Executive Summary: Department of East Asian Languages and Cultures, 2012

Mission

The research mission of the Department of East Asian Languages and Cultures is to help a wide audience of scholars and students to better understand the cultures of East Asia through the analysis of literature, language and culture from ancient through contemporary times. Our teaching mission is to prepare students to live and work in a world in which the countries of East Asia play increasingly important roles. We aim to help our students develop intercultural competence through the study of languages, literatures, and cultures of East Asia so that they will be able to interact with the peoples of East Asia in meaningful and productive ways.

Faculty

There are four tenured or tenure-track faculty members focusing on China: Dr. Li conducts research in the field of learning Chinese as foreign language, Dr. McMahon’s research is on pre-modern narrative fiction; Dr. Williams does archeological and philological work on ancient Chinese texts; Dr. Xiao studies contemporary fiction and film, focusing especially on marriage and divorce. Three tenured or tenure-track faculty member focus on Japan: Dr. Childs studies pre-modern narrative fiction; Dr Gerbert’s field is early twentieth-century fiction; Dr. Mitsugi conducts research on learning Japanese as a foreign language. Our one Korean studies tenure-track faculty member, Dr. Yun, is an anthropologist focusing on contemporary religious practices in South Korea.

Every faculty member teaches both language courses and courses in their specialty. Every faculty member is involved in teaching at every level, from freshman-sophomore through graduate level classes. A large majority of our students are non-majors who take language courses or introductory courses (77% of student credit hours are taken by non-majors). Our majors, while relatively few, are above average in motivation, diligence, and achievement, a fact that is reflected in their higher than average GPA scores.

Every faculty member has an active research program. Scholarly productivity ranges from outstanding to modest. Those whose research output is modest teach larger classes or extra classes or shoulder a larger service burden so that ultimately everyone does their fair share.

Bachelor’s Degree (BA only)

The EALC Department offers six different concentrations:
- Chinese Language and Literature Concentration
- Japanese Language and Literature Concentration
- East Asian Studies with Chinese Language Concentration
- East Asian Studies with Japanese Language Concentration
- East Asian Studies with Korean Language Concentration
- Double Language Concentration

The overall trend in EALC majors is a modest increase, with a record number of BA degrees awarded in the last year for which data is readily available: 26 students in FY 2009-10. Enrollment has been
increasing in Chinese and Korean while Japanese language enrollments are holding steady. To reflect the importance of Classical Chinese for sophisticated language learners, we have doubled Classical Chinese from one course per semester to two. Thanks in part to Title VI funds we have recently begun offering two semesters of fourth-year Chinese and fifth-year level courses in Chinese and Japanese for advanced students. We emphasize the value of study abroad experiences and are able to make it possible for all qualified applicants. Korean has gone from no majors to six in the last decade. The Double Language Concentration is a relatively new concentration designed for the increasing number of students who are studying two Asian languages in depth. These students are expected to be highly attractive to employers.

Enrollment in content courses is holding steady, although we are working, and expecting, increased enrollments in redesigned or new introductory courses such as Myth, Legend and Folk Belief in East Asia and Contemporary China.

Many of our graduates teach English in China, Japan or Korea as a career goal or as a means to further developing their language skills. Two work for the Geospatial Intelligence Agency. Two are completing Ph.D. degrees at Harvard and Yale. A few become high school teachers or work for the federal government as certified translators. One is a successful hip-hop artist in Japan. Some move in totally new directions: one student is now in a graduate creative writing program, another has become a police officer in Leavenworth.

Master’s Degree

The EALC Department offers three concentrations:

- Chinese Language and Literature Concentration
- Japanese Language and Literature Concentration
- East Asian Cultures Concentration

The EALC Department Master’s Degree program enrolls a modest number of students who thus receive individualized attention. Some of our students are interested in pursuing a Doctorate but are not eligible or competitive applicants for PhD programs yet. These students develop language skills, regional knowledge, and research skills such that they can apply successfully for a PhD program at a premier institution. Many MA students are able to secure funding for extremely valuable intensive language study abroad. Recent graduates of the EALC Master’s program have enrolled in PhD programs at the University of Chicago, Princeton, the University of Arizona, and the Ohio State University. One student with joint MA/Law degrees is practicing law in Tokyo and one student who did a joint MA/MBA is employed at Pennsylvania State University.

Changes as a Result of the Review Process

Thanks in part to the endorsement in the external review, we have already secured funding to hire a full-time Korean language coordinator. This will enable us to add a regular fourth-year level of Korean language instruction as well as allow our Korean studies tenure-track faculty member to dedicate more time to her research.
We have also already amended advising procedures for our graduate students to ensure they receive better mentoring. We are currently discussing changes to our admissions procedures so as to be more competitive in attracting promising students. Modest enrollments make it challenging to meet the goal of offering courses aimed solely at graduate students, but we intend to prioritize curricular changes that will benefit our graduate program.

We will continue to emphasize rigorous language training by keeping all faculty members involved in language teaching albeit to varying degrees. We follow the advice of the external review to distribute and regularize department administrative work through the establishment of more concrete procedures and committees. We will also seek to inspire improved research productivity where we can.

**Overall Evaluation**

Our BA program provides excellent training in East Asian languages and a very good understanding of the cultures of East Asia. Our MA program provides very good advanced language training and good training in the various aspects of East Asian Studies. EALC faculty members make substantial contributions to their various fields in East Asian Studies through their research. Given the increasing importance of East Asia in international trade and geopolitics, the EALC department provides an extremely important service to our students and the University.
The EALC Department is proud of the high quality and rigor of our Chinese, Japanese and Korean language programs. The deep involvement of tenure and tenure-track faculty at all levels of language instruction ensures that students get the best possible foundation in their language studies. The pace of our language instruction matches that at Ivy League institutions and our students, especially our Chinese language students, compete successfully with students from the best universities in applying for study abroad and for graduate programs. Some of our BA graduates have gone on to Columbia, Harvard, and Yale Universities, and we have recent MA graduates who were accepted into PhD programs at the University of Chicago and Princeton.

To ensure the continued success of our language programs, the EALC Department in recent years has hired two specialists in second language acquisition who are responsible for coordinating the Chinese and Japanese language programs. These faculty members are professionalizing our language programs more than ever before.

The EALC Department is distinctive in being able to offer language instruction in three rarely taught languages: Mongolian, Tibetan, and Uyghur.

EALC faculty members have a high rate (four of eight faculty members) of receiving grants from the National Endowment for the Humanities, which are extremely competitive. Three EALC faculty members have received NEH grants to support a full year of research leave and one received an NEH Summer Seminar Fellowship. All EALC faculty members are active scholars who regularly publish and keep themselves up to date by attending regional, national and international conferences.

The EALC faculty is very internationally and culturally diverse. We have scholars from China, Great Britain, Japan, Korea, and the United States.

The EALC Department is the hub for an exceptional group of faculty with expertise in Asia that is spread throughout the College of Arts and Sciences and the University. We work with colleagues in Anthropology, Communications, Film and Media Studies, Geography, History, History of Art, Political Science, Religious Studies, Sociology, the Schools of Business, Education, Law, Public Administration, and Social Welfare.
A. Mission of the unit

The research mission of EALC is to conduct and publish research into the languages and cultures of China, Japan and Korea. Through our research we further the understanding of the rich cultural traditions of these countries. Through publications in major Western and East Asian journals, in English as well as in Japanese, Chinese and Korean, we reach an international audience, furthering the global renown of the University of Kansas. With our multidisciplinary faculty, our research covers a range of historical periods, from early to contemporary, and a variety of fields in literature, language and culture. On a practical level, published research on pedagogy and the languages we teach quickly leads to more effective instruction of these languages in schools in the US. Our research and analysis of texts, literature, modern media, and oral culture allows a wide audience of scholars and students to better understand the cultures we study. Translations make otherwise inaccessible works available to the English reader.

The teaching mission of the East Asian Languages and Cultures Department is to prepare students to live and work in a world in which the countries of East Asia play increasingly important roles. We aim to help our students develop intercultural competence through the study of the languages, literatures and cultures of East Asia so that they may be able to interact with the peoples of East Asia in meaningful and productive ways. We believe an understanding of the rich heritage of these cultures is in and of itself valuable to our students, widening their understanding of the human experience and developing their appreciation of literature, philosophy and the arts. We believe that the study of language, literature and culture are mutually reinforcing and provide a good context for teaching students critical thinking skills through the analysis of literary and other texts.

B. Unit goals and priorities

EALC’s research goals are to conduct and publish research of the highest quality within our respective fields. Faculty members are generally expected to be working on research throughout the year and are evaluated on their progress each year. Regular presentations at academic conferences are strongly encouraged. Faculty members are particularly encouraged to publish in prestigious refereed English-language Western journals. It is also recognized that there is also a major audience for our research in East Asia and the department supports limited publication in prestigious refereed journals in China, Japan and Korea.

The goals of the department in language teaching are to provide rigorous training that will help students achieve an advanced level of language competency that includes comprehending, speaking, reading and writing abilities as well as an appreciation of the cultural knowledge required to use a foreign language effectively. One priority that helps us achieve this goal is involving all tenured and tenure-track faculty in the nuts and bolts of language teaching rather
than delegating all language teaching to language professionals and lecturers. Another priority is to encourage study abroad experiences. In our culture courses we aim to provide both breadth and depth of understanding of East Asian cultures and to emphasize the development of writing skills.

C. KU has a department of East Asian Languages and Cultures because productive relationships with East Asian countries are economically and politically important to the United States and because East Asia has some of the oldest and richest cultural traditions in the world.

D. Role of unit

EALC plays the pivotal role in maintaining the University of Kansas’s position as a center for research into East Asia. The University of Kansas is the largest center for research into East Asia in our geographical region (Kansas, Missouri & Nebraska). While many KU humanities departments have one, two, sometimes three faculty fully or partly focused on East Asia, EALC has eight tenure-track or tenured faculty fully focused on research on East Asia. EALC, more than any other KU department, has the role of maintaining and constantly improving its research activities and output in order to ensure that the University of Kansas preserves its position as a Title VI center for East Asian Studies. This is also, of course, essential to continued success with Title VI grants (to the extent they exist in the future).

Students can fulfill EALC major requirements with courses offered only by EALC but EALC is also the departmental home for students who undertake interdisciplinary study. We cross list courses with Film and Media Studies, History, Religious Studies, and Political Science or count other department courses towards our major (Anthropology, Art History, Geography, etc.).

EALC also provides language training for many non-majors in the College and University who use Chinese, Japanese or Korean study to fulfill the CLAS foreign language requirement. As a center for East Asian Studies, there are many graduate students focusing on East Asia in other KU departments and many such students take language classes in EALC, including both the modern languages and classical Chinese.

In our geographical region (Kansas, Missouri & Nebraska) we are a magnet for students who aspire to advanced proficiency. We are the only location within these three states where fourth-year level Chinese and Japanese courses are offered regularly, where Korean language is offered through the third-year level, and where, thanks to Title VI grants, the less commonly taught languages of Mongolian, Tibetan, and Uyghur are offered.

Nationally KU EALC faculty members have been active in our professional organizations and KU EALC faculty have been very active participants at international conferences.

E. Need and Impact (student demand and employer demand)

As the economies of other countries grow and develop, as advances in technology and communication make distances and borders less relevant, it is essential that US college graduates be ready for the new global society. In order to be successful in this global society graduates
must be aware of and knowledgeable about other cultures in order to interact in the global community. The great majority of KU students are from Kansas and many have limited knowledge or experience of life outside the Midwest. KU thus has a particular duty to its student population to introduce students to other languages and cultures. The countries of East Asia are particularly significant both economically and culturally and EALC thus plays a key role in this effort to prepare its students to be successful members of the future global society. This need is something that the university administration recognizes, but that students themselves are often not aware of and they need to be encouraged to appreciate the importance of such global awareness.

Demand for Chinese language instruction has been growing markedly and, thanks to strong support from the College, EALC has opened additional sections to keep class sizes at an optimal level. We are now able to offer fourth-year Chinese on a regular basis and to teach two semesters of Classical Chinese every year. Title VI funding has allowed us to offer fifth-year Chinese and Japanese classes as needed.

Interest in Japanese language instruction remains healthy.

Enrollment in Korean language classes has increased noticeably and EALC was able to reallocate resources from Japanese to Korean to alleviate that enrollment pressure, but obviously this is not a long term solution and EALC wishes to add one or more instructors in Korean language.

The lack of obvious career paths for EALC majors is often a concern for prospective majors. We have started using social media to keep in closer contact with our graduates to track their work histories so as to be able to better counsel incoming students about their career prospects. Students with double majors in, for example, Business, Engineering, Internet Technology and Marketing have the brightest employment prospects.

**F. Inventory of Instructional Programs**

EALC offers six different concentrations for undergraduate majors:

- Chinese Language and Literature
- Japanese Language and Literature
- East Asian Studies with Chinese language
- East Asian Studies with Japanese language
- East Asian Studies with Korean language
- Double Language

EALC offers three concentrations at the MA level:

- Chinese language and literature
- Japanese language and literature
- East Asian Cultures (with Chinese, Japanese or Korea language)
Part 2: Who: Faculty and Staff Profile

EALC has eight full time tenured or tenure-track faculty; three faculty spouse part-time permanent lecturers; and 23 Graduate Teaching Assistants/part-time temporary Lecturers. Full time faculty teach four courses per academic year. The teaching load for four faculty members is two language courses and two content courses each academic year. The Chinese and Japanese linguistics faculty (Drs. Li and Mitsugi) usually teach three language courses and one content course or four language courses each year. One faculty member (Dr. Xiao) tends to teach four content courses per year but occasionally teaches three content courses and one language course.

Course loads:

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<tr>
<th>Faculty</th>
<th>Content Courses</th>
<th>Language Courses</th>
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<tbody>
<tr>
<td>McMahon</td>
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<tr>
<td>Gerbert</td>
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<td>Williams</td>
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<td>Yun</td>
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<td>Childs (while chair)</td>
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<tr>
<td>Li</td>
<td>0/1</td>
<td>4/3</td>
</tr>
<tr>
<td>Mitsugi</td>
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<tr>
<td>Xiao</td>
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Two of the three permanent lecturers teach two courses per semester, one teaches only one course each term, per her preference.

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<tr>
<th>Faculty</th>
<th>Content</th>
<th>Language</th>
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<tbody>
<tr>
<td>Peterson</td>
<td>1</td>
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<tr>
<td>Pan</td>
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<tr>
<td>Lou</td>
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Most of the GTAs/temporary lecturers have 50% appointments and teach two classes or drill sessions each term, but a few have 25% appointments and teach just one class/drill session each term. A 50% appointment provides a full tuition waiver and a 25% appointment provides a 50% tuition waiver. The graduate teaching assistants who team-teach our Eastern Civilizations course have 40% appointments and teach three China or three Japan halves of the six Eastern Civilization sections that we offer. Those 40% appointments provide full tuition waivers and a modest stipend.

Demographics:

Faculty: 3 Caucasian, 4 Asian, 1 Asian-American. 2 males, 6 females  
Lecturers: 1 Caucasian, 2 Asian. 1 male, 2 females  
GTAs and temporary lecturers: 4 Caucasian, 19 Asian. 5 males, 18 females

Scholarly Output:

Since 2004: approximately 1 book, 32 articles or translations, 70 presentations

Awards: 0

Graduate Faculty Status: All tenured and tenure-track faculty have graduate faculty status.

Maintaining Quality:

As a research oriented university KU is a fairly attractive place to work. We have had great success hiring excellent candidates in recent years. A virtually guaranteed research grant for one summer and teaching relief for one semester during one’s first few years provides good support for junior faculty. Thereafter junior faculty compete with all faculty for modest funds for summer research projects from KU but the great majority of external grants are available only to US citizens or permanent residents, and currently four of our tenure-track faculty do not have such status, making it more or less impossible for them to secure external funding. This means it is particularly difficult for them to gain the funding necessary to take research leave, greatly increasing the pressure they are under during the tenure-track period. The Hall Center for the Humanities provides outstanding support for external-grant applications. The fact that teaching loads are reasonable and flexible and the department always approves requests for research leave helps with faculty retention.

Our three senior faculty members intend to continue their work into the foreseeable future. A succession plan is not needed at this time.

Part 3: Program Quality:

A: Undergraduate Program

Student profile

Test scores: There are no admissions requirements for becoming an EALC major but the difficulty of the languages we teach leads to a self-selected cohort of fairly strong students. The average mean GPA of EALC graduates was 3.32. This is typical for foreign language departments here at KU. Financial support and other recruitment: We have no scholarships to offer so we can do little by way of recruitment. We do make a point of encouraging students in our language classes to consider majoring in EALC and faculty members make themselves available to meet with prospective students who contact the Admissions Office requesting appointments. We do have some endowed funds for awards to recognize outstanding achievements in language study.

Demographics:

Between 2001 and 2010 the total number of EALC majors has fluctuated between 77 (2001) and 112 (2004), with no discernible pattern. The average mean age at graduation is 23.4. We have very few American Indian, Black or Hispanic students: ranging from 0% (5 of the last 9 academic years) to 7.7% ('07-08). 46.2% of our graduating majors are female.
Program productivity:

Class sizes: We aim for elementary and intermediate level modern-language class sizes of 20-30 for the lecture classes so that drill sessions hold 10-15 students. Enrollment in third and fourth year modern-language classes ranges from about 15 to 25 [?]. The two semesters of classical Chinese have an enrollment of between 10 and 12 students. Literature and other content courses usually attract 20-40 students. Wallace Johnson enjoyed enrollments of 250-400 students in EALC 130: Myth, Legends, and Folk Belief in East Asia until he died in 2007. He was a charismatic teacher and the class gained quite a good reputation. Keith McMahon and Crispin Williams have taken it over and restricted enrollment to 40 while they fine tune long overdue revisions in the course content. We anticipate increasing enrollment in this course in the near future. Our other introductory course, Eastern Civilizations is a taught on a discussion-based model and class sizes are kept to 20-25 students. We also rely on RELS 105 Living Religions of the East and HIST 118 History of East Asia as other purely introductory courses.

Advising/mentoring models: All tenured and tenure-track faculty are available to serve as advisors and mentors for our undergraduate majors.

Time to degree: Our majors tend to have more hours than they need to graduate (142 rather than 124) and to take between four and five years to graduate (4.87). This is probably a function of the fair number of students who become EALC majors after starting language study rather late and then needing a minimum of three years to complete the language requirement.

Degrees awarded:

We had 26 graduates in spring 2010, which is a record high. We have no record of student research productivity.

Program quality outcomes:

The speed and intensity of our language courses is comparable to that at Ivy League schools and big Ten schools. Regional schools such as Kansas State and Michigan State take two years to cover the material we cover in one academic year. Nevertheless, we obviously have a much wider range of abilities among beginning students than is the case at highly selective schools. Over the last few years the first- and second-year modern-Chinese language program has been revised with the introduction of a new set of textbooks, providing a more manageable pace and much improved articulation between the first and second year programs. This has led to improved retention and growing class sizes at the second- and third-year level.

We strongly encourage students to study abroad. For summer 2011, five students in the Chinese program succeeded in getting into highly competitive summer school programs in China (two in the program administered by Princeton and three in the program administered by Columbia). Recent graduates of our Chinese program have enrolled in PhD programs at Chicago, Yale, Harvard and other top schools or have gone on to careers in which they are making use of their language skills, such as working in Geospatial Intelligence (Washington, D.C.) and as certified translators in the Social Security Administration. A recent graduate of the Japanese MA
program is now doing a Ph.D. at Princeton, and quite a few graduates of the Japanese program are teaching in Japan in the JET program, which has become more competitive in recent years.

B: Graduate Program

Since we do not have a PhD program, MA level students get close attention in our department. We generally have two types of students. 1. Thanks to our two faculty members with expertise in language pedagogy, we train language teachers through practical teaching experience in the classroom and a course of guided research. Students come from our own MA program, the School of Education PhD program, and the Linguistics PhD program. The goal is to go into high school or university language teaching, nationally or internationally. 2. For students whose primary focus is cultural studies, we serve local and regional students to prepare them for advanced training elsewhere. We accept students with good undergraduate backgrounds who may have little training in an East Asian language.

Program weaknesses:

Since we do not have large numbers of graduate students we can rarely offer them their own graduate level courses. Their coursework thus primarily consists of 500-level courses that include undergraduates or 700-level courses that meet with undergraduate courses but which require additional work at the graduate level. Additional graduate student course needs are handled by offering directed readings classes.

Student profile

Test Scores: We look for a minimum Verbal GRE score of 500 and previous language study of at least two years. See page 13 of the appendix for Graduate Admissions Yield data. We require a writing sample as part of the application process to ensure that students have adequate writing skills. Because we require a master’s thesis, competency in academic writing is crucial to student success.

Financial support: We have no scholarships to offer, but we support several students with Graduate Teaching Assistantships in either Eastern Civilizations (up to four) or language teaching. (The majority of our language instructors are native speakers and their home departments tend to be in the School of Education or Linguistics, but occasionally a native speaker enrolls in an EALC MA [now, Naoko Takami, previously Rie Maruyama] or a non-native EALC graduate student is sufficiently fluent to serve as a language instructor [now, Ethan Skinner and previously Bobby Del Greco in Japanese].

Recruitment:

Other than using the ALLEX program to recruit students who will be funded with GTAships, we do not have a recruitment program.
Demographics:

On average we enroll three new graduate students each year. Our total is 18. Most are Caucasian or Asian-American. They have a few more men than women.

Program productivity:

We have had 19 graduates in the last ten years. Those that finish usually take three years to do so.

Program Quality Outcomes:

Our recent graduates have gone on to PhD programs at Princeton, the Universities of Arizona and Chicago, The Ohio State University, and in China, Charlie Pine, etc. One student (Geoff Cook) who completed a joint EALC MA/MBA has done well in the field of marketing, another (Owen Grieb) who completed a joint EALC MA/law degree is working at a prestigious law firm in Tokyo.

Part 4: Overall Quality

External Indicators:

Three of our faculty members have won substantial NEH research grants, two have turned down offers from other institutions to stay at KU, our searches for new faculty have been highly successful, and one faculty member has been recruited to run for president or the board of directors of national professional associations.

Realization of mission:

KU has a department of East Asian Languages and Cultures because productive relationships with East Asian countries are economically and politically important to the United States and because East Asia has some of the oldest and richest cultural traditions in the world.

The fact that a good number of our students go on to further study of East Asia or to work in East Asia is evidence that we are realizing our teaching mission. For example, Ernest Caldwell is on the verge of finishing his PhD at the University of Chicago in the area of Chinese legal history, Christopher Mayo is working on his dissertation at Princeton University, and Bobby Del Greco is doing coursework in a PhD program at The Ohio State University. Through our research we help expand knowledge of and deepen appreciation for East Asia’s rich cultural heritage. The research productivity of EALC faculty is considerable. Especially noteworthy are Keith McMahon’s latest project: Women Shall Not Rule: Imperial Wives and Concubines in China from the Legendary Past to the Aftermath of Empress Wu, which will make a major contribution to our understanding of the role of women in the imperial institutions of China throughout history and Crispin William’s pivotal role in the Wenxian covenant text publication project. Also notable are the frequent conference presentations by Elaine Gerbert, Faye Xiao and Yan Li.
Overall assessment:

Between
Very good. (=Performance is at the level one would expect to encounter at a state’s flagship research and teaching university and this level of performance is readily recognizable to knowledgeable observers external to the department.
And:
Good: (=Performance is at an acceptable level for a state’s flagship research and teaching university but there are a few notable areas where improvement is required. This level of performance is readily recognizable to knowledgeable observers external to the department.

Part 5: Plans

Targets for change

Research-methods course

We are considering reviving or redesigning EALC 700 Introduction to East Asian Studies. It became an ongoing burden on our graduate advisor and our low numbers of graduate students have made it hard to justify offering it. Now there are newly published books on how to do research and on general topics having to do with broad approaches to East Asia that would be appropriate for such a course. It could be flexibly designed so it could be adapted to the strengths of different faculty members to that responsibility for teaching it could to rotate. Our two excellent East Asian librarians (Vickie Doll and Michiko Ito) have always been willing to contribute their expertise and talent to such a course.

Heritage Learners course

Currently, with the support of the Title VI grant, we offer a 1-credit Chinese course for Chinese heritage learners. It is designed to help speakers of Chinese who do not know characters to learn about 1000, enough to enroll in our third-year Chinese course. Compared with the course load, the instruction that the students can get from the instructor is insufficient. A three-credit-course is desirable if we really want to solve the challenge posted by the increasing number of Chinese heritage learners.

How big should the Chinese-language program be?

The Chinese-language program offered by EALC has been gradually expanding over the last few years. The question is how big should the program ideally be? A number of faculty within and outside the department feel that with a student population of almost 30,000 students, KU should probably have more than the current 150 or so students taking Chinese classes. Compared to East- and West-coast schools this percentage is certainly low, but perhaps not when compared to comparable Mid-West schools. Over the last few years EALC has made major changes to the Chinese program in order to attract and retain more students. New textbooks were introduced for
the first- and second-year courses that are more suitable for our student body than the textbooks used in the past. They are also in the same series solving what had been an articulation problem between first and second year. There is now higher retention into the second-year and as a result the second year has been split into two sections (with a total of 35 students). This has, in turn, led to higher enrollment in the one third-year section and that section will, in future, either have to have a higher cap (currently 15), or be split into two sections. This fall, for the first time, three sections of first-year Modern Chinese were offered, with lower caps than in the past (30 students per section). The lower cap was in recognition that the initial difficulty of Modern Standard Chinese, particularly its pronunciation, means smaller class sizes and drills are essential in the first year. The additional section (two had been offered in the past) was to satisfy perceived demand for Modern Chinese language classes. Interestingly, the three sections were not fully subscribed, suggesting demand is not, at least at present, as great as one might expect of a school this size. The question is then, why is this the case and what, if anything, should be done to increase first-year enrollment? Is it, for example, simply that most incoming students do not think of Chinese as an option? Should freshmen advisors be actively encouraging students to take up a language they might not originally have considered? What other factors and options should be considered?

**Development of lower-level culture courses**

We have discussed the possibility of developing more lower-level courses to satisfy the need to provide a greater number of KU students with general basic knowledge of East Asia.

**Increase in number of graduate-level content-courses**

The department has almost no dedicated graduate-level content-courses. Graduate-level EALC content-courses are almost always piggy-backed on undergraduate-level courses and such courses are difficult to teach successfully at two levels. It would greatly help our graduate program if at least a small number of dedicated graduate-level content-courses were offered. These would be open to undergraduates (with the necessary prerequisites) but the course would be taught at the graduate level. This would allow a greater number of students to benefit from the research expertise of faculty, and faculty would be able to teach the subjects they know most about.

**Practical issues**

1. **Office space, conference room, dedicated classroom**

With the increasing number of EALC faculty, lecturers, and GTAS, office space has become a problem for the department. While many of the departments around us have spare offices, libraries, etc., we already have run out of space. A reassignment of offices should be made to satisfy EALC’s current and future needs.

We have a dedicated classroom, Wescoe 4010, which is useful, but the room has no windows and no ventilation ducts, can only seat 12 students comfortably, and has no multimedia capability at all. We need a better dedicated classroom.
2. Administrative help

With the growth of EALC, administrative tasks have become too burdensome for one administrator to handle. This leads to problems and delays in processing important administrative tasks, adversely affecting the work of the department. EALC needs additional administrative help. The addition of Morgan Schwarzlander, who manages graduate student affairs for EALC, and the German, Philosophy and Slavics Departments, has helped reduce somewhat with the usual administrative backlog.

Plans to enhance quality and competitiveness

Our first priority is to add staff in Korean language pedagogy to further build the Korean language program and allow Kyoim Yun to focus more on culture courses.

Plans for innovation and new initiatives

We have discussed deepening our relationship with the School of Education; fostering better communication and cooperation with local and regional high schools, community colleges and state universities that send their students here.

Part 6: How we will evaluate future progress.

We have five junior faculty members. One measure of progress will be whether or not they earn promotion and tenure.

Enrollments should grow as the global importance of East Asia continues to increase.