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*Henry M. Jackson School of International Studies*

National Resource Centers & Foreign Language & Area Studies Fellowship Programs

CFDA 84.015A & 84.015B

FY 2022-25 PROPOSAL



Presented for competition to the United States Department of Education International and Foreign Language Education Division

**University of Washington**

**National Resource Centers & FLAS Fellowships Program South Asia: FY 2022-2025**

**Acronyms**

A&S College of Arts and Sciences

AANAPISI Asian American and Native American Pacific Islander-Serving Institution AAR American Academy of Religion

AAS Association of Asian Studies

ACLS American Council of Learned Societies

ACTFL American Council on the Teaching of Foreign Languages AIBS American Institute of Bangladesh Studies

AIIS American Institute of Indian Studies

AIPS American Institute of Pakistan Studies

AISLS American Institute for Sri Lankan Studies

AL&L Asian Languages and Literature

AP Absolute Priority

APSIA Association for Professional Schools of International Affairs CAORC Council of American Overseas Research Centers

CC Community College

CCMTI Community College Master Teacher Institute

CGS Center for Global Studies (UW NRC)

CHID Comparative History of Ideas

CIBER Center for International Business Education and Research CoE College of Education

CPP Competitive Preference Priority

CTL Center for Teaching and Learning

EAC East Asia Center (UW NRC)

EC Executive Committee

FM FLAS Fellowships Manager

FY Fiscal Year

GBLI Global Business Law Institute

GSEE Graduate Student Equity and Excellence

GWSS Gender, Women, and Sexuality Studies

HP Husky Promise

IAWW India Association of Western Washington

IHS Issaquah High School

JSIS Henry M. Jackson School of International Studies

LCTL Less Commonly Taught Language

LLC Language Learning Center

MAAIS Master of Arts in Applied International Studies

MD Managing Director

MSI Minority-Serving Institution

NEH National Endowment for the Humanities

NELC Near Eastern Languages and Civilization

NGO Nongovernmental Organization

NRC National Resource Center

NSF National Science Foundation

NSI Nepal Studies Initiative

OC Outreach Coordinator

OCLC Online Computer Library Center

OPI Oral Proficiency Interview

PNW Pacific Northwest

SA South Asia

SABA South Asia Book Award

SAC South Asia Center

SACPAN South Asia Conference of the Pacific Northwest SAM Seattle Art Museum

SANOC South Asia National Outreach Consortium

SASLI South Asia Summer Language Institute

SEAC Southeast Asia Center (UW NRC)

SIFF Seattle International Film Festival

SoE School of Education

SSRC Social Science Research Council

STEM Science, Technology, Engineering, and Math

UG Undergraduate

USIEF United States India Educational Foundation

UW University of Washington

UWL University of Washington Libraries

WA Washington State

WSCSS Washington State Council for the Social Studies

**UNIVERSITY OF WASHINGTON SOUTH ASIA CENTER**

*Proposal for Comprehensive National Resource Center & FLAS, FY 2022-25*

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# Proposal for Comprehensive Title VI National Resource Center and FLAS Fellowships in South Asia Studies at the University of Washington, FY 2022-25

* 1. **Commitment to Subject Area**
* **A1. Commitment to Program Operation:** The South Asia Center (SAC) in the Henry

M. Jackson School of International Studies (JSIS) at the University of Washington (UW) enters the US Department of Education (USED) competition for the National Resource Centers and Foreign Language and Area Studies Fellowship Programs with the aim of meeting all Absolute Priorities and Competitive Preference Priorities. SAC is uniquely situated to accomplish the goals and priorities of the competition because of our deep and wide-ranging faculty expertise in the social sciences, humanities, arts, STEM, and professional fields. Further, our faculty work across the region as a whole, covering Afghanistan, Bangladesh, India, Nepal, Pakistan, and Sri Lanka in their research and teaching.

Consistent institutional support for SAC enables UW to remain a leader in research and teaching about this important world region. UW President Cauce states: “As a public research university in a state dependent on international trade and collaboration, [UW] is proud of its long history of outstanding global engagement through faculty and research networks. The Title VI programs of [USED] are vital to the success of our mission.” With its accomplished faculty, outstanding library, large enrollments, and extensive outreach, SAC is among the most comprehensive programs on SA in the US. UW demonstrates institutional support for SAC by providing over $2.2 million per annum in salary and benefits for leadership, advising, data management, and administration at JSIS (SAC’s administrative home); one month of summer salary per annum for the SAC Director; 70% of the Managing Director’s compensation; 100% of the Program Coordinator’s compensation; and 30% of the FLAS Fellowship Manager’s compensation. For detailed information about UW’s commitment to the Library, see **§F**.

UW commitment to SA is evident in the number of tenured or tenure-track positions allocated to the field. Since 2014, UW has hired 12 SAC-affiliated tenured or tenure-line faculty members in 9 departments. Out of 72 part- and full-time SA teaching personnel, 78% are tenured or tenure-track. UW provides

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| **Table A-1: Foreign Exchange Relationships with Institutions in SA** |
| Institution | Country | UW Partner(s) |
| Ambani Institute | India | SAC |
| Auroville | India | Info.; Engin.; Global Health |
| Azim Premji Foundation | India | Information; Engineering |
| Central Himal. Rural Action Group | India | Built Environments |
| Chandigarh College of Architecture | India | Built Environments |
| Christian Medical College | India | Nursing |
| Delhi University | India | SAC |
| Dhaka University | Bangla. | SAC |
| Indian Institute of Management | India | Business |
| Indian Institute of Science | India | SAC |
| Jamia Millia Islamia University | India | SAC |
| Kabul University | Afghan. | Law |
| Kathmandu University | Nepal | Global Health |
| Lahore Univ. of Management Sciences | Pakistan | SAC |
| Microsoft Research | India | Information; Engineering |
| Quaid-e-Azam University | Pakistan | SAC |
| Tata Institute of Fundamental Research | India | SAC; Mathematics |
| Tata Institute of Social Sciences | India | SAC |

$9.9 million in annual compensation to support 58 full-time SAC-affiliated faculty and staff. Teachers and TAs are supported by workshops, curriculum development grants, Center for Teaching and Learning (CTL), Odegaard Writing and Research Center, Office of Minority Affairs and

Diversity (OMA&D) Instructional Center, and UW Libraries (UWL). The importance and effectiveness of this commitment are evident in faculty accomplishments (**App. B**) and SA course offerings that span geography, periods, disciplines, and themes (**App. C**).

9 academic units at UW combine for over 20 foreign exchange relationships with institutions in SA (see **Table A-1)**. In 2018-20, 154 UW students from 62 different programs spent at least a quarter abroad in SA. In 2018, **Ramamurthy** organized an interdisciplinary conference on Rural-Urban Entanglements, funded by USIEF and supported by UW, Ambedkar University, and Hyderabad Central University. In STEM, **Athreya** collaborates with researchers at science

and math institutes in Mumbai, Delhi, Bangalore, and Chennai, while **Rathod** partners with State Medical Colleges in Goa, Assam, and Orissa and IIT-Mumbai on his NIH-sponsored Malaria research project.

SAC’s extensive outreach to K-12 and post-secondary educators is made possible by institutional support for salaries, programming, and professional development. UW commits 100% of the total salary of SAC’s Outreach Coordinator (OC), as well as 100% of salary and benefits for JSIS information technology specialists who support online resources for K-12 and post- secondary educators, including course materials and digital learning tools.

UW commits considerable resources to students at all levels to support their intellectual and professional goals. UG students who are WA residents benefit from the Husky Promise (HP), which guarantees that financial challenges will not stand in the way of attaining a UW degree. Nearly 10,000 UW students at all three campuses are covered under HP each year. In 2020-21, 53% of UGs received financial aid of more than $431 million. UW offers a range of scholarships to fund UG study abroad. JSIS has over 10 scholarships and internship funds that offset the costs of studying or interning abroad. The JSIS Diversity and Equity Committee provides 2 grants of

$1000 each to students for conference travel and/or research. UGs with a demonstrated interest in the study of SA can apply for the Indian Association of Western Washington (IAWW) Scholarship. SA graduate students are supported by a variety of UW sources, including fellowships, teaching assistantships, research assistantships, and nonresident tuition waivers. The Graduate School awards competitive fellowships to assist in recruiting students from underrepresented communities. Opportunities specific to SA students include the Frank F. Conlon Fellowship, IAWW scholarships, and SA Studies Student Fund conference travel grants. JSIS and SAC provide additional support to graduate students with advising, career counseling, access to wellbeing

programs, and office space. All the above resources are available to and used by FLAS recipients.

# Quality of Language Instructional Program

* **B1. Extent of Relevant Language Instruction and Enrollment:** UW offers comprehensive programs in 4 SA languages designated LCTL by USED—**Bangla**, **Hindi**, **Persian**, and **Urdu**—as well as **Sanskrit**; runs a fast-growing performance-based summer course in **Nepali**; and recently started instruction in **Telugu** (winter 2022). The language program serves a diverse range of students: undergraduate and graduate majors and minors in language, literature, and culture programs; students for whom language training is vital to meet long-term academic and professional goals; and graduate and professional students who develop language skills for success as scholars, educators, and practitioners. With **Marino**’s recent hire, the SA program in Asian Languages and Literature (AL&L) is expanding its strength in Gāndhāran Buddhist texts and Buddhist literature. In a typical academic year, approximately 75 elementary-to-advanced- level courses are offered in SA languages (**App. C**). Bangla, Hindi, and Urdu are taught in AL&L, while Near Eastern Languages and Civilization (NELC) coordinates the Persian program. UW is unique amongst its peers in offering regular graduate courses in Avadhi, Braj, Gandhari, Pali, Prakrit, Rajasthani, and Sant Bhasa. **Novetzke** (JSIS) also offers directed readings courses in Marathi for graduate students. AL&L offers BA, MA, and PhD specializations in SA languages. In NELC, undergraduate students can major or minor in Persian and Iranian Studies. The track in Persian is a popular option for students in the SA MA and Near and Middle Eastern Studies PhD programs.

Between fall 2018 and fall 2021, 743 students enrolled in SA language courses at UW; on average, 220 students enroll in SA language courses per academic year (**Table B-1**). Adding to

our regular language courses, in 2020 SAC created a 2-week summer program in Nepali; enrollment in the course jumped from 26 to 41 within a year’s time. The intensive nature of the program attracted a wide range of participants, including

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| **Table B-1: Enrollment in SA Languages, Fall 2018 - Fall 2021 (7 Quarters)** |
| Language | Total enrollment | Avg. AY enrollment |
| Bangla | 47 | 13.3 |
| Hindi | 148 | 39.7 |
| Persian | 258 | 79.0 |
| Sanskrit | 104 | 29.7 |
| Urdu | 186 | 58.3 |
| **Total** | **743** | **220** |

artists, college students, heritage learners, nonprofit professionals, researchers, teachers, and travelers. UW’s close engagement with the South Asian community in the Seattle area, which is home to a large number of Telugu speakers, prompted SAC to support the hire of an Assistant

Teaching Professor in Telugu (**Attota)**. Throughout its programs in AL&L and across departments, the UW is committed to meeting the needs of a wide community of language learners. Within the university, SA language courses now serve an equal number of

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| **Table B-2: Enrollment in SA Language Courses by Division** |
| Category | % |
| A&S | 36.1 |
| STEM | 35.5 |
| Professional | 12.4 |
| Other | 10.6 |
| SA Studies | 5.5 |

STEM students as those in Arts, Humanities, and Social Sciences; they also draw strong enrollment from professional fields (**Table B-2**). UW also benefits from affiliations to SASLI, AIIS, and other external programs that provide instruction in languages not normally taught at UW. In recent

years, UW students have undertaken training in Gujarati, Nepali, Punjabi, Tamil, Tibetan, and Telugu through these programs.

* **B2. Extent of Training and Relevant Courses Offered:** 4-year comprehensive courses of study are available in Hindi, Urdu, Sanskrit, and Persian and a 3-year comprehensive course of study is available in Bangla. Classes at the first 3 levels meet at least 5 hours per week with additional time for language laboratory or web-based supplementary work. Classes at the 4th-year level meet at least 4 hours per week with additional time for research and directed reading. All language programs provide competency-based instruction and use integrated curricula written by

program faculty. In the past 2 years AL&L faculty revised the SA Languages & Cultures major to make it accessible to a broader array of students and revamped the advanced Hindi/Urdu curriculum. To prepare students to encounter diverse genres and styles, AL&L faculty designed a series of modular advanced language courses focused on particular genres (short story, novel, drama, poetry) that provide training in advanced Hindi and/or Urdu literature along with discussion of literary, cultural, social, and political context. **Dubrow** offers combined Hindi/Urdu courses, designing a curriculum around advanced short stories that mix vocabulary and register. Students can also take modern and classical Hindi literature courses (**Pauwels**), as well as a new advanced Urdu literature course on classical poetry, which will be offered in 2022-23 (**Ahmad**).

**Marino** revamped the Sanskrit program to engage a broader audience in the Seattle area and internationally. In addition to 4 years of instruction, he offers a 3-credit course on Essential Sanskrit for Yoga and Meditation as well as an online public reading group, which complements a Sanskrit recitation group led by **Chandekar**. Building on UW’s traditional strengths in ancient Buddhist manuscripts, **Marino** partners with colleagues at Australia National University to lead Kharoshthi Klub, an online research forum for scholars around the world to study ancient Buddhist manuscripts from Pakistan and Afghanistan. The SAC integrates the study of Persian into its SA offerings. Students can take Persian through the 4th year (**Fani**, **Shams**) in NELC. Our faculty continue to be recognized as national and international leaders in pedagogy, proficiency evaluation, and curriculum development, as evidenced by **Ahmad**’s work designing the curriculum for the Berkeley Urdu Language Program in Pakistan (2014-20), **Pauwels**’ participation in the *International Conference on Hindi as a Second/Foreign Language* organized by the Center for Linguistics of the University of Lisbon (June 2019), and **Abedin**’s published research on developing C-tests for estimating proficiency in foreign language research.

* **B3. Sufficiency of Language Faculty and Performance-Based Training Methods:** Language courses are taught by 8 faculty in AL&L (**Abedin**, **Ahmad**, **Attota**, **Chandekar**, **Dubrow**, **Marino**, **Pahlajrai**, and **Pauwels**) and 2 faculty in NELC (**Fani** and **Shams**), 7 of whom hold PhDs in languages, linguistics, and/or literature. Hindi and Urdu are taught collaboratively by 2 tenured professors (**Dubrow** and **Pauwels**) and 2 Associate Teaching Professors (**Ahmad** and **Pahlajrai**). **Marino** (Assistant Professor) and **Chandekar** (Lecturer) teach all levels of Sanskrit. **Chandekar** emphasizes speaking and listening, and **Marino**, who also teaches Pali and Gandhari, specializes in textual analysis and Buddhist literature. **Fani** (Assistant Professor) teaches courses on Persian literature and media, while **Shams** (Assistant Teaching Professor) oversees the elementary through advanced-level Persian courses.

With many years of relevant experience in performance-based teaching, UW’s language faculty contribute actively to language pedagogy and curriculum development. **Ahmad** is completing certification to be an ACTFL language tester for Urdu and has developed open-access curricula material for all levels of Urdu. **Abedin** completed ACTFL training, participated in an ACTFL-designed workshop on *Oral Competence*, attended a Center for Advanced Research on Language Acquisition (CARLA) workshop on Developing Classroom Materials for LCTLs, and co-authored a Bangla textbook. **Pahlajrai** and **Dubrow** developed modular units for teaching Business Hindi. **Pauwels** attends numerous workshops on performance-based teaching and recently trained with Apabhramsha experts in Europe.

* **B4. Quality of Performance-Based Instruction, Resources, and Language Proficiency Requirements:** The SA language curriculum is performance-based, emphasizing continuous feedback by means of conventional testing, in-class diagnostic observation, and individual consultation. A range of learning activities from in-class communicative exercises to

longer presentations are integrated into the curriculum of each language in order to better meet the needs of FLAS students who want language skills for everyday use rather than a scholarly exploration alone. Faculty regularly incorporate contemporary media into courses, such as screening documentary films in conjunction with Tasveer South Asian Film Festival. Classical Hindi Lit includes devotional songs and folk epics, while Modern Hindi Lit has adopted a thematic format, foregrounding contemporary issues. A new Drama class emphasizes political street theater, protests, and historical connections with the Indian film industry.

Students receive regular feedback and are tested on their writing, speaking, vocabulary, and comprehension. Courses materials developed by SA instructors are tailored for different levels of competency to provide maximal flexibility. Each instructor has developed websites designed to meet student needs, with links to online databases and learning aids. Our instructors use the Language Learning Center (LLC), a state-of-the-art facility that provides digital multimedia for language and culture study, to create new materials for performance- and task- based instruction. The many resources for SA languages include 275 media resources for Bangla, 142 for Urdu, 37 for Sanskrit, 18 for Tamil, and 16 for Persian, as well as a full-scale online Hindi course. LLC offers all students free access to SCOLA, a digital resource full of streaming and archived media in SA languages that have been annotated and indexed. LLC classrooms have upgraded video cameras and microphones for students to sign, record, and communicate in any language. Urdu faculty have created new A/V materials for use in all levels of instruction; these materials are available online and have been used by faculty at other universities.

All SA languages taught at UW and addressed in this proposal are LCTL. Proficiency goals are set to align with ACTFL targets at elementary, intermediate, and advanced levels. For Bangla, Hindi, Urdu, and other SA languages taught in AL&L, students take written and oral examinations

to determine proficiency and placement; NELC offers similar examinations in Persian through UW’s Office of Education Assessment. SA and NELC language majors and minors must acquire specific listening, reading, writing, and speaking skills in the target language that are relevant to each level of instruction.

# Quality of Non-Language Instructional Program

* **C1a. Quality and Extent of Course Offerings:** UW offers approximately 130 non- language courses on SA at the BA, MA, and PhD levels across its 3 campuses and online (**App. C.**) These courses are available to any student enrolled at UW. Courses are distributed across disciplines and include about 15 classes per academic year that are focused on SA or include SA content. SA courses are also offered through the Continuum College, as well as UW’s innovative online BA in Integrated Social Sciences, designed for non-traditional students seeking to finish their college degrees. SAC faculty members provide full coverage of the region with course offerings that include interdisciplinary and cross-disciplinary content.

All courses offered through SAC programs are available to students pursuing professional degrees in international studies. Both JSIS and SAC cross-list courses with relevant professional schools. A recent example is “Teaching about War and Conflict in the Middle East and SA,” a course for pre-service teachers supported with SAC funds and cross-listed in CoE. Formal concurrent degree programs are also available between JSIS and the following professional schools: Public Affairs, Business Administration, Law, Forest Resources, Marine Affairs, and Public Health. SAC faculty members **Bilfield** (Nutritional Sciences), **Chalana** (Urban Design & Planning), **Gupta** (Management), **Lombard**i (Law), **V. Prakash** (Architecture), **D. Rao** (Global Health), and **Varghese** (Education) *inter alia* bring important SA content, language, and area expertise to professional schools. SA content in professional school courses greatly enhances

collaborations and the possibilities of combining area studies and professional education. These ties have enabled SAC to connect with students of diverse backgrounds, especially women and underrepresented minorities in STEM fields and professional schools, and to draw them into SA courses. SAC has also benefited from the significant collaborations and exchange programs that many professional school faculty have with educational institutions and other organizations in SA (**D3**). These include a robust offering of study abroad programs. In the Business School, **Gupta** leads “Indian Society and Business Organizations,” a multi-city study abroad program that focuses on business, society, and corporate responsibility in India. In Built Environments, **Spencer** leads “International Design Activism,” a program focused on community-based project and impact assessment in Kathmandu, Nepal, and **Chalana** will launch “Urban and Rural India: Opportunities and Challenges” in 2022. In Engineering, **Marshall** leads “Grand Challenges Impact Lab (CGIL) India,” a program based in Bangalore in which advanced undergraduate and graduate students collaborate to tackle big problems, such as food security, clean water, and environmental change.

* **C2. Depth of Specialized Course Coverage:** The specialized depth of SA course offerings is demonstrated by the distribution of courses by department and level, and the frequency with which they are offered (**App. C**). UW has a 3-tiered course system: lower-division undergraduate (100-300 level), upper-division undergraduate and graduate (400 level), and graduate courses (500-700 level). In 2020-21, non-language courses included 82 at the undergraduate level (100-499) and 21 at the graduate level (500+). Of these, 24 were listed at the 400-499 level, and were thus available to both undergraduate and graduate students. Since 2018, there have been over 300 non-language SA courses offered in 30 departments. Thesis and dissertation credits, independent study, study abroad, and engagement with visiting speakers

provide additional pathways for students to deepen their engagements with SA and augment the training at all levels of the program.

* **C3. Non-Language Teaching Personnel and Training for TAs:** According to an external review in 2021, “One of the strongest features of [SAC] is a very strong faculty who have built a strong intellectual community…students are welcomed into a group of high-functioning faculty who value and support the work of emerging scholars.” SAC has 76 faculty members who since 2018 have taught over 500 courses across a broad range of disciplines with class sizes ranging from small seminar to lectures of more than 250. Since 2014, we have averaged 1 new tenure-track appointment per year. Recent hires in Anthropology, Information Studies, Management, and Urban Planning are testimony to UW’s continuing commitment to SA studies. In A&S, tenure stream faculty in AL&L (3 faculty), Anthropology (3), Art (1), Chemistry (1), Comparative History of Ideas (3), Economics (3), English (2), Gender, Women, and Sexuality Studies (3), History (4), International Studies (6), NELC (2), and Political Science (1) offer specialized SA coverage. SA is also well represented at UW’s professional schools with tenured or tenure-track faculty in Built Environments (4), Business (5), Education (1), Engineering (6), Global Health (1), Law (1), and Public Policy (1). SAC curriculum development funds are an important recruitment tool; they support new faculty as they design SA focused courses and incorporate more SA content into departmental core and topical courses.

Graduate teaching assistants (TAs) are vital members of the UW teaching community. TAs generally support undergraduate area studies courses with large enrollments as well as language courses. In addition to receiving oral and written feedback from faculty on recitation sections, TAs have access to a range of training programs and workshops. TAs take “TA Conference on Teaching and Learning,” a rigorous multi-day workshop held at the beginning of the academic

year that is designed to help graduate students prepare for their roles and responsibilities. UW’s CTL houses highly skilled professional staff who work with faculty instructors and TAs to improve teaching quality and offer evaluation services. CTL staff also offer one-on-one consulting to help TAs design class materials, develop classroom strategies, and assess teaching performance. TAs can take several experiential for-credit courses during the academic year, such as “Teaching and Learning in Higher Education” and “Teaching in Global Classrooms.” Since 1984, TAs for whom English is a second language have been required to take “English for International Teaching Assistants,” a 5-week, 5- credit course that assists them with valuable language and presentation skills. UW honors faculty and TAs with teaching awards. **McMillan** (Culture, Arts & Communication), **Novetzke** (JSIS), and **Ramamurthy** (GWSS) have received Teaching Awards, while **Amrute** (Anthropology), SAC Director **Govindrajan** (JSIS/Anthro), and **Kale** (JSIS) have received Teaching Award Nominations.

* **C4a. Interdisciplinary Courses:** SAC is an independent academic unit housed in JSIS, one of the oldest and largest schools in the country to offer degrees in international and area studies at the BA, MA, and PhD levels. Interdisciplinarity is a hallmark of JSIS, which combines the social sciences, humanities, policy studies, and professional training to bring a unique perspective to understanding global affairs. JSIS is a member of APSIA. Former Director **Kasaba** served as President of APSIA in 2017-19, underscoring the School’s reputation in the field and its commitment to educating future professionals in international and area studies. The study of SA at UW emphasizes inter- and cross-disciplinary perspectives at all levels of instruction. Many of our faculty have appointments and/or affiliations with multiple programs and departments and bring insight from their interdisciplinary research into the classroom. Additionally, the JSIS Asian Studies BA and MA programs as well as the new Global and Regional Studies major are designed

to promote interdisciplinary thinking and analysis. The study of Asia is the single largest area of study in JSIS, and SA in particular boasts of 6 tenured faculty in JSIS. Through faculty involvement with student supervision, courses, seminars, workshops, and conferences, SAC is further engaged with interdisciplinary programs at various schools and programs across UW, including the College of the Environment; Center of Islamic Studies; International Development; Environmental Humanities; Forest Resources; Simpson Center for Humanities; Law, Societies and Justice; Harry Bridges Center for Labor Studies; Center for Demography and Ecology; and Center for Human Rights. The investment in interdisciplinary programs and cross-disciplinary collaborations adds value to our program. As our external reviewer remarked in a 2021 report, “I concluded the meetings with a very positive sense of how SAC is functioning to generate intellectual space in the university for specialists of South Asian Studies and how they are disseminating knowledge.”

# Quality of Curriculum Design

* **D1a. Undergraduate and Graduate Degree Programs:** The study of SA at UW is integrated into all levels of the UG curriculum in A&S (**Table D-1**). A&S has over 22,000 students and awards 58% of bachelor’s degrees at the Seattle campus. UG students with a primary interest in SA languages and literature major or minor in a SA track in AL&L, which has over 6,000 students in its courses annually. Students majoring in AL&L explore the cultural, literary, and linguistic aspects of Asia, and are encouraged to enrich their knowledge by studying in the region. Majors specialize in Hindi, Urdu, Bangla, or Sanskrit; complete 3 years of language study through the advanced level; and take area studies classes in the arts, humanities, and social sciences (75 total credits). In past years, students have trained in additional languages (e.g. Punjabi, Telugu) through UW’s national and international consortia and language training programs. A minor

requires 15 credits of language study and 15 credits in SA humanities and social sciences. For students interested in Persian, NELC offers majors and minors in Persian and Iranian Studies.

|  |
| --- |
| **Table D-1: Undergraduate Degree Options** |
| **Majors** |
| Asian Languages & Cultures (AL&L) |
| SA Languages & Literature: Hindi (AL&L) |
| SA Languages & Literature: Sanskrit (AL&L) |
| Asian Studies (JSIS) |
| Global & Regional Studies: Asia (JSIS) |
| Persian & Iranian Studies (NELC) |
| **Minors** |
| Asian Languages & Cultures (AL&L) |
| Asian Languages & Cultures: Bangla, Hindi, Sanskrit, or Urdu (AL&L) |
| SA Studies (JSIS) |
| Persian & Iranian Studies (NELC) |

Many students pursue double and triple majors, pairing a language degree with study in professional (e.g. Business) and/or social science disciplines (e.g. Economics). The Asian Studies (AS) and Global and Regional Studies majors in JSIS are also popular options for students interested in SA. Requirements in AS include 2+ years of language study, 50 non- language credits, and a capstone research paper. SA faculty teach in programs across A&S, such as History,

Anthropology, and GWSS, which have high enrollments and draw students from across fields and disciplines. Additionally, UGs can take SA-related classes in many professional schools, including Built Environments, Business, Information, and Public Health (**Table D-2**).

Graduate students can pursue the study of SA in numerous graduate programs across UW. In JSIS, SAC coordinates a SA-focused MA in International Studies (MAIS), which requires at least 3rd-year language proficiency; 36 credits (including 2 interdisciplinary foundational seminars, a research design seminar, and 21 credits from at least 2 departments); an article-length thesis or 2 research papers; and an oral exam. The SAC program balances training for PhD studies with preparation for careers in government, business, nonprofits, and teaching in the K-12 rank (for recent placements see **G2**). JSIS students can pursue concurrent MA degrees with 7 professional schools (Business, Forestry, Law, Information, Marine Affairs, Public Health, Public Policy) and over 35 interdisciplinary certificates. Students can also receive specialized SA training

through the MA in Applied International Studies (MAAIS) at JSIS, a 1-year policy- oriented degree geared toward mid-career professionals that draws students from government, military, NGO, and private sectors. AL&L offers MA and PhD programs in SA languages and literature with

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| **Table D-2: Programs Hosting SA Courses 2019-22 (\*Professional School)** |
| AL&L | English |
| Anthropology | GWSS |
| Built Environments\* | History |
| Business\* | International Studies |
| Cinema & Media Studies | Law\* |
| Communication | Law, Societies & Justice |
| Comparative Hist. of Ideas | NELC |
| Comparative Literature | Political Science |
| Comparative Religion | Sociology |
| Education\* | UW Bothell & Tacoma |

concentrations in Hindi and Sanskrit, as well as a disciplinary concentration in Buddhist Studies, which includes a specialized SA Buddhism track that requires language study in relevant languages such as Pali, Sanskrit, and Gandhari. For students interested in Persian, NELC offers a MA program, while UW Graduate School coordinates an interdisciplinary PhD program in Near and Middle Eastern Studies. PhD students focused on SA are well represented across UW, with students currently pursuing degrees in Anthropology, Economics, GWSS, History, Political Science, Social Work, and Urban Design and Planning among others. SAC also offers a SA Studies Graduate Certificate to deepen interdisciplinary knowledge of the region that is open to any UW graduate student. Requirements for the Certificate include 2 foundational seminars, a SA-focused elective, and a capstone paper.

* **D2. Extent of Student Academic and Career Advising:** JSIS is home to a dedicated team of professionals that provides expert guidance to help students achieve their academic and professional goals, as well as timely information about degree requirements and fellowship opportunities, such as FLAS. While Academic Services focuses on students’ welfare and success in the classroom, the Office of Career Development at JSIS provides a bridge to the workplace with professional development opportunities, training workshops, and information sessions with

employers. The popular JSIS course “Pathways to Employment” and accompanying “Navigating Global Careers” speaker series acquaint students with careers in diplomacy, intelligence, US Government, multi-laterals, nonprofits, and think tanks, and provides training in the acquisition of skills critical for success in the modern workforce. The SAC Director and Managing Director (MD), along with each student’s individual advisor, advise SA majors, minors, discipline-based students, and students in professional degree programs.

* **D3. Research, Study Abroad, and Language Training Arrangements:** The expansion of study abroad opportunities is central to UW’s mission to be a global university. As an indicator of success, roughly 2,200 UW students participate in international programs every year. Housed in the Office of Global Affairs, UW Study Abroad offers advising services, pre- departure orientations, and support during and after the experience. Students are encouraged to deepen their SA studies by spending time in the region for language study, research, experiential learning, and internships.

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| **Table D-3: Selected UW Faculty-Led Study Abroad Opportunities (2014-20)** |
| Program Name | Country | Department(s) | Avg. Enroll. |
| Art & Activism in South India | India | Compar. Hist. of Ideas | 15 |
| Bioengineering Nepal: Technology Devel. for Global Health | Nepal | Bioengineering | 15 |
| Business India: Indian Society & Orgs. in the 21st Cent. | India | Business | 17 |
| Engineering India: Grand Challenges Impact Lab | India | Engineering | 20 |
| Health in the Context of Culture | India | Nursing | 23 |
| InterAction Nepal: Design, Development & Global Health | Nepal | JSIS; Landscape Arch. | 18 |

Study abroad opportunities in SA include UW faculty-led programs and exploration seminars; independent learning, research, and field studies; and 3rd-party programs approved by UW. SAC sponsors numerous research and study abroad options (**Table D-3**) for which students can receive credit to satisfy degree requirements. In 2018-20, 154 students studied abroad in SA, 80% of whom came from professional and STEM fields. Notable in the last 8 years are new

programs to SA from Landscape Architecture, Engineering, and Business. Over 100 students traveled to Nepal since 2014, reflecting the impact of the Nepal Studies Initiative. UW is a Class A member of AIIS, and full member of the American Institutes of Bangladesh (AIBS), Pakistan (AIPS), and Sri Lankan Studies (AISLS), all of which are affiliates of CAORC. Every year UW students attend year- and summer-long language training in SA under their auspices. UW students have received grants from Boren, CLS, AIIS, and FLAS for language study overseas. Students participate in language programs run by AIIS, Cornell in Nepal, and SASLI at UW-Madison.

# Quality of Staff Resources

* **E1. Qualifications of Faculty and Staff:** SAC staff and faculty are a team of committed and highly accomplished professionals as demonstrated, among other things, by faculty success in garnering external funding for research; the number of faculty whose work has been recognized by University-wide, disciplinary, and national awards; and SAC faculty leadership in departments at UW, area studies associations, and disciplinary associations (**App. B**).

SAC Director **Govindrajan** is Associate Professor in Anthropology and JSIS. She is a scholar of national and international regard in the fields of SA Studies, environmental anthropology, agrarian studies, and popular religion. She is the author of 1 book and numerous articles and essays. She has won numerous awards for her research. She regularly gives invited lectures in colloquia and workshops on her research specialties. Her research has been supported by AIIS, SSRC, ACLS, Fulbright-Hays, and Simpson Center for the Humanities (SCH). Govindrajan provides leadership and service to the Society for Cultural Anthropology and AIIS; various journals, presses, and Universities as editorial board member; article and book manuscript reviewer, and as external reviewer for promotion cases. Her administrative effort is fully covered by UW. Managing Director (MD) and Outreach Coordinator (OC) **Gottschall** oversees Center

operations. He holds a MA in SA Studies, a Graduate Certificate in International Development Policy and Management, and has prior experience working on international studies education (including Title VI programs) with AIIS and CAORC. Gottschall administers the SA MA Program and Graduate Certificates and coordinates MA admissions, fellowships, and advising. He also serves on many committees at UW and is a delegate to professional organizations including AIIS, AIBS, and AIPS. The academic home of SAC is JSIS, which is led by Director **Fernandes**, the Stanley D. Golub Endowed Chair of International Studies. Director Fernandes’ office is instrumental in facilitating collaboration between SAC and other centers at JSIS, as well as with programs and professional schools across UW. Center staff (budget officers, FLAS Manager, student service directors, and advisors) have extensive experience administering NRC/FLAS programs, hold college degrees, and receive regular training from UW.

All permanent SAC faculty and affiliated faculty hold PhDs or terminal degrees in their fields. The high quality of faculty scholarship and their robust research output is evidenced by the number of their publications with prestigious university presses and in top academic journals. In the last five years, SAC faculty have received external research funding from ACLS, NSF, NEH, Fulbright, AIIS, AIPS, AIBS, Guggenheim, Mellon, Wenner-Gren, and from funding bodies at UW including the Royalty Research Fund and SCH. SAC faculty have received UW Distinguished Teaching and Mentorship Awards, as well as book and publication prizes from American Anthropological Association; Committee for the Anthropology of Science, Technology, and Computing; Society for Cultural Anthropology; American Academy of Religion; AIIS, and AIPS. SAC faculty have also served as chairs and directors of graduate and undergraduate studies at units across campus, including History, JSIS, GWSS, Architecture, and AL&L. JSIS Director **Fernandes** is also a member of SAC faculty, and publishes regularly on politics and gender in

India. SAC faculty also serve in leadership positions at the American Historical Association, AAA, AAR, AAS, AIIS, AIPS, APSIA, American Oriental Society, and the National Academies of Science, Engineering, and Medicine.

The UW has a demonstrated commitment to SA. SAC faculty strength has increased significantly with new tenured, tenure-track, and teaching professor appointments, including in AL&L (**Marino**); Art (**Majumdar**); Communication (**Rahman**); JSIS (**Fernandes**); and Nutritional Sciences (**Bilfield**). Faculty in Landscape Architecture, Engineering, Global Health, and Business have also developed close ties to SAC through study abroad programs conducted over the last several years.

Faculty and staff are eligible for a wide range of career development programs. Opportunities for overseas training and study in SA are enabled by UW leave policies and memberships in AIIS, AIBS, AIPS, and AISLS. SAC offers faculty course development grants and funds overseas and domestic travel to professional conferences, workshops, and research sites. It also convenes book launches, research presentations, and workshops for work in progress. Further, SAC facilitates professional networking by supporting faculty conferences and symposia. The Center for Teaching and Learning is a key resource that provides training and workshops, including on using digital tools in the classroom.

SAC strives to create fulfilling academic and professional interactions for undergraduates, graduate students, faculty, and staff. All SAC faculty teach, supervise, and advise students enrolled in SA programs from the BA through PhD levels. JSIS, as well as disciplinary departments across UW, maintains student advising offices for both undergraduate and graduate students with extensive resources in academic advising, career counseling, and mental health and wellbeing. SAC faculty also mentor undergraduates through the International Studies Task Force program,

team-based capstone projects in which students respond to international problems with policy recommendations. At the graduate level, SAC faculty supervise MA and PhD students and serve as members of exam and thesis committees. The SAC Director and MD also regularly advise students through quarterly meetings with MA and Graduate Certificate students.

* **E2. Staffing and Oversight Arrangements and Involvement of Diverse Faculty:** SAC is an independent entity that nevertheless benefits from the organized structure of JSIS, which is the administrative home to 21 world area and thematic centers––including 18 academic programs and 6 NRCs––located centrally in 1 building on campus. This organizational structure enables SAC to benefit from shared central staff resources, ease of collaboration, and efficiency. Additional SAC staff includes a Program Coordinator and graduate assistant, both of whom support administrative and outreach activities. The Director of SAC is appointed by the Director of JSIS on a 5-year term basis. Director **Govindrajan** is assisted by MD and OC **Gottschall**, who directs SAC managerial operations and oversees K-14 outreach programs. SAC holds monthly faculty meetings, which include professional school faculty and library personnel. To further strengthen governance, SAC convenes an Executive Committee (EC) made up of the Director, MD, and 4 additional faculty members including at least 1 each from among the language faculty and professional schools. EC members help to make decisions about FLAS, MA admissions, and student research and travel fellowships, in addition to guiding SAC policy, identifying future directions for growth, and supporting SAC in community relations, program development, and faculty enrichment. EC members also serve on additional administrative bodies in their home departments and across the University. Director **Govindrajan** serves on UW fellowship committees, JSIS Faculty Council, the Anthropology Resources Committee, and is the Anthropology Department Sociocultural Faculty Coordinator. She is also either adjunct or affiliate

in the Comparative History of Ideas Program and the Environmental Studies program. The diverse engagements of the SAC Director and EC members facilitate campus-wide collaboration.

* **E3. Extent of Nondiscriminatory Practices**: UW is in strict accordance with Section 427 of the General Education Provisions Act (GEPA). An equal opportunity, non-discriminatory employer, UW strongly encourages applications from women, minorities, persons with disabilities, disabled veterans, and Vietnam-era veterans for all positions. To recruit a diverse workforce and student body, SAC works closely with UW’s Diversity Council, Associate Vice Provost for Faculty Advancement, the Vice President for Minority Affairs and Diversity, and the Graduate School’s Graduate Student Equity and Excellence (GSEE) Program. The Office for Faculty Advancement promotes the hiring, retention, and success of a diverse faculty, and seeks to implement the University-wide Diversity Blueprint. UW encourages student applicants who have varied cultural experiences or economically disadvantaged backgrounds to provide a statement outlining their personal history. Financial aid awards from the Minority Education Division are based on the above factors. UW’s plan to ensure continued progress towards increasing diversity at the graduate level includes strengthening existing pipeline initiatives with local undergraduate partners; increasing collaboration between staff members to make outreach efforts more efficient; developing competitive financial packages; developing diversity related- course offerings; and increasing opportunities for mentorship. The President’s Race and Equity Initiative is evidence of the UW’s renewed response to the need for student, faculty, and staff diversity.

# Strength of Library

* **F1. Strength of Library Holdings:** With collections exceeding 9 million volumes, over 500,000 electronic books, more than 120,000 currently received journal titles, as well as millions

of scholarly resources in other formats, the University of Washington Libraries (UWL) is one of the largest and most innovative libraries in North America. UWL is recognized for its excellent service, innovative learning and research spaces, faculty partnerships, global reach, extensive

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| **Table F-1: South Asia Library Holdings** |
| Books | 400,000 |
| Microforms | 3,654 |
| Serial Titles | 5,384 |
| Maps | 15,051 |
| Audio Recordings | 1,684 |
| Music Scores | 387 |
| Video Recordings | 2,719 |
| Historic Photos | 3,234 |
| Manuscripts | 264 |
| Graphic Novels | 27 |
| CDs and CD-ROM | 787 |
| **Total** | **433,191** |

assessment efforts and diverse award-winning staff. In keeping with its “Anytime, Anyplace” commitment, UWL delivers an increasing amount of content online, including electronic databases, journals, books, newspapers, datasets, images, and indexes. Reference assistance is provided 24/7 through an online chat service in addition to in-person and telephone consultations. Nearly all library services, including interlibrary borrowing, purchases, renewals, etc. can be requested online. UWL’s Integrated Library Systems (Ex Libris,

Primo, and Alma) and OCLC World Catalog are accessible through the UWL portal.

The SA collection emphasizes India, Pakistan, Sri Lanka, Afghanistan, Bangladesh, Bhutan, and Nepal, with over 433,000 titles, including primary and secondary source materials, in English, French, Portuguese, and Dutch, as well as over 110,000 titles in 41 SA languages (**Tables F-1** and **F-2**). UWL has particular strengths in Hindu, Urdu, Marathi, Sanskrit, Tamil, and Bangla materials. Arabic and Persian materials published in SA are included in the collection but not in the figures for SA publications. UWL participates in the Library of Congress Cooperative Acquisitions Programs for SA.

The Special Collections, Government Publications Division, and Microform and Newspaper collections include 19th and 20th century census materials, newspapers, legislative debates, development plans and serial titles. In addition to subscriptions to over 50 databases that include indexed or full text SA materials, UWL has acquired several new SA-specific databases

over the last few years, including Foreign Office Files, East India Company documents, US State Department Records of the India-Pakistan conflict (1963-1966), documents from the third Anglo- Afghan War, and materials on the Indian Army. The SA section of the library continues to prioritize diversity and inclusivity as it collects in newly preferred formats,

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| **Table F-2: Library Holdings in SA Languages** |
| *\*Language currently offered at UW* |
| Bangla\* | 9,561 |
| Gujarati | 3,982 |
| Hindi\* | 35,481 |
| Kannada | 4,170 |
| Malayalam | 1,488 |
| Marathi | 8,115 |
| Nepali\* | 938 |
| Punjabi | 2,348 |
| Rajasthani | 1,046 |
| Sanskrit\* | 8,123 |
| Sinhala | 839 |
| Tamil | 9,759 |
| Telugu\* | 1,529 |
| Urdu\* | 19,427 |
| Other | 3,355 |
| **Total** | **110,161** |

especially electronic, and in new areas of specialization, including Film Studies, Gender and Sexuality Studies, Human Rights and Refugees.

UWL’s tenured SA librarian **Banerjee** serves as the key liaison with faculty and students, providing bibliographic instruction, reference consultations, class web pages, and numerous other services. In addition, Banerjee organizes SA related exhibits (most recently “Indo-Soviet Collaboration in Literature and Films” in collaboration with a graduate student) and participates in outreach activities such as the SA Oral History project, which documents the histories of SA immigrants in the Pacific Northwest. She regularly travels to SA to attend and acquire materials at book fairs. She participates in the Committee on SA Libraries and

Documentation Cooperative Collection Development effort to ensure that LCTLs are covered by academic libraries that hold significant SA Studies collections. Banerjee is also involved in the SA Open Archives (SAOA) project, which creates and maintains a noncommercial open access collection of materials for the study of SA. She regularly participates in digital humanities and digital scholarship tools trainings.

UWL has a strong record of support for SA in staffing, acquisition, cataloging, and preservation. The SA division consists of a full-time Library Specialist in addition to the Librarian, both of whom are state funded. During 2017-21, the estimated expenditures for SA library

acquisitions were $252,720 for books, media, and other materials and $94,510 for serials. UW alumni and private donors have funded a $60,000 Library Endowment for the acquisition and processing of SA and diaspora materials.

* **F2. Access to Holdings at Other Institutions and Cooperative Arrangements:** UWL participates in a range of consortia that broaden the array of scholarly resources available to students, faculty, and staff. UWL is a member of the Orbis-Cascade Alliance, a consortium of 37

WA and OR institutions that provide access to a combined collection of over 30 million items. As a member of the Center for Research Libraries (CRL), UW has access to

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| **Table F-3: ILL Borrowing and Lending** |
|  | **2018** | **2019** | **2020** | **2021** |
| **Borrowed** | 53,880 | 53,349 | 54,991 | 46,119 |
| **Lent** | 24,211 | 20,940 | 17,960 | 10,011 |

over 4 million volumes, foreign dissertations, and newspapers. UWL also subscribes to OCLC World Cat, which offers searches of the holdings of libraries worldwide. UW currently ranks 5th among the 111 North American Libraries in number of items loaned to other libraries. Since 2018, UWL has lent or borrowed close to 300,000 volumes through Interlibrary Loan (ILL, **Table F-3**). As a public institution, the UWL provides free access (and limited service) to anyone who visits the library. Borrowing privileges are free to all Washington State teachers, government workers and health professionals, and available at nominal annual rates to others. More than 6,000 non- campus researchers are registered to borrow.

# Impact and Evaluation

* **G1a. Impact of Activities and Programs:** SAC activities and training programs are far-reaching and have a significant impact on campus, the Seattle area, PNW, and broader institutional landscape of SA studies in the US. As the only SA NRC serving the PNW and Rocky Mountain regions, we take seriously our role as a regional hub for teaching and learning about SA. The positive impact of SAC activities and programs is reflected in the strong enrollment numbers

in courses with SA content and/or language components (**App. C**). Among all UW students who earned degrees between fall 2018 and fall 2021, 1,885 students took at least 16 credits of SA language and/or content courses. A JSIS data-analysis initiative co-organized by SAC surveyed all students who graduated from UW between 2008 and 2018 and completed at least 15 credits in SA courses. Of these, 49% earned degrees in STEM and/or professional degrees, while the remaining 51% completed degrees in the Social Sciences, Arts, and/or Humanities. Our alumni occupy a wide swath of professions: 33% work in the private sector; 23% for domestic or international nonprofits; 14% in local, state, or federal government; and 19% in K-12 or higher education. Amongst respondents with post-graduation employment, 44% use SA area knowledge and foreign language skills at work, while 93% agreed that SA coursework helped them better understand international affairs and appreciate diverse global perspectives. Of those earning SA MA degrees since 2018, 58% are pursuing further studies in PhD programs, 33% work at nonprofits, 8% work in the private sector, and 8% work in higher education. Further SA alumni impact on the nation is shown by their employment in high-value fields such as public health, public policy, and technology (see **G2**).

In addition to maintaining records of enrollments and graduate placement, SAC tracks usage of Center resources and event participation through surveys, sign-in sheets, and Zoom registrations. Our website and social media pages, including Facebook, Twitter, Instagram, and YouTube, extend the reach of SAC into digital spaces. Since 2016, SAC Facebook and Twitter accounts gained over 2,000 new followers and over 48,000 users visited our website. Since fall 2018, we have served over 3,900 people at outreach events––including over 1,000 students and 800 educators––plus thousands more via live broadcast events. Shifting to remote operations during the pandemic allowed us to reach new audiences: scholars and students in SA, Europe, and

Australia regularly join our colloquia events, while K-14 educators from all over the US attend our outreach workshops and teacher trainings. SAC also contributes time and resources to projects organized by our institutional partners—the Seattle Asian Art Museum, Seattle International Film Festival, Museum of History and Industry, Bellevue Arts Museum, and Tasveer—making SA content available to even wider and more diverse audiences.

* **G2. Post-Graduation Placement Record:** Through training supported by SAC, FLAS fellowships, and faculty mentorship, students develop deep area knowledge and linguistic expertise and are placed in a variety of positions that respond to national need upon graduation. Recent alumni placements include positions in federal government (US Department of State, Homeland Security); local and regional government (Rhode Island Supreme Court, Snohomish County Superior Court, Oklahoma City County Health Department); military and security (US Navy, Sandia National Labs); the technology industry (Amazon, Facebook, Microsoft); public health (Gates Foundation, PATH); and public policy and nonprofits (UN Foundation, ACLU, Carnegie Endowment, Carter Foundation, Climate Museum, Berkeley Human Rights Center). Furthermore, recent alumni of the SA MA program are enrolled in doctoral programs at Chicago, Columbia, Cornell, Edinburgh, Harvard, SOAS, Stanford, Virginia, UC Berkeley, UC Santa Barbara, and UW, among others. Recent UW PhDs with a SA focus have faculty positions at Australian National U., Kansas State, Portland State, SUNY-Plattsburgh, and UW. By educating the next generation of scholars, SAC’s impact extends well beyond UW.

JSIS and SAC’s focus on emerging international issues provides students and FLAS fellows a chance to meet and work with government officials, business leaders, and representatives from other sectors serving national needs (**Table G-1**). SAC will continue to recruit and award FLAS fellowships to promising students, scholars, and practitioners intent on pursuing careers in

government service or other areas of national need (see **§J**). SAC will strengthen these efforts by convening alumni panels (*Budget Line Item 33*); funding

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| **Table G-1: Snapshot: Employers Represented at SAC Networking and Professional Development Events for Students, 2018-21** |
| **Technology Companies** |
| Avant |
| Facebook |
| Microsoft |
| Moonbeam |
| **Government, Military, and Security** |
| Sandia National Laboratories |
| US Air Force |
| US Department of Justice |
| US Department of State |
| **Cultural and Nonprofit Organizations** |
| PeaceTrees Vietnam |
| Seattle Art Museum & Asian Art Museum |
| Tasveer - SA Social Justice and Arts |

the JSIS Pathways to Employment course and Navigating Global Careers speaker series (*32*); hosting information and networking sessions with organizations addressing national needs; circulating relevant job postings; and buttressing the advising and career counseling services at JSIS, including expanding networking opportunities for FLAS fellows (see **G4**).

* **G3. National Needs and Dissemination of Information:** UW faculty, staff, and students affiliated

with SAC are focused on a critically important world region that is vital to US national security interests. SAC addresses national needs for in-depth area and language training and disseminates information to the public through a variety of channels. Open-access curricular materials supported by NRC funds are made publicly accessible online and through conference presentations and email listservs. These include area studies course materials produced with Asian Studies Course Development Grants (*26*), a new high school social studies course on SA (*18*), and language learning materials for Urdu and Bangla produced in consultation with LLC. Plans for forthcoming public-facing podcasts (*47*) and digital exhibitions (*43*) are detailed in **§I**. SAC disseminates this work through

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| **Table G-2: Recent SAC Faculty Contributions in Select Media Outlets** |
| Bloomberg Businessweek |
| Doing Sociology |
| Forbes |
| Foreign Affairs |
| The Hindu |
| Hindustan Times |
| Huffington Post |
| Indian Express |
| NPR |
| PBS |
| Scroll |
| Seattle Times |
| Slate |
| The Wire (India) |

regular content updates to our website and social media platforms; electronic newsletters; public

events including teacher education workshops and media appearances by SAC faculty; publications in local, national, and international news outlets (**Table G-2**); and consultations with educators, business leaders, government officials, and military personnel.

* **G4. Comprehensive Evaluation Plan and Recent Evaluations:** SAC’s mission is to advance knowledge of SA through K-12, undergraduate and graduate programs, faculty research, and outreach programs for government, business, media, and the general public. Our goals are to serve as a national resource for (A) teaching modern SA languages, (B) instruction in fields needed to provide full understanding of the SA region, (C) training needed for US citizens and residents to engage meaningfully with SA in professional and other fields, and (D) instruction and research on issues in world affairs that concern SA. The activities proposed in this grant are designed to produce outcomes that will achieve these goals and fulfill the priorities of the NRC/FLAS programs. SAC will demonstrate the impact of our programs through an objective evaluation plan that produces quantifiable, outcome-oriented data (**Table G-3**). The evaluation plan is a joint effort between 4 UW NRCs, creating economies of scale and incorporating lessons from previous evaluations.

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| **Table G-3: Evaluation Plan** |
| **Focus** | **SAC Project to be Evaluated** | **SAC****Goal** | **Instruments** | **Outcome** | **Timeline** | **IFLE****Priorities** |
| **University of Washington** |
| Language Instruction | *SA Language Programs; Grant funded language courses* | A, C | Course evals; supplementary student evals; proficiency tests | Enhanced language proficiency; increased enrollments; course offerings | Annually | AP 1 |
| Area Instruction | *Grant funded area courses* | B, C, D | Course evaluations; supplementary student evaluations | Enhanced area knowledge; enrollments; course offerings | Annually | AP 1 |
| Workforce Development | *Global Careers Panel; Alumni Panels; MAAIS Negotiation Exercise* | C, D | Event surveys; student focus groups; placement surveys | Increased use of language/area knowledge in careers; supply of SA specialists | Years 1,3 | AP 1 |

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| SA Programs | *SA and Affiliated Academic Programs; Conferences and Colloquia* | A, B, C, D | Faculty and student interviews and focus groups; alumni surveys; enrollments | Increased enrollments; minority participation; supply of SA specialists | Annually; External Review in Year 3 | AP 1 |
| SA Alumni | *SA and Affiliated Academic Programs* | C | Alumni surveys, focus groups | Increased use of language/area knowledge in careers; supply of SA specialists | Years 2,4 | AP 1 |
| FLAS | *FLAS Fellowships Program* | A,B, C | Exit surveys; alumni surveys | Enhanced language & area proficiency; minority participation; professional student participation | Year 3 | FLAS CPP 1&2 |
| **Community Colleges & Minority Serving Institutions** |
| Area Instruction | *Highline CC and Asian Studies Course Development Grants* | B, C, D | Student surveys, focus groups; faculty interviews | Increased availability of SA course offerings; enhanced area knowledge | Annually | AP 1&2, NRC CPP |
| Instructor Training | *AIIS/CAORC**Seminars; CCMTI* | A,B, D | Faculty interviews, focus groups | Increased participation in professional development and research opportunities | Year 1 | AP 1&2, NRC CPP |
| **K-12** |
| Language Instruction | *Urdu Summer Camp* | A, C | Student surveys | Enhanced language proficiency; pedagogy training | Year 3 | AP 2 |
| Area Instruction | *Issaquah. HS course; Contemporary.**Global Issues Teacher Trainings* | B, C, D | Teacher focus groups | Increased availability and relevance of SA content in high school curriculum | Year 1 | AP 1&2 |
| Teacher Training | *CoE/SoE Partnerships; Pedagogy Workshops* | A, B | Workshop surveys | Increased availability and relevance of SA content in teacher trainings | Years 2,4 | AP 2 |
| **Business, Media, Government and General Public** |
| Public Outreach | *Public Events; Conferences & Colloquia; Podcasts* | B, D | Event surveys | Increased knowledge of SA current affairs; citizens and residents engaged with SA | Annually | AP 1 |

SAC will engage the services of an independent consultant for evaluation instrument design and targeted assessment of outreach activities, as well as a noted external scholar for evaluation of academic and language programs. Radial Global Advisory will serve as the independent evaluator for SAC and 3 UW NRCs. **Abdel-Kader**, Radial’s Principal and Founder,

has two decades of experience advising educational institutions, government agencies, and NGOs. He is uniquely qualified to evaluate Title VI programs, having served in President Obama’s administration as Deputy Assistant Secretary for IFLE at USED (see full bio in **App. B**). In 2021, Abdel-Kader carried out a comprehensive evaluation of the UW FLAS program, a joint effort between the JSIS Director, Office of Academic Services, and 6 NRCs. This report provided valuable findings and recommendations about the UW FLAS program’s impact and operations. Alongside the other NRCs, FLAS Manager (FM), and JSIS administration, SAC responded to Abdel-Kader’s recommendations by instituting increased professional development opportunities for FLAS fellows through a FLAS fellows symposium and reception, to be supported by non-NRC funds. The FM will expand advisor training to better recruit fellows from STEM fields and professional schools. In the upcoming cycle, our partnership with Radial will focus on K-14 outreach and public engagement. Radial will design and conduct comprehensive and objective evaluations for SAC outreach projects; develop evaluation instruments including surveys, interviews, and focus groups; produce quantifiable, outcome measure-oriented data; and advise on using evaluation findings to improve future projects, including improving the accessibility of programs to members of underrepresented groups.

In addition to these targeted assessment activities, SAC will continue to conduct an external review of our academic programs by a noted scholar in the field every 4 years. Cornell historian Durba Ghosh conducted the most recent such evaluation in 2021, noting, “SAC is exceeding expectations in providing a stimulating intellectual climate and the necessary resources to build a community of South Asia area studies research specialists.” Ghosh provided suggestions on increasing undergraduate student offerings and enrollment in areas of potential growth, and on driving community engagement through language workshops and cultural activities. Following the

recommendations of Ghosh’s report, SAC is working with Art History to meet student interest in coursework on modern and contemporary SA (*6*); expanding our community-focused language training workshops in Nepali (*5, 49*) and Urdu (*17*); and supporting Elementary and Intermediate Telugu instruction in spring 2022 (see **B1**).

* **G5. Provision for Equal Access and Treatment:** UW prohibits discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital, status, disability, or veteran status. This policy applies not only to UW and SAC employment policies, but also to student admissions, events, and outreach services. SAC is strongly committed to creating diverse, equitable, and inclusive spaces for members of historically underrepresented communities, including women, persons of color, members of racial and ethnic minority groups, persons with disabilities, and the elderly. UW’s entering class of 2021 was one its most diverse, with 19% belonging to underrepresented minority groups. 32% of entering UGs across all three campuses were first-generation college students, including 42% and 55% respectively for the Bothell (UWB) and Tacoma (UWT) campuses. 13% of UWB and 19% of UWT graduate students were also first generation. SAC is expanding activities to better serve these populations, notably by partnering on teacher trainings with the UWB and UWT Schools of Education (*30,* **App. D**).

The JSIS Diversity and Equity Committee, comprised equally of student, staff, and faculty representatives, supports recruitment and retention of a diverse student body; develops syllabi, pedagogical resources, training materials, and public programming; and collaborates with student organizations to address racism and inequalities. JSIS Academic Services has redoubled its efforts to recruit a diverse student body by designing targeted funding programs. Each year, JSIS nominates 3 incoming graduate students for UW’s GSEE Diversity Fellowship, which supports graduate education for underrepresented communities. Several SA graduate students, including in

JSIS, AL&L, and Anthropology, were among those recently nominated for and awarded GSEE fellowships.

To enhance equitable access and participation for people with disabilities, all campus buildings are wheelchair accessible, and an Access guide shows classroom access, elevator locations, ramps, parking, and restrooms. UW’s Disabled Student Services Office provides special needs personnel as well as sign language interpreters and in-class note

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| **Table G-4: Students Earning Degrees with 16+ Credits SA Coursework, 2018-21** |
| Women | 66.9% |
| Asian | 25.3% |
| Black / African American | 7.4% |
| Reported as Underrepresented | 9.4% |

takers. Other accommodations, such as classroom reassignment, technical equipment, and priority registration, are used as needed by disabled students. The UW's Transportation Department provides free on-campus transportation with wheelchair lifts. Each summer UW hosts disabled high school students from across the nation in the

Disabilities, Opportunities, Internetworking, and Technology summer training and orientation programs. SAC is located in a building with gender-neutral bathrooms and numerous designated safe spaces for students, faculty, staff, and the general public. SAC enrollment numbers of underrepresented students who graduated with at least 16 credits in SA area studies and/or language courses are steadily increasing (**Table G-4**).

* **G6. Contribution to Improved Supply of Specialists:** SAC’s contribution to an improved supply of specialists is seen in the enrollment of students in SA courses across programs and departments (**App. C**); the cohort of students with SA coursework entering professions in areas of national need (**G1**, **G2**); placement in doctoral programs and faculty positions at US universities (**G2**); and cohorts of FLAS fellows studying critical languages (**G7**, **§J**).
* **G7. Addressing National Needs through FLAS Awards:** The US State Department has designated Bangla, Hindi, Persian, and Urdu as languages critical to national security. SAC

addresses national needs by offering advanced level instruction and awarding FLAS fellowships in these four languages. Former FLAS fellows can be found at government agencies, NGOs, and universities across the country (**G2**). All programs, activities, and resources described in **§G** are accessible to FLAS recipients and address areas of national need. Our FLAS fellowship competition gives priority to students combining language training with professional programs and to those likely to enter government service. For information about the selection procedures and impact of our FLAS program, see **§J**.

# Outreach Activities

* **H1a. Impact of K-12 Programming:** For nearly 50 years, SAC has served as a vital resource for K-12 teachers in the region and nationally. Diversity, equity, and inclusion are at the heart of SAC outreach activities, which are managed by OC **Gottschall** with input from faculty members and often in collaboration with other UW NRCs. A representative sample of recent outreach activities is provided in **Table H-2**. For detailed proposals on upcoming outreach and teacher training activities, see **§I**.

SAC serves educators through professional development programs, training workshops, and the provision of curricular resources for K-14 teachers in Seattle, the PNW, and across the US. UW’s Asia and Global NRCs have a multi-year partnership with Highline Public Schools, one of the largest and most diverse districts in the region (see **App. D**), to provide in-service teacher training, guest lectures, and resource materials. The program has recently included curricular activities on Ancient Asian Civilizations, contemporary SA literature and graphic novels, and the Ramayana. SAC supports Highline’s Contemporary Global Issues (CGI) series on issues such as human rights, migration, environmental sustainability, and economic development.

In summer 2021, **Kale** collaborated with an Issaquah High School (IHS) social studies teacher to develop a new area studies course on India and SA, to be offered in 2022-23. SAC has made the course materials publicly available and will expand professional and curriculum development opportunities for IHS teachers throughout the upcoming grant period. In partnership with SAC and community members, **Ahmad** leads an annual 2-week “Urdu Summer Camp” for 25 area high school students in written and spoken Urdu. **Taranath** conducts professional development and pedagogy workshops for K-12 language arts teachers. Her award-winning book *Beyond Guilt Trips: Mindful Travel in an Unequal World* has been selected by Kent School District (5th largest in WA; 70% non-white) as required reading for juniors in AY 2022-23.

SAC maintains partnerships with K-12 educational and outreach associations. SAC is a member of the SA National Outreach Consortium, which sponsors the SA Book Award and offers trainings for teachers and librarians on SA young adult literature. Washington State Council for the Social Studies (WSCSS) hosts an annual conference for K-12 teachers that featured 9 speakers from JSIS in 2018 and spotlighted a presentation on “The Partition of British India.” SAC sponsors Write About Asia workshops for educators who attend Seattle Art Museum (SAM) Saturday University Lectures on SA topics. In 2018, SAC hosted a pre-departure orientation for teachers participating in the Fulbright-Hays Group Seminar Abroad to India. In 2020, SAC partnered with Brown University’s Choices Program to train teachers and provide curricular materials on the U.S in Afghanistan and Climate Change and Justice.

* **H1b. Impact of Post-secondary Programming:** Since 2018, SAC has reached students, faculty, and staff at the post-secondary level by hosting a range of diverse programs about SA. SAC works closely with community colleges to improve international education. In 2019, SAC launched the Highline College Peer-to-Peer Course Development Grant, in which CC

instructors work alongside SAC faculty mentors to develop courses and units on SA topics. Recent grantees developed modules on colonial legacies in SA (with **Yang**) and Covid-19 and public health in SA (with **Citrin**). Alongside 3 UW NRCs, SAC offers Asian Studies Course Development Grants to CC/MSI instructors to support new course design, revisions, or modules with SA content. Awardees are granted access to UW Library resources and made eligible for additional funding for project-related travel and conference participation. SAC has sponsored 10 grants for courses with a SA component since 2018, and sponsored 3 grantees to attend the virtual AAS conference in 2020.

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| **Table H-2: Selected Outreach Activities and Impact, Fall 2018 - Fall 2021 (TT=Teacher Training Activity)** |
| **K-12 Outreach** |  |
| Highline SD: SA Curric. & Contemp. Global Issues (TT) | ***10-15*** *participants quarterly* |
| Write About Asia with Seattle Art Museum (TT) | ***48*** *teacher participants (SA topics)* |
| Choices Curriculum Workshops on (1) Climate Justice and (2) Afghanistan (TT) | ***31*** *teacher participants* |
| Fulbright-Hays Group Seminars Abroad | India Pre-Departure Orientation | ***16*** *teacher participants* |
| IHS Social Studies Course | India & SA: From Area Studies to Ethnic Studies (TT) | *Developed Sum 21; offered 22-23* |
| **Post-Secondary Outreach** |  |
| Asian Studies Course Development Grants for CC/MSI Faculty | ***10*** *SA grants awarded* |
| South Asia Conference of the Pacific Northwest (SACPAN) | ***200*** *attendees annually* |
| CC/MSI Faculty Seminar in India | Urban Sustainability & India's Cities | ***16*** *CC/MSI participants annually* |
| 2019 CCMTI | Information Literacy and "Fake News": The Search for Truth (TT) | ***28*** *CC/MSI participants* |
| 2020 CCMTI | Borders: Real and Imaginary (TT) | ***32*** *CC/MSI participants* |
| 2021 CCMTI | What's the "New Normal" in Our Post-Pandemic World? (TT) | ***29*** *CC/MSI participants* |
| **Public Affairs, Business, Media, and General Public Outreach** |  |
| Lectures, Panel Discussions, Classroom Visits, Symposia and Exhibits | ***1000+*** *attendees annually* |
| Nepali Summer Language Program for Professionals, Researchers, and Scholars | ***67*** *participants* |
| 2021 Global Business Forum Panels on Asian/Global Supply Chains | ***55*** *MBA attendees* |
| 2019 Tasveer Fest Symposium | Filmmaking in New South Asia | ***60*** *attendees* |
| 2020 Tasveer Fest Symposium | South Asian Diaspora and Black Lives Matter | *Broadcast live online* |
| 2021 Tasveer Fest Symposium | Underrepresented Muslim Voices in Global Media | *Broadcast live online* |
| 2021 Online Tasveer Festival Sponsorship | **88** films, **37** authors, **46** live events | ***7500*** *viewers* |

SAC is a key partner in CCMTI, an annual curriculum development workshop sponsored by JSIS and 6 NRCs that brings together CC/MSI educators across disciplines, including STEM, to incorporate international studies into teaching and mentoring. SAC facilitates presentations and discussions on SA topics related to the annual CCMTI theme (**Table H-2**). Since 2019, 89 faculty from 15 CC/MSIs have participated in CCMTI. Along with SA NRCs, SAC supports AIIS/CAORC Faculty Development Seminars on Exploring Urban Sustainability through India’s Cities, bringing CC/MSI instructors to India for 2-week study trips to engage with local scholars and issues. The 32 CC/MSI educators who participated in the first two seminars developed classroom materials and wrote reflective pieces. These seminars have expanded curriculum on India across disciplines and diversified the pipeline of students interested in India and SA.

SAC takes a leadership role among regional 4-year institutions with SA studies programs. With the U. of British Columbia, SAC is a lead sponsor of SACPAN, an annual conference founded in the 1960s to foster collaboration between SA scholars in the PNW. SACPAN attracts students and faculty from campuses throughout the PNW, including UBC, Simon Fraser, Reed, Whitman, Portland State, and Oregon. Our partnership with UBC is further bolstered by **D. Rao’s** collaborative research on (1) mental health, stigma, and discrimination against minorities in SA, and (2) implicit bias against Sikhs, Muslims, and South Asians.

* **H1c. Impact on Business, Media, and the General Public:** At the bi-annual meetings of the Asia Business Forum, a local nonprofit that serves trade, policy, legal, and business communities with ties to Asia, SAC faculty **Kale** and **Yang** speak to audiences of 80-100 about contemporary economic and political events in SA. With JSIS, Business, and Law, SAC sponsors the Global Business Law Institute, which holds interdisciplinary events on international business, law, and policy topics. In 2020 SAC co-sponsored panel discussions with industry leaders on

global and Asian supply chains in the pandemic era, for an audience of MBA students in CIBER’s Global Business Forum. With the Nepal Studies Initiative, SAC launched a 2-week online summer Nepali language program in 2020, one of the largest synchronous gatherings for Nepali language training in North America (see **B1**).

SAC collaborates with local SA-focused organizations, including the India Association of Western Washington, the Pakistan Association of Greater Seattle, the Association for India’s Development, Nepal Seattle Society, and the Washington India Trade Relations Committee among others. Through the Oral Narratives project, spearheaded by SA librarian **Banerjee**, SAC works with community members to document personal experiences of SA immigration to the region. SAC partners with SAM to produce a series of talks by distinguished scholars at the museum and on campus, where average attendance is 200. SAC is a lead sponsor of the Tasveer South Asian Film and Literature Festival, an annual month-long festival that showcases films, storytelling, and visual art from SA and its diaspora. In conjunction with SAC courses, Tasveer Fest convenes screenings, panel discussions, faculty talks, and visits by directors. Through its annual support of the Seattle International Film Festival (SIFF), one of the largest in North America, SAC sponsors a film from SA and reaches more than 150,000 people.

SAC faculty frequently share their expertise with media outlets in the US and globally (**Table G-2**). Since 2017, **V. Prakash** has hosted the weekly podcast “Architecture Talk,” which has been downloaded by 7,000 users in more than a dozen countries. **A. Prakash** writes regularly for a Forbes column on environmental issues and climate change, contributing 19 essays in 2021 alone. **Kale** and **Novetzke** have commented for the NPR podcast “Rough Translation” about the political and religious significance of yoga in India, and **R. Rao** was featured in an episode of PBS’s “First Civilizations” to discuss the Indus Valley seals.

# I. Program Planning and Budget

* **I1. Development Plan and Timeline of Activities: Table I-1** provides a timeline of proposed activities, which are detailed in **I2**. Activities maximize the talent of faculty, leverage their expertise, and draw upon the resources at SAC and across the UW.

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| **Table I-1: Timeline of SAC Grant Activities, 2022-26** |
| **Activity** | **Y1** | **Y2** | **Y3** | **Y4** | **Priorities** |
| **Language Instruction** |
| Bangla Language Instruction | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| Nepali Summer Language Program | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| Urdu Summer Workshop for High School Students | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| **South Asia Area and Other Instruction** |
| Modern SA Art and Material Culture Courses | ✓ | ✓ | ✓ | ✓ | AP1 |
| Course Development for Area & Advanced Language Studies | ✓ | ✓ | ✓ | ✓ | AP1 |
| Study Abroad Innovations Program Development | ✓ | ✓ | ✓ | ✓ | AP1 |
| **Foreign Travel** |
| Faculty Travel for Curriculum Development | ✓ | ✓ | ✓ | ✓ | AP1 |
| Faculty & Staff Travel to South Asia to Develop Linkages |  | ✓ | ✓ |  | AP1 |
| Faculty Travel to Domestic & International Conferences | ✓ | ✓ | ✓ | ✓ | AP1 |
| **K-12 Teacher Professional Development** |
| Professional & Curriculum Devel. Workshops with Highline & Issaquah | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| Issaquah High School South Asia Course Development | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| WSCSS Conference Travel & Presentations | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| Write About Asia with Seattle Art Museum | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| SA National Outreach Consortium & SA Book Award | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| Hugo House Writing & Lit Workshop for Teachers |  | ✓ |  | ✓ | AP1&2 |
| **Community College and Minority-Serving Institution Activities and Collaborations** |
| Peer-to-Peer Course Development Grant with Highline College | ✓ | ✓ | ✓ | ✓ | AP1&2; CPP |
| Asian Studies Course Development Grant for CC/MSI Instructors | ✓ | ✓ | ✓ | ✓ | AP1&2; CPP |
| CAORC/AIIS Faculty Development Seminars to India | ✓ | ✓ | ✓ | ✓ | AP1&2; CPP |
| Community College Master Teacher Institute | ✓ | ✓ | ✓ | ✓ | AP1&2; CPP |
| **Schools of Education Collaborations and Pre-Service Teacher Trainings** |
| UW-Seattle College of Education Collaborations | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| UW-Bothell & UW-Tacoma Schools of Education Collaborations | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| Seattle Pacific University College of Education Global Symposium | ✓ | ✓ | ✓ | ✓ | AP1&2 |
| **Post-Secondary Programs and Activities** |
| JSIS Pathways to Employment Course & Global Careers Speaker Series | ✓ | ✓ | ✓ | ✓ | AP1 |
| SA Studies & FLAS Alumni Career Development Panels | ✓ | ✓ | ✓ | ✓ | AP1 |

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| --- | --- | --- | --- | --- | --- |
| International Strategic Crisis Negotiation Exercise - South China Sea | ✓ |  | ✓ |  | AP1 |
| Digitizing South Asian Library Holdings for Scholarly Research | ✓ | ✓ | ✓ | ✓ | AP1 |
| South Asia Summer Language Institute | ✓ | ✓ | ✓ | ✓ | AP1 |
| SA Language & Culture Essentials: Pre-Departure Orientation | ✓ | ✓ | ✓ | ✓ | AP1 |
| SAC Faculty-Led Workshops & Conferences | ✓ | ✓ | ✓ | ✓ | AP1 |
| **Business, Media, and General Public Outreach** |
| South Asia Studies Colloquia & Speaker Series | ✓ | ✓ | ✓ | ✓ | AP1 |
| Digital Exhibition on South Asian Cinemas | ✓ | ✓ |  |  | AP1 |
| South Asian Open Archives Project | ✓ | ✓ | ✓ | ✓ | AP1 |
| Tasveer South Asian Film & Literature Festival & Symposium | ✓ | ✓ | ✓ | ✓ | AP1 |
| Seattle International Film Festival | ✓ | ✓ | ✓ | ✓ | AP1 |
| Podcasts on Urdu Poetry & Feminist Protests in SA | ✓ | ✓ | ✓ | ✓ | AP1 |
| Global Business Law Institute & India Forum Speaker Series | ✓ | ✓ | ✓ | ✓ | AP1 |
| All-NRC Symposium on Climate Change, Justice & Int'l Relations | ✓ |  | ✓ |  | AP1 |
| **Measuring Impact and Evaluation** |
| Ongoing SAC Evaluations & Assessments | ✓ | ✓ | ✓ | ✓ | AP1 |
| External Scholar Evaluation of Academic & Language Programs |  |  | ✓ |  | AP1 |

* **I2. Quality and Relevance of Proposed Activities:** SAC remains committed to advancing high-quality teaching and research about SA at all levels of the American education system and promoting a richer understanding of the region for the general public. Our proposed NRC activities and FLAS program are focused on key strategic areas: training teachers in languages and area studies; encouraging government service; promoting diverse perspectives on and generating debate about the region and its international affairs; increasing advanced proficiency in Less Commonly Taught Languages (LCTL); deepening knowledge of SA at UW and other institutions of higher education; deepening our extant relationships and creating new connections with MSIs, CCs, CoEs, K-12 school districts, cultural organizations, nonprofits, private enterprises, and public agencies; reaching diverse audiences through targeted outreach activities; and building a vibrant and engaged community. All of SAC’s activities are conceptualized and designed with the explicit aim of enhancing undergraduate and graduate

student proficiency in SA languages and area studies, and further campus-wide and extramural comprehension of the region.

Increasing our capacity to deliver first-rate instructional programs in SA language and area studies remains a top priority for SAC. We propose to use NRC funds to continue organizing an annual two-week intensive online Nepali language summer program, now in its third year (*5, 49*). In addition to serving a growing global community of learners and fulfilling the national need for individuals with expertise in modern languages, this program will continue to augment existing language offerings by Asian Languages and Literatures (AL&L) and Near Eastern Languages and Civilization (NELC). It will also provide an essential performance-based training program to the rapidly increasing body of UW students and faculty in STEM and professional fields (e.g. Global Health) who conduct research in Nepal. The language program is a critical component of SAC’s Nepal Studies Initiative (NSI), the only academic platform at a public research university in the US that focuses on Nepal and Himalayan studies. NRC funds will continue to seed the growth of our Bangla language program at all levels (*4*). We also propose to use NRC funds to offer competitive course development grants to UW faculty to add or revise area courses that include the use of advanced SA language materials (*7*). In collaboration with UW’s 5 other NRCs, SAC will sponsor virtual or on-site workshops to facilitate general pedagogy training for our language instructors, including training and certification in ACTFL and OPI (*51*). We will continue to support the SA Summer Language Institute (SASLI), a national eight-week intensive summer language program hosted by the University of Wisconsin-Madison (*50*). In addition to teaching Elementary, Intermediate, and Advanced courses in 13 SA languages, SASLI coordinates a week- long workshop to disseminate best practices in pedagogy and cutting-edge language-learning tools to instructional staff. In order to support student interest in FLAS opportunities, SAC requests an

allocation of $348,500 annually to fund 9 academic year FLAS fellows ($296,000) and 7 summer FLAS fellows ($52,500). We meet *all* competitive preference priorities for FLAS by prioritizing qualified FLAS applicants with demonstrated financial need (**CPP1**) and awarding FLAS fellowships only in the study of LCTLs (**CPP2**) (see **§J**).

SAC plans to sponsor a range of initiatives that will enhance the study of SA at UW and beyond. We propose to use NRC funds to sponsor an annual 5 credit course on modern SA art and material culture in the Division of Art History (AH) in the School of Art + Art History + Design

(*6*). The courses will be taught by Di Pietrantonio, Assistant Curator of South Asian Art at SAM. Current undergraduate enrollments in modern and contemporary art history courses and ongoing graduate student projects indicate robust student interest in modern/contemporary coursework centered on SA. The courses will help meet this student interest while AH prepares to search for an Assistant Professor of Modern and Contemporary South Asian Art, a position that was voted as their top hiring priority in 2021-22. To promote innovative study abroad programs, we will offer competitive course development grants to faculty at all 3 campuses (Bothell, Seattle, and Tacoma) to support inter- and cross-disciplinary programs with design thinking and/or experiential learning components (*8*). In partnership with CIBER, UW NRCs, and language departments, SAC will design and deliver SA Language and Culture Essentials modules for pre-departure orientations for business study tours to SA (*52*).

SAC’s activities for the grant period will showcase a range of diverse perspectives and views on SA through an interdisciplinary focus on two distinct themes: 1) the digital humanities and public archives, and 2) the social dimensions of environment, health, and economy in SA and beyond. A major focus of our new digital humanities and public archives initiative is the digitization and exhibition of the private collection of Lyle Pearson, a film critic who recently

donated to SAC and UW an extensive range of visual and textual materials (collected over half a century from the 1970s onwards) in numerous languages from multiple centers of film production in SA (*43*). In Year 1, **Banerjee** (South Asia Librarian) will use NRC funds to digitize the portions of the collection that we propose to make open access for students, faculty, and the general public. In Year 2, NRC funds will permit **Mahadevan** (Cinema and Media Studies) and **Banerjee** to curate a public exhibition on the film heritage of SA focused on the collection. As part of our broad commitment to creating open-access digital archives, SAC proposes to use NRC funds to digitize rare 19th and early 20th century English and SA language newspapers, journals, and reports that are part of the UW library collection (*39*). These resources will be made publicly available in collaboration with the SA Open Archives initiative, a free open-access resource for research and teaching organized by the Center for Research Libraries (*44*). In keeping with our emphasis on widely accessible modes of digital dissemination of scholarly research to create a richer understanding of the region for the general public, SAC will fund faculty-led podcasts on feminist protests in SA (**Kurian**, Interdisciplinary Arts and Sciences) and on the ghazal in SA and diasporic contexts (**Ahmad**, AL&L) (*47*).

SAC will host three major conferences to highlight issues related to the social dimensions of environment, health, and economy. In Years 2 and 4, UW will host the SA Conference of the Pacific Northwest (SACPAN), an annual collaboration between SAC and the Center for India and SA Research at UBC, which fosters connections between SA scholars at institutions throughout the PNW (*35*). The conference will focus on Migration, Labor, and Well-Being in Year 2 and on Environmental and Agrarian Change in Year 4. In Year 1, **Reddy** (Gender, Women, and Sexuality Studies) will organize a conference titled South Asia Inc. that will chart and evaluate the impact of the modern corporation on South Asian societies as well as the role of SA in shaping the modern

corporation (*36*). In Year 4, **Kale** (JSIS), **Ramamurthy** (GWSS), and **Govindrajan** (Anthro/JSIS) will convene a workshop on the changing economic, social, and political dimensions of the rural

(*37*). NRC funds will also enable **D. Rao** (Global Health) to organize a regional conference on the social determinants of health in SA and in the diaspora in Year 1, and an ongoing monthly reading group for UW faculty and students on the same topic (*38*).

Recognizing the salience of climate change to our students and global constituencies, SAC and 5 UW NRCs will collaborate with JSIS to convene two panels (Years 1 & 3) under the rubric of Climate Change, Environmental Justice, and International Relations (*42*). Panelists will provide international and regional perspectives on the issues and include a diversity of voices. The JSIS Director (**Fernandes**) will act as discussant for both panels. Additionally, SAC hosts a colloquium series throughout the school year in which distinguished scholars, practitioners, and writers visit campus to share their work and engage with students, faculty, and members of the public (*41*).

To address the NRC priority for teacher trainings, SAC proposes a host of activities in collaboration with students and teachers in K-12 schools, post-secondary institutions, and CoEs (see **§H**). SAC has a multi-year partnership with Highline School District, a K-12 system that serves students from underrepresented and minority communities, especially immigrant populations from Pakistan and Bangladesh (*19,* **App. D**). We collaborate with Highline to provide teachers with professional development opportunities and resource materials (e.g. curriculum guides, digital lessons) as part of in-service training. SAC has recently established a partnership with the Issaquah School District, a public-school system with a total minority enrollment of close to 50% that serves economically disadvantaged students (*18*). In order to deepen these partnerships, SAC will collaborate with CGS, EAC, and SEAC to organize teacher training and curriculum development workshops for teachers in both districts; these will include training in the

latest scholarly research to help teachers revise and update World History and Global Studies curricula in line with current developments as well as add more SA content to their courses. We will use NRC funds to support a two-week Summer Urdu Language Training Workshop led by **Ahmad** for local high school students, accompanied by pedagogy training for high school teachers

(*17*). In collaboration with 5 UW NRCs, SAC will participate in the annual Washington State Council for the Social Studies Teachers Conference by sponsoring K-12 teachers and UW graduate students to present on SA topics in social studies education (*20*).

SAC will continue to spearhead a joint outreach effort with SEAC and Hugo House to bring K-14 educators together with prominent writers who write on SA themes (*21*). Through its emphasis on diversity, equity, and inclusion, this program will focus on using SA literary materials in the classroom. **Taranath** (English) will conduct professional development workshops for teachers to support the integration of SA literature and film into high school curricula through UW in the High School (UWHS), an innovative program that brings UW credit courses to high school students across the state (*23*). SAC will continue its leadership role as a founding member of the SA National Outreach Consortium (SANOC), which administers the SA Book Award (SABA) and accompanying teacher grants, conferences, and book clubs for educators (*22*).

SAC and UW Seattle’s College of Education (CoE) will collaborate on several projects to increase and support courses with SA content and activities among students, staff, and faculty at CoE, including teacher training, course development grants, symposia, faculty travel and research, and projects on immigration in education (*29*). In collaboration with CGS, EAC, and SEAC, SAC will also work with the Schools of Education (SoE) at UW Bothell and UW Tacoma (both AANAPISI eligible) to conduct teacher trainings, professional development workshops and educational speaker series to integrate SA content into classes (*30,* **App. D**). In addition, SAC will

support the Seattle Pacific University SoE’s Global Curriculum Symposium, which focuses on trends, research, development, and innovation in fields related to education and pedagogy (*31*).

In order to meet the competitive preference priority for partnership with MSIs or Community Colleges, SAC will forge new initiatives and expand successful partnerships. SAC will continue the peer-to-peer course development grant program for faculty at UW and Highline College, a CC located south of Seattle (*25*). As part of this program, UW and Highline faculty co- develop and co-teach courses that emphasize a diversity of perspectives on the SA region at both institutions. In collaboration with SA NRCs, CAORC, and AIIS, SAC will support Faculty Development Seminars on Exploring Urban Sustainability through India’s Cities, bringing CC/MSI instructors to India for 2-week study trips to engage with local scholars and issues (*27*). In collaboration with 5 UW NRCs, SAC will run the annual Community College Master Teacher Institute. UW and CC faculty, practitioners, and graduate students will lead 1-day workshops at UW’s campus (*28*). With the JSIS Global and Asian Studies Centers, we will annually offer Asian Studies Course Development Grants to CC instructors to design new courses and revise existing courses incorporating SA content (*26*).

SAC encourages service in government and areas of national need through programming that leverages faculty strengths with institutional connections in government, nonprofits, and business. The Navigating Global Careers Speaker Series, co-sponsored by 4 NRCs in conjunction with JSIS 478/578 Pathways to Employment, connects students with professionals from areas such as the US State Department, US Military, international NGOs, and technology industry (*32*). SAC’s sponsorship ensures participation from established professionals with expertise in SA. SAC will organize alumni panels featuring accomplished graduates and FLAS fellows who have leveraged their area knowledge and language expertise for success in a variety of professional

fields (*33*). Each panel will focus on a particular sector, such as SA studies for careers in tech or global nonprofits, and will draw speakers from the unique business talent of PNW companies. In Years 1 and 3, SAC will sponsor the India team lead for the International Strategic Crisis Negotiation Exercise, a real-world simulation of conflict negotiations in the South China Sea, offered by the US Army War College to graduate students in the MAAIS Program in JSIS (*34*).

SAC has planned a number of innovative programs to engage with the business community and general public. SAC will remain a lead sponsor of Tasveer South Asian Film and Literature Festivals, the largest such festival in the US (*45*). Tasveer Fest features the work of artists, writers, and filmmakers from SA and the SA diaspora. SAC hosts film screenings and panel discussions in conjunction with SA courses at UW’s Seattle and Bothell campuses. With Seattle International Film Festival (SIFF), SAC will sponsor screenings of SA films, hosting discussions with filmmakers and coordinating activities with SA area and language courses (*46*). SAC will sponsor SAM’s Saturday University Lecture Series and accompanying Write About Asia workshops, in which local educators hone their writing skills through self-reflection and group discussion after attending public lectures on SA topics (*24*). With the UW Schools of Business and Law, SAC will coordinate the India Forum at the Global Business Law Institute (GBLI), organizing panel discussions on topics such as cybersecurity and supply chains in Asia (*48*).

* **I3. Cost Effectiveness of Proposed Activities:** Title VI funds will enable SAC to deepen our instructional programs, train the next generation of SA language and area studies experts, and amplify the effects of our activities by reaching diverse audiences beyond UW. UW’s commitment to SAC in the form of supporting administrative costs and evaluation expenses ensures that the majority of the requested funds will directly support instructional and educational

activities. Costs are concomitant with expected returns on activities. Title VI NRC/FLAS funds will be leveraged to the fullest extent.

* **I4a. Long-Term Impact of Proposed Activities:** Our activities target K-14 teachers and students across undergraduate, graduate, and professional programs in both SA language and area instruction. SAC proposes to enhance its long-term impact by increasing: the number of SA courses across UW; the quantity and quality of SA curricula and publications available nationally; the ability of CC/MSIs to offer SA instruction; the supply of graduates with international expertise and foreign language skills; and opportunities to learn about SA in K-12. Our proposal promises long-term impact by funding area (Art History) and language (Bangla) instructional positions and programs; supporting summer Nepali language courses; increasing the capacity of language instructors to deliver SA language content; incorporating SA in courses and curriculum in K-12, CC/MSIs, and CoEs; providing pedagogy workshops to pre-service teachers; facilitating training and certification for SA language instructors; creating open-access resources; and building, digitizing, and disseminating SA library holdings. Comprehensive program evaluation will allow us to track our performance according to IFLE measures.

# J. FLAS Awardee Selection Procedures

* **J1. Quality of FLAS Selection Plan and Program:** The FLAS award selection procedures are of high quality as evidenced by the success enjoyed in the current grant cycle. FLAS resources, including news about current fellows and alumni, are maintained on the JSIS and SAC websites. The FLAS website is a comprehensive online resource where current and prospective students can submit applications, find information sessions, and schedule advising appointments. The website underwent considerable improvement during the prior fellowship cycle, with the addition of instructional videos and frequently asked questions. Publicity materials

are sent to student, faculty, staff, and campus-wide advisor listservs and further amplified on social media platforms. Print flyers are available throughout the year in advising offices across UW, and distributed in student services offices, classrooms, dorms, and student organization/support offices, including the Offices of Study Abroad, Minority Affairs, Veterans Affairs, Disability Services, and Fellowship Advising, and at new-student orientations, FLAS information sessions, language clubs, and ROTC meetings.

The FLAS Fellowships Manager (FM) reaches approximately 5,000 current and prospective UW students each year with in-person advertising efforts. In 2020-21, the FM provided 20 information sessions, visited 67 classes, and spoke at student orientations and study abroad fairs. The FM and SAC MD visit

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| **Table J-1: FLAS Selection Timeline** |
| Ongoing | Publicity of FLAS fellowships (focused recruitment Sept. through Jan.) |
| Nov. 1 -Jan. 31 | Competition and online application portal open |
| Early Jan. | Center appoints FLAS selection |
| February | FM provides selection committee with US DOE priorities, Center-specific priorities & ranking forms |
| Feb. - March | Committee evaluates & ranks |
| Mar. - April | Applicants notified |

classrooms throughout the academic year and reach incoming students by attending new- student orientation sessions in programs such as International Studies, Business, and Engineering. FLAS information is disseminated at the UW

Fellowships and Study Abroad Fairs, and the FM collaborates with departmental advisors and faculty in STEM fields and professional schools to explain the benefits and requirements of the program. Equipped with deeper knowledge of the FLAS fellowship, faculty and advisors are better positioned to advertise the program and advise applicants on the application process. Faculty and academic advisor referrals are at the core of our FLAS advertising campaign, as students rely on these trusted departmental sources of information to advance their language-learning and area studies goals. See **Table J-1** for our FLAS Selection Timeline.

SAC will only award FLAS fellowships in LCTLs and prioritize meritorious students applying for advanced-level language study. SAC will prioritize applicants 1) interested in government service and/or who demonstrate potential in meeting critical national security needs;

2) with demonstrated financial need; and 3) interested in pursuing a career in a professional field.

The application form requires applicants to respond directly to these priorities, enabling the selection committee to consider these criteria when ranking applicants. Students apply for FLAS fellowships through our online award management system, which is available through a public link on our website. The application follows best practices in accessibility and navigation and is clearly organized into 6 user-friendly pages: (1) Profile, (2) Academic Status and Career Goals,

(3) Educational Background, (4) Financial Need Information, (5) Recommendations, and (6) Proposal. The application gathers information on academic ability to ensure that awards are given to students with potential for high academic achievement. The application gathers additional information to facilitate the selection of FLAS fellows according to the priorities. Applicants must submit: (1) transcripts from all colleges/universities attended; (2) career goals and previous employment; (3) awards received; (4) federal student aid report or UW Office of Financial Aid offer letter, both of which include the student’s expected family contribution; (5) 3 letters of recommendation for graduate students and 2 for undergraduates, including one attesting to the applicant’s foreign language ability; (6) list of foreign languages spoken and at what level; and (7) an outline of the proposed course of study as it impacts the student’s academic and career goals. In an effort to promote equity and ensure a diverse applicant pool, test score requirements will be removed from the application starting 2022-23. The FM manages the application process and advises students on all steps in the application. Disability accommodation is provided by the UW Disability Services Office.

The SAC FLAS Selection Committee is appointed by the SAC Director and consists of 1 SA language instructor, 1 SA professional school faculty member, the SAC Graduate Program Coordinator, and 1 other SA faculty member. The Committee evaluates applications according to the following criteria: (1) potential for high academic achievement, as demonstrated by transcripts, letters of recommendation, and applicant statement; (2) previous foreign language training and demonstration of ability to gain advanced proficiency in a foreign language; (3) preference for a career in government service and/or role that meets national needs; (4) interest in pursuing a professional career; (5) financial need; and (6) interest in a priority LCTL (as applicable).

The SAC FLAS competition has been particularly keen in recent years: in the two cycles preceding the pandemic (2018-19 and 2019-20), SAC received an average of 33 AY and 12 summer applications. SAC has a proven track record of awarding FLAS fellowships in accordance with the announced competitive priorities, awarding 100% of FLAS fellowships in LCTLs. Of total awardees since 2018, 44% are intent on pursuing a career in government service and 74% demonstrate financial need. Awardees represented 20 departments, including students from STEM fields and professional schools such as Law, Business, Global Health, and Public Affairs.

# K. Competitive Preference Priorities

* **K1. NRC and FLAS Priorities Served:** We are addressing all announced Absolute and Competitive Preference Priorities with the activities listed in **Table I-1** and marked with **AP** and **CPP** in the Project Budget Narrative. Proposed projects addressing the NRC **CPP** are detailed in
* **H1b** and **I2**. For FLAS, SAC meets **CPP1** by prioritizing financial need for selection of all applicants and meets **CPP2** by awarding fellowships exclusively for priority languages.