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3. University of Michigan Asian Languages and Cultures, Interim Chair Markus Nornes
4. San Diego State University, Associate Vice President Cristina Alfaro
5. Midwest Institute for International Intercultural Education, Director Theo Sypris

**UNIVERSITY OF MICHIGAN CENTER FOR SOUTHEAST ASIAN STUDIES ACRONYM LIST**

**ACRONYM DEFINITION**

ABC Asian Business Conference

AP1 or AP2 Absolute Priority 1 or Absolute Priority 2

ACTFL American Council on the Teaching of Foreign Languages

ALC Department of Asian Languages and Cultures, University of Michigan AS Asian Studies

ASEAN Association of Southeast Asian Nations

AY Academic Year

BTAA Big Ten Academic Alliance

CC Community College

CEDER Center for Education Design, Evaluation, and Research CKS Center for Khmer Studies

CGIS Center for Global and Intercultural Study

CoE College of Engineering

CORMOSEA Committee on Research Materials on Southeast Asia COTI Consortium for the Teaching of Indonesian

COTSEAL The Council of Teachers of Southeast Asian Languages CP1 or CP2 Competitive Priority 1 or Competitive Priority 2

CRLT Center for Research on Learning and Teaching

CSEAS Center for Southeast Asian Studies, University of Michigan EFC Expected Family Contribution

FAFSA Free Application for Federal Student Aid

FERA Formative Evaluation Research Associates

GETSEA Graduate Education Training Program in Southeast Asia GMIP Global Migration and Inclusive Pedagogy Workshops

GSI Graduate Student Instructor

II International Institute, University of Michigan

IPE International Programs in Engineering Minor

IS International Studies

ISS Instructional Support Services

KKU Khon Kaen University, Thailand

KVCC Kalamazoo Valley Community College

LCTL Less Commonly Taught Language

LRC Language Resource Center

LSA College of Literature, Science and the Arts, University of Michigan MIIIE Midwest Institute for International/Intercultural Education

MIRS Master’s in International and Regional Studies Degree

MSI Minority Serving Institution

MSU Michigan State University

NEH National Endowment for the Humanities

PICS Program in International and Comparative Studies, University of Michigan

PMF Performance Measure

RIW Rackham Interdisciplinary Workshop

RSB Ross School of Business, University of Michigan

RGS Rackham Graduate School, University of Michigan

SDSU San Diego State University

SEA Southeast Asia

SEAD Southeast Asia Division of UM Library

SEAS Southeast Asian Studies

SEASSI Southeast Asian Studies Summer Institute, University of Wisconsin- Madison

SoE School of Education, University of Michigan

SPH School of Public Health, University of Michigan

TSU Tennessee State University

UG Undergraduate

UM University of Michigan

UML University of Michigan Libraries

UPR University of Puerto Rico – Rio Piedras

WHaLI World History and Literature Initiative

**A. COMMITMENT TO THE SUBJECT AREA.**

The University of Michigan (UM) Center for Southeast Asian Studies (CSEAS) is an NRC under the International Institute (II) that promotes Southeast Asian Studies (SEAS) on campus and to the public. CSEAS prioritizes outreach responding to questions about the role of 21st century universities in sharing resources and ideas for wide benefit. CSEAS faculty affiliates span UM in the humanities, social sciences, arts and professional programs. Our Southeast Asian (SEA) library holdings are the 2nd largest by volumes with additional special collections and archaeological artifacts and are routinely used by scholars worldwide. UM offers four SEA languages from beginner to advanced levels with course-share available throughout the Big Ten Academic Alliance (BTAA). All of our programming demonstrates commitment to diverse points of view and the value of debate (*NRC AP1*).

**A1.a. Support for CSEAS/SEAS Program Operations:** UM shows support through

infrastructure and administrative funding. Infrastructure was crucial during the COVID-19 pandemic with enhanced support for virtual programming and pedagogy. CSEAS is located within the II in Weiser Hall and has its own office, cubicle, and access to 4 shared work/study cubicles, 4 rooms for teaching and events, and a top-floor space for lectures and symposia. These rooms are equipped for livestreaming and videoconferencing and are staffed by technicians.

UM funding for CSEAS includes .25 FTE director salary and salary for a lecturer to cover 1 of her home department courses, 50% 1.0 FTE CSEAS program administrator, 20% 1.0 FTE

cluster manager, 20% 1.0 FTE academic services coordinator, and 10% 1.0 FTE administrative support. The II provides a marketing team, student advising and career services, human resources professionals, and a finance and accounting unit. The College of Literature, Science, and the Arts (LSA) Technology Services (LSATS) provides IT staff. UM’s Development offices help grow

and diversify the CSEAS funding base (*Table 1*).

**A1.b. Teaching:** UM funds the salaries of 68 CSEAS affiliated faculty (47 tenured/tenure-track,

partial salaries of 4 instructors totaling 2.0FTE). 29 of these have SEAS as a primary focus. Their annual SEAS-allocated salary cost is around $4,441,292 (with fringes). Despite pandemic hiring restrictions, UM added 3 SEA-focused postdoctoral researchers over this time period, 2 of whom are UM Collegiate Fellows and will join the tenure-track as faculty in their respective departments (Romance Languages and Literatures; Anthropology) in 2022 and 2023. UM supplied 50% of the salary for 2 lecturers for SEAS 501.

|  |  |
| --- | --- |
| **Table 1. U-M Estimated Institutional Support for SEA Studies 2019-2020** | **Total** |
| **Personnel** | **$4,407,368** |
| **Teaching Staff** | Salary | Benefits | Salary + Benefits |  |
| Faculty (% SEA affiliates) [23.4] | $2,669,753 | $609,954 | $3,279,707 |
| Language Lecturers 2.0 FTE [4] | $184,923 | $64,839 | $249,763 |
| Graduate Student Instructors (GSIs) [19] | $206,901 | $22,251 | $229,152 |
| Subtotal | $3,061,577 | $697,044 | $3,758,622 |
| **Professional and Support Staff** |  |  |  |
| SEA and II Direct Support | $291,857 | $56,771 | $348,628 |
| ALC | $70,440 | $18,430 | 88,870 |
| SEA Asia Library | $138,117 | $35,073 | $173,190 |
| LRC and Museums | $31,104 | $6,586 | $37,690 |
| Temp Professional/Student staff for SA | $346 | $22 | $368 |
| Subtotal | $531,864 | 116,882 | $648,746 |
| **CSEAS-AFFILIATED FACULTY & STAFF SUPPORT** | **$1,831,178** |
| Research Grants to CSEAS Faculty Associates (prorated for SEAS) | $1,831,178 |  |
| **Support for Students Studying SEAS** |  | **$1,377,531** |
| **Need-Based Awards**: Graduate (17) and Undergraduate (67) Students.*Grants, loans, child care subsidies, and COVID-19 emergency funds* | $1,548,808 |  |
| **Merit Awards**: Graduate (105) and Undergraduate (28) Students*Tuition, stipends, international experiences, research, and conferences* | $904,153 |
| **FLAS (10) & Awards (1) Cost-Sharing**: Graduate Tuition & Insurance | $145,123 |
| **CSEAS & II Funding:** Graduate (16)*Tuition, stipends, international experiences, research, and conferences* | $60,005 |
| **Language Study Support:** Graduate (6) and Undergraduate (1) | $20,050 |
| **Support for SEAS Events** | **$49,601** |
| **U-M Events focused on SEAS** (ALC, II, Global & Digital Islamic Studies, Donia Human Rights Center, LRC) | $49,601 |  |

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| LRC and Museums | $31,104 | $6,586 | $37,690 |
| Temp Professional/Student staff for SA | $346 | $22 | $368 |
| Subtotal | $531,864 | 116,882 | $648,746 |
| **Other Support** | $90,574 |
| Southeast Asia Library Acquisitions | $89,000 |
| Travel for Programs | $1,368 |
| Institutional Memberships | $206 |
| **Grand Total** | **$7,665,678** |
| External funding: Faculty Research Awards | $685,552 |

**A1.c. Library:** UM provides $376,412/yr for the SEA Division of the UM library (SEAD) (see

F. Strength of Library).

**A1.d. Linkages with Institutions Abroad:** The center and its faculty maintain many linkages

with SEA institutions involving agreements, exchanges, conferences, and research. We established ties with the Center for Khmer Studies (CKS) in Siem Reap, Cambodia, (a Title VI- funded center) for faculty and library staff exchanges and joint lectures. Our virtual lecture series and roundtables featured speakers from Thailand, Philippines, Indonesia, Malaysia, and Singapore, among other countries. UM School of Public Health (SPH) faculty made visits to Chiang Mai University and Khon Kaen University (KKU) in Thailand, held joint symposia at KKU, and visited the Ministry of Health in Vientiane, Laos. New CSEAS faculty affiliate Pauline Jones (Political Science) traveled to Thailand in 2021 to meet with political science

faculty at Chiang Mai University. Various departments fund institutional collaborations: Nursing and SPH have long connections with Thailand and their students travel there annually, which will continue when the pandemic allows. Two UM Nursing alumni lead SEA nursing programs and facilitate collaboration with their institutions. Naruemol Singha-Dong, Ph.D. (UM 2007) is at Suranaree University of Technology in Thailand, and Intan Batubara, MSN (UM 2019) is the Director of Education Development at Universitas Kusuma Husada Surakarta in Indonesia. SPH students completed remote projects with Mae Fah Luang University in Thailand in Summer 2021. Ross School of Business (RSB) has formal connections with 2 universities in Singapore, and UM’s Center for Global and Intercultural Studies (CGIS) has agreements for 6 SEA study abroad programs. CSEAS hosted many visitors from SEA institutions in the past 4 years, including a delegation from KKU Public Policy and Political Science faculty in 2019 and from the Indonesian Consulate in Chicago in 2019. CSEAS has ties with the UM Alumni Associations of Indonesia, Singapore, Malaysia, and Thailand (~2,500 alumni).

**A1.e. Outreach:** Last year UM units gave over $60,000 of co-sponsorship toward CSEAS

outreach, facilities, and indirect support. CSEAS faculty contribute to outreach and are responsive to media, business, non-profit, and professional organizations (Outreach pg. 33). **A1.f. Financial Support for Students:** UM and its departments gives graduate student support

through fellowships and instructorships that cover full tuition (out-of-state rates are $50,464/yr), a stipend, and benefits. Undergraduates (UG) may use UM financial aid, including for study abroad. SEAS students have access to the above funding in addition to department tuition supplements for FLAS. There are substantial UM resources for student research and travel in SEA, such as CGIS-organized trips and multiple grants (II, Rackham Graduate School [RGS]). CSEAS raises funds annually for student support (e.g. language scholarships, conference travel)

and UM provides endowment matches for student support and study abroad. In AY 2019-20, RGS gave 102 awards to SEAS graduate students, including merit fellowships, conference travel, and research grants; the II gave out $18,000 in research and conference travel awards (Table 1). Total UM support in AY 2019-20 for SEAS graduate students, excluding funds from CSEAS/ II, equaled $1,476,147, including health insurance. SEAS undergraduates are eligible for language scholarships, need-based financial aid, and all funding available to any undergraduate. The II provides staff for Fulbright-Hays and other external fellowships and to support competitive fellowships for internships and research abroad.

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| **Table 2. SEA Student Support by Type, AY2019-2020** |
| **Funding Source** | **# of Awards** | **Amount** |
| Center/II {Tuition [1], Stipend [1], Research [4], Conferences [5], Internship [5] | 16 | $60,005.00 |
| UM Merit Awards (Tuition [54], Stipend [52], Research [8], Conference [11], Internship[3], UG Intl Experience [2] | 130 | 904,153 |
| Teaching and Research Assistantship (GSI Tuition Waiver, Salary, Health Insurance) | 19 | $477,351.52 |
| UM Cost Sharing (FLAS [10], External [1]) | 11 | $145,123.09 |
| Need based UM Fund Awards (Grants [50], Loans [1], Childcare Subsidy [3], COVID-19 Emergency [30] | 84 | $644,655.20 |
| **Grand Total** | **260** | **$2,231,288.00** |

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| **B. QUALITY OF THE CENTER’S LANGUAGE INSTRUCTIONAL PROGRAM** |

**B1. Extent of Instruction**: The Department of Asian Languages & Cultures (ALC) offers 4

languages each term: Filipino, Indonesian, Thai, and Vietnamese (*FLAS CP2*). We have faculty strength to offer Burmese long distance. For other SEA languages, UM gives financial and staff support to share in distance courses through the BTAA, including Hmong (offered by the University of Minnesota) in AY 2020-21. We prioritize UG enrollments, no small feat in a university that offers dozens of languages (Table 3). We market language courses to incoming freshmen and students taking SEA courses, raise awareness of study abroad/internship options to

build a constituency, and work with professional schools that do research in SEA to create new UG courses. CSEAS offers donor-funded scholarships to attract students to first-year SEA languages and gave 15 scholarships from 2019-21 to 1st-year students (early adopters often finish a 2nd year to fulfill department requirements). FLAS awards have been an effective complement to our scholarships for recruitment. All Year 1 language classes exceed minimum requirements for enrollments. We have observed the most growth in Filipino and Vietnamese.

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| **Table 3. Enrollments in SEA Languages AY 2019-2020** |
| Language | Language Level | All Levels | Total |
| Year 1 | Year 2 | Year 3 | Undergrad | Grad |
| Filipino | 13 | 17 | 9 | 35 | 4 | 39 |
| Hmong | 2 | 0 | 0 | 0 | 2 | 2 |
| Indonesian | 11 | 4 | 5 | 14 | 6 | 20 |
| Thai | 12 | 4 | 4 | 10 | 10 | 20 |
| Vietnamese | 25 | 34 | 4 | 57 | 6 | 63 |
| Total | 63 | 59 | 22 | 116 | 28 | 144 |

Students also pursue SEA languages during summers. In 2018-2022, 15 UM students attended the Southeast Asian Studies Summer Institute (SEASSI) and 5 attended language programs abroad. Students can also do distance-learning with another university. Language tables and film screenings in Thai, Vietnamese, and Indonesian and events like Vietnamese and Indonesian cooking, Indonesian potlucks, and Vietnamese poetry readings supplement language instruction. The frequency of activities decreased during the pandemic and will resume as measures allow.

**B2. Extent of Language Levels:** Every term 4 SEA languages are offered at elementary,

intermediate, and advanced levels. For advanced students, language faculty regularly teach 4th, 5th, and 6th-year. Several non-language faculty hold independent studies of advanced reading materials. Students in the Translation Studies minor in Comparative Literature often study abroad, attain 15 credits of courses and language fluency, and complete a capstone translation project (Table 5). Pandemic accommodations have made it possible to recruit students from

Michigan State University (MSU) through the BTAA for distance learning to augment their language education, which we began for Fall 2021.

**B2.a. SEA Languages Outside of Language/Literature:** We offer a 6-week Thai course for the

School of Nursing tailored for students traveling to Thailand, which developed from annual Thai and Indonesian language workshops for Nursing and SPH students. We offered the mini-course in 2018 and 2019 and will resume when students are able to travel to Thailand. SEAS students of any department use SEA language in their coursework and research and are expected to do so for MA theses and PhD dissertations (both accompanied by credit-bearing courses). Our SEAD Librarian (Susan Go) assists students in obtaining research materials in SEA languages.

**B3. Number of Language Faculty**: We have 4 highly qualified native speaker instructors:

Agustini, Bunmee, Gonzaga, and Nguyen. Agustini also serves as Department Coordinator of the SEA Language Program. Each instructor teaches all language levels yearly. Our instructors have multi-year renewable contracts governed by agreement with the Lecturer Employees Organization. We ensure quality and commitment with a major review before each contract renewal. All language courses benefit annually from Fulbright Foreign Language Teaching Assistants from each respective country. Three tenured faculty members in ALC, Anthropology, and Political Science teach independent studies using SEA languages, including Keane (Anthropology), Hicken (Political Science), and de la Cruz (History and ALC).

**B3.a. Pedagogy Training:** Our instructors have substantial pedagogy training through their

degrees, specialized training programs (American Council on the Teaching of Foreign Languages [ACTFL], National Council of Less Commonly Taught Languages [LCTL], and Consortium of Teachers of SEA Languages [COTSEAL]), professional development workshops within the department (led by Agustini, whose MA is in language pedagogy), and through the

Language Resource Center (LRC) (B4.a.). The strong training of our instructors is seen in their professional histories and accomplishments (Appx. II). UM has many funding sources for professional development for language faculty. They work with the LRC and Center for Research on Learning and Teaching (CRLT) to enhance instructional and technology skills and have received grants from ALC, CGIS, and the II’s Experiential Learning Fund for curriculum development, and workshops abroad. Agustini is active in textbook preparation, and Nguyen frequently presents at professional conferences. CSEAS has provided funding and organized ACTFL training for all 4 language lecturers. Through a Luce grant, CSEAS held an ACTFL workshop at UM in April 2018 to professionalize SEA language teaching nationally. 27 COTSEAL instructors attended the 2-day training and collaborated on a shareable curriculum. We support our language lecturers by supplementing their professional development funding and providing staff time for their professional endeavors, scholarship, and professional networking. **B4. Performance-Based Instruction:** All our instructors have participated in performance-

based training activities and implement these strategies in the classroom. They emphasize sociocultural orientation and both the active manipulation of practical vocabularies in guided dialogues simulating common contexts and unguided conversations on relevant quotidian topics. Advanced courses include readings in and discussions on journalistic, literary and scholarly genres. Students are often given credit for language table participation. As a result, our students and graduates operate effectively in interactive field positions requiring local language use, in some cases after only intermediate-level instruction, and our PhD students competently conduct field research in local languages after only 3 or 4 years of instruction.

**B4.a. Resources for Teaching and Practice:** The LRC is an asset for students and faculty and

includes resources for SEA languages. It has a library of language study materials and facilitates

conversation between language learners and native speakers. It regularly hosts programs on integrating technology into courses, fosters dialogue on current learning and teaching issues, and supports instructors in finding financial resources to support language course development. UM invests aggressively in its ability to improve distance-learning for LCTLs, including those offered through the BTAA. LSATS, in response to the pandemic, enabled every classroom with lecture capture and Zoom and added additional critical support staff responding to the need for remote teaching, including dedicated technical support positions for classes and events in Weiser Hall. UM emphasized ensuring that distance-learning courses have the same robust learning objectives as other UM courses during the 2020 reaccreditation process.

**B4.b. Proficiency Requirements:** Our language instructors have been trained with ACTFL

standard Oral Proficiency Interviews and 3 modes of communication for teaching and assessing student performance. With COTSEAL, they develop teaching material on Content-Based Instruction and Project-Based Language Learning. All four UM lecturers were integral to the creation of language placement descriptors for their respective languages. Courses aim to

develop students’ holistic language proficiency in listening, speaking, reading, and writing, with minimal use of English in the classroom. Our instructors incorporate realia – films, songs, newspaper articles –to give students a sense of actual language use. Students advance levels by successfully completing exams and course requirements or with a high placement exam score.

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| **C. QUALITY OF THE CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM** |

**C1. SEAS Courses:** SEA courses at UM are distributed across 22 departments (Table 4) at all

levels. Since 2016, UM has offered 208 non-language SEA courses; our faculty affiliates have a current combined ability to teach 153 SEA-focused courses (Appx. I). The vast majority are taught by tenured/tenure-track faculty. Students increase the percentage of SEAS in non-SEA

courses by developing SEA-focused research projects, papers, and independent studies. In the last 4 years, CSEAS offered SEAS 455 and SEAS 500 annually and special topics courses when able. CSEAS collaborates with the Graduate Education and Training Program in Southeast Asia (GETSEA), a Luce-funded consortium of the SEA Title VI centers. Students can take mini courses through GETSEA from diverse faculty that translate to one independent study credit.

Five SEAS students have taken at least one course since this program began in 2021. Undergraduates can take INTLSTD 455/SEAS 501, a mixed upper-division UG and graduate course with greater depth. CSEAS MA students enroll in the Master’s in Regional Studies (MIRS) program and attend discussions, learn research design, and complete a capstone project with a cohort of students across the II (Pg 15). Our SEA special topics courses focused on the environment in SEA, religion and spirit mediumship, postcolonial histories, and popular music. **C1.a. Course offerings:** SEAS covers a vast array of courses across departments (Table 4):

|  |
| --- |
| **Table 4: Summary of UM Courses with 25%-100% SEA Content by Discipline (2020-21)** |
| **Discipline** | **Courses** | **Discipline** | **Courses** |
| Anthropology | 13 | English Language & Literature | 2 |
| ALC | 21 | Women & Gender Studies (WGS) | 1 |
| Art History | 4 | Nursing | 3 |
| Communication Studies | 1 | Architecture | 3 |
| Economics | 1 | Public Health | 4 |
| Political Science | 7 | Sociology | 3 |
| **Total UG Students** | 3,608 | **Total Graduate Students** | 600 |

**C1.b. Courses in Professional Schools:** (Appx. I)**:** SEA courses are available in 8 professional

schools: RSB, Environment & Sustainability, Law, Nursing, SPH, Public Policy (PP), Social Work, and Architecture & Urban Planning. The College of Engineering added an International Minor with required overseas experience: for instance, students have partnered with the

BLUELab Research group on flood mitigation in Thailand. CSEAS has helped SPH develop major initiatives in Thailand and expand into Indonesia, as well as developed several courses for student and faculty trips to Thailand. SPH faculty have since incorporated materials from these trips into their courses (PUBHLTH 554, 305, 350). CSEAS deepened its connection with Nursing, sponsoring 2 faculty to create a new linkage for their students at Mahidol University in Thailand to enhance curriculum. CSEAS sponsored 2 SEA-related courses with Nursing and co- sponsors the annual Nursing Global Institute’s *Global Reproductive and Sexual Health*, which supplemented summer session courses. This course was held virtually in Summer 2021; CSEAS sponsorship provided funds for 64 virtual participants from Indonesia and Thailand, fostering interaction between SEA and UM nursing students, as well as those from around the world.

**C2. Depth of Course Coverage:** Our greatest depth of coverage is in the Program in

International and Comparative Studies (PICS) (33 courses), ALC (31), Anthropology (26), and PP (25) (Table 4). We have 8 active (non-emeritus) faculty in Anthropology, 6 in SPH, 5 each in ALC and RBS. Several departments have 2-3 active faculty regularly offering courses with SEA content. Our UG courses encourage in-depth study of the region: a sample track might include INTLSTD 401, followed by Governments and Politics of SEA, and then pre-modern or modern SEA history courses; afterward there are more specialized opportunities through upper-division SEA seminars, independent studies, and research with CSEAS faculty, including assistantships researching the Philippines Photograph Digital Archive under the supervision of Dr. de la Cruz (Appx. II). Similarly, the graduate program offers introductory-level and specialized courses to enhance depth of knowledge.

**C3. Teaching Faculty**: CSEAS has a core group of 40 faculty (14 are SEAS 50% time, 7 are

75%, 19 are 100%), 6 active emeriti, and a large network of 24 other faculty affiliates with <50%

SEAS who give access to their departments. We have 64 non-language faculty involved in SEA- related courses or research: 35 are tenured, 17 are tenure-track, 8 are lecturers or hold clinical appointments, and 6 are emeriti but still active. They belong to 13 liberal arts departments and 10 professional schools; the latter increased in the past 4 years through our strong efforts.

**C3.a. Pedagogy training:** UM teaching assistants work under the supervision of a faculty

member and must take at least 20 hours of pedagogical training, including a seminar at UM’s CRLT. Most units also require a 1-credit course on classroom teaching. Prior to the term, CRLT offers 2 orientation sessions on the logistical aspects of instruction and pedagogical styles. They host frequent pedagogy sessions on active learning, inclusive teaching, developing a teaching philosophy, and more; these were instrumental in helping instructors adjust to remote instruction during the COVID-19 pandemic. The English Language Institute works with CRLT to offer additional training on communication skills and effective strategies for non-native instructors.

**C4. Interdisciplinary Courses**: (Appx. I) Interdisciplinarity is one of UM’s core strengths,

reflected in CSEAS courses and the MIRS program. SEAS 501 was designed in consultation with CRLT to provide an integrative perspective on SEA. ALC, a multidisciplinary department itself, offers an interdisciplinary undergraduate concentration and minors in SEAS (Table 5).

UM’s interdisciplinary International Studies (IS) major and minor offer a SEA area specialization (Table 5). Many SEAS PhD students are enrolled in our Interdepartmental Program in Anthropology and History. MIRS students craft individualized dual degrees combining SEAS with Business, Law, Social Work, PP, Public Health, and others; our SEAS Graduate Certificate is also multidisciplinary. Overall, our faculty teach many SEAS interdisciplinary courses, with 58 cross-listed courses in our recent class offerings (Appx. I).

Graduate students can propose a Rackham Interdisciplinary Workshop (RIW) to fulfill sub- specialty needs and receive $3000 for speakers and materials. We are in Year 2 of the SEAS RIW, a year-long program run by SEA graduate students including book discussions, research seminars, and writing workshops. CSEAS funds book purchases for these discussions. Other interdisciplinary SEA-related programming in AY 2021-22 included Comparative Politics; Conflict and Peace; Research and Development; the Global Education Discussion Group; Critical Ethnic and Asian Pacific Islander Studies; and the Islamic Studies Seminar.

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| **D. QUALITY OF CURRICULUM DESIGN** |

**D1.a. SEAS for Undergraduates:** SEAS undergraduates are mostly in ALC, which offers an

interdisciplinary Asian Studies (AS) major/minor and an ALC minor. The AS major and ALC minor also require advanced language proficiency. PICS also has SEAS undergraduates in the IS major/minor and tracks in International Security, Norms and Cooperation; Global Environment and Health; Political Economy and Development; and Comparative Culture and Identity (Table 5). Other departments support SEAS as minors or as central to their majors. The CoE IPE is their most popular and requires language and area studies coursework and 6 weeks of international experience. PP has an UG interdisciplinary major in international policy. Art & Design has a foreign experience requirement, and CSEAS promotes travel to SEA to their students. SEA is central in the cross-regional Minor in Islamic Studies. All programs are open to all UM students. **D1.a. Undergraduate Requirements**: Requirements differ for each major/minor. Table 5 below

shows the requirements for ALC and PICS as an example.

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| **Table 5. Undergraduate Degree Programs and Requirements** |
| Majors |
|  | Asian Studies BA | International & Comparative Studies BA |
| Language requirement | Fourth-term proficiency in an Asian language appropriate to sub-concentration | Sixth-term proficiency |

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| Required courses | ASIAN 235: Intro to the Study of Asian Cultures | INTLSTD 301: Topics in Intl. Studies |
| ASIAN 381: Junior/Senior Research Seminar | INTLSTD 401: Intl. Studies Advanced Seminar |
| Sub-major requirements | 15 credits in Southeast Asian Studies | 12 credits related to one of these sub-plans: Security, Norms, & Cooperation; Political Economy & Development, Comparative Culture & Identity; Global Environment & Health |
| Other requirements | Cognates (6 credits) outside ALC related to the sub-major | Research methods course (3 credits) |
| Breadth (6 credits) courses outside of one's sub- major/ trans-regional courses | Regional course related to the language studied |
| Electives (9 credits) chosen with advisor |
| Total Credits | 30 credits excluding language | 34 credits excluding language |
| Minors |
|  | Minimum Credits | Language Requirement | Required Courses |
| Asian Studies | 15 | None | At least 3 courses in AS focused on a single region |
| Asian Languages & Cultures | 15 | 2 courses at 300-or 400- level | 2 courses on Asian culture related to the language studied |
| International Studies | 18 | Sixth-term proficiency | Intl. Studies Advanced Seminar; 3 courses focused on a single region; 3 courses focused on a single theme |
| Translation Studies | 15 | One upper-level language course | Capstone project; 2 upper-level courses with translation as a central component; COMPLIT 200, Translation Across Disciplines or 322, Translating World Literatures |
| International Minor for Engineers | 16 | Fourth-term proficiency | 6 cred language; 2 courses focused on non-US cultures; 1 comparative perspectives course; Intnl. Engineering Seminar; 6 weeks of relevant overseas experience |

**D2. SEAS for Graduate Students**: Currently, there are 50 SEAS students in graduate programs

in 14 departments and 9 professional schools. The CSEAS MA program moved under a 36- credit MA in MIRS, keeping its area studies track. Dual-degrees with CSEAS MIRS include student-initiated programs with Law, Social Work, SPH, PP, RSB, Environment & Sustainability, and others. Other graduate students can earn a CSEAS Graduate Certificate. **D2.a. Graduate Student Requirements:** Requirements differ for graduate programs (Table 6).

CSEAS MA students enroll in the MIRS curriculum, which augments CSEAS course requirements with research design courses (critical thinking, analytic skills, research design, and writing strategies); a two-semester graduate colloquium (engaged discussions covering topics of global significance); and a tailored Capstone project (research or practicum). Interdisciplinary

MIRS classes include students across the II centers, offering a comparative perspective and analytical tools necessary to understand and address issues and challenges that traverse the globe. **D2.b. Variety of Disciplines:** SEAS at UM has an active presence in the above disciplines plus

anthropology, art history, business, environment and sustainability, history, law, nursing, musicology, political science, public policy, and social work, and others (Table 4). SEAS students and faculty undertake comparative cross-area studies on themes such as gender, race and ethnicity, labor, urbanization, economic development, health, ecology, and the environment.

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| **Table 6: SEAS Graduate Degree Program Requirements** |
| **Program** | **Credit Hours** | **Language Proficiency** | **Requirements** |
| PhD in Asian Languages & Cultures | 36 | High proficiency in primary Asian language (classical and/or modern) | * 36 credits of graduate courses chosen with advisor
* Fourth term review essay
* Preliminary examination: written exams in two fields followed by oral exam
* Dissertation prospectus & presentation
* Dissertation & oral defense
 |
| MIRS in Southeast Asian Studies | 25 | Intermediate proficiency in a SEA language | * SEAS 501: Introduction to SEAS
* SEAS 502: SEAS Research Prospectus
* Core courses: at least 25 graduate credits of coursework offered in the SEAS program
* Distribution: 3 disciplines
* Capstone project
 |
| Graduate Certificate in Southeast Asian Studies | 15 | Basic proficiency in a SEA language | * SEAS 501: Introduction to SEAS
* Electives: 4 graduate courses in at least 3 departments or schools, including student’s home department and SEAS
 |
| MIRS/MPP in SEAS &Public Policy | 24 MA36 MPP | Intermediate proficiency in a SEA language | * All MIRS requirements in SEAS
* Southeast Asia research thesis
* PUBPOL 638: Integrated Policy Exercise
* 10-week summer internship in a policy-related position
 |
| MIRS/MBA in SEAS& Business | 24 MA45 MBA | Intermediate proficiency in a SEA language | * All MIRS requirements in SEAS
* Research thesis
* 30 credits of MBA core courses, including Multidisciplinary Action Project (MAP)
* 15 credits of MBA elective courses
* MBA communication requirement
 |
| Student- Initiated Dual Degree Programs | Individualized dual and combined degree programs can be pursued between SEAS and other departments, programs, or schools at the university. |

**D3. Advising**: UM provides individualized academic and career advising to students. ALC and

PICS have department advisers for SEA-interested students. UM’s Career Center advises on

career tracks, internships, and job searches. CSEAS faculty serve as MIRS and undergraduate honors thesis advisers. In the past, the CSEAS director has advised all CSEAS MIRS students throughout their programs. This cycle, we are adding an Associate Director (Hicken, Appx. II Pg 12) who will serve as Director of Graduate Studies, advise MIRS MA students, and provide supplementary advising to SEA graduate and UG students. MIRS MA students receive course and funding advising from an II-CSEAS Student Services staff person, who also advises SEA students on these matters. The LSA Opportunity Hub provides coaching, interactive classes, alumni networks, internship scholarships, and relationship building for all LSA undergraduates, including connections to UM alumni working in government and SEA. In the last 4 years, the II organized 28 career events for roughly 300 students, including careers at the US Department of State and internships in Washington, D.C. (*NRC AP1*). CSEAS hosted student meetings with

an active USAID officer in Laos (PhD, UM Political Science), overseas corporate leaders, and a DC think tank employee. The International Center (IC) Education Abroad Office offers workshops on international careers and the IC holds career fairs and advising. CSEAS locates professional and academic speakers for these workshops and connects current students to CSEAS alumni.

**D4. Research and Study Abroad**: SEA study abroad has grown dramatically. Undergraduates

can choose UM semester-abroad options or summer programs in Cambodia, Indonesia, the Philippines, Singapore, Thailand, and Vietnam. Between 2018-19, CSEAS awarded $29,011 in Thai Studies Endowment funds to 4 undergraduates and 35 graduate students for summer research or internships. Professional schools in particular have robust numbers of students going abroad. Nursing and Public Health have annual programs in Thailand and Indonesia.

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| **Table 7. UM Students Travel to SEA by Country and Activity 2018-2019** |
|  | Fall 2018-Summer 2019 | Total |
| Country | Co-Curricular Activities\* | Activities for Academic Credit |  |
| Cambodia | 7 | 2 | 9 |
| East Timor | 0 | 2 | 2 |
| Indonesia | 12 | 25 | 27 |
| Burma | 21 | 1 | 22 |
| Philippines | 9 | 5 | 14 |
| Singapore | 26 | 11 | 37 |
| Thailand | 86 | 25 | 111 |
| Vietnam | 31 | 13 | 44 |
| **Total** | 192 | 84 | **276** |
| \*Co-curricular activities are not-for-credit study tours, conference travel, and volunteering or internship |

CGIS has over 120 student programs in 40 countries with need-based scholarships for student travel. RSB has internships with the National University of Singapore, an MBA exchange with Nanyang Technological University (Singapore), and Multidisciplinary Action Programs, which in the past 4 years have sent students to Google in Thailand and Vietnam Partners LLC.

# D4.a. Access to Institutions’ Study Abroad and Summer Language Study: Summer FLAS

Fellows regularly attend language programs abroad, including at the Consortium for the Teaching of Indonesian (Salatiga, Indonesia) and The Center for Thai as a Foreign Language Chulalongkorn University, Thailand). Student Services advises students on AY and summer language study, including Fulbright programs and other options.

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| **E. QUALITY OF STAFF RESOURCES** |

**E1. Faculty/ Staff Qualifications**: UM maintains the highest standards, including selective

hiring and tenure and promotion processes. Most faculty affiliates hold PhDs and excellent publication records; many have global reputations. In AY 2019-20 they received at least

$831,178 in external funding (Table 1). Recent accomplishments include: Ricardo Punzalan’s appointment as Assessor by the Council on Library & Information Resources for “Digitizing

Hidden Special Collections and Archives: Amplifying Unheard Voices” (2021); Webb Keane’s endowed George Herbert Mead Professorship (2020); former CSEAS Director Christi-Anne Castro’s (Appx. II, Pg 7) appointment as Associate Dean for Faculty Development of the School of Music, Theater, and Dance and John H. D’Arms Faculty Award for Distinguished Graduate Mentoring in the Humanities (2021). Faculty are evaluated at the departmental and university level, and staff undergo annual reviews. CSEAS Director Laura Rozek (2019-present) is Associate Professor of Environmental Health, Nutritional Sciences, and Global Public Health and works in global health in SEA, specifically research that addresses the relationship between environmental factors, context-specific epidemiologic risk factors, and cancer. She has research projects with faculty at Prince of Songkla University (Thailand), KKU (Thailand), and Dharmais National Cancer Institute (Indonesia). She has led faculty delegations to Laos, Thailand, and Indonesia, facilitated in-country research for 6 PhD and 28 MPH students, taught a virtual course at Parami University in Myanmar, and led efforts at UM SPH to develop coursework and training programs in SEA. In non-pandemic times she travels to SEA 2-3 times per year and is on the Steering Committee for the UM Center for Global Health Impact. Jonathan Valdez (Appx. II pg. 42), the CSEAS Academic Program Specialist has a BA in Asian Studies from San Diego State University (SDSU) with focuses on the Philippines and Thailand and went on to receive his MA from SDSU with a concentration on transnational Asian representation in visual literature.

Many of the II staff have SEA experience. The SEA Librarian, Susan Go, has dual MA degrees in History and Library/Information Science and has secured NEH and other grants for special projects. In addition to library duties, she teaches a course introducing library SEA materials, performs outreach, and supports SEA Library Fellows. She visits SEA annually for materials and participates in workshops on SEA collections domestically and abroad. (Appx. II pg. 34)

**E1.a. Professional Development and Overseas Opportunities:** CSEAS encourages faculty and

staff to pursue professional development and provides funds. CRLT is a valuable faculty resource that holds workshops, provides funding, and offers course and teaching review. External research grants, departments, the Office for Research, and UM centers fund overseas research. Faculty have time for overseas research through UM-supported sabbaticals. Many units support faculty travel (Table 4) and UM has an initiative that pays for faculty to travel abroad with students as part of a course. Staff receive training in compliance with university, state, and federal regulations, and the II holds training on leadership, teambuilding, diversity, and job skills. UM maintains a large catalog of external professional development courses, funding for external programs, and offers its own internal courses. UM has a tuition waiver program for staff as well. CSEAS funds its language lecturers to attend professional association meetings, off-site pedagogical workshops, and related overseas travel for professional development.

**E1.b. Commitment to Teaching, Supervising, and Student Advising:** All of our faculty teach,

supervise theses and dissertations, and/or advise students in some capacity. All UM LSA faculty are required to teach undergraduates. Faculty from 11 liberal arts departments, 10 professional schools (Table 8), the library, and the museums have taught and advised CSEAS MIRS students. The director advises all MIRS students on their academics and professionalization, while II Student Services provides advising on details of their program track and funding. Since 2018, we have graduated 100% of the CSEAS MIRS students. The II provides quality academic advising for 12 UG majors/minors, 6 graduate degrees, 6 graduate certificate programs, and several graduate dual degree programs. Advising has enlarged to 9 total FTEs, is supported by a 1.0 FTE administrative assistance, and a MIRS faculty director. 5 have MAs, 1 has a PhD, and 3 have degrees in regional studies and 2 in Higher Education Administration.

**E2. Center Staff and Oversight**: Alongside the faculty director, CSEAS’s full-time program

administrator (1.0 FTE) is responsible for center management, programming, and overseeing CSEAS interns. CSEAS falls under the II, with its own faculty director and chief administrator overseeing all regional centers. CSEAS has a unit manager for financial and staff oversight (1.0 FTE with .20 FTE for CSEAS) and a student services associate (1.0 FTE with .20 FTE for CSEAS) who manages the MIRS program, including the logistics of admissions, funding, and advising on requirements. II Communicators help with media and marketing and IT with computers and audio/visual needs. Thus, CSEAS has adequate staffing. It also benefits from additional staff from UM including finance, HR professionals, work-study students, and other NRC program administrators for joint projects. Importantly, CSEAS has utilized extensive IT and curriculum support to pivot programming and center activities to virtual platforms.

**E2.a. Extent of Faculty Involvement:** The CSEAS executive committee consults and votes on

major decisions. It has 3 ex-officio members, 3 elected, and an appointed member (chosen for country/disciplinary balance). The ex-officio members are the CSEAS director, the SEAD Librarian, and the director of SEA languages (ALC). Recent elected members came from Business, Law, Political Science, Social Work, Anthropology, and Public Health. Core faculty are actively involved, and other faculty are intermittently involved on committees or at events.

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| **Table 8. CSEAS Faculty Affiliates by Department/ School** |
| **Humanities and Arts (36)** | Political Science | 3 | Natural Resources & Environment | 1 |
| American Culture | 3 | Sociology | 2 | Nursing | 1 |
| Anthropology | 8 | Statistics | 1 | Public Health | 7 |
| Art and Design | 2 | Women & Gender Studies (WGS) | 2 | Public Policy | 2 |
| ALC | 9 | **Professional & Specialized Non-LSA** | 23 | School of Management (Flint) | 1 |
| History | 1 | Architecture & Urban Planning | 2 | Social Work | 3 |
| History of Art | 1 | Business | 5 | Institute for Social Research | 1 |
| Music, Theatre, Dance | 4 | Law | 1 | **Total CSEAS faculty affiliates** | **59** |

# E3. Nondiscriminatory Employment and Encouragement for Underrepresented Groups:

UM is an equal opportunity employer, complies with federal and state laws on nondiscrimination and affirmative action, subscribes to US/ED’s GEPA, and is ADA compliant. 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 2015, UM increased its annual diversity funding to $85 million, aiming for a university culture that discourages individual bias, eliminates institutional bias, and provides individuals with a sense of belonging. Of the 60 SEAS faculty and the librarian, 35 are women and 31 are ethnic minorities. Our 6-member executive committee includes 4 women and 3 ethnic minorities. The CSEAS programmer is a 1st-generation college graduate and an underrepresented minority.

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| **F. STRENGTH OF LIBRARY** |

SEA holdings at UM are one of the world’s premiere collections, reflecting the stewardship of Susan Go, the longest-working SEA librarian in the US. We are the 2nd largest US library by volumes, and even larger overall when including special collections and archaeological artifacts. **F1. Holdings**: The UM Library (UML) SEAD began its collection in 1898 and added the

Worcester Philippine collection in 1914. SEA Collections include Gedney Thai Language, Thierry SEA Art; Steinberg, Onorato, Larkin, Hart and Netzorg (Philippines); Sai Saimong (Burma); and regional periodicals. Special collections include Spanish missionary papers, memoirs of US educators in the Philippines and soldiers in Vietnam; Revolutionary movement publications from SEA; and microfilms of royal library manuscripts in Indonesia. The Museum of Anthropological Archaeology has Batak texts and Philippine zoological and ceramic artifacts (Bartlett, Guthe, Steere, Williams, and Worcester collections). The Library of Congress program

supplies extensive Indonesian publications, augmented by donations. Publications in SEA languages from Malaysia, Laos, Brunei, Timor Leste, and Cambodia are well-represented.

The Graduate Library has over 42,580 SEA titles in non-SEA languages in print and electronic format. Material in SEA languages number 334,053 titles, including print, serial, microforms, and multi-media works. In the last 4 years, SEAD collected 23,698 titles, including rare accordion manuscripts from Burma, Thailand, and Indonesia. Peter Gosling and Linda Lim gave a generous gift for the acquisition of new publications by rising scholars from SEA. SEAD is microfilming old Philippine newspaper collections with a Southeast Asia Microfilming Project grant. SEA Digital Collections include *Southeast Asia Art Foundation*, *Images from Indonesia*, *The United States and its Territories*, and others. Susan Go also provides active mentorship to Emily Zinger, the Southeast Asia Digital Librarian at Cornell University.

**F1.a. Financial Support:** The annual SEAD personnel budget is $281,412 (1.0 FTE salary of

SEA Librarian, 1.0 FTE Thailand assistant and a 0.5 Vietnam assistant) and $14000 for student assistants. Staff budget with benefits totals $237,046.The budget for SEA language material is

$59,000. The total expenditure for salaries and acquisitions is $376,412. Title VI support for the UML SEAD includes travel for the SEA Librarian, hourly program assistance, and acquisitions. **F2. Other Research Materials for Students; UM Material Available to Others:** UML’s

electronic holdings include Proquest, JSTOR, Press Display, Project Muse, Cambridge, and others with substantial SEA content. UML was a Hathi Trust founding member, an e-database of scanned texts unrestricted by copyright and accessible online. SEAD purchases e-resources on SEA newspapers, serials, and e-books through EBSCO, COUTTS, Harrassowitz, and databases in Myanmar and the Philippines. Soon SEAD will add the Gramedia serials database (Indonesia), the Newspaper Project from the Wason Collection, and PERIND (Singapore). UML uses

Interlibrary Loan to access libraries worldwide. For physical materials, UM has borrowing privileges with the BTAA and other institutions (notably the Michigan Research Libraries Triangle, including Michigan State University [MSU] and Wayne State universities).

The Committee on Research Materials on SEA (CORMOSEA), for which Susan Go serves as Collections Department Officer of the SEA Microform Project, makes cooperative arrangements with other SEA collections. SEAD has consortia agreements with the University of Hawaii for Indonesian posters; UC Berkeley for Chinese materials on SEA; CORMOSEA for Indonesian newspapers; the Cebuano Center of the University of San Carlos to digitize photos and print collections; and the Genealogical Society to preserve and digitize records of the Philippine Culion Leper Colony, among other projects.

As an institutional member of the Center for Research Libraries consortium, UM has access to its resources and makes these available to UM students and the public. With Google’s help, nearly all UML collections were scanned and put online through Michigan Library Network, Google Scholar, Amazon, and the Hathi Trust database. With an NEH grant, UML produced a publicly accessible website of the digitized Worcester Philippines collection, in addition to the Asian Art Archives, Everyday Life in Thailand, and Southeast Asia Art Symposium databases. SEAD provides an online Library Guide with extensive links to national and international SEA research-related webpages. The public is welcome at UML. Anyone may request access to library facilities to use general stack collections and access electronic resources on a library computer. CSEAS offers a grant that gives scholars from SEA the opportunity to spend 1-3 months using UML and Special Collections relevant to SEA. We plan to have librarian exchanges with CKS to bolster materials on Cambodia and other mainland SEA countries. US scholars can apply for our domestic grant to create or improve a course in their own institutions,

including faculty from UM-Flint and UM-Dearborn (both Minority Serving Institutions [MSIs]). We also give access to local scholars outside UM with an affiliated scholar designation. Faculty, staff, and students at Tennessee State University (TSU), Georgia State University, and MIIIE have access to UM collections (*NRC CP1*). K-12 teachers and community college (CC) faculty who participate in our teaching fellows programs, the UPR Collaboration, and WHaLI also get library privileges and training with Susan Go (*NRC AP2, CP1 and CP2)*.

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| **G. IMPACT AND EVALUATION** |

**G1. Center Impact:** CSEAS produces programming that rivals larger centers and actively

engages the public. We gain new faculty and student affiliates annually. Our students become prominent specialists in different fields related to SEA in the US and abroad. Our faculty lecture around the globe and provide commentary to major media as regional affairs specialists (Table 10). CSEAS partners with institutions domestically and in SEA on impactful projects, such as promoting languages and holding international conferences on politics, economics, and health. We are an active member of GETSEA, and our lecturers have offered mini-courses. Study abroad and coursework are the building blocks of SEA-centered careers. As such, enrollments in non-language courses are robust, reaching on average over 1500 undergraduates per semester and reflecting a greater commitment to international education at UM compared to as recently as 4 years ago (Table 4). Prior to the COVID-19 pandemic, the number of students studying abroad increased; we expect this to continue when travel resumes. In 2018-19, 276 students participated in a SEA study abroad experience (Table 7). CSEAS has an excellent record of graduating MA students over the past 2 years and placing them in areas of need (Table 9). The II holds career sessions and will be increasing awareness of these events.

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| **Table 9. CSEAS Student Placements (based on a survey of 204 affiliated students)** |
| Higher Education | 31.25% | International Organizations | 6.25% |
| Non-Profit | 12.50% | For Profit | 43.75% |
| Government | 3.13% | Unknown | 3.13% |

The high profile of CSEAS is evident in the number of our events and how many attend. Virtual programming has extended our reach to our community within and outside the United States, with guests attending from countries in SEA and across five continents. We have also expanded the diversity of speakers by hosting virtual talks from speakers in SEA and from other countries.

We support K-12 education, CCs, and MSIs with teacher-training programs that reached at least 368 teachers in 3 years: World Music (20), UPR (215), WHaLI (85), MENASEA (26) and MIIIE (48) (H. Outreach). This represents reach to at least 8,000 students. From WHaLI evaluations, teachers reported that 70% used some materials in their course, 86% incorporated historical ideas/concepts into at least one course, 70% incorporated the pedagogical ideas/ concepts into at least one course, and 70% shared content/resources with others at school.

**G2. Placing Students for National Need**: In AY 2018-19, the II hosted over 20 career events

representation from federal agencies, educational institutions, and nonprofits. The II invited Megan Ryan (Dept. of State), Liz Malinkin (Woodrow Wilson Center), and Dr. David Abramson (Dept. of State Bureau of Intelligence and Research). Career events also targeted business and STEM fields, including a presentation by Avascent, an aerospace consulting firm for defense and government-driven markets. We advertised job fairs, career events, and job announcements through email, weekly bulletins, blogs, and social media. The II is an active member of the International Career Pathways network, with at least one academic services staff member on the planning committee each year. In the last cycle, CSEAS held student meetings with a SEA expert State Department Diplomat. Public Policy has a Diplomat in Residence for career advising. CSEAS helps fund internships in Washington, D.C., SEA, and other locations and

holds professional development workshops to jumpstart careers. The LSA Opportunity Hub advises UG students on internships and careers, including with the government and nonprofits. **G2.a. Improved Supply of SEAS Specialists (FLAS)**: The late 2018 joint survey (6 UM Area

Studies Centers) of FLAS Fellows and Center BA, MA and Certificate recipients who graduated in the last 15 years yielded 288 respondents, including 96 undergraduates and 191 graduates,193 FLAS Fellows, and 106 Center MA graduates. 40% of these have pursued at least one graduate degree, while 75% have held at least one full time job post-graduation. Of those who pursued advanced degrees, 43% enrolled in an academic PhD, 15% an academic MA, 10%

a professional MA, and 16% a professional doctorate; 82% report that their new degree programs make at least minimal use of either language and/or area studies skills acquired at UM. For those who enter the workforce, 75% have held at least one position that made at least minimal use of language skills; 88% report that they have held at least one position that made at least minimal use of area studies skills. Of the SEAS-related alumni, 97% of respondents reported using AS skills and 76% use language skills in their jobs (US government, policy organizations, higher education, and business). 80% of Graduate FLAS recipients use SEA languages in their jobs. For example, a former FLAS recipient works on issues in Thai migrant laborers in Israel; one is a treasury analyst at an international bank; another is a consultant at World Bank, and several are in graduate school for SEAS at UM and elsewhere. Considering all SEAS students in the last 4 years, at least 11 SEAS PhDs were hired in higher education, including at University of the Philippines, Loughborough University (U.K.), UM-Ann Arbor, Dartmouth College, Ohio State University, Arcadia University, and University of Kansas. CSEAS MA alumni work at a risk management firm, the National Bureau of Asian Research, and the Library of Congress.

As a further indicator of UM’s contribution to producing future SEA specialists, the AY 2020-21 enrollments in courses with 25% or greater SEA content show 8886 undergraduate enrollments (7792 in humanities/social sciences, and 1094 in professional; an increase of 140% over the last cycle) and 2574 graduate enrollments (410 in humanities/social sciences, 2164 in professional; an increase of 330%). These increases reflect our substantial investment into SEA content and coursework at UM, as well as increased interest in international studies.

# G3. Addressing National Needs, Generate and Disseminate Information: CSEAS provides

information to the public through our website, live and streamed events, social media, print media, and outreach. Our faculty work with schools, businesses, NGOs, and the media to share their knowledge of SEA to the widest possible sets of audiences (Table 10). CSEAS, alongside other II Centers (5 of which are NRCs), is a member in the Globally-Engaged Career Panel Series. In 2018-22, the II organized 15 career-focused events for this series, reaching roughly 736 students. This series features speakers employed in federal government agencies, non- profits, business, and education that work in the regions represented by the II Centers.

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| **Table 10. SEA Faculty Affiliate Outreach, Engagement, & Dissemination** |
| **K-16 ENGAGEMENT** |
| Deirdre de la Cruz MENA-SEA. Webb Keane MENA-SEA. Emily Lawsin MENA-SEA. Richard Neitzel, Science News for Students contributor. Hieu Phung MIIIE, MENA-SEA. Laura Rozek WHaLI. |
| **BUSINESS** |
| Yuen Yuen Ang Fellowship, Carnegie Corporation of New York; Research Award $20,000, IBM Center for the Business of Government. Stuart Kirsch Slater & Gordon Law Firm; Ok Tedi Mining. Meredith Miller T+E+A+M. Priscilla Rogers Consultant, Alstom; Bank of Finland; Bayerische Vereinsbank AG; Cathay Pacific Airways; Eli Lilly; Ford Motor Company Marketing Operations; General Motors; Manufacturing Engineers Association; J.P. Morgan Chase; Mission Hospitals; Norddeutsche Landesbank Girozentrale (Singapore), Neff Courier BoxCompany; SSOE Engineers & Architects; Treasury Management Association. |
| **MEDIA** |
| Yuen Yuen Ang Foreign Affairs, Project Syndicate, South China Morning Post, Wall Street Journal, New York Times, Economist, and other national/international outlets. Irina Aristarkhova The Wire, Boston Review, The Conversation, Michigan Daily. Daniel Birchok MLive, Michigan Daily, East Village Magazine, Flintside Melissa Borja Michigan National Public Radio, Illinois National Public Radio, C-SPAN, Diverse Issues in Public Education, Sojourners, Patheos. Nachiket Chanchani Tribune India, The Hindu, The Print. John Ciorciari Huffington Post UK, Los Angeles Times, Quartz, CNBC, ABC News, and other local/national/international outlets. Deirdre de la Cruz Lima Charlie News, History News Network, Michigan Daily. Clifford Douglas New York Times, Mother Jones, Inside Higher Ed, Yahoo Finance. Marisa Eisenberg MLive, Detroit Free Press, MichiganDaily, Detroit National Public Radio, The Conversation, Reuters, Michigan Radio, and other local/national outlets. |

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| Nancy Florida Republika, Tirto.ID (Indonesia). Odessa Gonzalez-Benson Michigan Daily. Allen Hicken Washington Post, NBC News, Benar News, VOA. Pauline Jones Washington Post, VOA. Aneel Karnani Financial Times,Business Standa rd, Valor Económico. Webb Keane e-flux, Tehran Times, The Conversation. Joan Kee, National Public Radio, New York Times, e-flux, Detroit Free Press, The Korea Times, BusinessMirror, and other local/national/ international outlets. Stuart Kirsch Michigan Daily, Bloomberg. Aurora Le Great Lakes Echo. Victor Lieberman Michigan Daily. Linda Lim Academic.SG, East Asia Forum, The Straits Times, South China Morning Post, University World News, Times Higher Education, Washington Post, National Public Radio, Detroit News, Bloomberg, Financial Times, and other local/national/international outlets. Donald Lopez, Jr. Big Think, Lion’s Roar, Buddhistdoor, Publisher’s Weekly, Tricycle. Andrew Marshall Wall Street Journal, Birmingham Times, Kompas (Indonesia), Sci-News. Victor Mendoza History News Network. Rafael Meza New York Times, United Press International, MLive. Meredith Miller Designboom, ArchDaily, e-flux,. Gunalan Nadarajan, Channel News Asia, Ann Arbor News, Fox News, Michigan National Public Radio, MLive. Richard Neitzel Science News for Students, Washington Post, National Geographic, Forbes, CBC, The Guardian. Markus Nornes Detroit Free Press, Michigan Daily, Ann Arbor News, Forbes. Sela Panapasa Vox. Cyrus Penarroyo e-flux, Architect Magazine, Archinect, Detroit Free Press. Steven Ratner Michigan National Public Radio, openDemocracy, AP News, Bridge Michigan. Laura Rozek Washington Post. Dan Slater East Asia Forum, Washington Post, TIME, The Atlantic,Politico, Yahoo News, Merdeka (Indonesia) and other local/national/international outlets. Joline Uichanco Open Access Government. Dean Yang Wall Street Journal, Le Monde. |
| **GOVERNMENT** |
| Arun Argrawal Intergovernmental Platform on Biodiversity and Ecosystem Services; World Bank. Yuen Yuen Ang Public Intellectuals Program; United Nations Development Program; United Nations University; World Bank; Istanbul Development Dialogue; Norwegian Institute of International Affairs; Overseas Development Institute; Norwegian Atlantic Committee; Community of Federal Regulations, Canada; European Chamber of Commerce in China; Global Affairs Canada; National Committee of US-China Relations; World Economic Forum; Monetary Authority of Singapore; United States Institute for Peace. April Bigelow Michigan Council of Nurse Practitioners; American Nurses Credentialing Center; National Academy of Medicine. John Ciorciari U.S. Intelligence Community on East and Southeast Asia; Council for Security Cooperation in the Asia Pacific. Kathleen Ford Thai Ministry of Health; Global Fund to Fight AIDS, Tuberculosis and Malaria. Susan Go Library of Congress in Jakarta. Allen Hicken U.S. State Department; Thailand State Department; intelligence briefings various U.S. intelligence agencies. Stuart Kirsch Inter-American Commission on Human Rights; Marshall Islands Nuclear Claims Tribunal. Richard Neitzel World Health Organization Make Listening Safe Initiative; National Institute for Occupational Safety and Health. Rafael Meza Michigan Department of Community Health; Institute of Nutrition of Central America and Panama; Mexico’s Sistema Nacional de Investigadores; Surgeon GeneralReport Chapter Lead. Susan Walton Presidential Friends of Indonesia |
| **NGOs** |
| Arun Argrawal International Forestry Resources and Institutions Program. Yuen Yuen Ang United Nations Expert Group on Eradicating Poverty. April Bigelow National Alliance for the Homeless; National Organization of Nurse Practitioner Faculties. Irina Aristarkhova Andrew Mellon Foundation. Christi-Anne Castro Philippine Arts and Culture Ensemble of Michigan Advisory Board. John Ciorciari Documentation Center of Cambodia; Korea Foundation; U.S. Russia Foundation; Japan Foundation; Meridian International Center; New Education Highway NGO in Myanmar. Kathleen Ford Thai NGOs. Irene Gonzaga Filipino American Student Association, Ann Arbor, MI. Susan Go Ford Foundation Jakarta; Jesuit House Cebu City. Allen Hicken Local NGOs in the Philippines, Indonesia and East Timor. Berit Ingersoll-Dayton Gerontological Society of America; International Association of Gerontology and Geriatrics; Kendal Community, Oberlin, OH; First Presbyterian Church, Ann Arbor, MI. Stuart Kirsch Asociación de Desarrollo Económico y Social de Santa Marta; La Mesa; Institute for Policy Studies; MiningWatch Canada; Guyana Amerindian Peoples’ Association; Forest Peoples Programme; Suriname Association of Indigenous Village Leaders; Forest Peoples Programme; Environmental Defender Law Center; NOMIS Foundation. John Knodel HelpAge in Myanmar and Thailand. Linda Lim Academia.SG Rafael Meza European Society for Mathematical and Theoretical Biology and the Society for Mathematical Biology. Richard Neizel Quiet Communities, Inc. Laura Rozek Dharmais National Cancer Institute-Indonesia. Carla Sinopoli National Member, Mellon Committee on the Future Directions of Archaeology, Institute of Fine Arts, New York University; Member, Society for American Archaeology. Scott Stonington VA Medical Center Ann Arbor; SocialMedicine Consortium. Joline Uichanco Open Society Foundation Project. |

**G4. Evaluation Plan:** In this cycle, UM NRCs will retain the external, independent evaluator

Formative Evaluation Research Associates (FERA) for our large scale shared Outreach projects (UM-UPR, WHaLI, MIIIIE, and Comics Project). FERA (DUNS #083426965) is a 1000%

woman-owned Michigan corporation. Located in Ann Arbor, Michigan, FERA has provided program evaluation services to nonprofits and their partners for over 45 years at the local, national and international levels. Their team is diverse, and is committed to the inclusion of groups underrepresented both in the field of evaluation and in their client’s projects. FERA consultants are fluent in Spanish and Mandarin and have lived and studied in multiple countries. Evaluation Focus and Types. **FERA will evaluate four areas of collaboration: UM/UPR collaboration, WHaLI, the U-M/SDSU Global Migration Education Initiative (GMEI) and CWPS. Given our experience with the Title VI grants purposes and needs, we will focus on: 1) formative, 2) outcomes, and 3) context evaluation.**

Evaluation Methods: Table 11 details activities for each collaboration and when they will likely

occur. **Methods for UM/UPR and WHaLI include: Evaluation ethnographic case studies** - Participant observation, interviews (on site if possible), and document review. Data sources include: K-12 teachers, the UM implementation team, and relevant documents (UPR will also include school administrators). **Outcomes and feedback surveys** will be conducted to obtain Quantitative, systematic data across all participants. **GMEI and CWPS** are newer initiatives so the evaluation will provide in-depth feedback in Years I and II shifting to a primary focus on outcomes in Years III and IV. **Use of evaluation to strengthen outreach strategies and professional development workshops.** FERA’s approach to evaluation engages stakeholders in data interpretation workshops designed to identify key findings, consider their implications, and develop actionable recommendations for strengthening strategies and programming.

FERA has served as the external independent evaluator for the past two Title VI grants. Evaluation findings have been used to strengthen collaborations and professional development opportunities. 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.

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| **Table 11: FERA Evaluation Plan - Questions** |
| **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 U-M NRCs?
6. How valuable are the U-M 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 U-M support educators and decrease barriers?
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| **Table 12: FERA Timeline for U-M NRC Outreach Activities** |
| **Activities** | **YR 1** | **YR 2** | **YR 3** | **YR 4** |
| **Design Communication and Planning** |
| Meet with Title VI team to review evaluation design | X | X | X | X |

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| Coordinate and plan with each initiative | X | X | X | X |
| **UPR-UM Collaboration** |
| Conduct ethnographic evaluation case study designed to tell the story of the UPR/UM collaboration and its impact | X |  | X |  |
| Conduct background context interviews and case study interviews in Spanish with participating K-12 teachers in PR | X |  | X |  |
| Implement a participant feedback and workshop outcomes survey |  | X |  | X |
| **World History and Literature Initiative (WHaLI)** |
| Implement a participant feedback and workshop outcomes survey | X |  | X |  |
| Conduct ethnographic evaluation case study designed to tell the story of WHaLI and its impact. |  | X |  | X |
| **Global Migration Education Initiative (UM/SDSU)** |
| Kick-off design meeting with GMEI Team | X |  |  |  |
| Feedback on the GMEI (participant observation at workshop) | X |  | X |  |
| Conduct interviews with participants at workshop | X |  | X |  |
| Implement teacher survey at workshop to collect feedback & outcome data |  | X |  | X |
| **CWPS** |
| Kick-off design meeting with CWPS Team | X |  |  |  |
| Feedback on pilot (participant observation at workshop) | X |  | X |  |
| Implement a follow-up teacher survey at workshop to collect feedback and outcome data |  | X |  | X |
| **Overall Reporting and Data Interpretation** |
| Data interpretation meeting to develop actionable recommendations | X | X | X | X |
| Short section for annual Title VI grant report (October) | X | X | X | X |
| Survey data summaries: both quantitative and qualitative data | X | X | X | X |
| Short case study reports highlighting outcomes and lessons learned | X | X | X | X |

We will also do a targeted evaluation. In the 2018 UPR teacher training symposium (Program Planning Pg 42), the II NRCs partnered with the Center for Education Design, Evaluation, and Research (CEDER), a team in the School of Education [SoE] (*NRC CP2)* assisting with curricula design, programs, and technology. They consulted with UM-UPR presenters on framing presentations with pedagogical implications. The II sent the CEDER Design Coordinator to observe the 2018 symposium and meet with UPR College of Education representatives. CEDER produced resources for a free, open resource thematic educational toolkit with lessons, activities, and discussion and resource guides. CSEAS-specific programming will also implement surveys for our events, the results were used for NRC reporting.

**G4.a. FLAS Evaluation:** CSEAS’s FLAS evaluation plan is guided by the questions and

measurement instruments listed in Table 11. We will implement the plan with evidence-based programming based on data collection and evaluation. RGS surveys students and provides program-specific data on dimensions of the program and its outcome for students. Deans and faculty on the RGS Executive Board discuss the results of these evaluations and recommend adjustments to the programs. We have increased capacity to conduct wide-reaching evaluation of center events with a new K-14 education coordinator (Appx II).

**G4.b. Use of Evaluations to Improve Program:** MA and certificate programs undergo

evaluations by UM every 4 years. The last evaluation for II MA programs had positive results; however, RGS recommended aligning standards and credit requirements across II MA programs, providing fuller access to advising and career placement resources, offering more comprehensive and flexible options, and strengthening the sense of cohort among students across programs.

CSEAS responded immediately with a new colloquium course to help build a SEAS cohort of MA and doctoral students across disciplines. On a larger scale, the II created a 36-credit MA in MIRS encompasses and expands existing II MA programs (Table 6). This new structure facilitates sharing of best practices, creates larger cohorts, and streamlines administrative services. These examples demonstrate how we adjust our programs and activities in response to evaluation data, whether from the institution (RGS), faculty and visitors (surveys on lectures and conferences), or students (alumni surveys). On a smaller scale, we use course evaluations with our lecturers for professionalization, and CSEAS holds semi-annual student focus groups to align programming with their needs.

**G5. Equal Access and Treatment of Participants:** 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. UM subscribes to US/ED’s GEPA, is ADA compliant, and has a strong Office of Services for Students with Disabilities. CSEAS collaborates with UM’s Center for Educational Outreach to increase campus diversity and access to higher education for underrepresented groups in Michigan. UM’s Go Blue Guarantee waives tuition for all in-state students whose household income is under $65,000. **G5.a. Fellowships Address National Needs (FLAS)**: CSEAS offers languages listed as national

priorities for the following agencies: Agency for International Development, Department of Defense, Department of Energy, and Peace Corps. 100% of our fellowships went toward priority

languages, and all area degrees are approved for the military’s foreign area training.

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| **H. OUTREACH** |

**H1a. Elementary and Secondary Schools:** CSEAS is active in K-12 outreach and emphasizes

capacity building and training teachers. We leveraged UM resources to pivot to virtual training with facilitated teacher engagement. CSEAS faculty also present at K-12 schools (Table 10).

***World History and Language Initiative (WHaLI)*: (NRC AP1, AP2, CP2):** Launched in 2009, WHaLI serves as a strategic response to a critical need when Michigan’s legislature added a year of World History and Geography to high school graduation requirements. WHaLI is a unique collaboration between the University of Michigan’s National Resource Centers and the School of Education that provides secondary teachers in the fields of History, Social Studies, and English Language Arts with area studies curriculum content and professional development. In the past, WHaLI has functioned as a three-day workshop designed to improve teachers’ capacity to teach world history and literature by bringing in a diverse group of speakers, providing area studies resources and content, and teaching pedagogical approaches. In the 2018-22 grant cycle, we expanded reach by making it available to teachers beyond Ann Arbor through partnerships with Grand Valley State University and other promotional efforts that brought teachers from all over

the state. CEDER will join the program for the 2022-2026 cycle, with hybrid virtual/in-person events likely becoming the new preferred model. In 15 workshops over 15 years, we have helped over 500 Michigan K-12 teachers improve their world history teaching. In evaluations of the past grant cycle, 90% of participants claim they will use workshop concepts and materials, and many say they will share resources with colleagues. (Program Planning for expansion, Pg 41).

***UM-University of Puerto Rico Partnership and Symposium* (NRC AP1, AP2, CP1, CP2):** The collaboration between UM and UPR (MSI) has been a primary partnership of the 5 II NRCs with UPR since 2014 to increase language, area, and international studies foci in the curriculum of MSIs and for K-16 educators. In this partnership with the UPR Colleges of Education, Humanities, and Social Sciences, we bring faculty and advanced graduate students from various academic backgrounds to present area studies research and materials for use in classrooms (I. Project Planning, Pg 42). UPR trains thousands of teachers who go on to teach at K-12 public and private schools in PR. As a cornerstone of this collaboration, U-M’s II and CEDER send mixed delegations of area studies experts to the UPR for one K-16 professional and curriculum development workshop. The Collaborative Curriculum Development Symposia have had themes such as Negotiating Gender, Race, and Ethnicity in a New Global Age; Rethinking Violence and Area Studies in the 21st Century Classroom; and Citizenship and Identity in the Classroom, which were also livestreamed internationally. Instructional materials were uploaded to an open access website in English and Spanish. (I. Project Planning, Pg. 42)

***World Music Course for K- 12 Music Educators* (NRC AP1, AP2, CP2):** UM NRCs collaborated with the UM Department of Music Education (MED) to offer a world music course with the goal of bringing area studies to K-12 music curricula. The National Association of Schools of Music recommends world music in all higher education curricula, which also applies

to K-12. Our course required teachers to produce age-appropriate lesson plans related to their schools and implement them the following academic year. World music offer an effective mode for introducing students to cultures using songs, rhythms, lyrics, and ideas captured by foreign terms and concepts. Music is an excellent avenue to pique student interest in pursuing global studies in varied forms (including language) and sets them up for a lifetime of global awareness. ***The MENA-SEA Teacher Program*** (***NRC AP1, AP2)*** is a 10-month, state-accredited professional development initiative for Grade 6-12 teachers. This collaboration with the fellow UM-NRC CMENAS has trained 3 cohorts totaling 26 teachers—21 of whom are based in Michigan—from 2019-22. MENA-SEA’s goal was to deepen teachers’ understanding and appreciation of religious and cultural diversity in the Middle East and North Africa (MENA) and Southeast Asia (SEA). Program activities also include exploring classroom strategies for teaching about religious and cultural diversity in the MENA and SEA and developing curricular components and units. To date, the cohorts have created 13 SEA-focused lesson plans (LPs); CSEAS expects 12 more SEA LPs by August 2022. All LPs have been publicly shared on the II outreach page.

**H1.b. Postsecondary Institutions:** CSEAS has strong linkages with postsecondary schools

through UM faculty initiatives and collaborative projects. There are too many lectures and outreach activities in which our individual faculty have participated at other universities to list, so we have included our programming highlights below.

***Midwest Institute for International/Intercultural Education (MIIIE*) (*NRC AP1, AP2, CP1)*:** MIIIE is a 501(c)(3) consortium of 134 two-year CCs across the US based in Michigan; 54% of the consortium members are eligible MSIs. In 2014, this consortium opened its membership nationwide, growing the number of MSIs. In the past 4 years, CSEAS cosponsored 4 MIIIE

Summer Institutes, in which our faculty participated as speakers. MIIIE ensured that participants developed SEA-related curriculum modules.

***SEA Scholars to Kalamazoo Valley Community College [KVCC] (NRC CP1):*** In the last 3 years, we provided 4 SEA lecturer—2 from the Philippines and 2 from Vietnam—to KVCC to help internationalize curriculum.

***UM-UPR Partnership (NRC AP1, AP2, CP1, CP2)*:** (I: Project Planning Pg 42) also involves a postsecondary institution (UPR) and expanded to CC teachers this past cycle.

***University of Michigan, Flint: (NRC CP1):*** CSEAS added 2 faculty affiliates from UM-Flint (MSI) and sent an Indonesian dance specialist for a pilot collaboration. We invited UM-Flint faculty to our virtual SEA seminar series and events, and several were regular attendees. In this grant cycle, we will build tangible bridges with UM-Flint, including funding for a UM-Flint staff member in partnership with the Thompson Center for Learning & Teaching to coordinate cooperation with UM CSEAS and funding for UM-Flint faculty to incorporate SEAS topics into their courses (I: Project Planning Pg 42).

***Other Postsecondary School Outreach*:** CSEAS offers an Academic Sharing Program; in the past grant cycle, we sponsored 4 visiting faculty to use the UML, special collections, and meet with faculty to incorporate SEA content into general courses or develop new courses on SEA. ***UM Professional Schools*:** Our relationships with UM professional schools have been sustained and strengthened over the last four years with regular programming, support for faculty initiatives and conferences, and integration of SEA topics into the curriculum. CSEAS co- sponsored a public health symposium at KKU that addressed occupational and environmental health. CSEAS also facilitated first-time travel for 4 UM SPH faculty members. CSEAS support for the UM Nursing Global Summer Institute enabled including 4 speakers from Thailand in

2019 and provided 64 scholarships for scholarships for Indonesian and Thai participants in 2021 (virtual), allowing interaction between SEA and US students and faculty. We continued to co- sponsor the Asian Business Conference (ABC) at UM RSB and last year welcomed 3 Indonesian visitors (former government minister, alumni association president, and the Chicago Consul General) to speak at the Ross Executive Education on Indonesia Conference.

**H1.c. Business, Media, and the General Public:** CSEAS’s outreach to the general public

expanded in the last 4 years through pandemic-mandated virtual events, which we plan to continue in the future. Through our Lecture Series, CSEAS hosted 37 visitors in the past 4 years who have further informed our faculty on current issues and research (*NRC AP2)* and forged new relationships across campus through co-sponsorships. Lectures are open to the public and attract an average audience of 45 people (*NRC AP1*). We have been creative with our virtual formats, which has successfully led to increased reach. For example, our “Press Freedom and the

Pandemic in Duterte’s Philippines: Views from the Ground Up” roundtable engaged 117 participants via Zoom and 681 views on Facebook Live, many from the Philippines and around the world. We augmented our series by co-sponsoring public lectures in other UM units by our faculty and other invited speakers. We recorded lectures, conferences, and roundtables in digital formats (with permission) and posted them on our website and YouTube channel. Beyond campus, CSEAS faculty give lectures on their research at other institutions and belong to professional and academic societies where they give talks on SEA and represent UM. We also reach the public through our own conferences, symposia, and roundtables.

CSEAS provided partial support for student-organized events, including the Filipino Student Association and Vietnamese Student Association Culture Nights. We co-sponsored roundtables and panels on current events, including the Pink Dot campaign in Singapore, violence in

Myanmar, COVID-19 in Indonesia, and the role of plastics and waste in Southeast Asia. Thanks to virtual platforms, all of these included speakers and attendees located in SEA. Most notable among our AY 2020-21 activities, CSEAS sponsored a public book club for *Dear America: Notes of an Undocumented Citizen* with Filipino author Jose Antonio Vargas; co-sponsored a virtual exhibit of the Stearn Collection Gamelan; hosted a film screening and discussion on *A Village Called Versailles*, a film about Vietnamese refugees rebuilding after Hurricane Katrina, with over 140 attendees; and partnered with a local bookstore (Literati) to purchase and send copies of four young-adult novels representing SEA to 27 schools in 18 Michigan towns.

Our faculty are regularly available for consultation or commentary to governments, NGOS, businesses, national councils, media, and the public (Table 10). CSEAS continues to support the ABC, for which our affiliate faculty member Lim served as faculty advisor until her retirement in 2017. ABC has an Association of Southeast Asian Nations [ASEAN] panel and invites SEA speakers for keynotes and panels, including Pocholo Reyes, CEO of NTT Data Philippines, and Marc Mealy, Vice President of Policy at the US-ASEAN Business Council.

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| **H. FLAS AWARDEE SELECTION PROCEDURES** |

**H1.a. Advertising:** The II markets the FLAS competition to reach all UM students, with a

message of inclusion to attract those with financial need (*FLAS CP1*) (Table 13).

**H1.b. Application Procedures:** Application forms and FAQs are available online. Applicants

submit a statement of purpose outlining need for language and area studies training as it relates to their academic and career goals; application form; 2 letters of recommendation (one from a language instructor); language self-assessment; college-level transcript(s); and, for incoming graduate-level applicants, standardized test scores (GRE, GMAT, or LSAT). We strongly encourage both graduate and UG applicants to fill out a federal Free Application for Federal

Student Aid (FAFSA) and include an expected family contribution (EFC) amount as part of their application to be considered for preference based on financial need (*FLAS CP1*). FLAS applications are submitted electronically unless the applicant requests and receives advance approval to submit a paper application.

**H1.c. Selection Criteria** (Table 13). Preference is given to those who demonstrate financial need

as determined by EFC or if they have similar credentials based on these criteria (*FLAS CP1*). As required by US/ED, all UG awards are made for intermediate or advanced study. Lowest priority is given to applicants who already possess language fluency equivalent to educated native speakers and are applying for dissertation research or writing.

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| **Table 13: FLAS Fellow Selection Process** |
|  | **Graduate FLAS** | **Undergraduate FLAS** |
| **Languages & Levels** | *4 SEA languages at 2nd year level & above*, with priority to advanced leveltraining (other SEA languages possible) | *4 SEA 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, study abroad offices

*5-8 joint information sessions* for all FLAS languages at UM; separate sessions for graduate/professional, undergraduate, &/or student services staff/academic advisors* *Direct targeted email messages* to students identified by graduate/ professional program, major/minor, & previous language course enrollment

*Targeted and informative email messages* to instructors, major/minor advisors and programmers to notify students critical language courses* *Social Media announcements* coordinated by the II and its Centers
* *Joint information booths* for all FLAS languages at relevant university- wide events, e.g., Rackham Graduate Orientation, FestiFall, Study Abroad Fair, Int’l Career Fair, Major/Minor Fair, Asian Languages Fair
* *Special recruitment efforts* with prof. schools, esp. RSB, Engineering, Law, SPH, & PP

Work with *language instructors* to identify and invite *promising students*to apply.* *2 Statement of purpose workshops* that assist in writing strong proposals
* *FLAS Coordinator drop-in office hours* in January for individual advising and questions
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| **Application** (November to January; deadline January 15) | * *FLAS website* with detailed information on eligibility, fellowship requirements, application instructions & contact for FLAS coordinator for questions
* *Online FLAS application* linked from the FLAS website
* *Required materials*: application form, statement of purpose, officia transcripts of all postsecondary work, GRE/SAT/ACT scores, two academi letters of recommendation, language evaluation/recommendation, FAFSA
* *Optional materials:* FAFSA 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, & career interests among fellows
* *Equal access* to students from underrepresented socioeconomic backgrounds & disciplines
* *Financial need*, based on student’s FAFSA EFC
 |
| **Financial Need** (graduate & undergraduate) | * Select pool of qualified candidates based on selection criteria 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 determined annually based in part on cost of attendance and distribution of EFC in each pool; separate cut-offs for graduate & undergraduate pools
* Priority to applicants with higher-need category when all other criteria are equal
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| **Selection Committee** | * Committee composed of faculty representing *cross-section of SEA faculty*
* At least 1 faculty member in the *humanities* & 1 in the *social sciences*
* *Professional school faculty* included whenever possible
* Balance of gender
 |
| **Deadlines** | * *September 1*: FLAS website updated with information for the upcoming year’s competition
* *November 1*: FLAS online application opens
* *February 1*: FLAS online application closes
* *February 20*: Faculty review of undergraduate and graduate applications completed; selection committee meeting
* *March 15*: Award letters sent to selected FLAS fellows & alternates
 |

**H1.d. Who Selects Fellows**: The CSEAS Director appoints the Admissions and Fellowships

Committee (2 faculty in addition to the CSEAS Director). Faculty members do not serve consecutive years, and usually for several years afterwards to promote equity. The committee selection process aims to reflect a range of country specialties and disciplines from the social sciences, humanities, and professional schools.

**H1.e. Schedule of Steps:** See Table 13 above for the schedule.

**H1.f. How Process Results in Awards Corresponding with Priorities:** CSEAS advertises to

all UM students and gives preference to highly-qualified students who demonstrate financial need in the selection process (FLAS CP1). All 4 of our core languages and those offered intermittently are less commonly taught languages and languages of national need (FLAS CP2).

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| **I. PROGRAM PLANNING AND BUDGET** |

**I1. Development Plan**: The programs described below are designed to develop over the grant

cycle through numeric growth of events or participants; expanding reach through web and open access; generating follow-up projects and partnerships; and becoming self-sustaining. Our goals for this cycle leverage the lessons learned over the pandemic to expand our reach.

**I1.a Deeper and Broader K-14 Impact:** Teacher training will continue ongoing programs

(WHaLI, World Music, UM-UPR, MIIIE) as well as encompass new programs (Global Education through Comic Arts, Graphic Novels, and Innovative Media; The Global Migration and Inclusive Pedagogy [GMIP] Workshops; Asia in the Headlines). Our programming is designed to expand successful initiatives for bidirectional interaction with our teacher partners; introduce new pedagogical approaches; and generally bring SEA into the daily teaching at the K- 12 level. Throughout our programs, we will engage with partners at MSU and UM-Flint to expand the reach of our programs to engage new communities of teachers in diverse areas of the state. For teacher training, workshops, and targeted evaluation, we request funds for 50% of 1.0 FTE outreach coordinator (Appx. II).

***World History and Literature Initiative (WHaLI)* (NRC AP1, AP2)*:*** From 2022-26, we will expand and innovate WHaLI by: (1) adjusting the program to a flexible hybrid mode to accommodate participation by teachers constrained from easy access; (2) work closely with a SoE faculty lead and long-time partner of CEDER to: (a) design and deliver professional-

development activities and resources during the workshop and on a WHaLI website; (b) iteratively collect and incorporate teacher feedback; and (c) develop an interactive WHaLI teaching and learning site for deeper participant engagement; and (3) collaborate with teacher consultants on design and delivery of the workshop activities and resources. Post-workshop, all associated educational resources (lesson plans, primary and secondary sources, etc.) are publicly shared on the II outreach website. To facilitate teacher access, NRCs cover the cost of overnight lodgings and mileage reimbursement (at federal rates) for long-distance traveling teachers. These innovations draw in large part on lessons learned during the COVID-19 pandemic about hybrid and asynchronous technology that allows for remote participation (*Budget lines 1.B.ii; 5.iv; 8.B.i.a.1-3; 8.B.i.d.2)*

***UM-UPR Collaboration* (NRC AP1, AP2, CP1):** With CEDER’s guidance, we are redesigning the workshop formats to be more focused on teachers’ needs than in the previous cycle. Our centers will also add new types of collaboration by contributing resources to the UPR library or sponsoring research trips for UPR faculty to come to UM and work with librarians to design new course modules or syllabi with content on SEA. CSEAS will begin accepting SEA-interested UPR faculty for renewable year-long faculty affiliations that include UM library privileges (online/on campus). (*Budget lines 1.B.iii; 3.B.i-ii; 8.B.i.b.1-3; 8.B.i.d.1)*

***The Global Migration and Inclusive Pedagogy (GMIP) Workshops* (NRC AP1, AP2, CP2)*:*** GMIP brings K-12 and CC educators and school administrators to the US-Mexico border at the San Diego-Tijuana artery to better understand global migration flows and develop inclusive strategies for teaching in increasingly diverse classrooms. Tijuana and the San Diego/Tijuana region serve as a microcosm of global migration flows, where people of varied backgrounds share space and exemplify the economic and political push-and-pull factors driving global

migration. Who are the people arriving to the U.S./Mexico border via Tijuana? Who is passing through, and who stays? Why do they make certain migratory choices? What are the effects on the various sending, receiving, and migrant communities on both sides of the US/Mexico border? Our programming addresses the role of SEA refugees and migrant labor in San Diego and Tijuana. Our workshops draw on area studies expertise of faculty and staff at UM, SDSU, and partner institutions in Tijuana. We offer content lectures, interactive panels, workshops, and experiential components on both sides of the border to provide insight into the many points of origin of Tijuana migrants and seek to shed light on the histories and cultures of sending communities. (*Budget lines 3.B.iii; 8.B.i.c.1-2)*

***Center for Education Design, Evaluation and Research Collaboration (CEDER)****:* UM NRCs will continue to enlist the expertise of CEDER for shared teacher training programs to frame resources from experts in their respective regions for teachers to ensure that the content is relevant and applicable to classroom curricula. *(Budget lines 8.B.i.d.1-2)*

***World Performance Guest Residency* (NRC AP1, AP2):** CSEAS, EANRC, the African Studies Center (ASC), and other UM NRCs will collaborate with the UM School of Music, Theater & Dance (SMTD) and the Center for World Performance Studies (CWPS) to provide teachers the opportunity to meet with and learn from a guest artist or arts scholar who will come to UM-Ann Arbor for a 4-8 week long residency. Teachers will take part in a special workshop and be mentored in the classroom by the guest. SMTD will also invite students enrolled in the UM MED to the teacher training activities and to connect with the guest. We request funds for partial support of the guest to conduct a residency in Year 3 of the grant with costs shared by STMD and CWPS. NRC partners will be responsible for the other grant years. This residency will also provide regional expertise to the CWPS instructor teaching an intensive 4 credit world

performance course, in addition to public performances or lectures by the guest. (*Budget lines 5.vi; 8.B.e.1-5)*

***Global Education through Comic Arts, Graphic Novels, and Innovative Media (Asia Focus)* (NRC AP1, AP2)*:*** is a curriculum workshop & pre-service/in-service program for teacher training in collaboration with UM-EANRC, MSU Libraries, MSU College of Education Global Educators Cohort Program, & Linking All Types of Teachers to International Cross-cultural Education (LATTICE). This program will be offered in summers of Y1 and Y3 to train teachers, promote the use of graphic literature in classrooms, and support student engagement by using textual and visual analysis to learn about Asia. This program will provide access to experts in textual and graphic analyses and specialists to teach AS topics as depicted in new media and graphic literature. With MSU's archive in world graphic literature at the participants' disposal, this training gives teachers the tools to use these techniques to match students’ interests and understand how the textual and visual can scaffold comprehension and critical reading. This literary genre will make learning about Asia more accessible to students whose exposure to the cultures of the region is minimal and fit different learning styles. CSEAS plans to advertise this teacher training via the UM networks of in-service and pre-service teachers as well as leverage our connection with the Flint K-12 network to bring this to a wide swatch of Michigan teachers. In addition, this program will offer Michigan state clock hours for teacher continuing education. (*Budget lines 3.B.iv; 5.v; 8.B.i.f.1-3)*

***MIIIE Curriculum Workshops* (NRC AP1, AP2)*:*** We will bring together CC faculty and experts sensitive to CC teaching needs to facilitate discussions, mentorship, and network- building. CSEAS will contribute to 2 workshops annually to provide quality SEAS content for these modules. Workshop topics with SEAS content for this grant cycle include: Year 1-Global

Poverty & Development; Social Justice & Global Institutions; Year 2-Human Security & Rights; Global Institutions & Livelihoods; Year 3-Global Competition, Cooperation, & Conflict; Norms & Global Identity; Year 4-Human Rights & Diversity; Human Migrations & Global Networks.

***The MIIIE Faculty Fellowships for Curriculum Modules* (*NRC CP1*)** will expand on the curriculum workshops and provide incentive for CC faculty to develop in-depth curriculum modules on SEA over the course of 8-10 months. CC faculty will get access to quality resources, mentoring, and feedback and receive a $1,000 payment per module. (*Budget line 8.B.i.h.1-2)* **I1.b. Language and Area Studies Instruction:** Our strong foundation in language and area

study instruction has led to the expanded engagement of our students in SEAS. UM has grown their support of our language programs through covering a greater percentage of the effort of the lecturers and technological support for virtual learning. In the next cycle, we will (1) augment the career services at Michigan to support a graduate-level course (see MIRS Career Planning below) to provide non-academic perspectives to students; (2) add a CSEAS Associate Director to focus on targeted career advising to our students; and (3) support greater interaction through the shared effort of a coordinator at UM-Flint and increase SEA content in UM-Flint courses.

***Supporting LCTLs:* (*FLAS CP2*)** CSEAS supports language faculty and courses (4 levels of Filipino, Indonesian, Thai, and Vietnamese). In the past cycle, Title VI funds supported 4 language lecturers at 33%. With increased institutional support, and proven demand for SEA languages at Michigan, we are requesting funds to pay 16.5% of the 4 language lecturers' salaries to guarantee upper year offerings in each language with at least 1 student enrolled. As support grew, we were able to ask departments to cover more yearly salary/fringe increases for a greater percentage overall. CSEAS will also increase language faculty funds for attending pedagogy workshops and conferences for specialized professional development and national SEA language

teacher networking. Meanwhile, we will work with UM programs that require 3rd-year language proficiency to attract more students to the advanced level of our languages. These measures will help sustain 4 levels of instruction throughout the grant cycle. We will continue to offer distance learning for Burmese and send SEASSI funding to ensure that Lao is taught every summer. (*Budget lines 1.C.i-v; 3.B.v-vii; 5.vii; 8.C.i-ii)*

***MIRS Career Planning* (NRC AP1)*:*** This cycle, we will build on our career talks to develop a MIRS mini-course entitled “International and Regional Studies Post Graduation Career

Planning” (INTLRGN 601). This course is designed to support students in the MIRS program to pursue both academic and non-academic career paths post-graduation. Students will gain greater confidence in speaking to industry professionals and translating their knowledge and experiences into competitive, targeted job applications. This course will be open to non-MIRS SEAS students as needed. CSEAS will identify a SEA-focused professional speaker yearly for this course and publicize all speakers to the wider CSEAS student community. (*Budget lines 1.D.i; 8.D.i)*

***Area Studies Course Development:*** CSEAS’s flagship course is SEAS 501 (required for CSEAS MIRS students and open to others), in which our faculty guest-lecture to provide an interdisciplinary, multi-country view through their respective disciplines and research. We will offer special topics courses when possible, which are open to undergraduates. CSEAS will expand its Thai language mini-course for Nursing and SPH to include other professional schools (CoE, Medicine, and RSB) in 2022. (*Budget lines 1.C.v.; 1.D.ii-iii)*

**K1.b. Regional Outreach:** New projects demonstrating Michigan, national, and international

collaborations will be described while **o**ngoing activities can be found in Table 14 below.

***Asia in the Headlines* (NRC AP1, AP2):** CSEAS will collaborate with EANRC and the Center for South Asian Studies to launch a series of roundtables designed to provide in-depth and multi-

perspectival discussions on issues of vital importance in contemporary Asia that are also prominently featured in American news media. By inviting experts from various disciplines to both engage the issue from diverse standpoints and dissect how the issue is presented to the American public, this program seeks to raise awareness of rich historical contexts and complex dynamics at work behind the headlines regarding Asian current affairs, while also enabling the audience to build media literacy and critical thinking skills. These roundtables will be recorded, and our partners will be invited to attend virtually. (*Budget line 8.B.ii.a.1)*

***Tennessee State University (TSU)* (NRC AP1, CP1)**: TSU is a land-grant public university and HBCU located in Nashville. In a new collaboration to facilitate curriculum and faculty development in area studies and foreign languages, the UM EANRC will coordinate a partnership that includes UM faculty guest lectures in TSU’s Global Culture and History (History 1000) course, which is a gateway course for all non-US history and meets TSU’s core curriculum humanities requirement. In addition to the guest lecture, UM faculty will meet with TSU faculty to discuss curriculum development, research projects, and other professional development. TSU faculty will also be encouraged to apply for our Asia Library travel grants, also funded by Title VI. (*Budget line 8.B.ii.a.2)*

***Faculty Area Studies Development at UM-Flint* (NRC AP1, CP2)** is an initiative in partnership with the Thompson Center for Learning & Teaching at UM Flint (an MSI) and in collaboration with UM NRCs, the EANRC, and ASC to seek funding to encourage faculty development in area studies at UM-Flint. Due to changes in programming brought by the COVID-19 pandemic, CSEAS activities have become more accessible to those located outside of Ann Arbor. CSEAS will ensure that guest lectures and cultural performances funded by the Title VI project will have a Flint campus counterpart. The Thompson Center will communicate and coordinate this

increased accessibility to diverse perspectives, supplemented by funds allocated to faculty wishing to incorporate SEA content into their curricula. While the II Centers currently engage with Flint faculty on an individual basis, a coordinated effort with the Thompson Center will ensure that Center resources are made available across the entire campus. Flint faculty will have opportunities to include area studies programming into their classes and provide additional enrichment opportunities to their students. Furthermore, the Thompson Center’s relationships with Flint’s K-12 outreach program will assist in opening CSEAS’s teacher training program to a wider pool of Michigan teachers. *(Budget lines 1.B.iv; 8.B.i.e.4; 8.B.ii.b.4)*

***American Institute for Indonesian Studies (AIFIS)-MSU Conference***: The annual Conference on Indonesian Studies is an important venue for the professional development of U.S. university faculty for teaching about Indonesia, the most populous country in SEA and the fourth most populous country in the world. The inaugural conference in 2021 gathered 564 participants, including senior and junior faculty, scholars, and students from universities in Indonesia, the US (including MIIIE CC), and institutions in 19 other countries. UM-CSEAS support will support program costs to help ensure the continuation of this conference over the next four years and provide enhanced interaction for our SEAS students to interact with Indonesian scholars. (*Budget line 8.D.iv)*

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| **Table 14: Additional Regional Outreach Projects** |
| **Program Development Plan** | **Budget Category** |
| ***UM Professional Schools***: We will continue to support Thai and Indonesia engagement in the UM Nursing Global Summer Institute. Funding will ensure that Thai and Indonesian faculty/ students can attend the summer institute. We will also continue to engage UM SPH faculty, aswell as other professional school faculty and students. | 8.B.ii.d.2 |
| ***UM Knight-Wallace Fellows House*** will work with CSEAS to enhance the national impact ofSEA in the media. CSEAS will send a faculty affiliate to lecture to each year’s cohort of mid- career journalists from the US and around the world. | 8.B.ii.d.1 |
| ***CSEAS Lecture Series*** reflects diverse perspectives and generates discussion and debate on different world regions. Several events are co-sponsored to ensure interdisciplinarity and a wider | 8.B.ii.b.1-4 |

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| audience (*NRC AP1*). Our events will remain at least hybrid to ensure wide reach to ourcommunity and inclusion of diverse voices, especially from SEA. |  |
| **S*EA Roundtables*** are an alternating-year initiative in collaboration with other centers. These highlight current topics and non-academic speakers, many of whom are from SEA (*NRC AP1*). The proposed topics for the *SEA Roundtables* for this cycle are on Authoritarianism, Climate Change, Gender, and Migration in SEA. | 8.B.ii.c.1 |
| ***Cultural Events, Films, and Community Gatherings*** attract the largest audiences and include music and dance presentations, workshops, film screenings, and community gatherings with politicians, or NGO leaders, or other visitors from SEA. Exhibitions include topics such asenvironmental damage in Cambodia. (*NRC AP1*). | 8.B.ii.c.2 |
| ***Student Initiatives*** include the ABC, the Malaysian Students Forum, and an interdisciplinary SEAS conference organized by graduate students. Speakers include academics, politicians, and business leaders (*NRC AP1*). We will continue to support these events to promoteprofessionalization and networking opportunities for our students. | 8.B.ii.d.2 |

**I2. High Quality Activities** The onset of the COVID-19 pandemic has led CSEAS to reevaluate

the structure of our activities and programming, especially outreach to our academic and greater community. With the extensive technical and pedagogical resources at UM, we have developed virtual platforms that allow further reach into the global community and enable students to engage in coursework and activities with colleagues far and wide. At the same time, we value the personal face-to-face interactions and collaboration. We propose (1) developing deeper relationships with our K-12 teachers through lessons learned from the pandemic to develop flexible and inclusive hybrid models with enhanced online content combined with face-to-face meetings; (2) stronger collaboration and communication with our partners in Michigan, in particular the AS Center at MSU and UM-Flint to facilitate course (especially language) and resource- sharing and promote SEAS to a new generation of students and faculty; and (3) ensure our programming and events take advantage of the technological advances that enable and encourage a wide range of voices and opinions and promotes cross-cultural learning and multidisciplinary debate to enrich our areas of lifelong scholarship and research.

**I3. Costs**: Costs are based on the adjusted costs of continuing projects, experience with similar

projects for new initiatives, responsible stewardship, and meeting national priorities, and they are comparable with other NRCs. Wages reflect actual costs (See Budget).

**4. Long Term Impact**: Teacher training has exponential benefits, and all our K-14 projects

promise long term impact. Our Graphic Literature teacher training will reach students in novel ways to encourage learning about SEA. Language training helps enable careers in government, business, NGOs and academia. Academic Sharing serves the future, with its emphasis on producing work to enhance curriculum. Overall, the proposed projects will strengthen SEAS on and off campus—especially in the state of Michigan—and showcase SEA-related career possibilities to students. More constituents mean more leverage within UM and greater reach outside. Our alumni success already demonstrates long-term impact and inspires our donors to consider endowments to safeguard our future.

**J. PRIORITIES**

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| **NRC AP1** | Description of Diverse Perspectives and Wide, Description of Diverse Perspectives and Wide, World History & Literature Initiative (WHaLI) - Pg 41UM-UPR Outreach Collaboration(Collaborative Curriculum Development) - Pg 42Midwest Institute for International/Intercultural Education (MIIIE) - Pg 44-45 CSEAS Lecture Series - Pg 48, MIRS Career Planning, Area Studies Course Development, Asia inthe Headlines - Pg 46, American Institute for Indonesian Studies (AIFIS)-MSU Conference - Pg 48, Student Initiatives - Pg 49, Tennesee State University (TSU) - Pg 47 |
| **NRC AP2** | World Music for Educators Course - Pg 34 World History & Literature Initiative (WHaLI) - Pg 41 UM- UPR Outreach Collaboration (Collaborative Curriculum Development) - Pg 42, Global Migration Education Initiative (GMEI) - Pg 42-43, Midwest Institute for International/Intercultural Education (MIIIE) - Pg 44-45, MENA-SEA Teacher Program, CSEAS Lecture Series - Pg 48, Asia in the Headlines - Pg 46, Global Education through Comic Arts, Graphic Novels, and Innovative Media (Asia Focus) - Pg 44,World Performance Guest Residency - Pg 43 |
| **NRC****CP1** | UM-UPR Outreach Collaboration (Collaborative Curriculum Development), Global Migration Education Initiative (GMEI), UM-Flint Curriculum Internationalization Collaboration, SEA Scholars to Kalamazoo Valley Community College, Tennesee State University (TSU) - Pg 47 |
| **FLAS****CP1** | CSEAS incorporates the use of financial need and expected family contribution when awarding fellowships. |
| **FLAS****CP2** | CSEAS awards FLAS fellowships in LCTL and Languages of National Need. These languages are Indonesian, Filipino, Thai, and Vietnamese. |