

Building Partnership through Academic Exchange

China-U.S. Scholars Program Final Report

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MARCH 2024

CUSP China-U.S.
Scholars Program

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of International
Education

CUSP was made possible by grants from Carnegie Corporation of New York, Ford Foundation, Harvard-Yenching Institute, Luce Foundation, and Rockefeller Brothers Fund

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Introduction

Program Background

The China-U.S. Scholars Fellowship Program was a critical one-time fellowship program to advance the exchange of scholars and students between the United States and China from 2021 - 2023. At a time when educational and cultural collaboration between U.S. and Chinese scholars and students was affected by the COVID-19 pandemic and geopolitical events, CUSP furthered opportunities for educational and cultural exchange. The program was funded by Carnegie Corporation of New York, Ford Foundation, Harvard-Yenching Institute, Luce Foundation, and Rockefeller Brothers Fund. The program was implemented by the Institute of International Education (IIE).

CUSP promoted dialogue and understanding between the United States and China while enabling study for:

- American faculty scholars to teach and conduct research in China;
- American graduate students to study and conduct research in China;
- Chinese faculty scholars to conduct research and teach in the United States; and
- Chinese graduate students to come to the United States to conduct research.

From 2021 to 2023, CUSP supported 50 scholars and students, including 27 participants from the United States and 23 participants from China and Hong Kong. Scholars and students from the United States visited higher education institutions in China, while participants from China and Hong Kong visited colleges and universities in the United States. For ease of reading, these two groups are referred to as “U.S.” and China/HK” throughout the report.

CUSP Program Goals

CUSP aimed to address the critical need to facilitate educational exchanges between the United States and China/HK. The program achieved this goal through the following objectives:

1. Enhancing the knowledge, research, and teaching skills of qualified U.S. and Chinese scholars and students in various fields.
2. Enabling scholars and students to strengthen their networks of counterparts in host countries and act as cultural ambassadors.
3. Making it possible for existing educational collaborations to continue while also laying the groundwork for future partnerships between U.S. and Chinese students, faculty, and universities.

About the Evaluation

IIE’s Research, Evaluation, and Learning (REL) team measured progress toward CUSP’s goal and objectives. Throughout the program, the REL team continuously collected data from CUSP scholars and students. A baseline survey was administered at the early stage of the program, inquiring about the participants’ experiences with pre-program resources and support. The final survey provided overview and reflection on their experience, focusing on program outcomes and possible longer-term impacts.

All CUSP scholars and students completed the baseline and final surveys throughout 2021-2023 (Table A). In total, 50 scholars and students participated (Figure 1).

Survey	2021				2022				2023			
	U.S.		China/HK		U.S.		China/HK		U.S.		China/HK	
	Scholar	Student	Scholar	Student	Scholar	Student	Scholar	Student	Scholar	Student	Scholar	Student
Baseline	2	2	7	10	4	6	3	2	10	3	1	0
50	4		17		10		5		13		1	
Final					4	4	9	12	11	8	2	0
50					8		21		19		2	
50					29				21			

Table A. CUSP Survey Responses, 2021 - 2023

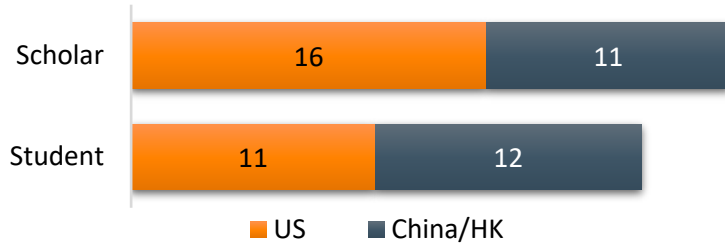


Figure 1. Program Type

Report Sections

The report is organized into five main sections:

- **CUSP Scholars and Students: A Profile:** Provides information about CUSP scholars and students' demographics and university affiliations.
- **Personal and Professional Growth:** Provides details on participant outcomes related to overall personal and professional growth as a result of the program.
- **Knowledge, Skills, and Attitudes:** Presents changes in participant knowledge, critical technical and language skills, and overall behaviors and attitudes over time.
- **Networks, Activities, and Community Impact:** Summarizes participants' activities broadening networks, volunteering, creating knowledge products, and liaising with host communities.
- **Resources and Program Support:** Details participants' feedback regarding program and host resources and support, experiences at their host institutions, and challenges.

CUSP Scholars and Students: A Profile

The China-U.S. Scholars Fellowship Program supported 50 scholars and students from the United States and China/Hong Kong. At the start of the program in 2021, travel restrictions were largely in place in China/HK, and thus, many participants from the United States participated in their program virtually. As the program progressed, more U.S. scholars and students could travel to China. However, challenges remained. As a result, most U.S. scholars and students participated in the program virtually or in a hybrid manner (Figure 2). In contrast, all China/HK scholars and students traveled to the United States for their experience. This proved to be an important distinction when discussing program outcomes and impacts, especially by country.

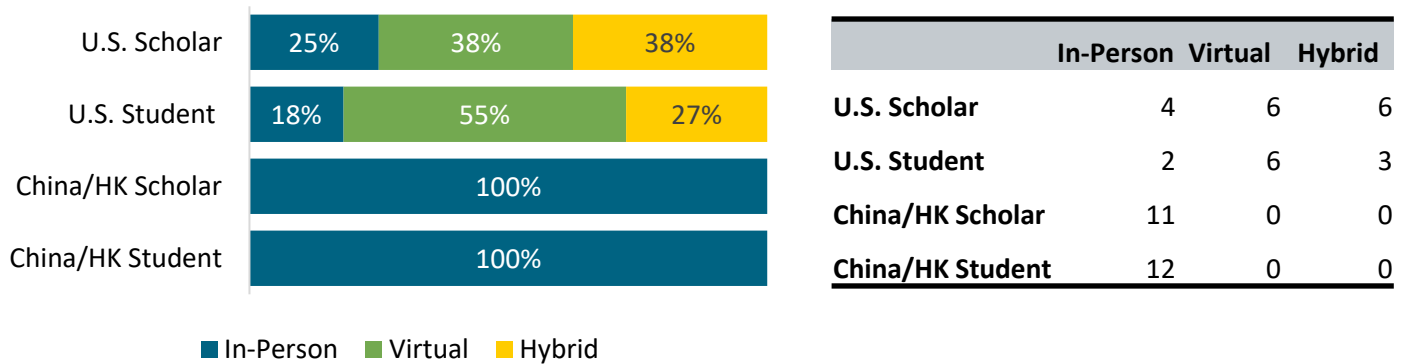


Figure 2. Program Mode of Delivery

Participant Demographics

Most CUSP participants from the United States were male, while the majority of participants from China/HK were female (Figure 3). The majority (55%) of the students across the two countries were female. Participants' ages ranged from 22 to 69 years, with students on average younger than the scholars.

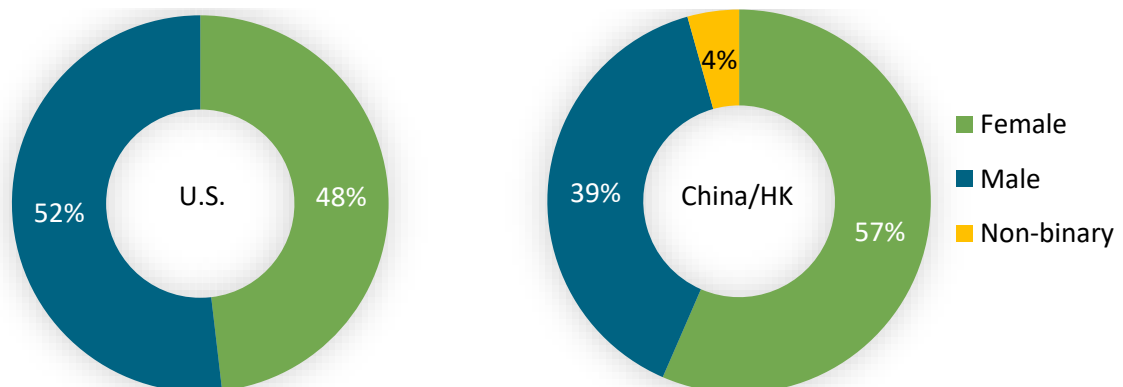


Figure 3. Participants by Gender

Twenty-five percent of participants noted that they were part of a minority group. Scholars and students across the two countries identified as ethnic minorities (23%), immigrants or asylum seekers (20%), LGBTQIA+ (16%), or economically disadvantaged (14%). The program collected race and ethnicity data for U.S. participants only, with over half of U.S. participants identifying as white (56%) and 33 percent identifying as Asian.

Before their CUSP experience, most participants (64%) pursued full-time academic study at a university (Figure 4). The majority of these participants participated in CUSP as students and were studying for their doctorate-level degree (66%). Almost one-third of participants were employed (32%). Employed participants were mainly working in the education sector (75%), with 31 percent of all employed participants working in the government/public sector, and 22 percent in the private sector.

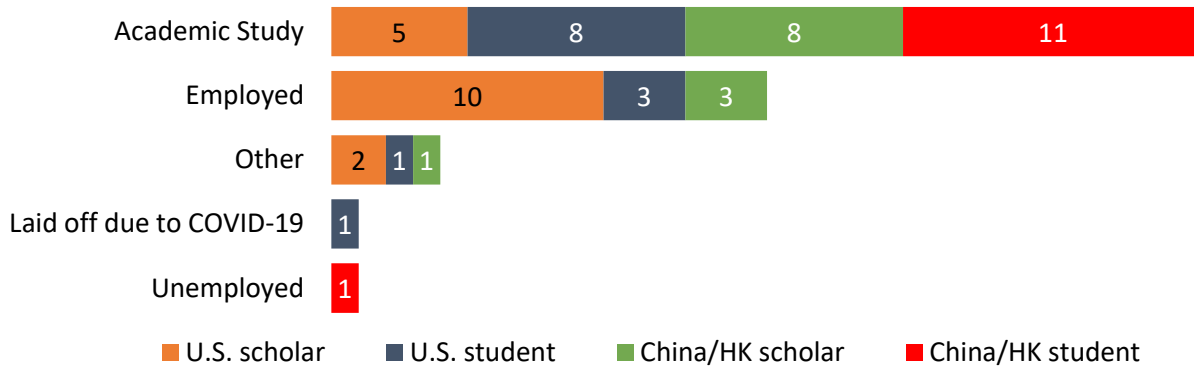


Figure 4. Participants by Employment prior to CUSP

Most CUSP participants held a doctorate-level degree (44%) at the start of the program, followed by those with a graduate degree (34%) (Figure 5). Most participants with doctorate-level degrees were U.S. and Chinese scholars, with the majority of students across the two countries holding a graduate degree.

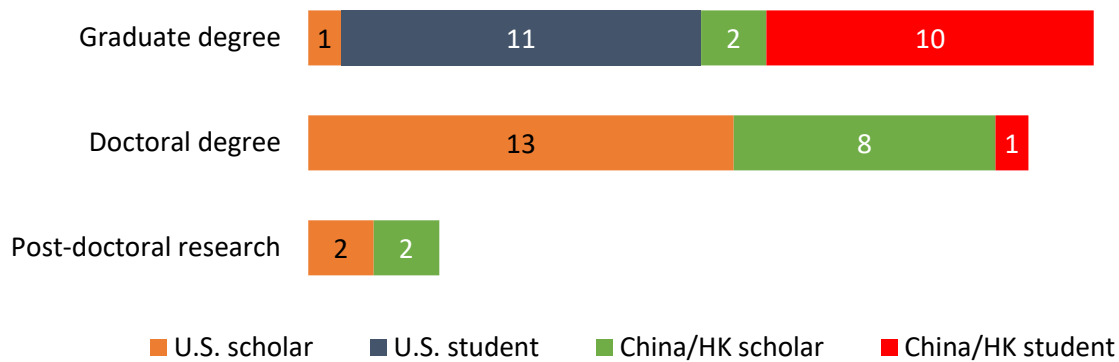


Figure 5. Participants by Highest Education Degree

University Affiliates

Most CUSP participants (88%) were affiliated with a university throughout their program, spanning higher education institutions in the United States and China/HK. These institutions are listed in Appendix A.

Personal and Professional Growth

CUSP participants reported that the program positively affected their personal and professional development. Eighty-eight percent of respondents (88%) noted that the program affected their personal development in a positive way, while all respondents (100%) felt that CUSP improved their professional development. Chinese participants reported greater positive effect on their personal development (91%) than their U.S. peers (86%) (Figure 6).

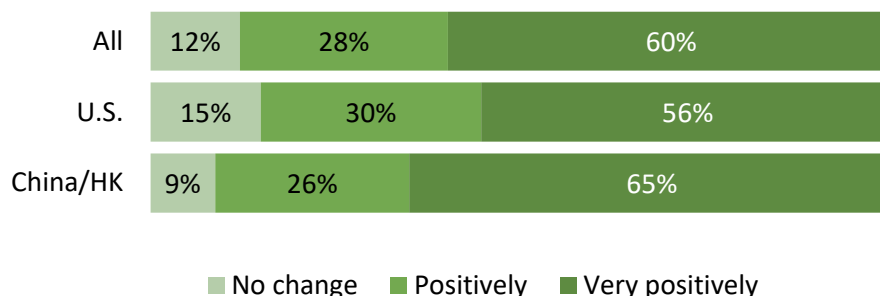


Figure 6. CUSP Impact on Personal Development

“The inspiration, growth, and learning I experienced during my CUSP program was priceless!” – CUSP Student, U.S.

The positive effect of CUSP on participants’ professional development was noted by scholars and students across the United States and China/HK (Figure 7). Participants valued the practical experience they were able to gain as part of CUSP, as well as the connections they made through the program.

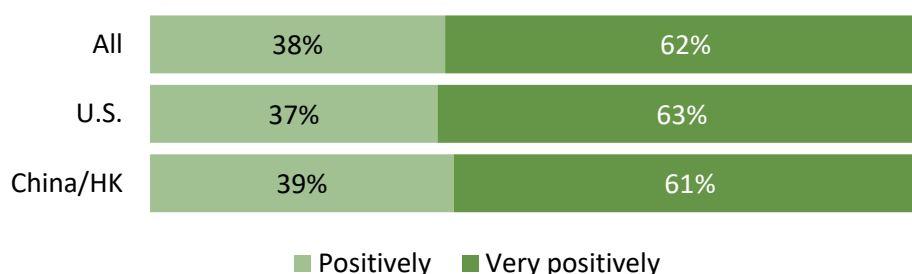


Figure 7. CUSP Impact on Professional Development

“I was able to introduce my work to the community of informatics, and establish connections with people from the field, which [would not have been possible] without the CUSP experience. I was able to host an international conference with my advisor ... from which I built connections with scholars across the world.” – CUSP Scholar, China/HK

“I completed my graduation thesis and related thesis. I listened to two courses that were highly relevant to my studies. I had an in-depth exchange with experts in my research field. On a personal side, I no longer feel strange by the use of English. I also gained insight into American religion and culture.” – CUSP, Student, China/HK

Knowledge, Skills, and Attitudes

CUSP participants enhanced their knowledge, skills, and attitudes as a result of the program, including knowledge regarding key areas of focus, from global issues to reputable news sources (Figure 8). Ninety-eight percent of respondents (98%) noted that their knowledge of key global issues improved positively after the program.

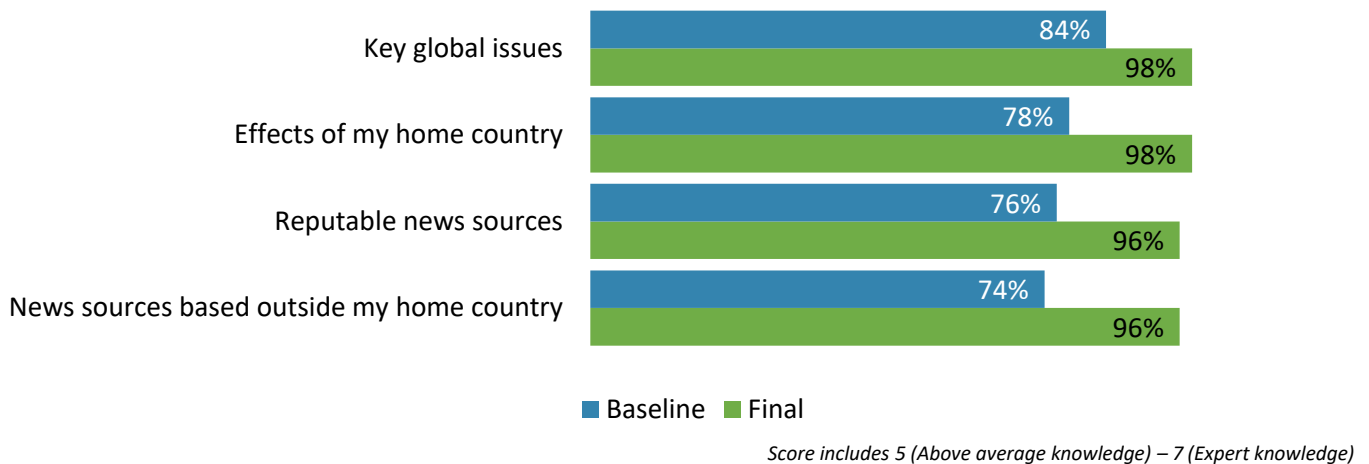


Figure 8. Knowledge Change in Focus Areas

Respondents from China/HK noted a greater change in their knowledge of key topics from baseline to final than their U.S. counterparts (Figure 9). U.S. participants reported the greatest knowledge change in news sources based outside their home country and reputable news sources, while participants from China/HK noted the greatest change in the two same areas, as well as the effects of their home country.

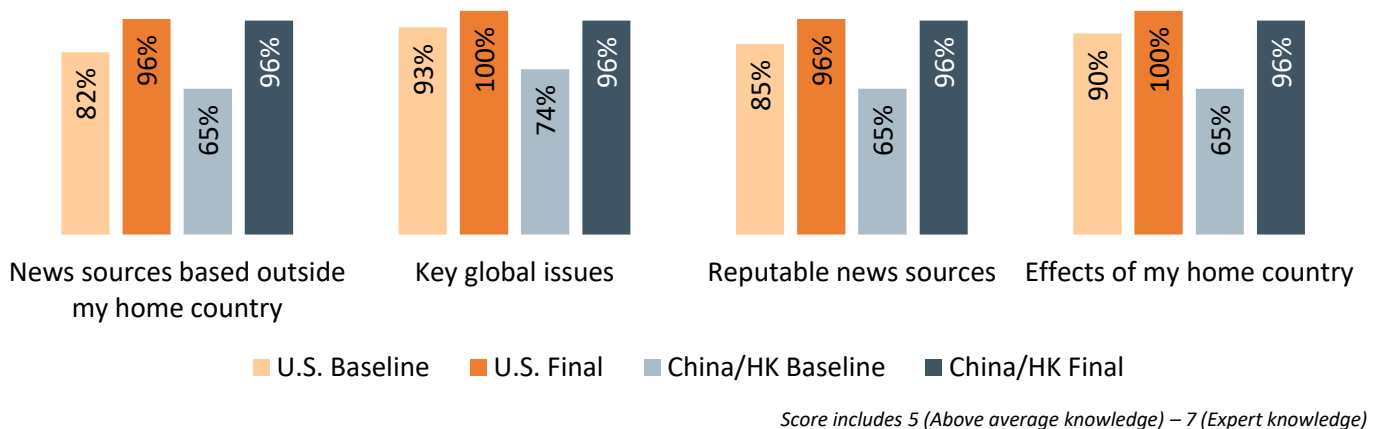
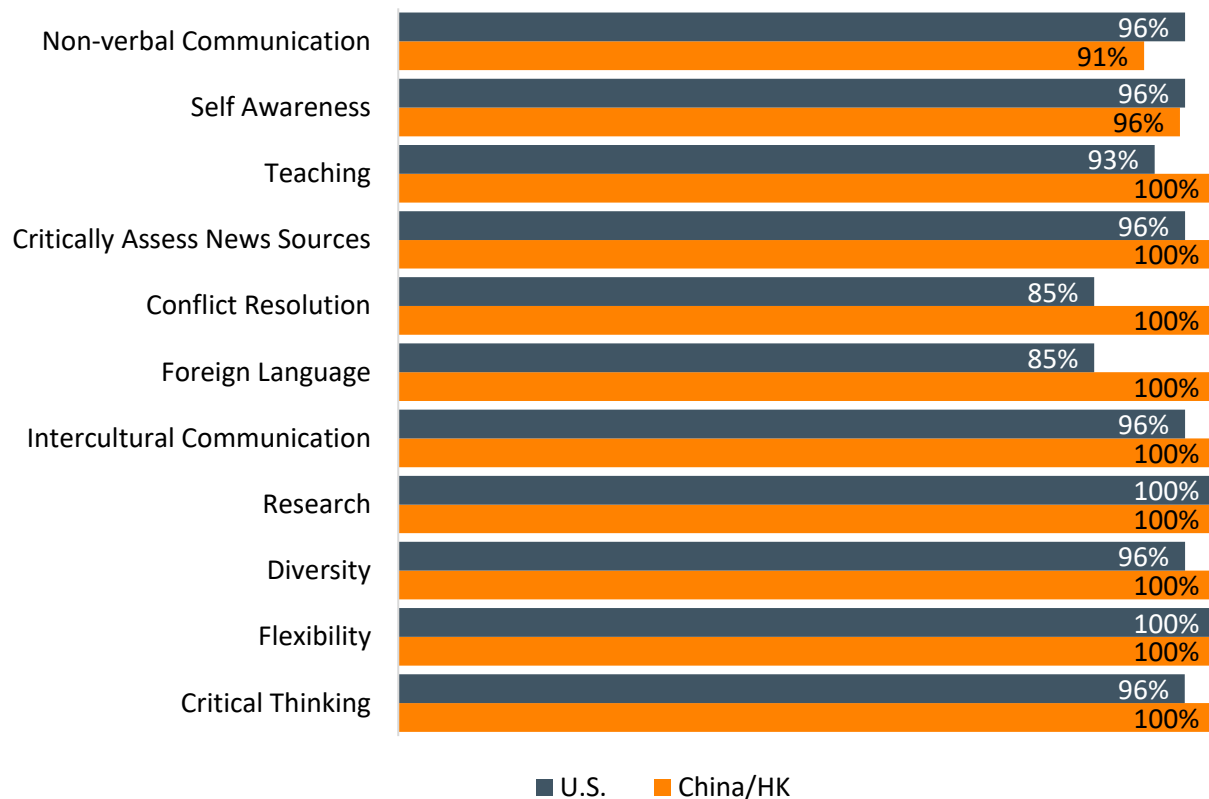


Figure 9. Knowledge Change in Focus Areas by Country

“I always want to get connected with overseas scholars, who not only offer me access to collections and relationships but also inspire me academically. I also saw the opportunity for myself and some scholars there to form our own workshop on a major translation project, which can be bigger than my current book project. This trip also taught me how to manage budgets, and how to prepare for uncertainties on a daily basis.” CUSP Scholar, U.S.

Professional Skills Change

CUSP participants' reflections on their skill levels at the end of the program differed by area and country (Figure 10). U.S. participants reported the highest expertise in flexibility and adaptability, with relatively lower levels of expertise reported in foreign language and conflict resolution. Chinese participants reported a high level of skill in most areas, rating themselves at expert levels in areas such as critical thinking, flexibility, diversity, and research. The two areas where they noted lower expertise were self-awareness and non-verbal communication.



Score includes 5 (Above average competence) – 7 (Expert competence)

Figure 10. Professional Skills by Country

Participants from both countries reported a positive and significant change (96%) in their professional skills. All students reported some or significant positive professional change (100%), compared to 93 percent of scholars.

“CUSP was and still is shaping my identity as an artist, facilitator, and researcher. That said, having come into the program with these identities allowed me the confidence to personify my experience. My identities as artist and facilitator served as compasses in my search for community and knowledge when I felt stuck in my research.” – CUSP Student, U.S.

“The CUSP grant experience enabled me to meet in person and work with some top researchers in my professional field. This is a particularly precious experience during the COVID-19 pandemic. By knowing each other not academically, but personally, I built up strong relationships with some research students and faculty members in my host institution. I also had chance to introduce some of them to my colleagues in Hong Kong to explore future collaborations.” – CUSP Scholar, China/HK

Language Skills Change

Most CUSP participants (74%) did not formally study their host country's language during the program. Thirty-seven percent (37%) of the U.S. participants studied Chinese, and only 13% of their Chinese counterparts studied English.

Almost all participants described that their confidence in using the host country's language decreased during the program (Figure 11). U.S. scholars and students particularly had less confidence in using the Chinese language, a realization during their program experience. These findings are similar to other exchange programs, particularly in the difficulties of practicing a second language in an exchange setting.

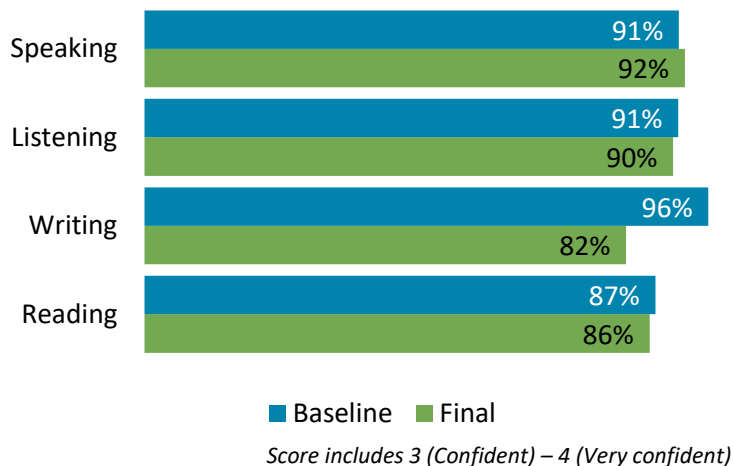


Figure 11. Language Skills Change

“I thought I knew Hong Kong, but I was wrong. People there prefer to speak Cantonese, which is one of 11 languages in China and is a foreign language to me ... I can only speak Mandarin. Even though I knew this basic linguistic feature of Kong Hong, I was still shocked to realize how hard [it was] to communicate with locals if they [did not] speak English.” – CUSP Scholar, U.S.

“Language was an expected challenge. My Chinese is good, but not perfect. I spent time before and during my grant researching the terminology needed to explain technical artistic terms in Chinese.” – CUSP Scholar, U.S.

Intercultural Awareness

Participants' intercultural knowledge of their host country improved during CUSP (Figure 12). Their understanding of the culture, beliefs, and values grew, and they increased their knowledge of the diversity of races, ethnicities, and religions in their host communities. U.S. participants increased their knowledge of China's government structure, political processes, and racial and ethnic diversity the most. Chinese participants raised their awareness of U.S. history, geography, culture and values, and foreign relations. Almost all participants (98%) noted that the CUSP program positively and significantly improved their knowledge of their host country.

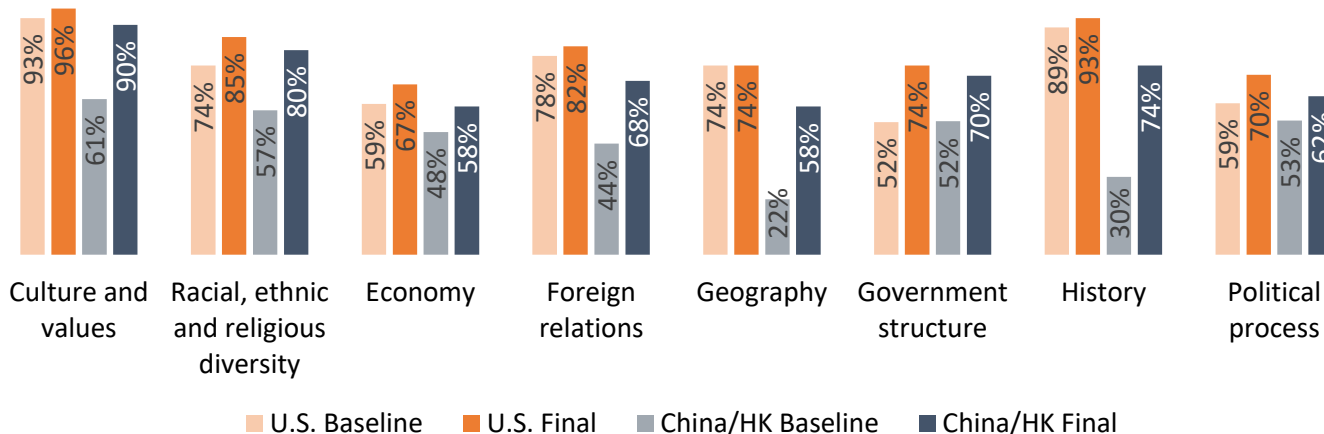
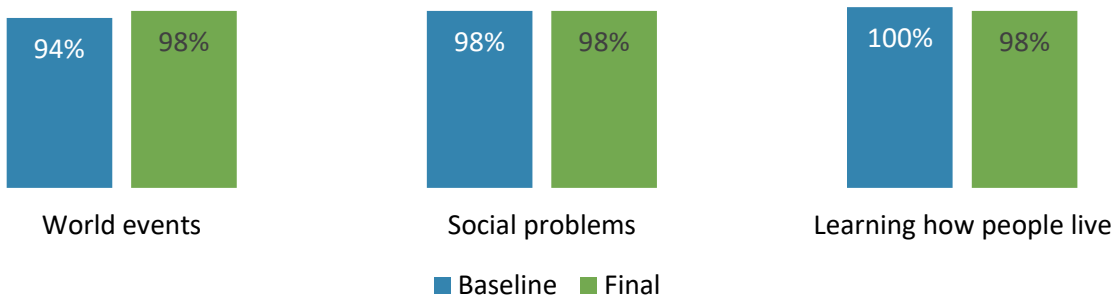


Figure 12. Host Country Knowledge by Country

Both U.S. and Chinese scholars and students had relatively high interest in global events even before their CUSP experience (Figure 13). Their interest in these areas, mainly world events, social problems, and learning how people live, remained relatively strong even after the program. The slight decrease from baseline to final in learning how people live was primarily due to responses from the U.S. participants. As most of the U.S. participants participated in CUSP virtually or through a hybrid model, they did not necessarily have the same in-person exchange experiences as their Chinese counterparts.



Score includes 5 (Above average interest) – 7 (High interest)

Figure 13. Participant Interest in Global Issues

“Most interactions I had with individuals in my host country contained an element of cultural exchange. From talking about Chinese restaurants in New York with the gentleman who has a noodle stand near my apartment and discussing whether or not their food is “authentic”, to long exchanges with professors of architecture at the Chinese Academy of Fine Arts about the importance of liberal arts education [...] I always endeavor to emphasize our common values and both learn and share about different cultural approaches...” – CUSP Student, U.S.

Networks, Activities, and Community Impact

CUSP participants reported that they were exposed to new academic and professional collaborations during the program (94%) (Figure 14). Through activities and research collaborations at their host institutions, scholars and students were able to readily interact and establish new connections with colleagues. Program participants also agreed (87%) that they had more opportunities to collaborate with experts in their field as a result of the program.

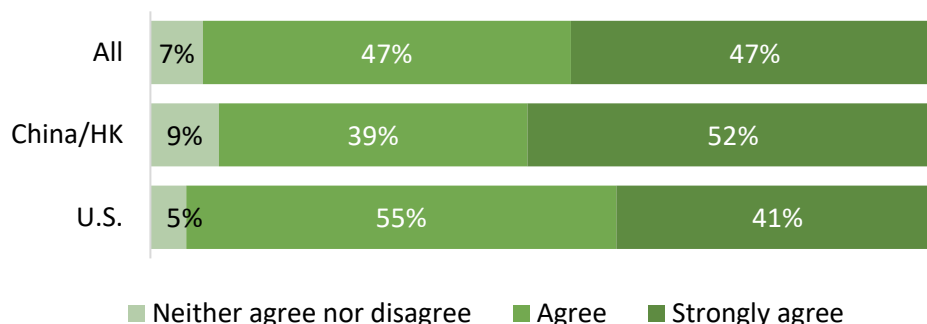
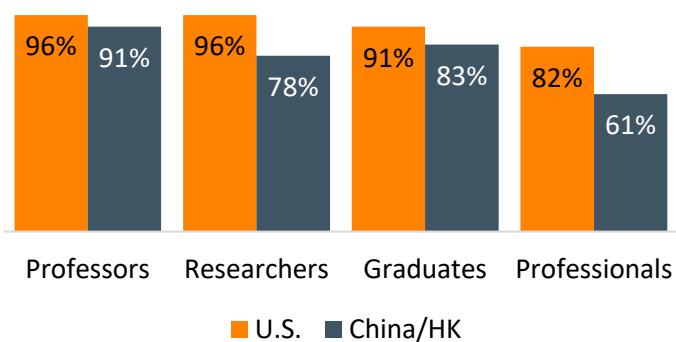


Figure 14. New Professional Networks by Country

“I was able to attend the annual meeting of American Society of Criminology last November in person and met a few prominent scholars in my field. I started to collaborate with some of them on doing criminological fieldwork in China.” – CUSP Scholar, China/HK

“I was able to conduct many interviews with scholars and design practitioners and lead a 2-day collaborative cultural exchange workshop.” – CUSP Student, U.S.

U.S. participants felt that their relationships with the connections they made were relatively stronger than their Chinese counterparts (Figure 15). This was particularly high in terms of relationships with fellow professors and researchers. The vast majority of participants from both countries (96%) indicated that they planned to remain in contact with their professional connections after CUSP.



“[The CUSP] helped me expand my networks beyond an American-centric network of professionals as well as expand my pre-existing networks in China, both at my host institution and in relation to my research in the fields of agricultural and rural development.” – CUSP Scholar, U.S.

Figure 15. Professional Networks by Country

CUSP Network

Respondents mostly looked to their CUSP colleagues as a source of support (67%) (Figure 16). Slightly less than half (46%) thought the CUSP network was a source of motivation (46%). Approximately 29% of respondents saw their colleagues as a source of collaboration, and this was higher among Chinese respondents than their U.S. counterparts. Half of the participants (50%) were likely or very likely to remain in contact with other CUSP participants they met during the program.

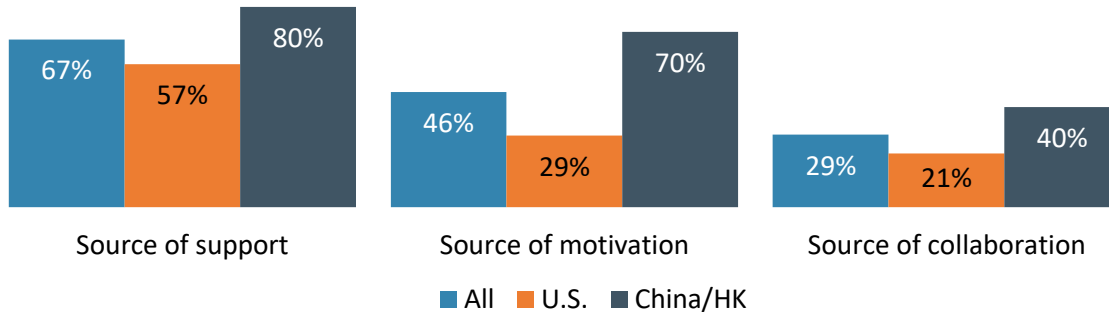


Figure 16. Value of the CUSP Network by Country

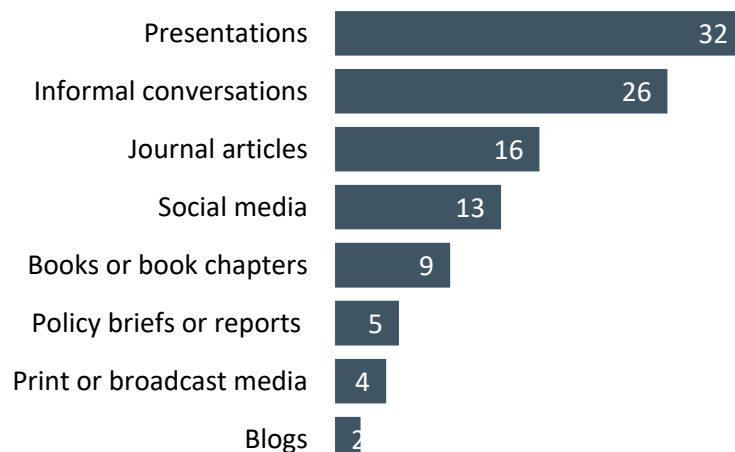
During their CUSP experience, nearly half of the scholars and students (48%) communicated or collaborated with others in the program. This was higher among Chinese participants than U.S. ones, and perhaps this also points to the previous finding about Chinese participants noting their counterparts as sources of collaboration. Respondents reported that they connected once a day/week/month (42%) or once every few months (50%). Of this group, 46% either co-presented at an event, workshop, or conference (13%), conducted collaborative research (8%), or collaborated on other activities (33%).

Knowledge Production

Most CUSP scholars and students created knowledge products during the program (76%). They used various mediums to publish, disseminate, and share knowledge (Figure 17). While presentations and informal conversations were the most popular ways to share knowledge, participants also wrote journal articles and posted their thoughts on social media. Select publications and presentations are included in Appendices B and C.

Collectively, CUSP scholars and students produced over 200 knowledge products. They delivered 133 presentations as guest lectures at universities and presenters at conferences and community events. Presentations were on various topics, including participants' areas of expertise, home countries, and their CUSP experience. In addition, they published 70 journal articles, books or book chapters, policy briefs, and conducted trainings or workshops.

Figure 17. Total CUSP Participants who Shared Knowledge Products



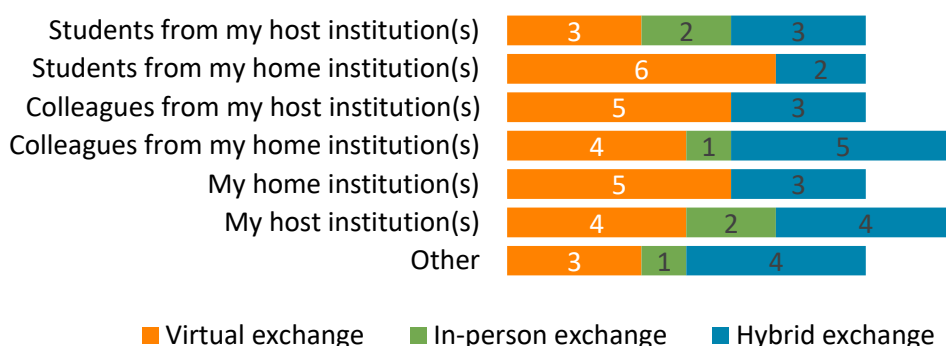
Across the two countries, participants from China/HK (78%) and the U.S. (75%) were equally as likely to produce knowledge during the program. Scholars from both countries were more likely to use more mediums to disseminate knowledge than students. More than 79% of scholars and 73% of students contributed to knowledge production.

"I led [the] 2-day online workshop, the "CUSP Global Pen Pals Initiative," with students from Africa, The People's Republic of China, the Netherlands, and the United States of America in which they teamed up with a design student from another country and created a postcard for each other. As graphic design citizens of the world, the students presented questions regarding their ideas and concerns about culture, gender, ethnicity, identity, diversity, and racism. The cross-cultural collaborative bonds experienced between the different nations led to highly creative work and a meaningful experience for myself and student participants." – CUSP Student, U.S.

Developing International Exchange Programs

CUSP participants developed or implemented 10 international exchange programs during their experience (Figure 18). These programs were hybrid (50%), virtual (30%), or in-person (20%). Participants from China/HK developed the vast majority of these programs (8). One U.S. participant developed or implemented one in-person and one hybrid international exchange program (2). Participants developed and implemented these exchange programs for 60 groups of students, colleagues, and home or host institutions.

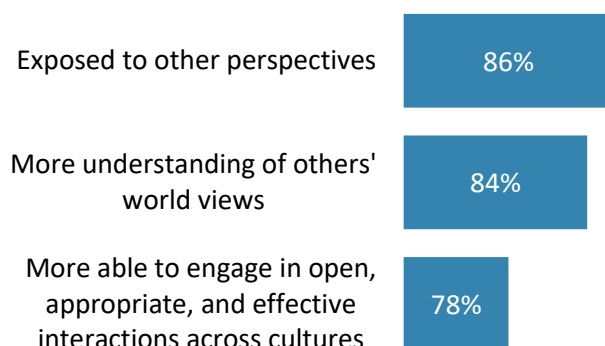
Figure 18. CUSP International Exchange Programs



Community Service

Participating in CUSP allowed scholars and students to engage with host communities in various ways, both in their host institutions and through additional activities such as community service. On average, CUSP participants volunteered more than 30 hours during their program, including tutoring students and visiting local schools. Participants believed that individuals in their host communities increased their interest in or knowledge of their home country and were exposed to other perspectives. Finally, they agreed that the host communities they engaged with increased their understanding of others' worldviews (Figure 19).

Figure 19. Impact on CUSP Host Communities



Resources and Program Support

Host Institution Support

CUSP participants were satisfied with the resources provided and the support they received from their host institutions during the program. They felt positive about cultural interchange and efforts made for integration by the faculty, as well as the resources made available to them during their stay.

“I had full access to the library, database, and workspace. My mentor would accompany me while I was doing recruiting or meeting up with administrators of organizations.” – CUSP Student, China/HK

Participants were satisfied with their host institution's libraries, internet, and other resources (84%). They were also happy with the overall facilities and research labs (80%) (Figure 20).

A lower percentage of both U.S. and Chinese participants noted satisfaction with an adequate workspace, mainly related to the availability of office space for their work. This may have also been affected by those U.S. participants who completed part or all of their grants online.

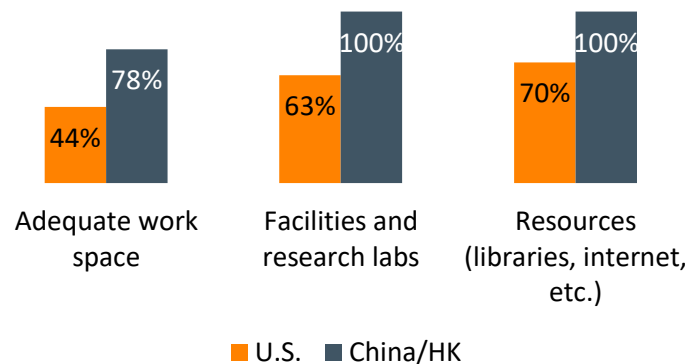
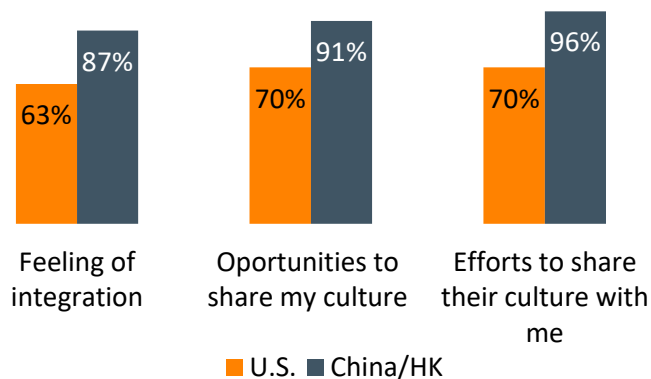


Figure 20. Satisfaction with Host Facilities

Host Cultural Exchange

CUSP participants praised the host institutions' attempts to integrate them into their departments and campuses (74%). Host institutions provided participants with opportunities to share their culture with their host communities (80%) and vice versa, for the host institutions to share their culture with the participants (82%). Responses across all three categories were relatively higher for the Chinese participants (Figure 21). Given that the majority of the U.S. participants engaged in CUSP virtually, they did not have a chance, like their Chinese peers, for substantive opportunities for in-person exchange and integration.



“The COVID-19 pandemic prevented travel to China. I was only able to communicate regularly with my host and was not integrated into the university community setting.” - CUSP Scholar, U.S.

Figure 21. Satisfaction with Host Cultural Exchange

Faculty and Advisor Support

Most participants from both countries had an advisor during the program (78%), though this support was more likely for students (83%) than scholars (73%). Respondents felt that their faculty advisors matched their professional interests (90%), made time for regular meetings (85%), contributed to their grant project (82%), and supported them with grant logistics (69%). Chinese participants were overall more satisfied with their faculty advisors than their U.S. counterparts. The U.S. participants mostly saw that their advisor matched their interests and made time for regular meetings with them. A significantly lower proportion than their Chinese counterparts felt that the advisor contributed to their grant project.

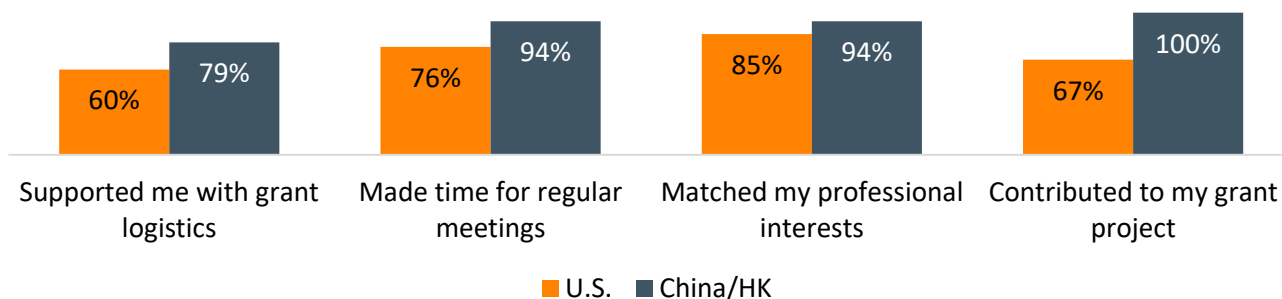


Figure 22. Satisfaction with Faculty/Advisor Support

“I was invited to join the department's academic and social events. One professor, [...] from the English department, also invited me to perform a role in his production of a Japanese American play, through which I made a few friends: my faculty mentor ... had hosted parties (Thanksgiving and farewell, among other small gatherings) for me and asked me to bring my friends. During my stay I also joined some student groups, one is the grad student group from the music department, and they made me feel like home.— CUSP Student, China

Program Challenges

Since CUSP began in 2021, when COVID-19 restrictions were in place, most participants experienced program-related challenges. Upon reflection at the end of the program, 85% of U.S. participants and 52% of Chinese participants reported at least one challenge. The most common professional challenge was transportation (22%), which was the main professional challenge of one-fourth of the U.S. participants. The main professional challenges experienced by Chinese participants were cultural misunderstandings, administrative procedures at the host institution, and access to facilities.

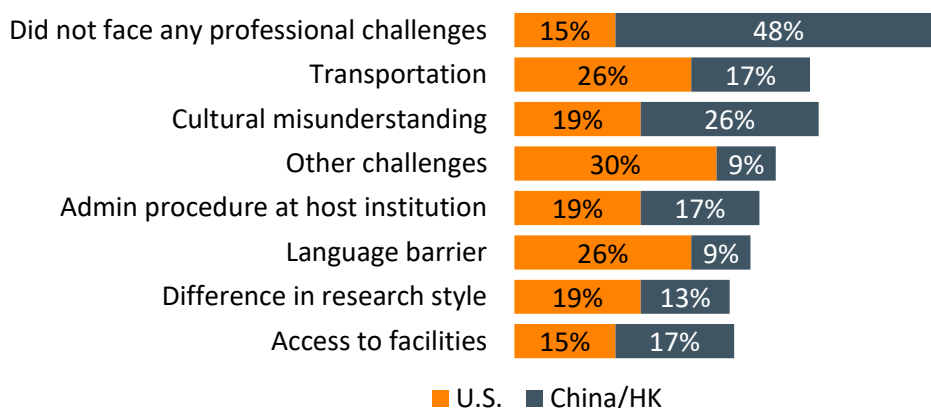


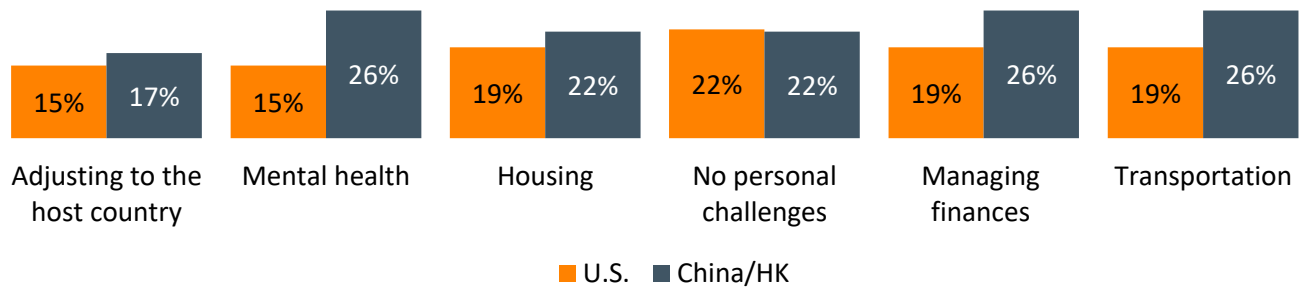
Figure 23. Challenges Faced by CUSP Participants

Transportation was at the top of the list of challenges experience by both groups, but primarily the U.S. participants. As noted in the program profile, a majority of the U.S. participants participated in their program either virtually or in a hybrid manner. For those who were able to travel eventually, COVID-19 restrictions remained a challenge.

“Being quarantined for 18 days, 8 of which were arbitrarily imposed. After that, coming in and out of various stages of lockdown and even when I was not locked down, the city was shut down and regular activities could not continue. As Covid cases rose, the threat of a major lockdown like Shanghai’s led me to decide to leave the field earlier than planned.” – CUSP Student, U.S.

Nearly half of the CUSP participants reported transportation as a personal challenge specifically related to COVID-19 (Figure 24). The second main personal issue due to the pandemic was mental health. Housing was not a challenging issue for most participants from China/HK as much as it was for their counterparts from the U.S.

Figure 24. COVID-19 Challenges Faced by CUSP Participants



“Transportation in China was difficult because of the online requirements to purchase tickets, i.e., train and plane. Because the country has gone online with most purchases, and an in-country bank account is required to make such purchases, challenges were consistently faced.” - CUSP Scholar, U.S.

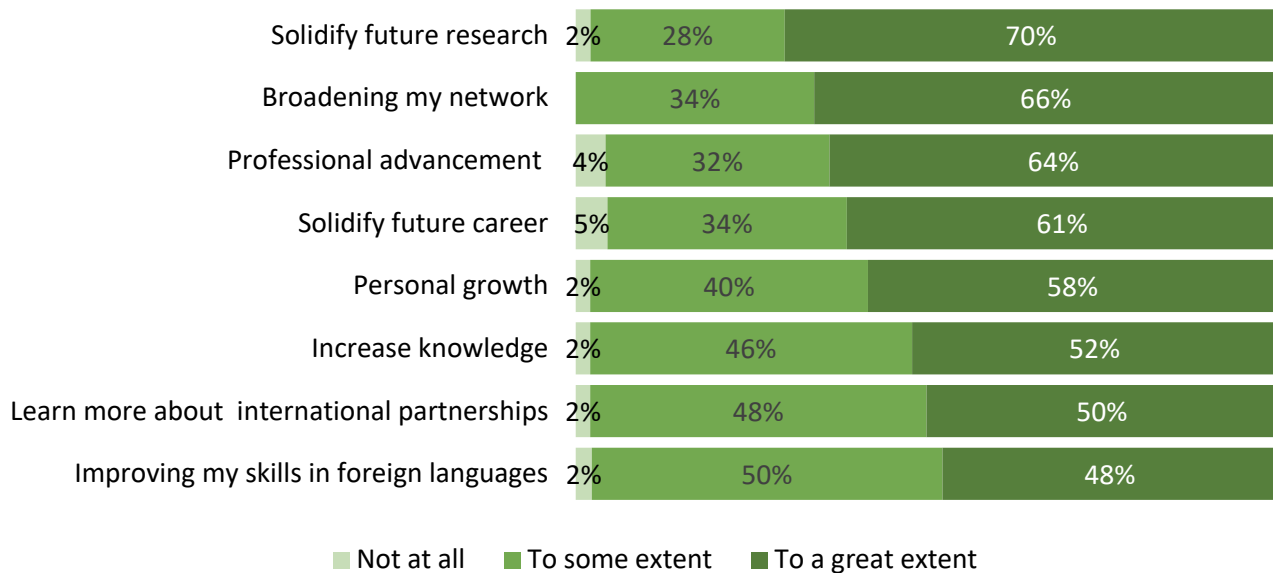
“Because of the overwhelming amount of housework and childcare, I got sleeping problems and had to see a doctor to prescribe me medication.” – CUSP Scholar, China/HK

Despite these challenges and the unique aspect of the program starting during the COVID-19 pandemic, the CUSP participants from the U.S. and China/HK showed great resilience in their program trajectories, seeking support and persevering to complete their programs. It is this resilience that allowed them to gain benefits from the program and the exchange despite the unforeseen circumstances.

Conclusion

CUSP scholars and students reported achieving the goals they set for themselves at the beginning of the program (Figure 25). The program provided an opportunity for all of the participants to broaden their network (100%), solidify their future research (98%), and learn about international partnerships (98%). These findings were evident across participants from the U.S. and China/HK.

Figure 25. Overall Impact of CUSP Experience



CUSP participants valued the opportunity of the exchange, and the advantages they were able to gain in working on joint activities with their host institutions. For many, the knowledge gained in their host country and their host institution, as well as additional knowledge and intercultural exchange, are long-lasting.

“Even though I had some experience in China before the fellowship, there is nothing like the experience of being there. Engaging with people directly in the role of a researcher is completely different than giving presentations or participating in meetings. The experience was nothing short of transformative, and I suspect what that looks like will continue to unfold in the coming months.” CUSP Student, U.S.

Designed as a unique program during an unprecedented moment in the world, CUSP was able to successfully fulfill its mission of continuing intercultural exchange for scholars and students from the United States and China/Hong Kong. Despite the challenges presented due to the COVID-19 pandemic, scholars and students from both locations were able to have positive experiences. They achieved outcomes and impacts that will continue well beyond their program experience.

Appendix A

CUSP Host Institutions

U.S. Universities (Scholars)	China/HK Universities (Scholars)
California State University, Chico	East Asian Institute, National University of Singapore
College of William and Mary	Guangdong University of Foreign Studies
Indiana University	New York University Shanghai
Kean University	Renmin University of China
Louisiana State University	Sichuan University
New College of Florida	The Hong Kong Polytechnic University
Pennsylvania State University	The University of Hong Kong
Portland State University	
University of Pittsburgh, Saint Vincent College	
University of California, Los Angeles	
University of Maryland at College Park	
University of Michigan	
University of New South Wales, Sydney	
University of Washington	
University of Wisconsin-Milwaukee	
U.S. Universities (Students)	China/HK Universities (Students)
Boston University	Chinese University of Hong Kong
Indiana University	City University of Hong Kong
New York University	Jilin University/Heidelberg University
Northwestern University	New York University Shanghai
Princeton University	Northeast Normal University
Johns Hopkins University	Shanghai JiaoTong University
U.S.-China Music Institute	The University of Hong Kong
University of Chicago	University of Nottingham Ningbo China
University of Michigan	Zhejiang University

Appendix B

CUSP Knowledge Production

Table 2: Knowledge product activities

Journal articles	Number under review	Number published					Total
Peer reviewed academic journal articles	19	11					30
Non-peer reviewed academic journal articles	3	6					9
Books							1
Book chapters							4
Purpose of policy briefs or reports	Influence policy in my home country	Influence policy in my host country	Share the results of my CUSP research	Other			Total
Policy briefs or reports	0	3	0	0			3
Personal blog	5						5
Workshops, seminars, or trainings	My discipline or area of expertise	My home country or culture	My CUSP experience	Other			Total
Workshops, seminars, or trainings (Number of attendance)	18	5	3	2			28
	Undergraduate Students	Graduate Students	University Staff	Faculty	Colleagues	General Public	1429 70
	384	431	52	217	228	117	

Table 3: Presentations

Please tell us more about the presentations you completed during your grant year

	Number of presentations	University students in attendance	Colleagues in attendance	Community members in attendance	Total number of attendances
Presentations to politicians	3	20	5	30	55
Conference presentations	43	388	325	124	837
Guest lectures at a university	46	759	211	71	1041
Community presentations	22	955	72	250	1277
Other	19	4	24	119	147
Total	133	2126	637	594	3357
Topic of Presentation	My discipline or area of expertise	My home country or culture	My CUSP experience	Other, or not applicable	Total
Presentations to politicians	6	2	1	27	36
Conference presentations	22	4	4	12	42
Guest lectures at a university	21	5	4	12	42
Community presentations	10	5	7	20	42
Other	12	2	3	21	38
Total	71	18	19	92	200

Appendix C

Select Knowledge Products

Publications:

- Austin, M. J., & McBeath, B. (2022). Conducting practice research. *China Journal of Social Work*, 15(3), 270-286. <http://doi.org/10.1080/17525098.2022.2087705>
- Austin, M. J., McBeath, B., Xu, B., Murrinen, H., Natland, S., & Roose, R. (In press). Organizational supports for practice research: Illustrations from an international practice research collaborative. *Research on Social Work Practice*, 1(1), 84-101. <https://doi.org/10.1177/10497315231225138>
- Doubleday, R. B., et al. (2023). Visual communication design. In *Encyclopedia of China*. Encyclopedia of China Publishing House.
- Fu, K. W. (2023). Propagandization of relative gratification: How Chinese state media portray international pandemic. *Political Communication*, 40(6), 788-809. <http://doi.org/10.1080/10584609.2023.2207492>
- Huang, C. (2023). *Mapping the knowledge of famine foods in late imperial China* [Doctoral dissertation, City University of Hong Kong]. [https://scholars.cityu.edu.hk/en/theses/theses\(f7b0a19b-ce27-41ab-824b-37deaf666f67\).html](https://scholars.cityu.edu.hk/en/theses/theses(f7b0a19b-ce27-41ab-824b-37deaf666f67).html)
- Li, Y. (2022). Review of the book China's environmental foreign relations, by H. Wang-Kaeding. *The China Journal*, 88, 149–151. <https://doi.org/10.1086/720249>
- Li, Y. (2022). Review of the book Toxic politics: China's environmental health crisis and its challenge to the Chinese state, by Y. Huang. *Political Science Quarterly*, 137(2), 452–453. <https://doi.org/10.1002/polq.13341>
- Li, Y., & Jamieson, D. (2021). China's food pagodas: Looking forward by looking back? *Journal of Food Law & Policy*, 17(2), 130-167. <https://scholarworks.uark.edu/jflp/vol17/iss2/6>
- Li, Y., & Shapiro, J. (2021). Rethinking extractivism on China's Belt and Road: Food, tourism, and talent. In J. Shapiro & J.A. McNeish (Eds.), *Our extractive age: Expressions of violence and resistance* (pp. 135–154). Routledge. <https://www.doi.org/10.4324/9781003127611-11>
- Li, Y., & Zinda, J. A. (2023). Introduction: Authoritarian environmental governance in East Asia: Seven theses. *Sociology of Development*, 9(2), 109–130. <https://doi.org/10.1525/sod.2023.9.2.109>
- Liu, C. (2022). Madonna: Why she's red in post-Mao China. In S. Ludwig, A. Starck, & A. Karliczek (Eds.), *Colors and cultures: Interdisciplinary explorations* (pp. 173-181). Salana.
- Liu, D. (2023). Career crisis for American historians. *The World History Review*, 10(2), 13-20.
- Najlis, R. (2023). *Color movement theory*. Self-Published. <https://www.robertnajlis.com/product/color-movement-theory>
- Neo, R., & Xiang, C. (2022). State rhetoric, nationalism and public opinion in China. *International Affairs*, 98(4), 1327-1346. <https://doi.org/10.1093/ia/iiaac105>

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Shapiro, J., & Li, Y. (2022). China's coercive environmentalism revisited: Climate governance, zero covid and the Belt and Road. *International Quarterly for Asian Studies*, 53(3), 327-336.
<https://doi.org/10.11588/iqas.2022.3.20396>

Verb, T. A. & Shemakov, R. (Eds.).(2022). *Decarbonizing Asia: Innovation, investment and opportunities*. World Scientific Publishing Co. <https://doi.org/10.1142/13070>

Xiang, C., & van Gevelt, T. (2022). Political signalling and emissions trading schemes in China: Insights from Guangdong Province. *Energy for Sustainable Development*, 71, 307-314.
<https://doi.org/10.1016/j.esd.2022.10.007>

Xiang, C., & Xin, Q. (2023). Small states as helpless pawns? Panama's diplomatic strategy over the Taiwan Strait. *Cambridge Review of International Affairs*, 1-19. <https://doi.org/10.1080/09557571.2023.2170872>

Yang, K. (2023). Beyond parochial activism: Cross-regional protests and the changing landscape of popular contention in China. *Journal of Contemporary China*, 32(140), 280-295. DOI: 10.1080/10670564.2022.2071907

Zhang, W., & Chawla, A.(2023). Legislating Mandatory Reporting of Child Abuse in India and China: A Divergence of Legislative Choice. *Social-Legal Review*, 18 (2), 231-263.
https://www.sociolegalreview.com/files/ugd/d56aa6_fccc639fe4624cdbb901a476985163e3.pdf

Zhang, W.(2022). Divergence and convergence of policy approaches in universalizing elementary education in India and China. In K. Nakray, Z. Yi, J. Clammer, W. Zhang (Eds.), *Social and Economic Transitions in China and India: Welfare and Policy Changes* (pp. 59-83). Palgrave Macmillan.
https://doi.org/10.1007/978-981-19-6124-3_4

Conference presentations:

Carrigan, C. (2023, May 30). *Chinese funders and recipient U.S. universities: What can we learn?* [Research presentation]. Peking University National School of Development, Beijing, China.

Ding, C. (2022, June 17-18). *Spatial land planning and transferrable public financing* [Paper presentation]. International Conference on National Spatial Planning and Advanced Urban Development, Hangzhou, China.

Doubleday, R. B. (2022, October 26-29). *A discussion of contemporary Chinese graphic design and its historical antecedents* [Paper presentation]. 78th Annual Southeastern College Art Conference, Maryland Institute College of Art, Baltimore, MD.

Fu, K.W. (2023, November 21-22). Propagandization of policy reversal: China state media's nationalistic narratives of "Dynamic Zeroing" [Paper presentation]. The China in the World Workshop: How COVID Changed China. Australian National University, Canberra, Australia.

He, B. (2023, March 30). Internationalization of higher education during two waves of globalization: 1880-1914 and 1990-present [Paper presentation]. Harvard-Yenching Institute and Academia. Sinica, Taipei.

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- Huang, C. (2022, March 24-27). Survival manuals: Knowledge of nutrition and toxicity in the Great Chinese Famine [Paper presentation]. Association for Asian Studies 2022 Annual Conference (, Honolulu, HI.
- Huang, C. (2022, August 24-27). Digital tools in presenting Chinese materia medica: The case of Jiuhuang Bencao [Paper presentation]. 24th Biennial Conference of the European Association for Chinese Studies, Olomouc, Czech Republic.
- Kong, X. (2023, July 6). Musicking in ancient China: Taking Zheng as an example [Paper presentation]. International Medieval Congress. Leeds, UK.
- Kong, X. (2023, July 27). Sound of the silk roads [Paper presentation]. International Symposium on the Silk Roads and Guyuan Regional Culture during the Northern Dynasties. Guyuan, Ningxia, China.
- Kong, X. (2023, October 28). Konghou or harp? [Paper presentation]. Southeast Early China Roundtable 2023. Charleston, SC.
- Leutert, W. (2023, September 1). Transnationalizing analysis of Chinese policymaking [paper presentation]. American Political Science Association Annual Meeting, Los Angeles, CA.
- Leutert, W. (2023, October 22). 论中国企业改革中日本的影响 [On the influence of Japan in China's enterprise reform] [paper presentation]. 新的探索：改革开放初期的中国 [New Exploration: China in the Early Stages of Reform and Opening Up], The International Center for Studies of Chinese Civilization, Fudan University, Shanghai, China.
- Leutert, W. (2023, October 23). Chinese state-owned enterprises' evolving role in overseas infrastructure development [research talk]. Duke Kunshan University, Kunshan, China.
- Leutert, W. (2023, November 4). 论中国企业改革中日本的影响 [On the influence of Japan in China's enterprise reform] [paper presentation]. 企业与近代中国社会转型 [Enterprises and the Transformation of Modern Chinese Society], The International Center for Studies of Chinese Civilization, Fudan University, Shanghai, China.
- Leutert, W. (2024, January 23). Conducting ethnographic/social scientific research in China [webinar]. Long U.S.-China Institute, University of California-Irvine, Irvine, CA.
- Liu, C. (2022, August 22-26). Dakou superstar: On American musical waste and Madonna's stardom in China [Paper presentation]. 21st Quinquennial International Musicological Society Congress, Athens, Greece.
- Liu, C. (2023, November 16-17). Naked ambitions: Madonna's photobook and the transformation of cultural landscape of post-Mao China [Paper presentation]. Pop After Communism: The Transformation of Popular Culture After 1989/90, Berlin, Germany.
- Liu, C. (2023, October 20). A history beyond science: The intricate dance of HIV/AIDS and ideology in Deng's China [Paper presentation]. World History Grad Student Conference, The Micro as Macro: Narrating World Histories of Science, Technology, and Environment, University of California, Santa Cruz, Santa Cruz, CA.
- Qi, D. (2022, April 21-22). Urban Chinese support for armed unification with Taiwan [Paper presentation]. International Conference of Peace and Security in the Taiwan Strait, Taiwan Studies Center, the 21st Century China Center, and the Institute on Global Conflict and Cooperation, San Diego, CA.

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- Watson-Krips, J. (2023, October 25-28). Old routes, new opportunities: The aesthetics of long-distance motor travel in republican China, 1917-1927 [Paper presentation]. The 2023 Global Mobility Humanities Conference and Annual Conference of the International Association for the History of Transport, Traffic and Mobility, Seoul, Korea.
- Wu, Y. (2023, June 1-4). A new techno-nationalism? Or just new wine in old bottles? [Paper presentation]. Law and Society Association Annual Meeting, San Juan, Puerto Rico.
- Wu, Y. (2023, December 15-16). Uncovering China's population control policy: From a perspective of family law exceptionalism [Paper presentation]. Asian Law and Society Association, Kuala Lumpur, Malaysia.
- Zhang, Y. & Herring, S. C. (2022, November 4-6). One graphicon deserves another: Priming effects in Bilibili comments [Paper presentation]. Fifth International Conference of the American Pragmatics Association, Columbia, SC.
- Zhang, Y., Herring, S. C., Tan, R., Zhang, Q., & Shi, D. (2023, January 14). From compensation to competition: The impact of graphicons on language use [Paper presentation]. International Symposium on Graphicons and Digital Media, Virtual Symposium.
- Zhang, Y., Herring, S. C., Tan, R., Zhang, Q., & Shi, D. (2023, September 27). Interactions between graphicons and language in Chinese social media: A diachronic investigation [Paper presentation]. 11th International Conference on Multimodality, London, UK.
- Zhang, Y., Herring, S. C., Wu, Y., & Tan, R. (2024, March 16-19). Graphicon evolution in context: Trends and social factors [Paper presentation]. Annual Conference of American Association for Applied Linguistics, Houston, USA.
- Zheng, E. (2023, October). Saxophone and suona: Timbre as transnational negotiation of Asian diasporic identity [Paper presentation]. Society of Ethnomusicology Conference, Ottawa, Canada.

Upcoming Publications:

- Wang, Y., Zhang, Y., Zhang, G., He, S., & Qi, J. (Under Review) Linguistic properties of emojis: A quantitative investigation into emoji frequency, category, and position. *Journal of Quantitative Linguistics*.
- Huang, C. (2024). *Jiuhuang bencao* [Exhibition catalogue]. The Huntington Library, Art Museum, and Botanical Gardens, San Marino, CA.