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# UNIVERSITY'S COMMITMENT TO THE STUDY OF SOUTH ASIA

**1.A.1** The University of Pennsylvania has been a leader in South Asian language and area studies expertise for more than 70 years. Our South Asia faculty, degree programs, language offerings, scholarship, and outreach are widely recognized as national and international resources. Today, Penn supports four administrative units focused on the study of South Asia: the South Asia Center (SAC), the Department of South Asia Studies (SAST), the South Asia Regional Studies Graduate Group (SARS), and the Center for the Advanced Study of India (CASI), dedicated to the study of contemporary India.

Penn has unrivaled library research collections for South Asia and has established the prototype for interdisciplinary programs in this field. Our graduates hold faculty positions in a wide range of American and overseas colleges and universities, where they have helped establish similar centers of study. Many have entered the US Department of State and other government organizations. Others have joined domestic and international non-profits, the press, philanthropic organizations, and businesses with interests in South Asia.

The University is firmly committed to building on Penn’s legacy as a preeminent center for the study of South Asia and is actively addressing newly emerging needs and areas of research. South Asia is a stated strategic priority for the School of Arts and Sciences and the Office of the Vice Provost for Global Initiatives with commitments to new study abroad initiatives, the establishment of a two million dollar fund for faculty research, and expansion of the Delhi based Penn Institute for the Advanced Study of India (UPIASI).

Like every University, Penn has experienced COVID related closures, restrictions, and cancellations since March 2020. These measures included restrictions on new faculty appointments and graduate admissions in most programs. These restrictions have affected all

aspects of our operations including scholarly, public, and outreach programs, travel and linages with educational institutions in South Asia, collaboration and outreach to schools of education and post-secondary institutions, and student training and research.

In response to these challenges, we were able to adapt existing programs to virtual settings, support distance learning pedagogy for area and language courses, create new opportunities for remote outreach, and form new or enhanced partnerships to extend our audience. Despite the many challenges of the past 18 months, Penn has maintained, and in many cases, increased its commitment to South Asia programming.

Penn’s investment is reflected in South Asia specialist faculty appointments since 2018: Sonal Khullar, W. Norman Brown Associate Professor in the Department of History of Art (2020); Tariq Thachil, Madan Lal Sobti Associate Professor for the Study of Contemporary India in the Department of Political Science, (2020); Lynn Meskell, Richard D. Green University Professor in the Department of Anthropology, the Weitzman School of Design, and the Penn Museum (2020). Rupali Bansode has been appointed to a new postdoctoral position in SAST (2021). South Asian specialists have held postdoctoral appointments in Anthropology (2019- 2021) and PPEH (2021-2022). During this same time period, SAST, Religious Studies, History, and Anthropology have sponsored South Asia experts as Visiting Scholars, many of whom contribute directly to our curriculum and programming.

The Vice Provost for Global Initiatives global strategic framework includes funds dedicated to South Asia. In addition to funding, the provost’s office supports centers dedicated to comparative global inquiry, including: Perry World House, which engages interdisciplinary, policy-relevant research to address global affairs challenges, and the Penn Biden Center, designed to engage Penn students and partner with Penn’s faculty and centers to convene world

leaders, develop and advance policy, and strengthen national debate.

**1A.2 University funds dedicated to the study of South Asia have increased 42.8% since 2018,** to over $38 million: South Asia Endowment ($11.2 mil.); The South Asia Dean’s Fund ($5.8 mil.); W. Norman Brown Chair in South Asia Studies ($5.1 mil.); CASI endowed funds ($9.8 mil.); M.L. Sobti Chair ($4.3 mil.); Visvabharati Fund ($466,508); Briton Martin Fund ($586,577); Zwicker Fund ($594,392); and Ballagh Fund ($323,204); The Bender Fund ($68,130); and The Ravi Kumar Endowment ($34,000). Three competitive awards, the Provost’s **Global Engagement Fund, the India Research Engagement Fund** (from which nearly

$750,000 has been committed to 15 projects so far), and the SAS **Dean’s Global Engagement Fund (**which has committed nearly $550,000 committed to 30 projects). In the past four years, despite COVID disruptions, Penn Global provided $178,000 to support internship and abroad programs in South Asia. These include virtual internships and remote research opportunities for students during times of suspended travel.

**Table 1A.2: Institutional Support for South Asia Studies at Penn, 2017-2021**

|  |  |  |  |
| --- | --- | --- | --- |
| **SALARY & BENEFITS:** | **Fiscal Year 2017** | **Fiscal Year 2021** | **% Change 2017-21** |
| Language Instruction | $490,200 | $508,429 | 3.6% |
| Area Studies Instruction1 | $1,791,900 | $3,831,957 | 53% |
| SAST and SAC Administrative Staff | $213,400 | $263,177 | 19% |
| SAC Outreach Staff2 | $44,450 | $35,255 | -26% |
| Library Staff3 | $143,000 | $265,191 | 46% |
| **NON-SALARY CONTRIBUTIONS** |  |  |  |
| Library acquisitions | $141,928 | $238,804 | 41% |
| Operating Expenses | $186,789 | $204,655 | 9% |
| **Student Support** |  |  |  |
| Average per-student non-FLAS fellowship support for graduate students specializing in South Asia | $17,924 | $21,931 | 18% |
| **TOTAL** | $3,029,591 | $5,369,399 | 43**%** |

1Increase is due to both growth in number of senior faculty and expansion of definition of core faculty contributing to SAC (see Appendix C) 22017 figure includes *Events Coordinator* position that was eliminated in 2019, following DOEd budget advice. 3Includes additional position for Dari and Pashto Metadata Fellow (see 6B.1, below).

## 1A.3 Penn commits substantial resources to South Asia undergraduate and graduate

**degree programs** (BA, MA, PhD). Our multi-disciplinary, cross-school curriculum includes an average of 180 courses annually on South Asia (50-60 language and 100-120 non-language

courses; **Appendix A**).

## 1A.4 The South Asia library’s operating budget (FY 2021) is $238,804, in addition to

general library budget purchases (see **6B**). Penn employs a full-time, dedicated South Asia Bibliographer and support staff. The **Penn Museum** is home to a priceless South Asia collection. SAC collaborates with the Philadelphia Museum of Art’s Indian and Himalayan Art Department, where Penn PhD graduate D. Mason is Curator.

**1A.5 Penn is affiliated with numerous institutions in South Asia.** Penn Global reports 18 currently active programs or partnerships with institutions based in South Asia. We are a founding member of the American Institutes of Indian (AIIS), Pakistan (AIPS), Sri Lankan (AISLS), Afghanistan (AIAS), and Bangladesh (AIBS) Studies. With help from SAC and AIIS, **Wharton’s Lauder Institute** has successfully integrated a Hindi Track in its joint MA/MBA degree program, with Hindi immersion program in India. Wharton’s strong institutional partnership with the Indian School of Business in Hyderabad supports research, teaching exchanges and an MBA Global Consulting Practicum. Wharton also offers a certificate program for high-potential business leaders in India, the Accelerated Development Program (ADP). **SAS** and **CASI** support UPIASI in New Delhi, with plans underway for significant expansion. **SAC, GSE**, and **CASI** offer student internships in India, Nepal, Sri Lanka, and the Maldives. The **Annenberg Center for Global Communication Studies** collaborates with CASI and Jamia Millia Islamia University, Delhi to organize conferences, and awards research grants to institutions in India and Pakistan. **The School of Social Policy and Practice** (SP2) partners with Nitte University (Mangalore) and Kolkata-based NGOs to run annual faculty-led study tours.

The **Global Health Program**’s medical students do rotations in India with the All India Institute of Medical Sciences (Delhi) and Christian Medical College (Vellore). **The Nursing School** partners with Himalayan College of Nursing, Dehradun, to develop nursing skills in global collaborations and health leadership through a Global Fellows program, the Tata Institute of Social Sciences, Mumbai, and the Banyan NGO in Chennai to improve community awareness of and support for individuals with mental health disorders in Tamil Nadu and Kerala. They have partnerships with The Banyan, TISS, and Christian Medical CollegeVellore, and ICTPH, Thanjavur on a short-term faculty-facilitated study abroad course in Tamil Nadu. **The School of Engineering** partners with Ashoka University in Haryana. **SAC** and the **Penn Museum** have established a collaboration with the Center for Archaeology, Heritage and Museum Studies, Shiv Nadar University (CAHMS) to develop consortia resources for student training, faculty

exchange, and shared scholarly and curricular programming (**9A.4**).

**1A.6 Penn provides crucial institutional support for outreach activities** (**Table 1A.2**) SAC maintains a full time staff member whose primary role is the organization and implementation of

outreach and includes outreach activities in its operating budget (**8**).

**1A.7 Penn provides extensive no-loan scholarship assistance to undergraduate students**. Penn’s financial aid budget for AY 2021-22 is $259 million, $3 million more than the 2020-2021 academic year. In the last decade, Penn has increased its financial aid budget by more than 150%. Currently, 46% of undergraduates receive financial aid in the form of grants, with an average of $55,861 in funding. Penn recently made available $500,000 in new annual summer internship funding to their middle-income students, which builds on an existing summer funding initiative for highly aided students. In 2016, Penn Launched the *First Generation Low Income Program* to support first generation and low incomes students’ academic, personal, and social

transition needs. This includes many students who gain expertise on South Asia. Undergraduates

in SAC sponsored abroad programs routinely receive aid packages to offset travel costs (**7E**). **1B Financial support for graduate students has continued to increase**. Students receive 5-year Benjamin Franklin Fellowships, plus three summers of funding to support language study or predissertation travel, with each package currently worth $401,000 (14.5% increase over 2018). Fellowships require 2 years of teaching assistantships and pedagogical training. FLAS fellowships may add a sixth year of funding. Dedicated endowed fellowships, and SAS dissertation completion fellowships are available to PhD students on a competitive basis.

# PENN'S LANGUAGE INSTRUCTION PROGRAM

**2A** Penn offers the largest number of South Asian languages available anywhere in the US, with **12 modern languages taught on a regular basis at multiple levels**, and **additional languages offered as needed to support the research of our graduate students** (including Marwari, Bhojpuri, Sinhala, Pali, Indo-Persian, and Tibetan). Support for Pashto instruction is

included in this proposal (**9B.2**). J. Pien is Language Coordinator for SAST and C. Frei is Director of the Penn Language Center and Executive Director of Language Instruction for the School of Arts & Sciences. SAST standing faculty regularly teach South Asia languages and

literatures courses (**2C.1**). For 2018-22 enrollments, see **Table 2B**.

**2B** In the past two years, seven languages have been regularly offered through the

advanced level (**Table 2B**), with additional advanced courses in other languages offered by

demand (**2C.1**). SAST offers an undergraduate **Language Certificate** requiring 3 CU of

## Table 2B: Two-Year Distribution of Modern South Asian Language Enrollments, 2020-22

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language** | **Beginning** | **Intermediate** | **Advanced** | **TOTAL** |
| Bengali | 7 | 4 | 1 | **12** |
| Gujarati | 24 | 10 | 9 | **43** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hindi | 34 | 31 | 19 | **84** |
| Kannada | 0 | 1 | 0 |  |
| Malayalam | 4 | 2 | 4 | **10** |
| Marathi | 0 | 1 | 0 | **1** |
| Marwari |  |  |  |  |
| Punjabi | 15 | 5 | 6 | **26** |
| Pashto |  |  |  |  |
| Tamil | 26 | 16 | 12 | **54** |
| Telugu | 16 | 13 |  | **29** |
| Tibetan |  | 4 |  | **4** |
| Urdu | Combined with  Hindi | 10 | 27 | **37** |

instruction beyond Intermediate level. Our students regularly enroll in outside language programs, often with financial support, including summer or academic year programs offered by AIIS, SASLI, and other overseas language programs. Penn’s Lauder Institute maintains a full- time Lecturer in Hindi**.** SAST and SAC provide Lauder with area studies instructors and South Asia resources. The Lauder Hindi program, which includes summer immersion and four- semesters at Penn, produces graduates at the ACTFL Superior level of oral proficiency.

**TOTAL 126 97** 78 **301**

**2C.1 Each language has a dedicated, experienced, and qualified instructor**. Penn has made a long-term commitment to increase support for the instruction of languages directly relevant to SAST’s larger curricular mission, including full-time Lecturer positions (renewable every 4 years) in those languages aligned with standing faculty teaching and research interests. These include: Hindi, Urdu, and Telegu. All other languages are offered through the **Penn Language Center (PLC)**, which allows us to teach languages with limited enrollments both flexibly and economically. Bengali, Gujarati, Kannada, Malayalam, Marathi, Punjabi, Pashto, Tamil, and

Tibetan are currently taught in PLC (Appendix **A**). We also annually employ Fulbright Language Teaching Assistants as requested. SAST standing faculty conduct advanced reading courses in literary and historical analysis for graduate students in Sanskrit, Tamil, Gujarati, Hindi, Rajasthani, Telugu, and Indo-Persian.

**2C.2 Language teaching staff are introduced to the most recent advances in instructional technology and methodology**. South Asian language faculty members are required to attend one intensive South Asia-specific workshop and one Penn Language Center pedagogy seminar per year. The Penn Language Center offers a Certificate in Instructional Technologies and Online Learning to Penn instructors who are planning a blended, flipped or online course. Penn requires new instructors to attend an intensive weeklong training in language pedagogy. All instructors receive Oral Proficiency Interview training; many are certified OPI testers. We support the **South Asia Summer Language Institute** (SASLI), a collaborative effort in which all South

Asia NRCs participate (**Budget reference E3k**).

**2D.1 Penn is a leading proponent of performance-based instruction and assessment in South Asian language pedagogy**. The SAC achieved its goal of providing professional development for our all members of our language faculty in strategic pedagogical areas: 100% of full-time and 90% of part-time language faculty members attended five intensive weekend language workshops on standards-based instruction, action research, differentiated instruction, and assessment. Standards-based instruction is now the norm. Evaluation tools used by all Penn faculty include the Oral Proficiency Interview (OPI), in addition to traditional paper-and-pencil tests. Songs, plays, and language games are integrated into Penn’s language acquisition process. Elementary, Intermediate, and Advanced language courses meet for a minimum of four contact hours per week, and emphasize “content-based” language instruction. Authentic materials and authentic tasks are integrated into the curriculum.

**2D.2** Penn’s School of Arts and Sciences has appointed a noted language pedagogy expert, Dr. Christine Frei, as Executive Director of Language Instruction for the School of Arts and Sciences. She oversees all modern language instruction in the School. Dr Frei reports directly to

the School’s Dean and has strengthened the requirements for the hiring, retention, and promotion of language lecturers. We benefit greatly from the Penn Language Center’s infrastructure and its well-equipped media-smart laboratory facilities, and extensive library of language teaching and

AV materials to offer state-of-the-art instruction and individualized learning (**2A.1** & **2C.1**).

**2D.3 Language proficiency requirements are measured in terms of proficiency**

**levels** (not class time): BA: Intermediate-Mid level performance in all 4 language skills; MA: Intermediate-High performance in all 4 language skills; PhD: High-Advanced proficiency in 1 South Asian language, Intermediate proficiency in a 2nd South Asian language, and professional level reading knowledge of a 3rd language intended for research. We use OPI and our own integrated proficiency tests to measure the development of language proficiency.

# NON-LANGUAGE INSTRUCTION PROGRAM

**3A** Penn programs and Schools offer courses and allow degree concentrations focusing

**on South Asia (4A.3). Disciplinary and professional breadth is provided by 81 faculty in 12 departments and 7 professional schools**. Faculty teach 80-90 non-language courses with 100% South Asia content, and 100-110 additional courses with substantial (>25%) South Asia content,

as shown in Table **3A** Our students choose from an extraordinary range of courses (**Appendix**

**A**), including those taught by professional school faculty with South Asia expertise.

**Table 3A: Number of Non-Language Teaching Faculty (2018-19) and Unique Courses (2018-19)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Discipline** | **Teaching Faculty by**  **Discipline, 2018-191** | **Number of Unique Non-Language**  **Courses Taught, 2018-192** | | | |
|  |  | 100% SA content | | 25-99% SA content | |
|  |  | UG | G | UG | G |
| Humanities | 45 | 51 | 24 | 38 | 23 |
| Social Sciences | 7 | 6 | 1 | 3 | 3 |
| Professional Schools | 20 | 6 | 20 | 8 | 18 |

**Totals: 72 63 45 49 44**

Faculty for all courses with at least 25% South Asia content, 2018-20.

Courses with both graduate and undergraduate enrollments are counted only once.

## 3B. Specialized and advanced courses on South Asia are offered in a range of

**disciplines,** including Anthropology, Education, English, History, History of Art, History of Science, Music, Landscape Architecture, Political Science, Religion, and South Asian Studies, Literature, Philosophy, Performing Arts, International Relations, Sociology, Historic

Preservation, and Asian-American Studies (**Appendix A**). Graduate students and advanced undergraduates have the option to arrange independent studies with South Asia faculty on specialized topics, and undergraduates may enroll in graduate-level South Asia seminars with permission of the instructor.

**3C.1 Non-language South Asia faculty as of 2022 total 42, including: standing faculty; lecturers; senior lecturers; and non-tenure track faculty** (see **Appendix A**). The collective faculty strength ensures that all major disciplines and geographic areas are represented in the curriculum, and that students with special research interests can find appropriate advisors. The steady growth in faculty across the university have renewed vital disciplinary strengths and

added new areas of concentration (**4A.1**). In the past decade, Penn has built to faculty strengths in Global Health and Education; Religious Studies and Islam in South Asia, Heritage and Museum Studies, Anthropology and Environmental Studies; performance, media, literature, and the arts; and bolstered the depth of our language offerings.

Funds from a variety of existing resources enable us to enhance our excellent non- language instructional program. The Provost’s Global Engagement Fund and the Dean’s South Asia Fund provide funds to bring visitors to undergraduate and graduate courses. The South Asia Endowment has enabled the establishment of an annual **Distinguished Visiting Fellow in Residence** program in the Department of South Asia Studies each Spring. The South Asia Center has hosted **Postdoctoral Fellows** funded by Mellon, Fulbright, AIBS, and internal resources.

Anthropology, CASI, Wharton, SP2, Nursing, Perry World House, PPEH, and GSE regularly

host postdoctoral fellows and invite academics, business leaders, and policy makers to visit, enriching our academic programming.

**3D.2 PhD students receive systematic training as part of their mandatory teaching assistantships.** Graduate student teachers attend a 4-day intensive training seminar on pedagogic methods. Faculty instruct teaching assistants on pedagogical techniques for introducing South Asia material to undergraduates. Graduate students must complete four teaching assistantships with four different SAST faculty to familiarize themselves with the teaching methods of different teachers in different fields. PhD students at ABD stage also regularly teach undergraduate courses in LPS to gain experience. **Penn’s Center for Teaching and Learning** offers additional resources for teaching assistants and graduate student instructors including pedagogic coursework, consultations, peer counseling, and a teaching certificate program.

**3D. Interdisciplinary courses with South Asia content are offered University-wide. We cross-list more than 70 non-language courses between two or more departments.** This provides a genuinely interdisciplinary program for undergraduates. The minor Program in South Asian Studies allows undergraduates in other degree programs to gain areal and language expertise. Health and Society majors can choose from a range of South Asia courses for a Global Health concentration. Penn’s graduate group model emphasizes interdisciplinary, drawing on faculty across schools and departments. Graduate and professional students routinely take courses across disciplines, and many are enrolled in joint degree programs with two or more departments or schools. SAST PhD students must demonstrate expertise in at least one disciplinary methodology and broad knowledge of allied disciplines. South Asia is one of the areas of concentration for students in the Lauder Institute’s joint International Studies and Business MA/ MBA degree. Two GSE interdisciplinary degree programs, *Education, Culture,*

*and Society*, and *International Education and Development*, include SAC as a partner.

# CURRICULUM DESIGN

**4A.1 SAST’**s 12-course major emphasizes disciplinary and linguistic skills. **Foundational courses** (2 units) provide an introduction to the study of South Asia. Eight major courses ensure sustained engagement with a primary tradition of inquiry and a breadth of approaches to regional study. A **general language requirement (4 course units) has long been required of all Arts & Sciences and Wharton undergraduates**; the SAST Major requires intermediate-level proficiency in a South Asian language. SAST

courses are grouped in five disciplinary areas (**Appendix A**). The undergraduate minor

requires 6 courses. SAST also offers a language certificate (**2B**) for students pursuing advanced proficiency.

In addition to SAST’s major and minor, South Asia concentrations are available to majors in International Relations, Health and Society, English, Gender Studies, Wharton’s Huntsman International Studies & Business dual degree program, and in the College of Liberal and Professional Studies. South Asia courses attract majors and minors in International Relations, Political Science, History, Religious Studies, History and Sociology of Science, Economics, Engineering, Linguistics, and Business; many choose to double major.

**4A.2** Graduate instruction is coordinated by the **SARS Graduate Group**, which includes faculty from humanities and social science disciplines as well as

professional schools (**Appendix C**). GSE offers an MSEd degree in International Educational Development, with a South Asia concentration; SAST graduate courses are cross-listed with and attract students from other departments and

professional schools, including Anthropology, Art History, Comparative Literature, Education, English, GSE, History, History and Sociology of Science, Landscape Architecture, Media Studies, NELC, Philosophy, Political Science, Religious Studies, and SP2. A **Hindi track** is available in the Lauder joint MA/MBA program. South Asia concentrations are available in the Organizational Dynamics, and the Schools of Communication, Education, Law, Nursing, and Social Work.

**4A.4** The SARS Graduate Group awards both **MA** and **PhD** degrees and attracts exceptional students worldwide. Candidates for the MA develop a broad knowledge of disciplines relevant to the study of South Asia and competency in a South Asian language at an Intermediate-High level equivalent to a minimum of two years of study. They complete a research paper or Master's Thesis with original research and the use of a South Asian language. The PhD requires 20 course units: 10 CUs in disciplinary courses, of which at least 4 should be in a discipline chosen for specialization; 4 in advanced-level courses in a South Asian research language and 2 in a second South Asian language; and 4 electives. Students pass a PhD qualifying exam (second year), a candidacy exam (after coursework), and a final dissertation defense. In addition to formal coursework, PhD students typically spend one or two summers and/or 1 academic year engaged in advanced language training abroad, and at least one year abroad doing fieldwork in South Asia. Students are required to attend South Asia Colloquia, and make research-related presentations at least twice during the course of their study. The quality of our graduate programs is demonstrated by the high number of our MA students who go on to gain admission to prestigious PhD programs, and the

career successes of our MA and PhD graduates (**7D,7E.1**).

**4B.1** Penn students with a South Asia focus receive continuous high-quality academic advising. All Penn **Undergraduates** have access to pre-major College advisors, peer advisors, and departmental undergraduate chairs. Declared majors and minors are also assigned departmental advisors appropriate to their interest and subject area. **Graduate students** are advised by members of the SARS Graduate Group and faculty advisors in their own departments. Graduate students participate in regular grant- writing and methods workshops, and professionalization opportunities to prepare for the job market.

**4B.2 The Penn Office of Career Services provides extensive academic and career advising**, including on-campus career fairs, on-campus recruiting, online job and internship search systems, and many specialized resources such as an Asia Pacific Recruiting information web page of opportunities to work with organizations in that region. Career Services offers numerous specialized on-campus career fairs such as the “International Opportunities Fair” and “Policy and Government Careers”. A **Virtual International Opportunities Fair is available to** Penn students and alumni. South Asia focused MA and PhD students successfully pursue a variety of careers

(**7E.2**). SAC publicizes national and international job opportunities via its weekly email listserv and monthly newsletter. SAC’s **initiative to enhance career resources** provide additional career and advising services at the undergraduate and graduate

level (**9B.3**).

**4C.1** Study abroad, internship placements, and fieldwork opportunities have suffered greatly under the travel restrictions of the past two years. Nevertheless, we maintain our commitment to

facilitating and expanding these programs as those restrictions are lifted. Below, we cite pre- pandemic figures to indicate our level engagement.

**4C.2 Field research in South Asia is mandated in the SAST PhD program and supported for master’s students and undergraduates**. Graduate students in **S**AST and other programs are regularly funded for fieldwork and language study abroad, including awards from Fulbright- Hays, AIIS, AISLS, Library of Congress, and SAS. SAC, CASI, SAST, the Center for Undergraduate Research & Fellowships (CURF), and Penn Global also award undergraduate and graduate summer research travel grants. Wharton offers MBA students a Global Consulting Practicum in India. The Medical School’s Global Health and Nursing degree programs offer

clinical training opportunities with partner institutions in India (**9B.1**)

**4C.3** SAC pioneered short-term **embedded abroad opportunities for undergraduates at Penn**. The ***C.U. in India*** program offers semester and yearlong courses with travel to India over the winter break, to engage course topics through direct experience. Eight courses have been offered since 2018, while two additional courses have been postponed due to COVID restrictions. Penn Abroad adopted this model in 2016 through **Penn Global Seminars**, offering 8-12 embedded courses with abroad per year, with 1-3 set in South Asia. Penn Abroad also facilitates semester-long study abroad opportunities for undergraduates at higher education institutions in India and Nepal, including the Alliance for Global Education, and accepts petitions for credit for a wide range of other institutions’ programs such as the SIT Study Abroad programs. Penn Global reports that 325 Penn students participated in for-credit abroad program in one of five South Asian countries from 2017-2020¸ when these programs were suspended due to COVID travel restrictions.

Penn Abroad, CASI, and SAC sponsor mentored Summer internships in India, Pakistan,

Nepal, and Sri Lanka. South Asia based programs represent 34% of placements by Penn Abroad. In partnership with the Pulitzer Center for Crisis Reporting, Penn Abroad, and the other area centers, we support the **Pulitzer Center International Reporting Student Fellows Program,** which provides semester long internships abroad to three Penn students per year. In 2017, SAC implemented **Summer Research Internship Placements in South Asia**. In the two years prior to the COVID pandemic, we placed 17 students in one of nine research placement sites in Sri Lanka (4), Nepal (3), and India (10). We currently maintain 11 competitive placement opportunities for these mentored 8-12 week programs in India, Nepal, Sri Lanka, Pakistan, and the Maldives. Although suspended since Summer 2020, we anticipate reviving these programs as soon as travel restrictions are lifted.

Both CASI and Penn Global award competitive summer internship placements and summer research travel funds to Penn undergraduates. Faculty in the Business, Social Work, Nursing, Veterinary and Engineering Schools lead seminars with travel components to South Asia. SAC is currently working Nursing and GSE to enhance capacity for new and expanded abroad and internship programs in South Asia.

**4C.3** We strongly recommend and support study in intensive summer programs at institutions in South Asia and in the US, including AIIS, SASLI and Berkeley-AIPS Urdu Language

Program in Pakistan **(1B)**. These programs are promoted at the annual “International Opportunities Fair,” through faculty advising, and via targeted emails. Funding is often available through a variety of internal sources. Access to outside Study Abroad opportunities is facilitated through Penn Abroad.

# QUALITY OF STAFF RESOURCES

**5A.1** Penn has an outstanding record of scholarship on South Asia and has strengthened its

commitment by adding 18 teaching faculty at all levels in the past decade. Despite attrition from departures and retirements, and COVID related restrictions on hiring, we have maintained a robust faculty of South Asia specialists. Thirteen SAC faculty hold Chaired or named Professorships, including three joining the faculty in 2020. Our faculty are leaders in language and experiential pedagogies. SAST faculty include 5 standing faculty and 8 language lecturers and 2 music instructors. Twenty-four standing faculty are currently members of the SARS Graduate Group. In the last four years, 191 faculty members in 12 Penn’s schools have reported almost 350 research and teaching projects in South Asian countries. Many of these faculty

devote 25-100% of their teaching, supervising, and advising activities to South Asia (**Appendix**

**C**). Penn’s preeminent South Asia faculty, dedicated language center, and dedicated South Asia Bibliographer provide a rich foundation of expertise upon which SAC is able to build a high quality program.

**5A.2 Penn provides significant opportunities for professional development** through regular sabbaticals, dedicated Faculty Research funds, and competitive internal funds including the University Research Foundation, the Global Engagement Fund, and the India Research

Engagement Fund. The Dean’s Fund, the South Asia Endowment (see **1A)** and SAC provide research and conference travel support. SAC provides **professional development support to language lecturers** including funding participation in language pedagogy workshops, participation in the South Asian Language Teachers Association annual conference, curriculum development funding, and participation in scholarly and public programming sponsored by the Center. In the last two years, we have placed particular emphasis on support resources for distance learning in South Asian languages, with grants for developing new teaching materials in Telegu and Tamil. Faculty, including language lecturers, routinely spend portions of the year in

South Asia conducting externally funded research. Our faculty have shown great success in funding research through external granting agencies including NEH, NSF, AIIS, Wenner-Gren, National Geographic, Mellon, and Guggenheim.

Frequent pedagogy workshops and other incentives for professional development are

available to language teaching faculty (**2C.2**). Center staff members participate in professional development through course work and training opportunities. Center staff are encouraged to attend professional conferences and have opportunities to travel to South Asia, conditions permitting.

**5A.3** Faculty spend over fifty percent of their time teaching and advising students; the Undergraduate and Graduate Chairs of SAST and SARS serve as key academic advisors.

5B.1 SAC’s administrative structure ensures input from faculty in a number of disciplines and

schools (Appendix B). SAC falls under the Associate Dean for the Humanities, Dr. Jeffrey Kallberg. SAC Director Dr. Mark Lycett is Adjunct Professor of Anthropology. SAC’s interdisciplinary Advisory Committee includes: SAC Director; Chair, SAST, (Dr. Daud Ali); Chair, SARS Graduate Group, (Dr. Devesh Soneji); South Asia Bibliographer, (Dr. James Pierce); CASI Director, (Dr. Tariq Tachil); South Asia Curator, Penn Museum, (Dr. Kathleen Morrison); Former directors of SAC, (Dr. Lisa Mitchell, Dr. Kathleen Hall); Social Sciences Representative, (Dr. Jere Behrman); Humanities Representative, (Dr. Jamal Elias); and Professional Schools Representative, (Dr. Anuradha Mathur). A rotating position to represent the interests of language lecturers will be added to the board in 2022 (TBD).

**5B.2** SAC maintains an appropriate level of staffing for its current operations and planned growth. Rachael Hickson has been Associate Director since 2019. Rachael graduated from the University of Buffalo with a BA in Cultural Anthropology and will obtain her MA in

Intercultural Education from the University of Pennsylvania, GSE. She has previously been a Coordinator at SAC and acting Administrator for SAST. As Associate Director, she oversees the general programming of the Center, manages NRC activities, and administers the FLAS Fellowship program. SAC’s Assistant Director, Amelia Carter, oversees all aspect of outreach programming and contributes to curricular and scholarly program support. She holds a MA in Liberal Arts with Graduate Certificates in Gender and Sexuality Studies and Global Studies from the University of Pennsylvania. She graduated from Temple University with a BA in Geography and Urban Studies. Her extensive local and international organizing work has helped her to expand SACs programs into underserved sections of Philadelphia, and to less studied nations in South Asia like Sri Lanka and the Maldives. In 2018, she received the Women of Color Faculty/Staff Award for her work on issues of access and equality. Both the Associate Director and Assistant Director oversee student employees who contribute to communications and social media, help organize programming and logistics for center events including K-12 teacher trainings and outreach, and support abroad programs. Chip Bagnall is the Department administrator for SAST, and Katelyn Stoler serves as the Graduate Coordinator. Jennifer McCart, Manager of Finance and Administration, and Karina Czoka, Grants Coordinator, together with Williams Hall Business Administration Services and Penn’s Office of Research Services, handle financial affairs. An Independent Project Evaluator, Laura Chisholm,

coordinates the Center’s evaluation plan (**7C.1; Appendix B**).

**5C** Penn vigorously enforces non-discriminatory employment practices and mandates elaborated [personnel procedures.](http://www.upenn.edu/almanac/volumes/v55/n18/aapolicy.html) SAC adheres scrupulously to these policies. The Provost’s office is committed to diversity as a [key priority](http://diversity.upenn.edu/) and has expanded initiatives to increase the number of underrepresented minorities at Penn. In 2020, Dr. Gutmann named Penn’s first Vice

President for Social Equity and Community, who oversees Projects for Progress, a fund intended to encourage students, faculty, and staff to design and implement pilot projects based on innovative research that will advance Penn’s aim of a more inclusive university and community. Under the Action Plan for Faculty Diversity and Excellence, the University has committed $50 million to diversity initiatives, matched by $50 million from the 12 Schools. Expenditures to date are on track to meet and exceed these goals. All Penn Schools have developed and are implementing individual plans to increase the excellence and diversity of their faculties. All 12 Schools have appointed diversity search advisors, who are designated to play an active role in faculty searches and recruitments. As part of the Action Plan, the University awards Presidential Professorships to outstanding scholars, who contribute to faculty eminence through diversity across the University. To date, there have been eleven such appointments. The Action Plan also established important pipeline initiatives such as pre-doctoral fellowships for diverse scholars in the social sciences and humanities, as well as [Postdoctoral Fellowships for Academic](https://research.upenn.edu/postdocs-and-students/postdoctoral-fellowships/)

[Diversity,](https://research.upenn.edu/postdocs-and-students/postdoctoral-fellowships/) to which the School of Arts and Sciences has committed to funding two additional fellowships annually. The most recent Faculty [Inclusion](https://ira.upenn.edu/penn-numbers/faculty-inclusion-reports) Report covers progress from 2011-

21. In this period, the percentage of standing faculty who are members of minority groups increased to 26.1% from 20.1% and the percentage of standing faculty who are women rose to 36.6% from 30.7%. Of the eleven full time South Asia appointments at Penn in the past eight years, four are women and six are from traditionally underrepresented groups. Penn’s Office of Equity and Access Programs (EAP) offers professional guidance, tutoring, mentoring, and assistance in finding financial aid to scholars of all ages and backgrounds. SAC ensures that its educational programs, personnel actions, and funding are administered without regard to race, color, sex, sexual orientation, religion, national or ethnic origin, age, disability, or status as a

disabled or Vietnam-era veteran. SAC faculty and staff members are committed to encouraging diversity among program applicants and to equal treatment of all participants. 100% of Penn’s facilities are wheelchair accessible and accommodate the hearing- or sight- impaired.

# SOUTH ASIA COLLECTIONS IN THE UNIVERSITY LIBRARIES

**6A.1 Print Collections**: Penn Libraries’ South Asia collection—one of the finest of its kind in the world—currently exceeds 700,000 volumes across a broad disciplinary range. Collection strengths include research-level materials in Anthropology, Archaeology, Art History, Cinema Studies, History, Linguistics, Literature, Performance, Philosophy, Political Science, and Religion, with additional scholarly interests in Economics, Globalization, Health, and Public Policy. In addition to substantial South Asian Studies acquisitions in English, German, and French, the Libraries collects in more than fifty South Asian languages, with notable holdings in Hindi, Urdu, Bangla, Tamil, Sanskrit, Prakrit, Pali, Marathi, Gujarati, Telugu, Malayalam, Nepali, Sinhala, Panjabi, Rajasthani, Kannada, Sindhi, Assamese, Dari, Baluchi, Pashto, and Kashmiri. Extensive ordering from South Asian vendors, partnerships with the Library of Congress Overseas Offices in New Delhi and Islamabad, standing contracts with major publishers, and acquisitions trips to South Asia (funded by the South Asia Center) have enabled Penn Libraries to maintain one of the largest acquisition profiles in the nation for South Asian materials. Additionally, Penn Libraries participates in various cooperative collection development initiatives, which allow the Libraries to support the broader research community. **6A.2 Microtexts and Digital Archives**: Penn collects important research materials available in microtext, including archives and newspapers from the colonial period as well as archival documents in education and health. Penn Libraries participates in the shared purchase program with the Center for Research Libraries as a longstanding member of the South Asia Materials

Project, and it also contributes $7,000 per year as a member of the South Asia Open Archives, enabling access to a larger audience beyond Penn.

**6A.3 Databases and E-books**: The Libraries invests heavily in electronic resources. For South Asia, more than 30 databases and 75 primary e-journals are available, along with e-books and digital reference materials.

**6A.4 Film/Documentaries**: Penn Libraries’ film and documentary collection boasts over 28,000 titles. Approximately 7.5% pertain to South Asia exclusively. The Libraries collect monographs and serials on South Asian cinema as part of a cooperative initiative with peer institutions. Films, serials, and monographs are available through our interlibrary loan services and are a popular component of our outreach services.

**6A.5 Non-print materials**: Penn Libraries hosts the AIIS Photo Archive of images of Indian temple and sculptural arts (85,000 photographs), the Mary Binney Wheeler collection (7000 slides), and approximately 2000 maps of South Asia. The Van Pelt Ormandy Listening Center houses over 3200 sound recordings, including Hindustani, Carnatic, tribal, film, and devotional music. The Wheeler slides have been digitized and posted to ArtStor; in the past year, Penn Libraries has undertaken digitization and metadata entry for the AIIS Photo Archive, investing more than $150,000 in the project. Digitization is nearly complete, and images will be added to the Libraries’ website open access as metadata entry proceeds.

**6A.6 Special Collections**: The Penn Libraries’ Kislak Center holds the largest collection of South Asian Manuscripts (over 3000) in North America. Nearly all these manuscripts have been digitized and re-cataloged; digital facsimiles are freely available on the Libraries’ website under an open-access creative commons license. Penn also has important collections of documents relating to the British East India Company and governance in South Asia, photographs, rare

prints, drawings, and ephemera.

**6B.1 University funding of South Asia Library acquisitions and staffing remains strong and committed.** The FY22 allocation for South Asia acquisitions funds is $238,804.

Humanities, Social Sciences, the Fisher Fine Arts Library, the Museum Library, and the Biddle Law Library also acquire South Asia materials from their own budgets. Special Collections continually adds rare South Asian materials, with investment in especially exciting manuscript and image acquisitions in recent years. Additionally, the South Asia Center has contributed

$44,000 over the past four years, enabling the acquisition of more than 2000 volumes. Penn Libraries is one of very few in the country to employ a full-time South Asian Studies Librarian, Dr. James Pierce, whose sole responsibility is to oversee the acquisition of South Asia related materials, to provide research support in the field of South Asian Studies, and to contribute to relevant programming. The Libraries also employs two processing staff for non-English South Asian materials: one (1 FTE) handles ordering, receipt of materials, and cataloging, and another (.5 FTE) processes acquisitions and assists with metadata entry for Dravidian languages.

Additionally, Penn Libraries is adding an Afghan and Perso-Arabic Metadata Fellow (1 FTE), who will focus on metadata entry for Dari and Pashto materials and will assist in collection development for Pakistan and Afghanistan. Total salary support including benefits for these positions is exceeds $180,000 and will increase by an additional $60,000 with the new hire.

**6C.1** Penn students and faculty can readily access materials at other institutions. Penn Libraries provides all students and faculty with Interlibrary Loan (ILL) privileges. Penn is an active participant in the SHARES program, which allows member institutions delivery of materials owned by other research libraries. Cooperative sharing includes the BorrowDirect program, in which fourteen Ivy Plus libraries lend materials directly. The Libraries also participates in the E-

Z Borrow program, and books are readily available from over 60 academic libraries in Pennsylvania and nearby states. Penn also makes its library materials available through various interlibrary loan programs. Additionally, access to Penn Libraries’ stacks is open to the general public. Outreach activities related to the South Asian collection in recent years have included two school visits and a series of documentary film screenings.

# IMPACT AND EVALUATION

**7A.1 Impact on the University:** Student interest in South Asia is extremely high: more than 3,100 undergraduate, graduate, and professional school students enrolled in 141 courses with significant South Asia content (>25%) in AY18-19, while another 182 enrolled in South Asian language courses in that period. Our innovative study abroad and internship initiatives have expanded direct experiences for undergraduates and been adopted as models by other programs

on campus (**3A**). Despite the COVID-related volatility of enrollments over the past two years, students are continuing to graduate from Penn with majors and minors in Area Studies and other degrees related to South Asia. These rates are similar to previous grant cycles with the following graduates (on average) each year: two Bachelor's majors and four minors; three Master's, and one Doctoral degree.

SAC co-sponsors high quality scholarly programming across all units of the University.

In addition to the outreach programs (**8A-C)**, SAC sponsored 66 campus events with more than 35 departments, centers, or other units on campus (AY18-19). Our attendance averages nearly 2,400 annually. SAC is at the center of decanal, provostial, and faculty commitments to the study of South Asia and has helped create an atmosphere for steady growth of South Asia focused

scholarship and collaboration as evidenced by new faculty (**1A.1**), new investment (**1A.2**), and

new initiatives for both scholarly and curricular programs (**3A.1,4C.2**). Our alumni surveys show a consistently high rate of placement (90% or more), with higher than average rates in

government, nonprofit, and education (**7B.1**). Recent graduates uniformly responded with "extremely

well" when ask how well Penn prepared students for employment based on the following parameters: cultural understanding, general knowledge about South Asia, and language proficiency.

**7A.2 Regional and Community Impact:** SAC is an important resource for regional South

Asia scholars. Our 85 Affiliated Faculty members (**3B.2)** participate in events and receive support for South Asia events on their campuses. This program has both regional and national impact as our affiliates come from more than 30 institutions nationwide and include MSI and

community college faculty (see **8B**). SAC has substantial outreach activity to K-16 teachers,

students and the community at large over the past four years as detailed in **8A-C**.

**7A.3 National Impact***:* SAC curricular, conference, and event support help to produce exceptionally well-trained South Asia specialists. Through their teaching, research, and publications, as well as public service, the influence of our faculty reaches far beyond Penn, enhancing knowledge about South Asia. Our faculty are highly productive. Publications have increased during this grant cycle, averaging 66 works per year on average (up from 29 per year on average between 2014-2018). In 2020-2021, there was a significant increase in the number of authored books (3), referred publications (58), policy briefs (4), and conference presentations

(33). Our faculty regularly serve as trustees and officers of scholarly organizations specifically dedicated to South Asia, including AIIS, AIPS, AIBS, and SASLI. Faculty regularly engage in national service to professional organizations, NGOs, policy research organizations, and government bodies. SAC support for **SASLI** increases opportunities for students nationally to

study languages (**2C.2**). As we increase the digital availability of library (**6C.1, 5A.6**), scholarly

(**9A**), and outreach (**8A**) resources, SAC gains a larger national audience.

**7B** In the past four years (2018-2022), SAST has had 6 Ph.D. graduates and 4 MA graduates. SAST PhD graduates have gone onto post-doctoral fellowships, academic appointments, and nonprofit organizations, including NYU’s Institute for the Study of the Ancient World, The

Social Science Research Council, and The Lauder Institute of the Wharton School of the University of Pennsylvania. In the latest 10 year employment survey (Class of 2001and 2002), Penn graduates report 9% in government service, 5% in non-profits; 14% in education and the remainder in a variety of private sector positions. **South Asia alumni show an even greater concentration of graduates in government service (14.29%), non-profits (16.07%), and education (32.14%); 68% have worked in a South-Asia related field; and 95% felt that they were well-prepared for their positions with regard to cultural understanding and general knowledge about South Asia. Our alumni report careers in the CIA, USAID, the Defense Industry Agency, Veterans Affairs, the Department of Commerce, and the Foreign Service.** Over the next 4 years, SAC will pursue a range of specific activities to: 1) enhance career advising and mentoring at the undergraduate and graduate levels; and 2) promote career

opportunities in government service, education, business, and non-profits (**AP1**; **1B.4**) **7C.1** SAC’s programs address national needs for LCTL and area instruction and produce graduates with areal expertise who pursue international careers in education, business, and

non-profit sectors (see **7D-7E**).

**7C.2** SAC events, publications, digital resources, and outreach activities disseminate our scholarship to a broad audience of scholars, policy makers, and the public, enabling informed discussion and debate of international affairs.

**7D.1 Evaluation Plan:** The South Asia Center submits the following evaluation plan for collecting and organizing outcome-focused data to measure the impact of the Centers’ efforts. Ongoing program evaluation will ensure the successful implementation and maintenance of SAC goals to ensure the quality and cost-effectiveness of SAC programs. To objectively measure the quality and impact of the activities provided through Title VI funding, SAC will employ multiple

assessment methods, each guided by the project goals and performance measures. We followed this plan for 2010-2014, 2014-2018, and 2018-2022 NRC grants with considerable success and believe our experience with it ensures it will be carried out optimally as we advance. The plan will provide ongoing, formative feedback to improve our programs and our ability to meet the stated goals. The Associate Director (AD), with assistance from project staff and the Independent Project Evaluator, will assess program effectiveness on an ongoing basis to include both quantitative and qualitative evaluation measures.

The evaluation will use **data from several sources**: data the Center traditionally collects for ongoing reporting requirements; University data; and new data collected specifically to monitor and assess SAC program impact. *Quantitative Measures:* The project staff will compile

and analyze all relevant quantifiable project data using computerized databases such as Penn’s Institutional Research Query Database (IRQDB), which is populated with course enrollment, degree, and other data obtained from the Office of the Registrar. The Center works with the Director of Institutional Research to program-specific course record queries that aggregate outcomes. The Assistant Director will track student, alumni, K-16 educators, and community member participation in outreach programs in an attendance database. Faculty and graduate students will complete surveys regarding resources produced, events hosted, and funds leveraged. *Qualitative Measures:* The project staff will collect qualitative information

throughout each program year for analysis, will formally solicit information via surveys for outreach events and workshops and will share the results with our partners. SAC will use online (Qualtrics) or paper surveys to gain insight into the impact, relevance, and satisfaction as perceived by participants. These measures provide information for bi-yearly performance reports. The evaluation plan described below parallels the programmatic efforts identified in this

proposal and focuses on the Center’s three primary goals for this grant cycle: 1) Increase student opportunities to: a) develop language and areal expertise; b) participate in high quality, mentored abroad experiences, and c) access career resources at all levels across University schools and programs; 2) Increase the direct ties between Penn’s faculty research initiatives and our K-16 outreach and enhance capacity for sustained South Asia expertise and professional development in our affiliate faculty program and outreach to minority serving institutions;3) Enhance breadth and capacity of South Asia expertise at Penn through expanded interdisciplinary initiatives, collaboration with partner institutions in South Asia, and increased engagement by faculty, schools, and research centers throughout the University. Along with quantitative data (i.e., enrollment in courses and attendance in outreach activities), SAC will conduct the following surveys annually:

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| --- | --- |
| **Table 7D.1 Surveys to gauge impact, relevance, and satisfaction as perceived by participants** | |
| **Group to be Surveyed** | **Information Solicited** |
| Students | Feedback about SAC language and area studies course offerings, study abroad and research opportunities, and  internships. |
| Alumni | Placement information; SAC-experience feedback |
| Affiliate Faculty Members and MSI partners | Affiliate Faculty program feedback; additional partnering opportunities |
| K-16 Teachers who engage in SAC  training | Conference, workshop, and resource feedback;  suggestions on additional SA-related programming |
| South Asia partner organizations | Feedback on partnership; suggestions of additional opportunities |
| SAC faculty, graduate students, and visiting scholars | Publications and other content creation; additional funding received |
| Interdisciplinary faculty, schools, and research center partners  throughout the University | Feedback on partnership; suggestions of additional opportunities |

Program Evaluators: The Center’s AD is responsible for implementing evaluation activities, distributing results, and managing changes based on data. The AD will work with the Independent Project Evaluator, Ms. Laura Chisholm, who will assist in taking a holistic view of assessment, implementing best practices, and aiding in creating data tools, data management, and

analysis. Ms. Chisholm holds a MA in Urban Studies from Temple University, concentrating on research and evaluation methods. She has led corporate, non-profit, and education-based evaluation and program analysis efforts. Since 2010, she has served as the Independent Project Evaluator of Penn’s Title VI grant funds. Penn NRCs have a high level of evaluation, and their collaboration provides a model for working together in a continuous system. It has been a

successful, efficient, and cost-effective arrangement (**see Appendix B for a fuller description**).

*Evaluation Process, Formative and Summative Analysis*: The evaluation process will

involve both a formative and summative analysis of project effectiveness as summarized below. Formative evaluation will seek to answer the following fundamental questions to ensure compliance: 1) Were program activities and services implemented as intended? 2) Is the project moving forward with new initiatives in an efficient manner that leads to successful implementation within the boundaries of the time frame and budget? 3) Were all appropriate data collected and reviewed as planned? 4) Are decisions about future programming based on

**Table 7D.2 Project Timeline and Implementation Plan Strategies**

|  |  |
| --- | --- |
| **Summer 2022** | Gather baseline data for grant activities and set targets for years 1-4 of grant |
| **Fall 2022** | Grant Implementation Meeting to review project work plan, budget, and reporting (upon award notification) with Advisory Committee, GSE, Drexel, CCP,MCCC, and CCC. |
| AD and Penn Communications Office implement recruitment plans to effectively target women and minorities for FLAS fellowships, C.U. in India program, and SA courses/events. |
| Goal 1: : Meet with OCS, TLC to develop career resources; recruit alumni mentors; recruit faculty to CU in India; advertise internship opportunities, review new intern placement opportunities. |
| Goal 2: Develop 2 workshops, summer institute, speakers, and affiliate workshop on  Core Themes; recruit faculty participation; advertise course module stipends, recruit MSI participation. |
| Goal 3: Meet with faculty stakeholders to plan and develop Core theme events, performance residency, capacity building workshops, course development grants, and recruiting visiting scholars. |
| Center Director submits interim IRIS report |
| **Spring 2023** | Goal 1:Update SA career portal; award and implement internships; meet with faculty to coordinate abroad opportunities. Meet with course development grantees. |
| Goal 2: Host planned events; plan year 2 events; award course module stipends. |
| Goal 3: Host planned events; plan year 2 events; Visiting Scholar; Review progress with faculty advisory committee and partner institutions. |

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|  | Yearly survey distribution, collection, and data analysis to ensure improved programming |
| AD /Institutional Research staff collect & analyze qualitative and quantitative data. Adv. Committee conducts formative evaluation of goals. Director submits annual report to IFLE. |
| **Fall 2023** | AD/Penn Communications advertise and recruit women and minorities for  C.U. in India Program, and SA courses/events. |
| Goal1: : implement CU in India; advertise internship opportunities, review new intern placement  opportunities and report-backs from summer 2023. |
| Goal2: Develop 2 workshops, summer institute, Global forum, and affiliate workshop on Core  Theme 2; recruit faculty participation; advertise course module stipends, recruit MSI participation; review affiliate workshop progress. |
| Goal 3: Meet with faculty stakeholders to plan and develop Core theme events, performance residency, and capacity building workshops; review course development grants, recruit visiting  scholar. |
| **Spring 2024** | Goal 1: Implement internships; plan and advertise CU program; review student progress with Advisory Committee and SARS faculty |
|  | Goal 2: Host planned events; plan year 3 events; award course module stipends; meet with  GSE, Drexel, CCP,CCC, and MCCC to review progress. |
| Goal 3: Host planned events; plan year 2 events; host visiting scholar; award course development grants and Visiting Scholar; Review progress with faculty advisory committee and  partner institutions |
| Yearly survey distribution, collection, and data analysis to ensure improved programming |
| **Fall 2024** | AD /Institutional Research staff collect & analyze qualitative and quantitative data |
|  | Committee conducts formative evaluation of goals. Director submits annual IFLE report |

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|  | Goal1. implement CU in India; advertise internship opportunities, review new intern placement opportunities and report-backs from summer 2024. |
| Goal2: Develop 2 workshops, summer institute, speakers, and affiliate workshop on  Core Theme 3; recruit faculty participation; advertise course module stipends, recruit MSI participation; review affiliate workshop progress. |
| Goal 3: Meet with faculty stakeholders to plan and develop Core theme events, performance residency, and capacity building workshops; and course development grants, recruit visiting  scholar. |
| **Spring 2025** | Center Director submits interim IRIS report. |
| Goal 1: Implement internships; plan and advertise CU program; review student progress with Advisory Committee and SARS faculty; review career portal with College and SARS advisors,  OCS, and TLC. . |
| Goal 2: Host planned events; plan year 4 events; award course module stipends; meet with GSE, Drexel, CCP,CCC, and MCCC to review progress. |
| Goal 3: Host planned events; plan year 3 events; host visiting scholar; review course development grants and Visiting Scholar; Review progress with faculty advisory committee and  partner institutions. |
| Yearly survey distribution, collection, and data analysis to ensure improved programming |
| **Fall 2025** | AD /Institutional Research staff collect & analyze qualitative and quantitative data |
| Committee conducts formative evaluation of goals. Director submits annual IFLE report |
| Goal1.Iimplement CU in India; advertise internship opportunities, review new intern placement opportunities and report-backs from summer 2025. |
| Goal 2: Develop 2 workshops, summer institute, speakers, and affiliate workshop on Core Theme 4; recruit faculty participation; advertise course module stipends, recruit MSI  participation; review affiliate workshop progress. |
| Goal 3: Meet with faculty stakeholders to plan and develop Core theme events, performance residency, and capacity building workshops; advertise course development  grants. |
| Grant progress review with Advisory Committee, GSE, Drexel, CCP,MCCC, and CCC. |

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| **Spring 2026** | Center Director submits interim IRIS report. |
| Goal 1: Implement internships; plan and advertise CU program; review student progress with  Advisory Committee and SARS faculty; review career portal with College and SARS advisors, OCS, and TLC; review internship and mentoring progress. |
| Goal 2: : Host planned events; award course module stipends; meet with GSE, Drexel, CP, CCC, and MCCC to review progress. |
| Goal 3: Host planned events; plan year 4 events; host visiting scholar. Review progress with faculty advisory committee and partner institutions; review awarded course grants progress. |
| Yearly survey distribution, collection, and data analysis to ensure improved programming |
| External Review |

objectives and data analysis? Program staff will utilize the IRQDB database for summative evaluation efforts to audit enrollment records and conduct bi-yearly program reviews. The Independent Project Evaluator will work with the Center to track enrollment, numbers of courses, and levels of both language and area studies courses to generate reports that compare these outcomes with: 1) initial baseline data; and 2) goals and targets. The Center Director will prepare the biannual IRIS report each year. As part of the summative analysis, the Center will scrutinize the current metrics, add additional indicators if needed, and analyze data beyond the objectives’ scope and required IRIS reporting. *Use of Evaluation Results to*

*Make Programmatic Changes:* The AD will formally review the program biannually and

document any unanticipated outcomes. The review will include an analysis of the Center’s Goals. The AD will discuss yearly outcomes with program staff and senior administrators so that implementation strategies can be modified and enhanced. To ensure the overall success of the grant, the SAC will monitor the GPRA measures and report data to IFLE:

**Table 7D.3 Data Sources for GPRA Measures**

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| --- | --- |
| **GPRA Measure** | **Data Source** |
| 1. Percentage of priority languages taught at Penn as defined by the Secretary of Education | Penn’s Institutional Research Query Database (IRQDB) course figures & departmental records will be used to  complete SAC’S IRIS reports. |
| 2. Percentage of intermediate or advanced level language/content courses taught during the course of  the grant (long-term measure). | Departmental records and IRQDB |

|  |  |
| --- | --- |
| 3. Percentage increase in the number of intermediate or advanced level language/content courses taught during the grant (long-term measure). | Departmental records and IRQDB |
| 4. Percentage increase in the number of certificate, minor, or major degree programs in LCTLs, area  studies, or international studies during the course of the 4-year grant period. | LPS & GSE records; Drexel GSE records. Progress will be entered in IRIS. |
| 5. Percentage of LCTLs taught at Penn during the  grant period | Departmental records and IRQDB |
| 6. Cost of increasing the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant period | Penn’s Financial Offices and SAC internal budgets |

**7D.2 Internal evaluation**: Regular, substantive evaluations are an integral part of Penn’s operations. This process includes the SAS curriculum review process, student course evaluations, and annual written staff performance reviews. Annual faculty performance reviews use student evaluations. Affirmative action officers review hiring and promotion decisions.

**7D.3 External Evaluation**: SAS mandate external reviews on a 10-year schedule. These schedules have, however, been disrupted by COVID related closures and restrictions. We

anticipate an external review during the current cycle (**E4b**). The SAS Dean will designate three outside South Asia Studies experts to conduct a formal evaluation of all aspects of the South Asia Studies curriculum. Faculty, the Deans, and the SAC Advisory Committee will use this report to inform strategic planning for the next decade.

**7E** Penn is committed to equal access for, and treatment of, students and other participants in

SAC programs (**3C**). The office of Affirmative Action and Equal Opportunity Programs employs five full-time staff and offers a range of different training programs for managers, faculty, staff, and [students: http://www.upenn.edu/affirm-action/offerings.html.](http://www.upenn.edu/affirm-action/offerings.html) Penn admission to the Class of 2025, are 56% students of color, 54% female, 16% first generation and at least 18% of the accepted class is estimated to qualify for a Federal Pell Grant, which provides need-based grants to low-income undergraduate students. In addition to procedures outlined in the **GEPA**

**Statement**, SAC makes a special effort to encourage applications from members of traditionally underrepresented groups in teacher training activities through regular partnerships with the Philadelphia School District, Community College of Philadelphia, and other MSIs, which serve large urban minority populations. We are committed to equal opportunity and SAC administered programs consistently recruit higher- than-average representation from underrepresented groups. Out of 28 students who attended our CU in South Asia courses from AY 2018-2020, 65% identified as members of minority groups and 25 received financial aid. Out of the 20 students who participated in SAC’s Summer Research Internships from AY 2018-2020, 50% identified as members of minority groups, and 90% received financial aid.

# OUTREACH ACTIVITIES

**8A Elementary and Secondary Schools (AP2):** SAC shares resources with K-12 teachers, students, and the greater Delaware Valley through diverse, creative, and collaborative programming. With **open access web-based resources**, our reach extends beyond the immediate area to benefit South Asia instruction internationally. SAC reaches a diverse range of students, educators, and the general public through original programming and dynamic partnerships with the Global Education Network, Drexel University'*s* School of Education*,* Penn GSE, the School District of Philadelphia, local Community Colleges, the Resource Center at the Philadelphia Museum of Art, and Global Philadelphia Association. Despite restrictions on in-person activities, we have been successful in expanding our outreach activities through digital programing. Our outreach activities have grown to well over 5,000 students. SAC was instrumental in securing Act 48 credential granting abilities from the Pennsylvania Department of Education, allowing K- 12 educators, to use these courses for certification active and compliance with state regulations. The majority of K-12 students and teachers engaged by our programing are based in districts

serving low-income and minority student populations.

The South Asia Center has continued to provide professional development for K-14 educators through our **Summer Institute**, which serves 25 teachers each year. The program takes advantage of Penn faculty, affiliated faculty, and campus resources to create a multi-day, immersive experience and consistently receives favorable reviews in participant surveys.

Through these and other collaborative teacher trainings with our partners at Community College of Philadelphia (CCP), Camden County College, Community College of Philadelphia (CCP), Montgomery County Community College (MCCC), Penn Museum, Teachers Institute of Philadelphia (TIP) and Brown Choices Program we have directly served more than 350 teachers

and generated over 200 lesson plans many of which are in use today (**E2b-c).**

In 2020 SAC recruited Howard Blumenthal to produce a South Asia Edition for his global education video series *Kids on Earth* in conjunction with our thematic focus on *Health, Childhood and the Lifespan* (2018-2022). This effort generated open access, online teacher trainings and instructional videos.

As part of our pivot to online outreach, we curated a series of events with the Goethe- Institute /Max Mueller Bhavan (Kolkata), with former Teaching Artist in Residents and two of our internship partner organizations in India. These events were well attended and built new institutional connections and constituencies abroad. Because of this success, we expect to incorporate virtual and hybrid models into our future outreach activities.

We collaborated with the **Penn Museum’s Learning Programs Department to expand** K-14 student and teacher online global education content. While we were able to sustain programs like the World Affairs Council’s Cultural Diplomacy Conference virtually, the digital transition enabled us to increase South Asia specific content through programs such as *At-Home*

*Anthropology, World Wonders, Teacher Trainings, Great Lecture Series*, *International Classroom, Culture Fest* and *the Life Long Learners Program*. Through video conferencing technologies and the Museums growing **Virtual Programs online portal** we will continue to work with the Penn Museum to help classrooms around the world engage our collaborative content. As the museum continues to renovate and expand their forthcoming South Asia Gallery, SAC plans to work with curators and faculty to develop educational programs custom made to

help K-14 students and teachers engage (**E1av**).

Training K-12 students and teachers in South Asian languages continues to be one of SAC’s core outreach priorities (**AP2)**. In the past 4 years, the center has increased our **language outreach to include Hindi, Urdu, Bengali, Tamil and Sanskrit**. We have continued to work closely with the American **Tamil** Academy’s 50 member community schools throughout the United States, through faculty Dr. V. Renganathan (SAST and PLC) who conducts 10 pedagogical workshops a year, develops Tamil curriculum distributed to K-12 schools in the US, and works with the states of Delaware, New Jersey, Maryland, Pennsylvania and New York to offer and administer testing for bi-literacy. In 2020 and 2021 SAC supported **Friends of Bangla School** (FOBS), to transition their usual in person Bengali instruction to an online platform. The development of digital language-learning programs, curriculum, and online learning content has helped them maintain and expand their reach during COVID-19. We will continue to collaborate with FOBS to grow their multimedia language learning materials for libraries, community organizations, K-12 schools, colleges, and universities. SAC continues to sponsor **Sanskrit Day**

to promote the language and foster community among language learners (**E2f)**.

**8.B Post-Secondary Outreach (CPP):** SAC has regularly provided funding, conducted teacher training sessions, and recruited lecturers for **community colleges and MSIs** in our

region **(**see **10** for a more detailed discussion**).** These activities will remain a crucial part of our effort in the coming cycle. In partnership with the Penn Middle East Center (MEC), we have supported **Drexel’s Graduate School of Education** capacity to prepare teachers and education leaders to think globally. Through SAC course development grants and support of the monthly *Global Education Colloquium* (which is live-streamed and archived as a teaching resource), SAC has reached more than 2,000 students, teachers, and faculty. Through our support of Drexel's **MS in Global and International Education (GIE)** program, we have assisted in the development of two new GIE pedagogy and policy-based courses and PD Workshop models. In the next cycle we seek funding to support Drexel’s *Global Teach Connection* professional development certificate, which targets pre-service teachers, school leaders and K-12 educators on themes

related to global education and leadership competencies (**CPP, E2d**).

In the past four years, we have increased our impact, reaching pre-service teachers through **Penn GSE programs**. With SAC support, Penn GSE’s **Global Education Concentration** continues to train leaders in the field of global education including specialized area-studies and language training. We seek funds to enhance the South Asia content of this

program through curriculum development, teacher training seminars, and speakers (**CPP, E3i.i**). We will contribute area studies and language expertise to curriculum workshops on religious diversity, world heritage, language diversity, and other topics.

SAC continues to expand our **Affiliated Faculty program**. Membership allows faculty from other institutions to access all Penn Library resources, including our South Asia bibliographer, consult with Penn faculty to discuss research, admission to special scholarly events and the ability to join a network of scholars who focus on South Asia. Enrollment in the program has steadily increased to 85 members from 46 universities and colleges across the US

and abroad, including 10 from MSIs. We seek funds to increase our support of affiliates through

summer workshops and course development (9A.1, **E1a.i-ii**). SAC engages Penn’s 19 South Asian student groups and community organizations to facilitate and co-sponsor talks, film screenings, conferences, and cultural events. Penn student groups actively participate in the organizing of our outreach events.

**8C Business, Media, and General Public:** Our programs actively engage diverse populations in the Philadelphia area. SAC events are free and open to the public and many are designed specifically to reach local and national public audiences. We regularly organize public lectures and panel session addressing emerging topics from the news as well as public affairs lectures and co-sponsorship of public policy issues through Perry World House, the Andrea Mitchell Center for the Study of Democracy; and CASI.

Through our partnership with the **Pulitzer Center for International Crisis Reporting** the Center has sponsored annual media workshops and brought journalists to give public talks each year, including a **public keynote lecture**. SAC continues our support of the **Wharton India Economic Forum**, a student-organized conference that attracts over 1,000 attendees each

year (**E1b.iv**). During the past four years alone, our public events have touched almost 20,000 people. SAC has pursued new social media strategies for outreach, increased our newsletter subscriptions by 400, and increased our “open” rate by 20%. SAC’s monthly email newsletter profiles South Asia faculty, students, and alumni, publicizes Center activities, and keeps readers informed about South Asia-related events in the community.

# PROGRAM PLANNING AND BUDGET

The South Asia Center at the University of Pennsylvania seeks USED support to expand and strengthen interdisciplinary programs that: 1) focus on established strengths and emerging

research priorities; and 2) integrate collaborative research and teaching, capacity building, public education, and scholarly dissemination. **We adopt a framework of four core themes that link interdisciplinary research at Penn with our commitments to curricular and outreach programs**. Each core theme draws upon a wide range of disciplinary approaches in the humanities, social sciences, and professional schools, as well as diverse sources, languages, regional viewpoints, and religious and cultural traditions to include a broad range of perspectives and enable public dialogue about crucial issues in South Asia and global affairs (**AP1**). Within each core theme, we will pursue the following **three goals,** each of which informs our planned

activities: **GOAL 1. *Increase student opportunities to: a) develop language and areal expertise; b) participate in high quality, mentored abroad experiences, and c) access career***

***resources at all levels across University schools and programs (AP1).* GOAL 2**. ***Increase the direct ties between Penn’s faculty research initiatives and our K-16 outreach; and enhance capacity for sustained South Asia expertise and professional development in our affiliate***

***faculty program and outreach to minority serving institutions* (AP2, CPP); GOAL 3. *Enhance breadth and capacity of South Asia expertise at Penn through expanded interdisciplinary initiatives, collaboration with partner institutions in South Asia, and increased engagement by faculty, schools, and research centers throughout the University (AP1)*.**

In addition to activities directly related to core themes, we seek support for other initiatives, including **Language Pedagogy and Instruction, Library Acquisitions and Digital Resources,** and **other K-16 outreach opportunities.**

**Budgeted Activities**: These activities: 1) follow directly from the mandates and priorities of the NRC program; 2) strengthen crucial functions of the Center over the four-year grant cycle

(see Table 7C.1: Timeline of SAC Activities), 3) draw on expertise available at Penn and

neighboring institutions; 4) **share costs and staffing** for all campus events with other Penn and off-campus organizations; and 5) demonstrate the vitality and quality of South Asia studies on campus in order to attract the very best students, and create language and area specialists vital to national interests (**AP1**).

Our activities are designed to provide **both immediate and long-term impact** to the research, teaching, and public education missions of the University. They provide for rich and exceptional language and area studies training at the undergraduate, graduate, and professional level; expose students to cutting edge scholarly and policy debates; create opportunities for experiential learning and abroad experiences; and expand opportunities for students in disciplines or professional programs not specifically dedicated to areal or international studies. This stable, ongoing, and inclusive interdisciplinary focus is crucial to the long-term growth of areal expertise across diverse units of the University.

Mindful of the challenges of the last two years, we now require all co-sponsored programs to include a **virtual or recorded component**. We take this step for three reasons: first, to build flexibility and contingency into our regular operations; second, our virtual programing has drawn large, diverse, and geographically widespread audiences; and finally, it creates durable resources for public education. We encourage the creation of **permanent and accessible digital resources** that may be used by educators, students, researchers, and the public at any time. This provision directly increases our regional and national impact.

# CORE THEMES (AP1):

## 9A1.1 HUMAN ENVIRONMENTS OF SOUTH ASIA (2022-2026; Faculty Leaders: K.

**Morrison, N. Anand; S. Khullar; R. Sreenivasan)**. This initiative continues our focus on

*Environmental Humanities and Sustainable Futures* (2018-22) and builds on Penn’s strengths in

the environmental research and policy (PPEH; Initiative for Global Environmental Leadership, Wharton; Kleinman Center for Energy Policy, SWD) and on ongoing research projects involving Penn’s faculty and students. Penn has recently increased its commitment to environmental research and pedagogy, establishing the **Environmental Innovations Initiative** (EII) as a provostial unit to facilitate interdisciplinary partnerships within and between schools, centers, graduate groups, and departments and advance the university’s work across such areas as climate change, sustainability, and environmental justice. We plan to collaborate with EII to develop scholarly programs, teacher trainings, and public events that enhance the place of South Asian scholarship in these initiatives.

SAC will sponsor events that highlight these strengths, while pursing capacity building with partners in South Asia. In Fall 2023, Nikhil Anand (Anthropology) will co-organize an **international workshop on Urban Climate Futures** with Professor Lalitha Kamath (Chair of the Center of Urban Policy and Governance at School of Habitat Studies, TISS). Focused on megacities in India that are at an increased risk of climate disasters, the workshop will feature scholars whose research focuses on histories of social inequality and climate futures in South Asian cities. As part of this collaboration, we propose to host Professor Kamath as a **Short- Term Visiting Scholar**. While a Visiting Scholar at the Center, Professor Kamath will co- organize the workshop, collaborate with faculty and graduate students, and participate in seminars and undergraduate courses in SAST, Anthropology, and Urban Planning, including *The*

*City in South Asia,* and *Global Cities* (**E3a.i&vii**).

In conjunction with NEH funded **The Next Monsoon: Climate Change and Contemporary Cultural Production in South Asia** (Sonal Khullar, Art History)**,** and in collaboration with Cornell University and the School of Environment and Architecture, Mumbai;

Penn will sponsor a public speaker series. This project focuses on responses to climate change in the visual arts, cinema, literature, and architecture from South Asia and engage scholarship in environmental humanities. Its scope includes India, Bangladesh, Pakistan, Sri Lanka, and Nepal. We will bring artists and scholars participating in this project to address public audiences,

including in k-16 settings, as well as to collaborate with faculty and students (**E3aii**).

As a complement to this humanities-focused project, we will co-sponsor a conference on

**Histories and Futures of Monsoon Agriculture** (Kathleen Morrison, Anthropology and EII)

with EII, Anthropology and the Penn Museum (**E3ciii)**. In conjunction with collaborators at ATREE (Ashoka Trust for Research and Education on the Environment), and IISc, Bengaluru, and the French Institute, Pondicherry, this conference will examine the structures and vulnerabilities of rainfall dependent agro-ecologies in peninsular India and across monsoon Asia.

We will also sponsor **two interdisciplinary faculty workshops**. The first of these will explore the conjunction of archival and paleoclimatic evidence for **Environmental Histories in Rajasthan and the Deccan** (Ramya Sreenivasan, History). This workshop is planned as the culmination of a larger project in digital humanities and the archives. The second workshop, in collaboration with PPEH, will examine **Climate Stories: The Lived Experience of Climate**

**Change in South Asian Cites** (Anand) **E3a.iv&v**).

In conjunction with this and all remaining core themes discussed below, we will conduct K-16 outreach, and public programming (AP2). We will develop two Educator Workshops

specific to this theme as well as a weeklong Summer Institute for Educators. These events will include the production of Lesson Plans and Curricular Resources, which will be available as online, open-access resources for educators. In conjunction with other regional area centers at Penn, we will sponsor ongoing speaker series on crucial international issues for the general

public. One to two presentations per year will draw from our core themes and focus on South Asia. Additional presentations will include other world areas and allow for diverse comparative

perspectives (8A, **E1a** & **E2b&c**).

We will support **professional development in our affiliate programs** through A*ffiliate*

*Workshops* organized around core themes. Two highly successful workshops have already been completed with a third planned for Spring 2022. These intensive two-day workshops, initiated and organized by our affiliate faculty, bring specialists to introduce state-of-the-art research and literatures on topics from our core themes. This experience creates opportunities for professional development and curriculum development to faculty teaching in institutions without specialized South Asia programs. We will also provide *Faculty Training Stipends for Course Module Development* to affiliate faculty and faculty in area MSIs and community colleges to develop course modules with significant South Asia content. Penn faculty will provide mentorship and

area studies resources to complement these stipends (8B; **E2a-c**).

In addition to support for workshops and conferences described above, we will build

**breadth and capacity of South Asia expertise at Penn** through *course development grants*,

encouraging the introduction of new interdisciplinary courses focused on each core theme, with

preference for courses on current topics and courses with an abroad component (**E3a.vi)**. This activity will contribute to internationalizing the undergraduate curriculum and create new experiential courses on contemporary South Asian society, the two greatest curricular needs identified in our most recent survey of alumni. As part of this theme, *Environment in India: Nature, Culture, & Conservation in the Western Ghats* (K. Morrison, Anthropology and EII) will be designed around an abroad experience allowing students to interact with environmental scientists, development and conservation organizations, and local communities.

In addition, we propose to invite *short-term visiting scholars* to participate in our academic programs and develop curriculum applicable to their home institution. Scholars will be recruited from institutions in South Asia. Scholars will be nominated by faculty organizing core

thematic events and chosen by consensus of the SAC faculty Advisory Board (**E3a.vii**).

*Short-term visiting scholarships* will help broaden and strengthen relationships to partner institutions in South Asia. We also propose to develop method-based *capacity building workshops that* center on two core themes. These workshops will introduce state-of-the-art research methodologies or analysis for advanced students and faculty at participating institutions. As part of the *Environmental Histories in Rajasthan and the Deccan* project, we will hold a workshop on the use of GIS and the tools of the digital humanities for archival research.

We also propose to enhance participation of our South Asian colleagues by continuing *support for conference participation* for junior scholars in partner institutions. Penn faculty and students will benefit directly from these broadened ties. Following the travel restrictions and other limitations imposed by COVID precautions, it is particularly important to build and maintain international partnerships in the coming four-year cycle. Because partner institutions are critical to the success of our *mentored experiential programs for students,* undergraduate, graduate, and professional school students will also gain greater access to study abroad and internship opportunities.

These initiatives and scholarly programs directly **increase student opportunities** to

develop areal expertise and participate in public debate of crucial issues. The Center has pioneered expanded opportunities for *mentored experiential programs* through our CU in India model of embedded study abroad and through our development of the South Asia Research internships to create experiential opportunities in an expanded range of fields and settings.

# 9A.2 DIMENSIONS OF INEQUALITY: RACE, CASTE, AND COMMUNITY (2022-

**2024; Faculty Leaders D. Ali; D. Soneji, R. Rawat, K. Satyanarayana, R. Bansode).** Building on our prior focus on Diversity, Identity, and Recognition (2018-22) and in conjunction with **SAST’s** *Race and Caste Initiative*, which focuses on cross-cultural and comparative approaches to forms of ascriptive discrimination and the struggles against it. That initiative centers on comparative histories of the experience of caste and race in America and South Asia, particularly on modes of discrimination, the interplay of race and caste with the institutions of civil society and the state, cultural appropriations, and forms of redress and resistance. As part of that initiative, SAST is supporting a multi-year postdoctoral position and annual Distinguished Visitor appointments. We propose to add additional depth and dimension to these efforts through co-sponsorship of a new series of Dalit Studies initiatives, including: the third Dalit Studies conference: **Activism in the Vernacular: Regional Dalit Leaders in the Twentieth Century** (Ramnaryan Rawat, affiliate faculty); a course development grant for **A Global History of Caste and Race: Ideas and Practices of Exclusion** (K. Satyanarayana, Distinguished Visiting Scholar and R. Rawat); a visiting scholar in Dalit Studies; and support for the development and hosting

of an open-access **Dalit Studies Digital Archive (E3b.i,iv,v,&vi).** This archive will create a searchable and accessible resource for vernacular source material beginning with Hindi language and Telugu language sources. As part of this theme, we will also co-sponsor **a speaker series and conference** to be developed by Rupali Bhonsode, Postdoctoral Fellow and Initiative

Director for SAST (**E3b.ii&iii**).

## 9A.3 MASS CULTURE, REPRESENTATION, AND THE ARTS (2018-22; Faculty

**leaders: D. Soneji, J. Sykes, S. Khullar, R. Sreenivasan; M. Afsar, L. Mitchell).** Expanding on the success of our artist’s residency and performance programs (2017-22) and faculty strengths in

Music, SAST, Art History, and Media Studies, we seek funds to host an **Semi-Annual Arts Visitor** (Davesh Soneji, SAST;J. Sykes, Music, Sonal Khullar, Art History). During their stay in Philadelphia, visitors will conduct three events: (1) a live performance or exhibition; (2) a workshop for both Penn students and the community-at-large; and (3) a presentation in one or more undergraduate courses. These initiatives will bring scholar-artists to Penn to work with undergraduates, graduate students, and faculty, and conduct community and K-16 outreach

(**E3c.i**). In addition to this residency, we seek funding to co-sponsor two conferences examining aspects of mass culture and representation: 1) **Making of Mass Culture in Contemporary India** (R. Sreenivasan, History) focusing on narratives, tropes, genres, and forms that emerged as typical of mass culture in Hindi, Marathi and Punjabi from the 19th century through the 1960s; and 2) **New Directions in Telegu Studies** (Lisa Mitchell and Mahboob Mohammad,SAST) , focusing on the interplay of literary cultures, performance, and cultural worlds across disciplines and time periods

(**E3c.ii&iii**).

We also propose to support a course development grant for **Contemporary Indian Art Worlds** (Sonal Khullar, Art History) that will bring students into contact with both artists and

works outside classroom settings (**E3c.iv)**.

## 9A.4 HERITAGE AS A RESOURCE (2022-26); Faculty Leaders: L. Meskell, M. Lycett,

**K. Morrison, T. Tartaron, D. Ali, K. Fong, C. Hill).** This theme builds on long standing institutional strengths in research, conservation, and policy studies (Penn Museum, Center for the Analysis of Archaeological Materials (CAAM), Penn Cultural Heritage Center (PCHC), Price Lab for Digital Humanities, Weitzman School of Design (WSD), and Anthropology). It is strengthened by a collaborative partnership with the Center for Archaeology, Heritage and Museum Studies, Shiv Nadar University (CAHMS) to develop consortia resources for student

training, faculty exchange, and shared scholarly and curricular programming. Finally, this theme is bolstered by a new **certificate program in Heritage Conservation in Asia** currently under development in the Historic Preservation Department.

This theme examines the production and mobilization of heritage in research, conservation, and public policy. In conjunction with this theme, we propose a series of interdisciplinary faculty workshops on **Built Heritage as Policy Object and Site of Memory** (Lynn Meskell, Anthropology and WSD, Mark Lycett, Anthropology and SAC); **Permeable Boundaries in the periodization of South Asian History** (Daud Ali, SAST); and **Reclaiming**

**Heritage from Colonial archives** (K. Morrison, L. Meskell) **(E3d.i-iii**).

As part of this theme, SAC will partner with the Penn Cultural Heritage Center, **to host Mohammad Fahim Rahimi**, **Director of the National Museum of Afghanistan** on a fellowship supported by private foundation funds. SAC and PCHC will collaborate with the Director to **develop a travelling exhibition** intended to: 1) connect Afghans in the United States to the heritage of their homeland; 2) familiarize the American public with Afghan history and culture; and 3) develop educational tools, lesson plans, and public outreach materials for this

exhibition (**E3d.iv**).

The Institute for the **Digital Preservation of Cultural Heritage** (Chad Hill, Anthropology), at the University of Pennsylvania Museum of Archaeology and Anthropology, is currently seeking funding to provide training, across a range of scales and techniques, for anyone working to preserve and record endangered cultural heritage. We propose to sponsor four scholars from South Asia to participate in this program as part of a capacity-building workshop

on this theme **(E3d.v).** In addition, we propose to offer a course development grant to expand the coverage of South Asia in the new **Heritage Certificate Program** in Historic Preservation

(Kecia Fong, WSD, and L. Meskell, **E3d.vi**). **OTHER INITATIVES:**

# 9B.1 PEDAGOGIES FOR INCREASING NURSING CAPACITY THROUGH

**GLOBAL PARTNERSHIPS.** Building on our earlier initiative, *Health, Childhood, and the Lifespan* (2018-22), this workshop will develop approaches to teaching clinical decision-making skills, identify curricular gaps, and strengthen nursing research. The results will directly inform the Global Nursing Fellows program in its existing relationships with nursing programs in India including Himalayan College of Nursing, Dehradun, Cristian Medical College, Vellore, and IKP Centre for Technologies in Public Health, Thanjavur. We will also provide areal studies and

language support to the School of Nursing’s study abroad programs as part of this effort **(E3e)**. **9B.2 WOLF HUMANITIES CENTER’S ANNUAL PROGRAMMING.** The Wolf

Humanities Center is dedicated to interdisciplinary humanities research and public programming**.** It organizes events and programs around annual themes, culminating in a Spring Symposium.

Recent annual themes have included *Migration, Kinship, Translation*, and *Heritage*. We propose to provide annual co-sponsorship to **increase representation of South Asia related scholarship**

in these programs on a stable and consistent basis (**E3f**).

**9B.3** SAC has placed special emphasis on the development of **PEDAGOGICAL AND OUTREACH RESOURCES FOR PAKISTAN AND AFGHANISTAN** since 2014. Several

of our current and proposed initiatives continue this focus, with **special emphasis on Afghanistan**. These efforts are in collaboration with Penn’s new Penn Global Scholars at Risk Program, the Penn Museum, Penn Libraries, and other academic departments, centers, and schools. Penn Libraries is adding a staff position to assist in collection and development for Dari

and Pashto materials **(6B.1).** SAC is collaborating with Media Studies, MEC, NELC, Penn

Global, and others to host Afghan filmmaker Siymak Bijan as an artist in residence from Spring Semester 2022 onward. In that capacity, he will contribute to classes, conduct workshops, and co-organize film festivals. We are collaborating with SAST and PLC to host Zubairullah

Hashimi in support of Pashto instruction (**9B.2**). SAC is also collaborating with PCHC to support

Afghan cultural heritage programs and develop an educational travelling exhibition (9A.4). In the last cycle, we co-sponsored GSE’s **Teaching Beyond September 11th Curriculum Project** with MEC and Penn Global. Over the next two years, we propose to support two web-based teacher-training sessions on the modules that focus specifically on Afghanistan targeting high

school and college educators **(9B.6, E1a.i, AP2).**

## 9B.3 LANGUAGE TEACHING AND LANGUAGE PEDAGOGY TRAINING remain

central to our mission (2**A; 5A1**). Over the next four years, we request 50% of salary support for a part-time **Pashto lecturer**. Zubairullah Hashimi, who previously served as a Fulbright-FLTA Teaching Assistant in Pashto at Penn, has been appointed as a Visiting Scholar in South Asian Studies and the Penn Language Center on an ongoing basis. We request funding to ensure that intermediate and advanced Pashto courses will be taught on a regular basis at Penn over the next 4 years. We also request funds to continue SAC’s commitment to pedagogy workshops and

professional development opportunities for language faculty (**E3.j**). We also request funds to

support **SASLI** (**7C.2**,**E3k**).

# 9B.4 BUILDING GLOBAL COMPETENCIES AND CAREER MENTORING.

SAC will continue to prioritize: 1) enhancing career advising and mentoring at the undergraduate and graduate levels; and 2) promoting career opportunities in government service, education, business, and non-profits (**AP1**). We will work with undergraduate advising programs and the Penn Office of Career Services (OCS) to **enhance career resources for South Asia**

including recommended programs of study, recommended experiential opportunities, and alumni mentor matching opportunities. We will work with the Center for Teaching and Learning and OCS to **enhance career resources for graduate students**, including global careers and careers outside academia. Our latest website revision will include the **Careers in South Asia Web Portal** to make these resources widely available to our students.

**9B.5** We request continuing **LIBRARY SUPPORT** to purchase rare and retrospective South Asian materials, films, and access to e-resources that strengthen our holdings and to support digitization projects that will make resources available to other universities and the wider

community through **open access usage** under a creative commons license (**5, D1**). In addition, we request $7000 annually to support **South Asia Open Archive**, a consortium-based project to create a central portal for online, **open access content on South Asia**. In cooperation with other NRCs, SAC will contribute to the digitization and dissemination of materials identified by

SAOA as critical for future South Asian Studies (**6**; **E3l)**

**9B.6 TEACHER TRAINING AND OUTREACH**: In addition to the initiatives discussed

above, we will increase the impact of our K-12 teacher training activities (**8A**; **E1a**) through new and ongoing programs. We request funds to support MSI and Community College faculty participation in the **Council of American Overseas Research Centers and AIIS collaborative**

**Capacity Building Teacher’s Program in India** (**E2eAP2**; **CPP**). We also request support for SAC’s partnerships with teacher education programs at **Penn’s GSE** and **Drexel’s School of Education,** where we contribute area studies and language expertise to curriculum workshops on

religious diversity, world heritage, language diversity, and other topics (**E2d**, and **E3i**).

**9B.7 SAC Administrative Costs**: We do not budget a salary for the Director. We request 25%

of salary for the Associate Director and 50% of salary for the Assistant Director (**A1, A5**). We

request **travel funds** for SAC staff, faculty, and library personnel to South Asia to facilitate and monitor our internship and abroad programs, arrange linkages and exchanges with partner

institutions, develop curricula, and acquire library materials (**C1a, C2**). **Supplies:** We also

request funds for print advertising for events and publication costs of the SAC Newsletter (**D2)** and joint advertising of our outreach work with the other NRCs. Finally, we request funding for

an **Independent Project Evaluator** shared with the other Penn NRCs **(E4a**). We also request

funds for **External Review** in year 4 (**3C.2**; **E4b**).

# COMPETITIVE PREFERENCE PRIORITY

SAC structures our activities in accordance with NRC priorities, both absolute and competitive. Our faculty strengths and institutional structures, including our ongoing collaboration with MSIs and community colleges in the region, allow us to expand provision of world-class training in South Asia language and area study to the broadest possible community

SAC has regularly conducted teacher-training sessions and provided lecturers for CCP, a minority-serving institution (73% are minority students), CCC and MCCC. Recent K-16 teacher trainings include “Teaching Hinduism: Ideas, Challenges, Politics,” led by Penn faculty Devesh Soneji and “Nationalism, Anti-Muslim Racism, and Social Exclusion: India, the US, and Beyond,” led by Devesh Soneji and affiliated faculty Nazia Kazi.

Through our partnership with CCP’s, Center for International Understanding, the Center for Cultural Engagement at CCC, and our work with MCCC faculty, we will continue to internationalize the curriculum through course development stipends, special instruction from South Asia specialists, global education professional development for faculty and connection to

global education conferences and workshops (8B, & **9B.6**).