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# UNIVERSITY OF MICHIGAN CENTER FOR SOUTHEAST ASIAN STUDIES TABLE OF CONTENTS

1. UM COMMITMENT TO SA 1

Operation of the Center 2

Teaching Staff 2

Library Resources 2

Linkages Abroad 2

Outreach Activities 3

Qualified Students 4

Financial Support to Students 4

1. QUALITY OF THE CENTER’S LANGUAGE INSTRUCTIONAL PROGRAM 4

(B-1) Instruction in SA Languages 4

(B-2) Language Levels and Languages in other Disciplines 5

(B- 3) Availability of Sufficient Number of Language Faculty 5

Staff Language Pedagogy Training 5

[(B-4) Quality of the Program 7](#_TOC_250001)

Performance-Based Instruction 7

Proficiency Requirements 7

Digital resources for language learning 8

1. QUALITY OF THE CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM 8

(C-1) Quality and Extent of Course Offerings in a Variety of Disciplines 8

Availability of South Asian Courses in Professional Schools 9

(C-2) Depth of Specialized Course Coverage 9

(C-3) Adequate Teaching Faculty Availability 10

Pedagogy Training for Teaching Assistants 11

(C-4) Interdisciplinary Courses 11

1. QUALITY OF CURRICULUM DESIGN 11

D1. Undergraduate and Graduate Degrees and Instruction in SA 11

Asian Studies Majors 11

Program in International and Comparative Studies (PICS) 13

Minors for the study of South Asia 13

Appropriateness of Undergraduate Curriculum 13

South Asia for Graduate Studies 13

Graduate Studies in the Professional Schools 15

(D-2) Academic and Career Advising 15

Academic Advising 15

Career Advising 16

(D-3) International Opportunities for Students 16

Professional Schools 17

Facilitating Access to Other Programs 18

1. QUALITY OF STAFF RESOURCES 19

(E-1) Qualifications of Teaching Faculty and Professional Staff 19

Professional Development Opportunities 20

Commitment to Teaching, Supervision, and Advising 21

(E-2) Staffing, Oversight, and Variety of Faculty 21

(E-3) Nondiscriminatory Employment Practices 23

1. STRENGTH OF THE LIBRARY 23

(F-1) Library Holdings, Museum Collections, and Archives 23

Non-print Holdings in our Collections 24

Financial Support for Acquisitions and Staffing 25

(F-2) Cooperative Arrangements 25

Access to Michigan Collection 26

1. IMPACT AND EVALUATION 27

(G-1) Impact of CSAS Activities and Programs 27

Course Enrollments 27

Graduate Placement Data 27

Center Events and Participation 27

Usage of Center Resources 28

(G-2) Activities that Address National Needs 28

(G-3) Addressing National Needs and Dissemination of Information 29

(G-4) Evaluation Plan 29

UM NRC Evaluation Plan 30

CSAS Evaluation 31

UM Evaluation 32

FLAS Evaluation 33

Use of Evaluations to Improve Program 33

(G-5) Equal Access and Treatment 34

H (FLAS). FLAS AWARDEE SELECTION PROCEDURES 35

H (NRC). OUTREACH ACTIVITIES 36

(H-1a, b) Elementary, Secondary, and Postsecondary Outreach 36

(H-1c) Outreach to Business, Media and the General Public 38

* 1. PROGRAM PLANNING AND BUDGET 40

(I-1) Development Plan 41

(I-2) High Quality of Activities 41

(I-2a) Language and Area Studies Instruction and Course Development 41

(I-2b) Innovative Teacher Training and Capacity-Building at MSIs and CCs to

Produce SA Curricula 43

(I-2c) Public and Campus Programming 47

(I-2d) SA Library Collections 48

(I-3) Costs 48

(I-4) Long Term Impact 48

* 1. [ABSOLUTE & COMPETITIVE PREFERENCE PRIORITIES 50](#_TOC_250000)

**APPENDIXES**

Appendix I: Course List

Appendix II: Position Descriptions

Appendix III: Curriculum Vitae for Faculty Affiliates and Staff Members Appendix IV: Letters of Support

# ACRONYMS LIST

**ACTFL** = *American Council for Teachers of Foreign Languages*

**AIIMS** = *All India Institute of Medical Sciences*

**AIIS** = *American Institute for Indian Studies*

**ALC** = *Department of Asian Languages and Cultures*

**AP** = *Absolute Priority*

**AS** = *Asian Studies*

**ASC** = *(The University of Michigan’s) African Studies Center*

**AY** = *Academic Year*

**BTAA** = *Big Ten Academic Alliance*

**CARLA** = *Center for Advanced Research on Language Acquisition*

**CC** = *Community college(s)*

**CCS** = *Lieberthal-Rogel Center for Chinese Studies*

**CEDER** = *Center for Education Design, Evaluation, and Research*

**CGIS** = *Center for Global and Intercultural Study*

**CJS** = *Center for Japanese Studies*

**CKS** = *Nam Center for Korean Studies*

**CMENAS** = *Center for Middle Eastern and North African Studies*

**CoE** = *College of Engineering*

**CONSALD** = *Committee on South Asian Libraries and Documentation*

**CPP** = *Competitive Preference Priority*

**CREES** = *Center for Russian, East European, and Eurasian Studies*

**CRL** = *Center for Research Libraries*

**CRLT** = *Center for Research on Learning and Teaching*

**CSAS** = *Center for South Asian Studies*

**CSEAS** = *Center for Southeast Asian Studies* **DEI** = *Diversity, Equity and Inclusion* **EA** = *East Asia(n)*

**EANRC** = *(The University of Michigan’s) East Asia National Resource Center*

**EC** = *Executive Committee*

**EMU** = *Eastern Michigan University*

**FAFSA** = *Free Application for Federal Student Aid*

**FAO** = *Foreign Area Officer*

**FASAC** = *Foreign Area Studies Advisory Committee* **FERA** = *Formative Evaluation Research Associates* **FLAS** = *Foreign Language and Area Studies*

**FTE** = *Full-Time Employee*

**GMEI** = *Global Migration Education Initiative*

**GMIP** = *Global Migration and Inclusive Pedagogy*

**GSI** = *Graduate Student Instructor*

**GSU** = *Georgia State University*

**GEPA** = *General Education Provisions Act*

**GIEP** = *Global Information Engagement Program*

**ICP** = *International Career Pathways*

**IFLE** = *International and Foreign Language Education*

**II** = *International Institute*

**ILL** = *Interlibrary loan*

**IPE** = *International Programs in Engineering*

**IS** = *International Studies*

**K-12** = *Kindergarten through 12th grade* **LACS** = *Latin American and Caribbean Studies* **LCTL** = *Less Commonly Taught Language*

**LRC** = *(The University of Michigan’s) Language Resource Center*

**LSA** = *(College of) Literature, Sciences and the Arts*

**MENAS** = *Middle Eastern and North African Studies*

**MAPs** = *Multidisciplinary Action Programs*

**MIIIE** = *Midwest Institute for International/Intercultural Education*

**MIRS** = *Masters in International and Regional Studies*

**MSI** = *Minority-Serving Institution*

**NCOLCTL** = *National Council of Less Commonly Taught Languages*

**NEH** = *National Endowment for the Humanities*

**NRC** = *National Resource Center*

**OCLC** = *Online College Library Center*

**OPI** = *Oral Proficiency Interview*

**PICS** = *Program in International and Comparative Studies*

**SA** = *South Asia*

**SABA** = *South Asia Book Award*

**SALRC** = *South Asia Language Resource Center*

**SANOC** = *South Asia National Outreach Consortium*

**SAS** = *South Asian Studies*

**SASLI** = *South Asia Summer Language Institute*

**SDSU** = *San Diego State University*

**SMTD** = *School of Music, Theatre & Dance*

**SOE** = *(The University of Michigan’s) School of Education*

**STEM** = *Science, Technology, Engineering and Medicine*

**UM** = *The University of Michigan*

**UMMA** = *The University of Michigan Museum of Art*

**UMNRC** = *The University of Michigan’s National Resource Center*

**UPR** = *University of Puerto Rico*

**USED** = *United States Department of Education* **WHaLI** = *World History and Literature Initiative* **WCED** = *Weiser Center for Emerging Democracies*

**A. UM COMMITMENT TO SA**

The University’s ongoing commitment to our field remains strong and continues to grow. UM contributed over $12 million for SA scholarship, research, and teaching in 2019-20 alone (see Table A-1). Since 2018, despite the pandemic, UM has recruited and hired 5 new tenured or tenure-track faculty whose research and teaching is focused on South Asia (in American Culture, Asian Languages and Culture, Communications, English, Linguistics, and Theater and Dance).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table A-1: UM Institutional Support for South Asian Studies, 2019-2020** | | | | |
| **PERSONNEL** | **Salary** | **Benefits** | **Subtotal** | **$7,394,079** |
| **Teaching Staff** [Based on % FTE dedicated to South Asian Studies] | | | |  |
| Faculty [35.1] | $4,819,014 | $957,546 | $5,776,560 |
| Language Instructors [3.6] | $229,853 | $75,961 | $305,814 |
| Graduate Student Instructors - [54 GSIs] | $588,033 | $63,238 | $651,271 |
| **Professional & Administrative Staff** [Based on % FTE dedicated to South Asian Studies] | | | |
| Center for South Asian Staff [3.0] | $153,850 | $27,299 | $181,150 |
| International Institute Staff [1.85] (Advising, Leadership, & Communications) | $134,646 | $29,273 | $163,919 |
| Library [2.15] | $137,445 | $44,386 | $181,831 |
| Asian Languages and Cultures [.95] | $56,292 | $19,138 | $75,430 |
| Digital and Global Islamic Studies [2.35] | $31,353 | $9,698 | $41,052 |
| Museums and Language Resource Center | $5,556 | $476 | $6,032 |
| Temporary Professional / Student Staff (CSAS, II, ALC, & Library) | $8,326 | $2,694 | $11,020 |
| **CSAS AFFILIATED FACULTY & STAFF SUPPORT** | | | | **$1,852,532** |
| Faculty Research Grants awarded to CSAS Faculty Affiliates | | | $1,831,178 |  |
| Affiliated Faculty and Staff - Travel and Conference Support | | | $21,354 |
| **SUPPORT FOR STUDENTS STUDYING SOUTH ASIA** | | | | **$2,684,060** |
| **Merit Awards:** Graduate (217) and Undergraduate (19) Students.  *Includes tuition, stipends and funding for international experiences, research, and conferences* | | | $1,332,156 |  |
| **Need-Based Awards:** Graduate (24) and Undergraduate (44) Students.  *Includes grants, loans, child care subsidies, and COVID-19 emergency funds* | | | $405,533 |
| **FLAS Supplement:** Graduate Tuition & Insurance Supplement (11) | | | $170,370 |
| **Language Study Support:** Graduate (4) | | | $23,550 |
| **CSAS & International Institute Funding:** Graduate (11) and Undergraduate (10) *Includes CSAS funding towards Summer in South Asia Fellowship (30k), tuition, stipends, international experiences, research, and conferences* | | | $43,131 |

|  |  |  |
| --- | --- | --- |
| Graduate Student Instructor Tuition Waiver | $697,824 |  |
| Student Conference Travel Grants, & Research Grants | $11,496 |
| **SUPPORT FOR SA EVENTS** |  | **$113,856** |
| Center for South Asian Studies Programming | $42,589 |  |
| Center for South Asia Co-sponsored Programming from across the University | $9,750 |
| **UM Events focused on SA** (Asian Languages and Cultures, International Institute, Global & Digital Islamic Studies, Donia Human Rights Center) | $61,517 |
| **LIBRARY ACQUISITIONS AND INSTITUTIONAL MEMBERSHIPS** | | **$113,000** |
| Library Acquisitions | $110,000 |  |
| **Institutional Memberships** (AIIS, AIPS, AISLS) | $3,000 |
| **TOTAL UM INSTITUTIONAL SUPPORT FOR SOUTH ASIAN STUDIES** | | **$12,157,527** |

*Operation of the Center* Direct UM funding to CSAS for staff salaries has been generous,

amounting to $181,150 annually. In addition, stipend support is provided for the Center director, who also receives a laptop computer and reduced teaching load. CSAS is located in a building (Weiser Hall) renovated in 2014 (total construction budget $49 million), designed specifically to house UM’s interdisciplinary and internationally-focused units, including the International Institute (II), an umbrella unit that houses FLAS-NRC units and thematic centers, such as the Weiser Center for Emerging Democracies (WCED), and is home to the Program in International and Comparative Studies (PICS).

*Teaching Staff* UM has long been at the forefront in its commitment to faculty teaching on and

researching in South Asia. Faculty positions were supported by over $6.7 million in University- based salary support (reflective of time devoted to SA; see also professional development commitments in Narr. E-1, and pedagogical training support in Narr. B-3) in 2019-2020.

*Library Resources* The library’s annual contribution for the salaries of staff dedicated to SA is

$181,831, supplemented by funds for professional travel. The library’s current annual budget for the acquisition of books and materials on SA is $110,000.

*Linkages Abroad* CSAS and its affiliated faculty maintain linkages with many institutions in

SA (see Table A-2), through faculty and student exchanges, joint conferences, and research

collaborations.

|  |
| --- |
| **A-2 Institutional and Faculty Linkages Abroad, 2018-22** |
| **Institutional Collaborations (Signed Memoranda of Understanding)** |
| Indian Institute of Science Education and Research (IISER); Maharashtra University of the Health Sciences; Madras Christian College; Government of Tamil Nadu and the Madras Institute for Development Studies (MIDAS); KMCH Research Foundation, Amrita Vishwa Vidyapeetham University; CK Prahalad Initiative, Shiv Nadar University; World Noncommunicable Diseases Federation; SETCO Foundation; Srishti Institute of Art; Design & Technology; National Council of Applied Economic Research; Manipal Academy of Higher Education; GVKEMRI Ambulance Service; Post Graduate Institute of Medical Education and Research; VIDYA; Jawaharlal Nehru University; Habib University |
| **Additional Institutional Linkages through Faculty Collaborations** |
| Aligarh Muslim University; Arsenic Asian Network; BRAC University; Cancer Foundation of India; Centre for Policy Alternatives (Colombo); Cereal Systems Initiative for South Asia; CIMMYT; Healis Sekhsaria Institute of Public Health; Indian Institute for Human Settlements (Bangalore); Indian Institute of Public Health (Gandhinagar and Hyderabad); Indian Institute of Technology (New Delhi and Bombay); Indian School of Business (Mohali); Institute for Social and Environmental Research (Nepal); International Institute of Information Technology (New Delhi); Jawaharlal Institute of Postgraduate Medical Education & Research; Jawaharlal Nehru University; Jamia Millia Islamia University; Kabul University; Swami Vivekananda Youth Movement; Tata Management Training Centre; The Forum on Contemporary Theory, Baroda; Tilak Maharashtra Vidyapith; University of Mysore; Lahore University of Management Sciences, SVYM (Swami Vivekananda Youth Movement) |

Supported by more than $180,000 in grants/gifts to the CSAS to foster linkages abroad from the President’s and Provost’s offices and private donors, relationships with these institutions include: support for joint faculty workshops, visits by faculty to UM, student exchanges, and student research collaborations. Additionally, through Provost and donor funds amounting to $78,000 a year, CSAS is currently hiring an India Communications Representative (ICR) to strengthen the ties between UM and India.

*Outreach Activities* CSAS conducts a wide array of outreach activities, including: a Lecture

Series, a Film Series, 3 or more annual conferences, and exhibitions that are all offered to UM faculty, students, staff, and members of the community; and workshops for K-16 teachers, locally, regionally, and nationally (see Narr. I-1, I-2, H-1, H-2). UM contributes substantial financial, staff, and infrastructure resources to each of these activities; this support includes $113,856 for our lectures, conferences, and outreach programming in 2019-20, in addition to staff and faculty time,

and institutional space and equipment for activities in the K-12 arena.

*Qualified Students* CSAS recruits MA students from the top undergraduate programs in the

U.S., assists other graduate programs across the university in attracting qualified students interested in pursuing SA research, and draws on well-qualified potential undergraduates both state- and nation-wide. The quality of our students is reflected in the fact that UM has been a top producer of

U.S. State Department Fulbright Fellows for decades, and has been the top producer amongst public institutions for 13 years out of the last 15. UM also recruits Foreign Area Officers and covers any tuition shortfall for officers enrolled in area studies MA programs.

*Financial Support to Students* CSAS, II, and UM are committed to supporting student research

in, and study of, SA at both graduate and undergraduate levels. At the undergraduate level, UM and the CSAS provide fellowship support for engaged learning and internship opportunities in SA. At the graduate level, UM provides fellowship support for PhD and MA students, the financial difference between FLAS support and UM tuition, and grants to support research and travel for conferences. This support is generous, amounting to $2,684,060 in 2019-20 (see Table A-1).

**B. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

**(B-1) Instruction in SA Languages (Extent of Language Coverage, Enrollments, and Levels).**

UM is a major center for the teaching of SA languages, including Bengali, Hindi, Persian, Punjabi, Sanskrit, Tamil, and Urdu (see Table B-1). Classical language instruction is available in

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table B-1: South Asian Language Enrollment Summary, AY2020-21** | | | | | | | |
| **Language** | **Levels Offered** | **Levels** | | | **Class Standing** | | **TOTAL** |
| **Year 1** | **Year 2** | **Year 3+** | **UG** | **GR** |
| Bengali | 3 | 29 | 26 | 5 | 60 | 0 | **60** |
| Hindi | 3 | 80 | 52 | 6 | 133 | 5 | **138** |
| Persian | 4 | 35 | 26 | 27 | 64 | 24 | **88** |
| Punjabi | 2 | 15 | 18 | NA | 31 | 2 | **33** |
| Sanskrit | 2 | 7 | 0 | 3 | 2 | 8 | **10** |
| Tamil | 3 | 6 | 12 | 4 | 18 | 4 | **22** |
| Urdu | 3 | 28 | 33 | 11 | 71 | 1 | **72** |
| **Total** | | **200** | **167** | **56** | **379** | **44** | **423** |

Sanskrit, and upon request in Classic Punjabi, Pali, and Tibetan (*FLAS CP2)*. Through collaboration with the Big Ten Academic Alliance, we are also able to provide Dari, Malayalam, Pashto, Telugu, and Uzbek.

**(B-2) Language Levels and Languages in other Disciplines.** We offer 3 levels of instruction each year in Bengali, Hindi, Urdu, Tamil, and Persian (4 levels); and 2 levels in Punjabi (in a two-year cycle), Sanskrit, as well as distance learning for Dari, Malayalam, Pashto, Telugu, and Uzbek. For the upcoming cycle, CSAS would like to continue Title VI support for Tamil, since COVID-19 has slowed down new enrollments below our initial forecast. (Bgt. 1.B). The Department of Asian Languages and Cultures (ALC) has agreed to take over once student numbers are comparable to that of other SA languages. Total enrollments in SA language courses average over 400 per year (Table B-1).

In addition to these courses, ALC has 6 tenured/tenure-track professors who teach in SA languages: D. Lopez (Tibetan), A. Mandair (Punjabi), C. Merrill (Rajasthani/Hindi; jointly appointed in Comparative Literature), N. Chanchani (Gujarati; jointly appointed in History of Art),

D. Brick (Sanskrit), and S. Namboodiripad (Malayalam; Linguistics). All are qualified and available to conduct advanced language tutorials and independent studies for interested students. **(B-3) Availability of Sufficient Number of Language Faculty.** In addition to the 6 tenure track

faculty above, UM employs 6 specialists in SA language pedagogy as full-time lecturers: B.

Aghaei, S.E. Ali, F. Hoque, P.K. Gill, B. Khan, and P. Vaishnava. Aghaei, Ali, and Gill have multi- year renewable contracts governed by an agreement with the Lecturer Employees Organization (LEO); Hoque, Khan, and Vaishnava have an annual renewable contract, also governed by LEO. Together, these 12 experts are sufficient to cover existing instruction requirements (see CVs in Appx. III).

*Staff Language Pedagogy Training* Language instructors attend required UM workshops on

pedagogy, as well as workshops held by the AIIS, ACTFL, NCOLCTL, CARLA, and SALRC, with the support of CSAS. They are also encouraged to take advantage of online resources like the Language Acquisition Resource Center. Ali attended a series of LCTL workshops on developing proficiency-based language teaching materials organized by Michigan State University and funded by a $1.2M grant from the Mellon Foundation to develop an online model of LCTL instruction reflecting best practices in proficiency-oriented instruction. Hindi is 1 of the 3 languages supported by the grant, and Ali is 1 of 3 members of the Hindi team on the grant. They are now applying for a new grant from the Mellon Foundation to expand the project further. Ali, Gill, and Hoque attended LCTL workshops organized by the University of Chicago Language Center in 2018. Ali and Gill have taken the ACTFL Oral Proficiency Interview in Urdu and Hindi, respectively, and both received highest distinction. Gill is now a certified ACTFL tester for Hindi. Language instructors actively seek out other opportunities to improve their pedagogy as well. In the past 2 years, for example, Ali and Gill participated in the virtual annual ACTFL Conference, and the sixth Annual Workshop for Language Teachers organized by Rice University, and organized a one-day workshop on Integrated Performance Assessment (IPA). Additionally, language faculty have participated in various professional development workshops organized by the UM, such as the Enriching Scholarship Workshops, the RISE Raising Respect Workshop. Gill was awarded the 2021 Golden Apple Award that honors one UM professor per year for inspiring and engaging students.

The UM Language Resource Center (LRC) supports the study of languages, literatures, and cultures by hosting programs during the semester to assist instructors in integrating technology into their courses, fostering dialogue around current language learning and teaching issues facing the profession, and supporting instructors to find financial resources from other UM units to support language course development.

Lastly, CSAS, in collaboration with LRC and ALC, is planning to organize a yearly SA language pedagogy conference, if funding is confirmed.

# (B-4) Quality of the Program.

*Quality of the Language Program: Performance-Based Instruction* Looking ahead, we will

encourage our faculty to continue teaching in SASLI because of its emphasis on evaluation and performance-based instruction; to continue our involvement in SALRC and support/implement the development of new “Standards-based Measurement of Proficiency” tests to measure all 4 basic skills (reading, writing, speaking, and listening) for Bengali, Hindi, Punjabi, Tamil, and Urdu, with our faculty and staff members participating in the development and beta-testing process; to encourage our faculty during the next 4-year period to enhance their utilization of the LRC; to maintain student portfolios to enhance students’ active roles in learning and offer guidance to instructors in assessing the effectiveness of their pedagogy; and to develop a uniform proficiency- based curriculum for Bengali, Hindi, Punjabi, Tamil, and Urdu.

*Quality of the Language Program: Adequacy of Resources* The state-of-the-art UM LRC

supports work on language pedagogy, teaching methods, educational research, language acquisition, instructional technology, evaluation, and productivity. New resources for digitization facilitate the preparation of language pedagogy materials. CSAS also supports the quality of the language program by providing funding for the creation of language resources, as well as multiple professional development opportunities for language teachers (Bgt. 3.C; see Narr. B-3).

*Quality of the Language Program: Proficiency Requirements* Our course curricula are

designed to develop students’ proficiency in the 4 basic language skills. Beginning language instruction involves 4 hours per week in the classroom, and advanced language courses involve 3 hours of classroom instruction per week. Beginning and intermediate courses primarily focus on task- or theme-based learning to develop students’ communicative proficiency. These students are

assessed using ACTFL Can Do statements. Advanced courses are designed to emphasize content- based instruction and include substantial readings in journalistic, literary, and scholarly genres.

Sociocultural orientation increases the students’ familiarity with important cultural aspects of SA language use and production. Course materials stress active manipulation of a practical vocabulary in both formal and informal contexts.

*Digital resources for language learning* The situation created by COVID increased the need

for new online material. CSAS partnered with the Language Resource Center (LRC), to allow the South Asian Language Program instructors to create a “Multilingual Web-Dictionary of the SA languages (Bengali, Hindi, Punjabi, Tamil and Urdu),” as well as 20 online standalone language units, with text audio, images, and exercises. The material will be soon available to the public, so that it can be used both by independent learners and in classes. Given the success of the pilot, and the long-lasting effects of such resources, CSAS is planning to continue during the 22-26 grant cycle as well, if funded.

Additionally, a UM New Initiatives/New Instruction (NINI) Grant project has been awarded for two years (2021-22 and 2022-23) to work on the project entitled “Decolonizing the Curriculum in South Asian Languages and Cultures Courses” with ALC faculty Christi Merrill (PI), and Pinderjeet Gill, Faijul Hoque, Arvind-Pal S. Mandair, and Vidya Mohan.

**C. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM**

(**C-1) Quality and Extent of Course Offerings in a Variety of Disciplines**. Table C-1 below identifies the 16 LSA departments that together offered 86 courses devoted 100% to SA, or with significant SA content (at least 25%; 298 courses) during 2020-21.

*Availability of South Asian Courses in Professional Schools* (See Table C-2) SA has a strong presence in Law, Business, and Public Policy, where CSAS affiliated faculty teach courses such as “Law and Economic Development: India” or “Corporate Strategy in India” that are entirely focused on SA;

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TABLE C-1: Distribution of SA Non-Language Courses Across Fields** | | | | | | |
| **Humanities & Social Sciences** | **Courses** | | **Enrollments** | | **Total** | |
| Discipline | UG | GR | UG | GR | Cour. | Enrol. |
| Anthropology & Archaeology | 16 | 8 | 651 | 48 | 24 | 699 |
| Art & Art History | 17 | 8 | 178 | 21 | 25 | 199 |
| Asian Studies | 22 | 11 | 928 | 60 | 33 | 988 |
| Comm., Film & Media Studies | 15 | 3 | 359 | 29 | 18 | 388 |
| Economics | 6 | 4 | 610 | 31 | 10 | 641 |
| Ethnic Studies | 7 | 0 | 187 | 0 | 7 | 187 |
| Gender Studies | 8 | 0 | 149 | 2 | 8 | 151 |
| History | 21 | 10 | 951 | 73 | 31 | 1024 |
| International Studies | 25 | 9 | 1251 | 106 | 34 | 1357 |
| Linguistics | 8 | 5 | 161 | 9 | 13 | 170 |
| Literature | 15 | 0 | 229 | 2 | 15 | 231 |
| Philosophy & Religion | 7 | 0 | 124 | 0 | 7 | 124 |
| Political Science | 18 | 7 | 1118 | 37 | 25 | 1155 |
| Psychology | 2 | 1 | 101 | 8 | 3 | 109 |
| Sociology | 11 | 4 | 760 | 16 | 15 | 776 |
| **Total** | **198** | **70** | **7757** | **442** | **268** | **8199** |

and comparative courses, such as “Business in Asia,” “International Politics of Poverty,” and “Hollywood, Bollywood and the Law” that have significant SA content. What course numbers alone fail to show, however,

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table C-2: Distribution of SA Non-Language Courses in Professional Schools** | | | | | | |
| **Professional Schools** | **Courses** | | **Enrollments** | | **Total** | |
| Discipline | UG | GR | UG | GR | Cour. | Enrol. |
| Architecture & Urban Planning | 1 | 4 | 92 | 51 | 5 | 143 |
| Art & Design | 1 | 1 | 7 | 0 | 2 | 7 |
| Business | 7 | 15 | 199 | 1289 | 22 | 1488 |
| Education | 3 | 1 | 57 | 2 | 4 | 59 |
| Engineering | 4 | 0 | 251 | 41 | 4 | 292 |
| Environmental Studies | 2 | 1 | 102 | 39 | 3 | 141 |
| Information Science | 1 | 0 | 30 | 0 | 1 | 30 |
| Law | 0 | 11 | 0 | 246 | 11 | 246 |
| Music, Theater & Dance | 7 | 2 | 117 | 10 | 9 | 127 |
| Nursing | 4 | 1 | 65 | 31 | 5 | 96 |
| Public Health | 2 | 11 | 76 | 136 | 13 | 212 |
| Public Policy | 10 | 15 | 144 | 296 | 25 | 440 |
| Social Work | 0 | 3 | 0 | 46 | 3 | 46 |
| **Total** | **61** | **97** | **806** | **1790** | **158** | **2596** |

are the many SA opportunities professional schools offer through experiential learning opportunities abroad (see Narr. D-4).

# (C-2) Depth of Specialized

**Course Coverage**. In the Anthropology department, 3 professors teach on SA: CSAS Director

M. Hull works on government in both India and Pakistan; M. Lempert researches Buddhists in India; and J. Dua researches maritime piracy in the Indian Ocean. The History department has 4 SA specialists: M. Sinha; J. Cole; W. Glover; and F. Mir. In Linguistics S. Namboodiripad

researches language contact and bilinguialism in India. In Film, Television, and Media S. Rai researches Indian media. In American Culture Retika Adhikari studies South Asian immigration to the US. In Political Science, P. Jones works on Afghanistan and Islam, and B. Min on India. In the School of Information K. Toyama and J. Pal research digital information technology in India. In Communication Studies, R. Mahalingam in Psychology studies labor and caste in India (all CVs are available in Appx. III).

The teaching of SA-related humanities has long been a special strength at UM. South Asian religion is a case in point. The program in Buddhist Studies is recognized as one of the strongest in the country and benefits from the leadership of the Arthur E. Link Distinguished University Professor of Buddhist and Tibetan Studies D. Lopez. For Sikhism, we have historian of religions A. Mandair, as well as Sikh music scholar I. Kaur. ALC hired in 2018 Sanskritist D. Brick, who also teaches courses on Hinduism. SA Islam is well covered by F. Mir and by J. Cole, both former CSAS directors, widely recognized as preeminent experts on Islam in SA.

SA literary studies is another strength. SA literature in translation and the literary theory of SA fiction and poetry are taught by C. Merrill in Comparative Literature; G. Desai, S. Nair, M. Lahiri, and A. Khan in English. In History of Art, D. Herwitz is a leading expert of modern Indian art, and N. Chanchani teaches both survey and specialized courses on SA art. Faculty in Art & Design also engage in SA art theory and practice: O. Khan is both practitioner and teacher of contemporary SA art, and M. Srimoyee and I. Aristarkhova brings expertise as both critics and curators with deep engagements with contemporary Indian art practice.

**(C-3) Adequate Teaching Faculty Availability.** UM has a sufficient number of teaching faculty to offer a robust and interdisciplinary set of non-language courses on SA (see course listing in Appx. I) and to enable the Center to carry out its programs.

*Pedagogy Training for Teaching Assistants* Graduate Student Instructors (GSIs) at UM

must take at least 20 hours of pedagogical training, including a seminar at UM’s Center for Research on Learning and Teaching (CRLT) and a 1-credit workshop at UM’s Sweetland Writing Center. CRLT seminars are offered prior to the beginning of each semester, and provide GSIs with strategies for effective teaching in diverse contexts. Most departments also require a 1-credit course prior to the start of classes and regular faculty/GSI meetings throughout the term. The UM English Language Institute, which provides language and pedagogy training for international GSIs, works with CRLT to offer additional training sessions.

**(C-4) Interdisciplinary Courses**. Many of the 86 non-language courses devoted to SA at UM are interdisciplinary in content and approach, and are cross-listed in other departments and schools (see Appx. I). For example, professors Khanna (Law) and Chanchani (History of Art), have been collaborating to co-teach “Interdisciplinary Problem Solving” on heritage preservation in India in 2018, a course cross-listed in 7 separate schools and colleges. A number of SA faculty have appointments in more than 1 unit within LSA, and some LSA units, such as the School of

Information and Women’s Studies, are interdisciplinary by design. Many of our faculty affiliates are active in interdisciplinary units on campus, for example Digital Studies and Science and Technology Studies. All graduate and undergraduate students at UM are offered a wide selection of interdisciplinary courses and concentrations.

**D. QUALITY OF CURRICULUM DESIGN**

(**D-1) Undergraduate and Graduate Degrees and Instruction in SA.** UM offers several options for formal study of SA (see Table D-1 and D-2).

*Asian Studies Majors* UM’s undergraduate training in SA studies is primarily coordinated

through ALC, which offers a major in Asian Studies (AS) and two minors: one in AS, and the

other in Asian Languages (AL). The AS major encourages the development of knowledge of SA countries and their languages as well as training in a disciplinary field (e.g. cultural studies, film, history, literature, etc.). Under close supervision of a faculty advisor, majors design a plan of study that requires a minimum of 5 SA courses, and a minimum of 2 years (16 credit hours) of SA language training, with encouragement to pursue advanced language training. The AL minor is targeted toward language training. Between 2019-21, 44 degrees have been conferred in SA Studies.

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| **D-1: Major and Minor Options to Study South Asia** | | | |
| **Majors** | | | |
|  | **Asian Studies BA & BS with focus on SA** | | **Program in International and Comparative Studies (PICS) BA & BS** |
| **Credit Hours** | 34 credits excluding language requirement | | 34 credits excluding language requirement |
| **Language Requirement** | Fourth term proficiency in a SA language | | Sixth term proficiency in a language; two terms in a language of the region |
| **Sub-major Requirement** | At least 4 Asian Studies or Asian Languages courses at the 300 level or above focused or related to South Asia | | At least 4 courses in one sub-plan (listed): International Security, Norms, & Cooperation; Political Economy & Development; Comparative Culture & Identity; Global Environment & Health |
| **Other Requirements** | -ASIAN 235: Introduction to Asian Studies  -ASIAN 381: Junior/Senior Seminar for Majors  -8 or more elective courses, with at least four at the 300-level and one at the 400- level or above | | -1 quantitative research methods course  -1 course in world region of language studied  -3 elective courses (requires approval of advisor) |
| **Minors** | | | |
|  | **Minimum Credits** | **Language Requirement** | **Required Courses** |
| **Asian Studies** | 15 credits | None | At least 3 courses focused on a SA, 2 of those courses must be at the 300-level or above |
| **Asian Languages & Cultures** | 15 credits | Fourth term proficiency in SA language | -2 terms of SA language at 300 level or above  -1 300 level course in SA culture |
| **International Studies** | 18 credits, not including language courses | Sixth term proficiency in non-English language | -INTLSTD 401, International Studies Advanced Seminar  -3 courses focused on a single world region  -3 courses focused on a single theme |
| **Islamic Studies** | 16 credits | None | -MIDEAST 216, Introduction to Islam  -2 courses 300-level or above on Islam Societies  -2 courses focused on 1 region (SA is option) |
| **Translation Studies** | 15 credits | One upper-level language course | -COMPLIT 200, Translation Across Disciplines or COMPLIT 322, Translating World Literatures  -2 upper-level courses with translation as central component |

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|  |  |  | -Capstone translation project |
| **International Minor for Engineers** | 16 credits | Fourth term proficiency in a non-English language | -7-9 credits focused on non-US cultures /countries  -2 1-credit International Engineering Seminars  -6 weeks of experience in intercultural setting |

*Program in International and Comparative Studies (PICS)* Housed in the II, PICS offers an

International Studies (IS) major and minor in which UM undergraduates specialize in 1 of 4 tracks: International Security Norms and Cooperation; Global Environment and Health; Political

Economy and Development; or Comparative Culture and Identity. PICS is one of UM’s largest undergraduate majors; between 2019-20, 39 IS graduates focused on SA and fulfilled their language requirement by taking Hindi (26) and Urdu (13).

*Minors for the study of South Asia* UM offers several interdisciplinary minors that enable

students to study SA. These include minors in International Studies, Islamic Studies, Translation Studies, and an innovative new International Minor in the College of Engineering, which has grown to become the most popular minor in Engineering.

*Appropriateness of Undergraduate Curriculum* The undergraduate curriculum is reviewed

regularly by the University, LSA, ALC, COE, Comparative Literature, Islamic Studies Program and the director and student services staff at CSAS to ensure that students electing any course of SA study will be prepared for graduate study, entry into government service and/or a professional career. Students are encouraged to complement these courses with coursework from other disciplines that will allow them to apply their SA-specific knowledge and skills in other academic or professional fields.

*South Asia for Graduate Studies* Graduate students have the opportunity to develop SA

connections or focus through 216 courses that were offered in 16 disciplines and 13 professional schools. Graduate students can earn Masters Degrees, and doctoral students have the opportunity to focus on SA in nearly every college and school because of the breadth of the Center’s affiliated faculty. In 2019-21, 20 MA degrees in SA studies were conferred.

The II established the Masters in International and Regional Studies (MIRS) program in 2019, allowing students to focus on SA through a sub-plan. MIRS serves as an umbrella for eight regional and thematic sub-plans anchored to II Centers, allowing increased opportunities for collaboration and networking between affiliated faculty and cohort members. As an interdisciplinary program, MIRS has been designed to be intentionally flexible yet rigorous in its structure and requirements to meet the unique and varying educational needs and career interests of our students, ranging from academia to government service. (See Table D-2 for program requirements).

Doctoral students belong to UM’s schools and departments, where they receive discipline-specific training and gain supervised teaching experience working as GSIs. In 2019-20,

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| **Table D-2: Graduate Degree and Certificate Programs in South Asian Studies** | |
| **MA in International and Regional Studies: South Asia Specialization** | * 3 credit Research Design Seminar * 21 credits in SA graduate level courses * 2nd year competency in a SA language, by course or proficiency exam * Cognate Courses: 6 credits of coursework with thematic or comparative relevance to student's educational goals * 2 semesters of a graduate colloquium covering topics of global significance * Capstone Project: Either a Master's Thesis, Additional Research Seminars or Work Experience related to South Asia |
| **Graduate certificate in SA Studies** | * Required core course SAS 501: Proseminar * 15 credits in SA courses * Courses must be distributed in at least two disciplines, not including language * A maximum of 6 credits may also be used to satisfy other degree requirements * 1st year competency in a SA language, by course or proficiency exam |
| **Student Initiated Dual**  **Degree Programs** | Individualized dual and combined degree programs can be pursued between Southeast Asian Studies and other departments, programs, or schools at the university. |

doctoral students pursued SA degrees in Anthropology, History, Communications, Computer/information Science, Interdisciplinary

Studies, and Sociology. All SA doctoral students are expected to attain research capability in the language of their area. Nearly all doctoral students spend a year or more doing dissertation research in SA.

Interdisciplinary and cross-regional study has long been a strength of the academic programs at UM. CSAS has been central to creating intellectual opportunities for graduate students to engage and network with SA through interdisciplinary networking, collaboration, and programming.

*Graduate Studies in the Professional Schools* The breadth of the Center's faculty allows

graduate study of SA in nearly every college and school in the university. Graduate students study SA in 13 professional schools, in addition to 22 departments and graduate programs within LSA. We also have a longstanding MA/MBA and custom Dual Degree programs that allow students to combine the SA MA with professional degrees in Architecture and Urban Planning, Law, Environment and Sustainability, Public Health, Public Policy, and Social Work.

**(D-2) Academic and Career Advising.** UM, the II, and CSAS provide extensive and individualized academic and career advising for undergraduate and graduate students. Individual schools also house their own staff to help students select courses and careers that match their interests. Rackam Graduate School (RGS) has numerous resources for advising students, including Mentoring Others Results in Excellence to help add clarity and structure to the rapport between graduate mentors and mentees.

*Academic Advising* Undergraduate students receive advising through the LSA Newnan

Advising Center (a team of 29 advisors with advanced degrees) for the first year. Undergraduate students majoring in PICS and graduate students majoring in MIRS receive high quality academic advising through a specialized team of 7 full-time II advisors on course selection, overseas study, research, internships, fellowships, and potential career paths. CSAS appoints a Mentor, often the Director, for the SA subplan that serves as a content expert within their field and assists students in identifying relevant and appropriate courses for their unique interests and goals.

Other degree programs focused on SA (listed in Table D-2) offer similar advising teams housed in their respective academic departments. Doctoral students receive academic and career

guidance specific to their fields from CSAS, faculty mentors, dissertation advisors, and committee members in their own and related departments, schools and colleges (many of which are CSAS faculty affiliates).

The II has a dedicated fellowships advising team for the numerous funding opportunities, such as FLAS, Boren, and Fulbright, that support research abroad, international internships, and the study of less commonly taught languages.

*Career Advising* In 2018–2021, the II organized 15 career-focused events, reaching

approximately 736 students. These events encourage students to explore careers in federal government agencies, non-profits, business, and education. Career events emphasize active engagement and opportunities for interaction, encouraging conversations between professionals and students in smaller groups. The II also has hosted informal conversations for students with leaders in global business, former FAOs, and staff members of DC think tanks. Career-focused events are advertised online through the II Events page, CSAS's website, UM’s event calendars, and e- newsletters. In addition, the CSAS supports students on academic and career advising questions, and the Center regularly participates in LSA advising events to guide interest in SA. The II has a dedicated fellowships team that supports students applying for FLAS, Boren, and Fulbright Awards. **(D-3) International Opportunities for Students.** Creating opportunities for students to participate in international education opportunities is a priority at UM and CSAS. These combined efforts resulted in 237 students having an international experience in SA between 2018-2021 (Table D-3). In 2018-19, UM ranked fourth in the nation for the number of students studying abroad for academic credit, with 5,403 students (17.5% from traditionally underrepresented groups) traveling to over 137 countries (including India, Nepal, and Bangladesh). The spread of COVID-19 significantly disrupted UM education abroad, however UM retained its placement as the fourth in

the nation despite these obstacles.

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| **Table D-3: 2018-21 Student International Education Trips by Country** | |
| **Country** | **TOTAL** |
| **Bangladesh** | **17** |
| **India** | **192** |
| **Nepal** | **22** |
| **Pakistan** | **3** |
| **Sri Lanka** | **2** |
| **Total** | **237** |

UM has a rich infrastructure of international opportunities for undergraduate and graduate students to participate in. There are 6 units dedicated to supporting international experiences (CGIS, Opportunity Hub, II, IC, Ginsberg Center, and Global Michigan) and opportunities through UM Schools, Colleges, and Departments. In respect to post- graduate international experience, UM is the number four all-time producer of Peace Corps volunteers since 1961, graduating a total of

2,640 volunteers. For twelve years in a row, UM students also received the most Fulbright grants of any public university.

*Professional Schools* UM’s professional schools and colleges have a rich array of

opportunities for students who wish to study, intern, volunteer, or conduct research in SA (Table D-4). In 2018-22, 57 students from professional schools studied abroad in Bangladesh, Bhutan, India,

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| **Table D-4: Professional School International Education by Country, 2019-20** | | | | | |
| **School** | **Research** | **Conf.** | **Study** | **Vol.** | **TOTAL** |
| **Architecture & Urban Planning** (India) | 1 |  | 4 |  | **5** |
| **Business** (India) | 17 |  | 1 |  | **18** |
| **Engineering** (Bangladesh, India, Nepal) | 5 |  | 2 | 3 | **10** |
| **Environment and Sustainability** (India) | 5 |  |  |  | **5** |
| **Information** (Pakistan) | 1 |  |  |  | **1** |
| **Law School** (India) | 1 |  |  |  | **1** |
| **Literature, Science & the Arts**  (Bhutan, India, Pakistan) | 9 | 3 |  | 1 | **13** |
| **Medical School** (India, Sri Lanka) | 1 | 1 |  |  | **2** |
| **Public Policy** (India, Nepal) |  | 1 | 1 |  | **2** |
| **TOTAL** | **40** | **5** | **8** | **4** | **57** |

Nepal, Pakistan, and Sri Lanka (Table D-5).

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| **Table D-5: Professional School Opportunities to Study in SA** | |
| **School/College Sample Opportunities** | |
| **Medical School** | Medical School students and surgical residents can spend one month at AIIMS, New Delhi, for research and training. |
| **Business (Ross School of)** | Multidisciplinary Action Programs (MAPs) send students to India each summer to work on projects implementing solutions to business problems. Between 2018-22, more than two dozen student teams have participated. Since 2010, its William Davidson Institute has provided more than $600,000 to place students with businesses, nonprofits, and other organizations in India, Bangladesh and Bhutan. |
| **Information (School of)** | The School of Information has over the last four years funded more than 10 teams to go to India through its Global Information Engagement Program (GIEP), which seeks to operationalize the skills of professional master’s degree students. |
| **Nursing (School of)** | Students in our School of Nursing have the opportunity each summer for a three week immersion at the Salokaya College of Nursing in Delhi, in conjunction with the course “Community Health Nursing” (NURS 456). |
| **Engineering (College of)** | Through the student group BLUELab and Society of Women Engineers, students at the College of Engineering have been engaged in projects in India and Bangladesh, working on STEM outreach with local students and co-designing culturally appropriate technology. |
| **Law School** | Students at the Law school have the opportunity to travel to India in conjunction with Vikramaditya Khanna’s “Law and Economic Development: India” (Law 835). The Law School also has a semester-long externship program in India. |
| **Social Work (School of)** | The School of Social Work has established a relationship with the Madras Christian College and VIDYA as part of its Global Activities Scholars program, which funds MSW students to do international field placement programs. |
| **Art and Design (Stamps School of)** | Art & Design students have a required international experience as part of their curriculum; opportunities to fulfil this includes faculty-led courses to India as well as the ability to spend up to a semester at the Shrishti School of Art, Design, and Technology, Bangalore. |
| **Music, Theatre, and Dance (School of)** | SMTD students have the opportunity to travel to India each summer, in an experiential learning trip organized and led by Professor Stephen Rush. Since 2005, more than 150 students have availed of this opportunity. |

*Facilitating Access to Other Programs* CSAS is active in making opportunities from other

institutions’ study abroad and summer language programs available to UM students. CSAS regularly alerts students by sharing information about study abroad and language program in SA on its own list-serv and directly with relevant departments. CSAS also identifies the most relevant student constituencies and reaches out to them with targeted emails about opportunities. Given

UM student participation in programs run by the AIIS in India—students have recently participated in the AIIS Hindi, Punjabi, Urdu, Bengali, and Tamil—and in SASLI, we are successfully facilitating access to other programs.

**E. QUALITY OF STAFF RESOURCES**

**(E-1) Qualifications of Teaching Faculty and Professional Staff.** Our 93 affiliated faculty members provide breadth and depth for Center organization and programmatic activities. UM’s SA faculty members are distributed across 31 departments in 12 schools and colleges and 1 research institute (see Appx. III). CSAS faculty associates are remarkably productive, as evidenced in their professional publications, honors, and research grants. Between 2018-22, CSAS faculty received nearly $45 million in research funding, from the National Science Foundation, National Institute of Health, and National Endowment for the Humanities, among others. Two of our faculty are

members of the nation’s most eminent academic bodies: the National Academy of Sciences (A. Agrawal, Appx. III-4) and the American Association for the Advancement of Science (B. Mukherjee, Appx. III-36). One was recently President of the Association for Asian Studies (AAS) (M. Sinha, Appx. III-44) another has served as Assistant Secretary of the U.S. Treasury (M. Barr, Appx. III-8). They are also prominent in the university at large; our faculty affiliates currently include 1 dean (M. Barr), 1 associate dean (M. Boulton), and 20 named professors. The strength of our tenure-track faculty is further supplemented by full-time language lecturers, research faculty, museum/gallery curators, a SA librarian, visiting scholars from SA, and postdoctoral fellows in UM’s prestigious Society of Fellows. All CSAS-affiliated faculty participate in teaching, supervising, and mentoring students, as reflected in their curriculum vitae (Appx. III) and SA course information (Appx. I).

CSAS and II employ a very qualified professional staff with ample overseas experience. C.

Beghi, full-time CSAS program administrator responsible for Center management (Bgt. 1.A, Appx. III-52), holds a PhD in Asian Studies, has worked and traveled broadly internationally (including to SA), and speaks multiple foreign languages, including some Hindi. The II currently employs 7.5 academic and fellowship advisors that provide high quality academic advising for the PICS, MIRS, and students interested in SA. II advising staff all hold Bachelor’s degrees, six have graduate degrees (5 M.A’s and 1 Ph.D.), six have degrees in area studies or closely related programs, and four have degrees in Higher Education. The II advising staff have received distinctions through the awarding of prestigious scholarships and fellowships (such as the Foreign Language and Area Studies and Fulbright-Hays DDRA), professional awards, and other recognitions for contributions to the field.

Our Center director, Associate Professor Matthew Hull, is a multiple award-winning anthropologist of South Asia (Appx. III-1).

*Professional Development Opportunities* UM and CSAS provide valuable professional

development opportunities for faculty and graduate students to support research, conference participation, pedagogical training, international travel, and publication subventions. Faculty professional development funds are administered by the UM Office of Research, the Provost’s and President’s offices, the II, CSAS, and individual departments and schools. In the current cycle, CSAS is requesting modest travel funds for faculty, graduate students, and staff to assist in conference participation, outreach, research, strengthening linkages with SA institutions, and facilitate library acquisitions (Bgt. 3.A, 3.B, 3.C). Faculty members are eligible for UM funded research leaves, and they are encouraged to apply for outside funding to support research in the

U.S. and abroad. Language teachers have access to competitive UM grants to support pedagogical training and are supported to attend workshops, particularly those focused on LCTL education and language pedagogy (see Narr. B-3 and B-4). Additionally, all UM lecturers are eligible for

competitive summer fellowships at the UM Institute for the Humanities.

For CSAS staff, development opportunities exist through CSAS, II, Organizational Learning, UM working groups, and participation in international education professional organizations.

CSAS staff regularly attend the Annual Conference on South Asia at the University of Wisconsin and the Association for Asian Studies annual meeting. Staff are also given opportunities for overseas experience. The CSAS program administrator went to India in 2020 to meet institutional partners.

The II allocates $20,000 annually for training and professional development for staff members. In the past five years, Organizational Learning has presented on 7 professional and DEI-focused topics such as mentorship, networking, career development, leading and fostering equity to II staff. UM hosts monthly International Education Network and Global Engagement Council meetings and staff members are encouraged to participate in professional organizations such as IIE, NAFSA, AIEA, and Fulbright, to further their international education expertise.

*Commitment to Teaching, Supervision, and Advising* Excellence in teaching is a high priority at UM. Faculty and staff participate in teaching, supervising, and advising students in all stages: from recruitment and admissions to job placement. Weekly office hours are an integral part of UM courses and doctoral students meet with their advisor on a regular basis, receiving formal progress reports each year. Outside of course instruction, faculty engage in advising through thesis mentorship, meeting with students to assist in formulating research questions through the research writing process.

**(E-2) Staffing, Oversight, and Variety of Faculty.** Center staffing and oversight arrangements are organized along two concurrent tracks: one involves oversight by faculty and the other by professional staff/administrators. As Table E-1 details, CSAS is overseen by a faculty director and an executive committee (EC) constituted by the director, the librarian, and elected members of the

faculty. Ad Hoc committees meet annually to oversee and provide feedback on the range of CSAS activities. In constituting the slates for EC and *ad hoc* committees, the CSAS director seeks nominations from faculty affiliates, including faculty at various ranks representing varied LSA disciplines and professional schools. The CSAS director is overseen by the director of the II, with whom s/he meets each semester to report on Center activities, programs, and initiatives.

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| **Table E-1: Faculty Oversight of CSAS** | |
| **II Director** | The CSAS has its administrative home in the II, and benefits from the leadership of the II director (M. Gallagher, Appx. III-55). The CSAS director reports to the II director on the Center each semester. |
| **Center Director** | The CSAS director (M. Hull Appx. III-1) is responsible for broad oversight of the Center mission, oversees student services and outreach, and is the primary advisor to the Center’s MA students and to others seeking SA curriculum advice. |
| **Executive Committee** | The director both reports to the executive committee and seeks advice from it on all CSAS initiatives. CSAS faculty affiliates elect the EC. The slate is constituted by soliciting nominations and self-nominations from the faculty. EC members serve two-year terms; the director (three-year term) and librarian (permanent staff) are *ex-officio* members of the EC. |
| **Ad Hoc Faculty Committees** | The CSAS director solicits faculty participation on Ad Hoc committees for curriculum, outreach, FLAS awards, undergraduate fellowships, development, lecture series, grant preparation, library collection, and oversight of the Center’s annual conferences on SA, Pakistan, and graduate student research. In the past four years, these committees have included faculty from the schools of Business; Information; Music, Theater & Dance; and Environment & Sustainability. |

The CSAS has its administrative home within the II, which provides oversight of its administration, including outreach, by a professional staff (see Table E-2).

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| **Table E-2: Staff Oversight of CSAS** | |
| **Center-specific Administration** | * **Managing Director of the II** (I. Dawson, Appx. III-54) Responsible for oversight of all II staff * **Unit manager** (D. Morsman, Appx. III-58): Provides financial and human resources oversight for CSAS; direct supervisor of CSAS Program Manager and K-16 Outreach Assistant * **CSAS Program Administrator** (C. Beghi, Appx. III-52): Responsible for Center management and outreach; oversees student assistants * **CSAS K-16 Outreach Assistant** (tbd; see job description in Appx. II)**:** Responsible for coordination and oversight of CSAS Outreach initiatives. |
| **Shared Services Oversight** | The CSAS benefits from staff support from two shared service units within the II: 1) Academic Services; and 2) communications and web support   * **Academic Services Manager** (K.Conley, Appx. III-54): Direct supervisor of the CSAS Student Services Associate (who administers the CSAS MA Program and FLAS fellowships) * **Communications Manager** (R. Brichta, Appx. III-53): Direct supervisor of the CSAS India Communications Specialist |

**(E-3) Nondiscriminatory Employment Practices.** UM is an equal opportunity employer, complies with federal and state laws on nondiscrimination and affirmative action, and subscribes to USED’s GEPA. UM prohibits any form of discrimination on the basis of race, color or national origin, gender, disability, age, religion, sexual orientation, gender identity or expression, veteran status, height and weight, marital status, or genetic information. Of the 93 CSAS- affiliated faculty, 31 are female and 47 belong to a racial or ethnic minority. Our currently seated EC with 4 members includes 2 women and 2 Asian-Americans.

UM's commitment to Diversity, Equity, and Inclusion (DEI) is central to its mission as an educational institution. In 2016, UM unveiled a 5-year DEI strategic plan with a commitment of

$85m to implement 3 initiatives: (1) creating an inclusive and equitable campus; (2) recruiting, retaining, and developing a diverse university community; and (3) supporting innovation and inclusive scholarship and teaching. Starting its fifth year, UM has reached many of the benchmarks established and continues to expand its vision. UM is a national leader in higher education DEI initiatives, with more than 163 dedicated faculty and staff that report to the Office of Diversity, Equity, and Inclusion. Additionally, Departments and Professional Schools maintain unit-wide committees made up of volunteer staff and faculty members, such as the II’s Inclusive Culture Liaisons (ICL). ICL members work to foster an inclusive and supportive community by hosting training, events, and dialogues and providing resources to actively foster inclusion and global citizenship.

**F. STRENGTH OF LIBRARY**

**(F-1) Library Holdings, Museum Collections, and Archives**. The UM Library’s South Asia collection benefits from over a century of focused collecting, and is among the nation’s strongest. Housed primarily in the Hatcher Graduate Library, the SA collection consists of approximately

38,200 titles, including 135,000 volumes in SA languages and 1,800 current serial titles, and a vast array of maps, photographs, artworks, audio and video recordings, and popular media, including pamphlets, novels, and film magazines, among others. The collection is strong in the humanities and the social sciences, with secondary collections in law, medicine, public health, architecture, natural sciences, and mathematics. In addition to books, the collection encompasses manuscripts, microfilms, sets of research source materials, catalogs of other significant collections, and extensive musicology materials. Other significant holdings of SA material are located in the Law, History of Art, Fine Arts, and Music Libraries. The collection is curated to serve the interests of our undergraduate and graduate students, in LSA as well as in our many professional schools.

The SA collection is strong not only in English-language materials, but in Hindi and Hindi dialects, Urdu, Persian, Tamil, Bengali, Marathi, Sanskrit, Tibetan, Punjabi, and Rajasthani, with additional resources in approximately 20 other languages. Holdings include complete runs of several newspapers extending over 100 years; complete Census of India reports dating back to the 19th century; imperial and district gazetteers; archaeological surveys and epigraphical reports; and access to important archival collections through online databases.

*Non-print Holdings in our Collections* Our collections include more than 10,000 images in

the Islamic Art Archive, the oldest photographic archive of Islamic art in the U.S. UM also has a wealth of SA materials in its Museum collections, including the Koelz Collection of Himalayan Art in the UM Museum of Anthropology.

During the past 4 years the UM Library has been strategically expanding our SA collections. In partnership with CSAS, the library recently added 2 major electronic resources: 1) *Area Studies: India* (a resource for the study of Empire, the government of British India, and the history, culture, and literature of the India subcontinent from 1650-1942 and 2) the fourth module of *The East India Company* database.

The library also pursues collecting in specialized subjects. UM has partnered with the Library of Congress and other major SA libraries (through the Committee on South Asian Libraries and Documentation (CONSALD) to ensure that underrepresented SA subjects and languages are contained in major collections. Different libraries have chosen different areas and UM is now one of only 3 libraries nationally that collect materials in the Oriya language.

*Financial Support for Acquisitions and Staffing* The SA Collection is supported by dedicated

staff with regional expertise. Staff manage the collections acquired from SA in relevant languages and distinctive subjects, solicit and accept purchase recommendations, catalogue new acquisitions, provide assistance to library collections, and offer formal instruction in bibliographic resources.

Key staff members include the Librarian for SA J. Martin (Appx. III-51), a cataloger, a SA librarian supervisor, international collections supervisor, and 4 student assistants that perform other technical processing. UM Library support for staffing totals 2.75 FTE and $182,000 in salaries and benefits. The UM Library spends $110,000 annually for SA collections. However, this amount is supplemented each year by other funds to purchase databases, microfilm sets, and multimedia.

**(F-2) Cooperative Arrangements**. Researchers using the UM libraries enjoy access to almost all major research collections in North America and abroad, thanks to UM’s participation in the Online College Library Center (OCLC). Additionally, UM is a dues-paying member and a regular evaluator and leader in cooperative acquisitions projects overseen by the Center for Research Libraries (CRL), the South Asia Microfilm Project, CONSALD, and the SA Cooperative Acquisitions Program. The library is actively involved in the Digital Dictionaries of South Asia project (through the Big Ten Academic Alliance (BTAA) and in the South Asia Information Access project (funded by a grant from the USED’s Technological Innovation and Cooperation for Foreign Information Access program). In the latter project, the Library has been a leader in establishing the Open Archives Initiative as a medium for information sharing. In collaboration

with UM’s other Asia Centers and the Library, and with the support of a $200,000 grant from the NEH’s “Humanities Open Book Program,” CSAS is helping to make 100 titles published by UM’s Asia Centers over the past 50 years freely and publicly available online. In the coming grant period, we plan to participate in the South Asia Open Archive, which creates and maintains a collection of open access materials for SA studies.

*Access to Michigan Collection* Most libraries in the UM library system feature open stacks

accessible to all individuals for onsite use, including access to online resources via university computers. Faculty and graduate students from other UM, BTAA, or Michigan Research Libraries Triangle member institutions enjoy free guest borrowing privileges and other guest users may obtain borrowing privileges for a small fee. Both Google and HathiTrust continue to be major factors making materials in the UM Library accessible worldwide (making out-of copyright materials openly accessible in full-text, and copyrighted materials more visible to a widening network of users). The digitization of Library and Museum holdings has allowed us to share our resources across the globe. The Koelz collection, for example, has been digitized and is available through an online exhibition. Other online exhibitions include “Smallpox Eradication in India, 1972-1977,” drawing on the Brilliant Collection in the Taubman Health Sciences Library; and “Maps and Map-Making in India,” drawing on our SA collection in the Clark Map Library.

The Library’s Interlibrary Loan (ILL) processes have also continued to expand: over 70% of the SA collection is available for circulation through ILL within the U.S. and Canada. Each year the library receives and fulfills a large number of requests for SA materials from across the US and worldwide, both in English and vernacular languages. CSAS also endeavors to increase the accessibility of the SA collection to scholars for research purposes through its academic sharing program, providing $1,000 grants to come to UM to use the collection.

**G. IMPACT AND EVALUATION**

**(G-1) Impact of CSAS Activities and Programs**. The Center’s activities and training programs have a significant impact on UM, our local community, region, and the nation, as shown through the indices below.

*Course Enrollments* In the 2020-21, 8676 students were enrolled in SA courses (see Table

G-1; for more detailed enrollment data, see Narr. B-1, C-1, and Appx. I).

*Graduate Placement Data* From 2020-2021, 9 students earned PhDs focusing on SA topics, and 22 MAs, in 8

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| **TABLE G-1: Courses and Enrollments by Education Unit, 2020-21** | | | | | | |
|  | Courses | | Enrollments | | Total | |
| Discipline | UG | GR | UG | GR | Cour. | Enrol. |
| LSA Social Sciences | 122 | 51 | 5962 | 357 | 173 | 6319 |
| LSA Humanities | 76 | 19 | 1795 | 85 | 95 | 1880 |
| Professional Schools | 61 | 97 | 806 | 1790 | 50 | 2596 |
| **Total** | **326** | **216** | **6677** | **1999** | **434** | **10795** |

different disciplinary departments, on subjects in the humanities, social, and natural sciences,

architecture, urban planning, public health, social work, and education. Placements include positions in government, private sector, and higher education (see table G-2). Placements include University of Michigan, University of California - Irvine, University of Illinois at Urbana-Champaign, Washington and Lee University, Wayne State University, Colgate University.

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| **TABLE G-2: Graduate Placements, 2020-21** | | | | |
| Employment Sector | MA | PhD | Cert | Total |
| Graduate Study | 3 | 0 | 2 | 5 |
| Higher Education (employment) | 1 | 5 | 0 | 6 |
| Needs Center Support | 5 | 2 | 0 | 7 |
| Private For Profit | 9 | 0 | 1 | 10 |
| State or Local Govt | 1 | 0 | 0 | 1 |
| Unknown | 1 | 2 | 0 | 3 |
| **Grand Total** | **22** | **9** | **3** | **42** |

*Center Events and Participation* The Center’s events—Lecture Series, Film Series, annual

conferences, performances, workshops, and career events—are open to the general public and attract and impact a diverse audience ranging from 15-500 people per event. Over **6,300** people have attended CSAS sponsored events in the last 4 years (Table G-3). Since March of 2020 our events have been held virtually, which has increased attendance. CSAS plans to incorporate virtual access to our events to enable a broader audience to attend even when we return to in-

person events. Attendance at CSAS co-sponsored events (organized by other UM units and SA- focused student groups with direct, acknowledged, CSAS support) is many thousands more.

*Usage of Center Resources* Usage of Center resources from 2018-2022 by students, faculty

associates, and the general public has been consistently strong, as evidenced by: event attendance data (Table G-2); SiSA student fellowships ($30,000 to 10 students in 2018-19, then halted due to COVID-related travel restrictions); language training support for undergraduate

and graduate students ($1.2 million; 68 FLAS awards); support for faculty conference and

research travel ($20,563 to 13

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| **Table G-3: CSAS Public Programming** | | | | | | | | |
| **Event Type** | **AY 2018-19** | | **AY 2019-20** | | **AY 2020-21** | | **AY 2021-22 (in**  **progress)** | |
| # | Attnd | # | Attnd | # | Attnd | # | Attnd |
| Lecture Series | 16 | 709 | 14 | 511 | 14 | 956 | 10 | 396 |
| Film Series | 6 | 173 | 5 | 98 | 14 | 175 | n/a | n/a |
| Conferences | 5 | 800 | 4 | 648 | 3 | 1123 | n/a | n/a |
| Performances | 1 | 42 | n/a | n/a | 1 | 93 | n/a | n/a |
| Workshops/ Symposia/Roundtables | 2 | 103 | 1 | 38 | 2 | 211 | 3 | 247 |

faculty, non- language and language, limited due to COVID- related travel restrictions);

outreach and programming ($112,389, limited due to lack of in person events); and library acquisitions ($440,000).

**(G-2) Activities that Address National Needs.** CSAS is an active member in the Globally- Engaged Career Panel Series with other area studies Centers housed within the II (5 of which are NRC Centers). In 2018-22, the II organized 15 career-focused events for this series, reaching roughly 736 students. This event features speakers currently employed in federal government agencies, non-profits, business, and education that work in the regions represented by II centers. Events emphasize active engagement and opportunities for interaction, encouraging conversations between professionals and students in smaller groups.

The II is also an active member of the International Career Pathways (ICP) network, with at least one academic services staff member participating on the planning committee each year. The ICP group brings University of Michigan students together with educators and employers to explore pathways to international careers through opportunities for significant experiences abroad (work, internships, volunteering and research abroad) and international education, both on-campus and abroad. This series hosts an average of 10 events each semester, including career panels, career

talks, and presentations such as, “Internships with the US Department of State”, “Humanitarian and International Development Careers”, and “Global Health and Development Careers.” ICP also hosts an annual International Opportunities Fair attended by over 400 students annually with over 100 participating organizations (representatives from employment recruiting organizations; international programs; fellowships and scholarship program).

Career-focused events are advertised online through the II Events page, CSAS's website, UM’s event calendars, and e-newsletters. These events are open to the UM community but are specifically targeted at students enrolled in the area studies academic programs and at current and previous FLAS fellowship recipients (both undergraduate and graduate).

**(G-3) Addressing National Needs and Dissemination of Information.** CSAS disseminates important information about SA through public events, newsletters, web-based materials, a YouTube channel, media relations, outreach activities, career-focused events on USED national needs areas, and targeted marketing campaigns. SA curriculum modules produced with Center expertise and support can be found on affiliated websites for WHaLI, UM-UPR, and MIIIE (see Narr. H-1&2). CSAS affiliated faculty regularly discuss topics of critical national importance in their publications and media appearances (see Table H-2).

**(G-4) Evaluation Plan.** In order to ensure effectiveness and continuous improvement of UM’s Title VI programs, an evaluation program for all CSAS activities has been collaboratively

developed by faculty, staff, and an independent evaluator with the goals of 1) generating information that can be used to assess program and student outcomes and 2) improving programs using the findings to meet the project goals and desired outcomes.

*UM NRC Evaluation Plan* UM NRCs jointly hired an Evaluation and Grants Coordinator, E.

Hoye, to increase implementation of improvements in a timely fashion, ensure consistency, and aid in the collecting and reporting of relevant data to Center committees and IFLE (Bgt. 1.A).

In this cycle, UM NRC’s will retain the external evaluator Formative Evaluation Research Associates (FERA) to report on 4 large-scale shared outreach projects: UM/University of Puerto Rico (UM/UPR) collaboration, World History and Literature Initiative (WHaLI), UM/San Diego State University Global Migration Education Initiative (UM/SDSU GMEI) (see Section H, Bgt. 8.E). FERA, a 100% women-owned consulting firm (DUNS #083426965) has provided evaluation services for over 45 years and is committed to local, national, and international nonprofits and education-focused organizations.

FERA will provide 3 types of evaluation: 1) *Formative Evaluations* provide information for improvement, modification, and management, with data collected early enough for changes to be made to enhance program effectiveness, rather than waiting until the program is over: 2) *Outcome (Impact) Evaluations* measure the extent to which the program’s goals were achieved and determines and unintended consequences, positive or negative; and 3) *Context Evaluation* provides information about the program setting, including the specific needs of individuals targeted by programs as well as their social, political, economic, geographic, and/or cultural factors.

The comprehensive evaluation plan with SMART outcomes and quantifiable indicators is designed to assess the extent to which the NRC’s meet their shared goals, through the overarching evaluation questions and timeline in Table G-3 below. Since GMEI is a new initiative, evaluation will provide in-depth feedback on pilot programs in the first two years and then shift to outcome-

based evaluation in the last two years of the grant.

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| **Table G-3: FERA Evaluation Plan and Timeline for UM NRC Outreach Activities** | | | | |
| **Guiding Questions for Evaluation**   1. Which strategies for outreach to K-14 teachers are most effective? Least effective? What additional, or adjusted, strategies are needed? 2. How effective is the dissemination of global studies materials regionally and nationally? What additional, or adjusted, strategies are needed? 3. What challenges do K-16 educators encounter teaching and incorporating global studies? 4. What professional development opportunities and resources would be useful for teachers? 5. To what extent do regional and national MSI, CC, and K-12 educators increase their access to area studies resources and professional development opportunities as a result of UM NRCs? 6. How valuable are the UM NRC area studies focused professional development initiatives for participants? What makes them valuable and what feedback can improve future programs? 7. What are the benefits and outcomes for MSI, CC, and K-12 participant educators? 8. To what extent do MSI, CC, and K-12 educators gain new area studies knowledge and access to resources and how is this incorporated in curriculum? 9. What are the contextual factors and how have they affected and impacted each of the collaborations? 10. ***UPR Only***: How do Puerto Rican education departments approach professional development and what professional development opportunities and resources are currently being offered for educators? What are the barriers to educator participation in programs and how might UM support educators and decrease barriers? | | | | |
| **Evaluation Timeline** | **Y1** | **Y2** | **Y3** | **Y4** |
| **Meetings, Reporting, and Data Interpretation** | | | | |
| Provide: (1) Survey Data Summaries with quantitative and qualitative data; (2) Case Study Reports highlighting outcomes and lessons learned; (3) Annual Title VI info for reporting. | X | X | X | X |
| Meet with staff and faculty employed through NRC Centers throughout each year to review evaluation designs for each initiative and evaluation results with actionable recommendations. | X | X | X | X |
| **University of Puerto Rico / UM Collaboration** | | | | |
| Conduct interviews in Spanish with participating K-12 educators in Puerto Rico. This will result in an ethnographic evaluation case study designed to tell the story and demonstrate the impact of this collaboration. | X |  | X |  |
| Implement participant feedback and workshop outcomes survey. |  | X |  | X |
| **World History and Literature Initiative (WHaLI)** | | | | |
| Implement participant feedback and workshop outcomes survey. | X |  | X |  |
| Conduct ethnographic evaluation case study designed to tell the story of WHaLI and demonstrate the impact of this program. |  | X |  | X |
| **Global Migration Education Initiative (GMEI) - UM / San Diego State University** | | | | |
| Conduct on-site evaluation through observation and interviews with GMEI participants. | X |  | X |  |
| Implement a teacher survey at GMEI workshop to collect feedback and outcome data. |  | X |  | X |

*CSAS Evaluation* FERA was also consulted to develop evaluation approaches for CSAS

specific initiatives and projects. CSAS has historically institutionalized evaluation as a constitutive part of its operations, incorporating UM evaluation data and creating Center-specific evaluation and assessment. See Table G-4 for Center Evaluation initiatives:

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| **Table G-4: Center Evaluation** | |
| **Events** | Attendees at Center sponsored events are asked to complete a feedback form assessing the value of the event, how they learned about it, and whether they are a student, faculty, staff, alum, or member of the community. |
| **Center Annual Review** | CSAS conducts an annual review of Center activity with the EC and hosts a Faculty Associate forum to receive feedback. |
| **Center Evaluation by II** | Centers submit an annual report to the II for review that includes initiatives, budgets, and a strategic plan for the coming academic year. |
| **Staff Performance** | Staff are evaluated annually and meet with senior II staff to discuss ways to improve performance. |
| **Director Performance** | Director Performance is evaluated annually by II Director who meets with the Director to discuss ways to improve performance. |

*UM Evaluation* UM implements several layers of evaluation to provide outcomes data that

informs growth. (See Table G-5).

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| **Table G-5: UM Evaluation** | |
| **Institutional Accreditation** | The accreditation process is conducted every 10 years and is currently in the process of accreditation UM is evaluated on five criteria: mission and integrity; preparing for the future; student learning and effective teaching; the acquisition, discovery, and application of knowledge; and engagement and service. |
| **Professional School Accreditation** | In addition to accreditation of the university as a whole, professional schools and their degree programs are accredited by their respective professional associations with periodic reaccreditation that requires self-study and external evaluations. |
| **LSA Degree Programs** | The LSA Curriculum Committee, composed of faculty representing a variety of departments and chaired by the Dean of Undergraduate Education, reviews and approves all new proposals and updates to majors and minors. This is assessed on need, adequacy of resources, and quality.  Approved new majors are approved by the Michigan Association of State Universities. |
| **MA Programs &**  **Graduate Certificates** | Rackham Graduate School conducts an evaluation of its programs every 4 years to review and strengthen collaboration between the Graduate school and the program, and to assess the scope and status, challenges, and opportunities. Deans and Faculty consider the current status of the program, reviews best practices for graduate education, and creates a plan for the direction of the program based on student surveys. |
| **Course & Instructor Evaluation** | All courses and instructors are evaluated each term on a number of metrics. These play a major role in reviews for reappointment, tenure, and promotion. CRLT offers instructors consultation for interpreting data and improvement.   * Language courses: Component to assess pedagogy effectiveness on student learning outcomes. |

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| **Student Surveying** | UM conducts a variety of student surveys and uses results to improve student experiences and outcomes. A sample of annual evaluations are listed below:   * **UM Asks You**: Annual survey for all undergraduate students to assess overall satisfaction, campus climate, faculty interaction, and other metrics designed to UM to respond to student concerns. * **Campus Climate Survey:** All students are surveyed annually to assess campus climate. * **First Destinations:** Graduating seniors are surveyed annually to determine employment status, continuing education, perception of career potential, median salary, and other data. * **Exit Survey of Doctoral Recipients:** Doctoral recipients are surveyed on mentorship, curriculum, dissertation process, and professional development. |

*FLAS Evaluation* CSAS's FLAS Evaluation Plan aligns our efforts to achieve internal goals

with the overall tracking measures to be used by USED to evaluate the success of the FLAS Program as a whole. Question 3 (Table G-6) reflects our desire to broaden foreign language access to students from underrepresented groups. The evaluation plan will be implemented along with our existing efforts at data-driven programming and evaluation, and will benefit from the shared experience of other units within II in similar domains.

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| **TABLE G-6: CSAS FLAS EVALUATION PLAN** | |
| **Overarching Question**: To what extent has UM’s language and area-studies training contributed to improved supply and diversity of SA specialists? | |
| **Survey Question** | **Methodology/Data Analysis** |
| Q1: To what extent are students placed into post-graduate employment, education, and training in areas of national need and positions using SA language and area studies skills? How effective are efforts to increase these placements? What interventions are particularly effective? | Administration of FLAS tracking surveys. |
| II-wide comparative analysis of shared and Center- specific efforts, using placement data and additional data from exit and follow-up surveys. |
| Q2: To what extent do students increase their proficiency levels for reading, writing, and listening/speaking language skills through enrollment in advanced SA language classes? How can these efforts be improved? | Administration of proficiency tests for FLAS fellows at the beginning and end of courses. |
| Collaborate with LRC to determine best practices for learning goals based on CSAS data. |
| Q3. What barriers appear from the accounts of students who started FLAS applications, but did not submit them? What reasons are given by students who don’t complete a FLAS application?  What impact does timing, availability of faculty for language evaluations and recommendations, etc. have on completion rates? How can potential barriers be addressed? | Administration of survey about FLAS application process and student experience, 1 week post- deadline, including all incomplete and complete applications. |
| II-wide comparative analysis of shared and Center- specific efforts, using application data. |

*Use of Evaluations to Improve Program* FERA has served as the external independent

evaluator for the 2014-18 and 2018-22 grant applications and their findings have been extremely valuable in strengthening collaborations and professional development opportunities for K-12, MSI,

and CC educators. For example, the UPR/UM collaboration began with teachers invited to academic style panels. Challenges included teacher outreach, teachers’ ability to attend, language and access to materials. Impact was initially limited to attendees. Using evaluation feedback this collaboration has evolved into a curriculum development opportunity where UM area studies content experts work closely with K-12 teachers from Puerto Rico on the development of lesson plans which are then translated into both English and Spanish and available regionally and

nationally to all teachers. As a result, teachers’ ability to access and utilize the knowledge they gained has increased and expanded past immediate participants.

**(G-5) Equal Access and Treatment.** UM and CSAS are committed to providing equal access for and treatment of eligible project participants from underrepresented groups, and proactively promote them in their operations through its DEI Initiative. UM does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions, and subscribes to GEPA. UM’s commitment to increasing diversity in employees and students is evidenced by its DEI initiative (see Narr. E-3). CSAS collaborates with the UM’s Center for Educational Outreach to ensure that all our events are accessible. UM lecture rooms are equipped with assistive listening systems and accommodations can be made to meet the needs of physically, visually, learning, and ergonomically impaired audience members.

UM also instituted the “Go Blue Guarantee” on all three of its campuses, providing free tuition to all Michigan residents with annual family incomes less than $65,000. Moreover, at the graduate level, UM has historically covered FLAS tuition shortfalls, thus promoting equal access to language education for students in need. In proposing programs with UPR, SDSU, GSU, and MIIIE (see section I), we are mindful that each connection is an opportunity to recruit.

**H (FLAS). FLAS AWARDEE SELECTION PROCEDURES**

**(H-1) Application Procedures.** CSAS plans to offer 14 UG and graduate AY FLAS fellowships, 6 to UG and 8 to graduate students. In the summer, we will offer 4 Summer FLAS fellowships. Table H-1 FLAS outlines the application pipeline including mass advertising, application procedures, selection committee and their criteria, as well as methods for determining merit and financial need. CSAS proactively recruits applicants from professional schools, and these applicants are selected whenever possible.

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| **Table H-1 FLAS Selection Process** | | |
|  | **Graduate FLAS** | **Undergraduate FLAS** |
| **Languages & Levels** | * *6 at 2nd year level & above*, priority to advanced level training | * *6 languages at 2nd year level or above* |
| **Advertising** (September to January) | * *FLAS website* with links from department & professional school admissions & fellowships pages, Rackham fellowships (graduate); LSA scholarships office, financial aid office, Global Michigan (university-wide) fellowships * *5-8 joint info sessions* for all FLAS languages separate sessions for graduate/professional, undergraduate, &/or student services staff/academic advisors * *Targeted emails* to students identified by graduate/professional program, major/minor, previous language course enrollment * *Targeted & informative email* to instructors, major/minor advisors and programmers to notify students critical language courses * *Social Media announcements* coordinated by the II and its constituent centers * *Joint info booths, virtual & in-person* for FLAS languages at events, e.g., Rackham Graduate Orientation, Festifall, Study Abroad Fair, Int’l Career Fair, Major/Minor Fair * *Special recruitment efforts* with professional schools, esp. Business, Engineering, Law, Public Health & Public Policy * Work with *language instructors* to identify *promising students* & encourage them to apply. * *2 Statement of purpose workshops* designed to provide assistance in writing proposals * *FLAS Coordinator drop-in office hours* Sept –Jan. for advising and questions | |
| **Application** (Nov. to Jan; deadline Jan.  15) | * *FLAS website* with detailed information on eligibility, requirements, application instructions & contact information for FLAS coordinator for questions & clarifications * *Online FLAS application* linked from the FLAS website * *Required materials*: application form, statement of purpose, official transcripts of all postsecondary work, 1 academic letter of recommendation, 1 language evaluation/recommendation * *Optional materials:* FAFSA, expected family contribution (EFC) | |
| **Selection Criteria** | * *Academic excellence*, based on quantitative & qualitative evidence * *Strength/feasibility/appropriateness of proposed plan* for the award period * *Adequacy of language preparation* for proposed plan * *Relevance of language & area studies* in overall *career goals* * *Overall balance* of languages, disciplines, & long-term career interests among fellows | |

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|  | * *Equal access* to students from under-represented socioeconomic backgrounds & disciplines * *Financial need*, based on student’s FAFSA, EFC |
| **Financial Need**  (GR & UG) | * Select pool of qualified candidates based on selection criteria above except financial need * Assign financial need category (high, medium, low, or no need) based on FAFSA EFC; students who do not file FAFSA will be assigned to lowest need category * Cut-off for each category to be determined annually based in part on cost of attendance (COA) and the distribution of EFC in each pool; separate cut-offs for GR & UG pools * Priority for applicants with higher need category when all other selection criteria are equal |
| **Selection Committee** | * Committee composed of faculty representing *cross-section of CSAS faculty* * At least one faculty member in the *humanities* & one in the *social sciences* * *Director of South Asian Languages Program* * *Professional school faculty* included whenever possible |
| **Deadlines** | * *Sept.1*: FLAS website updated with info for the upcoming year’s competition * *Nov. 1*: FLAS online application opens * *Feb. 1*: FLAS online application closes * *Feb. 20*: Faculty review of UG and graduate applications completed; committee meeting * *March 15*: Award letters sent to selected FLAS fellows & alternates |

**H (NRC). OUTREACH ACTIVITIES**

During the 2018–2022 cycle, CSAS met NRC objectives by producing events and digital content that generated debate about world affairs regionally, nationally, and internationally. We have done so by leveraging (1) broad-based “big tent” partnerships based on the buy-in concept

(2) digital media live-streaming events on Zoom, and broadcasting on the CSAS YouTube channel for easy access and (3) partnerships with professional schools promoting careers of national need.

**(H-1a, b) Elementary, Secondary, and Postsecondary Outreach.** CSAS is actively involved with K-16 outreach, emphasizing capacity building, teacher training initiatives, as well as CC and MSI workshops and symposia. For a full list of K-16 outreach initiatives, see Narr. I-1 and I-2. Covid-19 greatly affected our ability to serve our audience, but we have been adjusting our plans so that they are more resilient and responsive to their needs. Table H-1 represents a sample of the quality and variety of K-16 events over the past cycle. Most notably, WHaLI, our

K–12 teacher program produced outcomes that affirm the value of the program for educators. We worked with UM-NRCs to develop and sustain teacher training for K–12 teachers in WHaLI, CC educators through MIIIE, and teacher training and outreach collaboration at UPR, a postsecondary MSI. At our annual MIIIE conferences, CC faculty presented curricular modules and shared bibliographic and other resources, extending national impact. Access to 46 global lesson plans (LPs) has been shared w/ partner National Humanities Center.

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| **TABLE H-1: SELECTED K-16 OUTREACH 2018–2022** | | | |
| **Name** | **Description** | **Impact** | **Partners** |
| WHaLI | -Summer 2014–  -Biannual 3-day teacher workshops  -World History, Geography, and Literature | 71 K–12 teachers,  representing 30+ districts | 5 UM NRCs ASC  SOE |
| MIIIE/Comm. Coll. (CC) Outreach | -Summer 2014–  -week-long workshops for faculty  -SA curriculum modules, year-long CC team projects to implement global education and activities | Over 10 modules created; available to 134 member institutions | 5 UM NRCs |
| UM-UPR Río Piedras Collaboration and Symposium | -Winter 2015–  -Annual 2-day K–16 development workshops  -at UPR Río Piedras, an MSI.  -2 curricular units produced by CEDER | 155 attendees; 100% of attendees reported a likelihood of incorporating SA concepts and materials into their curricula. | 5 UM NRCs |
| K12 SA Teacher Fellows Program | - 2018–   * Each year a K-12 educator is selected to become an affiliated CSAS fellow * Teacher fellows attend CSAS lectures or UM SA courses and are given access to UM library, mentoring and feedback on the development of a curriculum module on SA. * The curriculum module is to be tested in the school of origin and then shared with other educators. | 3 fellows have been selected until now, 4 curriculum modules have been produced. | n/a |
| South Asia Book Award (SABA) | - 2012–   * Book Award which targets high-quality   children’s and young adult books that portray SA or South Asians living abroad.   * K-12 lesson plans are made for each book awarded and are publicly available on the SABA website. | - 28 books awarded, raging from preK to grade 12 | South Asia National Outreach Consortium (SANOC) |
| SoE’s CEDER  Curricular Units | Teaching units by CEDER for Grade 5–12 classrooms. Units focus on global patterns and interconnectedness. | 8 teaching units, 1 was produced w/ 2 school teacher consultants in MI | CSEAS, LACS, CMENAS |
| World Music Course for K-12 Educators | - 2018–  - World music course in alternating summer semesters, to add area studies to K-12 music curricula. |  | 5 UM NRCs, UM  Department of Music |

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|  | - Teachers to produce age-appropriate lesson plans related to their schools, so that they could be implemented in the following academic year. |  | Education |
| "Biblical Women Across | All-day state-accredited teacher workshops | 52 U.S educators | CSEAS, |
| Abrahamic Religions"; | about (1) Mary and other women in Abrahamic | participated. The unit has | LACS, CSAS, |
| "Rite Smells: An | religions across the globe; (2) maritime trade | been shared at II-Outreach | CEDER |
| Exploration of | routes along the Indian Ocean. CEDER led | and the partner the Nat'l |  |
| Religiously Significant | pedagogy sessions and created 2 social-studies | Humanities Center. 35 |  |
| Scents from SEA, SA | highschool units. Held on 5/8/21 and 6/24/21 | educators from 12 states/28 |  |
| and MENA" | respectively and delivered over Zoom. | towns received 2 books |  |
|  | Recorded and shared on a UM-II website. | about Mary. |  |

**(H-1c) Outreach to Business, Media and the General Public**. CSAS is committed to a range of programming that impacts business, media, and the public and has expanded its outreach efforts in the past 4 years. All of our events are free and open to the public, and events are advertised in local newspapers and many local online event calendars in the metro Detroit area. Our efforts to draw in the public are manifest in our attendance numbers: since 2018 over 6,300 people attended CSAS sponsored events on the UM campus and Zoom. The pandemic has posed new challenges, but has also opened up new opportunities. Virtual events allowed people who previously would not have been able to attend in person to join us, including scholars and members of the public throughout the United States, South Asia, and Europe.

CSAS also benefits from Michigan News, a UM unit that promotes research, major events, expertise and informational programs to increase media coverage of UM around the world in English and Hindi and connects media outlets and journalists with UM experts in SA and other critical world regions. CSAS and Michigan News is currently hiring a full-time India Communications Representative (ICR) at a senior level, funded 100% by CSAS.

CSAS outreach to business is principally through our faculty in the professional schools, especially Business, Law, and Information. CSAS is a co-sponsor of the annual India Business Conference, for example, which seeks to enhance understanding of the Indian business environment. Last year alone, the conference has attracted more than 500 registered participants,

including members of local and regional industry. CSAS affiliated faculty also have active partnerships with businesses in South Asia, facilitated through programs such as the Business School’s Executive MBA program in India or its MAPs program, in which faculty-led student teams provide business solutions to companies, NGOs, and government agencies (see Table D- 5); or the Society of Women Engineers, which sends students to India each summer in collaboration with Walchandnagar Industries (see Table D-5).

CSAS faculty members are regularly available to business, media, and the general public when approached for consultation, advice, or commentary (Table H-2).

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| **TABLE H-2: Faculty Media Outreach** | | |
| **Scope** | **News Source** | **Faculty** |
| Regional | Michigan Quarterly Review, Michigan News, The Michigan Daily, Houston Chronicle, Stateside Michigan Radio, MLive, Detroit Public Televison, WXYZ, Toledo Blade, Minneapolis Star Tribune, WDET, WUOT Radio, Michigan Radio, UMich Institute for Social Research, Click on Detroit, Duke Today, The Detroit News, Detroit Free Press, The Oakland Press, Ann Arbor Observer, Monroe News, School of Public Health News (UM), Wisconsin Public Radio, KLTV, WEMU, Ann Arbor News | Daniel Alan Herwitz, Joyojeet Kunal Pal, Ramaswami Mahalingam, Shobita Parthasarathy, Tarfia Faizullah, Tom Fricke, Ravi Anupindi, Michael Barr, Matthew Boulton, John Ciorciari, Jatin Dua, James Holloway, Aradhna Krishna, M.S. Krishnan, Jane Lynch, Shelie Miller, Srimoyee Mitra, Krishnan Raghavendran, Steven Ratner, Susan Walton |
| Domestic | Society for Cultural Anthropology, Lion's Roar, Tricycle, Common News, Aeon, New York Times, Common Dreams, NationofChange, History News Network, South Asia American Digital Archive, Slant Magazine, American Association for the Advancement of Science, CNN, National Geographic, Crooked, Slate, Nature, Issues in Science and Technology, The Next System Project, Public Books, The Conversation, Business Insider, Associated Press, Risk Science Center Blog, NPR's Planet Money podcast, Singularity Hub, Phys.org, Science Codex, Nature Online, Leaping Robot Blog, Discard Studies, Next Idea, Huffington Post, The Daily Beast, The Washington Post, FYI Science Policy and News, c&en, The American Prospect, The Hill, Popular Science, Yahoo!, E&E News, Scientific American, Los Angeles Times, Privacy Hub, Axios, Science NBC News, WIRED, Chemistry World, Chemical and Engineering News, Cyber News, Times Higher Education, Poets.org, NPR, Los Angeles Review of | Aniket Pankaj Aga, Donald S Lopez, Juan R Cole, Manan R Desai, Matthew Hull, Meha Jain, Shobita Parthasarathy, Sumita Chakraborty, Ravi Anupindi, Irina Aristakhova, Michael Barr, Wayne Brockbank, John Ciorciari, Aradhna Krishna, M.S. Krishnan, Zoe Mclaren, Shelie Miller, Venkatram Ramaswamy, Narayan Sastry, Kentaro Toyama |

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| --- | --- | --- |
|  | Books, PBS NewsHour, Audible, The Burn Bag Podcast, Bloomberg, Forbes, Politico, MarketWatch, HR World, AP News, US News, The Conversation, Newsweek, The Conversation, FiveThirtyEight, Wired, CSPAN, Stitcher (podcast), Smithsonian Magazine, Time, ABC News, CBS |  |
| International | World Literature Today, Daily Maverick, The Hindu, Rural India Online, Firstpost, The Herald, Sci Dev Net, The Swaddle, Sansad TV, The Kolkata Mail, The Print, The Periyar Project, BBC Radio 4, India Education Diary, O Globo, The Guardian, News India Times, India Post, The Quint, Get Bengal, Hindustan Unilever, The Economic Times (The Times of India), CNBC, VOA Cambodia, La Prensa Latina, VOD Hot News, Ouca A Radio: Jaragua, Women's Web, The New Indian Express, EShe, South China Morning Post, CBC, Hindustan Times, News India Times, BBC News, Times of India, The Quartz, NDTV, India Today, Telegraph India, Business Today, News18, The Deccan Herald | Christi Ann Merrill, Daniel Alan Herwitz, Matthew Hull, Meha Jain, Mrinalini Sinha, Nachiket Chanchani, Ramaswami Mahalingam, Syed Ekhteyar Ali, Yusuf Neggers, Mousumi Banerjee, Rajeev Batra, Wayne Brockbank, John Ciorciari, Debotri Dhar, James Holloway, M.S. Krishnan, Zoe Mclaren, Shelie Miller, Bhramar Mukherjee, Krishnan Raghavendran |

Additionally, CSAS has been showcasing to the public the expertise developed at UM through the *Globally Engaged Career Panel,* an annual conversation with a panel of distinguished professionals, all graduates of UM area studies programs, who have pursued career paths with a global reach. Our panelists share their stories and experiences, based on questions prepared in advance by UM Masters in International and Regional Studies (MIRS) students. This event features speakers who have taken jobs in federal government agencies, non-profits, business, and education and that work in the regions represented by II centers.

1. **PROGRAM PLANNING AND BUDGET**

UM CSAS, a constituent member of the II, seeks funding for activities and programs that leverage the knowledge of UM experts to meet areas of national need and to train global professionals about the cultures and societies of the SA region. We collaborate with more than 40 units and stakeholders on and off campus to reflect diverse perspectives and generate debate, while pursuing broad-based shared goals that advance international education. This culture of partnership—and its results—are

evident in the breadth and intensity of our events, our programming, and our plans for the next 4 years.

**(I-1) Development Plan.** CSAS’ programs, described in section I-2, are designed to develop over the grant cycle, through increasing the number of events/participants, expanding in reach via open access, generating follow-up projects and partnerships, and/or becoming self-sustaining. For Tamil language, we will work to increase enrollments in all three levels, and request UM to cover all costs by the end of the funding cycle.

**(I-2) High Quality of Activities.** The Center for South Asian Studies (CSAS) at the University of Michigan (UM) submits this proposal for renewed Title VI funding in order to sustain, enhance, and expand both the quantity and quality of our activities that meet the goals of the NRC program. We plan to achieve this through activities in the following four areas: a) language instruction and course development; b) K-16 and Minority Serving Institution (MSI) outreach; c) public and campus programming to disseminate knowledge and research on South Asia (SA); and d) enhancing SA library collections.

**(I**-**2a) Language and Area Studies Instruction and Course Development**. Our SA language program is robust (*FLAS CPP2*). Bengali (initiated in 2014 with NRC support), Hindi, Persian, Punjabi, Sanskrit, and Urdu are now entirely supported by UM. We seek continued support for the teaching of Tamil. To support continuous improvement of language pedagogy and proficiency assessment, we seek funds for instructors to attend workshops hosted by organizations such as the American Council on the Teaching of Foreign Languages (ACTFL), the National Council of Less Commonly Taught Languages (NCOLCTL), the Center for Advanced Research on Language Acquisition (CARLA), and the South Asia Language Resource Center (SALRC) (Bgt. 3.B).

Similarly, we request funding for faculty and staff to travel for research and institutional linkages (Bgt. 3.A-B). We also request support for UM participation in the South Asia Summer Language

Institute (SASLI) (Bgt. 8.D).

*Tamil Language lecturer* (FLAS CPP2; Bgt. 1.B) To expand the breadth of our offerings

beyond north Indian languages, we have been using NRC funds for a lecturer in Tamil, and we would like to continue this cycle, as enrollment numbers are not yet at the level of the original projections due to COVID. We are requesting 100% support for this position to allow us to strengthen the Tamil program, which offers beginning, intermediate, and advanced instruction from inception. We are hopeful that with strong enrollment records over the grant period, UM will continue and sustain Tamil instruction at the end of the grant period, as this has been our experience with Bengali and Urdu (both formerly offered with NRC support and now supported entirely by UM.

*South Asian Language Pedagogy Conference* (A1, FLAS CPP2; Bgt. 8.B). To strengthen

the role of UM in the teaching of South Asian languages and help find new and innovative ways to increase national capacity in the field, CSAS, together with ALC, is planning on a yearly conference on the pedagogy of South Asian languages. This will help to expand and reinforce the network of higher education institution teaching SA languages, while sharing the state-of-the-art tools and materials. CSAS is planning to provide $5,000 in NRC funds every year.

We also request support for the *World Music for Educators* course (AP 1–2, NRC CPP;

Bgt. 1.C; see *World Music for Educators* description in Table I-1).

Additionally, we also plan to continue the projects aimed at developing new language material for Hindi, Bengali, Punjabi, Urdu, and Tamil:

*South Asia Language Unit Development* (FLAS CPP2; Bgt. 8.D) Namely, the creation of

10 new online language units every year (2\*5 languages) at $350 per unit, building upon the pilot started in 2021. The units will be shared with language instructors across the US and the general public.

*South Asia Multilingual Dictionary* (A1, FLAS CPP2; Bgt. 8.D) Expansion of the online

multilingual dictionary (Hindi, Urdu, Punjabi, Tamil, Bengali) started in 2021, to include more sample sentences and audio recordings. Each yearly addition will cover 5 languages at $1,000 each, for a total of $5,000 in honoraria for the creation of the material.

*Proficiency-Based Materials for Asynchronous Online Instructions for Beginner's Hindi*

(NRC CPP, FLAS CPP2; Bgt. 8.D) The two most experienced Hindi instructors of UM will work

collaboratively to develop proficiency-based materials for asynchronous online Hindi instructions to be used by the Big Ten schools. They will also collaboratively work with three experienced faculties from Rutgers, UIUC, UW-Madison, and MSU. The MSU's LCTL team will help them with professional feedback and training. The course would then allow CSAS to provide language- learning capabilities to MSIs and CC that currently do not have them, such as Eastern Michigan University (EMU) and Tennessee State University.

**(I**-**2b) Innovative Teacher Training and Capacity-Building at MSIs and CCs to Produce SA Curricula** (AP 1–2, CPP). CSAS proposes a variety of programs to advance teachers’ knowledge of SA and global education, and the programs require 50% salary of a K–16 Outreach Assistant (Bgt. 1.D). Additionally, we would like to request funds for our shared Asia Office Assistant, M. Rudberg (Bgt. 1.A), as well as our Evaluation and Collaborative Outreach Assistant, E. Hoye (Bgt. 1.A), who coordinates II NRCs’ shared projects and evaluation.

Our new projects are:

*Curriculum Development Projects with CEDER* (AP1–2; Bgt. 8.A) CSAS, LACS,

CMENAS, and ASC regularly engage with educators to promote deeper learning in K–12 classrooms about the regions they represent. The 4 centers will work collaboratively with the UM SoE’s CEDER to develop two globally themed and classroom-ready lesson plans. A teaching consultant will be hired to offer feedback and assistance with lesson plans, which may be presented

at the CEDER-NRC teacher workshop (see below). This initiative supports AP1 by supporting understanding of diversity of global cultures, and AP2 by supporting teacher-training efforts on those issues.

*CEDER-NRC Annual Teacher Workshop* (AP1–2 ; Bgt. 8.A) CSAS, LACS, CMENAS, and

ASC regularly put on professional-development workshops that train K–12 teachers in content and pedagogy related to the centers’ respective regional studies. These NRCs will collaboratively offer 1 MI state-accredited workshop per academic year. To enhance the impact of these globally focused workshops, the NRCs will work with their long-time partner CEDER, relying on the expertise of its design coordinator to guide teachers to integrate workshop content into their curricula. The design coordinator will: (a) review workshop content, (b) plan discussions and prepare resources, and (c) facilitate one 90-minute pedagogy session during each workshop.

*UM-SDSU Global Migration Education Initiative* (AP 1–2, NRC CPP; Bgt. 3.D, 8.A) Brings

together UM NRCs, and partner institutions in San Diego-Tijuana to provide innovative professional development for K–12 and CC educators and administrators. By bringing educators to the San Diego-Tijuana artery in order to better understand global migration flows as well as inclusive strategies for teaching in increasingly diverse classrooms, with workshops. We plan to offer the Global Migration and Inclusive Pedagogy (GMIP) Summer Institute: an annual multi-day binational workshop for teachers from Michigan and California to develop curriculum modules around the theme of global migration and comparative border studies. We also plan to host content lectures, panels, workshops, and experiential components for participants on both sides of the U.S./Mexico border that provide insight into the origin of migrants to Tijuana, seeking to explain the histories and cultures of sending communities, while also drawing parallels between the Tijuana corridor and other border gates and migration corridors around the world such as the India- Bangladesh border. Our budget indicates fees to cover: a content-area specialist’s travel to the

US/Mexico border; honorarium; fees for an on-site Coordinator and Project Director to coordinate logistics.

*Georgia State University Collaboration* (AP 1–2, NRC CPP; Bgt. 8.A) is a collaborative

effort between GSU and CSAS to expand MSI outreach by funding a series of at least 4 lectures featuring UM or other area studies speakers at GSU, as well as at least 2 events by GSU faculty at UM. The second event could include a shared lecture or a graduate student workshop, also in collaboration with fellow UM NRCs, CMENAS and LACS. CSAS funds will be used towards honoraria and travel expenses to GSU, as well as a small stipend for organizing the lectures.

*Focus Series at Schoolcraft College* (AP 1–2, NRC CPP; Bgt. 8.A) brings together UM

NRCs for the campus-wide annual Focus Series at the International Institute of Schoolcraft College. The series offers to a learning community of faculty and students a series of lectures, films, exhibits, and performances organized around an overarching globally-focused theme. Additionally, the Focus Series is free and open to the public, including K–12 schools. UM-NRCs will sponsor the Focus Series annually throughout the 2022–26 cycle by paying: (a) the guest honoraria for 1 lecture

related to each NRC’s respective regional studies, and (b) the cost to purchase and ship resources for use by Schoolcraft faculty of academic books related to each NRC’s respective regional studies.

*UM Flint Collaboration* (AP 1–2; Bgt. 8.A) is a collaborative effort between UM Flint and

CSAS to expand MSI outreach by funding a series of at least 1 lecture featuring UM or other area studies speakers at UM Flint. Funds will be used towards honoraria and travel expenses to UM Flint.

*World Performing Arts Collaboration with CWPS: Global Artist Residencies* (AP1, AP2;

Bgt. 8.B) On Y4 of the grant, CSAS plans to collaborate with CWPS to host 1 guest artist/art theorist for teacher workshops and mentoring. The artist will stay at UM for up to 8 weeks.

*University of Michigan Arts Initiative* (AP1; Bgt. 8.B) CSAS plans on joining the university-

wide initiative to support the arts, by providing funds for exhibitions and lectures focused on South Asian artists.

*Global Feminisms Program* (AP 1-2; Bgt. 8.B) CSAS plans on joining the initiative, helping

the development of a podcast series with speakers from South Asia, and topical lesson plans.

We also plan to maintain and/or expand existing ones, described in the following table I-1:

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| **TABLE I-1: CONTINUING K-16 OUTREACH PROJECTS** | | | |
| **Name** | **Description** | **Priorities** | **Bgt.** |
| WHaLI | A unique collaboration between the University of Michigan’s NRCs and its SoE that provides secondary teachers in History, Social Studies, and English Language Arts with area studies curriculum content and professional development. Building on the ongoing success of this initiative as a three-day workshop, lead by SoE faculty M. Bellino, held each June, in 2022–26 we will expand WHaLI’s reach by 1) adding virtual access by using team-based learning applications so that teachers with travel constraints can participate; 2) develop an interactive WHaLI repository of resources within the University of Michigan’s Learning Management System, Canvas; 3) work closely with CEDER to design these innovative, hybrid modules, collect teacher feedback in an iterative way, and involve teachers more in the creation of learning materials. We request funding for a WHaLI consultant. | AP1-2, NRC CPP | 1.D,  5.D,  8.A |
| MIIIE/Comm. Coll. (CC) Outreach | A collaboration started in 2004, between UM’s NRCs hand the Midwest Institute for International/Intercultural Education (MIIIE), whose membership is open to two-year colleges in all 50 states. The MIIIE consortium currently has 231 members; 119 of these are designated as eligible for Title III and V programs. It consists in:   1. One-Day Workshops for 2022-2026, for professional development, either based on global issue or a geographic region/country, with CSASs contributing   $1,500 to co-sponsor a one-day workshop.   1. Co-Sponsor weeklong Curriculum Workshops, to provide curriculum and professional development for CC faculty, with CSAS contributing $3,000 to co-sponsor. Since 1997, the Midwest Institute has organized almost 40 one- and two-week workshops, partially funded by the Title VI program. The   curriculum modules are expected to be “infused” into at least one course that the faculty is teaching and offered at his/her college on a continuous basis, starting in the semester/quarter after completion. Each faculty receives a $1,000 stipend per module.   1. Faculty Fellowships to develop curriculum modules. To support the development of curriculum modules of an area or theme, with CSAS contributing $1,000 for 1 curriculum module. Each faculty is given access to curriculum resources, mentoring, and feedback on the development of his/her module. 2. Co-Sponsor a Community College Team to undertake four-year IE plan. To facilitate, support, and provide resources to selected college teams to undertake college-wide projects to build its International-Intercultural Education with a focus on a geographic region, with CSAS contributing $2,500 per year (for four sequential years). | AP1-2, NRC CPP | 5.D,  8.A |
| UM-UPR Río | It is a partnership with the College of Education at UPR. CSAS and the UM- | AP1-2, | 1.D, |

|  |  |  |  |
| --- | --- | --- | --- |
| Piedras Collaboration and Symposium | NRCs will continue to fund a delegation to UPR for the annual outreach symposium provides professional development opportunities through curriculum development workshops and creates resources for teachers in  Puerto Rico and the UPR community. UM’s SoE CEDER, which will continue to create thematic educator toolkits customizable to different grades and curriculum standards. Our budget indicates a fee for a UM-UPR Project Consultant, to coordinate logistics at UPR, M. Luzzi (Bgt. 8.A) and 5% salary for an UPR Outreach Assistant position, M. Elizondo (Bgt. 1.D). | NRC NRC CPP | 5.D,  8.A |
| K12 SA  Teacher Fellows Program | A K-12 educator selected by CSAS will develop curriculum modules on SA to be shared with other educators. Teacher fellows will attend CSAS lectures or UM SA courses and be given access to UM library, mentoring and feedback on the development of the module. Professional service fee at $1,000/module. | AP 1-2 | 8.A |
| South Asia Book Award (SABA) | A contribution to the SABA, which targets high-quality children's and young adult books that portray South Asians living abroad; K-12 lesson plans are made for each book awarded and are publicly available on the SABA website. Organized by the South Asia National Outreach Consortium (SANOC). | AP1-2 | 8.A |
| World Music Course for K- 12 Educators | MUSICOL 505, led by UM faculty C. Castro, is a collaboration with the UM Music Education Department to train K–12 teachers seeking an MA degree. It requires teachers to produce age-appropriate lesson plans on music from diverse world regions for use the following year | AP 1-2, NRC CPP | 1.C |
| UM School of Nursing: Summer Institute | (Bgt. 8.B). Piloted in 2021, it allows MSI faculty to attend the U-M School of Nursing's Global Summer Institute on Sexual and Reproductive Health, typically in May each year. . The cost is $25/faculty member. | AP 1-2, NRC CPP | 1.B |

**(I-2c) Public and Campus Programming**: CSAS seeks Title VI funds to support the dissemination of research and information on SA publicly and across the campus. For that purpose, we also request funds for student assistance (Bgt. 8.C) and printed matter (Bgt. 5.B).

Our main programs are:

*CSAS Lecture Series* (AP 1; Bgt. 8.C) This series reflects diverse perspectives and generates

debate on world regions. Several events are co-sponsored to ensure interdisciplinarity and a wider audience.

*CSAS Film Series* (AP 1; Bgt. 8.C) This series attracts large audiences, and includes

feature and documentary film screenings, often with presentations and discussion sessions with the filmmaker. We seek funding to continue support for this series.

*CSAS Pakistan Conference* (AP 1; Bgt. 8.B) We seek funding for the annual UM Pakistan

Conference, organized on themes of comparative interest, such as “Religious Landscapes,” and

“Space of Capital” (held 2021 and 2019, respectively).

*Faculty-led Conferences/Workshops* (AP 1; 8.B) CSAS seeks funding for 5 conferences

organized by CSAS affiliated faculty in the next cycle: Formal Approaches to South Asian Languages (S Namboodiripad), Caste in South Asian Muslim Communities (F Mir), Authoritarian Populism and the Media (S Rai), Sounds of Social (In)Justice in South Asian Musical Worlds (I Kaur).

*South Asia Undergraduate and Graduate Symposia and Reading Groups* (AP 1; Bgt. 8B)

CSAS seeks funds to support the acquisition of books for students’ symposia and reading groups focused on the current events and teaching South Asia, and to pay for speakers fees and travel of the authors.

*South Asia Events by Student Groups* (AP 1; Bgt. 8B) We seek funding for the annual

student organized India Business Conference and South Asian Awareness Network Conference for each of the next four years. In addition, we seek funds to co-sponsor public events organized by any one of UM’s many student groups focused on SA.

**(I-2d) SA Library Collections.** UM research libraries are among the best and most accessible in the country. We seek funding to continue to support library collections that address areas of need, such as government collections, and that contribute to SA area studies knowledge, teaching, and research (AP 1–2) (Bgt. 5.A). We also seek funding to help support the South Asia Open Archive, a collaborative project to create and maintain an on-line collection of open access materials for the study of SA (Bgt. 5.D).

**(I-3) Costs**. Costs are based on experience with similar projects, responsible stewardship of funds and national priorities, and are comparable with other NRCs. Wages reflect actual costs (see Budget).

**(I-4) Long Term Impact**. At the grant’s end, we will have: 1) enhanced language and area

instruction, library resources, and outreach; 2) strengthened UM’s SA language programs through sustained support to SA LCTLs, tutorials, and instructor professional development; 3) broadened teacher training to meet the need for globally-focused curricula; 4) increased collaborations with CCs and MSIs; 5) augmented the supply of SA experts via undergraduate and graduate FLAS awards and increased recruiting efforts to identify quality professional school applicants; and 6) bolstered capacities to evaluate Center and UM SA activities.

# J. ABSOLUTE & COMPETITIVE PREFERENCE PRIORITIES

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| **NRC Absolute Priority 1 – Diverse Viewpoints & and Government and Other**  **Careers** | **NRC Absolute Priority 2 – Teacher training activities** |
| * World Music for Educators Course * UM-SDSU Global Migration Education Initiative * WHaLI with UM SoE * UM - University of Puerto Rico (UPR) Partnership and Symposium (AP1, AP2, NRC CP) * Midwest Institute for International/Intercultural Education (MIIIE) Partnerships * SABA * K12 SA Teacher Fellows Program * Georgia State University Collaboration * UM Flint Collaboration * Tennessee State University Collaboration * EMU Collaboration * Focus Series with Schoolcraft College Partnership * CEDER Curriculum Development Projects * UM-Pakistan Conference * Faculty-led conferences and workshops * University of Michigan Arts Initiative * Global Feminisms Program * SA Student-related Activities (Graduate and Undergraduate) * Sponsorship of South Asia Events by Student Groups * CSAS Lecture Series * CSAS Film Series * South Asia Summer Language Institute * South Asia Open Archive * South Asia Multilingual Dictionary | * World Music for Educators Course * UM-SDSU Global Migration Education Initiative * WHaLI with UM SoE * UM - University of Puerto Rico (UPR) Partnership and Symposium (AP1, AP2, NRC CP) * Midwest Institute for International/Intercultural Education (MIIIE) Partnerships * SABA * K12 SA Teacher Fellows Program * Georgia State University Collaboration * UM Flint Collaboration * Tennessee State University Collaboration * EMU Collaboration * Focus Series with Schoolcraft College Partnership * CEDER Curriculum Development Projects * World Performing Arts Collaboration with CWPS: Global Artist Residencies * Global Feminisms Program |
| **NRC Competitive Priority – MSIs and Community Colleges (CC)** | **FLAS Competitive Priority 1 – Financial Need** |
| * World Music for Educators Course * UM-SDSU Global Migration Education Initiative * WHaLI with UM SoE * UM - University of Puerto Rico (UPR) Partnership and Symposium (AP1, AP2, NRC CP) * Midwest Institute for International/Intercultural Education (MIIIE) Partnerships * SABA * Georgia State University Collaboration * UM Flint Collaboration * Tennessee State University Collaboration * EMU Collaboration * Focus Series with Schoolcraft College Partnership * CEDER Curriculum Development Projects * School of Nursing: Summer Institute | Preference given to students at all levels who are highly qualified & demonstrate financial need (see table H-1 FLAS) |
| **FLAS Competitive Priority 2 – National Needs for Less Commonly Taught Languages** |
| * Lecturer in Tamil * Professional Development Workshops for Language Faculty * SA Language Pedagogy Conference * South Asia Summer Language Institute * South Asia Language Unit Development * South Asia Multilingual Dictionary * Proficiency-Based Materials for Asynchronous Online Instructions for Beginner's Hindi |