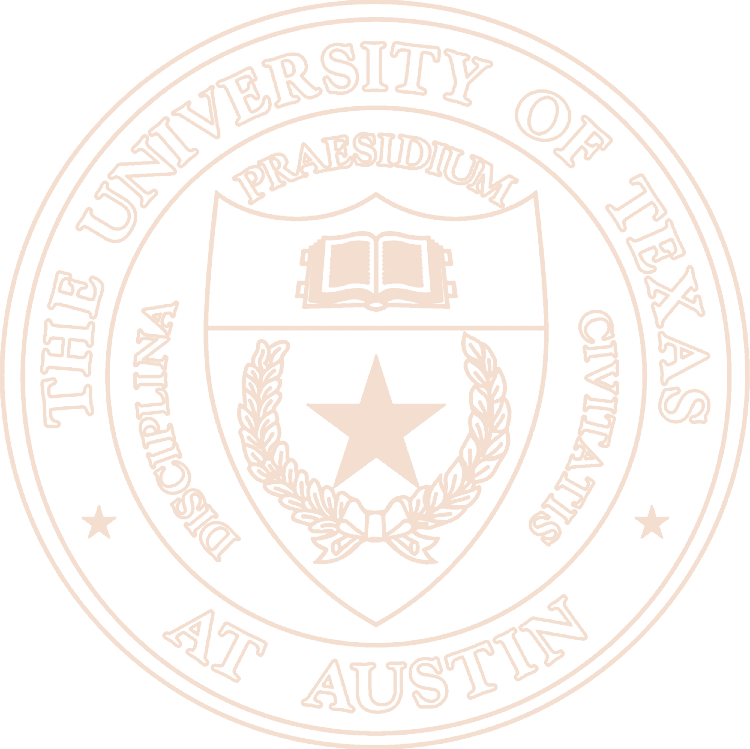
**Individuals using assistive technology may not be able to fully access the information contained in this file.**

**For assistance, please send an e-mail to:** [**NRC-FLAS@ed.gov**](mailto:NRC-FLAS@ed.gov) **and include “508 Accommodation” and the title of the document in the subject line of your e-mail.**

Application for Grants

Under Title VI of the Higher Education Act of 1965 for the

National Resource Center for South Asia, 2022-26

and for

Foreign Language and Area Studies Fellowships

at

**The South Asia Institute**

**The University of Texas at Austin 1 University Station, G9300 Austin, Texas 78712**

**512.471.3550**

**Sharmila Rudrappa, Director** [**rudrappa@austin.utexas.edu**](mailto:rudrappa@austin.utexas.edu)

# Submitted: February 2022

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# Commitment to Subject Area

The South Asia Institute (SAI) at the University of Texas at Austin (UT) is an interdepartmental and cross-college unit dedicated to area studies and languages of South Asia. Having offered South Asia courses as far back as 1949, UT formed the Center for Asian Studies in 1960 and expanded its commitment to South Asia in the 1990s through several faculty hires and initiatives in languages, philology, literature, religious studies, government, history, and art history. UT has proudly hosted an NRC for the South Asia (SA) region since the 1960s. In 2003, UT redoubled its commitment to SA by creating SAI in the College of Liberal Arts (CoLA), recognizing it, along with Latin America, as one of two area studies institutes on campus. Since then, UT has increased its faculty expertise on South Asia in disciplines such as film studies, anthropology, rhetoric, sociology, economics, and business.

**Teaching staff in subject area** (NRC AP1, AP2; FLAS CP2). Today, SAI includes 67 core faculty, and 46 affiliated faculty across 25 departments and 9 colleges ranging from the life sciences to art history, with expertise in the following countries: Bangladesh, Burma, India, Nepal, Pakistan, and Sri Lanka (Appendix 2). SAI faculty are experts in a range of SA related topics covering ancient, medieval, and modern periods, and work together to reach an integrated temporal understanding of the region. Our faculty ranks are diverse: 37% of our core faculty are in professional schools; 49% of our core faculty are women, and 48% of our core faculty are South Asian or other minority groups.

SAI’s mandate is to support a sustained, deep engagement in scholarship, teaching, and community engagement focused on SA. Towards that end SAI and UT provide faculty and students with research support through seed grants and travel funds, and teaching support for undergraduate (UG) and graduate (grad) courses through invited lectures, symposia and seminars

organized by faculty affiliates. SAI faculty serve national needs by training students in three major areas: **1. Social Sciences** of SA in anthropology, sociology, economics, and government with strengths in public health, the future of work, climate change, migration, gender, human rights, SA cities, and policy; **2. Humanities** of SA, including religious studies of the region, from the ancient period and through contemporary times, with depth of scholarship in the study of Islam; histories of medieval and early modern SA; and SA literature, theater, performance, and art history **3. Alternative academic curricula and interdisciplinary inquiries** that link professional schools, namely the Law School, Business School, LBJ School of Public Affairs, Radio/ Television/ Film (RTF), and Communication Studies with area studies in the humanities and social sciences.

**Operational and other UT Support** (NRC AP1, AP2; FLAS CP2). UT has proven commitment to supporting area studies and global initiatives. In this capacity CoLA works closely with SAI. SAI’s Director is an active member of CoLA’s International Study Advisory Committee (CLAISAC), comprised of five Title VI center directors and headed by Associate Dean for Academic Affairs, Dr. Steve Hoelscher. This organizational structure, among other joint projects, facilitates the coordination of FLAS information sessions for prospective students. Importantly, SAI with four other independent units (European, Latin American, Middle Eastern, and Eastern European Studies) that receive funds from multiple sources, including Title VI funds organize Hemispheres, which is an international outreach consortium at UT. As a joint venture, Hemispheres coordinates and streamlines the various centers’ outreach initiatives for K-12, community college, and minority serving institution (MSI) educators.

SAI’s endeavors are further facilitated by Texas Global (pp.19-20), which advances UT academic mission by supporting and coordinating UT’s international engagement through

fostering global partnerships including establishing MOUs; working with international students and scholars on campus; and creating opportunities through seed funds, travel grants, and funds for instructional support for UG and grad students and faculty to engage in research, teaching, and internship partnerships around the world. Just over 135 administrative FTEs at Texas Global support the mission and vision of UT global engagement, which builds on the legacy of the International Office, established over 75 years ago. UT received the 2021 NAFSA Paul Simon Award for Campus Internationalization in recognition of its initiatives and innovative approaches to student opportunities, faculty research, and institutional development. UT is the top producing institution for Fulbright scholars, Peace Corp volunteers, and the Gilman Scholarship Program, demonstrating the university’s strong commitment to international engagement.

In the area of South Asia specifically, UT contributes to funding faculty salaries across

campus, including the instructors of six LCTL instructors (Bengali, Hindi, Tamil, Kannada,

|  |  |
| --- | --- |
| **Table A.1**: UT Financial Commitments to SA Studies | |
| 2020-21 (non-language instructors not included here) | |
| SAI staff salaries and fringe benefits | $384,225\* |
| DAS staff salaries and fringe benefits | $210,967 |
| LCTL faculty salaries and benefits | $977,570\*\* |
| Total | $1,572,760 |

Malayalam, and Urdu), Dept. of Asian Studies (DAS) faculty, and SAI and DAS staff (Table A.1). UT also provides other significant, unquantifiable support to the SA program by providing office space and technology services, as well as the services of the Texas Language Center (TLC), the Center for Open Educational Resources and Language Learning (COERLL) the Faculty Innovation Center, and the IC² Institute (Innovation, Creativity and Capital). In addition, UT’s support for strengthening SA studies is reflected in 9 new hires (Appendix 4): Bajaj, Dalpat, Gutierrez, and Maitra (DAS), Deo (Linguistics), Murthy (Journalism), Vasudevan (African American Studies & Gender Studies),

\* Includes director salaries and fringe, not covered in NRC budget (Budget Narrative, pp. B-5).

\*\* Some LCTL instructional faculty’s salaries are not covered in the budget, namely Hindi in the academic year, and Kannada and Telugu in the summer. SAI’s plans to offer Nepali in the summer are also independent of NRC funds.

Ganesh (communications), and Sankaran (Public Affairs). Two more lines will be filled in Spring 2022—classical studies of SA and another in political science.

This support is further bolstered by SAI’s endowments, namely the Meyerson Centennial Chair, and endowments for languages, including Kannada, Malayalam, Sanskrit, and Telugu ($1.54 million). SAI has also received grants totaling $350,000 from the US Dept. of State, and $150,000 from the Dept. of Education for partnerships with Pakistani institutes of higher education, and developing Open Educational Resources, respectively.

**UT Library Support** (NRC AP1). In 2019-20 UT Campus libraries (UTL) reported

$21,880424 on material expenditures. UTL on campus hold over 11.8 million volumes with online access to over 1.6 million e-books, 967,200 e-journals and 970 e-databases in its collection with extensive collections on SA. UTL has also developed digital archives on SA literary luminaries, Sajjad Zaheer and Faiz Ahmed Faiz, and hold unique personal papers of renowned SA writers and novelists (Section F, pp. 28).

**Linkages Abroad** (NRC AP1). SAI maintains a variety of affiliations with overseas institutions of higher education and research. We are building on prior partnerships with Pakistani institutes of higher education through scholarly exchange, mentoring, and curricula development. These are: the National Academy of Performing Arts (NAPA) and University of Karachi (KU) in Karachi, and Fatima Jinnah Women’s University (FJWU) in Rawalpindi.

Individual SAI faculty have strong linkages to institutions outside the US. To list a few: Ali (Anthropology) served as Dean in Humanities and Social Sciences in Lahore University of Management Sciences. Coffey (Sociology) and Spears (Economics) founded r.i.c.e., a nonprofit research organization dedicated to research and policy advocacy for population health in India. Rudrappa (Sociology) is part of a multi-year, multidisciplinary research project on global fertility

housed in Sociology, University of Cambridge, England. Eaton (Policy) has worked with students through partnerships with Integrated Development Foundation (IDF) of Bangladesh and University of Chittagong to reduce morbidity among Rohingya refugees.

Finally, the contributions of SAI faculty to build a Urdu-Hindi intellectual and pedagogical network in the past decade cannot be matched by any other institution in the United States. Our faculty, specifically Dr. Akbar Hyder, work with colleagues on curriculum design and assessment in UC Berkeley, Lahore University of Management Sciences, University of Education in Lahore, American Institute of Indian Studies, and Maulana Azad National Urdu University in India.

**Outreach Support** (NRC AP1, AP2, CP1). In 2018-22, UT supported SAI by paying 67% of combined salaries for three staff positions (Table A.1, pp. 3). We are currently hiring an outreach coordinator, preferably someone who is a former K-12 teacher. Through Hemispheres SAI works with K-12 teachers in Texas and beyond, and educators and students in Huston Tillotson University, an HBCU, and Austin Community College (ACC) (Sections G &H). SAI coordinates with faculty to conduct consultations with federal and state agencies and international business organizations. We are fostering connections between MSIs and community colleges in Texas with our partners in Pakistan (Section G and I). SAI draws significantly from grants and endowments to help support outreach activities.

**Support for Qualified Students** (NRC AP1, FLAS CP1 & CP2). In addition to student employment stipends through teaching, and research assistantships, UT’s Grad School administers a number of fellowship programs that include recruitment, continuing, external, and diversity fellowships, dissertation writing awards, summer awards, plus a number of supplemental awards that are used as “top-offs” to other support. The Grad School Continuing

Fellowship and Diversity Fellowship, for example, come with a stipend of $32K/yr. The total funds for grad fellowships administered by the university wide Grad School runs about $28M per year with about $6.6M awarded to support grad students in CoLA alone. CoLA provides an additional $2.5M per year to support its grad students. Grad students receive guaranteed financial packages, including tuition, health insurance, and a minimum stipend of $20K for 4 years, with some departments extending that support to 5 years, including summer research funds. Students with funding pay in-state tuition, and a portion of their health insurance covered by UT.

Students with SA interest are eligible for FLAS. In summer 2021, 9 students received FLAS support; and in the 2021-22 academic year 13 students received FLAS support. All FLAS awardees pay in-state tuition. In order to provide health benefits for FLAS students, CoLA has assigned close to $30,000 per year to SA studies for Liberal Arts students, and Texas Global has assigned an additional $30,000 for non-CoLA students receiving a FLAS. In addition, students pursuing SA related research are qualified for additional support made possible through SAI endowments, including the India Studies Excellence Fund, SA Grad Fellowship, Aggarwal Fellowship, Mahatma Gandhi Memorial Scholarship, Scholarship in Dravidian Studies, Excellence in Kerala Studies, and Lariviere Fellowship in SA Studies. 145 UG and grad students from various colleges across UT received SAI support for 2018-22, ranging from $400 to $2500.

# Quality of Language Instructional Program

**Breadth and Depth of Language Training Program and Enrollments**. For SAI, great language teaching begins from the joint commitment and collaboration between CoLA and DAS as instructional units, COERLL and Texas Language Center (TLC) as language pedagogy units, and community and student organizations that promote the study of less commonly taught SA languages (SA LCTLs). UT currently offers three levels of formal instruction in Bengali, Hindi,

Malayalam, Persian, Sanskrit, Tamil, and Urdu during the academic year*.* We also regularly teach fourth and fifth levels of Hindi, Persian, Sanskrit, and Urdu with the higher levels of Bengali, Malayalam, and Tamil taught as individualized instruction when needed. Most instructional faculty are in DAS, but Persian is taught through MES and serves students in both SA and Middle East Studies. Courses at the third-year level and above often address specialized themes. For example, advanced Urdu students focused on the philosophy and poetry of Iqbal (Fall 2020) and Partition in literature and Film (Spring 2021); advanced Malayalam covered Malayalam Screenplays and Cinema (Spring 2020) and Modern Malayalam Drama (Fall 2021); and advanced Bengali students studied original sources concerning Bangladesh’s History, Culture and Politics (Fall 2021). The list goes on with topics in philosophy, law, gender, health, and music also forming the basis for advanced language training, especially for students working one-on-one with instructors on conference courses.

Most language students come from CoLA departments such as Asian Studies, History, Religious Studies, Anthropology, Sociology, International Relations & Global Studies,

Government, and Women & Gender Studies. A significant number of students also come from

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| --- | --- | --- | --- |
| **Table B.1: Language Courses** | | | |
| Language | 2020-21 | | |
| Courses | Enrollments | |
| UG | Grad |
| Bengali | 9 | 20 | 4 |
| Hindi | 13 | 102 | 3 |
| Malayalam | 8 | 35 | 2 |
| Persian | 6 | 31 | 7 |
| Sanskrit | 7 | 27 | 10 |
| Tamil | 7 | 21 | 1 |
| Urdu | 9 | 52 | 11 |
| Total | 59 | 288 | 38 |

other colleges at UT, including Communications, Fine Arts, Engineering, and Business. In 2020-21, UT offered a total of 59 language courses in 7 SA languages with a total 326 students enrolled. Tables B.1 and B.2 show that we have good to excellent enrollment in these LCTL courses. Finally,

in cooperation with South Asia Summer Language Institute (SASLI) and DAS, SAI offers intensive beginner Malayalam, Telugu and Kannada each summer. Beginning Summer 2022, SAI will partner with MES to offer conversational Pashto for professionals in response to

requests for such a course. Summer courses are offered through UT Extension and students receive credit

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| --- | --- | --- | --- | --- | --- | --- |
| **Table B.2: 2018-21 Language Course Enrollments** | | | | | | |
| Semester | Bengali | Hindi | Malayalam | Sanskrit | Tamil | Urdu |
| Spring | 9 | 43 | 19 | 15 | 9 | 27 |
| Fall 2020 | 14 | 67 | 19 | 23 | 14 | 37 |
| Spring | 10 | 41 | 27 | 16 | 12 | 42 |
| Fall 2019 | 12 | 67 | 34 | 21 | 17 | 51 |
| Spring | 17 | 64 | 29 | 18 | 13 | 28 |
| Fall 2018 | 19 | 83 | 34 | 23 | 13 | 40 |
| Total | 81 | 365 | 162 | 116 | 78 | 225 |

transferable to all Texas universities. Many UT students take advantage of intensive summer language courses offered through UT, SASLI (of which UT is a founding member), and the various AIIS and Critical Language Scholarship Program (CLS) language programs. On average, 4 UT students attend our summer courses each year, 2 attend SASLI, and 5 attend one of the AIIS or Critical Languages Scholarship programs. During summer 2020 and 2021, 7 students studied Persian, Malayalam, and Kannada at UT through our UT Extension courses and as special conference courses.

**Language Faculty.** We are fortunate to have an experienced group of 13 full-time faculty with two planned hires who teach SA languages in DAS: *Bengali*: one lecturer (Shamim), with three professors who supervise and informally assist students of Bengali (Chatterjee, Cons, Guha); *Hindi*: one professor (Rajpurohit), two lecturers (Bajaj, Shah); *Urdu*: one professor (Hyder) and one lecturer (Hassan); *Malayalam*: one professor (Davis) and one lecturer (Sasi); *Tamil*: one professor (Selby) and one lecturer (to be hired for 2023-24); *Sanskrit*: four professors (Davis, Freiberger, Selby, and a new hire to start in Fall 2022); and *Persian*: one professor (Hyder). In addition, through MES, Persian is taught by one professor and one lecturer. Beyond our regular instructional faculty, UT also employs two TAs and two Fulbright FLTAs (as available) to assist with instruction in the higher enrollment Hindi and Urdu courses.

**Language Pedagogy Training and Resources.** All of the modern language lecturers have significant training in current language pedagogy and participate regularly in both national

and local conferences and trainings. Nationally, instructors have attended the American Council on the Teaching of Foreign Languages (ACTFL) conference and trainings for Oral Proficiency Interview (OPI) certification. We adhere to ACTFL standards for proficiency and learning outcomes, even where explicit standards for LCTLs do not yet exist. Locally, the TLC coordinates language pedagogy workshops, training, and research at UT and SAI faculty work closely with the TLC on performance-based course design and instruction, effective assessment, and communicative techniques for active student learning*.* In recent years, for example, SA language teachers have taken part in and led workshops on online and hybrid language instruction, backward curriculum design, digital materials development, heritage language learners, and using OER. In 2020, Sasi, Shamim and Shah received a grant from UT’s Faculty Innovation Center to initiate a learning community amongst DAS faculty on “Inclusive Pedagogy (IP) in LCTL Classrooms”; their working group includes Bajaj, and four colleagues who teach East Asian languages. SAI strongly supports internal conversations on these and other topics in the context of SA language teaching. Further, language faculty co-lead innovative annual conferences with Yale and NYU such as South Asian Languages in the Diaspora.

The resources developed by SA language faculty can be found at UT’s extensive, widely used Hindi-Urdu Flagship (HUF) website and the SA materials (lesson plans, script guides, audio files, etc.) hosted at the SAI and COERLL websites. SAI’s growing language resources website currently includes 15 OER for 6 SA LCTLs developed in collaboration with COERLL, and 7 additional resources independently developed within DAS. In 2020, the site received 820 users with over 1,100 unique sessions, up from 620 users and 780 sessions in 2019.

In Fall 2020 SAI received a 3-year $150,000 grant from the US Dept. of Education’s International Research and Studies program to create OER and credentialing exams for six SA

languages (Bangla, Hindi, Kannada, Malayalam, Tamil, and Urdu), all of which will be freely available on the language resources website. Working in collaboration with COERLL, TLC, UT

High School, and UTeach-Liberal Arts, DAS faculty are creating credit-by-exam (CBE) options in these languages for Texas high school students, and OER for each language to improve language proficiency at the secondary education level. CBE will allow Texas high

school students the opportunity to take language proficiency exams that, if passed, can stand in as their high school foreign language requirements. Our goal is to motivate and reward students who put in the extra effort to learn SA languages even before college, as well as to help them and their instructors promote stronger language skills. The grant also supported development of a website dedicated to Malayalam that went live in Fall 2021.

**Quality of Language Program – Performance-Based Instruction**. UT’s CoLA “requires that students achieve intermediate proficiency in a foreign language as part of their degree requirements.” Proficiency may be demonstrated via testing, if students have prior knowledge, or through coursework, but all students must fulfill the foreign language requirement. Proficiency is nurtured through communicative language teaching and performance-centered class activities and assignments. DAS ensures this approach through regular vetting of syllabi and periodic formative and summative reviews of language instructors.

**Adequacy of Teaching Resources.** Like many LCTL teachers, UT SA language faculty often produce materials for their courses. Where available, standard communicative language textbooks (including those written by UT faculty: Snell’s *Teach Yourself Hindi*, Hyder’s co- authored *Let’s Study Urdu*, and Moag’s *Malayalam: A University Course*) provide a foundation for students. The HUF website remains an excellent and diverse set of resources for Hindi and Urdu at all levels. In addition, all of our instructors have extensive resources they have put

together through their own course designs, unpublished textbooks, graduated readers, lesson plans, and class activities. For Malayalam, Sasi has completed a vocabulary-building workbook she integrates into her first-year course. Sasi and Davis have also begun work on an OER textbook for Malayalam that could be suitable for heritage language schools and university courses. Shamim has prepared a huge collection of customized grammar lessons for Bangla. As discussed above, a major goal for SAI during this grant period is to make these resources available to a wider audience as OERs on our language resources website, drawing also on the language pedagogy expertise in the TLC, COERLL, UTeach, and College of Education.

# Quality of Non-Language Instructional Program

**Strength Across Disciplines and Countries.** The combination of faculty and courses with 25% or more SA content allows UT to provide comprehensive disciplinary coverage of the region.

Courses are offered across UT, from the Schools of Fine Arts to the Colleges of Communications and Liberal Arts. Nine colleges and professional schools and 25 departments host SAI’s 67 core and 46 affiliate faculty (Table C.1; Appendix 4). SAI’s geographic focus extends across SA. Although faculty strength is exceptionally high in the study of India, UT demonstrates additional country expertise in Pakistan (Ali, Hyder, Moin), Nepal (Eaton, Hindman), Bangladesh

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| --- | --- | --- | --- |
| **Table C.1: SA Course Content by Discipline 2020-21** | | | |
| **Discipline** | **25-49%** | **50-74%** | **75-100%** |
| Anthropology (SS) | 17 | 2 | 2 |
| Architecture (School) | 7 | 0 | 0 |
| Asian Studies (HUM) | 5 | 22 | 17 |
| Asian American Studies | 7 | 5 | 2 |
| Business (School) | 22 | 2 | 0 |
| Communication (College) | 29 | 0 | 1 |
| Economics (SS) | 5 | 0 | 0 |
| Education (SS) | 12 | 0 | 0 |
| EE & Comp. Sci. (School) | 1 | 0 | 0 |
| English (HUM) | 22 | 4 | 0 |
| Fine Arts (College) | 7 | 6 | 5 |
| Government (SS) | 9 | 1 | 1 |
| History (SS) | 11 | 1 | 5 |
| Law (School) | 10 | 0 | 0 |
| Mid. East Studies (HUM) | 3 | 6 | 0 |
| Philosophy (HUM) | 8 | 0 | 0 |
| Psychology (SS) | 1 | 0 | 0 |
| Public Affairs (School) | 25 | 0 | 0 |
| Religious Studies (HUM) | 15 | 3 | 1 |
| Sociology (SS) | 13 | 0 | 1 |
| Textiles and Apparel | 1 | 0 | 0 |
| Natural Sciences (College) | 1 | 0 | 0 |
| Undergraduate Studies | 7 | 0 | 0 |
| Geography | 12 | 1 | 0 |
| **Total** | **250** | **53** | **35** |

(Cons, Lentz, Shamim), Afghanistan (Eaton), Sri Lanka (Leoshko), and Burma (Keeler).

**Professional Schools and Colleges**. UT’s Moody College of Communications features a unique concentration of expertise in the popular and growing area of SA media and communication studies, including specializations in television (Kumar), film studies (Gopalan), film production (Schiesari), the internet/new media (Mallapragada), development communications (Ganesh), journalism (Murthy), and media ethics

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| **Table C.2: Non-Language Courses 2020-21 (25% or more SA content)** | |
| School | Courses |
| Cockrell School of Engineering | 1 |
| College of Fine Arts | 18 |
| College of Liberal Arts (Hum) | 127 |
| College of Liberal Arts (Soc Sc) | 67 |
| College of Natural Sciences | 1 |
| LBJ School of Public Affairs | 24 |
| McCombs School of Business | 18 |
| Moody College of Communication | 30 |
| School of Architecture | 7 |
| School of Education | 12 |
| School of Law | 10 |
| School of Social Work | 0 |
| Total | 303 |

(Stroud). If depth in media studies is added to strengths in drama, music, and art history of SA (Carpenter, Charlesworth, Hyder, Keeler, Leoshko, Selby, Seeman, Slawek), UT now has one of the strongest faculties in SA performance and cultural studies in the US. SA faculty in Business (Gawande, Mahajan, Raghunathan, Srinivasan), and Public Affairs (Eaton, Lentz, Patel, Rai, Sankaran, Weaver) help supervise the dual-degree programs with ANS and serve regularly on SAI’s Faculty Advisory, and FLAS committees. SAI also has new strengths in environmental studies with faculty who work on issues of water management in Nepal (Eaton) and air quality, sanitation, and infant mortality in India (Spears, Coffey). Core faculty member Engle directs the Law School’s Rapoport Human Rights Center. Institutional partnerships with theater and music programs at NAPA (Karachi) and film studies and production at NCA (Lahore) and University of Karachi have further strengthened SAI’s impact within the College of Fine Arts and Moody College of Communication by providing unique and rich opportunities for faculty and students to engage with the region of SA (pp. 17). Table C.2 shows distribution of courses across UT. Table

* 1. lists select courses taught with SA content in professional schools.

**Specialized Coursework Across Disciplines.** UT’s disciplinary strength in History includes 4 faculty members (Chatterjee, Guha, Levine, Talbot). Another strength is in Religious Studies (Moin) and the

|  |  |
| --- | --- |
| **Table C.3: Selected Professional School Courses, 2018-22** | |
| **Course** | **Dept/College** |
| Studies of Global Management/Business - India | Business |
| Global Political Economy | Business |
| Climate Change Mitigation | Engineering |
| Collective Action - India and New Zealand | Communication |
| Politics of National Memory | Communication |
| Health and Global Security | Law |
| International Human Rights Law | Law |
| Covering the Global Economy | Journalism |
| Entrepreneurship in Asia | Public Affairs |
| Asian Security Policy | Public Affairs |
| Global Bollywood | Radio-Tele-Film |
| Postcolonial Cinemas | Radio-Tele-Film |

study of religion within DAS (Davis, Freiberger, Hyder, Maitra, Rajpurohit, Selby). With these combined disciplinary strengths, UT has one of the most distinguished programs in SA history with a specific focus on ancient, medieval and pre-modern SA. English also demonstrates significant SA expertise (Carter, Doherty, Wojciehowski). UT has 3 faculty in Anthropology (Ali, Cons, Keeler), and a trained anthropologist (Hindman) in DAS. Sociology has two SA experts (Rudrappa, Coffey), as does Government (Brownlee and Jacobsohn, Endowed Chair in Public Law, with an incoming Chair in SA Studies) and Economics (Linden and Spears). Table

* 1. shows the depth and subject range of SA courses from multiple disciplines in 2020-21; 38% of courses with 25% or more SA content were cross-listed in multiple departments. For example, *Anthropology of Religion* in Anthropology is also listed in Religious Studies; *Indian Republic*

|  |  |
| --- | --- |
| **Table C.4: Selected Non-Lang. Courses, 2018-22** | |
| Course | Dept/College |
| Introduction to South Asia | Anthropology |
| Anthropology of The Himalayas | Anthropology |
| Sufism & Islamic Mysticism | Asian Studies |
| Translating India | Asian Studies |
| Government & Politics of South Asia | Asian Studies |
| Religious Identity in Premodern SA | Asian Studies |
| Development Economics | Economics |
| Postcolonial Theory | English |
| Buddhist Art | Fine Arts |
| Islam and Politics | Government |
| Indian Subcontinent: 1750-1950 | History |
| Gender and Modern India | History |
| North Indian Music Ensemble | Music |
| Yoga as Philosophy and Practice | Philosophy |
| Jainism: Religion of Non-violence | Religious Studies |

*1947-Present* in History and Asian Studies; *South Asian Migration to the US* in Asian American Studies, Women & Gender Studies, Asian Studies, and History. The required course in ANS, *Asian Studies Capstone Seminar*, also takes an inter-disciplinary approach to area studies (Appendix 2).

**Availability of Faculty.** Although SAI faculty regularly win internal and external grants and fellowships to support research leave, the high number of SAI faculty ensures that appropriate instructors are always available to teach a wide array of non-language SA courses at all levels. Since grad students work with more than one faculty member, a senior scholar is always available to advise them.

**Pedagogy Training for Instructional Assistants.** UT policy requires all Teaching Assistants (TAs) and Assistant Instructors (AIs) to take a mandatory supervised teaching course. Each department offers their own course as part of their training programs to highlight specific pedagogical techniques and the latest teaching technologies related to their discipline. All TAs, AIs, and lecturers are regularly observed by senior faculty and advised on how to improve their teaching. UT’s Center for Teaching and Learning further supports pedagogy training through regular instructional programs and services for TAs and AIs on such topics as: strategies for leading effective discussions, learning theory, inclusive teaching, developing a teaching philosophy, designing mid-semester feedback surveys, planning formative and summative assessments, and creating rubrics. Given the pandemic and the necessity for online teaching, they have also developed a wealth of resources for engaging students in virtual settings while ensuring inclusion, equity, and access for all students.

# Quality of Curriculum Design

**Undergraduate Degrees and Training**. UT offers several SA degree options and certifications for UG students. DAS offers the following **six BA specializations: Asian Studies (ANS)**, with a South Asia specialization; and 5 **Asian Cultures & Languages (ACL)** majors in Bengali, Hindi/Urdu, Malayalam, Sanskrit, and Tamil. The ANS major requires two years of language training plus 24 SA area studies credits from a variety of disciplines, including

Anthropology, Literature, Government, Philosophy, and Religious Studies. The ANS major is completed with a Capstone Seminar that focuses on research and writing. The ACL major requires four years of SA language training and 12 additional credits of SA studies

coursework. Both the ANS and ACL majors offer honors programs for outstanding students that require an UG thesis. Over 275 DAS UG students are majoring in ANS or ACL, with one-fourth of these students specializing in SA studies.

DAS offers a minor in Asian Religions. In addition, beginning in Fall 2022 six new minors will be available in Bengali, Hindi, Malayalam, Sanskrit, Tamil, and Urdu. The language minors require 15 hours of coursework including upper-division courses.

UGs have other options to integrate SA studies into their majors/minors. UT offers minors in Islamic Studies (fifteen credit hours), which draws from SA faculty expertise. Students in History must take six credits non-European history and many focus on SA, again owing to faculty strength. Plan II Honors students regularly work with SA faculty for their thesis projects. In 2020-21 over 15,000 UG students, and 1,300 grad students, took courses with 25% or more SA content offered by faculty from various departments.

UGs may also pursue a BA in International Relations and Global Studies (IRG) with a

concentration in Asian Studies. IRG students specialize in one of four tracks in Culture, Media, and the Arts; International Security; Science, Technology, and the Environment; and International Political Economy. In

|  |  |
| --- | --- |
| **Table D.1: Courses, Enrollment Counts, and Degrees Awarded** | |
| Courses with 25% or more SA content in 2020-21 | 408 |
| Total enrollment counts | 16450 |
| **Number of graduate courses** | 128 |
| Graduate enrollment | 1315 |
| **Number of undergraduate courses** | 280 |
| Undergraduate enrollment | 15135 |
| 2018-21 Degrees awarded with 15 or more credit hours in courses with 25% or more SA content | 500 |
| Bachelors – Masters – Doctorate | 440 – 45 – 10 |

2020-21, 188 students were enrolled in IRG with an emphasis on Asia. IRG also requires

students to study abroad. Of these students approximately 40 students specialized on the SA region. Table D.1 reviews enrollment counts, and degrees awarded for UG and grad students taking courses with 25% or more SA content.

**Graduate Programs and Training.** UT offers graduate degrees that focus centrally on SA Studies, and others that integrate SA Studies into other disciplines. DAS administers five Masters degrees (including three joint degrees with two professional schools) and a PhD. All DAS grad students must take ANS 379 Proseminar in Asian Studies focused on theoretical approaches to area studies and academic professionalization. The **MA in Asian Studies** (ANS) with a specialization in SA is an interdisciplinary program for students pursuing careers in Business, Communication, Government, Law, Library Science, and the military. It requires 6 hours of advanced language courses, 18 hours of ANS courses, and a thesis or report. The **MA and PhD in Asian Cultures and Languages** (ACL) are designed for students building careers in higher education. Students concentrate on SA humanities and cultures and acquire advanced proficiency in at least one SA language. The ACL MA/PhD program requires 48 credit hours in two phases: 30 hours of coursework including thesis/report hours for the MA; 18 for the additional credit hours and a dissertation for the PhD.

DAS offers two joint MA degrees with the LBJ School for students seeking to combine a public policy interest with SA language and area studies. The **MA in Asian Studies/Public Affairs** degree requires 21 hours of Public Affairs core courses; 6 hours for a Policy Research Project; and 9 hours in Public Affairs electives. The dual **MA in Asian Studies/Global Policy Studies** requires 22 hours of Global Policy core courses; 15 hours in an area of specialization; and proficiency in a language other than English. Both degrees incorporate all ANS MA requirements, plus a summer internship in or related to Asia. DAS also has a dual **MA in Asian**

**Studies and Business Administration** with the McCombs School of Business that combines graduate business studies with language and area studies, responding to an increased need in the public and private sectors for specialists with an understanding of Asian politics and cultures.

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| **Table D.2: Graduate degrees awarded with 15 or more credits in courses with 25% or more SA content (2018-21)** | | |
| **Discipline** | **MA/JD/MBA/etc.** | **PhD/PharmD** |
| Area Studies | 15 | 7 |
| Humanities | 15 | 6 |
| Social Science | 5 | 2 |
| Business | 9 | 0 |
| Law | 12 | 0 |
| Public Affairs | 14 | 0 |
| Global Policy | 73 | 0 |
| Media Studies | 2 | 1 |
| Education | 1 | 0 |
| Fine Arts | 1 | 0 |
| Pharmacy |  | 2 |
| **Total - 165** | **147** | **18** |

Apart from formal SA degree programs, many other grad students in social sciences, humanities, and other disciplines also focus intensively on SA (Table D.2). In 2020-21 there were 83 grad seminars with at least 25% SA content, 26 with at least 50%, and 19 with 100%. Enrollments in these courses indicate strong interest in SA studies across and in UT colleges.

Finally, separate from UT’s efforts, since 2013 SAI has facilitated unique opportunities for students to work alongside international students visiting UT from Pakistani universities, and even travel to these universities. Our partnership with National Academy of Performing Arts (NAPA 2013-17) brought 15 Pakistani students to study at UT Butler School of Music for a total of 21 visits. Seven UT music students went to NAPA for a total of 11 visits (with 5 faculty making 7 visits). Our partnership with National College of Arts (NCA 2015-18) brought 12 students to study at UT’s RTF, and 4 RTF students visited NCA (with 9 faculty making 11 visits). These exchanges help to ensure that diverse perspectives on SA flourish at UT.

**Academic and Career Advising.** Every School and College at UT hosts an extensive network of advisors and a career services office. CoLA and the School of Undergraduate Studies (UGS) alone have 55 full-time UG student advisors who work directly with departments and majors, including SA language and area studies students. In addition, some large departments,

such as sociology, English, and history, have faculty advisors for UG students. Students get assistance with writing, learning, public speaking, and networking skills at the UG Writing Center, the Sanger Learning Center, Foundation Scholars Program, PACE, UTurn, and the Liberal Arts Council. Texas Global coordinates summer, and semester long study abroad services. They also provide specialized advising for international UGs, grads, and scholars.

Grad students work with an appointed faculty mentor upon admission until the student identifies a thesis/dissertation advisor. Every department has a faculty grad advisor who provides academic and professional advice to students and monitors their progress. Faculty advisors work closely with a staff of 100+ grad coordinators housed in each department who handle both administrative and academic matters. Supported by the general Student Academic Services Office of the Grad School, grad coordinators assist students with academic employment, templates for preparing theses/dissertations, resources to strengthen research, presentation or teaching skills, and help with external funding.

**Liberal Arts Career Services** serves students in CoLA from their first semester on campus to a year beyond graduation with assistance in career development and job search programs to connect students with employers, including an online portal that provides comprehensive job and internship resources. The Recruit UT program through the Career Services links students to employers in a huge array of fields. Similarly, all 17 UT schools and colleges have a dedicated career services office and staff that help students integrate their academic and professional goals.

**SAI also provides significant career** support for UG and grad students. Our weekly electronic bulletin reaches over 500 faculty, students, and alumni to share information about job opportunities and research funding. SAI enhances the professional development of students by

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table D.2 Number of students studying abroad in UT1** | | | | | | | |
| Academic Year | Total Students Abroad | Faculty- led Programs | Reciprocal Exchange Programs | Third- Party Program | Internships & Research | Academic Service Learning | Non- Academic Activities |
| 2018-2019 | 4715 | 42% | 15% | 8% | 19% | 1% | 16% |
| 2019-2020 | 1730 | 11% | 31% | 9% | 25% | 0% | 23% |
| 2020-2021 | 514 | 17% | 26% | 13% | 37% | 4% | 4% |

hosting speakers to introduce them to a wide variety of international private, non-profit, and government volunteer and employment opportunities, and options for language study and study abroad. SAI will also begin hosting workshops with our alumni in government, business, and non-profit sectors to prepare, and potentially recruit current students (Section I). The biennial international Texas Asia Conference, supported in part by SAI, is fully planned and run by UT grad students, giving them experience on the logistics, fundraising, and hosting required of major academic conference. Finally, our grad, peer-reviewed journal *Sagar*, now in its 28th year, allows students to learn about the process of academic publishing from article solicitation to publication.

**Research and Study Abroad.** Texas Global facilitates all international education at UT for UG and grad students, with 35 full-time professional study abroad program coordinators and other specialists across UT campus who help students select an appropriate academic program. In 2018-21 Texas Global tracked 6959 UT students who traveled abroad for study. Of these, despite pandemic driven travel moratoriums, 105 UG and grad students (2% of that total) traveled to Bangladesh, India, Nepal, Pakistan, and Sri Lanka as part of their PhD research, language training, internships, study abroad programs, and training in the professional schools.

In addition to traveling, students have opportunities to participate in Global Virtual Exchange programs where faculty collaborate with peers at institutions abroad to co-create courses delivered virtually via widely available online technology. And finally, to facilitate

1 Faculty-led Programs: Students studying abroad under faculty direction during the semester, May term or summer. Reciprocal Exchange Programs: Students studying at one of UT’s 130 bi-lateral university partners.

global learning, UT created the President’s Award for Global Learning (PAGL) program that funds small cross-disciplinary teams of UG students to work with faculty over three semesters on a collaborative project. Global Career Launch is a comprehensive global internship framework for UG and grad students to engage in high-impact work and research experiences abroad with three tracks: faculty driven, corporate, and third-party internships. In each of these programs SA is well represented; for example, the SA region has received an award every year since the initiation of PAGL in 2017. The McCombs School of Business offers a semester study abroad program at the Indian Institute of Management in Ahmedabad.

**Access to Other Language and Study Abroad Programs**. UT actively promotes language study among UG and grad students through established programs elsewhere. In the US, SAI sends students every summer to the national SASLI program, the consortium supported by UT and other NRCs for intensive summer SA LCTL language study. From 2018-21, SAI sent 5 students to SASLI to learn advanced Tamil and Urdu. Outside the US, UT also works with the CLS program to send students to various parts of India and Bangladesh to learn Bangla, Hindi, and Urdu and with the AIIS summer, semester, and year-long programs. In 2018-21, 13 students attended programs in India and Pakistan to learn Urdu, Hindi, Persian, Bangla, Gujarati, and Malayalam. Though less frequent, UT students have also received language instruction overseas from Zaboon Language Institute in Delhi (Hindi, Urdu); and Lahore Institute of Management Sciences, Pakistan (Persian).

Third Party Programs (Affiliate): Students studying under the direction of a contracted academic partner (CIEE, IES, AIFS, API, DIS, etc.). This also includes direct enrollment in international universities.

Internships & Research: Individual students conducting research or participating in internships.

Academic Service Learning: Students conduct year-long academic projects, including in-country community service projects.

Non-Academic Activities: Travel abroad for activities such as conference, student org travel and athletic events. *Pandemic Note: In March 2020, Texas Global supported the return of over 500 students from abroad. International travel was suspended for all faculty, staff and students for Summer 2020. Travel was restricted Aug 2020-Dec 2021.*

# Quality of Faculty and Staff

SAI’s 67 core faculty in 25 departments research and teach intensively on SA related topics. They assist with governance through being elected (by other core faculty) for participation in SAI’s governing body, the Faculty Advisory Committee (FAC). SAI’s 46 affiliated faculty may not have worked exclusively on SA, but through SAI’s partnerships, they have delivered online lecture and conducted pedagogical and curricular workshops, or traveled to Pakistani institutes of higher education. Because of this engagement, these faculty affiliates’ research and teaching has grown to encompass SAI in a comparative perspective.

Over a third of our faculty (37%) are in professional schools. Principal disciplinary strengths, however, are in Asian Studies (20), the Humanities (14), the Social Sciences (13), and Fine Arts (10). To list a few, SAI faculty have held visiting positions at the Polish Institute for Advanced Studies, the Institute for Advanced Study at Princeton, the Institute for Advanced Study in Berlin, Institute for the Study of Islam in the Modern World in the Netherlands, Indian Statistical Institute in Delhi, Indian School of Business in Hyderabad, Lahore University of Management Sciences, the Institute for the Study of Diplomacy at Georgetown University, the Library of Congress, and Lawrence Berkeley National Laboratory. Many have won awards for teaching excellence: for example, Brownlee received the President’s Associates Teaching Excellence Award in 2020; Chatterjee was awarded the Raymond Dickson Centennial Endowed Teaching Fellowship for 2021-22.

Our faculty have garnered national and international recognition for their scholarship; they serve as editors in publications across diverse fields such as *Modern Asian Studies, Journal of South Asian Studies, Gender and Society*, and *Journal of Law and Religion*. Yet others are founding editors: Ali (Anthropology), along with Dr. Matt Cook (current president of AIPS and

North Carolina Central University), Dr. Amina Yaqin (Essex University), and Michel Boivin (CNRNS, Paris) are founding editors of *Critical Pakistan Studies*, published with Cambridge University Press. Hyder is a founder and editor of the only peer-reviewed academic journal dedicated to Urdu studies, the *Journal of Urdu Studies*, published by the academic press, Brill.

SAI affiliated faculty serve in leadership positions in professional associations such as the American Anthropological Association and the American Sociological Association, including president of the Association of Asian Studies. In addition, they publish in peer reviewed journals with high impact factors such as *Anthropology Today, Proceedings of the National Academy of Sciences, Journal of Health Economics, Journal of Marketing, Management Communication Quarterly, American Journal of Political Science,* and *History of Religions.* SAI faculty also engage in public scholarship through publishing op-eds and interviews with magazines, newspapers, radio and TV shows such as *India Today*, *Dawn*, *Huffington Post*, *CNN*, *New York Times*, *Austin American Statesman*, *NPR, PBS*, and *BBC*. They have worked as Hindi consultants for Sesame Street and co-founded the Rajasthani Bhasha Academy (Rajpurohit). Finally, our faculty provide professional and *pro bono* services to UT’s various law clinics, Texas legislature, the State Dept., the United Nations, and the World Bank.

**Professional Development and Overseas Experience.** SAI faculty have won prestigious awards, fellowships, and grants from the National Science Foundation, National Institutes for Health, American Council for Learned Societies, London School of Hygiene and Tropical Medicine Grant, Swedish Foundation for Strategic Environmental Research, and the Australian Research Council, to list a few, to conduct research in SA. Our emeriti continue to receive honors; for example, Dr. Patrick Olivelle was elected to the American Academy of Arts and Sciences. Dr. Gail Minault was awarded the Sir Syed Excellence Award by Aligarh Muslim

University in recognition of her seminal work on the 19th and 20th century history of India on religion, intellectual and social history, and women's movements.

Though UT faculty receive research leaves funded by CoLA and the university, including College Research Fellowships and Faculty Research Awards (both effectively leave at full pay), Summer Research Assignments, and Dean’s Fellowships. IC2 and Texas Global provide internally competitive funds for collaborative research projects and teaching, including global virtual classrooms, and summer research/study abroad experiences for undergraduates led by faculty teams. UT’s Humanities Institute supports faculty with semester-long learning fellowships that provide a reduced teaching load. UT also provides full salary supplements for recipients of external fellowships and grants. Finally, through our endowments, SAI provides seed grants and travel funds for faculty and students conducting overseas research, or participating in our various institutional partnerships, such as with those in Pakistan.

**Time Devoted to Teaching and Advising Students.** UT faculty are committed to engaging in the highest quality research, teaching, and professional service. Faculty typically offer one grad seminar and three UG courses every year. Over the last decade UT’s UGS has provided incentives for senior professors to teach interdisciplinary Signature and First-Year Interest Group courses, and SAI faculty have taught both. The Office of UG Research links students with faculty mentors, and provides resources for faculty to guide these students in research. Many faculty offer one-on-one instruction to advanced UG, and grad students on specialized topics. All faculty regularly serve as advisors on UG, and grad theses committees in their departments, as well as in college and university honors programs such as Plan II.

**NRC Staffing and Oversight.** Based on the feedback from our previous Title VI Grant reviews, we are re-organizing our office. To briefly describe our structure: the director oversees

management and operation of the SAI, including programs and projects as well as budget, assessment, grant-seeking and fundraising efforts, in accordance with policies set by UT. The director serves for one four-year term, which is renewable for another term upon the review by the FAC. Directors do serve for more than two terms. The current director is in the Sociology Department, with affiliation in Women & Gender Studies, and the Rapoport Center for Human Rights and Justice at UT’s Law School. Our assistant director is tasked with the daily management of various grants and reporting, pursuing new funding opportunities through the Depts. of Education and State for SA initiatives, supporting new partnerships within and outside UT, and handling office management, budgetary planning, and collaboration with other Title VI Center staff. He has many years of experience with NRC and FLAS administration and relevant academic expertise as a PhD in Cultural Anthropology. The program coordinator is responsible for supporting the FLAS program, speaker series, and conferences, including all accounting associated with SAI. She has more than 20 years of accounting and administrative experience at UT. The outreach coordinator focuses on K-12 relationships and partnerships with MSIs and community colleges. We are in the midst of hiring a new outreach coordinator, ideally a former school teacher. UT provides major support for these full-time SAI employees, including the director, with additional funding for the staff coming through the Title VI grant. In addition, SAI employs one student, and one part-time staff through other grants (Appendix 3).

**Equal Access to Employment.** In fall 2020, minority representation among UT’s full- time faculty was 31.4%; women comprised 44.5% of the faculty body. Of SAI’s core faculty, 39% are women; 40% are of South Asian heritage or of another minority status. Under the Faculty Recruitment Diversity Initiative, at the initiation of each search, all members of the search committee must complete mandatory training on increasing diversity in hiring. Failure to

do so will result in canceled searches. UT has made significant progress toward increased diversity and equity among faculty and staff. SAI affirms and acts upon UT’s commitment in all its events and activities.

All units in UT are responsible for complying with Equal Employment Opportunity and Affirmative Action policy. UT’s commitment to diversity is promoted through the Office for Inclusion and Equity (OIE) and the Division of Diversity and Community Engagement (DDCE). OIE implements policies that are consistent with federal and state mandates as well as existing UT policies regarding equal access, equal employment, and educational opportunity for all persons, without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, gender identity, gender expression, genetic information, disability, or veteran status. OIE also collaborates with faculty, administrators, staff, and students on initiatives to broaden awareness of diversity and excellence through strategic diversity planning, campus climate response, inclusive faculty recruitment and retention strategies, and inclusive classrooms. Through DDCE, UT works to improve diversity, inclusion, and equity within the campus community, through the University Diversity and Inclusion Action Plan (UDIAP), which establishes clear guidelines for the university to be inclusive of students, faculty and staff of all backgrounds. Since the adoption of UDIAP, every college, school and unit on campus has been involved in making changes and embracing best practices to foster an open, positive, and inclusive learning environment for all. **(**GEPA**)**

# Strength of the Library

UT hosts one of the largest and most vibrant library collections in the country, one that grows each year and proactively supports evolving research and teaching practices. The

combined libraries on campus2 hold over 11.8 million volumes ranking it 14th in North America in terms of size. Dedicated to efficient availability of information, UT Libraries (UTL) is a leader in online access, having over 1.6 million e-books, 967,192 e-journals and 970 e-databases in its collection.3 It is a national trailblazer in evidence-based and demand-driven access to electronic content with thousands of titles available to users at the click of a button. Examples of recent additions to UTL’s electronic collection (all of which have international content) include Oxford’s Online Bibliographies & Handbooks corpus and streaming film packages such as Docuseek’s Complete and Environmental Justice Collections, Alexander Street’s LGBT Studies in Video, and the PBS Video Collection. In addition, UTL creates freely available online content for researchers worldwide, for example the PCL Maps Collection and the post-custodial Latin American Digital Initiatives.

Reflecting needs in area studies as well as cross-regional disciplines, the UTL collection is particularly strong in international content, thereby distinguishing it in the region: over 32% of its collection is in languages other than English and 45% was published outside the US. Our strong collections are the foundation for our literacy services. UTL boasts leadership in the national information literacy sphere by providing active reference and instruction platforms (including newly renovated collaborative learning spaces), and public-facing informational tools (over 500 active LibGuides). In addition, UTL promotes emerging methodological approaches, including digital scholarship workshop series (Data & Donuts, Digital Humanities Workshops, Digital Scholars in Practice) and support for “collections as data” interpretive techniques.

Reflecting needs in area studies as well as cross-regional disciplines, the UTL collection

2 UT Campus Libraries include the Perry-Castañeda Library, the Tarlton Law Library, the Briscoe Center for American History and the world-renowned Harry Ransom Humanities Research Center (HRC). While a noteworthy contributor to campus intellectual resources, the Lyndon Baines Johnson Library and Museum is not included here. 3 2018-2019 ARL Annual Survey which includes data from UTL, HRC, Tarlton, and the Briscoe.

is particularly strong in international content, thereby distinguishing it in the region: over 32% of its collection is in languages other than English and

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| **Table F.1: Holdings Specific to SA** | | | |
| Language | Holdings | Country of publication | Holdings |
| Bengali | 25594 | Afghanistan | 1098 |
| Hindi | 50993 | Bangladesh | 14494 |
| Malayalam | 10832 | India | 318941 |
| Sanskrit | 10602 | Nepal | 7096 |
| Tamil | 19144 | Pakistan | 39979 |
| Telugu | 11794 | Sri Lanka | 9442 |
| Urdu | 36923 |  |  |
| Other SA languages | 43347 |  |  |
| Total | 209,229 | Total | 391,860 |

45% was published outside the US. Our strong collections are the foundation for our literacy services. UTL boasts leadership in the national information literacy sphere by providing active reference and instruction platforms (including newly renovated collaborative learning spaces), and public-facing informational tools (over 500 active LibGuides). In addition, UTL promotes emerging methodological approaches, including digital scholarship workshop series (Data & Donuts, Digital Humanities Workshops, Digital Scholars in Practice) and support for “collections as data” interpretive techniques.

UTL participates in the Library of Congress’ Cooperative Acquisitions Programs run out of the New Delhi and Islamabad Offices (SACAP and PIACAP resp.) through which the majority of SA imprints are collected. Beyond this, UTL develops distinctive collections, such as the South Asian Popular and Pulp Fiction collection and instigates the creation of open access

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| **Table F.2: Funds for South Asian Studies Library Acquisitions** | | | | | |
| **One-time Funds** | | | **On-going Funds** | | |
| Fund Code | Fund | Amount | Fund Code | Fund | Amount |
| msas | South Asia monos | $79,528.03 | asas | South Asia print serials | $4,680.09 |
| asas | South Asia approval | $2783.47 | esas | South Asian electronic serials | $14,675.29 |
| ocent | Funding for SAOA | $25,000.00 | fcent | Foreign Office Files (India, Pakistan & Afghanistan,1947- 80) | $281.88 |
| **Total One-time Funds $107,311.50** | | | **Total Ongoing Funds $19,637.26** | | |

digital collections, such as the journals by the writer Yashpal. The Harry Ransom Humanities Research Center at UT houses one of the finest rare books and manuscripts collections in North America. SA-related collections at the Ransom Center include Sir William Jones’ personal papers, the papers of writers G.V. Desani, Anita Desai, and Raja Rao, and Indian photographic

collections of Donald Duncan of *Life* magazine and the Earl of Mayo. There is also an enormous collection of SA-related documents, reports, and photos held at the Lyndon Baines Johnson (LBJ) Presidential Library and Archives in UT. Johnson was interested in Indian agriculture and food policy, and the collection represents unique, primary sources in 1960s South Asia.

**Institutional Support for UTL**. In FY2019/20, UTL reported $21,880,424 on materials expenditures of which approximately $7.3 million was cooperative purchasing in partnership with the entire UT- System. UTL international, area, and/or global studies acquisitions budgets for FY21/22 are just over $2M. SA library acquisitions are supported by one-time, ongoing grant and endowment funds. In FY21/22, UTL allocated $126K to SA collection building. SA Studies at UTL are supported by 2.58 FTE with total salaries of $126K (Table F.3).

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| **Table F.3: FTEs and Salaries for SA Studies at UTL** | |
| Staff member | % FTE for SA |
| Anh Holicky | 20% |
| Bob Gallagher | 87% |
| Luisana Lopez | 21% |
| Mary Rader | 50% |
| Sam Brown | 5% |
| Sarah Duhan | 5% |
| Srihith Duggi (student) | 33% |
| Stacy Ogilvie | 2% |
| Sundas Amer (student) | 32% |
| Susan Macicak | 3% |
| Total Staff | 2.58 |

**Collaborative Projects (**NRC Budget Narrative pp. B-5). SAI requests $10,000 annually toward building UTL’s SA collections ($8,000 Y4), and $5000 per year to support the federated search platform for SA Open Archive (SAOA). In addition, building from the success of the international and inter-institutional Sajjad Zaheer Digital Archive, UTL is partnering with the Faiz Foundation in Lahore, Pakistan, to document, digitize and make openly accessible materials from the Faiz Ahmad Faiz collection. SAI requests $5000 per year toward this archive (pp. B-11 to B-12). And finally, SAI has joined with Centers for Middle Eastern Studies (CMES), European Studies (CES), Russian and Eastern European and Eurasian Studies (CREEES) and UTL to co-fund one graduate research assistant who works on digital projects and tools. SAI requests $3,400 annually over the grant period to support a library staff position (pp. B-12).

# Impact and Evaluation

SAI’s mission is to offer programs that support a wide variety of perspectives on SA, and international affairs more generally. To that end, SAI cultivates, and sustains an academic space that supports scholarship, engaged learning, and community engagement opportunities focused on the SA region. To meet its mission, SAI has 6 goals, listed below:

1. Growth in diverse perspectives, including in non-Humanities fields and professional schools.
2. Growth in placement of students in government, business, and non-profit sectors.
3. Commitment to student diversity, including race, ethnicity, gender, sexuality, disabilities, and financial need.
4. Maintain excellence in teaching LCTLs to facilitate public knowledge on SA related issues.
5. Deepen collaborations with MSIs and community colleges to disseminate SA related information and knowledge in Texas and beyond.
6. Provision of training in language arts and area studies for K-12 teachers.
7. **Growth in diverse perspectives**. Currently, SAI has 110 core and affiliate faculty who focus on SA in their teaching/ research. Though 37% of our faculty are in professional schools, the core is still in the Humanities and Social Sciences (Asian Studies, 20; Religious studies, history, literature, 14; social sciences, 13; and Fine Arts, 10). In these disciplines our faculty’s teaching and research foci are broad. For example, their interests range from technological transformations in collective action, food aid to SA, intergenerational transmission of subpar population health in India, cultural productions in Pakistan, Buddhist art in Afghanistan, modern histories of SA, SA LCTLs, and classical studies. In 2018-21, UT conferred 147 MAs and 20 PhDs to students working on SA focused topics, and/or with training in SA LCTLs (Table G.1).

Our on-campus seminars, symposia, and other lectures over the academic year collectively bring together easily over 500 people in attendance. In 2020-21 and 2021-22 attendance has been even greater, and from a far broader geographical range because of online speaker events. The disciplinary fields covered in SAI events include anthropology, art history, communications, geography, gender studies, history, performance studies,

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| **Table G.1: MAs and PhDs with SA foci awarded in 2018-21** | | | |
| **Discipline** | **MA** | **PhD** | **Total** |
| Asian Studies | 15 | 7 | 22 |
| Humanities | 15 | 6 | 21 |
| Social Science | 5 | 4 | 9 |
| Business | 9 | 0 | 9 |
| Law | 12 | 0 | 12 |
| Public Affairs | 14 | 0 | 14 |
| Global Policy | 73 | 0 | 73 |
| Media Studies | 2 | 1 | 3 |
| Education | 1 | 0 | 1 |
| Fine Arts | 1 | 0 | 1 |
| Pharmacy | 0 | 2 | 2 |
| Total 147 20 167 | | | |

public health, radio/television/film, religious studies, and sociology.

In 2018 SAI collaborated with the UT Business School to work with the City of Austin on a business development initiative between Austin and Pakistan funded by the US Embassy in Pakistan. Since 2018 we have partnered with the UT Center for Media Engagement to create critical content on case studies in SA media (Section H). To facilitate diverse perspectives, during 2018-21, SAI has provided seed grants, travel funds and other conference support for 30 faculty and 145 UG and grad students from various colleges across UT (Section A).

1. **Placement of students in government, business, and non-profit sectors**. As an R1 institution, UT prides itself for its record of placement of students in higher education. While SAI supports these endeavors, our students have also sought careers in government service, businesses, and NGOs. SAI’s 2018-21

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| **Table G.2: Response to 2018-21 Alumni Surveys** | |
| **Employment Sector** | **Response** |
| Elementary or secondary education | 5% |
| Federal government | 5% |
| US Military | 5% |
| Graduate study | 14% |
| Higher education | 25% |
| International organization (in US) | 3% |
| Private sector (for profit) | 29% |
| Private sector (non-profit) | 6% |
| State or local government | 2% |
| Other (i.e., freelance work) | 8% |
| **Post-graduate use of SA LCTLs and Area Studies** | |
| In current graduate program or employment | 66% |
| In anticipated employment | 83% |

alumni surveys reveal that 56% of graduates are in sectors outside higher education (Table G.2).

Examples of our alumni placements in government include: the Library of Congress, the US Navy including in the Nuclear Program and as Surface Warfare Officers, Foreign Service (in US consulates and embassies in SA), and the US military (e.g., senior defense official and defense attaché, US Embassy, Dhaka). In the business sector, our alumni are employed as programmers, business analysts, financial planners, and management consultants in companies such as Accenture, Gerson Lehrman Group, Wells Fargo, and Blakemore Public Affairs. They have also found employment as teachers in public and private schools and in the non-profit sector, for example, as infection preventionists, analysts, and refugee mentors in institutions such as the United Nations, Refuge Ranch for Domestic Minor Sex Trafficking, Climate and Land Use Alliance, and Einstein Medical Center. Still others are enrolled in professional programs in nursing, medical, and law schools.

1. **Commitment to student diversity**. SAI works hard to ensure diversity in the FLAS applicant pool by engaging with groups traditionally underserved in global studies/study abroad programs. Our FLAS application includes the statement “SAI is committed to building a diverse FLAS applicant pool and we therefore encourage applications from African American and Latinx students, students with disabilities, women, LGBTQ students, and veterans.” SAI partners with Center for Women’s & Gender Studies, the Dept. of African & African Diaspora Studies, and the Division of Diversity and Community Engagement to make a focused call for

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table G.3: Diversity in SAI FLAS Awards, 2018-22** | | | | | | | |
| Period | Total | Hum | SoSci | ProSch | M | F | Min/LGBTQ |
| 2018 Sum | 8 | 8 |  |  | 4 | 4 | 4 |
| 2018-19 AY | 11 | 9 | 2 |  | 5 | 6 | 5 |
| 2019 Sum | 10 | 3 | 1 | 6 | 6 | 4 | 4 |
| 2019-20 AY | 13 | 9 | 1 | 3 | 5 | 8 | 4 |
| 2020 Sum | 13 | 10 | 1 | 2 | 8 | 5 | 5 |
| 2020-21 AY | 15 | 7 | 2 | 6 | 5 | 10 | 4 |
| 2021 Sum | 9 | 6 | 1 | 2 | 5 | 2 | 7 |
| 2021-22 AY | 13 | 7 | 1 | 5 | 3 | 8 | 9 |
| Total | 92 | 59 | 9 | 22 | 41 | 47 | 42 |
| Percentage | 100 | 64 | 10 | 24 | 38 | 62 | 45 |

applications from diverse campus constituencies. In 2018-22, 45% of awards were made to students from racial/ethnic minorities and LGBTQ communities; 62% of the awardees

were women; 34% were given to students in the social sciences and professional schools (Table G.3). In addition, SAI uses the OSFS “financial need score” to identify candidates with academic potential who demonstrate financial need. Applicants with higher financial need receive higher scores in their final FLAS rankings.

1. **Commitment to excellence in teaching LCTLs**. All the languages we teach at SAI are listed on the National Security Education Program as critical for US national security. SA LCTL instruction is supported by 13 full-time faculty, with plans to hire two more (pp. 8). In the academic year 2020-21, UT offered 59 language courses in seven SA languages with a total enrollment of 288 UG and 38 grad students (Table B.1, pp.7). Finally, beginning with the pandemic in 2020, SAI in cooperation with SASLI and DAS has begun offering online intensive beginner level Malayalam, Telugu and Kannada through UT Extension (UEX) every summer. UT is the *only* university in the US that teaches Malayalam and Kannada on a consistent basis.

Through a US Dept. of Education grant of $150,000, in 2020, SAI expanded its K-12 LCTL outreach through creating a series of high-quality OERs for 6 SA LCTLs, including Hindi, Kannada, Malayalam, Urdu, Tamil, and Bengali (Section B, pp. 9-10). In addition to creating free resources that are openly licensed we began to create credentialing exams (through UT High School’s credit-by-exam program) suitable for use throughout Texas and beyond. The website

with 16 new OER materials for Malayalam is fully launched, along with two sets of credentialing exams and study guides. The full website and exams for Hindi will be ready in spring 2022.

SAI has supported the joint endeavors of DAS at UT and the Berkeley Urdu Language Program in Lahore, Pakistan. This is the only Urdu program in Pakistan offered to American and European students. SAI faculty designed the curriculum, trained teachers through various workshops, attended the classes these teachers have taught, and offered feedback to teachers and

program managers. In 2019, prior to pandemic driven travel moratoriums, our faculty shared pedagogical insights about curriculum design and assessment during workshops at institutions of higher educations in Pakistan and India. In Dec 2021 through SAI support, our faculty organized an online workshop that brought Hindi-Urdu teachers from Pakistan, India, the US, UK together for the first time. The theme of this workshop was “Challenges and Opportunities in the Zoom World for Urdu-Hindi Pedagogy.”

In addition to our contributions to the larger Urdu teaching and learning community, we have invited speakers to address issues related to gender and sexuality in Urdu literature. These speakers include Pakistan’s prominent feminist poet Ishrat Afreen (Fall 2021), Sophia Naz (Fall 2021), Ghazal Asif (Spring 2021), and Daniel Majchrowiz (spring 2021).

1. **Collaboration with MSIs and community colleges**. In 2018-21 we conducted 149 outreach activities with postsecondary MSI and community college partners, engaging 1,516 participants (Table G.4), primarily through our collaborations with Austin Community College (ACC) and Huston Tillotson University (HT), an HBCU. For ACC specifically, we participated in two Faculty Learning Communities (FLCs) focused on global human rights and on gender. UT SA experts met with ACC faculty each month to develop projects that brought SA content into ACC classrooms. During 2018-21, 51 ACC faculty completed the program, and

|  |  |  |
| --- | --- | --- |
| **Table G.4: Post-Secondary Outreach Activities 2018-21** | | |
| Activities | Number | Participants |
| CC & MSI curriculum development (area studies content) | 48 | 48 |
| CC & MSI cultural events (student-centered) | 8 | 221 |
| CC & MSI faculty professional development & research | 51 | 747 |
| LCTL curriculum development | 18 | 7 |
| LCTL faculty professional development | 9 | 170 |
| LCTL events (student-centered) | 15 | 323 |
| Total | 149 | 1516 |

incorporated SA materials into their curricula. Through their courses, over 4 years, these faculty reached an estimated 18,000 ACC students. SAI also assisted with the development of ACC’s new Global Studies program through a day-long forum on objectives and learning outcomes.

SAI has a long-standing relationship with HT, collaborating with Hemispheres to develop a Global Studies major, and supporting HT faculty research, course development, and public programs. We sponsor UT visiting scholar status for HT faculty to provide them full access to UT Libraries resources. SAI also worked with ACC and HT to host film festivals, honors symposia, continuing education opportunities, and visiting speakers on their campuses. In the next grant cycle, SAI will continue to deepen connections with ACC and HT by partnering with their faculty on professional development and the creation of new courses, and revision of instructional materials to support their new global studies majors.

One area in which we have been particularly successful is in creating enduring partnerships between Texas MSIs and Pakistani institutions of higher education, namely Fatma Jinnah Women’s University (FJWU) in Rawalpindi, the National Academy of Performing Arts (NAPA), and University of Karachi (KU), in Karachi. SAI has worked with FJWU and NAPA for almost a decade. Through SAI’s facilitation, faculty from ACC and HT have provided online lectures, traveled to Pakistan, and otherwise worked with Pakistani educators from FJWU. Currently, both NAPA and FJWU have received grants from the USEFP with SAI’s assistance; these grants allow these institutions to cascade prior training in curriculum design and pedagogy with SAI to other Pakistani institutes. Through SAI’s facilitation HT has worked closely with FJWU in developing curricula, methodological training, and professionalization for Pakistani women faculty. SAI has also received a US Dept. of State grant ($350,000) to develop KU’s film studies. Along with reaching out to UT’s Radio-Television-Film, we have also pulled in faculty from ACC to participate in this grant. To summarize, these grants have greatly expediated SAI’s work toward internationalizing curricula, and faculty research agendas in both ACC and HT.

Based on the success of the ACC and HT collaboration, SAI will develop partnerships with two Texas HSIs, Texas A&M (TAMU) and UT El Paso (UTEP) (Section I).

1. **Language arts and area studies for K-12 teachers**. Expanded more fully in the following section (Section H), SAI has maintained its excellence in K-12 outreach programs in Texas and beyond in creating K-12 trainings and curricula in the humanities and social sciences that provide SA content consistent with state and national curricular mandates. Much of our K-12 outreach is through the Hemispheres consortium, a collaboration between 5 NRCs on campus (South Asia, Russia and Eastern Europe, Latin America, Western Europe, and the Middle East).

|  |  |  |
| --- | --- | --- |
| **Table G 5: K-12 & Pre-service Outreach Activities 2018-21** | | |
| Activities | Number | Participants |
| Curriculum development (area studies content) | 41 | 54 |
| Cultural events (student-centered) | 26 | 2805 |
| Conferences exhibitions & presentations | 16 | 3986 |
| K-12 educator trainings & distance learning | 21 | 896 |
| Teacher preparation program activities | 13 | 457 |
| LCTL curriculum development | 15 | 6 |
| LCTL teacher trainings | 21 | 519 |
| LCTL events (student-centered) | 4 | 1038 |
| Total | 157 | 9761 |

From 2018-21, Hemispheres carried out 157 K-12 outreach programs directly reaching 9,761 participants (Table G.5). Educators from 19 states attended our events and professional development sessions in-person at UT, through online synchronous events, national conferences, or at training sessions conducted *in situ* at community language schools and independent school districts. More than half of Texas public school students are Latino/a, leading us to target

outreach programs to these students’ teachers. All SAI’s resources are available free online, and

teachers receive continuing credits for participation.

**Program Evaluation**. SAI has used the following tools to evaluate our programs: alumni surveys, participant surveys in K-16 outreach activities, and an external evaluation of the Hemispheres consortium conducted in Fall 2021. The surveys provide fine-grained feedback on academic and outreach programming to assess the quality of our programming, allowing us to

change/improve our services. The external evaluation of Hemispheres yielded recommendations we have integrated into our current K-12 Outreach agenda (Section H).

In order to gain feedback with regard to our work in other areas, we have developed Performance Measurement Forms (PMFs) to facilitate annual evaluation of our work on the six goals described above (Appendix 5). We will use these annual evaluations to assess our strengths and weaknesses, and adjust our energies as needed in subsequent programming. In

addition, CoLA is committed to unbiased reporting on the performance of the NRC centers under its administration. To that end, the college has appointed a CoLA data analyst in the Dean’s office who will be responsible for gathering, and analyzing data from the university and other data systems and sources required for NRC program evaluation and reporting, and FLAS student and grad student tracking. Housed under the CoLA Dean’s Office, this position is external to all programs and centers, and is committed to unbiased reporting.

In Y2 of the grant cycle we will conduct an internal review of the SAI; reviewers will interview our community partners, students, and faculty. In addition, we will provide our annual PMFs and reports generated by the CoLA data analyst. In Y4 we will invite two external reviewers to visit UT, meet with our on and off-campus partners, and evaluate SAI’s activities. We will provide the evaluators our annual PMFs, the Y2 internal evaluation, and reports from the CoLA data analyst to facilitate their evaluation. These external evaluators are ideally current or former directors from NRCs from other university campuses. Our understanding is that other NRCs, regardless of area specialization, are best able to examine our endeavors, offer an honest assessment, and provide the best possible strategies for growth in SAI.

# Outreach Activities

SAI has an innovative K-16 outreach program with a strong reputation for providing quality

resources to academic and public communities on SA related topics. The outreach program achieves its goals through extensive educator training programs, collaborative activities, the creation of teaching materials related to SA, SA LCTLs, and a wide range of informative events.

**Elementary and secondary schools.** SAI maintains excellence in K-12 outreach programs, working with educators, pre-service teachers, and school districts to create K-12 trainings and curricula that provide SA and language content consistent with state and national curricular mandates. Over the last grant cycle educators from 19 states and 14 Texas Education Agency ESCs (serving 812 ISDs) attended our events and professional development sessions either at UT, through online synchronous events, national conferences or at training sessions conducted *in situ* at community language schools, ISDs or ESCs in Texas (Table G.5, pp. 35).

We implement many of our K-12 activities with the Hemispheres Consortium coordinated by UT’s 4 NRCs. With other NRCs on campus, SAI presents at national and state conferences for educators and offer curricula and trainings for teachers of world cultures, geography, and history. The electronic Hemispheres bulletin reaches more than 1,800 K-12 educators in the Austin area weekly, and 2,000 nationally each month, providing information about trainings and resources on global education. Since 2004, Hemisphere’s Summer Institute has brought over 40 teachers each year to learn how topics cross world regions, such as, Explore a World of Art and Performance, Media Literacy and Journalism, and Environmental Education for the Global Classroom. More than half of Texas public school students are Latino/a, leading us to target outreach programs to their teachers, especially dual-language and ESL classrooms. Since 2018 we host an annual Summer Institute for K-5 educators on Critical Literacy and International Books Summer Institute with the CoEd Literacy program. The event is for teachers at the K-5 level for using international children’s literature to support instructional goals for

reading, writing, and oral language. Each summer, Hemispheres staff partner with 12 grad students in UT’s Language & Literacy Dept. in the College of Education and more than 30 elementary educators to create new lesson plans.

During 2018-21, SAI outreach staff presented new curriculum at the annual meetings of the Texas Council for Social Studies, National Council for Social Studies and National Council for Teachers of English (TCSS, NCSS, NCTE) and provided travel funds to teachers to attend. Since September 2020, SAI outreach staff has served as a committee member of the Texas Alliance for Geographic Education Advisory Board and attended monthly work sessions to develop a strategy for training and developing lesson plans to share at school district in-service. SAI staff has also served on the TCSS Professional Learning Committee and attended quarterly meetings focused on developing a resource catalog and searchable database and to coordinate professional learning experiences for Texas social studies educators. Both initiatives greatly increased the profile of our outreach program. SAI continues to work with SANOC (South Asia National Outreach Consortium) on the South Asia Book Award. SAI appoints a teacher to serve on the selection committee and organizes the award ceremony and outreach activities that take place at the annual NCTE conference each fall. In all its K-12 collaborations SAI designs its training program to meet Texas Essential Knowledge Skills requirements, as well as national teaching standards, to facilitate educators’ ease in incorporating the materials into their curricula.

Our language faculty have established long-term relationships with local and national community organizations. Since 2018, they have worked with community language schools to develop curricula and class resources and conduct teacher training workshops for volunteer instructors. Through collaborations with COERLL and the TLC, with grants from the US Dept.

of Education, SAI has made OERs available so that community schools around the US and beyond can also make use of these age-appropriate and graded materials (Section B).

**Post-Secondary Institutions.** We have discussed extensively our partnerships ACC and HT in the Section I (pp. 33-35). To briefly reiterate, in 2018-21 we conducted 149 outreach activities with both MSI institutions, engaging 1500 participants (Table G.4, pp. 33). For HT, SAI collaborated with Hemispheres to develop a Global Studies major, through supporting HT faculty research, course development, and public programs. We have also worked with ACC faculty in their global issues’ programs on human rights, and gender studies. In the next grant cycle we will deepen connections with ACC and HT, and also build on these successes to work with Texas A&M (TAMU) and UT El Paso (UTEP), both of which like UT, are Hispanic Serving Institutions (Section I, pp. 45; also B1-8).

**Business, Media, and the General Public.** SAI and affiliated faculty in McCombs Business School collaborate to support the business community by co-sponsoring events and lending global expertise. Over the last 4 years SAI worked directly with the City of Austin on a business development initiative between Austin and Pakistan funded by a grant from the US Embassy in Islamabad, focused on increasing fashion and textile related trade activity between the US and Pakistan. SAI provided the educational platform or the city’s business development workshop series aimed at Pakistan based designers who were exploring US expansion.

Since 2018, SAI has partnered with the UT Center for Media Engagement to create a collection of case studies on South Asia Media. The collection is designed to be used in communication, journalism, or media courses to build skills of respectful disagreement over important issues and raise awareness of ethical considerations in covering current news events in SA. Case studies cover topics like Censorship in Pakistan and Accurate and Effective Reporting

in a Pandemic. SAI also supports local media and service organizations by hosting events for the general public in collaboration with the City of Austin’s Cultural Arts Division and Asian American Resource Center, the Agni Foundation, and film screenings and discussions with filmmakers in partnership with Indie Meme which works with independent filmmakers from SA.

Our faculty also routinely lends expertise to the wider community, by responding to media requests to offer insight into coverage of current events and serving as translators and expert witnesses and asylum cases (especially for gender non-conforming individuals) taken up by human rights organizations. For example, the Immigration Law Clinic at UT depends on SAI faculty when they are working on cases related to SA undocumented migrants, or applying for U-visas for persons of SA origins who are victims of violence.

# Program Planning and Budget

The biggest challenge we faced this past grant cycle was COVID-19. Like other institutions UT closed its campus in mid-March 2020 and shifted to an online format. Online learning and seminars posed challenges, but also opened new opportunities. Our proposed activities for this grant cycle incorporate the lessons we have learned through remote learning in three themes: I. Deepen and widen SA LCTLs training for professional and amateur language

teachers; II. Strengthen collaborations and expand partnerships with new units in UT in order to

deepen professional school programming and expand work with MSIs and community colleges; and, III. Continue support of research, teaching, and outreach in SA studies.

The proposed activities listed below in each of these themes strengthen our partnerships with MSIs, and with K-12 educators, and contributes to our already strong UG, grad, and professional training programs. Please refer to our proposed NRC Budget Narrative (pp. B-1 to B-12) for detailed descriptions of activities. Project costs are based on our experience with prior

NRC grants and internal review by UT’s OSP. NRC funding requests will work together with extensive support from SAI endowments, CoLA, and UT (Section A). Costs for collaborative outreach activities, research, and teaching are shared with partners where possible.

1. **Programs for South Asian LCTLs** (NRC AP1, AP2 and FLAS CP2)

**I a. Partnerships to strengthen instruction in LCTLs**. Our partnerships are critical to providing training for community language teachers, and for UT students. To that end we request

$13,750 every year of the grant cycle (pp. B-9) for our annual contributions to SASLI, TLC, and Summer Teacher Training Workshop for K-12 in Hindi and Urdu.

**I b. Workshops and outreach with language teachers** (pp. B-3 to B-4). We request support for our language faculty in Bengali, Hindi, Malayalam, Tamil, and Urdu through the NRC grant ($62,200 for Y1; $63,200 for Y2; $64,420 for Y3; and, $65,664 for Y4). In addition to teaching, language faculty build our relationships with community organizations and language schools through offering language teachers training, curricula assistance, and resources for teaching SA LCTLs. A partial list of our partners are: Austin Bangla School, Greater Austin Malayali Association, Austin Tamil Sangam, Austin Kannada Sangha, International Hindi Association in Murfeesboro, TN, and Akkhor Bangla School in Milwaukee, WI.

In partnership with Michigan State U and New York U, we will conduct annual summer virtual 6-week teacher training workshops for Hindi, Urdu, and Arabic teachers in K-12, heritage schools, and universities. The workshops will introduce teachers to principles of language pedagogy. By 2026 we will expand to other SA LCTLs offered through SAI. We request $8,000 per year toward supporting these annual six-week workshops (pp. B-9).

As highlighted in Section G, UT and SAI have made tremendous strides in building an Urdu-Hindi intellectual network across the US, UK, India, and Pakistan. Our SAI faculty put in

considerable effort toward sustaining the Berkeley Urdu program in Lahore because it is the only Urdu program offered in Pakistan for European and American students. SAI will continue to support UT faculty efforts in working with Pakistani instructors of Urdu in the areas of curriculum design, teacher training, and student assessment in Lahore’s Urdu program. Faculty are supported through NRC travel requests (up to $5,000), UT travel grants, and SAI endowments. In addition, we request $7,600 in Y1 to organize a conference, “Assessing South Asian Language Proficiency” that brings together scholars of Hindi and Urdu pedagogy (pp. B- 10). This event focuses on inclusive teaching and assessment modules fashioned on Interagency Language Roundtable (ILR) standards, which will serve institutions with which SAI has long- standing relationships, including the AIIS and AIPS.

**I c. Online summer language courses**. Replicating our success in pandemic online language instruction, we will magnify our reach to Malayalam, Kannada, and Telugu learners in Texas and the US through offering virtual classes in LCTLs through UT Extension (UEX). UEX permits high school juniors and seniors to take courses and receive transferrable UT credits. The fees are lower than tuition at UT, making UEX affordable for almost everyone. Partnering with Middle Eastern Studies, another NRC at UT, we will offer conversational Pashto through UEX, because various NGOs that work with refugees have expressed the need. We request $2500, which is 20% of an instructor’s salary for the online summer Pashto course (pp. B-4). We continue to collaborate with COERLL at UT to make available OERs for use in classrooms (pp. 9-10; funded through Dept. of Education).

# Outreach Programs and Partnerships

**II a. Partnerships within UT Austin** (**NRC AP1**). Our strengths to date have been in the humanities and social sciences. Our focus for 2022-26 is to grow in the health sciences and

environmental studies. In the health sciences we have 2 projects: first, UT has a new MA program, Humanities, Health, and Medicine, offered by the Humanities Institute and the Dell Medical School. SAI faculty will contribute to the program through new course offerings, student advising, and our lecture series (see below). Second, SAI is teaming up with UT’s IC2 and the Latino Research Institute (LRI) to study telemedicine and healthcare in rural

Texas. Our partnership is critical because a large number of SA migrants and guest workers are employed in healthcare and information technology sectors, and remote healthcare is often outsourced to India. IC2 is a UT research institute with the primary goal of assisting rural Texas communities to become economically resilient. LRI focuses on health outcomes for Latino communities. We have received internal seed funding ($150,000) for this research and will apply to NSF and NIH for research support in Year 2 and 3.

In environmental studies we have 2 projects: With UT Housing and Dining, during the last grant cycle SAI established a South Asia Garden with a $14,400 grant from UT’s Green Fund for sustainability projects. The garden is an outreach initiative where visitors learn about the global histories of vegetables common to SA foodways. Signage includes plant names in the SA languages taught at UT so that faculty can visit the garden as a living classroom. We request

$500 annually to host events in the garden on sustainable agriculture, food security, and physical and mental health (pp. B-11). The project has inspired UT’s Health Services, Counseling, and Mental Health Center to initiate a mindfulness garden at the same location, another UT partnership SAI will cultivate in the new grant period.

SAI has begun working with the UT Law School’s Rapoport Center for Human Rights and Justice, which takes a global comparativist perspective on enduring social problems. We will organize a co-sponsored lecture series, and support research on topics related to climate change

and labor markets in the Global South, including SA. The funds for this partnership will be shared between the Law School, CoLA, Texas Global, and our endowment. Finally, we will continue partnerships with the College of Communications and Butler School of Music to work with Pakistani institutes of higher education (see below). This partnership is funded through the US Dept. of State, and supplemented with UT support and our endowment.

**II b. K-12, MSIs and Community College Partnerships** (**NRC AP1 AP2 CP1**). SAI will continue to partner with Hemispheres to host workshops and training sessions for K-12 educators across the state (pp. B-6 to B-7). For outreach endeavors with K-12 educators we request $16,250 for Y1, $15,250 for Y2, and $13,250 each for Y3 and Y4. These funds will be used to host the Hemispheres Summer Institute for K-12 teachers; year-long training sessions held on the UT campus for pre-service and in-service educators; curricular development and digital resources for K-12 teachers; fees for participation in three conferences, namely the TCSS, NCSS, and NCTE; and, SANOC which supports a national book award for children’s literature on SA. In addition, we support UTeach, a teacher certification program run by UT’s School of Education for teachers of languages others than English.

SAI will continue to work with ACC and HT (pp. B-8). We request $5,000 for each year of the grant to support FLCs in ACC. Topics include: climate change; food security and food politics; health and well-being; and migrations. We request $8,000 annually to continue our support of HT’s Global Studies initiative. Funds will be used for faculty professional development, new course offerings, and curricular development for their Global Studies major, and SA scholars’ guest lectures at HT. We request an additional $1,000 annually to build HT’s library resources on SA Studies (pp. B-5).

Finally, SAI has received Dept. of State funding to work with Pakistani institutes of higher education. We are inculcating working relationships between faculty in ACC and HT, with their Pakistani colleagues (see below).

In this grant cycle we propose to build new relationships with two other MSIs in Texas: Texas A&M University (TAMU) and University of Texas, El Paso (UTEP). Like UT, both are federally designated Hispanic Serving Institutes. TAMU is a land grant university with strengths in agriculture and engineering. In these partnerships we will focus on the healthcare and environment sectors, specifically SA food security, climate change, and provisioning of public services in informal settlements. UTEP’s student body is 83% Hispanic. Given that UTEP has a strong student exchange program with Bhutan, our partnership will allow us to build connections with an underrepresented SA country. We request $4,500 Y1, $4,000 in Y2, $3,500 in Y3, and

$3,000 in Y4 toward faculty and staff travel between UT and these campuses in order to foster research and teaching collaborations (pp. B-8).

**II c. Community Partners in Texas and the US** (**NRC AP1 AP2 CP1**). In addition to language associations listed above, we will work with Indi Meme, a non-profit with a mission to promote independent cinema from SA to create intercultural dialogue, and ACC in our efforts to build University of Karachi’s film studies program. Nationally, we partner with University of Florida to provide area studies curricular assistance to community colleges and MSI faculty (pp. B-8). Additionally, every year we assist the Pulitzer Center, which brings in K-12 teachers, MSIs, and community colleges from all over the US for lectures by journalists who write about underreported world regions. This requires no expenditure on our part, but we provide library resources from UT’s Benson Latin American Collections, and Ransom Center along with libraries in Cornell University and the Library of Congress in a program called “Teaching from

Digital Archives at Home and Abroad.” This program is designed to facilitate the use of primary source materials in K-12, community college, and MSI curricula around the US. Finally, we partner with AIIS, AIPS, and American Institute for Bangladesh Studies (AIBS). For example, this year, we are working with AIBS to host their conference commemorating 50 years of Bangladeshi independence (endowment funded).

**II d. International partners** (**NRC AP1 CP1**). Activities described this section are *not* NRC budgetary requests, but the NRC grant is synergistic with our research, outreach, and teaching endeavors facilitated by other grants that deepen and widen SAI’s impact. For Y1 we have three projects, listed here. SAI has received US Dept. of State funding ($350,000) to partner with UT’s RTF, ACC, and Indi Meme to strengthen University of Karachi’s (KU) Film Studies. SAI is currently bringing 11 faculty from KU to work with UT’s RTF mentors. Second, both NAPA and FJWU have received grants from USEFP. Given our prior partnerships, they have reached out to SAI to assist them. NAPA is partnering with UT’s Butler School of Music to facilitate pedagogical skills and curriculum development for their faculty in Karachi. This partnership entails faculty visits from UT to NAPA. FJWU’s grant is to scale up their learning experiences built with SAI (2013-16) to other women colleges in Punjab, Pakistan. In Y1, SAI is coordinating MSI HT’s and ACC’s partnerships with FJWU in providing early-career researchers training on applied research in the social sciences and media studies. This work is supplemented with SAI endowments.

In 2022-26 we will focus on growing opportunities to work with Pakistani institutions of higher learning in priorities as set by the US consulate. Given our strength in Bangladesh and Bengali teaching, through the US Consulate, we will reach out to Bangladeshi institutions of higher learning such as University of Dhaka and Bangladesh University of

Engineering and Technology to partner on environmental studies and health sciences. We plan to build such partnerships by linking faculty in these institutions to UT faculty in CoLA, Environmental Engineering, and LBJ, and TAMU.

# Critical Contemporary Issues in South Asia (NRC AP1 CP1)

The year 2022 marks 75 years of independence for Pakistan and India, and 50 years of independence for Bangladesh. This is not just an occasion to study the social histories of independence movements, but it is also an opportunity for scholarly interrogations on what these years have meant for the subcontinent’s populations constituted by different religions, castes, classes, genders, and ethnicities. We propose a series of seminars, workshops, and invited distinguished lectures that answer classic area studies questions on culture, politics, and sectarian violence, cooperation, and mutuality through examining the performance arts such as *ghazal* and folk theater, regional language literature and media; and thematic topics such as public services in informal settlements, energy policy, public health, agriculture, food security, climate change, and the refugee crisis in SA. To fund these conferences and seminar series, SAI requests $18,105 in Y1, $15,545 in Y2, $15,145 in Y3, and $13,911 in Y4 to underscore diverse perspectives on SA (pp. B-9 to B-11). In addition, we will work with UT’s Law School’s Rapoport Center, Women and Gender Studies, School for Communication, and LBJ School, on co-sponsorships.

Other events will be coordinated joint efforts with TAMU, UTEP, AIBS, and AIPS.

All of our work is greatly facilitated by our library collections. Toward that end, SAI requests $23,400 ($21,400 in Y4) annually to support UTL. We have budgeted $10,000 for SA related acquisitions (with $8000 in Y4, pp. B-5), $5000 to support digitization of Faiz Ahmed Faiz’ archive, and $5000 for the South Asia Open Archives Project (pp. B-11 to B-12). Details

on these projects are elaborated in Section F. Finally, we request $3400 for a staff person who will work on digital projects and tools (pp. B-12).

# FLAS Awardee Selection Procedures

SAI requests $348,500 annually over the grant cycle to support grad and UG FLAS awards. Each year Grad students will receive 7 academic year (AY) and 5 summer FLAS Fellowships, while UG students will receive 2 AY and 2 summer FLAS Fellowships (FLAS Budget Narrative).

**Advertising and Recruiting Applicants.** SAI disseminates information about FLAS Fellowship through the webpages, blogs, Twitter feeds, Facebook pages, and email lists of many offices at UT, including UT’s Grad and UG coordinator networks, and all UT departments, including the professional schools. SAI announces the FLAS Fellowship via the University Unions Digital Screens, a networked system of screens across campus that advertise programs and events of interest to students. Information is also included on CoLA’s Global Assist and Study Abroad Scholarship Databases. SAI also works directly with DAS languages instructors to encourage their students to apply for FLAS. Advertising intensifies in November and December.

In November, SAI works with UT’s five other FLAS centers to offer at least two informational sessions. SAI also offers at least one additional session targeted specifically at students studying SA languages. Application materials and brochures are given to advisors to share and review with students and potential students who have applied to graduate school to study SA. Students who meet FLAS criteria are invited to attend workshops for interested applicants to further inform them about this funding opportunity and answer questions about the application process. Past FLAS recipients participate in the information sessions to offer their perspectives as prior awardees and share their experiences as Fellowship holders. During each application period, SAI responds to inquiries and updates a detailed online FAQ. The FAQ

covers eligibility requirements; application procedures; funding amounts and usage; program restrictions; and testing and reporting requirements.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table J.1: SAI FLAS Award Language, 2018-22** | | | | | | | | | |
| Award Period | Total Awards | Bengali | Hindi | Other | Malayalam | Persian | Tamil | Telugu | Urdu |
| 2018 Sum | 8 |  | 2 |  |  | 2 | 2 |  | 2 |
| 2018-19 AY | 11 | 2 | 4 |  | 2 | 1 | 1 |  | 1 |
| 2019 Sum | 10 |  | 1 |  | 7 | 1 | 1 |  |  |
| 2019-20 AY | 13 |  | 5 |  | 3 | 1 | 1 |  | 3 |
| 2020 Sum | 13 | 1 | 2 | 1 | 7 | 1 | 1 |  |  |
| 2020-21 AY | 15 | 3 | 3 |  | 4 | 2 |  |  | 3 |
| 2021Sum | 9 |  | 1 |  | 1 | 1 |  | 2 | 4 |
| 2021-22 AY | 13 | 1 | 2 | 1 | 3 | 1 | 1 |  | 4 |
| Total | 92 | 7 | 20 | 2 | 27 | 10 | 7 | 2 | 17 |
| Percentage | 100 | 8 | 22 | 2 | 29 | 11 | 8 | 2 | 18 |

SAI nurtures diversity in the FLAS applicant pool, described extensively in Section G (pp. 31). In 2018-22, 45% of awards were made to students from racial/ethnic minorities or LGBTQ

communities; 62% of awards were given to female applicants; 34% were given to students in social sciences and professional schools (Table G.3, pp. 31). SAI also strives to represent diversity in the LCTLs studied by Fellows (Table J.1). SAI will continue to give 100% of awards SA LCTLs, and to encourage diversity in global studies and the FLAS program.

**Competition and Selection Timetable.** Application forms are made available November 1 and are due the third week of February. Completed applications are then given to the selection committee to individually review/rank each application. The first week of March, the committee meet to review their individual rankings, when each application is intensively discussed and re- ranked, as necessary. Successful and alternate candidates are chosen. Successful applicants are informed of the committee’s decision by March 15. Fellowship recipients have until April 15 to accept the award. If a selected applicant declines, alternates are immediately notified.

**Announced Priorities*.*** To address **FLAS CP 1**, SAI has a standard procedure whereby all FLAS applicants are instructed to complete a FAFSA through UT’s Office of Student Financial Services (OSFS) to provide information on applicants’ financial need. Applicants are informed that if they do not complete the FAFSA, their applications could be ranked lower than those who have a FAFSA on file because their need is “unknown.” All applicants are assigned a

“financial need score” through OSFS, where need is determined by subtracting the FAFSA’s “Family Contribution” from the school-determined “Cost of Attendance.” This enables SAI to implement a 2-tiered ranking system for determining awards. In the first stage, the selection committee evaluates applicants based strictly on academic merit (described below). Once a pool of qualified applicants has been determined, SAI uses the OSFS “financial need score” to identify candidates who demonstrate financial need and academic potential, and give competitive preference to applicants with higher financial need in their final rankings. As part of its regular practice, SAI meets FLAS CP2 in that 100% of our awards go to students studying priority SA LCTLs. Table J.1 shows the breakdown by language of FLAS Fellowships in 2018-22.

**Support of FLAS Fellows’ success.** UT continues to provide support for SAI’s FLAS program with waivers that provide in-state tuition rates for those who are not Texas residents. The FLAS coordinator works with grad advisors to nominate all grad FLAS Fellows for the Dean’s Prestigious Fellowship Supplements of $1000. For the 2022-26 grant cycle, UT’s CoLA and Texas Global are expanding institutional support of FLAS Fellows with funds for each Fellow to fully cover UT’s student health insurance plan. FLAS Fellows have access to UT’s robust academic and career advising system (Section D**)**. To further support Fellows in preparing to enter the work force and put their language and area studies skills to use, SAI and UT’s four other FLAS centers host information sessions. For example, the State Dept. Diplomat in Residence for Texas will meet with FLAS recipients to provide information on the 24 career tracks available in foreign service. Beginning in Spring 2023, SAI will organize an online panel of 4-6 FLAS alumni on career paths in both academic and non-academic fields. SAI FLAS alumni have found diverse employment using their FLAS training, for example, with the US Dept. of State, the US Embassy in Bangladesh, with AmeriCorps, at the Library of Congress, and

as the director of the Lahore University of Management Sciences’ intensive summer Urdu program. SAI is excited to connect these alumni with current FLAS Fellows to cultivate their sense of the possibilities open to them within and outside academia.

**Application Procedure.** SAI uses an online application on the Qualtrics survey platform.

All award types (Summer, AY, Grad, UG) share the same application procedures. Requested information includes biographical data, extent of previous language study (including ACTFL/ILR ratings4 if available), and the language level to be studied. All applicants must provide a CV and statement of purpose defining the utility of language training to their course of study, proposed research, and career plans. Additional materials include academic transcripts, GRE/SAT scores, FAFSA, 1 academic reference letter, and 1 language reference letter that speaks to current language proficiency or aptitude for language learning in general.

**Selection Committee and Criteria.** The selection committee consists of 5-6 faculty who represent diversity in rank, gender, languages, country specialization, and disciplines. The committee includes two language faculty. Other members are faculty from social sciences, humanities, and professional schools. The same committee reviews applications for all awards (Sum, AY, Grad, UG). Awards are made based on academic strength, demonstration of need for studying the target language, as well as demonstration of financial need. The same selection criteria are used for all awards (Sum, AY, Grad, UG). Awards are always given to support intermediate and advanced language study for UG awards and in most cases for Grad awards.

Summer FLAS fellowships may only be used for participation in intensive, well-established programs that meet contact hour requirements. SAI criteria for determining academic merit include: a) Academic potential (grades, test scores, reference letters); b) Quality of proposal

4 American Council on the Teaching of Foreign Languages (ACTFL) and Interagency Language Roundtable (ILR).

(research topic, review of relevant literature, fit between proposed research/career and language studied); c) Quality of preparation (courses taken, statement of purpose); d) Consideration of interdisciplinary components and opportunities to foster knowledge about SA in new subject or employment areas; e) Due weight is given to students seeking advanced levels of language.

Upon ranking academic merit, the committee gives preference to students with financial need.

# Competitive Preference Priorities

In this concluding section we note that SAI meets NRC and FLAS priorities.

**NRC Absolute Priority 1**. SAI builds on its strengths in the humanities and social sciences, and in this grant cycle proposes to grow in health sciences and environmental studies. SA countries are vulnerable to climate change, mass migrations, and global pandemics. Food security, healthcare, ecological disasters, and climate refugees on the sub-continent are not just regional affairs but are pressing global security concerns. Through new foci on health sciences and environmental studies SAI will foster students’ interests in long-term employment in government, the non-profit sector, and businesses concerned with these critical issues.

In addition, through our international partnerships, especially strong in Pakistan, we facilitate faculty and students’ practical engagement with their Pakistani counterparts. SAI has been very successful in initiating and facilitating stronger relationships between Texas-based MSIs, specifically ACC and HT, and Pakistani institutions of higher education, including FJWU.

**NRC Absolute Priority 2**. We acknowledge that the focus on diverse perspectives on SA will be successful *only* if accompanied with continued, and deepening training in SA LCTLs. To that end our faculty continue to work on pedagogical and curricula workshops for language teachers in Texas, the US, and India and Pakistan that receive language learners from the US and Europe. Online learning, which has expanded since 2020, has posed challenges for language

instruction. Our faculty are at the forefront in developing, and training other LCTL teachers in pedagogical innovations toward deepening students’ learning in online formats. They are also seeking, and receiving funding through the US Dept. of Education to develop OERs for LCTLS in order to make language resources widely, and freely available for teachers and learners.

**NRC Competitive Priority 1**. SAI has a stellar track record of working with MSIs, specifically HT and ACC. SAI has striven, and continues to globalize HT’s and ACC’s curricula as described in this proposal. Moreover, since 2020 UT has been designated an MSI because 26.1% of its students identify as Hispanic. SAI’s commitment to diversity leads us to new partnerships with 2 HSIs, TAMU and UTEP especially in the health sciences and environmental studies. The plans outlined in this proposal demonstrate that SAI is not just reaching UG and grad students in UT, but also, through outreach and programming, SAI is reaching students enrolled in MSIs and community colleges, as well as K-12 students through their teachers.

**FLAS Competitive Priority 1**. Starting with applications from the Summer 2015 and AY 2015-16 award period, SAI implemented a 2-tiered ranking system when awarding fellowships*.* First, applicants are evaluated by the selection committee based strictly on academic merit. SAI then *uses the OSFS “financial need score”* to identify candidates who demonstrate financial need and gives competitive preference to these applicants in final rankings. See Section J (pp. 49-50) for details.

**FLAS Competitive Priority 2**. SAI’s FLAS Fellowship program gives 100% of its awards to students studying priority South Asia LCTLs.