1-a-1 Center Operations – The University of Illinois' (IL) Center for East Asian and Pacific Studies (CEAPS) enjoys strong University (U) support, with full salaries for the Director and Office Manager provided by the College of Liberal Arts and Sciences (LAS). LAS also pays for two Graduate Assistants (GAs), one for clerical support and one for the Asian Educational Media Service (AEMS), described below. LAS will increase current support levels for Associate Director's (AD) salary (50%), to 88% for annual year (AY) 2014-2015. LAS has further committed to funding 50% of the salary for an Outreach Coordinator (OC) from AY 2014-15, which will expand our reach in local school districts, community colleges (CCs), smaller Us in the state (including Illinois State University), and local businesses. For AYs 2012-13 and 2013-14, CEAPS has benefited from the presence of a Japan Outreach Initiative (JOI) coordinator provided by the Laurasian Institution (LI), who has laid the groundwork for the new OC's efforts. International Programs and Studies (IPS) at the U provides logistical support to all affiliate units through International Center Administrative Services (ICAS), and CEAPS collaborates closely with other National Resource Centers (NRCs) and a newly-founded Confucius Institute (CI).

CEAPS houses both AEMS and the Visiting Asian Scholars Program (VASP), an outgrowth of the former Freeman Fellows program. VASP hosts faculty (F) from Asian Us for 6- or 12-month stays on our campus for research purposes. VASP revenue supports a half-time coordinator to run that program. CEAPS further contributes to the curatorial fund for the campus Director of Global Arts Initiatives (DGAI), who runs the AEMS annual documentary film expo at the annual meeting of the Association for Asian Studies (AAS) and the AsiaLENS film series on campus. LAS provides one GA-ship to help with operation of AEMS.

CEAPS occupies 6 offices in the campus International Studies Building (ISB); VASP, the house next door; and AEMS, 3 offices and a library space in a third campus building. 5 IPS conference rooms are shared with other NRCs, including one equipped for videoconferencing.

Indiana University’s (IN) East Asian Studies Center (EASC) likewise enjoys strong U support, with 100% of salaries for the EASC Director and Accounts Coordinator provided by the

Table 1: Quantification of University Commitment, 12-13	IL	IN
Faculty salaries & benefits (prorated to % EA focus)	\$2,982,464	\$4,502,852
Faculty research & travel	\$43,600	\$290,094
Graduate student TAships & GAships	\$1,302,942	\$413,870
Graduate student fellowships & awards	\$22,627	\$22,132
Undergraduate student support	\$24,310	\$21,200
Center staff, operating, program support	\$172,625	\$218,422
Departmental staff, operating support	\$396,724	\$200,494
Library	\$599,128	\$546,452
Other campus units	\$495,662	\$260,403
Total	\$6,040,084	\$6,475,919

College of Arts and Sciences (COAS) and School of Education (CoEd). COAS further provides 65% salary for the AD, 5% salary for the EASC

OC (whose remaining 95% salary is supported largely [86%] by EASC’s National Consortium for Teaching about Asia [NCTA] grant), and 1 Title VI dedicated GA. IN’s new School of Global and International Studies (SGIS) provides logistical support to all NRCs, and EASC collaborates closely with 4 other U-supported East Asian (EA) studies units: the Research Center on Chinese Politics and Business (RCCPB), the Chinese Flagship program, the Indianapolis CI, and the Australian National University-IU Pan Asia Institute (PAI).

EASC currently occupies 7 offices and one video-conference room. In August 2015 EASC and all other area studies centers will move into suites in SGIS’s new Global and International Studies Building. Common location will facilitate EASC’s joint-NRC collaboration and enhance effective engagement of our 2-3 annual visiting scholars in IN’s EA F community.

1-a-2 Teaching staff - The past 4 years have seen steady rebuilding of F losses at IL and increased hiring in core EA positions at IN, bringing the total number of IL/IN Consortium (IL/IN) EA F to 127 (66 IL, 62 IN). Of IL's 66 F 34 are core and 32 are affiliate, including new hires in Japanese (J) History (Hist) and Chinese (C) Anthropology (Anthro), which are EA dedicated salaries total \$2,982,464. Of IN's 62, 51 are core and 11 are affiliate. In response to U priorities to strengthen education and research in EA comparative and transnational studies, 10 of 11 new F hired since 2010, including 4 professional school (PS) F (in Business and Journalism), conduct research in and teach about two or more EA countries. An additional full time (FT) Korean (K) language instructor will begin in Fall 2015, and searches for one FT C language instructor and one endowed K studies F chair are scheduled for Fall 2014. Prorated to the percentage of work dedicated to EA studies, IN core F salaries total \$4,502,852. Additionally, IL/IN relies on a pool of F and admin facilitators to assist and enhance programs.

1-a-3 Library - The Consortium's combined institutional support for EA/area studies libraries is \$1,145,580. See **5-b**, p. 22 for more details.

1-a-4 Institutional Linkages – IL/IN benefits from numerous exchange relationships with EA institutions and site placements for students, and top administrators at both institutions regularly visit EA countries to strengthen institutional partnerships. At IL, support for Study Abroad (SA) amounted to \$495,662 in 2012-13; IL ranked #17 in the US in numbers abroad in 2010-11, and all colleges offer scholarships for students studying abroad. China is the #4 country visited by IL SA students. IL has exchange agreements with 32 institutions in EA, including Beijing (C), Ewha and Yonsei (K), and Konan and Waseda (J) (see **Table 2**, below). IL units also have discipline-specific exchanges: Engineering (Eng), with Tsinghua U (C) and Kyushu U (J); Business (Bus) with Korea U, and Hong Kong U of Science and Technology; Social Work

with National Taiwan U; Law at Ehwa (K) and Waseda (J). IL coordinates the Year in Japan (YIJ) program at Konan U.

Table 2 : Selected East Asia Study Abroad Relationships		
Country	Institution	Length
IL		
China	Chinese University of Hong Kong	L
	Hong Kong Polytechnic University	L
	Peking University	L
	Tsinghua University	L
	Zhejiang University	S
Japan	Konan University	S/L
	Keio University	L
	Waseda University	L
Korea	Ewha Woman's University	L
	Pohang University of Science & Technology	S/L
	Yonsei University	L
Taiwan	National Taiwan University (NTU)	S/L
IN		
China	Peking University, CW (COAS & 4 PSs)	L/M
	Sun Yat-Sen University, (COAS & 5PSs)	L/M
	University of Hong Kong, P	L/M
	Beijing Foreign Studies University, CW	M
	Zhejiang University, F	S
Japan	Waseda University, F (OVPIA)	S
	Osaka University, PS	L
	Doshisha University, CW	L
Korea	Seoul National University, 3 PSs	L
	Ewha Women's University, 3 PSs	L/M
	Yonsei, F (PS, OVPIA)	L/S
Taiwan	National Taiwan University (NTU), PS	M
L = Long term (AY), M = Medium term (1 semester), S = Short term = (less than 1 semester) CW = Campus wide, PS = Professional School, F = Faculty		

IN is expanding international partnerships and research, teaching and learning opportunities throughout EA, a critical step in fulfilling IN's mission to be one of the world's most internationally focused universities. In AY 2011-12, 2,886 IN students studied abroad and ranked #5 nationally in sending students abroad. In 2012-2013 IN achieved a SA participation rate of 24 %, with C as the 4th most popular destination. IN has partnership agreements with 67 EA Us and institutions, including Peking (C), Waseda (J), and Seoul National (K) Universities (see Table

2). In total, IN's PSs have agreements with 10 EA institutions. The PAI fully funds the participation of 4-5 IN U and G students in Australian National University's (ANU) Asia Pacific Week global conference for young leaders in EA studies.

1-a-5 Outreach – IL/IN enjoys strong, synergistic institutional and foundation support for education (ed), public and bus outreach. IL currently hosts an LI-funded JOI coordinator. A

permanent OC position will be supported at 50% by LAS starting in Y1 of the grant cycle. LAS also supplies a 33% GA at AEMS, and the DGAI dedicates 15% of his time to efforts associated with AEMS, including the Film Expo at the annual AAS meeting.

In addition to outreach overseen by IN's FT OC, 20 EASC student volunteers and 4 C, J and K volunteer "cultural ambassadors" provide presentations on EA culture and language to kindergarten-12th grade (K-12) schools and community centers as well as public-access webinars of national reach. For K-12 J teachers, IN hosts the J Olympiad of Indiana and J pedagogy workshop. IN continues to support expert speakers and organize professional development workshops for organizations throughout Indiana, including the Indiana Children's Museum, the Indianapolis CI, and the Indianapolis International Center.

1-a-6 Students - IL supports the majority of EA Graduate (G) students with out-of-state tuition and fee waivers plus Teaching Assistantships (TA), Research Assistantships (RA) and U-sponsored competitive scholarships. IL provided tuition waivers for 72% of G students focusing on EA in 2012-13. Undergraduate (UG) students received scholarships and study abroad assistance totaling \$24,310 in 2012-13.

At IN, 66% of EA G students enrolled in courses were supported with out-of-state tuition, fee remissions, Graduate Assistantships (GA), Associate Instructorships and Teaching Assistantships (AI/TA) and U-sponsored competitive fellowships and scholarships. UG students received dedicated EA scholarships totaling \$21,200 in 2012-13.

1-b Financial commitment to G students – Both IL and IN provide tuition and fee waivers for students receiving FLAS awards, with the cost of ed used to support more FLAS awards. Both IL and IN participate in the Inter University Center for Japanese Language Study (IUC), which tops off FLAS awards for students from member institutions.

To address the FLAS financial need priority, FLAS applicants will be encouraged to confirm their desire to be considered for prioritization based on financial need and instructed to submit a Free Application for Federal Student Aid form (FAFSA) or transfer their FAFSA score to IL/IN. CEAPS and EASC will adjust the ranking of candidates prior to finalizing award lists based on declared financial need.

II. Quality of Curriculum Design

2-a-1 UG Instruction – IL/IN’s EA studies programs share a commitment to rigorous introductory courses, advanced language proficiency, and interdisciplinary orientation to promote language readiness and global competence in the service of national needs. At IL, the Department (Dept) of EA Languages and Cultures (EALC-IL) offers BA majors and minors with specialization in C, J or K; teaching certificates in C and J; and MA and PhD degrees. EA-

		2010-11	2011-12	2012-13
UG Degrees – Majors	IL	16	31	35
	IN	43	43	53
UG Degrees - Minors	IL	20	16	21
	IN	26	44	35
G Degrees	IL	9	5	8
	IN	9	12	15
Certificates (IL only)	IL	11	37	10

content courses are offered by 21 depts in 8 colleges and 5 schools, with substantial depth (4 or more 100% EA courses) in Anthro, Fine Arts, Hist, Literature (Lit), Political Science (Poli Sci) and Religious Studies (see **Table 7**,

p. 13). In each academic year (AY) from 2009-10 through 2012-13, at least 30 UG earned degrees in EA studies or with specified EA focus in Anthro, Hist, LAS Global Studies, or a Center for International Business Education and Research (CIBER) certificate in Global Business Cultures; 349 others took 15 or more credits in EA courses. Over 30% of courses satisfying the UG non-Western General Ed requirement are EA courses.

IN EALC (EALC-IN) offers an Accelerated C track within the EALC major for C Flagship students. The C Flagship provides UGs the opportunity to attain professional-level language proficiency through classroom learning, summer- and year-long capstone study programs at IN's domestic Flagship C Institute or at one of 4 universities in C and Taiwan (T). In 2013-14, 49 students enrolled, an increase of 250% over the first cohort in 2008-09. Courses with EA-related content are offered in 26 depts within 6 colleges and 1 school; Anthro, Folklore, Communication and Cultures, Poli Sci, and the interdisciplinary Honors program offer 4 or more courses with 100% EA-content. Hist and Religious Studies offer 13 and 8 such courses (see **Table 7**, p. 13). 20% of courses that satisfy the COAS 6-credit culture requirement and 6-credit world languages and cultures general ed requirement are EA-focused.

2-a-2 Appropriateness and quality of UG programs – EALC-IL UG majors must complete 3rd-year level of an EA language; EALC-IL also offers heritage-learner and 4th-year specialized language courses or sections in C and K. EALC-IL majors must take 24 credits in disciplinary courses and complete a senior capstone course. EALC IL minors take 20 credits, including 2 years of language. Teaching certification in C and J is available, requiring 29 credit hours of CoEd courses plus 60 credit hours in C or J language and culture. 3 students took certificates in teaching C from 2010-13. Recent **IL** EA alumni have gained admission to top G programs (Stanford U, U of Wisconsin). Many use their expertise in government (govt) service (Japan's JET [Japan Exchange and Teaching] program, consulates of EA countries), media (Google), non-governmental organizations (NGOs), and international (intl) bus (Deloitte, Rakuten, Takeda USA, Disney).

EALC-IN UG majors in C, J and K must complete a minimum of 3 years of language and 15 culture credits above the 100 level. EA Studies majors complete a minimum of 2 years of

language and 18 culture credits above the 100 level. The honors program further requires primary research and a thesis. Recent IN EA UG graduates have gained admission to top G programs (U of Southern California, National Taiwan U, and IU's School of Public and Environmental Affairs [SPEA]). Many use their language and regional expertise in govt service (State Department, NSA [National Security Agency], JET), publishing (Princeton Review), and multinational corporations (LG Electronics, Bank of America).

2-a-3 G instruction – At IL there are currently 62 EA-focused G students in more than 31 depts in 14 colleges, with concentrations in Anthro, EALC, Linguistics (Ling), Hist, and CoEd. EALC-IL currently has 36 G students in its MA (12) and PhD (24) programs. Both levels allow specialization in 1 of 7 disciplines and demand high-level competency in 1 (MA) or 2 (PhD) EA languages (see **Table 4**, below). Students may take G minors in Medieval Studies

Table 4 : EALC-IL - Graduate Programs	
Degree Requirements	
MA, EALC; Req: 4th year level in specialization language, research seminar, 8 credit hours in a second field, culture and period, research paper using original sources, and a comprehensive exam. 32 hours of G coursework.	
PhD, EALC (64 credit hours beyond the MA). Req: 4th year major language, 3rd year of secondary language. J majors: 1yr classical J; C majors: 1 yr Classical C. 2 courses in a second discipline and 2 in a second culture. 2 research seminars, written and oral exams in major and 2 minor fields; dissertation using original sources.	
EALC-IN - Graduate Programs	
Degree Requirements	
MA, EA Studies (EAS): 30 CH of G work, at least 20 CH from Culture and Area Courses and at least 3 of these courses must be non-language at or above 500, satisfactory completion of at least 3rd yr C, J or K. M.A., 50-80 pg. thesis or 40-50 pg. essay.	
PhD, C or J: 30 CH beyond MA in C or J work; 1 research method course; 4 seminar courses, including EAS Scholarship; completion of 4th yr C or J with proven proficiency in a second European or EA language; 2 written and 1 oral exam; a dissertation.	

(MS), which offers travel grants and research support; fellowships and interdisciplinary degrees are also available through initiatives including the Cultures of Law in Global Context Intersect Program. Reading groups sponsored by the IL Program for Research in the Humanities (IPRH), the CEAPS K Workshops (including the Korean Family in Comparative Perspective working

group) and the American University Meets the Pacific Century working group all provide opportunities for interdisciplinary colloquy for F and G students and bring EA scholars from elsewhere to IL, strengthening EA scholarly activity on campus. IL has depth in G courses in Anthro, Fine Arts, Hist, and MS. Since 2009, IL has awarded 68 EA-focused dissertations in disciplines including Anthro, EALC, and Hist, as well as Ed Policy, Organization, & Leadership (EPOL), Ed Psychology, and Materials Science.

EALC-IN offers 3 MA programs, a PhD in C and J, and a PhD minor in C, J, and EA Studies (see **Table 4**, p 8). A language pedagogy MA serves those who plan to teach college-level C or J. EALC-IN offers 2 joint degrees with PSs: the MA/MBA with Indiana School of Business (S of Bus) and the MA/MPA with SPEA. IN has significant depth in G courses in Lit, Hist, Poli Sci, and Religious Studies (see **Table 7**, p 13). From 2010-11 to 2012-13, EALC-IN has awarded 36 graduate degrees (28 MAs, 8 PhDs). Currently, 44 EALC students are pursuing MAs and 8 PhDs. Outside EALC-IN, 33 EA G students were “concentrators” in AY 2012-13, having taken 15 or more credits in EA-content courses, primarily clustered in Central Eurasian Studies (10 students), Folklore (5), Comparative/World Lit (3), and Poli Sci (2). 106 non-EALC G degrees were awarded to “concentrators” (30, including 14 Ph.Ds) and to students with significant EA content theses or dissertations (76, including 61 Ph.Ds). 3 of these 106 Gs received dual EALC degrees (2 MA/MPAs, 1 MA/JD). The greatest number of non-EALC Gs were in Ed (27), Ling (12), Central and Eurasian Studies (9), Journalism (8), and Folklore (8) (see **Table 5**, p 10). Since 2009, 88 EA-focused PhDs have been awarded outside of EALC-IN, with the greatest numbers in Ed (28), Ling (11), Folklore, Comparative Lit, and Poli Sci (5 each).

2-a-4 Appropriateness and Excellence – IL/IN G degree programs depend on high-quality F (see 6-a-1); curriculum design, implementation, and assessment; scholarly connections

in EA; and opportunities for interdisciplinary work. As noted in 3-d-2, **IL and IN** monitor program effectiveness via course evaluations, peer observation, and regular programmatic review.

Discipline	IL	IN
College of Agricultural, Consumer and Environmental Sciences	1	0
College of Applied Health Sciences	1	1
College of Business	5	1
College of Education	29	27
College of Engineering	23	0
College of Fine + Applied Arts	2	1
College of Liberal Arts & Sciences	43	61
College of Law	3	1
College of Media	1	9
Graduate School of Library & Information Science	2	1
School of Life Sciences	1	0
School of Music	0	2
School of Public and Environmental Affairs	0	2
School of Social Work	1	0
Total	110	106

IL and IN G alumni have been appointed to a tenure-track positions at Peking U, Shanghai Jiaotong U, Rose Hulman Institute of Technology, Bowling Green U, South Florida U, Max Planck Institute, Beloit College, Western Kentucky U; lecturer positions at Harvard, Johns Hopkins, and Cornell; and post-docs at U of Southern California and U of Chicago. IL and IN graduates have been

funded by prestigious external grants (American Association of University Women, Chiang Ching-Kuo, Fulbright, Japanese Foundation, Social Science Research Council, Critical Language and Boren, National Science Foundation [NSF]).

2-a-5 Appropriateness and quality of FLAS training – see 2-a-2, 2-a-3, and 2-a-4.

2-b-1 Advising – The Consortium provides extensive advising for students at all stages.

IL and IN have joined national (natl) efforts to improve G training by improving financial support, systematizing advising, and providing professional development opportunities. IL and IN career centers provide counseling and on-campus recruiting, and both Study Abroad Offices (SAOs) have staff members who specialize in advising EA-focused students. From summer 2014, IL SAO will hire a specialist in intl internships and service learning experiences. At IN, Arts and Sciences Career Services lecturers offer 5 career courses to all COAS students and have recently

added Q296, Major & Career Exploration with an EA focus. SGIS and College Career Services at IN are partnering to provide targeted advising for EA-focused students, and academic advising for students within SGIS will benefit from 3 cross-trained and dedicated advisors.

PSs at both IL and IN have professional or F advisors for UG students and F advisors for G students. At IL, all G students participate in annual progress reviews in which advisors and F provide extensive recommendations for timely progress to degree completion. CEAPS and EASC join with other NRCs and career centers to bring speakers to campus to introduce UG and G students to job opportunities in govt, bus, and NGOs requiring EA language and area knowledge. At IL and IN, EA F spend on average 5 hours per week supervising and advising UG and G students in office hours, advising sessions, and regular meetings with G advisees.

2-b-2 Research and study abroad – IL supports UG and G students in both long-established, year-long SA experiences and short-term alternatives; all colleges provide scholarships of \$500 to \$1000 to UG students studying abroad. At IN all UG students directly admitted to any program within SGIS receive \$1500 towards SA. In addition to serving as the host institution for the YIJ program (Konan U), IL offers short-term SA through LAS, CoEd, College of Agriculture, Consumer, and Environmental Sciences (ACES), Eng, and others. G students are supported by departmental, College, and Graduate College funding for research trips and also regularly receive prestigious scholarships to support longer-term field research abroad. Both IL and IN are members of the prestigious IUC in J, which allows G students to receive reduced tuition rates. IL has a goal of 50% UG SA participation, and in 2012-13, 494 UG and G students studied abroad in EA (see **Table 6**, p12). IL offers short-term SA in EALC (yearly), Theater (2011-13), C of Eng (yearly), ACES (yearly), and others. The number of IN students participating in SA in EA surpassed 200 for the first time in 2011-12. 67% of these students

received some form of financial assistance. IN's 21st Century Scholars scholarship program targets students with need who wish to study abroad, and IN's provost has designated \$300,000 in SA scholarships for minority students. IN has hired additional SA advisors to focus on experiential programs, including internships, service learning and research.

Table 6 - Destination Country for Study Abroad Students										
	IL						IN			
	2009-2010	2010-2011	2011-2012	2012-2013	Total		2009-2010	2010-2011	2011-2012	Total
China	331	293	282	325	1231		109	112	145	366
Japan	64	69	71	94	298		30	34	37	101
Korea	58	55	41	44	198		45	7	19	71
Taiwan	25	17	13	31	86		1	2	10	13

2-b-3 Access to other institutions' programs – IL and IN are members of the Council for Intl Ed Exchange (CIEE), through which UG and G students enroll in SA programs (5 CIEE programs in 2012-13). In addition to sponsoring YIJ and IUC, IL offers other EA SA options through the SAO, including those sponsored by the Institute for the Intl Ed of Students (IES) and other consortium agreements (7 in 2012-13). IL and IN grant credit for SA programs at other institutions with F approval. In AY 2013-14, both IL and IN opened U offices in C (IL: Shanghai; IN: Beijing) to better facilitate student and F exchange.

III. Quality of Non-Language Instructional Program

3-a-1 Quality and Coverage – IL and IN have extensive non-language instructional programs offering 178 UG courses (69 IL, 109 IN) and 106 G courses (38 IL, 68 IN) in 23 IL and 29 IN depts and PSs. Average total annual enrollment was 10,653 (IL) and 12,520 (IN) during 2010-13 (see **Appendix 2**). Section **6-a-1** details the qualifications of course F.

3-a-2 Professional Schools – IL/IN PSs offer robust EA concentrations in Law (IL: Ku, IN: Dau-Schmidt, Hoffman); Bus (IN: Dollinger, Harbaugh, Li, Wahlen); and Ed (IL: Jacobs,

IN: Choi, Ogawa, Ross, Rubinger). 7 PSs at IL (Journalism, ACES, Bus, Ed, Engineering, Law, and Social Work) and 6 PSs at IN (Bus, Law, Ed, Journalism, SPEA, and Public Health) offer EA-focused courses, travel, and certification opportunities. IL offers specialized C courses in Bus, Graduate School of Library and Information Sciences (GSLIS), Law, and Media. CEAPS helps with EA content enhancements for ACES and C of Eng. EALC-IN offers a joint EA MA/MPA with SPEA and MA/M BA with the Kelley S of Bus.

3-b Depth – See 2-a-1 on robust UG sequences in IL and IN EA disciplines and Table 7 for UG and G course depth. IN is enhanced by IL’s strengths in J Performance Studies, EA MS, and C Cinema and Media; IL by IN’s strengths in EA Social Sciences and Central Eurasian

Table 7: Depth of Course Coverage, 2010-11 to 2013-14 (see Appendix 2 for detailed list, including 2014-15 projections)				
Disciplines	IL		IN	
	UG	G	UG	G
College of Agricultural, Consumer & Environmental Sciences	4	2	0	0
College of Business	5	3	6	4
College of Education	1	1	5	11
College of Engineering	1	0	0	0
College of Fine + Applied Arts	2	2	7	2
College of Liberal Arts & Sciences	43	21	79	39
College of Law	2	2	0	4
College of Media	3	1	10	5
School of Architecture	2	1	0	0
School of Art and Design	1	1	0	0
School of Music	4	4	0	0
School of Public & Environmental Affairs	0	0	2	3
School of Social Work	1	0	0	0
Total	69	38	109	68

Studies. IL/IN share strengths in C Conflict and Law and Borderlands Studies.

3-c Interdisciplinary

courses – With IL F coming from 15 depts and 4 PSs and IN F spanning 17 depts and 6 PSs, UG and G students are exposed to diverse perspectives on EA. Interdisciplinary courses are a critical component of

the general ed curricula at IL and IN, and a sampling is illustrated in Table 8 below. EA studies are the foundation of IL G College interdisciplinary Intersect project “Cultures of Law in Global Contexts,” as well as various UG classes. EALC-IL and EALC-IN require gateway interdisciplinary methods courses for G students. Interdisciplinarity is further fostered at IL via

F-G reading groups (Hist From Below; MS Colloquium Series; K Workshop; Korean Family in Comparative Perspective) and at IN via the K Book Workshop, the C Syntax Reading Group, and the EA Colloquium Series.

Table 8 : Sample of Interdisciplinary Courses			
Course Title	Integrated Disciplines	UG	G
IL Courses			
Anth 425/EPS 425/EPsy 466 - Anthropology of Education	Education, Anthropology, Psychology, Gender Studies, Geography, Folklore, History, Sociology	X	X
EALC/HIST120 East Asian Civilization	East Asia, History, Geography, Folklore, Sociology, Economics, Philosophy, Literature	X	
EALC 550 - Seminar in Contemporary Chinese Visual Culture	East Asia, Media, Film, Music, Folklore, Sociology, Arts, Literature		X
IN Courses			
Cultural Diversity in China	History, Film, Music, Folklore, Anthropology, Cultural Geography	X	
Law & Society in Contemporary China	Sociology, Law, Political Science, Anthropology	X	X
Research Methods in Japanese Studies	Literature, History, Geography, Folklore, Gender Studies		X

3-d-1 Non-language F – IL and IN have nationally-prominent F in K studies and Intl Ed.

Other constellations of F strength (see **Table 9**) include Media, Cinema and Performance

Table 9: Constellations of Faculty Strength
IL/IN
K Studies, IL: Abelman, Ha, Lo; IN: Lee, Robinson
Intl Ed, IL: Abelman, Liao, Lo; IN: Ross, Rubinger, Choi
Media, Cinema and Performance Studies, IL: Oyler, Tierney, Xu; IN: DeBoer, Metzgar, Walker, Weaver, Willnat, Xiao
Borderlands Studies, IL: Shao, Tierney; IN: Atwood, Beckwith, Bovingdon, Lazzerini, Sperling
Linguistics, IL: Ha, Hayashi, Packard, Sadler, Shih; IN: Kitagawa, Kuriyama, Lee, Lin, Liu, Luo, Matsubara, Tsujimura
C Humanities, IL: Cai, Chow, Luo Mayer, Xu; IN: Ing, Stalnaker, Tsai, Xiao

Studies; Borderland Studies; Ling; and C Humanities.

3-d-2 TA training – IL and IN

TA mentoring includes workshops on pedagogy and technology; training in ethics, curricula, teaching and grading

with course directors; and qualitative and quantitative evaluation, including student evaluations and classroom observation and feedback from F. **IL** TAs complete a 3-day orientation conducted by the Center for Innovation in Teaching & Learning (CITL). **IN** TAs receive a week of

intensive training by F language instructors and coordinators. All IL/IN TAs receive significant in-service mentoring and continual review (see 4-c-2).

IV. Quality of Language Instructional Program

4-a-1 Coverage – IL and IN offer 4 years of CJK instruction. EALC-IL offers a total of 37 courses, including C (15), J (10), K (12). 20 are lower-level courses (C: 8; J: 4; K: 8) and 18 upper-level courses (C: 7; J: 8; K: 4), including specialized courses in C and K and sequences in classical C and J. A total of 27 C, 19 J, and 14 K sections of language are taught annually, and advanced seminars are conducted in CJK. IN is a pioneer in the development and implementation of online proficiency testing and is a leading center for the study of Inner Asia,

IL	Undergraduate			Graduate		
	11-12	12-13	13-14	11-12	12-13	13-14
Chinese	402	383	351	49	29	27
Japanese	332	285	291	27	36	44
Korean	129	187	197	19	11	10
Total Enrollment	863	855	839	95	76	81
IN	11-12	12-13	13-14	11-12	12-13	13-14
	Chinese	493	582	485	24	19
Japanese	639	622	583	17	16	19
Korean	127	151	181	10	7	9
Total Enrollment	1,259	1,355	1,249	51	42	67

offering border studies and cross-linguistic training in Uyghur, Tibetan, Mongolian, Kazakh, Kyrgyz, and Tajik (see **Appendix 2**). IN houses the national headquarters of the newly

established C Language Teachers Association. IN’s C Flagship Program provides an accelerated curriculum to develop superior-level C proficiency. 20 UGs have completed accelerated summer 2nd or 3rd year C since 2011. In addition to 25 courses in the 4-year CJK programs, IN F teach UG and G advanced seminars in CJK.

4-a-2 Enrollment – In fall 2012, IL CJK enrollment was 510; enrollment in the traditional 4-year sequence of modern language was 459. In fall 2012, IN CJK enrollment was 762; enrollment in modern CJK language courses (4-year sequence only) was 712 (see **Table 10**, p 15). Currently 33 UGs are enrolled in the C Flagship program; 18 (36%) are PS students.

4-b-1 Three or more levels – IL offers 4 years of CJK instruction (see 4-a-1), including web-assisted instruction, advanced levels targeted at heritage learners, bus-focused C, and classical C and J, the latter offered via videoconference to CIC institutions. Methodology and translation courses are offered through EALC and the Center for Translation Studies (CTS). IN offers 4 years of CJK instruction, one year of classical C and J, rhetoric, and translation courses. The C Flagship program also offers 5th-year level content-based courses. A classical C F-G reading group meets regularly. The J program offers a 1-semester advanced beginners course. IN's K coordinator and a visiting scholar are developing online 1st and 2nd year K courses for IN students at regional campuses. Both campuses host weekly language tables for CJK learners.

4-b-2 Courses in other disciplines – IL offers language and culture pre-departure training for F-led study trips to C (ACES) and J (EALC), and pedagogy courses for G and advanced UG students in CJK. At both IL and IN, CJK advanced language courses use a variety of authentic texts, and G seminars in Lit, Religion, Hist, and Ling rely on EA language sources. IN's C and J programs offer an articulated series of pedagogy courses, and C Flagship program content-based courses promote advanced level-4 competence in specific academic domains.

4-c-1 Faculty –All tenured and tenure-track language F plus IL's K coordinator have completed 4-day American Conference on the Teaching of Foreign Languages (ACTFL) training workshops. At IL, tenured F teach and oversee TA instruction of 1st through 4th-year C and J. K is overseen by a FT non-tenure-line coordinator. One lecturer assists with J, and 32 TAs assist in CJK. C language F Jerome Packard is nationally active in promoting performance-based instruction and testing and is a recipient of a \$1.5 mil. grant from the Department of Education (DOE) Foreign Language Assistance Program. C language F Chilin Shih has received multiple NSF grants for computer-assisted language learning and evaluation of spoken language fluency

in C. J language F Makoto Hayashi specializes in discourse-functional linguistics and is co-author of the 2013 work, *Conversational Repair and Human Understanding*. J language F Misumi Sadler is Asian Section Head of the American Association of U Supervisors and Coordinators and specializes in discourse and grammar. Jeeyoung Ha, heritage team leader for standards-based curriculum development for college K programs (American Association of Teachers of K), directs the K program. F members appear regularly on the List of Teachers Ranked as Excellent (LTRE), compiled on the basis of evaluation by CITL.

At IN, 5 tenured or tenure-track F teach 1st through 4th-year language courses, assisted by 5 lecturers and 26 TAs. C language coordinator Henghua Su, specialist in grammar and language acquisition, has received a Jiede Empirical Research Grant from the C Language Teachers Association (2012) and Capstone Ph.D. Teaching Award, U of Wisconsin-Madison (2011). C Flagship Director Yea-Fen Chen is Executive Director of the C Language Teachers Association and a contributor to 3 recent books on CSL instruction. Intl Association of C Ling awardee Charles Lin received the Young Scholar Award in Interdisciplinary Studies of C Ling. J language coordinator Keiko Kuriyama is a specialist in language pedagogy and computer-based language testing and has developed 2 online placement tests for J programs, including a 4-skills test for IL/IN. J language F Natsuko Tsujimura is the author of *An Introduction to Japanese Linguistics* and the editor of *The Handbook of Japanese Linguistics*. K language coordinator Hyo Sang Lee served as president of the American Association of Teachers of K (2010-13) and is a member of the ACTFL National Standards for K Task Force. He is co-author of the performance-based *Integrated Korean* textbook series, a Hangul instructional program, and a web-based multimedia K dictionary.

4-c-2 Rigorous TA training in performance-based teaching is a priority at IL and IN. Several TAs have been trained in ACTFL Oral Proficiency Interview (OPI) testing at both institutions, some receiving rater status. **IL** requires all TAs take a teaching workshop on class management, teaching methods, and lesson-planning technologies, as well as a 3-credit course on language pedagogy taught by tenured F. CJK TAs work with CJK F to design syllabi and course materials. TAs meet regularly, attend theme-oriented workshops, and participate in a Language Pedagogy Reading Group. In 2012-13, 14 CJK TAs were on the LTRE. At **IN** the training of CJK TAs begins with a week-long pre-service workshop conducted by a tenure or tenure-track F language coordinator, including lesson-planning technologies and level-specific sessions. In-service training includes weekly meetings with the course director for discussions of teaching strategies and grading, class observations by the director with feedback, and regular student evaluations. Most C TAs are students in the MA in C Pedagogy program and receive performance-based instruction training through G courses such as Teaching C as a Foreign/Second Language and C Curriculum and Material Design. J TAs' classes are digitally recorded at least once each semester for F analysis and feedback.

4-d-1 Performance-based instruction – At **IL** and **IN**, 1st through 3rd-year courses consist of form-focused contextualized practices, interactive lectures focusing on intercultural communicative competence, and performance-based activities such as skits and debates. All instruction emphasizes contextualization and performance-based assessment developed by F in accordance with natl performance standards. All textbooks and materials are performance-based and proficiency-oriented, and students present their skills in real (competitions) and virtual (YouTube, Facebook) settings. The high quality of IL and IN language instruction is evidenced by continuing high enrollments in CJK, outstanding student evaluations, and G job placement.

4-d-2 Resources – IL and IN house extensive collections of CJK films and other materials, including IL’s AEMS collection, which consists of 6000 films plus supplementary curricular materials. IL CJK teachers use IL’s top-ranked language labs and professional-quality AV recording and editing equipment to enhance teaching. The National Center for Supercomputing Applications has dedicated 10 terabytes of storage for 2nd language teaching research and practice. IN’s new Center for Language Excellence (CLE) provides 2 state-of-the-art language labs, 4 technology computer labs/smart classrooms, a computer-mediated communication lab, an AV lab, a recording studio, 197 state-of-the-art multimedia computers, 3 advanced Polycom videoconferencing systems, 15 webcams, 6 large screen flat panel TVs, 24 camcorders and 45 voice recorders for production of streaming audio/video, a 70” 3D television with theater sound and 4 IPADs for instructor use. CLE offers Language-Online 24-hour access to CJK audio materials and a Foreign Language Portal with additional CJK language resources.

4-d-3 Proficiency requirements – IL EA language classes are designed to achieve specific proficiency goals at levels 1-4 in the 4 skills. Methods of measurement and implementation include ACTFL-based OPIs, weekly listening comprehension exercises and quizzes, and task-based language learning components at advanced levels. The program’s target goals for language proficiency are “novice high” for elementary levels, “intermediate-mid” for intermediate levels, and “advanced” for advanced levels. IN elementary CJK courses focus on developing oral/aural proficiency for everyday communication and basic literacy skills. A combination of daily performance and monthly formative assessments and end-of-year tests measure student “prochievement” (proficiency in an achievement modality). C and J programs aim for intermediate-mid-level proficiency by the end of the 2nd year and intermediate-high or advanced-low by the end of the 4th year. The C Flagship program requires superior-level

(Interagency Language Roundtable [ILR] 3) proficiency for program certification. K program progress is pegged to ACTFL National Standards. IL and IN K coordinators are both in the American Association of Teachers of K working group tasked with developing college-level standards-based curricula. All 3 F language coordinators have completed the ACTFL OPI tester training workshop and incorporate proficiency concepts and assessment techniques in TA training. The C program uses daily performance and monthly formative assessments and requires all students to take Chinese Computerized Adaptive Listening Comprehension Test and Computer-Adaptive Test for Reading Chinese. The IL K program uses TOPIK (Test of Proficiency in Korean) for pre- and post-tests, and IN uses online proficiency/placement testing.

V. Strength of Library

5-a Holdings – In 2012 the Association of Research Libraries (ARL) reported that IL is ranked 1st and IN 15th among U.S. public U libraries. For FY 2013, IL had holdings of 13.8 million volumes, including 10.8 million microforms, 160,000 audio visual materials, and 620,000 maps. Users can access more than 400 databases, 110,155 electronic journal titles, and 809,682 e-books. The IL library is an official depository library for the US, the European Union, Canada, and the United Nations, and houses substantial collections of intl documents from Organization for Economic Co-Operation and Development, World Bank, International Labour Organization, International Monetary Fund, Organization of American States, World Trade Organization/General Agreement on Tariffs and Trade, and many other intl orgs and govts. IL possesses one of the richest collections of foreign language materials in North America, including nearly 2 million less commonly taught languages (LCTL) items in over 400 languages.

IN's holdings of 9.5 million volumes in over 900 languages include 5.3 million microforms, 310,000 audiovisual materials, and 36,000 maps. Materials support every academic

discipline on campus, with an emphasis on the humanities and social sciences. Collections include journals, maps, films, and sound recordings. Users can access over 850 databases, 71,000 electronic journal titles, 1,377,938 e-books, as well as locally-developed digital content.

Consortium collections provide broad coverage of the humanities and social sciences.

IL/IN EA librarians regularly coordinate purchases based on joint Consortium priorities and

Table 11: IL-IN EA Library Holdings		
	IL	IN
Bound CJK Holdings	347,093	322,470
Non-CJK EA-focused volumes	225,000	201,500
CJK Electronic Databases		28
CJK periodicals, serials, & Journals	14,993	14,352
Microforms	12,042	7,130

individual needs, with the goal of minimal duplication. IL's C collection is strong in Ming-Qing and Republican hist, Buddhism, ling, lit, and T studies, with an expanding collection in EA science and technology. IL's special

collections include the Shih-liang Chien Memorial Collection of C works and the Autographic Collection, which consists of autographic copies of famous contemporary C authors. The J collection's strength lies in hist and lit, language pedagogy, pre-modern arts, theater, and gender studies. IL Rare Books and Manuscripts holds the Yamagiwa Collection as well as the Miyazawa Collection of Jewish Studies in J, containing 2,000 volumes from Masanori Miyazawa's private library of J images of Jews. The K collection focuses on ling, lit, hist, social movements, folklore, and gender studies and includes an extensive video collection. Recently, the K collection began to develop its collection of materials from North K, thanks to a 7.5K endowment. IL's e-resources include the *Chinese Academic Journals Database*, *Korean Studies Information Service System*, *MagazinePlus*, *Siku Quanshu*, *JapanKnowledge*, and the *Yomidasu Rekishikan*.

Complementing IL holdings are IN's strengths in C Ming-Qing hist; poli sci; socio-economic conditions; social movements and secret societies; and hist of C ed. IN's J collection is noteworthy for its lit and hist of Edo and Meiji periods, fine arts (especially erotic prints),

postwar ed and economy, gender studies, and poli sci. IN's K collection focuses on humanities, folklore, social movements, and reference works. Consortium holdings of and access to e-resources comprise 28 databases. Notable subscriptions and purchased databases since 2009 include *Chinese Statistical Yearbooks*, *Chinese Periodical Full-Text Database (1911-1949)*, *Chinese Electronic Theses & Dissertations Service from Taiwan*, *Taiwan Electronic Periodicals Service*, *Duxiu*, *Pkulaw.cn*, *Apabi Digital Library Database*, *Kenkyusha Online Dictionary*, and *Yonhaengnok Collection*. IN's specialized collections include over 8,500 volumes of Tibetan Buddhist scriptures as well as historical and literary materials. The Charles Boxer Collection at the Lilly Library (rare books and manuscripts) contains a unique set of items on early J contact with the West. The Kinsey Institute collection includes nearly 1200 rare books, scrolls, art, ephemera, artifacts, photographs, and films on cultural and historical aspects of sexuality in EA, and the Fine Arts Library has more than 6,000 volumes, including notable holdings in C painting and architecture and J art. Specialized holdings in additional offices and dormitories provide convenient, tailored access to over 22,000 EA-related books.

5-b Institutional support – Including the establishment of the International and Area Studies Library (IASL) in 2011, IL invests heavily in area studies collections and services. The FY 2013 EA acquisitions budget was \$157,898, representing a 16% growth since FY 2009. These funds include an addition of \$15K per year for strategic EA purchases through the IASL. This new funding supported FY 2013 purchases such as full-text access to the *People's Daily* (C), rare North K materials, and 43 volumes of the *Kindai toshi kankyo kenkyu shiryō sosho* (J). IL also supported 5.6 FT staff, including 2.25 FT F-ranked librarians, 1.85 support staff, and 1.5 student assistants. Total direct support amounted to \$619,652 in FY 2013. IN's FY 2013 EA acquisitions budget of \$270,029 represents a growth of over 13.5% since FY 2009, making EA's

the 2nd largest IN area studies budget. Supported staff included 2 FT F-ranked librarians, 2 support staff, and 1.8 student assistants. Total direct support amounted to \$554,139 in FY 2013.

5-c-1 Cooperative arrangements – IL is a leader in open access and cooperation among libraries and institutions. IL is a member of the regional Consortium of Academic and Research Libraries in Illinois (CARLI) and Committee on Institutional Cooperation (CIC), a “Big Ten Plus” consortium of 15 research universities. IL holdings are augmented significantly by participating in CIC’s reciprocal borrowing agreements, which provide UIUC F and students with preferential access to over 80 million volumes. Access to the world’s library resources is available through OCLC WorldCat, the UL catalog, and the cooperative catalog managed by CARLI, which provides over 26 million item records from 70 libraries.

IN is a natl leader in digital library development. In partnership with the Mellon Foundation, IN is developing Quali OLE (Open Library Environment) software designed for the management of print and electronic collections at research libraries around the world. IN actively participates in regional to intl cooperative programs and is a member of the Indiana Cooperative Library Services Authority and CIC. Continuing IN CIC cooperative projects include Google’s “Shared Digital Repository” digitization project. IN also collaborates with CIC libraries and the U of California system to create a repository of combined digital collections, the HathiTrust. IL and IN participate in the Midwest Japanese Collection Consortium group, which is developing a large cooperative J collection through consortia development and purchases.

IL and IN are members of ARL; the Center for Research Libraries, which offers borrowing privileges to all members who agree to share purchases; and the *Japan Journal Access Project*, an ARL-sponsored document delivery project with J libraries. As members of the Council on East Asian Libraries, IL and IN participate in consortium activities and price

negotiations related to EA online databases. Both IL and IN are U.S. Federal Depository libraries and serve as depositories for the United Nations and the European Union.

5-c-2 Accessibility – IL provides access to its collections and services to F, G and UG students, K-12 teachers, and visiting and independent scholars. IL is a leader in the ARL Global Resources Programs, which links resources and users from all TVI regions and develops unique resources for the world community. The IL open access institutional electronic repository, IDEALS, permanently archives submissions from contributing IL F and units.

IL's Intl Reference service is a notable cooperative program that has grown from its State Department-funded Slavic Reference Service to provide library reference support to U.S. and intl scholars seeking LCTL materials. Over 4,000 inquiries were answered last year.

During FY 2013, IL lent almost 86,000 items and borrowed more than 69,000 items for its users. In 2012, IL ranked 4th in the nation in total items loaned by research libraries. Circulation (excluding renewals) for FY 2013 was 564,708 items. The IL webpage is logged onto nearly 1.6 million times per week. IL EA holdings are an important regional and natl resource, with 2.6% of IL's interlibrary lending comprised of CJK materials lent to every state and to libraries that include CCs, federal and local govts, and corporations, contributing directly to the impact of IL's EA collections nationally.

IN collections are available worldwide through the U's online catalogs and OCLC WorldCat. In FY 2013, IN patrons borrowed over 38,637 items through interlibrary loan; in the same year IN loaned 38,930 items. Circulation for FY 2013 was 486,718 items. EASC offers library travel grants to regional scholars to use the EA collection. Visitors may use the IN collection on-site at no charge, and IN residents have free borrowing privileges. The EA

collection staff keeps users abreast of new EA resources through regular library update sessions, tours, and a newsletter.

VI. Quality of Staff Resources

6-a-1 Qualifications of F and staff – The qualifications of EA IL/IN F are detailed in **Appendix 3**. CEAPS draws from 34 core and 32 affiliate F in 30 depts and 10 colleges. The Center is staffed by Director Elizabeth Oyler, expert in J lit, theater and MS; AD Dr. Yimin Wang, specialist in Intl Ed; and one FT office manager. Additionally, 2 half-time GAs work at CEAPS and one at AEMS; VASP has a half-time coordinator. CEAPS cooperates with the DGAI to implement AEMS programming, and with the CI OC, housed in a CEAPS office, for outreach programming. CEAPS will be adding an OC in 2015, with 50% of the funding coming from LAS. In the past 4 years, IL's EA F have received 14 major grants from agencies including the NSF, Fulbright, National Endowment for the Humanities (NEH), Academy of K Studies, K Foundation, J Foundation, Luce Foundation, American Council of Learned Societies, and Chiang Ching-Kuo Foundation. F are also active in natl and intl professional societies. Oyler serves on the executive boards of the Midwest Conference of Asian Affairs and the IUC.

EASC benefits from 62 EA F in 14 COAS depts and 5 PSs; 59 do original research in CJK. EASC FT staff includes Director Heidi Ross, an authority on C schooling and Comparative and Intl Ed; AD Dr. Hye-Seung (Theresa) Kang (Intl. Human Resources Development); OC Cathy Gao (MA Communications, professional staff); an accounting services coordinator; and an office services coordinator. PT staff include 2 Outreach Assistants, 2 GAs (program assistant and grants assistant), and 3 hourly student staff. 49 IN EASC F received EA-related research and academic funding in AY 2012-13, including NEH, American Council of Learned Societies, Mellon, Tang Research, Chiang Ching-Kuo; Fulbright, and Waseda. 4 F received 2012-2013

foundation funding of over \$100,000 from Henry Luce, Freeman, Ford, and K Research. 6 EA F have received prestigious teaching awards from the U and the Industrial Relations Research Assn, World Institute for Action Learning, and the Intl Assn of C Ling.

IL/IN F edit important journals, including the *Journal of Korean Studies*, *Journal of Northeast Asian History*, *Central Asiatic Journal*, *Chinese Journal of Communication*, *Keio Communication Review* (J), and *The Medieval Globe*. Large-scale current intl project involvement includes: multi-year research projects with Hong Kong Baptist U and C Film Industries (IL: Fu) and the National Museum of J Hist (IL: Ruppert). IL also hosts the American U Meets the Pacific Century project (IL; Abelmann, Liao, Lo), the K Family in Comparative Perspective workshop (IL: Abelmann), and the Illinois J Performing Arts Network (IL: Oyler). Kennedy (IN)'s funding for an intl, interdisciplinary study of corporate philanthropic endeavors in C is approaching a half million USD (Luce \$300,000, Ford \$109,000). IN EASC Director Ross has been instrumental in the development of an internationally backed program to fund and study the ed of 1,000 rural C girls from Shaanxi Province.

6-a-2 Professional development opportunities at IL include U and IPS funding for intl conference participation, overseas research and exchange, and F release time and sabbaticals for research and curriculum development. Support also comes from the Office of the Vice-Chancellor of Research, the Center for Advanced Study, IPRH, the School of Literatures, Cultures, and Linguistics, and the Scholars Travel Board. CEAPS has awarded 7 UG study tour grants since 2010. VASP brings 10-20 scholars from Asian Us each year; they partner with IL F to provide opportunities to build research partnerships between IL and Asian Us. IL also has formal exchange agreements with 115 EA universities.

IN's Center for the Study of Global Change (CSGC) offers 4 annual curriculum development grants to foster new UG and G intl courses and supports 1 C Foreign Language Across the Curriculum "trailer" course designed to elicit interest in formal C language study. IN and Ivy Tech CC F collaborate in joint learning communities to create student global learning experiences. IN supports F sabbaticals, release time and an array of professional development opportunities through offices of the Dean of F; Vice Provost/President for Research, Intl Affairs, and UG Ed; and COAS Institute for Advanced Study, Arts and Humanities Institute, and CLE. Support is offered for conference planning; the digitization of archives and materials; innovative technology; curriculum development; and intl travel for research, language study and establishment of institutional partnerships (see Table 7, p. 13).

6-a-3 Commitment to students – see also **2-b-1**, p. 11. Tenured and tenure-line IL and IN F (including CJK language coordinators) teach 4 courses per year; lecturers, 6. At IL, EA F spend 50% of their time teaching, supervising, and advising. In 2012-13, 50% of EA F were on the LTRE. F led short-term UG study tours to EA (Xu, Oyler) and served as Resident Directors for SA programs (Tierney, Oyler). IN F commit more than 50% of their time to teaching, supervising, and advising and lead UG study tours to EA (Kay in Public Health to CJK; Metzgar in Journalism to C). Small seminars and intensive reading courses ensure close mentoring. EA F receive consistently high student evaluations and have published extensively (see 6-a-1).

6-b-1 Center oversight & administration – CEAPS is housed in LAS and reports to both LAS and IPS. A 5-member F advisory committee elected from core F advises the CEAPS director. The senior EA librarian serves as a member. The committee meets 2-3 times per semester. IN EASC is housed in COAS and reports to both COAS and SGIS. A 5-member

executive committee meets 4-5 times per year and is comprised of the Director, 3 elected core F, and the EALC chair. The current committee includes F from 4 COAS depts and 1 PS.

6-b-2 Center outreach staffing – see **6-a-1**, p. 24. Outreach is a vital part of IL/IN's profile. Currently, the IL CEAPS AD is responsible for outreach, aided in AY 2012-13 and 2013-14 by the JOI coordinator. From 2015, LAS will provide 50% for an OC salary (\$32,203). CEAPS also benefits from 50% of the work time of a CI OC housed at CEAPS. The IN EASC AD is responsible for Title VI-sponsored outreach programs, aided by the EASC OC and PT student assistants. Title VI supports 15% (\$8,736) and 5% (\$2,050) of the AD and OC salaries, and Freeman Foundation NCTA provides \$11,734 (app. 20%) and \$36,506 (app.86%) of the AD and OC's salaries.

6-c Non-discrimination – IL and IN are Affirmative Action/Equal Opportunity Employers and meet standards of the Americans with Disabilities Act. See also **9b**. CEAPS's staff is 87% women and 63% racial minorities; 43% of core F are women and 10% are members of racial minorities or disabled. IL's Division of Rehabilitation-Ed Services was the first in the nation to provide disabled students access to all U services, curricula, and facilities. The Office of the Provost, the Diversity Program, the Committee on Access and Accommodation, and the Women's Resources Center address the needs and concerns of their constituencies. The Targets of Opportunity program encourages hiring of underrepresented minorities by funding qualified minorities and women to F positions.

EASC's staff is 63% women and 36% racial minorities; 51% of core F are women and 41% are members of racial minorities or disabled. IN's Office of the VP for Diversity, Equity, and Multicultural Affairs (DEMA) is the umbrella unit that oversees a vast range of institution-wide programs, services, and activities for underrepresented students, F, and staff.

VII. Outreach

The Consortium offers nationally recognized programs for K-16 teachers, businesses and the community at local, regional and natl levels. Consortium F leverage EA expertise by collaborating with interest groups and experts, partnering with campus units (hist, media, museums) and producing and disseminating ed materials (see also 6-b-2). IL and IN outreach programs are fully staffed (see 6-a-1) and benefit from the EA resources and networks of AEMS, the most extensive natl annotated database on Asia films, and NCTA, the largest natl EA professional development program for U.S. K-12 teachers.

7-a K-12 – AEMS’ collection of EA films is available to borrowers throughout IL through the Heartland system. The **IL Digital Asia** curriculum development project using AEMS materials, funded initially by Title VI and the Freeman Foundation, offers college and high school educators access to documentary films and curriculum about contemporary EA. A three-day NEH Summer Institute for Teachers in 2012 on the topic of “Chinese Film and Society” also leveraged the AEMS collection; we are currently developing an upgraded Digital Asia project with CoEd F that will include on-demand video, time-coded captions, and student-generated discussion threads.

From 2011-13, CEAPS’ JOI OC reached students in every county in IL with presentations, curriculum materials, and lesson plans for teaching J culture and language. From August 2012, the OC conducted J cultural presentations and language teaching in 60 schools, 200 classes, numerous public libraries, and community centers. Approximately 6,700 students have attended AD/OC presentations during the past two years. Related efforts include housing the OC in the CI of IL for collaborative outreach activities in C language and culture.

In addition to the circulating collection, AEMS' *News and Reviews* provides a critical resource on EA documentaries for K-16 educators. IL F and staff make presentations on curriculum implementation and resources at local, regional, and natl conferences, including AAS and ASIANetwork. Since 2008, classical J has been offered to Michigan State through videoconferencing. The Midwest J Seminar, housed at IL, offers professional development for IL and regional J F. IL NRCs jointly present UG and G intl careers workshops on govt service, NGOs, and other topics. CEAPS hosts the AsiaLENS film series, which presents recent documentary and independent films on contemporary issues in EA. Experts and filmmakers introduce the films and lead audiences in post-screening discussions.

IN publishes a widely-circulated biannual EASC newsletter, supports library research travel grants for F at postsecondary institutions throughout the IL/IN Corridor, and partners with NRCs on numerous programs that attract postsecondary F and students from across the Midwest and nationally, such as post-communist workshops with the Russian and East European Institute NRC and EA studies partnerships with IN's CI and Asian Culture Center's Asian Language Learning Program (ALLP), which provides free CJK language lessons to IN students, F, staff, and community members.

7-c Business, media, public – IL and IN reach bus, govt, and media through projects, briefings, conferences, F presentations, and public radio sponsorship. CEAPS AEMS hosts local film screenings and the evolving Digital Asia project. CEAPS also collaborates with the Harukana Show, a J radio show broadcast on WRFU, IL, to encourage cross-cultural dialogue and engage the J learning community throughout IL. WRFU operates an FM (104.5) community radio station through the Urbana-Champaign Independent Media Center project. The CEAPS OC has been collaborating with the show's founder, Konan U F Mugiko Nishikawa, and G students

in J studies to produce the show. Nishikawa actively participates and promotes the program at our partner institution, Konan U, which has web access to the program. CEAPS has organized groups of exchange students from Japan to join show discussions that benefit the IL community.

In addition, CEAPS uses campus EA festivals as opportunities to engage students and the community. In February 2014, CEAPS collaborated with CJK student orgs to organize a collective EA Spring festival celebration, which included Lunar New Year for C and K, Setsubun for J, Daeboreum for K, and Lantern Festival for C. This event encouraged C, J, and K students to work together and attracted over 500 campus and community participants.

IN develops and co-sponsors public weekly colloquia, EA film series, world music festivals and art exhibits that showcase acclaimed works on diverse topics. New IN outreach activities include an annual K Night and an EA studies Webinar series. K Night draws support from the local K community to introduce K culture through activities, performances, games and a sampling of cuisine, and honors community members who have made exceptional contributions to raising awareness of K culture. EASC webinars provide educators and students in EA underserved areas a chance to engage with specialists lecturing on various aspects of C, J, or K studies. Highly promoted C-related media events co-sponsored by EASC include the National Committee on United States-China Relations (NCUSCR) Town Hall and the C Flagship “C Tidings” Lectures, presented entirely in C and intended to bring together native speakers and learners around topics of current interest.

VIII. Program Planning and Budget

8-a Activities and relation to NRC purpose – 2014-18 IL/IN activities harness expertise created through our 8-year partnership and address 5 inter-related goals keyed to absolute (AP) and competitive preference priorities (CPP1&2). Our goals are: 1) to foster EA

teaching, learning, and research at our institutions (AP); 2) to enhance teaching, language proficiency, and assessment of CJK instruction among institutions of higher education and K-12 (AP, CPP2); 3) to help develop EA teaching and learning among institutions of higher education, including minority serving institutions (MSIs) and CCs (CPP1); 4) to support EA teaching and learning for teacher educators and pre- and in-service teachers (AP, CPP1); and 5) to promote EA teaching and learning among PreK-12 schools, the public, bus, and media within the IL/IN Corridor and nationally (AP, CPP1&2).

IL/IN activities benefit from cross- and inter-institutional collaboration through the nation's richest concentration of Title VI programs, including a combined 11 NRCs, 2 CIBERs, 2 language resource centers, 2 UG Intl Studies and Foreign Language Programs, a C Language Flagship, and 2 CIs. Collaboration brings efficiency and vibrancy to our activities and the local, IL/IN Corridor, and natl institutions they serve, and assures high-quality activity design, implementation, and evaluation commensurate with Title VI priorities. A number of our highlighted activities involve significant collaboration with other campus units and institutions. Key letters of support are included in Appendix V.

Our Consortium theme, **“Cultures of Global Learning and Citizenship in the Pacific Century: East Asian Studies for Campuses of the Future,”** reflects the recent, dramatic transformation of our campuses through robust EA institutional partnerships and a rapid influx of students, F and scholars from EA countries, particularly the People's Republic of China. Activities leverage IN/IL's dynamism and global reach and integrate the cultural and linguistic strengths of our domestic and EA F and students into EA teaching and learning experiences.

Goal #1: Foster EA studies teaching, learning and research at IL/IN (AP). We request support for activities that strengthen our institutional capacity and presence as an NRC.

Activities enhance EA library strengths; extend interdisciplinary EA research, teaching and professional development; more fully integrate EA studies into PS curricula; and more deeply embed EA studies in cultivating and assessing EA UG and G student global competence.

Campus-specific activities, IL: We request funding for: 1) **An on-campus SA Summit (AP, CPP2; L93¹)** for students who have studied in EA countries to showcase their experiences. 2) A **Corridor-wide “Assessing SA” UG summit** in Y4 (**AP, CPP 1 & 2; L83**) to showcase our “Documenting SA” project and allow UG students an opportunity to formally present their work, which will include 2 panels of invited SA specialists to reflect on emerging trends and assessment tools for SA. We will target student presenters and SA specialists from CCs and MSIs in the IL/IN Corridor (IN also budgets for this activity). 3) A **Certificate Program in EA studies in Bus, Engineering, and Law (CPP2; L89)**. Certificate requirements will include language, experiential learning, and area studies components. From Y3, these will be awarded in a ceremony held in conjunction with **IL/IN Consulate Talks (CPP2; L81)** (described below) each spring on the IL campus.

IL’s highlighted project for this goal is a **partnership with IL’s SAO to enhance SA experiences** in the following ways: 1) OC provides pre-departure orientations concerning language, culture, hist, and society of EA countries to be visited (**CPP2, L29**). 2) Train pre-departure students to make documentaries of their experiences in the **“Documenting SA” (CPP2; L87)** project. CEAPS staff will train students to edit documentaries to be showcased on IL’s AEMS website, thereby creating an archive of reflection on the SA experience. 3) Create an **SA blog (CPP1 & 2; L88)** targeting SA students. Divided into sub-pages focused on the EA countries students will visit, the blog provides information about the country, organized

¹ Italicized line number indicates where the activity appears in the budget form. In the budget form, the line numbers are in the first column and are highlighted in yellow.

thematically. EA intl students on campus will serve as facilitators, responding to comments and questions posted by SA students in order to help contextualize their experiences. This activity encourages intl and domestic student interaction and puts intl students in an active, mentoring role. We will share the blog with Corridor partners and through IN's nationally recognized CoEd Global Gateway SA program for pre-service teachers. IL requests funding for 50% salary support for a new OC to help facilitate these projects (**AP, CPP1&2, L29**); our GA and hourly CEAPS worker (*L4, L6*) will also participate.

CEAPS also requests funding for the following initiatives with other campus NRCs: 1) **The IL Global Informatics (GI) Initiative (CPP 2, L91)**, a collaboration between campus NRCs, the Illinois Informatics Initiative (I3), the CoEd, and GSLIS capitalizing on Illinois' strength in Informatics, Computer Science, Ed, Media, and Area Studies to mount a class in GI. A pilot course supported by Title VI (TVI) and campus partners was offered in Spring 2013; in Fall 2014, non-NRC partners will fund the course as well as a second entry-level UG course taught by CoEd F. CEAPS will provide diminishing financial support for course enhancements such as guest speakers, additional curriculum development, and the purchase of supplementary instructional materials until the U regularizes the class. 2) **Programming associated with a new 50% position for an Intl Service-Learning Coordinator housed in SAO (CPP2, L92)**. Funds will create infrastructure to coordinate intl service learning activities and develop a new certificate in intl engagement within IL's SAO; CEAPS support specifically will encourage low-income, under-represented students to participate in intl service learning. 3) **The Joint Area Centers Symposium** in Y2 and Y4 (**CPP2, L121**); this symposium is hosted by IL NRCs; themes will be "Violence, Trauma and Memory" (Y2) and "Global Health" (Y4).

Campus-specific activities, IN: IN's highlighted project, **Critical Area Studies for a Global Era (CASGE) (CPP2, L24, L25, L26, L104 & L105)**, builds on IN's new SGIS area studies infrastructure to engage EA studies specialists and students in a globally comparative, collaborative dialogue across world areas about the contributions of area studies to understanding globalization and cultivating and assessing global competencies. EASC seeks Y1-4 funds to support a CASGE Working Group (comprised of two F mentors and G students from all NRCs) that will identify the global dimensions of EA/area studies research and training. Requested funds help support a campus-wide Y1 symposium on Critical EA/Area Studies at IN; a Y2 EA studies-specific symposium (partnering with CSGC and the Asian Culture Center [ACC]) on "Global Asias: Reaffirming EA Studies in a Global Era;" a natl Y3 "NRC Conference on Contributions of Critical Area Studies to Global Learning and Assessment"; and a Y4 capstone symposium to present Y1-3 scholarship in an IN-edited white paper and IU Press volume on the contributions of area studies to intl and global learning. EASC also supports a Y3 **IN-UI G Student Summit (CPP 1&2, L84)** on the contributions of EA Studies to global studies and global learning assessment (IL also budgets for this activity).

EASC requests support for thematic joint-NRC activities. Y1-4 **Russia and China in the World (CPP2, L100)** intl workshops will partner EASC, Russian and East European Institute, and a third area studies center to explore the nature of Russian-Chinese transnational interaction within the region. EASC will join partner NRCs, CIBER, and PSs in an annual **symposium on sustainable development (AP, CPP1&2, L103)** that brings together leaders in sustainability and development. EASC further seeks support for materials and speaker stipends for IN-IL's "**Meet the Author**" **K/EA Studies Videoconference Workshop (CPP 2, N1, L102)** introducing EA studies G and UG students to the work of major scholars; **conference financial assistance**

stipends for full-member F and IN G students to present EA scholarship (AP, CPP1&2, L71); and EASC's Colloquium Series (CPP 1&2, N1, L99), which joins IN F to explore EA topics with MSI and CC colleagues, students and the public.

Joint projects: Extending the success of previous IL/IN National Dissertation workshops, IL/IN will partner with the UCLA/ USC EA NRC Consortium to host annual **Joint Consortium National Dissertation Workshops on EA Societies in the Globalizing World: Medieval to Contemporary** (AP, CPP2, L82). This partnership takes advantage of diverse campus EA studies strengths; greater geographic reach represented by two consortia; and enriched mentoring that cooperation will provide student participants. Each workshop will draw on the expertise of 3 F from the two consortia and invite 10 PhD candidates to present dissertation chapters. We will host 4 Workshops in each of the 4 summers of the grant cycle, keying each to historical periods. The first (Medieval) will be hosted by IL in Y1. In Y2, UCLA will host the second (Early Modern). IN will host Y 3 (Modern), and USC will host Y 4 (Contemporary). F leaders will come from the host institution (1 member) and the joint consortium (2 members); student participants from any US U. Workshop members will participate in 6 video-conferenced follow-up sessions in the 3 years post-workshop to discuss progress and facilitate further distance mentoring and support; the program will be evaluated using a shared measurement tool.

IL/IN additionally requests funding for a **Global Midwest Workshop and Symposium** (AP, CPP1 & 2, L85) on the contributions of CIC humanities to Area Studies, and **IL/IN Consulate Talks** (AP, CPP2, NI, L81). IL/IN will host two talks annually (one on each campus) by representatives from the consulates of J, K, and C and the Taipei Economic and Cultural Office on issues including intl careers, EA regional bus and commerce, and diplomacy.

Library Support: IL and IN seek funding for activities to enhance EA library resources

and use (L76&L77). In support of IL's **Summer Research Lab (AP, CPP2, L90)**, CEAPS will collaborate with the IASL to utilize the EA collection for G/UG research and training, teacher training, community programming, and professional development. EASC seeks funding to support development (Y1) and teaching (Y2-and continuing) of a **traditional and on-line course in EA/Area Studies Librarianship (AP, CPP2, L21)** to enhance skills and qualifications of IN and natl area and intl studies librarians. Y1-4 funds are requested to assist the development of an **"internationalizing curricula" library web portal (AP, CP1&2, L77)** that will provide EA studies resources for regional colleges, MSIs, and CCs.

Goal #2: Enhance teaching, language proficiency, and assessment of Mandarin C, J, and K among both institutions of higher ed and K-12 (AP, CPP2). IL/IN seeks support, including CJK FLAS language scholarships (see IX), to enhance EA language ed, evaluation, and assessment activities (AP). These will expand IL/IN's provision of EA language teaching, pedagogical expertise, and learning to pre-K-12 students and teachers (AP, CPP2) and extend EA language expertise to partner higher ed institutions along the IL/IN Corridor (AP).

Campus specific activities, IL: CEAPS seeks funding to support enhancement of CJK teaching on campus and throughout the IL/IN Corridor. First, funding will support **OPI Workshops and IL OPI tests for FLAS recipients (CPP2, L133&L134)**. IL will host annual OPI training workshops to train EA language instructors to be OPI-certified testers in order to build institutional capacity for language testing. IL likewise seeks funding for FLAS recipients to be pre- and post-tested by standardized OPI tests. Costs for this project are shared among NRCs on campus with the goal of positioning IL as a model for language assessment. To enhance LCTL assessment competency, CEAPS also budgets support of **1 1-semester TA to be housed in EALC-IL** to facilitate the process of language testing and building the institutional capacity

for language testing on campus (*L15*). The position is budgeted at a flat rate and will rotate among LCTL depts. Second, CEAPS will support a Y1 **Bus and LCTL Language Symposium (CPP2, L94)**, in which LCTL professors/instructors collaborate with bus professionals at IL to host this one day workshop/conference. Third, we will support materials acquisition for the **U Language Academy (AP, CPP2, L111)**, a K-6 after-school language program, which is expanding to include instruction in C in 2014-15. Finally, IL's highlighted program is **Video-assisted Language Learning Community in Schools for CJK (AP, L110)** addressing the priority of enhancing language teaching in K-12 schools. CEAPS will collaborate with pre-service teachers in the Global Studies CoEd program in CoEd training at Garden Hills Elementary School in the Champaign Unit 4 district. We will help pre-service teachers utilize videos to teach US students C language. Short video clips in the target language made by local native C speaking school children will be used in afterschool programming for non-C speakers. Learners will record their progress in video responses to the C children, creating a video dialogue in C. Pre-service teachers will work with CEAPS' OC to implement the program, which will be archived on the AEMS site as a teaching resource and model tool.

Campus specific activities, IN: EASC's highlighted activity joins partner NRCs in the creation of a LCTL-focused IN **Center for Language Excellence (AP, CPP2, L98)**, whose specialists will provide EALC, Ling, and C Flagship F and TAs pedagogical, technological, and EA (including heritage learner) language assessment tools and support. CLE will develop on-line resources to support EA language assessment to better serve FLAS recipients and partner institution learners along the IL/IN Corridor. EASC also seeks support for **Mongolian language training (CPP2, L16)** for EA studies students and a (Y1) **Inaugural IN-hosted annual C Language Teaching Association (CLTA) flagship conference (AP, CPP2, L96)** conference

that will bring to campus an international roster of C language teachers and scholars who will also mentor G students of IN's C Flagship and C Pedagogy Program.

EASC seeks support in Y 2-4 for **J Pedagogy Workshops (AP, L97)** to provide professional development for K-12 language teachers; main topics are improving methods and curriculum design and sharing of resources. In Y 2 and 4 we will also co-sponsor the high school **J Olympiad of Indiana (AP, L113)**, a competition organized in cooperation with the Association of IN teachers of J. EASC will support C after-school language instruction in 3 public middle schools as part of IN's joint-NRC "**Bridges: Language Learning for Monroe County Children,**" (AP, L17) winner of the 2014 Paul Simon Award for the Promotion of Language and Intl Studies. Each semester, 5 C-proficient G student volunteers will be trained for this purpose in communicative language teaching by IN CoEd world language F. EASC will assist the development (Y1), field test (Y2), and to-scale implementation (Y3-4) of a C assessment instrument specific to the needs of C early language learning and evaluation in community settings through **Bridges Assessment Development for Early World Language Learners (AP, CPP2, L135)**. Finally, EASC will fund related cooperative programming with **Asain Cultural Center (ACC) (AP, CPP2, L127)** to enhance the pool and quality of ACC's CJK volunteer teachers for K-12 school outreach and ALLP, which offers free language lessons to IU students, F, staff, and community members.

Goal #3: Help Develop EA Studies teaching and learning among institutions of higher ed, including MSIs and CCs (CPP1). IL/IN seeks funding to support and deepen EA teaching and learning for post-secondary educators and students along the IL/IN Corridor, including those at select MSIs and CCs. Activities focus on curriculum development and

innovative SA programs to broaden F and student interest in EA area and language study and encourage reflection on the role of intl experiences in creating global citizens.

Campus-specific activities, IL: In addition to the biannual Joint Area Centers Symposium conference and SA blog project described above, IL requests funding to support **travel grants for F from MSIs and CCs to visit campus to use IL’s library resources and meet with IL F (CPP1, L122)**. These competitive grants will be open to all MSI and CC F in IL. We further request funding to support **cooperative curriculum development projects pairing IL F with F from MSIs and CCs in the IL/IN Corridor (CPP2, L120)**. Our highlighted activity involves partnering with the campus CTS to pilot the **bilingual Mandarin-English class, “Translating Culture and Everyday Life: US and China.” (AP, CPP 2, L20)** Teaching of this course will be funded by CTS; we request funds to help develop curriculum. The course will be taught annually starting in Y1, targets intermediate-advanced C learners and newly- arrived C students, and utilizes both C and English lectures and translation exercises. Goals include increasing language capability in the target languages and creating cooperative, cross-cultural partnerships between native C speakers and C language-learners.

Campus-specific activities, IN: EASC requests Y3 support for a joint IN NRC **Internationalization Collaborative Across Bloomington (ICAB2) initiative (CPP 1 &2, L125)**, which for the past 4 years has joined EA and Ivy Tech CC F and staff for cross-fertilization of ideas and expertise to enhance EA learning on our respective campuses. EASC will coordinate and assist IN and Ivy Tech F integrate “EA Themester” activities and modules into on-going Ivy Tech courses. Requested funding includes stipends for adjunct and FT F to attend pedagogy and content workshops. EASC also requests Y1 support for the **Midwest Institute Consortium annual conference at Ivy Tech (CPP1, L124)**, as well as to extend F

professional development along the IL/IN Corridor through IN's CSGC **Institute for Curriculum and Campus Internationalization (ICCI) (CPP 1&2, L126)**, an annual institute for F, staff, and administrators from historically black colleges and universities (HBCUs), MSIs, and CCs. EASC will also partner with **Indiana State University (ISU)** to connect ISU F and UG students in the social and natural sciences with research and SA opportunities in C, J and K **(CPP1&2, L123)**. EASC will offer **travel stipends for ISU F (CPP2, L123)** to use library resources and participate in EA activities and additional **travel stipends** for C and J language faculty to participate in CLE language pedagogy and assessment workshops.

In tandem with IL's SA goals, IN seeks funding for SA and experiential learning opportunities that partner C intl UG students and currently underserved IN students. EASC will partner with a just-launched **IU2U (CPP 1&2, L101)** SA and peer mentorship initiative designed by the Office of VP for UG Ed. The program responds to the academic and co-curricular needs of C intl UG students by building stronger connections between them and their domestic peers and by bringing essential elements of the IN student experience to C. EASC funding will support C culture and global awareness orientation for 8 domestic students annually to travel to China as peer mentors and U ambassadors. In addition, EASC requests assistance to co-sponsor and develop orientation sessions for **ACC's Field Study (CPP 2, NI, L127)** program focused on service learning, which funds global and area studies in EA diaspora communities (C in D.C., New York, SFC; J and K in Chicago).

IN's highlighted program is the joint-NRC **DEMA: A Diversity of World Views, SA Course Development and Scholarship Program for Underserved IN UG Students (CPP2, L23)**. EASC seeks Y3 funding for collaboration with DEMA to assist EA F design course curricula focused on issues of diversity and a SA trip to be embedded in an on-going EA course

for UG students who are either traditional minority students, students with financial need, and/or first generation to college students. DEMA will cover the full costs of 2-4 weeks of overseas travel; EASC will provide pre-departure orientation and de-briefing sessions for participants and coordinate with the IN Career Center to provide tailored training sessions on how to integrate the experience into future job interviews and resumes.

Goal #4: Support EA Studies teaching and learning for teacher educators and for pre- and in-service teachers (AP, CPP2). IL/IN has developed a suite of inter-related activities, many supported through joint-NRC initiatives with wide outreach networks, emphasizing the development of multi-media curricular tools and training for K through UG (K-16) educators to globalize classrooms (AP). Direct collaboration with IL and IN CoEds insures sustainability and strengthens the EA language pipeline along the IL/IN Corridor.

Campus-specific activities, IL: In addition to the video-aided language project described above, CEAPS has applied for two grants, one through ACES and one through the National Endowment for the Humanities (NEH), to support development of K-12 curriculum in cooperation with CoEd faculty. The ACES-based grant supports a pre-service teacher training program, **Documenting Ecological Champaign (AP, L108)**. CEAPS will work with CoEd and ACES F to build a course plus service learning that will prepare pre-service 9-12 educators to teach media literacy, global competency, and sustainability through the EA documentaries in our AEMS collection. Pre-service teachers will lead a summer camp program to be taught in Urbana High School. The second grant project, **Digital Asia (AP, L109)**, significantly augments AEMS' eponymous pilot project, developing interactive course modules with CoEd faculty and local teachers for use in the 6-12 classroom. We have applied for a NEH Digital Humanities Implementation (DHI) grant to support this project and have been invited to apply for US-Japan

Foundation funds to supplement it. Should we not receive these grants, TVI funds designated for support will instead be used to pilot Digital Asia with the goal of re-applying for the NEH DHI grant in Spring 2015.

CEAPS highlighted project is support for a **TA position in the CoEd's Global Perspectives Project (AP, L30)** as part of curriculum development of a new CoEd initiative to create a K-8 teacher certification program focused on global perspectives. The new K-8 program will be organized into student cohorts with overarching themes. CEAPS will join with IL's Russian, East European and Eurasian Center (REEEC) to provide funding for a 1-semester TA position in Y1-4, to alternate between EA and REEEC area expertise each year.

Campus-specific activities, IN: EASC's highlighted activity, **Internationalizing K-12 Ed: Indiana and Beyond (AP & CPP2, L22 & L117)**, is a collaborative SGIS-CoEd initiative partnering EASC and other NRCs with a full-time CoEd postdoctoral fellow and a part-time CoEd F supervisor to internationalize K-12 teacher ed curricula, increase the number of CoEd graduates qualified to teach foreign languages, and internationalize the curricula of school districts in Indiana. Requested support will assist the F supervisor develop a long-term strategy for internationalizing curricula; the postdoctoral fellow will identify and develop intl modules and materials for required teacher ed courses, including those associated with IN CoEd Global Gateway SA program for teacher ed students; identify IN COAS area-studies courses suitable for CoEd degree programs; coordinate with IN's **joint-NRC Intl OC (AP, CPP2, L32)**, who is also partially funded to facilitate EA studies workshops for pre-collegiate educators; and support the F supervisor in drafting new licensure programs in World Languages, an intl certificate for UG pre-service teachers, and BA/MEd. degree tracks for CJK/area studies majors.

EASC also seeks funding to support the following programs: 1) **IN EASC-Natl Consortium for Teaching about Asia EA Studies Professional Development Webinars (AP, L116)**, designed to help teachers become more knowledgeable about EA and to assist them with developing strategies to pass that knowledge on to their students. 2) **IN EASC-Indianapolis Children’s Museum “Take me there, China” initiative (AP, CPP2, L114)**, to provide speakers and stipends for K-12 teachers to participate in professional development events associated with the Museum’s newly installed exhibition on C culture and society. 3) **EASC K studies collaboration with Martinsville Central Elementary School (AP, CPP2, L72)** to enable under-served students and F to experience K’s cultural heritage through curriculum development and participation in EASC’s annual K Night celebration. 4) **Midwest Comparative and Intl Ed Society annual conference (CPP2, L106)**, hosted at IN, to support the development of an EASC-CoEd “internationalize your curriculum” workshop for UG and G teacher ed students. To assist EASC in implementing outreach and other Title VI activities, we seek support for 1 AY, 2 summer, and 1 holiday break **PT G student assistants (L11&L12)**, paid by the hour.

Goal #5: Promote EA Studies teaching and learning among PreK-12 schools, public, bus, and media within the IL/IN Corridor and nationally (AP, CPP1&2). IL/IN builds upon a robust 8-year IL-IN faculty cross-campus exchange program to explore new ways to bring together the two campuses and more deeply integrate our EA community of scholars and students with a broader, more diverse set of small colleges and Us along the IL/IN Corridor. In addition to highlighted activities, IL/IN seeks funding for programs that serve the primary purpose of PreK-12, business, media, and public outreach and consultancy.

Campus-specific activities, IL: IL requests support for summer **outreach programming through IL’s Center for World Music (CPP2, L112)**, a unique unit housing a large collection

of musical instruments, most from Asian countries, with a mission to bring world music traditions to the U and the community. We will be supporting programs to introduce K-12 students to the cultures of EA through music ed. Our highlighted activity for this goal is the creation of the **IL Career Workshop led by industry/business leaders (CPP2, NI, L130)**. CEAPS will invite leaders in various industry/bus sectors to come to campus to give talks and lead career workshops for both G and UG students. We will consider the needs/major of the EA certificate students when choosing which industry leaders to invite and will arrange formal meetings with the speakers for EA certificate students as part of the EA certificate programming.

Campus-specific activities, IN: EASC's highlighted activity, the **Indiana State Internationalization Plan (ISIP) (CPP1&2, L118)**, is a consortium spearheaded by IN NRCs, IN CoEd, and the Indiana DOE. Funding is requested to support an ISIP coordinator and activities that will be integrated with the **Internationalizing K-12 Ed: Indiana and Beyond (AP, CPP1&2, L117)** initiative described above. ISIP activities include designing and implementing a global learning certificate for the state of Indiana; increasing offerings and access to area, global and foreign language learning and professional development opportunities for Indiana students and teachers; and expanding routes for professional preparation and certification of world language teachers. Involving higher ed institutions, K-12 educators, businesses, policymakers, and the American Council of Ed, ISIP Y1 objectives include the development of K-16 global learning and IN employment surveys, phase one development of the global learning certificate, and the identification of Kokomo, IN as the first of 4 ISIP pilot "internationalization nodes" for integrated and comprehensive internationalization. In Y2 IN will partner with the American Council on Ed's Center for Internationalization and Global Engagement to host a multi-day summit with invited representatives from states with robust

internationalization strategies. Bloomington will be added as a “node of internationalization.” Y3 activities prioritize connecting K-12 with higher ed institutions, engaging bus and intl partners, and Columbus will be included as ISIP’s third pilot “node of internationalization.” In Y4 a natl conference on how NRCs can be leaders in statewide internationalization will be hosted at IN, and South Bend will be added as ISIP’s fourth “node of internationalization.” EASC also requests **miscellaneous K-16 outreach funds (AP, CPP1&2, L115 & L128)** to support F, student, and public learning through orientation sessions for CoEd Global Gateway and PS SA students; co-sponsorship of C Flagship, PAI, and RCCPB lectures, including the NCUSCR annual China Town Hall; and EA arts events co-sponsored with the Indianapolis CI and Bloomington Lotus World Music Festival.

8-b Timeline and effective use of resources – Our timeline in **Appendix 1**, coupled with outcomes-based evaluation of programs throughout the grant cycle developed by IL’s I-STEM and IN’s Center for Evaluation & Education Policy (CEEP), demonstrates strategic use of IL/IN resources to strengthen the overall program through feedback-based development and renewal in response to the needs of constituencies and NRC priorities. All projects led by other units have provided complete budgets and timelines deemed reasonable by IL/IN.

8-c Reasonableness of cost – Our budget allocates 33% of total requested funds for F, G, UG support and EA programs, 31% for administration (including indirects), 26% for outreach, 8% for language and program evaluation (including totals of \$20,000 for ISTEM [L132] and \$39,772 for CEEP [L136]), and 2% for library support. IL/IN will maximize the effectiveness of program personnel and resources by combining both institutions’ financial contributions to IL/IN activities and infrastructure; capitalizing on IL/IN F expertise; pooling outreach, library, and evaluation resources; energizing cooperation among NRCs, campus units, and outside

institutions; and creating synergies with related externally funded IL-EAPS and IN-EASC programs. Highlighted programs, including IL and IN Ed liaison positions, ISIP, CLE, and library training initiatives are designed to outlive the grant cycle and become self-sustaining.

8-d Long-term impact – The IL/IN Consortium has left an enduring positive natl impact by placing alumni into key positions in higher ed and areas of national need. From 2010 to 2013, IL/IN programs have issued 872 BAs (379 IL, 493 IN), 63 MAs (24 IL, 45 IN), and 147 PhDs (61 IL, 72 IN) to EAists. Proposed activities further strengthen IL/IN’s impact as an NRC by enhancing its capacity to advance EA studies and language learning within changing cultures of global learning and citizenship along the IL/IN Corridor as well as through EA library resources, dissertation workshops, and EA/internationalization teaching and learning assessment symposia of natl scope. Both CEAPS and EASC expand innovative SA and CJK language learning opportunities to under-served IL/IN students, engage MSI and CC colleagues and students in a vast array of Corridor activities, assist in establishing sustainable infrastructure on both campuses for improved LCTL pedagogy and assessment, and deepen long-term partnerships with respective CoEds to develop what will become on-going EA courses and global competency curricula for pre- and in-service teachers and K-12 students. Taken together IL/IN activities will create a scalable and sustainable legacy of EA ed and public service on both campuses and assist in the creation of an integrated IL/IN Corridor K-16 EA studies pipeline benefiting thousands of IL, IN and Midwest F, students, and residents.

IX. Impact and Evaluation

9-a Impact on U, community, region, nation—IL CEAPS and IN EASC provide our Us and our region unparalleled public clearinghouses for EA education and services, including support for EA travel, advice on hosting EA international visitors and scholars, CJK translation

for minority communities; fellowship programs offer financial support. Outreach programs foster interest in EA among non-traditional participants through such programming as concerts and lectures at retirement homes and distance-ed programs in the IL/IN Corridor through videoconferencing. IL and IN's Disability Services offices and Adaptive Technology centers ensure access for students with disabilities. IL and IN programs are held in accessible locations; F and staff readily accommodate special-needs students; and event announcements encourage those with special needs to contact staff for assistance. EASC NCTA seminars likewise reach out to under-served regions in Chicago, New Orleans, Birmingham, AL, and other areas of the Midwest and South with high populations of minority students.

9-c Evaluation plan—IL/IN will benefit from collaborative evaluation by IL Science, Technology, Engineering and Mathematics Education Initiative (I-STEM) and the IN CEEP. Evaluators will cooperate to manage data collection at IL/IN and share responsibility for instrument development, analysis and reporting.

Since 2004, IL NRCs have participated in joint independent evaluation under the direction of Dr. Lizanne DeStefano, Director of I-STEM and a nationally-renowned specialist on educational evaluation. No administrative, supervisory, academic, or budgetary relationship exists between IL NRCs and I-STEM. I-STEM and IL NRCs have developed and implemented joint evaluation, created common instruments and data collection procedures to collect Government Performance and Results Act (GPRA) and program-specific indicators, and established a central database and standard reporting procedures. Collective evaluation has proved cost effective and significantly increases the set of respondents and over-all evaluation capacity and consistency of IL NRCs. Joint evaluation data also have proven useful in garnering institutional support for IL NRCs, and cooperation will continue in 2014-18.

Project Goal #5: To promote EA teaching and learning among PreK-12 schools, the public, business and media within the IL/IN Corridor and nationally (AP, CPP 1, CPP 2)			
Performance Measures	Indicators	Timeline	Method
A) Increase opportunities for access to new expertise and research on EA studies topics among PreK-12 schools, public, business, and media by 5% annually	• Number of participants involved in outreach activities	Annually	Grantee records
	• Percent of participants who report increased knowledge of EA studies topics	Annually	Outreach survey
B) Increase opportunities for collaboration and networking for EA learning across colleges/universities, Pre-K-12 schools, businesses, and media by 5% annually	• Number of different organizations/entities partnering in the International Education Consortium for the State of Indiana	Annually	Grantee records
	• Number of different organizations/entities participating in at least one outreach or collaborative activity	Annually	Grantee records
	• Percentage of organizations/entities regularly participating in the International Education Consortium will “agree” or “strongly agree” that the Consortium is strengthening state-level collaboration and networking for internationalized learning	Annually	Outreach survey

Additional evaluation activities: The IL/IN evaluation system incorporates the complementary strengths of *internal* and *external* evaluation. IL/IN and I-STEM/CEEP share responsibility for data collection, analysis and interpretation. The evaluation team oversees and audits the quality of internal evaluation, conducts independent data collection and analyses, and develops findings and recommendations. IL/IN directors and outreach coordinators, advisory and executive committees, and related U offices also participate in evaluation and reporting. This multi-perspective strategy yields deeper actionable feedback to program staff and increased local evaluation capacity.

Finally, the IL/IN comprehensive evaluation plan described in Table 13 states the indicators and instruments to be used in response to 4 evaluation questions aligned with NRC priorities, GPRA indicators, and IL/IN objectives. Currently shared instruments and procedures to be used in 2014-18 will be supplemented by additional measures tailored to evaluate IL/IN-

specific objectives and programs such as the development of new IL/IN courses, certificates, and degrees.

Table 13. IL/IN Consortium NRC Evaluation Plan 2014-2018: Questions and Indicators	
Evaluation Questions	Indicators
(A) Do the Center's activities and training programs significantly impact the university, community, region, and nation (including both short- and long-term impacts on UG and professional programs)?	<ol style="list-style-type: none"> 1. Increased enrollments in LCTLs, IL/IN Consortium courses, certificates, degrees & programs (GPRA) 2. Increased graduate and FLAS placement in areas of national need (GPRA) 3. Strategic recruitment of new faculty in LCTLs and IL/IN Consortium areas 4. High levels of event participation rates and diverse participants 5. Increased internship/study abroad institutional support and participation 6. Increased collaboration with other NRCs on campus 7. Improved evaluation practice among NRCs 8. Increased collaboration with overseas institutions and measurable outcomes 9. Increased collaboration with professional schools and measurable outcomes 10. Increased collaboration with IHEs, community colleges and MSIs resulting in measurable curricular and programmatic outcomes 11. Increase in # of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies (GPRA) 12. Increase in # of intermediate or advanced level language courses in the priority and/or LCTLs (GPRA)
(B) Does the Center provide equal access and treatment to eligible project participants that are members of underrepresented groups?	<ol style="list-style-type: none"> 1. Sensitivity to diversity in faculty and staff hiring process and outcomes 2. Student recruitment, enrollment, retention, graduation, & placement 3. Increased diversity in participant demographics at all levels 4. Increased accommodations and diversity in dissemination/recruitment practices 5. Increased Internship/study abroad placement for underrepresented groups 6. Diversity in FLAS awards 7. Diversity in Study Abroad Scholarships 8. Increased accessibility and use of web information
(C) Do the Center's language programs address national needs; are they of high quality; and are they producing the next generation of specialists?	<ol style="list-style-type: none"> 1. Student "Instructor and Course Evaluation System" ratings 2. % of FLAS who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation (GPRA) 3. % of FLAS graduates who studied priority languages (GPRA) 4. % of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level (GPRA) 5. Expert review of new syllabi, majors, minors 6. Increased number of TAs with enhanced graduate teaching certificate 7. Increased enrollments in advanced language classes, esp. LCTLs (GPRA) 8. Increased placement of majors, minors and FLAS in areas of high need (GPRA) 9. Increased internship placements, awards, and study- abroad rates 10. Increased IL/IN Consortium teaching staff receiving teaching awards 11. Accreditation results for IL/IN Consortium involved departments and programs 12. Increased capacity for language assessment in all departments
(D) Does the Center show significant and measurable regional and national impact on 1) K-12 teachers; 2) post-secondary instructors, business, media, and the general public?	<ol style="list-style-type: none"> 1. Improved enrollment/demographics of participants 2. High levels of faculty and staff involvement in outreach activities 3. High levels of participation satisfaction and ratings of utility 4. Increased media coverage at local, state and national levels 5. Extent to which K-12 & community colleges adopt curricula, online courses, etc. 6. Increased leveraging of funding from other sources 7. High levels of involvement of Center faculty and professional schools in outreach 8. Increased number of professional courses & programs with IL/IN Consortium content 9. Increased engagement of business and general public in IL/IN Consortium activities.

IL/IN Consortium & Joint NRC Evaluation Instruments	
<p>Developed:</p> <ul style="list-style-type: none"> a) Summer FLAS Fellow On-line Survey b) Academic Year FLAS On-line Survey c) FLAS Alumni Online Annual Survey d) Shared T6 FLAS database e) Foreign Language Student Annual Survey f) CIBER Certificate Student Exit Survey g) NRC Impact On-line Annual Survey h) NRC Impact Annual Focus Group Protocol i) Outreach Event/ Workshop Pre/PostSurvey j) Systematic analysis of campus data bases for enrollment, retention, and other data. 	<p>Planned:</p> <ul style="list-style-type: none"> 1. Web analytics dashboard to demonstrate impact of improved accessibility web resources 2. Semester Analysis of OPI and locally developed language assessment student performance and changes over time. 3. Expert syllabi review, mid-semester and final evaluation surveys for new courses, including introductory course 4. Instruments to measure classroom usage, implementation, and impact of community college and K-14 outreach efforts. 5. Instruments to further document and measure outcomes related to collaboration with IHEs (CIC Centers, overseas institutions, professional schools, community colleges, and MSIs) 6. Survey of language teachers to assess increased capacity in language assessment, retention and career development issues. 7. Development of NRC and FLAS cost efficiency measures (GPRA)

X. FLAS

IL/IN follows consistent, explicit procedures in awarding FLASes, adhering strictly to DOE regulations and making special effort to reach G students in PS MA programs likely to enter govt service or a professional field. IL seeks 6 AY for UG and G students and 2 summer awards for UG and G students; IN seeks 4 AY for G students and 4 summer awards for UG and G students, totaling 10 AY and 6 summer FLASes per year; UG FLASes will capitalize on increasing numbers of already taking CJK languages. Each campus will make its own selections using similar procedures. IL waives tuition for G FLAS recipients, and IN will pay the difference between the FLAS institutional stipend and tuition.

10-a-1 Advertisement—CEAPS and EASC will notify relevant F, administrators, and students of the availability of CJK FLASes, making particular effort to advertise within PSs—an activity facilitated by the strong presence of IL and IN EA F in PSs. CEAPS and EASC will advertise FLASes through newspapers, student campus fairs, visits to CJK language classes, and other events drawing large numbers of prospective applicants, and will hold widely publicized FLAS info sessions. In addition, CEAPS and EASC will publicize FLASes through weekly e-

mail bulletins targeting EA F and students and at collaborative events with PSs and student orgs, such as IL and IN career development programs. To increase the number of applications from students with diverse backgrounds, we will host special information sessions in collaboration with student orgs including the African American Engineering Society in IL and the African Student Association in IN.

10-a-2 Timeline—FLAS advertising runs year-round. All applications are due in mid-February at IL and February 1st at IN. CEAPS and EASC notify students of awards prior to spring break (in 2014, March 24 at IL; March 17 at IN). IL and IN comply with the Council of G Schools April 15th deadline, by which time students should accept or decline fellowship awards.

10-a-3 Addressing Priorities—IL/IN addresses priorities through the dissemination of information and the organization of selection committees as detailed in **10-a-1** and **10-c-1**. Committees will also be instructed to prioritize students with financial need. See also **XI**.

10-b Applications—Application materials will be available on CEAPS, EASC, and other relevant websites. IL and IN have standardized online FLAS application procedures across all NRCs. Application requirements include a statement detailing the importance of language study for academic and career goals; transcripts; 3 letters of recommendation, (one from a language instructor); and, at IN, GRE scores. IL and IN NRCs hold application workshops for students.

10-c-1 Selection Committee—CEAPS and EASC directors will form FLAS selection committees of 5 F. One of the 5 members will come from a PS, and 1 each from the social sciences, humanities, and languages. Committee members will be recruited from PSs (such as Ed and Law) that train the largest number of EA-focused MA students. Committee members will rank applicants by academic excellence, commitment to region, and future impact and service.

CEAPS and EASC will prioritize financial need (FLAS Competitive Preference Priority) for both UG and G FLAS candidates who have been recommended through a merit-based review process and exhibit financial need as determined by the results of their current Free Application for Federal Student Aid (FAFSA) application. During each FLAS application cycle (2015-2016, 2016-2017, and 2017-2018), CEAPS and EASC will clarify in the competition announcement that U and G students who demonstrate financial need shall receive preference during the final stage of the selection process. Students wishing to be considered for such preference will be asked to indicate accordingly by checking an appropriate box on the on-line application. Students checking the priority box will be asked to submit their FAFSA forms as part of the application materials. For degree-seeking students submitting the FAFSA, designated staff members access FAFSA results to determine if a candidate qualifies for financial need.

10-c-2 Selection Criteria—Each member of the selection committee will review all FLAS applications to CEAPS/EASC and complete a scoring sheet allowing 1-10 points for each of 5 relevant categories. All qualified recipients will be ranked. A final list of no fewer than 150% of the number of expected fellowship allotments will be recommended, provided a sufficiently large applicant pool. The recommended candidates will be listed in descending order of prioritization; students deemed qualified for financial need will be allotted 3 extra points. This system assures that only candidates deemed highly qualified will be further prioritized based on need.

While extra points will be given to qualified candidates with financial need, FLAS awards are given primarily on the basis of merit, as defined by quantitative indices (GPA, GRE scores) and qualitative criteria (recommendation letters and statements of purpose). Special preference will be given to students pursuing advanced-level language proficiency (Y3-4) and to

MA PS students likely to pursue govt service or enter a professional field. If there are qualified applicants, at least 1 AY and at least 1 summer award will be given to govt- and professional-service-bound applicants from PSs or to applicants from other areas with clearly articulated public service goals. The C of Law at IL is working with IL NRCs to identify intl internship opportunities that complement FLAS awards. IN will award AY FLASes to G students who are clearly dedicated to EA studies relevant careers. Both G and UG students will be eligible for summer FLASes at the intermediate or advanced level. Selection committees will be encouraged to give a mix of humanities, social science, PS, and CJK awards.

XI. Competitive Priorities

All IL/IN languages are priority languages, and all are taught to the 4th year level. We have a robust record of using the FLAS program to provide students, including many from PSs, with high-quality language instruction in areas of vital national need. For the 2014-2018 grant cycle, the FLAS selection process for both UG and G students will be guided by the FLAS competitive priority of prioritizing qualified FLAS candidates based on financial need.

		Center for East Asian and Pacific Studies/University of Illinois-East Asian Studies Center/Indiana University Consortium 2014 - 2018 NRC Budget													
L1	A	IL	IN	Year 1 2014-2015		Year 2 (2015-2016)		Year 3 (2016-2017)		Year 4 (2017-2018)		IL Total	IN Total	IL/IN Total	
				IL	IN	IL	IN	IL	IN	IL	IN				
L1	A														
L2															
L3	1														
L4	a														
L5	b														
L6	c														
L7	d														
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L9	f														
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L16	a														
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L36	B														
L37	1														
L38	a														
L39	b														
L40	c														
L41	d														
L42	e														
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L44	g														
L45	h														
L46															
L47	2														
L48	a														
L49	b														
L50	c														
L51															
L52	3														
L53	a														
L54	b														
L55	c														

	Year 1 2014-2015		Year 2 (2015-2016)		Year 3 (2016-2017)		Year 4 (2017-2018)		IL Total	IN Total	IL/IN Total
	IL	IN	IL	IN	IL	IN	IL	IN			
Center for East Asian and Pacific Studies/University of Illinois-East Asian Studies Center/Indiana University Consortium 2014 - 2018 NRC Budget											
L55											
L56		25.31%									
L57		6.91%									
L58		6.91%									
L59											
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**Foreign Language and Area Studies Fellowship Budget
Consortium for East Asian and Pacific Studies at the University of Illinois and Indiana University 2014-2018**

University of Illinois		Year 1	Year 2	Year 3	Year 4			
Academic Year	No of Awards	Institutional Payment	Subsistence Allowance	2014-15	2015-16	2016-17	2017-18	TOTAL
Undergraduate	3	10,000	5,000	45,000	45,000	45,000	45,000	180,000
Graduate	3	18,000	15,000	99,000	99,000	99,000	99,000	396,000
Total Academic Year	6			144,000	144,000	144,000	144,000	576,000
Summer								
Undergraduate / Graduate	2	5,000	2,500	15,000	15,000	15,000	15,000	60,000
Total Summer	2			15,000	15,000	15,000	15,000	60,000
Total University of Illinois				159,000	159,000	159,000	159,000	636,000
Indiana University								
Academic Year	No of Awards	Institutional Payment	Subsistence Allowance	Year 1	Year 2	Year 3	Year 4	TOTAL
Undergraduate	0	10,000	5,000	-	-	-	-	-
Graduate	4	18,000	15,000	132,000	132,000	132,000	132,000	528,000
Total Academic Year	4			132,000	132,000	132,000	132,000	528,000
Summer								
Undergraduate/Graduate	4	5,000	2,500	30,000	30,000	30,000	30,000	120,000
Total Summer	4			30,000	30,000	30,000	30,000	120,000
Total Partner Institution				162,000	162,000	162,000	162,000	648,000
Total Consortium FLAS Budget				321,000	321,000	321,000	321,000	1,284,000



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

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

Name of Institution/Organization: Board of Trustees of the University of Illinois and Indiana University – East Asian and Pacific Studies

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	107,770	115,663	121,899	120,255		465,587
2. Fringe Benefits	24,810	25,733	27,491	28,947		106,981
3. Travel	9,000	9,000	9,000	12,000		39,000
4. Equipment						
5. Supplies	4,000	4,600	4,300	2,300		15,200
6. Contractual						
7. Construction						
8. Other	83,486	85,059	85,309	81,706		335,560
9. Total Direct Costs (lines 1-8)	229,066	240,055	247,999	245,208		962,328
10. Indirect Costs*	18,325	19,204	19,840	19,617		76,986
11. Training Stipends	321,000	321,000	321,000	321,000		1,284,000
12. Total Costs (lines 9-11)	568,391	580,259	588,839	585,825		2,323,314

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Office of Naval Research The Indirect Cost Rate is 25.4%.
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 ___ Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Illinois/Indiana NRC Timeline

ACTIVITY	Y1 2014-15	Y2 2015-16	Y3 2016-17	Y4 2017-18
A. SALARIES				
Administrative				
IL Associate Director (12% of 100% FTE with 3% annual increase)	◆	◆	◆	◆
IL Graduate Assistant (33%, 9 months with 2.5% annual increase): Technical support including web maintenance and video editing	◆	◆	◆	◆
IL Graduate Assistant (33%, 9 months with 2.5% annual increase): Admin support for Title VI related activities.	◆	◆	◆	◆
IL CEAPS Summer Hourly Paid Graduate Assistant, \$20/hr (Assist in Center's summer programs: Y1: 50 hours; Y2: 100 hours; Y3: 150 hours; Y4: 25 hours)	◆	◆	◆	◆
IL AEMS Summer Hourly Paid Graduate Assistant, \$20/hr (Assist in AEMS's daily operation and related activities: Y1: 50 hours; Y2: 100hours; Y3: 100 hours; Y4: 25 hours)	◆	◆	◆	◆
IN Associate Director, Theresa Kang: .15 FTE	◆	◆	◆	◆
IN Data Assistant (AY): Graduate Assistant @ 20 STD hours	◆	◆	◆	◆
IN Student Hourly (AY): Hourly @ \$14.25/hr * 10 hrs/wk * 48 wks (*20 hrs in Y2, Y3, and Y4)	◆	◆	◆	◆
IN Student Hourly (Summer): 2 Hourlies @ \$14.50/hr * 9 hrs/wk * 15 wks	◆	◆	◆	◆
IN Student Hourly (Holiday Break work): 2 Hourlies @ \$14.25/hr * 10hrs/wk @ 4 weeks	◆	◆	◆	◆
Language Instruction				
IL Shared RA position for LCTL test development; flat contribution	◆	◆	◆	◆
IN Mongolian language IVANRC Support	◆	◆	◆	◆
IN Joint NRC Graduate Assistant – Bridges Children World Languages	◆	◆	◆	◆

Appendix I - Timeline

Area Studies Instruction						
IL	Bilingual Course: Translating Cultures and Everyday Life: U.S. and China (curriculum development) (academic hourly)	◆				
IN	Joint NRC Library aid – special collections student hourly 10 hr/wk	◆	◆	◆	◆	◆
IN	Internationalizing K-12 Education: Indiana and Beyond(SoE Joint Project) - Post-Doctoral Fellow	◆				
IN	DEMA "A Diversity of Worldviews" - Summer Supplemental Pay				◆	◆
IN	Critical Area Studies for a Global Era (CASGE) coordinator for National Conference Y3 Only - Student Hourly at \$15/hour * 20 hrs/wk * 30 weeks				◆	
IN	Critical Area Studies for a Global Era (CASGE) Faculty coordinators TBN supplemental pay	◆			◆	◆
IN	Critical Area Studies for a Global Era (CASGE) Professional Service Fees for CLACS chapter of NRC volumes - supplemental pay					◆
Outreach						
IL	Outreach Coordinator (50% of 100% FTE with 3% annual increase)	◆	◆	◆	◆	◆
IL	CoEd Global Perspectives TA. (Shared position with REEC -- 50% of one 25% FTE for 1 semester per year, with 2.5% annual increase.)	◆	◆	◆	◆	◆
IN	Outreach Coordinator, Cathy Gao: .05 FTE	◆	◆	◆	◆	◆
IN	Joint NRC International Outreach Coordinator	◆	◆	◆	◆	◆
B. FRINGE BENEFITS						
Administrative						
IL	Associate Director (12% of 100% FTE with 3% annual increase)	◆	◆	◆	◆	◆
IL	Graduate Assistant (33%, 9 months with 2.5% annual increase)	◆	◆	◆	◆	◆
IL	Graduate Assistant (33%, 9 months with 2.5% annual increase)	◆	◆	◆	◆	◆
IL	CEAPS Summer Hourly Paid Graduate Assistant	◆	◆	◆	◆	◆
IL	AEMS Summer Hourly Paid Graduate Assistant	◆	◆	◆	◆	◆
IN	Associate Director, Academic Fringe Benefits @ 39.76%	◆	◆	◆	◆	◆

Appendix I – Timeline

IN Data Assistant: Student Health Insurance	◆	◆	◆	◆	◆
Language Instruction					
IL Shared RA position for test development	◆	◆	◆	◆	◆
IN Mongolian IVANRC Support FICA @ 6.91%	◆	◆	◆	◆	◆
IN Joint NRC Graduate Assistant – Bridges Children World Languages Graduate Assistant Student Health Insurance	◆	◆	◆	◆	◆
Area Studies Instruction					
IL Bilingual Mandarin-English class, “Translating Culture and Everyday Life: US and China.” (curriculum development) (academic hourly)	◆				
IN Library Aide-Special Collections: FICA @ 6.91%	◆	◆	◆	◆	◆
IN Internationalizing K-12 Education: Indiana and Beyond(SoE Joint Project) - Post-Doctoral Fellow	◆	◆	◆	◆	◆
IN DEMA "A Diversity of Worldviews" - Supplemental Pay @ 25.31				◆	◆
IN Critical Area Studies for a Global Era (CASGE) coordinators FICA @ 6.91%	◆	◆	◆	◆	◆
IN Critical Area Studies for a Global Era (CASGE) Professional Service Fees for CLACS chapter of NRC volumes - FICA 6.91%					◆
Outreach					
IL Outreach Coordinator (50% of 100% FTE with 3% annual increase)	◆	◆	◆	◆	◆
IL CoEd Global Perspectives T.A. flat contribution	◆	◆	◆	◆	◆
IN Outreach Coordinator: Academic Fringe Benefits @ 39.76	◆	◆	◆	◆	◆
C. TRAVEL					
Foreign Travel					
Domestic Travel					
IL Faculty Travel	◆	◆	◆	◆	◆
IL Outreach Travel	◆	◆	◆	◆	◆

Appendix I - Timeline

IL Administrative Staff Travel to Annual Title VI Meeting					◆
IN IU Faculty/Graduate Conference Grants	◆		◆		◆
IN Administrative Staff Travel to Annual Title VI Meeting	◆		◆		◆
IN Martinsville Korea Night	◆		◆		◆

D. SUPPLIES

IL Library Acquisitions	◆		◆		◆
IL Outreach Materials (enhancing AEMS collection)	◆		◆		◆
IN Library Web Portal			◆		◆

E. Other

Joint IL/IN Activities					
IN Joint IL/IN graduate and undergraduate seminar			◆		◆
IN Joint IL/IN Dissertation workshop	◆		◆		◆
IN Global Midwest	◆				
IN IL/IN Consulate Talks	◆		◆		◆

Illinois Activities

IL Documenting Study Abroad	◆		◆		◆
IL Study Abroad Blog	◆		◆		◆
IL Certificates in East Asian Studies			◆		◆
IL Summer Research Lab	◆		◆		◆
IL Global Informatics Initiative	◆		◆		◆
IL International Service Learning Coordinator			◆		◆
IL On Campus Study Abroad Summit			◆		◆
IL Business and LCTL Language Symposium	◆				

Appendix I - Timeline

Indiana Activities				
IN CLTA Chinese Flagship Conference	◆			
IN Japanese Pedagogy Workshop		◆		◆
IN (CLE) Center for Language Excellence	◆	◆	◆	◆
IN EASC Colloquium Series	◆	◆	◆	◆
IN Russia and China in the World	◆	◆	◆	◆
IN IU2U	◆	◆	◆	◆
IN East Asian joint Meet The Author	◆	◆	◆	◆
IN Joint CIBERSymposium on Sustainable Development	◆	◆	◆	◆
IN Critical Area Studies for a Global Era (CASGE) - Support for presentations and research that directly further critical area studies	◆	◆	◆	◆
IN Critical Area Studies for a Global Era (CASGE) Conference travel expenses & speaker fees for visiting scholars	◆	◆	◆	◆
IN MCIES	◆			

K-12 Outreach				
IL Documenting Ecological Campaign	◆	◆	◆	◆
IL Digital Asia	◆	◆	◆	◆
IL A Video-assisted Language Learning Community in Schools for CJK	◆	◆	◆	◆
IL University Language Academy				
IL Outreach activities in collaboration with Center for World Music	◆	◆	◆	◆
IN Japanese Olympiad of Indiana		◆	◆	◆
IN Indianapolis Children's Museum, "Take me there, China"	◆	◆	◆	◆
IN Misc K-12 program support (including Korea Night and the Confucius Institute)	◆	◆	◆	◆
IN NCTA EA Studies Professional Development webinar	◆	◆	◆	◆
IN Internationalizing K-12 Education: Indiana and Beyond (SoE Joint Project)	◆	◆	◆	◆

Appendix I - Timeline

IN Indiana State Internationalization Plan (ISIP)	◆	◆	◆	◆	◆
Post-Secondary Outreach					
IL Co-curriculum development with CCs and MSIs	◆	◆	◆	◆	◆
IL The Joint Area Centers Symposium		◆			◆
IL Travel grant for MSI faculty to use UI library and communicate with UI faculty	◆		◆	◆	◆
IN Midwest Institute Iv Tech	◆				
IN ICAB2				◆	
IN ISU Collaboration	◆		◆	◆	◆
IN Institute for Curriculum and Campus Internationalization (ICCI)	◆	◆	◆	◆	◆
IN Asian Cultural Center Support/Field Study	◆		◆		◆
IN Misc post-secondary program support (including annual China Town Hall and Confucius Institute)	◆	◆	◆	◆	◆
Government, Business, Media and Law Outreach					
IL Career workshop led by industry/business leaders	◆	◆	◆	◆	◆
Evaluation					
IL ISTEM	◆		◆	◆	◆
IL OPI workshops	◆		◆	◆	◆
IL OPI tests for FLAS recipients	◆		◆	◆	◆
IN Assessment Development for Early World Language Learners	◆		◆	◆	◆
IN CEEP	◆		◆	◆	◆

LAURA STACHOWSKI

INSTITUTION: Indiana University, School of Education

TITLE/DEPT: Director, Cultural Immersion Projects,

EDUCATION: Ph.D. Curriculum Studies, Indiana University, 1994.

RESEARCH INTERESTS: Transforming learning through structured cultural immersion where educators must evaluate their ability to adapt to the cultural values of a foreign environment

LIANA ZHOU

TITLE/UNIT: Head Librarian, Kinsey Institute

EDUCATION: MLS, Indiana University 1990

FOREIGN LANGUAGES: Chinese Mandarin (5)

RESEARCH INTERESTS: NA

INDIANA EAST ASIAN STUDIES CENTER STAFF

Berry Melissa

TITLE/UNIT: Database/Office Service Coordinator, East Asian Studies Center

EDUCATION: NA

FOREIGN LANGUAGES: NA

OVERSEAS & FIELD EXPERIENCE: NA

CATHY GAO

TITLE/UNIT: Outreach Coordinator, East Asian Studies Center

EDUCATION: MA, Indiana University 2010

FOREIGN LANGUAGES: Chinese Mandarin (5)

OVERSEAS & FIELD EXPERIENCE: NA

HYE-SEUNG (THERESA) KANG

TITLE/UNIT: Associate Director, East Asian Studies Center

EDUCATION: Ph.D. University of Illinois at Urbana-Champaign, Human Resource Education, 2010

FOREIGN LANGUAGES: Korean (5), Japanese (3), Chinese Mandarin (1)

OVERSEAS & FIELD EXPERIENCE: China, Japan, South Korea, Taiwan

DAVID NOLAN

TITLE/UNIT: Account Service Coordinator, East Asian Studies Center

EDUCATION: BA, Knox College 2009

FOREIGN LANGUAGES: NA

OVERSEAS & FIELD EXPERIENCE: NA

Appendix IV: PMF Form

1. Project Goal Statement #1: Promote and improve East Asian Studies teaching, learning and research at the IL/IN Consortium. (AP)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase students' and faculty access to EA studies and learning opportunities at the IL/IN Consortium by 5% annually	A.1. IN Joint-NRC Critical Area Studies for a Global Era (CASGE)	Number of university and college students who participate in global and language learning events	Annually	Grantee records					
	A.2. IN-IL Joint NRC Global Midwest humanities/area studies initiative	Percentage of student and faculty participants reporting a collaborative activity as a result of global learning workshop/activity.	Annually	Participant survey					
	A.3. IN EASC-REEI NRCs Russia and China in the World Workshops	Percentage of faculty who report integrating international and global perspectives and outcomes into their teaching;	Annually	Outreach Survey					
	A.4. IN EASC faculty and graduate student conference participation stipends								
	A.5. IN EASC Colloquium Series								
	A.6. IL-IN Dissertation Workshops								
	A.7. IN-IL "Meet the Author" East Asian Studies Graduate Student Videoconference Workshops								
	A.8. IU-UI Graduate Summit on East Asian Studies								

	<p>A. 9. UI-IU Undergraduate Summit</p> <p>A. 10. IL Documenting Journeys Abroad</p> <p>A. 11. IL EA certificate</p>						
<p>B) Increase collaborative opportunities among/for EA and internationalized learning among key stakeholders by 5% annually</p>	<p>B.1. IN Course in Area Studies Librarianship</p> <p>B.2. IN Library Web Portal for Internationalization of the Curriculum</p> <p>B.3. IN EASC-CIBER Sustainable Development Symposium</p> <p>B.4. IL Library Summer Research Lab</p> <p>B.5. IL Global Informatics Initiative</p> <p>B.6. IL International Service Learning Coordinator</p>	<p>Number of registrants/ participants</p> <p>Percentage of participants who report a collaborative activity as a result of participation in symposia</p>	<p>Annually</p> <p>Annually</p>	<p>Grantee records</p> <p>Outreach survey</p>			

1. Project Goal Statement #2: Promote and improve teaching, language proficiency, and assessment of Mandarin Chinese, Japanese, and Korean among both institutions of higher education and K-12. (AP, CPP 2)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase student access to EA studies, CJK language learning, and internationalized courses and curricula within Pre-K-12 schools and higher education institutions by 5% annually	A.1. IN support of Mongolian for EA studies students A.2. IN Japanese Olympiad of Indiana (JOI) for high school students A.3. IN EASC/Asian Culture Center Asian Language Learning Program (ALLP) A.4. IN BRIDGES: Chinese language learning for Monroe County Children A.5. IN BRIDGES: "Assessment Development for Early World Language Learners". A. 6. IL LCTL one-day symposium (Year 1 only) A. 7. IL OPI Workshops A. 8. IL OPI tests for FLAS recipients	Number of Pre-K-12 students participating in EA and CJ language learning opportunities Percentage of parents reporting that their children who participated in LCTL learning events had an increase in interest in learning about LCTLs Number of high school students who enroll in global learning certificate (part of ISIP)	Annually Annually Annually	Grantee records Outreach survey Grantee records					

<p>B) Increase in-service and pre-service K-12 teachers' knowledge and use of EA studies content in their teaching by 5% annually.</p>	<p>B.1. IN Japanese Pedagogy Workshop for K-12 teachers</p>	<p>Number of teachers who participate in professional development activities</p> <p>Percentage of pre-service and in-service teachers who report integrating international and global perspectives into classrooms and teaching</p> <p>Number of courses offered through a new SOE and Global Gateway course modules</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Grantee records</p> <p>Outreach survey</p> <p>Grantee records</p>			
<p>C) Increase the numbers of participants in pedagogical training for LCTL instruction and assessment by 5% annually.</p>	<p>C.1. IN EASC Joint NRC Center for Language Excellence (CLE) IN EASC support for inaugural annual Chinese Language Teaching Association (CLTA) in Bloomington</p>	<p>Number of instructors participating in pedagogical training for LCTL instruction and assessment.</p> <p>Percentage of participants who report use of innovative LCTL instructional methods as a result of training.</p> <p>Percentage of (target group) reporting use of innovative LCTL assessments.</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Training Records</p> <p>Instructor Survey</p> <p>Instructor Survey</p>			

D) Increase by 5% the number of IU students' completing intermediate and advanced level courses in LCTLs each project year.	D.1. IN SWSEEL Intensive Summer Language Workshop D. 2. IL University Language Academy (This is an after-school program for K-12 students that teaches languages) D. 3. IL Video-aided language teaching	Number of students who complete intermediate or advanced level courses in LCTLs. Percentage of students who report using the language studied for pursuit of graduate studies or employment	Annually Annually	Enrollment data Annual survey					
1. Project Goal Statement #3: Promote and improve East Asian Studies teaching and learning among institutions of higher education, including minority serving institutions and community colleges. (CPP 1)									
2. Performance Measures		4. Data/ Indicators		5. Frequency		6. Data Source		7. Baseline and Targets	
3. Activities								BL T1 T2 T3 T4	
A) Increase faculty and student use of knowledge of EA area studies, language learning, and curricula within higher education by 5% annually.	A.1. IN Institute for Curriculum and Campus Internationalization (ICCI) A.2. IL/IN Dissertation Workshops A.3. IU-UI Undergraduate Summit A.4. IN EASC Colloquium Series A. 5. IL JACS (Joint Area Centers Symposium) A. 7. IL Study Abroad Blog	Number of faculty participants Percentage of faculty participants who report applying knowledge gained from workshops to their teaching.	Annually Annually	Grantee records Participant survey					

<p>B) Increase opportunities for collaboration among students and faculty at MSI and community colleges with traditional institutions of higher education by 5% annually</p>	<p>B.1. IN ICAB2 for Ivy Tech Bloomington</p> <p>B.2. IN Midwest Institute Meeting at Ivy Tech</p> <p>B.3. IN Co-curricular and speaker series development between EASC and ISU</p> <p>B. 4. IL Travel grant for MSI and community college faculty to visit UI library and communicate with UI faculty.</p> <p>B. 5. IL Co-curriculum development between faculty in ISU and Parkland College and UI faculty</p> <p>B. 6. IL UI Undergraduate conference with students in ISU/Parkland College and other MSIs in Illinois</p>	<p>Number of students at partnering minority serving institutions and community colleges who participate in global learning courses</p> <p>Percentage of faculty at partnering institutions who report integrating international and global perspectives and outcomes into courses</p>	<p>Annually</p> <p>Annually</p>	<p>Grantee records</p> <p>Outreach survey</p>			
<p>C) Increase international study abroad opportunities for underrepresented undergraduate students (minority, first generation, financial need) by 5% annually</p>	<p>C.1. IN DEMA: A Diversity of World Views Study Abroad Course Development and Scholarship Program for Underserved IU Undergrads</p> <p>C.2. IN IU2U Study Abroad and Peer Mentorship Training</p>	<p>Number of students from underrepresented groups studying abroad.</p>	<p>Annually</p>	<p>Registrar</p>			

	C.3. IN EASC/ Asian Culture Center Field Study Abroad/at Home for International Service Learning D. 4. IL Study Abroad Blog D. 5. IL Documenting Study Abroad	Percentage of underrepresented students who participated in study abroad who report integrating their experience or knowledge into their academic program.	Annually	Outreach survey					
1. Project Goal Statement #4: Promote and improve East Asian Studies teaching and learning for teacher educators and for pre- and in-service teachers (AP)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
A) Increase the components of EA language, culture and research in the teacher training programs and K-12 schools by 5% annually	A.1. IN Joint NRC IU School of Education Collaboration: Internationalizing K-12 Education: Indiana and Beyond A.2. IN International Outreach Council (IOC) and IOC coordinator A.3. IN EASC Midwest Conference on Comparative and International Education and International Education Society Internationalization of the Teacher Education Curriculum Workshop A. 4. IL Digital Asia	Percentage of teachers who report integrating international and global perspectives (with an EA focus) into classrooms and teaching; Percentage of pre-service teachers who report utilizing area studies course content in their student teaching.	Annually Annually	Outreach survey Follow-up survey	BL	T1	T2	T3	T4

1. Project Goal Statement #5: Promote and improve East Asian Studies teaching and learning among PreK-12 schools, public, business, and media within the IL/IN corridor and nationally (AP)								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Increase opportunities for access to new expertise and research on EA studies topics among PreK-12 schools, public, business, and media by 5% annually	A.1. IL-IN Consulate talk	Number of participants involved in outreach activities	Annually	Grantee records				
	A.2. IN Korean Night							
B) Increase opportunities for collaboration and networking for EA learning across colleges/universities, Pre-K-12 schools, businesses, and media by 5 % annually	A.3. IN EASC-Indianapolis Children's Museum "Take me there, China" speaker series	Percent of participants who report increased knowledge of EA studies topics	Annually	Outreach survey				
	A.4. IL Documenting Ecological Urbana-Champaign							
	A.5. University Language Academy							
B) Increase opportunities for collaboration and networking for EA learning across colleges/universities, Pre-K-12 schools, businesses, and media by 5 % annually	B.1. IN International Outreach Council (IOC) and IOC Coordinator	Number of different organizations/entities partnering in the International Education Consortium for the State of Indiana	Annually	Grantee records				
	B.2. Indiana State Internationalization Plan (ISIP)							
	B.3. IL Career workshop led by industry/business leaders							
	B.4. IL Digital Asia							
		Number of different organizations/entities participating in at least one outreach or collaborative activity	Annually	Grantee records				



6/16/2014

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear US Department of Education, IFLE:

Parkland College is pleased to collaborate with the University of Illinois' Center for East Asian and Pacific Studies (CEAPS) as part of its Title VI National Resource Center proposal and offer our full endorsement. We understand that a major priority for the proposal is the creation of an Illinois/Indiana corridor for East Asian studies, which would bring together institutions throughout the two states to develop curriculum, deliver lectures at each other's institutions, and establish a strong network of cooperation for East Asian and Global Education within the two states.

Parkland College is located in the same community as the University of Illinois, and thus we will be a vital partner for CEAPS as they develop this project. In particular, Parkland College faculty will work with University of Illinois faculty to develop and disseminate East Asian Studies curriculum. We also will cooperate with CEAPS to host visiting faculty lectures from other corridor institutions and encourage our faculty to participate. Additionally, Parkland College students will participate in the Study Abroad Blog program developed by CEAPS. These projects are important first steps in developing a strong relationship with CEAPS to foster East Asian Studies, to share expertise, and to help enhance student engagement through study abroad and cultural exchange programs at home.

Parkland College is dedicated to supporting international education through student exchange and on-campus programming. We see a partnership with the University of Illinois as an opportunity to expand experiences for students on both campuses, and we are supportive of enhancing programming in the region through the proposed IL/IN corridor.

Sincerely,

A handwritten signature in black ink that reads "Seamus Reilly". The signature is fluid and cursive, with the first name "Seamus" and last name "Reilly" clearly distinguishable.

Seamus Reilly, Ph.D.
Vice President, Institutional Advancement



**Indiana State
University**

More. From day one.

**Office of International Programs
and Services**

June 12, 2014

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006
(202) 502-7700

Terre Haute, Indiana 47809
812-237-2440
Fax: 812-237-3602
isu-ips@mail.indstate.edu
www.indstate.edu/ips

Dear U.S. Department of Education, IFLE,

The Center for Global Engagement at Indiana State University (ISU) is pleased to offer its endorsement and participation to the development of a Title VI National Resource Center (NRC) for East Asian Studies at Indiana University. One of the Center's key goals will be to promote and improve East Asian Studies teaching and learning among institutions of higher education, including minority serving institutions and community colleges, along the Consortium's Illinois/Indiana corridor. We are delighted that Indiana State University, its faculty, and students will be working with counterparts at Indiana University to further this aim.

For purposes of this NRC program, Indiana State University qualifies as an MSI; it is listed on the FY2014 table of Eligible Institutions for Title III and Title V Programs. For the 2014 academic year ISU hosted 12,500 students, 10,000 of whom were undergraduates. Approximately 50% of our undergraduates are low-income (Pell recipients), about the same proportion are first-generation, and 20% are underrepresented minorities (the highest percentage in the state other than HBCUs). Our students will benefit greatly by participating in activities hosted by the East Asian Studies Center (EASC) at IU.

Strengthening ISU students' knowledge of area studies and overall global competence is one of our chief educational missions, and our partnership with the EASC will facilitate that mission. ISU highly values learning through experiential activities, and it is the norm for our faculty to involve their students in their research. ISU faculty from diverse areas of study such as Japanese and Chinese languages, K-12 teacher education, and the social sciences will join with fellow EASC consortium members to strengthen their knowledge and skills related to East Asia.

Sincerely,

Chris McGrew, Ph.D., Director
Center for Global Engagement



June 20, 2014

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006
(202) 502-7700

Dear U.S. Department of Education, IFLE,

As Vice Chancellor of Academic Affairs, I am pleased to write this letter in strong support of the Indiana University East Asian Studies Center (EASC) Title VI National Resource Center proposal, which is being submitted as a Consortium NRC that partners Indiana University EASC with the University of Illinois at Urbana Champaign Center for East Asian and Pacific Studies. One of the Consortium's key goals is to promote and improve East Asian Studies teaching and learning among institutions of higher education, including community colleges, along the Consortium's IL/IN corridor. I am delighted that Ivy Tech Bloomington and its faculty will be collaborating with EASC on two activities that further this aim.

Strengthening Ivy Tech faculty and student knowledge of area studies and overall global competence is one of our chief educational missions, and our partnership with EASC will facilitate that mission. As part of an Indiana University Joint-NRC initiative, EASC is supporting two Ivy Tech programs. First, EASC is providing funding to help support our fall 2015 faculty-development focused Midwest Institute for International Education (miiie.org). In addition, EASC is partnering with other IU NRC's to support the Center for the Study of Global Change spearheaded **Internationalization Collaborative Across Bloomington (ICAB2) initiative.**

ICAB2 builds on a successful 4-year partnership between IUB and Ivy Tech Bloomington that has focused internationalization of curriculum and campus internationalization. 2014-2018 programming will expand internationalization efforts to the broader campus by developing a number of regional-specific co-curricular activities (lectures, fairs, programs), in addition to enhancing curriculum around specific regional concentrations. Specifically, the partnership will design a regional Themester for seven consecutive semesters at Ivy Tech Bloomington, beginning in spring 2015. Each semester will focus on a particular region of the world and will involve a number of deliberate activities coordinated by area studies centers, including, for example, specialized lectures, co-curricular programs, and panels of international students from the particular region. During EASC's preparatory semester, the Center will lead a 3-hour workshop for faculty on the EA region and on specific pedagogy that can be employed effectively to promote understanding of that critical world area. During EASC's "Themester semester," the Center will assist in the coordination of a number of activities supporting curricular and co-curricular EA studies learning.

Ivy Tech is appreciative and fully supportive of EASC's contribution to our internationalization efforts.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bradley H. Thurmond'.

Bradley H. Thurmond, PhD
Vice Chancellor of Academic Affairs

200 DANIELS WAY
BLOOMINGTON, INDIANA 47304-9772
TEL: 317-459-
FAX 317-430-6211



INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of the Dean

June 10, 2014

Dear Colleagues:

I am writing to express my support for the initiatives spearheaded by the area studies units at Indiana University applying for Title VI funding this June. The School of Education is pleased to partner with the Title VI applicants to enhance the training and certification of K-12 teachers in the state of Indiana and beyond. As the premier institution that trains and certifies teachers in our state, the School of Education is enthusiastically supportive of the goals of this competition—to deepen the internationalization of our teacher training curriculum and bring engagement with cultures and societies from around the world into every classroom toward developing sophisticated and active global citizens.

The School of Education has a long history of global research and international partnerships along with our Global Gateway for Teachers cultural immersion program which is recognized as one of the most rigorous and innovative study abroad experiences among schools of education. Global Gateway places student teachers in 18 countries, national urban schools and the Navajo Nation. We are well positioned to support the project goals of internationalizing the curriculum in Indiana school districts and increasing the number of graduates qualified to teach foreign languages through exploring and/or expanding joint degree tracks. The School will commit to providing approximately \$15,000 for a new postdoctoral fellow position that will be jointly funded with the School of Global and International Studies and the Title VI centers at 100% FTE to coordinate internationalization efforts. In addition, the School of Education will provide administrative support through its Center for P-16 Research and Collaboration as well as the P-16 Center Director's time to supervise the fellow and serve as faculty liaison with other partners.

Our faculty looks forward to the outcomes of the activities we have planned, and I believe the investments we are making with support from the Title VI competition will have a lasting impact on the curriculum, faculty research and activities in the classroom, and, most importantly, the teachers we will be graduating into the future.

Sincerely,

Gerardo M. Gonzalez,
Dean

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Chancellor
Swanlund Administration Building
601 East John Street
Champaign, IL 61820



June 27, 2014

Dr. Lenore Yaffee Garcia
Acting Senior Director
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Dr. Garcia,

Re: Title VI CEAPS Letter of Support

We write to express our fullest support for the Center for East Asian and Pacific Studies' (CEAPS) application with Indiana University's East Asian Studies Center for Title VI funding and status as a National Resource Center (NRC) in East Asian Studies from the U.S. Department of Education.

CEAPS' efforts to internationalize education, research, and public engagement are central to one of the most important goals of this institution, namely to strengthen the University of Illinois at Urbana-Champaign (Illinois) as a pre-eminent public research university with a land-grant mission and global impact. We recognize the many valuable contributions made by our Area Studies Centers in support of internationalizing our curricula, providing research support for our globally active faculty, strengthening important partnerships with educational institutions abroad, and for their comprehensive outreach and public engagement to the state of Illinois and the Midwest, which help link our constituents to the world.

We are especially glad to see strong cross-campus collaboration among our NRCs with Illinois' colleges, such as the Colleges of Education and Liberal Arts and Sciences, as well as with our professional schools. We also recognize the value NRCs provide in training globally competent students in areas of national need, including vitally important language training in less commonly taught languages. At Illinois, we are proud of our longstanding institutional support for these areas, and we value our strong legacy of language and area studies instruction and recognize these as central to our institution.

NRCs provide one of the most comprehensive opportunities for international public engagement and outreach offered by our institution. CEAPS' proposed activities fully align with our campus' core strategic goals in this area, as outlined in the recent Strategic Plan for 2013-17.

Dr. Lenore Yaffee Garcia

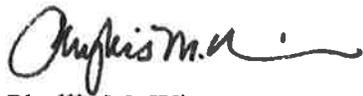
June 27, 2014

Page 2

We are very glad to note the ways in which CEAPS' curricular and outreach activities emphasize campus diversity and inclusion initiatives, which are both central to the Title VI funding program objectives, and hallmarks of the University of Illinois at Urbana-Champaign.

CEAPS is a campus leader in fulfilling the international strategic mission of this university and this proposal is evidence of its forward looking, global viewpoint. We believe that to succeed as an institution, we must integrate the international dimension in all facets of our campus and to do this will require cross-cutting, interdisciplinary international initiatives and programs like this Title VI NRC. Please allow us to express our fullest support for this proposal and confirm the value Illinois places on area and language studies and our commitment to helping CEAPS realize the full potential of any funding granted.

Sincerely,



Phyllis M. Wise
Chancellor



Ilesanmi Adesida
Vice Chancellor for Academic Affairs and Provost

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Associate Provost for International Affairs
International Programs and Studies

Suite 401, MC-417
507 East Green Street
Champaign, IL 61820 USA



June 23, 2014

Dr. Lenore Yaffee Garcia
Acting Senior Director
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

RE: Title VI CEAPS Letter of Support

Dear Dr. Garcia,

We write to express our strongest endorsement of and commitment to the Center for East Asian and Pacific's (CEAPS) application in partnership with Indiana University's East Asian Studies Center for Title VI funding and status as a National Resource Center for East Asian Studies from the U.S. Department of Education.

CEAPS is a key component of The University of Illinois at Urbana-Champaign's (Illinois) continuing commitment to internationalize our campus. CEAPS' efforts to develop, support, facilitate and enhance new and existing initiatives related to East Asia are vital components of our campus' core missions of research, teaching and service. CEAPS' initiatives and support serve to increase the capacity for, exposure to and interest in the international mission and dimension of our campus.

In addition to enabling our campus to train globally competent students to serve as leaders in service, industry, and education, CEAPS serves as a magnet for all individuals who are internationally minded, helping Illinois attract top quality personnel in all areas. Moreover, CEAPS is a focal point on our campus for vibrant discussions surrounding East Asian studies and intersecting with our other units and programs involved in the international dimensions of our institution, vastly enriching the already extraordinary intellectual environment at Illinois.

International Programs & Studies (IPS) and the College of Liberal Arts & Sciences (LAS) have longstanding commitments to our area and thematic studies centers and their diverse initiatives and programs. IPS and LAS champion the cause of internationally focused curricula, outreach and the sustained support and development of Less Commonly Taught Languages (LCTL) at Illinois, all vitally important global initiatives of which CEAPS is one of the key drivers.

Secretary Duncan

June 23, 2014

RE: Title VI CEAPS Letter of Support

Page 2

The University of Illinois at Urbana-Champaign's mission is to be the pre-eminent public research university with a land-grant mission and global impact. CEAPS is a critical component in our campus' efforts to achieve this mission. Please allow us to express our fullest support for this proposal and confirm the value Illinois places on area and language studies and our commitment to helping the EUC realize the full potential of any funding granted.

Yours sincerely,



Brian Ross
Dean, College of Liberal Arts & Sciences



A. Bryan Endres
Associate Provost for International
Affairs