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Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Proposal

2022-2026

UW-Madison Center for South Asia



# University of Wisconsin-Madison Center for South Asia

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# Commitment to the Subject Area

* 1. Operation of the Center: The International Division (ID) took on the oversight of the Area Studies Centers (ASC) at the University of Wisconsin-Madison (UW) in 2015, resulting in a greater institutional support for South Asian (SA) studies by committing increased resources to Hindi-Urdu and by exploring increased long-term linkages with institutions abroad (Table A.2 below). In 2016, the Institute for Regional and International Studies (IRIS) was established as an umbrella for all the ASCs at UW. The ID pays Center for South Asia (CSA) Associate Director’s (AD) salary, administrative support, computing and infrastructure fees, and compensates Center Directors for their duties. UW-Madison’s commitment to the SA studies is shown in Table A.1:

|  |  |  |  |
| --- | --- | --- | --- |
| **Table A.1 Operation of the Center** | **Funding Source** | **Amount** | **% Institutional Support** |
| Administrative salaries and benefits; technical support, supplies, equipment | International Division (ID) | $175,000 | 85% |
| **Teaching Staff** | **Funding Source** | **Amount** |  |
| Faculty salaries and benefits; recruitment | University colleges | $7,500,747 | 100% |
| Faculty research leave (replacement instructors) | Graduate School | $65,000 | 100% |
| Summer SA LCTL instruction | LPO | $260,882 |  |
| **Library Resources for the Subject Area** | **Funding Source** | **Amount** |  |
| GLS salaries and benefits | Library | $150,000 | 100% |
| GLS acquisitions | Library | $80,000 | 88% |
| **Linkages with Institutions Abroad** | **Funding Source** | **Amount** |  |
| Study Abroad administration; scholarships | ID | $4,097,550 | 100% |
| **Center Outreach Activities** | **Funding Source** | **Amount** |  |
| Outreach Assistant | ID | $61,200 | 50% |
| IRIS Outreach activities | ID/L&S | $105,000 | 81% |
| **Student Support** | **Funding Source** | **Amount** |  |
| Language Program Office administration | ID | $260,000 | 100% |
| WISLI Tuition Scholarships | ID | $100,000 | 100% |
| Teaching Assistantships, Project Assistants, Pre-dissertation Travel | L&S/ID | $625,000 | 100% |
| Assistant Director for Students & Curriculum | ID | $90,000 | 100% |
| Assistant Director for Awards | ID | $90,000 | 100% |
| CSA FLAS award pledges (2022-23) | ID | $76,000 | 100% |
| **Total Institutional Support** | **UW-Madison** | **$13,646,379** | **100%** |

* 1. **Teaching Staff**: UW-Madison has ~30 faculty and staff who are 100% dedicated to SA as well as an increasing number of faculty and staff who incorporate SA in their research and teaching. In addition, there are 13 SA-focused faculty on 5 campuses of the UW-System, one of which is a minority-serving institution (MSI). The recent restructuring of the Department of Asian Languages and Cultures (ALC) has and will lead to a number of new faculty lines, many of which will cross regional boundaries to represent UW-Madison’s vision of a truly global campus. Since Fall 2019, ALC instituted a new SA majors track, which has greatly increased enrollments in SA language and area courses, and in the coming year, CSA will run a Freshman Interest Group (FIG) with a focus on SA languages and cultures. Since 2019, UW-Madison has supported the hire of a full-time Hindi Instructor (Zara Chowdhury) and five tenure-track specialists in SA: Mou Banerjee (History), Jamal Jones (ALC), Darshana Mini (Communication Arts), Priya Mukherjee (Agricultural and Applied Economics), and Anirban Baishya (Communication Arts). In addition, we are currently working with Religious Studies and ALC on a new, named Jain Studies chair. CSA envisions supporting Gujarati summer language instruction with Title VI funds to complement this new hire. CSA also plans to support the Department of History’s approved new hire in pre-modern SA [*Bgt 52*]. **3. Library:** The UW General Library System (GLS) houses over 11 million volumes. In a recent publication, the Association of Research Libraries ranked the UW-Madison libraries 10th according to the number of volumes held. Among major research institutes, the GLS has the country’s largest staff of Area Studies bibliographers (9), commensurate funding, and an entire department in Central Technical Services to support acquisitions, a digital collections unit, as well as a technology department and a robust interlibrary loan (ILL) unit. Commitment to International Studies is very strong. The GLS acquisitions budget in 2021 was $17,586,849. A total of

$1,546,649 is currently allocated for International Studies personnel in the libraries for collection development and technical services. The SA Collection is described on p.21. **4. Overseas linkages**: Existing linkages with institutions in SA are facilitated through CSA’s memberships (with UW support) with American Overseas Resource Centers, such as the American Institute of Pakistan Studies (AIPS, hosted at UW-Madison), American Institute of Bangladesh Studies (AIBS), Association of Nepal and Himalayan Studies (ANHS), American Institute of Indian Studies (AIIS), American Institute of Sri Lankan Studies (AISLS), and American Institute of Afghan Studies (AIAS).

The Khorana-Bose Program (KB) was started at UW-Madison and continues to be supervised by participating UW faculty mentors. The KB aims to provide US and Indian scholars with a transformative educational experience and to facilitate mutually beneficial public-private partnerships. A formal Memorandum of Understanding (MoU) with the University of Kelaniya in Sri Lanka was signed to facilitate faculty exchanges in 2019. More recent MoUs include medical research agreements with both private and public institutions through the UW School of Medicine, in addition to clinical studies conducted abroad. These new initiatives are supported by the ID. A table with a select list of linkages to institutions in SA is below.

|  |  |  |
| --- | --- | --- |
| **Table A.2: CSA collaborations: select list of Institutions of Learning in South Asia** | | |
| **Name of Institution** | **Place** | **Nature of Affiliation** |
| Maharaja Sayajirao University | Vadodara, India | Research collaboration |
| Ayurveda University | Bangalore, India | Research collaboration |
| English and Foreign Language University | Hyderabad, India | Research collaboration |
| Lahore University of Management Sciences | Lahore, Pakistan | Research collaboration |
| SMI University | Karachi, Pakistan | Research collaboration |
| Banaras Hindu University | Varanasi, India | Study Abroad collaboration |
| Public Health Foundation of India (PHFI) | Delhi, India | Khorana Program; alumni connection |
| TATA Institute for Fundamental Research | Mumbai, India | Khorana Program; other collaborations |
| University of Kelaniya | Colombo, Sri Lanka | Faculty exchange starting in 2019 |
| Indian School of Business | Hyderabad, India | Research Collaboration |
| Bharat Biotech | Hyderabad, India | Research Collaboration |

|  |  |  |
| --- | --- | --- |
| Delek Hospital | Dharamsala, India | Clinical Abroad Study |
| DNA Life | India, Asia | Research Collaboration |

**5. Outreach**: The Wisconsin International Resource Consortium (WIRC) formed within IRIS in 2021 to oversee and collaborate on Outreach activities across national resource centers (NRCs); its members include NRC Outreach Specialists, consultants from the Wisconsin Department of Public Instruction (DPI), as well as Geoff Bradshaw, Dean of International Studies at Madison College. While each Center maintains staff with a regional focus, the institutional commitment to Outreach has increased significantly through IRIS. The CSA Outreach Assistant is 50% supported by University funds. Major interdisciplinary outreach initiatives, such as World Languages Day, are supported by institutional commitments. **6. Students**: UW-Madison supports graduate students through out-of-state tuition remission, teaching opportunities, research assistantships, various fellowships like the Scott Kloeck-Jensen Award and the ID Fieldwork Awards, and administrative Project Assistantships. CSA uses endowment funds to sponsor an annual pre-dissertation travel competition for UW-Madison graduate students who work on SA-related topics.

In addition to the support described above, qualified graduate students are eligible for University Fellowships, Chancellor’s Fellowships, Dissertator Fellowships, Advanced Opportunity Fellowships (for minority students), Vilas Fellowships, and Wisconsin Distinguished Graduate Fellowships. CSA students are able to secure funding from the American Overseas Research Centers programs for language study and/or research in Bangladesh, India, Sri Lanka, and Pakistan. The newly expanded Fulbright-Nehru Fellowships in India and Higher Education Commission (HEC) Fellowships in Pakistan are also available to advanced graduate students, bringing many junior scholars from these countries to UW-Madison in recent years. On average, 2 UW-Madison students travel to SA each year on Fulbright fellowships; this year, 3

UW-Madison students have won Fulbright awards (Tyler Lehrer, Jeremy Manheim, Sam Helle).

UW currently has 26 Student Organizations focused on SA, including the Indian Students Association, Bangladeshi Students Association, Pakistani Students Association, Hindi-Urdu Language Association, and Sikh Students Association. These associations are open to all UW- Madison students. We invite these organizations to advise us in our programming so that we can be confident we are meeting the needs of our student body.

# Quality of Language Instruction

* 1. **Languages Offered**: UW prides itself on its campus-wide language instruction. A recent report from the Chronical of Higher Education ranked UW 2nd in the nation for awarding bachelor’s degrees in foreign languages, literatures, and linguistics, with over 40 languages offered during the academic year (AY). Best Colleges, a college ranking website, ranked UW 2nd in the nation and 1st among public universities for innovative foreign language learning. According to their website, UW-Madison was awarded this honor because of its position as “a leader in foreign language education and research.” The rankings by The Best Colleges also emphasized UW’s Language Institute (LI), a center that supports research and outreach related to the study of language.

ALC currently offers 6 modern (Hindi, Urdu, Tibetan, Tamil, Pashto, and Persian) and 2 classical (Sanskrit and Pali) languages during the academic year. Most learning in SA languages during the AY takes place on campus in traditional classroom settings, though UW Elementary Hindi is taught using CSA-supported blended course materials, which employ the Flipped Classroom model. Blended Urdu course materials and script tutorial videos are currently being developed and piloted. **South Asia Summer Language Institute (SASLI):** CSA has hosted SASLI since 2003, when it was developed by a joint action of the Title VI SA NRCs in

cooperation with the Department of Education (DoEd). SASLI is a consortium external to UW- Madison that is dedicated to training students, faculty, and professionals in the languages of SA. In 2022, 12 modern languages (Bengali, Hindi, Marathi, Gujarati, Nepali, Pashto, Dari, Punjabi, Sinhala, Tamil, Tibetan, and Urdu) and 1 classical language (Sanskrit) are being offered at the elementary and (for some languages) intermediate and advanced levels. CSA is directly involved in the management, development, and improvement of language offerings at SASLI, and the CSA AD serves as SASLI’s Academic Director. Following pandemic-related remote instruction, SASLI will continue to offer distance learning for a select number of students who, for well- documented reasons, cannot be present physically in Madison. **Student Enrollments:** AY enrollments in Hindi-Urdu are shown below. A FIG led by Dr. Sarah Beckham is expected to have a positive impact on language enrollments, in addition to a post-pandemic return to in- person instruction. SASLI enrollments are given on page 24.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Hindi | 42 | 60 | 67 | 45 |
| Urdu | 21 | 23 | 28 | 16 |

* 1. **Levels of language training:** Most languages taught during the AY are offered at four levels: years 1-3 and advanced readings or topics, taught in the target language. Students who wish to study languages at the intermediate and advanced levels must take language proficiency tests. In the AY, students in a PhD program must pass a language proficiency exam that is required as part of the preliminary exam process before advancing to dissertation candidacy. Each semester, language conversation tables are organized outside of class time for students at all levels to gain practice in speaking their target languages. During SASLI, most languages other than Hindi- Urdu are only taught at the elementary and intermediate levels to encourage students to enroll in advanced training through SA-based programs. There are no non-language classes taught solely in SA languages. **3. Number and Pedagogy Training of Language Faculty:** Apart from

Sanskrit, all SA languages in ALC are taught by non-tenured faculty members. Lecturers, teaching assistants (TAs), and Fulbright Foreign Language Teaching Assistants (FLTAs) are provided training with CSA’s AD, Sarah Beckham, a linguist trained in SA less commonly taught language (LCTL) pedagogy. SA language instructors also benefit from the presence of Dr. Erlin Barnard, who coordinates pedagogy training for other LCTLs during the academic year.

All language instructors are required to attend regular seminars on pedagogy topics that incorporate the latest methodologies for communicative and performance-based teaching.

SASLI is part of the newly-founded Wisconsin Intensive Summer Language Institute (WISLI), which incorporates all summer institutes on the UW campus, and in 2021 WISLI became a member unit within the ID’s new Language Program Office (LPO). WISLI Director Felecia Lucht holds a PhD in Second Language Acquisition and oversees the centralized pre- service pedagogy training for all summer language instructors. She is assisted with regional expertise by the SASLI Academic Director and Hindi-Urdu/SA LCTL pedagogy specialists, who conduct follow-up pedagogy sessions throughout the summer. Lucht has experience as a higher education language instructor and has trained many postsecondary language teachers. As a result of regular pedagogical training, language instructors during the academic year and in SASLI are able to learn and implement new and varied teaching strategies based on performance and proficiency. CSA also promotes awareness of programs and conferences, such as the National Council of Less Commonly Taught Languages (NCOLCTL) and the American Council on the Teaching of Foreign Languages (ACTFL), providing financial support for instructors to attend whenever possible. Since 2021, SASLI and CSA have jointly hosted the SA Language Teachers Association’s (SALTA) Annual Conference [*Bgt 53*], and SASLI provides full support for its instructors to attend (**AP2**). **4. Performance-based instruction, resources, and language**

**proficiency**: ALC language instructors, the AD, and the Pedagogy Coordinator work closely to utilize the most effective and up-to-date teaching methods. They implement performance-based approaches and measurable proficiency outcomes. Instructors use materials and classroom strategies designed to provide students with competency in reading, writing, speaking, and aural comprehension. In addition to in-class teaching, the development of computer-mediated course materials and the availability of web-based exercises, as well as target-language realia like newspapers and videos, allow students to practice their language abilities anywhere on campus. Dr. Beckham won two major grants to develop blended, open-access course materials for Elementary and Advanced Hindi, which have been instrumental to this end. Instructors are aided in the development of cutting-edge language materials by Learning Support Services (LSS) and the LI. Language conversation tables for each of the languages taught during the AY and summer have allowed students to interact with target-language speakers to improve their speaking and aural comprehension, and instructors frequently arrange extra-curricular activities to provide cultural context and a meaningful setting for target-language use. Since 2021, the LPO also administers the Regional Flagship Language Initiative (RFLI) program, which has developed open educational resources (OERs) to provide Hindi and Urdu language learners with training in cultural competency.

# Quality of Non-Language Instructional Program

* 1. **Courses in Professional Schools and Programs**: CSA faculty are directly or indirectly linked to all major fields and disciplines in the University. Courses relating to SA are taught by 64 faculty and staff in 33 departments (Appendix 3). UW-Madison offers close to 200 non-language courses that include at least 25% SA content, including in several of UW’s professional schools. In past funding cycles, 2 new courses were established in the School of Education (SoEd) with

input and budgetary assistance from CSA: “Globalization and Teaching: Dimensions for Curriculum Planning,” aimed at both undergraduates (UG) and graduate students, and “Globalization, World Regions, and Globalizing Education,” a course for incoming UGs considering a profession in K-12 education. In the 2022-26 cycle, we will continue to survey former students of these courses and build on existing strengths that solidify our collaboration with the SoEd to further internationalize the Secondary Teaching MA. The MBA in the Wisconsin School of Business (WSB) offers a Marketing and Business option that includes an annual trip to India, and the new International Business Certificate includes SA coursework and an International Business Majors (IMB) study abroad option currently being developed for India.

* 1. **Interdisciplinary Courses:** Many of the faculty who specialize in SA have joint appointments or teach interdisciplinary courses that meet the requirements of two or more departments. For example, incoming Director Cerulli’s course “Perfectible Bodies in Religion, Medicine, and Politics” combines history of science, religious studies, anthropology, and the study of race and ethnicity. AD Beckham’s course “Intro to Ecolinguistics” brings together linguistics, Indigenous studies, environmental studies, and international studies. These courses also fulfill UW’s Gen Ed requirements. There are several interdisciplinary centers and programs on campus, such as the Center for the Humanities and the Nelson Institute for Environmental Studies, which regularly feature SA-focused events and host Fellows from SA. In AY 2021-22, CSA is co-sponsoring two visiting faculty through the Artist-in-Residence Program: Arun Luthra (School of Music), who taught an interdisciplinary course on “The Universal Language of Rhythm: Explorations Through Konnakol and Black American Music,” and Judy Frater (SoHE), who teaches a course on sustainable design in collaboration with artisans from India. Former Director B.V. Mani is currently the Institute for Research in the Humanities (IRH) Senior Race, Ethnicity, and

Indigeneity Fellow (2021-5) for his interdisciplinary teaching and research project, “No Forwarding Address: The Global Novel in the Age of Refugees.” In this cycle, CSA will offer course development grants for interdisciplinary courses on the study of caste and related educational programming [*Bgt 54*]. **3. Teaching Faculty and Instructional Assistants**: Almost all our faculty teach both UG and graduate courses in addition to leading graduate seminars and advising PhD students. Many of our graduate students are able to teach through our TA program, which employs numerous SA-focused students per year. This builds students’ teaching experience and enhances their employment opportunities. **Pedagogy Training**: AD Beckham serves on the ALC Language Committee, where she provides ongoing support to the department in supervising, training, and evaluating TAs and instructors in performance and proficiency- based language instruction. UW policy mandates that all TAs take pedagogy training before and throughout each semester. The LI sponsors ACFTL Oral Proficiency Interview (OPI) training workshops for language instructors, and CSA provides support for language instructors to participate in workshops (and we have requested support for this in the upcoming funding cycle). TAs for non-language instruction are provided additional guidance from faculty during the semester. The annual campus-wide Teaching and Learning Symposium provides an opportunity for the UW instructional community to share best practices and discuss new learning and teaching practices and theories in a forum dedicated to enriching the student learning experience.

**4. Specialized course coverage**: CSA faculty offer in-depth coverage of SA in courses in their respective programs and departments. ALC is responsible for SA language instruction, and since 2019 the Department has offered a SA track in its major (Table D.1). Many departments and schools count more than one South Asianist among their faculty. Our Honorary Fellows Program (supported in-kind by the ID) regularly brings South Asianists to UW-Madison who share their

expertise with our students in our weekly lecture series and in guest lectures in specific courses, allowing all students access to leading scholars in the field. CSA also supports efforts to bring Scholars at Risk to UW-Madison, in addition to the Distinguished Lecturers program within IS, which annually funds a distinguished professional to teach upper-level area studies courses in the International Studies (IS) major. With specialization in SA, prospective new hires are based in ALC and History. History will begin its search in the next cycle, and ALC’s Jain Studies search is scheduled for Fall 2022.

# Quality of Curriculum Design

* 1. **Undergraduate Instruction:** UW-Madison ranked 14th among US public institutions for 2022 in the US News and World Report rankings. In 2021, the university ranked 31st among world universities, according to Shanghai’s Jiao Tong University’s Academic Ranking of World Universities, and 21st within the United States. With over 21,000 faculty members, a student-to- faculty ratio of 17 to 1, and just 20 students in the average class, students benefit from a personalized education. Students of SA at UW can choose from almost 100 courses in 33 departments to fulfill their major, minor, or certificate requirements. Below are the requirements for the newly introduced SA track in the ALC, as well as those for ALC’s MA and PhD programs.

|  |  |
| --- | --- |
| **Table D.1. Asian Languages and Cultures BA South Asian Degree Requirements** | |
| **ALC Undergraduate Degree: South Asian Studies Track** | * Introductory “Gateway” Course—ALC 100 (3-cr) * Intermediate South Asian Language Courses— two-three courses (min 8-cr) * Breadth: South Asian Social Science Elective—three courses (9-cr) * Breadth: South Asian Humanities Elective—three courses (9-cr) * Capstone Experience—one 300-level+ South Asian course or presentation at ALC Undergraduate Asian Studies Student Symposium (3-cr) |

The Undergraduate Certificate in South Asian Studies remains administered through CSA:

|  |  |
| --- | --- |
| **Table D.2. Undergraduate Certificate Requirements** | |
| **South Asian Studies Certificate** | * 21 credits * 1 Introductory course- 3 credits * 1 Advanced/Capstone - 500-level or above course -3 credits |

|  |  |
| --- | --- |
|  | * Maximum 6 credits of language |

UW-Madison offers a type of course cluster known as FIG: a first-year interest group. A FIG consists of a maximum of 20 incoming UGs who take three courses together in their first semester at UW-Madison. The professor of the main course, comprised only of FIG students, serves as a mentor to the students for that semester. The 2 other courses are often larger classes in which the 20 FIG students have their own section and TA. FIGs are an enormously popular way of encouraging new students to explore topics they might otherwise shy away from, and they often include a language component. Students who enroll in SA-related FIGs feed into our UW-India study abroad program, FLAS award program, and summer language institutes.

Margaret Hawkins, Professor of Curriculum & Instruction, leads the “Globalization and Teaching: Dimensions for Curriculum Planning” FIG. This FIG explores educational issues in the context of globalization and includes opportunities for UGs to collaborate with researchers in India. ALC Professor Gudrun Bühnemann teaches a popular FIG on yoga and is exploring possible connections to Hindi-Urdu. AD Beckham will be offering a new FIG, “Language and Identity in South Asia,” which is linked with Environmental Studies and Hindi-Urdu.

In CSA we run a 1-credit IS course for UGs to incentivize students to learn more about SA. Students attend the CSA weekly lecture series, participate in discussion groups, and then produce a weekly response paper. Course enrollments are high, and students from STEM fields are particularly keen to take this course as it provides them with an accessible opportunity for Humanities and IS exposure.

* 1. **Academic and Career advising**: UW has a strong tradition of student advising that provides consultation for all students, from prospective to alumni. CSA, ALC, and the LI provide informational materials on SA Studies at UW that have drawn numerous UGs into language and

culture classes and the CSA UG Certificate. Advising for the UG Certificate in SA Studies is done by the IRIS Assistant Director for Students and Curriculum, Lindsey Bliefernicht, in consultation with the CSA AD.

To learn about careers in government, UW regularly invites federal agencies to campus, and CSA has sponsored and facilitated talks from the Central Intelligence Agency and the National Security Agency. The UW Career Advising Service SuccessWorks has developed an International Careers Boot Camp (ICBC) in collaboration with the Area Studies Centers. In the coming cycle, we request funding to continue offering ICBC workshops through CSA that include: (1) An introduction to “international” careers; (2) short presentations by on-campus representatives of SuccessWorks, the Language Institute, International Internships Office, Peace Corps, etc.; (3) Off-campus resources – primarily web-based – will be presented to students; (4) A discussion of best practices related to cover letter and resume writing for international careers; and (5) An alumni career panel [*Bgt 62,76*].

WISLI holds annual Career Fairs during the summer, inviting multiple stakeholders, including government agencies and local businesses, such as the local medical software giant Epic. Having these Fairs in the summer has the benefit of reaching students from universities across the US, most of whom are not at schools with NRCs and do not have access to the same level of federal support available at UW. The Fairs are open to anyone interested in learning about career opportunities with LCTLs [*Bgt 68*].

* 1. **Training Options for Graduate Students:** Graduate students who wish to focus on SA can do so with 64 faculty and staff in 33 departments who work on and teach about this region. CSA has awarded FLAS fellowships to a number of students in Professional Schools. The new International Business Certificate (with a prospective India study abroad option) is discussed on

p.17. ALC offers an MA that allows students to focus on advanced training in Languages and Literatures, Civilizations and Cultures or Religions of Asia (see Table D.3). For doctoral students, ALC offers the same three options with additional course requirements (see Table D.4).

|  |  |
| --- | --- |
| **Table D.3 Asian Languages and Cultures Master’s Degree Requirements** | |
| **ALC MA**  **Total Credits: 30** | * At least 21 credits in Asia-related graduate courses in ALC or elsewhere on campus. * At most 9 credits of other graduate courses as approved by the advisors.   6 semesters of study of an Asian language or 4 semesters of study of two Asian languages, or the equivalent level of proficiency as established by examination by department faculty and staff.   * Student may select to revise two research papers completed during their graduate career and give an oral presentation to the committee; or submit a thesis and give an oral presentation to the committee. |

|  |  |
| --- | --- |
| **Table D.4 Asian Languages and Cultures Doctor of Philosophy Requirements** | |
| **ALC PhD**  **Total credits: 51 (30 from MA above)** | * At least 15 credits in Asia-related graduate courses in the department or elsewhere on campus * At most 6 credits of other courses as approved by the advisors. * Preliminary exam must be taken one semester after completing coursework. * A dissertation must be approved within one year after completing preliminary exams. An oral defense of the proposal will be evaluated by the committee. * Students have five years to defend and deposit their final doctoral dissertation. |

**FLAS**: For over a decade, CSA has held Student Symposiums where FLAS recipients presented papers on their research. This seminar has been expanded to include undergraduate FLAS awardees, and it provides the Center a unique opportunity to evaluate the progress of our FLAS recipients. We continue to hold these student symposia annually [*Bgt 49*].

* 1. **Research and Study Abroad:** Several UW Study Abroad programs have been available to students who want to experience SA first-hand. Enrollments are shown in table D.5. The sites of Varanasi and Delhi have benefitted from site visits by CSA staff: former Director B.V. Mani, Director Anthony Cerulli, AD Sarah Beckham, and LPO Director Hammond have all visited the sites in the last 5 years.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table D.5. # of students travelling to South Asia on Study Abroad programs** | | | | |
| **Program/Academic Year** | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| UW-In-India (Varanasi) | 8 | 10 | --- | --- |
| SAFLI | 18 | 17 | 4 | --- |
| **Program/Summer** | **2018** | **2019** | **2020** | **2021** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Nepal Global Health | 19 | 1 | --- | --- |
| Sri Lanka Global Health | 11 | --- | 12 | 16 |
| Delhi Language and Internship | 12 | --- | --- | --- |
| Global Gateway (Delhi, India) | --- | 15 | --- | --- |

The UW-Madison College Year in India program was started in 1961, with a language- training site in Varanasi. In 2010, in response to student feedback, the program was reconceptualized as “UW-in-India” to include semester-only options, and it became open to students from all US universities. The inception of a new study abroad program in New Delhi, India began in 2018. This 8-week program was designed with two components: a language track primarily aimed at Project GO (PGO) students (though all students can attend) and a new business and economics track. This track has offered business internships and courses geared for business and economics students. The emergence of the pandemic forced the cancellation of all programs globally by March 2020, as we worked with our students to achieve their safe return and coordinate the continuation of coursework through virtual means. We have since established protocols and processes to determine the mitigations that need to be in place for on-site programming to return, while also exploring alternate programming for our students, including virtual and domestic opportunities. On-site programming returned to a select number of locations abroad and domestically in July 2021. In fall 2021, UW’s International Academic Programs (IAP) re-opened more programs to more participants, with record applications from students planning for spring 2022. Health and safety measures remain our top priority as we continue to navigate the global pandemic, re-engage our portfolio of programs, and assess new opportunities as they arise to best support student and campus academic needs. Two UW-in-India Faculty Liaisons, Director Cerulli and AD Beckham, are working closely with IAP to safely re-establish new study abroad programming in India. South Asian Flagship Languages Initiative (SAFLI) programming is expected to return to India in Fall 2022.

UW also runs faculty-led Global Health courses in Nepal and Sri Lanka, which have pivoted to virtual study abroad options during the pandemic, and a new course in India is being planned. Several UW faculty have established formal links to SA universities to carry out research and provide resources to graduate students (see table A2). In addition, IAP runs faculty-led summer study abroad courses through the Global Gateway program, providing full funding to UW students from diverse backgrounds (in their first or second year of college) with demonstrated financial need. In 2019 Director Cerulli led 15 students to north India and taught “Religions in Practice in Contemporary India;” ALC Professor Gudrun Bühnemann is scheduled to lead a Global Gateway course in India in the next funding cycle.

Study Abroad at UW-Madison is encouraged by two scholarship programs: General Study Abroad Scholarships (which are open to all, though students indicating financial need will be given preference) and the Study Abroad Scholars program for which at least one of the following criteria has to be met: first-generation college student; first time abroad; need-based; STEM majors (science, technology, engineering, and math); cumulative GPA above 3.8. CSA has its own scholarship, the Joe Elder Study Abroad fund, which is administered by IAP.

The International Internship (IIP) Office at UW-Madison administers worldwide internships. Students also can gain valuable training experiences abroad through internship programs in SA, facilitated by the UW-Madison IIP. In 2018-19, 5 students interned in Nepal (#3 location for internships abroad that year), and 1 in India. Since the program began in 2010, 29 students have interned in India, 14 in Nepal, and there were 4 virtual interns with an organization in Nepal in summer 2021. IIP continuously expands internship opportunities in SA, meeting with organizations in India and Nepal for new in-person and virtual opportunities with organizations, such as the Sehgal Foundation, and a previous host, the Women’s Education Project, which will

accept virtual interns in spring 2022 and hopes to take in-person interns again moving forward. IIP is also exploring an opportunity with an alumnus at Teach for Nepal, given the interest in teach abroad internship opportunities through the program. Scholarship support from both CSA and the 4W (Women, Wellbeing, Wisconsin, and the World) Initiative for our India and Nepal- based internships have helped drive interest. In addition to the internships developed by IIP, students have also found their own opportunities and worked with IIP to receive credit and scholarships for internships in SA.

UW-Madison students can also participate in study abroad programs run by American Overseas Research Centers and Fulbright in SA. For example, Urdu language training is available in Lucknow, India through AIIS and Bengali is available in Dhaka through AIBS. Through AIIS, our students can study various LCTLs in India, and for summer study they are eligible for FLAS.

With Title VI funding, we aim to invite our faculty to travel to SA to explore further internship and study abroad opportunities for UW-Madison students. The recently proposed IBM program in India is one example in the development phase. Run through the WSB and spearheaded by CSA faculty member Sachin Tuli, this program would be the first of its kind in the US and it would fulfill the WSB’s new International Business Certificate requirements [*Bgt 33*]. All UW students are also allowed to participate in non-UW programs. When they do, they do not maintain their registration on campus, but transfer their credits back to UW-Madison.

Finally, the Peace Corps returned to SA in 2012 when it reopened its Nepal program.

UW-Madison has a dedicated Peace Corps office and retains its position as the US’s top producer of Peace Corps volunteers. **Summer Language Programs:** SASLI has been described at length in this proposal. Since 2017, SASLI has been part of WISLI (see p.7), now under the

ID’s new LPO. Following the transition back to in-person instruction, WISLI will continue offering a synchronous distance language program for students in special circumstances. With support from LSS at UW, WISLI has developed a progressive approach to distance learning that works in any classroom on campus.

# Quality of Staff Resources

* 1. **Teaching Faculty and other Professional Staff:** CSA faculty have in the past five years produced a total of 364 publications (a selection of which are showcased in the CVs in Appendix 3), 9 videos and films, and supervised 132 PhD and MA students. Appendix 3 demonstrates our faculty’s high academic record and superior and broad-ranging language skills (many of our faculty boast 3 or more languages). Most of our faculty increasingly cross regional boundaries in their research, within SA, across other regions of Asia, and around the globe. Professor of Anthropology and former CSA Director J. Mark Kenoyer, for example, is an expert of archaeology in Pakistan and India. But he is also involved in projects in China and Oman. Professor of History Viren Murthy’s work is explicitly trans-Asian, covering the history of pan- Asian movements from Japan to India. Dr. Sumudu Atapattu of the Human Rights and Global Legal Studies programs works on climate and environment in India and Sri Lanka. Professor Priya Mukherjee focuses on economic development in SA (India, Bangladesh) and Indonesia. All of our language teaching staff either hold PhDs, have advanced degrees, or are doctoral students, and all benefit from ongoing pedagogy workshops to ensure their methods and standards are up-to-date (see p.10) and advancing. The addition of pedagogy specialists on campus who are partly dedicated to producing new language pedagogy materials has greatly enriched our language program. **Professional Development Opportunities:** CSA maintains memberships in the American Institutes of Afghanistan, Bangladesh, Indian, Pakistan, and Sri

Lankan Studies and the Association for Nepal and Himalayan Studies, in addition to the Association for Asian Studies, each of which provides opportunities for faculty and students to compete for overseas research grants [*Bgt 78*]. Other professional development opportunities are provided to CSA faculty through UW-Madison Course Development Grants and Sabbaticals, and the Wisconsin Alumni Research Foundation and the Graduate School fund our faculty for research and travel. UW also offers professional development to the teaching community through the new Center for Teaching, Learning, & Mentoring, which supports instructors in enhancing student impact and engagement. In the next four years, CSA will fund Director and AD travel for area studies-related conferences [*Bgt 32*], as well as for faculty wishing to strengthen linkages with Institutions of Learning in SA, and explore internship and study abroad opportunities for UW students [*Bgt 33*]. For UW’s language instructors, CSA offers professional development opportunities by funding their participation in workshops, such as the LI’s OPI workshop (2019), University of Chicago’s Language Center LCTL trainings, and MSU’s Mellon LCTL initiative workshops [*Bgt 34*]. **Teaching, Supervision, and Student Advising:** Most CSA-affiliated faculty are required to teach two courses per semester and maintain office hours each week to meet with graduate advisees and students in their courses. Generally, this will be a minimum of 4 hours per week or 60 hours per semester. MA and PhD advising involves regular meetings and reading proposals and drafts; total advising time averages around 90 hours per semester per faculty. **2. Staffing and Oversight Arrangements:** CSA Director Anthony Cerulli and AD Sarah Beckham are the Faculty Liaisons for the UW-in-India Study Abroad program, and Dr. Beckham also serves as the Academic Director of SASLI, SAFLI, Regional Flagship Language Initiatives (RFLI), and PGO. She provides training and consultation to the SA language instructors, observes their classes, and advises instructors on the development of

teaching materials and methods. She has been the key developer of the Blended Hindi program that was piloted at SASLI in 2017 and will be scaled up to Urdu in 2022. CSA Assistant Director for Outreach and Conference Coordinator Andrea Fowler is a PhD Candidate in the School of Music**.** LPO Director Laura Hammond (MBA, University of Wisconsin-Whitewater) serves as the US Administrative Director for AIPS. She has extensive work and travel experience in India, Bangladesh, and Pakistan. There are currently two full-time staff in the Library who handle items pertaining to SA. The Bibliographer, Dr. Todd Michelson-Ambelang (PhD, UW-Madison), orders items, teaches courses, gives lectures, and acts as a liaison to CSA and affiliates. SA Languages Cataloguer, Jonathan Durr, recently presented his work at the Committee on SA Libraries and Documentation (CONSALD) and serves as a national resource to junior SA librarians and cataloguers. There are three part-time administrative staff members in CSA: a financial specialist (who doubles as the Travel Coordinator) and two program assistants.

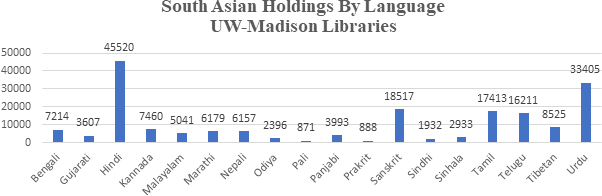
Importantly, we benefit from staffing in IRIS, which provides us with three cross-regional Assistant Directors in advising, awards, and budget management, as well as with Program Assistant support. The Faculty Director of IRIS is Professor Patrick Rumble, a former ASC Director (European Studies). The CSA Director is elected every three years by CSA faculty and appointed by the Dean of the ID. Oversight of the Center’s activities is provided by the Faculty Advisory Committee (AC), which currently includes professors from History, ALC, Environmental Studies, Business, and College of Agriculture and Life Sciences (CALS). The SA Bibliographer and Director of the LPO also serve on the AC. CSA core faculty members serve on the Annual Conference and FLAS committees to provide oversight of other CSA activities.

For outreach, CSA is aided by a Teacher Advisory Panel (TAP), made up of 10 K-12 teachers and the Assistant Director for Outreach. TAP approves CSA’s outreach programming. Research

and Sponsored Programs has approved the enclosed Title VI budget proposal. **3. Non- discriminatory Employment Practices:** All position vacancy listings at UW include the following notice: “UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.” The application process for academic staff, civil service, faculty, or student positions is “blind” in that no information is requested regarding race or ethnicity, religion, gender, disabilities, or sexual orientation. Applicants are ranked and selected on qualifications only. All new hires include a written report to HR to demonstrate that we have complied with equal opportunity/affirmative action requirements. AD Beckham has served on LPO’s Diversity Equity & Inclusion Committee and on the UW’s Diversity Forum Committee, which organizes speakers, workshops on Implicit Bias, and diversity training for all UW faculty and staff. Our office currently employs 4 women and includes 4 staff of color and a senior citizen.

# Strength of Library

**1a.** Library Holdings and financial support: In the past four years, the Library holdings for SA have increased to ~420,000 volumes with support from the University and from CSA. 45% of the SA imprints (~188,200) are in one of 18 SA languages (table F.1). Current collecting focuses on Hindi, Urdu, Telugu, Tibetan, Pali, and Sanskrit acquired primarily through the US Library of Congress Field Offices in New Delhi and Islamabad. The Library maintains over 1100 serial titles from SA with many related titles coming from the US and Europe; subscriptions to these serials are increasingly becoming electronic-only. The Library also collects language materials, literatures, and films in other languages in smaller numbers, especially to aid students who take part in the summer language programs offered through CSA.



**Table F.1: South Asian Holdings By Language**

The library has been working with Professor Aparna Dharwadker in recent years on a database of citations of plays from SA, in various SA languages. This database works in tandem with our niche collection of SA theater materials which number over 700, not including numerous plays. This database will be available on UW’s Digital Collections website, and will be available to users the world over. Other archives are mentioned on page 26.

The GLS supports the SA collection with a personnel budget of ~$150,000. CSA allocates funds for the acquisition of highly specialized resources. In addition to purchasing materials, the Library continuously benefits from donations of books, films, slides and other forms of media. For example, the libraries received a Tibetan manuscript from the widow of an alumnus of the University of Wisconsin-Madison in January 2022.

The SA Bibliographer, Dr. Todd Michelson-Ambelang, has an MA in Library and Information Studies, as well as an MA in Scandinavian Historical Linguistics and Language Policy and a PhD in Scandinavian Philology and Disability Studies. His education in linguistics, dialectology, and culture of language has allowed for him to investigate the complex aspects of subcontinental languages as well as focus on the under-represented, such as a small collection of materials about and by SA Indigenous people collected by former post-graduate resident librarian Maij Xyooj. A new area is a collection of modern Tibetan popular materials for

scholars, students, and members of the local diasporic community. Dr. Michelson-Ambelang continues to offer workshops and classes on how best to use the collections mainly for UGs and graduate students. **1b. Reciprocal access to information:** The UW Libraries have several cooperative arrangements as set out in Table F.2.

|  |  |
| --- | --- |
| **Table F.2 UW-Madison Library co-operative arrangements** | |
| **South Asia Open Archive (SAOA)** | A consortium that seeks to preserve and make available rare materials from SA in micro-format. |
| **Urdu Research Library Consortium (URLC)** | A consortium that purchases, preserves and makes available unique Urdu language materials within SA. |
| **Digital South Asia Library (DSAL)** | From funding part of the *Guide to the Indexing of South Asian Periodical Literature* through which it is linked |
| **Committee on Institutional Cooperation (CIC)** | Cooperation amongst the “Big Ten” universities and the Universities of Chicago and Illinois at Chicago |
| **Council of University of Wisconsin Libraries (CUWL**) | Providing cooperation across the University of Wisconsin state system |
| **Center for Research Libraries (CRL)** | In addition to facilitating projects such as SAOA, this provides unique acquisitions and access services such as the “Demand Purchase” and “Shared Purchase” programs. |
| **South Asia Archive** | This database contains millions of pages of digitized primary and secondary materials in a diverse range of subject areas on SA (humanities and social sciences) in a mix of English and vernacular languages dating back to the 18th century up to the mid-20th century. |

The UW’s ILL service is one of the library’s most utilized services; UW is one of the country’s largest ILL lending libraries. ILL offers free access to materials needed for coursework and scholarly research which are not available within the UW-Madison or UW System collections. **2. Access:** The GLS collections are open to the public. In addition to agreements for affiliates of UW-System schools, borrowing privileges are extended to state, county and city employees, affiliates of local colleges, faculty from WI’s private colleges and K-12 educators**.** For a nominal annual fee, WI residents and corporations can also gain borrowing privileges. Anybody may enter the library and use collections in person once a week, without payment. All items in the UW Digital Collections are open to anybody with an internet connection, and access is guaranteed through state law. Committee on Institutional Cooperation (CIC)-affiliated graduate students and faculty can avail themselves of reciprocal access and borrowing privileges.

# Impact and Evaluation

* 1. **Impact on the university, community, region and the nation:** In the past 10\* years, UW has contributed to the pool of US specialists on SA through the training of the following numbers of students in Asian Studies Majors, ALC UG Certificate in SA Studies, and interdisciplinary South Asianists:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2011-2021** | **Bachelor’s Degrees** | | **MA Degrees** | **Doctoral Degrees** |
|  | **Major** | **Certificate** | **Major** | **Major** |
| **# of students** | 51 | 75 | 72 | 77 |

\* We have reported statistics for the past ten years as the Department of Asian Languages and Cultures has been restructured for the last 5 years and so the numbers of the last 5 years are not truly representative. With the new South Asia track (see section D) in place, enrollments are set to significantly increase.

In the last 5 years, 33 students from across the nation have completed the UW-in-India program, including language study and completion of an individualized research project. ALC has improved the pool of US language specialists by training students in elementary to advanced levels of Hindi (302) and Urdu (111) in the academic year.

SASLI has contributed to the pool of language specialists in the last 10 years by training a total of 902 students in the following languages, most of which appear on the Areas of National Need lists: Bengali (48), Hindi (325), Malayalam (6), Nepali (1), Pashto (25), Sanskrit (161),

Sinhala (33), Tamil (62), Telugu (17), Tibetan (35), and Urdu (85). The ratio of undergraduate to graduate at SASLI is ~1:1.5.

Surveys from the past four years demonstrate that our Annual Conference on South Asia (ACSA) has had a tremendous impact: 95% of respondents said they would return and 80% said they would recommend the conference to others. 94% of respondents said they were very satisfied or satisfied with the quality of the panels. The international impact of our conference is shown by the growing number of internationally-based scholars who participate each year:

approximately one-third of conference attendees travel to Madison from abroad, and 31% of conference participants were from outside the U.S. in 2021. Many of the speakers for the Conference Keynote Address, Plenary Session, and Performances are public figures representing diverse backgrounds with appeal to a wide range of communities. As we plan the 50th ACSA in 2022, we look to celebrate these contributions to the field and support the innovations to come.

The Standardized Wisconsin Evaluation Plan for Title VI Centers (SWEPT) survey discussed below shows that of the CSA alumni who responded, 20% are in government service, 25% work in private business, and 61% have careers in education.

Tables H.1-3 (p.33) detail the impact of CSA programming in the last 4 years. CSA regularly receives incoming requests for outreach and all CSA staff and faculty routinely present to campus partners, such as the Naval ROTC, as well as the community-at-large on SA-related topics of their expertise. Mou Banerjee (History) and B. Venkat Mani (GNS) recently gave public media talks on the refugee crisis and evacuation from Afghanistan, for example, and Director Anthony Cerulli (ALC) is a speaker on the history of medicine and religion in India for UW’s Badger Talks, which illuminate the breadth and diversity of the Wisconsin Idea throughout the state of WI through lectures and discussions by UW faculty. **2. National Need**: Since 2012 UW-Madison has been a host site for PGO, a Department of Defense (DoD) initiative aimed at improving the language skills, regional expertise, and intercultural communication skills of future military officers. PGO offers funding to ROTC students for summer domestic language study and AY and summer study abroad. The AD serves on the Steering Committee and Selection Committee of PGO.

Our weekly lecture series in CSA regularly includes speakers whose work addresses national security issues using diverse perspectives. In the past 4 years, we have hosted lectures

and panels on the India-China border, SA Beyond the Humanities, citizenship legislation, farmers’ and land rights movements in SA, the state of democracy and citizenship in India, and the impact of climate change on public health (and this is just a small sample). All CSA lectures are free and open to the public, and most are recorded and uploaded onto the internet, available to all. Our new YouTube channel already has 305 subscribers; our target for the next year is 350. Many of our posted talks have received over 350 views each, and counting.

All UW Digital Collections have open access, such as the Bhopal Archive (Law School), the South Asian Feminist Poster archive, The Nonviolence Project, and the Punjabi Language Archives. These legal, political, and historical archives are free and open to everyone. **3. Equal Access**: Diversity is integral to UW’s vision, which builds on pre-college programs and financial aid to recruit and retain students from under-represented groups and uses post-doctoral fellowships and target-of-opportunity hiring to increase faculty and staff diversity. CSA remains vigilant in providing equal access and treatment for eligible students and program participants.

To comply with Section 427 of GEPA, we have consistently followed a policy to promote the full realization of equal access and opportunities for minorities, women, and persons with disabilities (please also see our separate GEPA 427 statement). Our Vice Provost for Diversity and Chief Diversity Officer ensures that non-discriminatory practices are upheld at all levels at UW-Madison. The University complies with Title IX and Clery requirements. **4.**

**Comprehensive Evaluation Plan:** In 2010 with other UW NRCs and funding from the ID and the Provost’s office, we created the SWEPT. Initially designed by UW Sociology Professor Ted Gerber, a survey design specialist, this plan led to the creation of two replicable surveys, each carried out at intervals described below. ***The Global Learning Outcomes at Wisconsin Survey (GLOWS)*** surveys all sophomores and seniors currently enrolled at UW to measure the on-

campus impact of the programming of UW NRCs. Its questions go to the heart of student engagement with our Center: knowledge of Center programming and courses, use of FLAS and other fellowship opportunities, international career ambitions, study abroad plans and experiences. The second survey, the ***Area Studies Alumni Survey (ASAS)***, surveys all known graduate alumni of all UW NRCs to obtain their sense, after establishing themselves in careers, of the value of each facet of the programming of the center: advising, language courses, area studies courses, FLAS and other fellowships, lectures and workshops, etc. In addition, ASAS obtains quantifiable data on the careers and international engagements of graduate alumni at various stages of their post-university lives. We conducted ASAS 2 in Fall 2021. Its results are encouraging: 100% of recent graduates who had some interest in international affairs were aware of CSA, with 47% of respondents indicating they were “highly aware” of CSA’s programming. In terms of language and cultural events, CSA ranks high both in terms of attendance and evaluations of quality. Based on ASAS 1, CSA adjusted its programming to include more professional development events, exceeding the target increase to 43% of all CSA alumni who reported that CSA was critical to assisting them in securing employment post-graduation. By design, ASAS repeats on a ten-year cycle, meaning that we will administer ASAS 3 in 2031. A ten-year cycle for a survey of alumni is most appropriate because it captures graduates at various phases of their careers. We have also worked with the Wisconsin Language Roadmap Initiative (WLRI) (see p. 32) to improve and innovate our students’ preparation for careers in government and business. GLOWS, our survey of current sophomores and seniors, happens more frequently because we adjust our programming to the actual needs and perceptions of current students.

Thus, we administer GLOWS every 3 years. Due to pandemic-related disruptions, GLOWS 3 will occur in Spring 2022, and GLOWS 4 will be conducted in the next funding cycle in 2025.

Data, findings, and evaluation plans developed from GLOWS 1 and 2 and ASAS 1 and 2 are discussed below.

Impact and evaluation are about devising systems for measuring programming effects and modifying plans in light of results, and the foregoing brief description of SWEPT shows that we have a solid impact evaluation system in place. Our plans for 2022-26 build on this system. We have presented SWEPT in a multitude of settings, including twice to International and Foreign Language Education (IFLE) staff and twice to an assemblage of the directors and staff of all funded NRCs nationwide, to very positive acclaim.

The cornerstone of our evaluation plan in this grant period is to administer GLOWS 4 in 2025 and the new Impact of COVID19 on NRCs (ICONS1), which will survey attendees in all CSA-related activities in 2023, 2024, and 2025 to assess the impact of pandemic-related shifts in programming. This work will be done by the Wisconsin Survey Center and the Office of Strategic Consulting, under the supervision of a neutral third party. CSA will continue to use the results of these surveys to adjust future programming, in consultation with the faculty AC.

In addition to SWEPT, we evaluate Teacher Training Programming in part through an International Research and Studies (IRS)-funded evaluation program carried out by WISLI and the LI. All SASLI classes have instructor and TA evaluations twice in the course of the summer. SASLI requires every eligible student to do pre- and post-institute ACTFL OPIs, and students participating in the IRS study complete several rounds of interviews and surveys for data tracking. We comply with protocol to measure pre- and post-course language proficiency for all FLAS fellows, as well as track FLAS fellows post-graduation. In the 2022-26 cycle, we will continue to evaluate alumni from the courses in the SoEd that we helped create in the last two cycles and thus build on existing strengths to further solidify our collaboration. **Recent**

**responses to survey data.** Table G.2 shows both how we were able to improve our programming after receiving the results of GLOWS 2 and ASAS 2 and how we plan to build on these results. The first line indicates the baseline for increasing awareness of our activities among ALL undergraduates at UW. This is a challenge we will continue to address in 2022-26 by actively reaching out to students across the UW campus. Exposing ALL students to our programming and funding options remains a top priority. Lines 1-4 show we were able to sustain or increase participation among those students aware of CSA: for UGs, awareness of FLAS went up to one-third, and 41% of those UGs who were aware of our programming reported having been helped by it “somewhat or more” in their careers. This figure saw an over 20% increase among grad alumni from ASAS 1 to ASAS 2. 64% of UGs who know about us find our communication methods “effective,” with a nearly 20% increase among grad alumni. We will improve on all these figures in the next cycle.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table G.2. Aspects of CSA Evaluation Plan using SWEPT surveys** | | | | |
| **Goal** | **Metric** | **Baseline Source & Data: GLOWS 1**  **(2013) and ASAS 1**  **(2011)** | **Data in GLOWS 2 (2016) and ASAS 2**  **(2021)** | **Target Assessment Data GLOWS 3 (2022) and**  **ASAS 3 (2031)** |
| Increase | Students | Current UGs: 15% | Current UGs: 16% | UGs: 30% |
| awareness of | reporting some | Grad alumni: 98.9% | Grad alumni: 100% | Grad alumni:100% |
| CSA among | awareness of |  |  |  |
| ALL students | CSA |  |  |  |
| Increase | Students | Current UGs: 64% | Current UGs: 64% | UGs: 75% |
| knowledge of | reporting our | Grad alumni: 66.6% | Grad alumni: 85.5% | Grad alumni: 90% |
| programming | communication |  |  |  |
| among those | methods are |  |  |  |
| students aware | “very” effective |  |  |  |
| of CSA | or more |  |  |  |
| Increase | CSA students | Current UGs: 27% | Current UGs: 32.2% | UGs: 40% |
| participation of | reporting | Grad alumni: 81.2% | Grad alumni: 82.9% | Grad alumni: 85% |
| students in | awareness of |  |  |  |
| CSA activities | AY FLAS |  |  |  |
| Increase # of | Students | Current UGs: 32% | Current UGs: 41% | UGs: 45% |
| students who | reporting being | Grad alumni: 24% | Grad alumni: 46.4% | Grad alumni: 50% |
| report being | helped |  |  |  |
| helped to look | “somewhat” or |  |  |  |
| for a job | more from CSA |  |  |  |
|  | looking for a |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | job after graduation |  |  |  |

**5-7. National need placement and efforts to increase numbers:** Our alumni records show that over 75% of graduate FLAS alumni continue in education, typically as lecturers, professors, or researchers. As all our FLAS languages address national needs, our track record is good. We take the proposed career of FLAS Fellowship applicants into consideration when ranking applicants for awards. The FLAS Committee considers the need to train students who will terminate at the Master’s degree level and contribute to the needs of US government and business, as well as education. In the last four years, we have awarded 48 summer FLAS awards for critical languages and 39 AY FLAS awards for SA languages, showing our impact on educating professionals in the languages in areas of national need. Among the FLAS alumni of the last 10 years whom we have been able to track, 25 are employed in the non-governmental sector or professional jobs (health, law, business, and journalism), 4 have entered into government work, 2 work in K-12 education, while the remainder have pursued academic careers and further studies. The 2010–18 FLAS Tracking Survey suggested that while only 19% of FLAS alumni use their FLAS language in their work, 37% use their FLAS area studies training daily in their current position. Boren alumni from the UW SAFLI program report that their language skills have helped them obtain government employment, and all unanimously report using their intercultural skills daily. In other words, the soft skills of language study and regional expertise benefit students in multiple, but not always predictable ways.

Over the past 4 years, we have seen an increase in the number of FLAS applicants who are applying to UW-Madison for professional degrees. Some alumni stories are given in Table G.3. We would like to highlight two particular success stories as examples of how CSA has helped students become specialists in their field: Vijay Limaye (PhD Environmental Studies, 2014) was

awarded a FLAS (2011-12) to study Advanced Hindi. After working for Environmental Protection Agency, Vijay accepted a Science Fellow position at the Natural Resources Defense Council, where his research focusing on the impact of climate change on global health is regularly featured in media outlets such as the Washington Post. As part of his outreach work, Vijay also participates in public science education projects in India, which he would be unable to do without the Hindi-language skills he advanced through FLAS fellowships.

In 2018-19, Hannah Lider (BS Biomedical Engineering, 2018) was on a Fulbright scholarship working with Barefoot College in Tilonia, Rajasthan to develop an effective, low- cost device for measuring hemoglobin, as well as implementing a solution for digitizing health record storage. When Lider applied to Barefoot College as a potential research site, she was informed that researchers who do not speak Hindi would face major barriers. Fortunately, Lider is a former FLAS student who completed 8 semesters of Hindi while at UW-Madison and so was eminently qualified to complete her project in the community. She is now pursuing a career in global health, and both Vijay and Hannah return to UW to participate on alumni career panels.

We have listed a sample of other success stories below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table G.3 Examples of specialists as a result of FLAS** | | | |
| **Name** | **FLAS date / language** | **Study Program** | **Current career/Education** |
| Sarah Calhoun | 2009-11 Hindi | Library Science | South Asia Asst. Curator, Yale University |
| Rachael Goodman | 2011-12 Hindi | Anthropology | Asst. Professor, Global Development Studies, Mercer University |
| Lydia Greve | 2013-15 Hindi | International Studies | Project Officer, World Organization for Animal Health (OIE) |
| Lauren Lauter | 2016-17 Hindi | Curriculum & Instruction | Consultant, WI Department of Public Instruction |
| William Cocke | 2017-18 Urdu | Mathematics | Lieutenant, Army Cyber Command |
| Mahima Bhattar | 2020-21 Hindi | Sociology | UW Applied Population Lab, Data Analyst |

Role models are an essential part of career guidance and so we aim to increase the alumni we bring to UW to speak to our students. As our SAFLI alumni begin their government service,

we now have a growing pool of speakers we regularly invite to talk about their language learning and work experiences. Our close collaboration with the Boren and Flagship programs also means we have access to government officials who are willing to visit UW.

The WLRI is a project facilitated by the LI in the last cycle to ensure that Wisconsin’s future citizens can effectively compete in interconnected global markets, engage with diverse local communities, and participate in professional and personal networks that cross linguistic, cultural, and national boundaries. The long-term goals of the initiative are to prepare Wisconsin students to be workforce- and community-ready with advanced proficiency in one or more languages in addition to English and, in doing so, enhance the economic competitiveness and vitality of Wisconsin. WRLI recommendation 2.2.d specifically states the need to “increase access to less commonly taught languages—including heritage, community, and Native American languages— based on business, community, and student interests and needs.” We have worked with LI to review the first round of WLRI data and reports and now participate in their new project, UW Madison’s Languages Initiatives, to make recommendations that ensure our students will receive preparation in language training for their future careers.

# OUTREACH ACTIVITIES

Tables H.1-3 detail the impact of CSA programming in the last 4 years:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table H.1 CSA Outreach data 2018-21** | | | | | | | |
| **Constituent** | **Teacher Training** | **K-12** | **Business** | **Newslett er** | **Concerts Exhibits Films** | **Public Lectures** | **Governm ent Recruitm ent** |
| **# of Events** | 10 | 23 | 2 | 1 | 22 | 85 | 2 |
| **# of Participants** | 989 | 1499 | 592 | 1500 | 1065 | 7975 | 594 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Table H.2 Social Media users** | | | |
| **Facebook** | **Twitter** | **YouTube** | **Instagram** |
| 1776 | 1870 | 348 | 129 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table H.3 Film and Publication Sales 2018-21** | | | | |
| **Books** | | **Films** | | |
| Institutions | Individuals | Institutions | Individuals | International |
| 3 | 77 | 83 | 18 | 11 |

**1a.** CSA and IRIS outreach have long, established histories of providing highly relevant professional-development opportunities to K-12 in-service and pre-service teachers and to the faculty and students of MSIs, two-year, technical, and community colleges in Wisconsin and the upper Midwest. The mutually beneficial collaborative nature of WIRC means that IRIS can draw on the expertise of each of UW-Madison's ASCs while allowing them to reach larger audiences than single-region programming can.

The tables below outline our projected programming for the next 4 years. CSA will organize a number of regional K-12 based events: 4 SA-focused K-16 teacher training activities (1 in- person, 2 virtual, 1 facilitated with WIRC, see pg. 35), 2 Global Exploration for Educators Organization (GEEO)-focused teacher workshops, and nationwide SA NRC collaborations around the South Asia Book Award (SABA). We have been working with the travel organizer GEEO to establish a short trip to India and Nepal aimed at K-12 teachers. In the current cycle, we are sponsoring 6 K-12 teachers to travel to SA and providing them with pre-departure and post-return curricular support, pending travel re-authorization. We plan to repeat this opportunity in 2023 and 2025, with additional lesson planning to help teachers integrate their experiences into classroom lessons and materials development.

The SABA is sponsored by the South Asia National Outreach Consortium (SANOC), whose member institutions are comprised of many SA NRCs, and several non-NRC institutions with SA programming across the US. Unique lesson plans have been written for many of the award titles, and they have a strong presence on the resource page on the SABA website. To-date, more

than 600 publishers, authors, academic institutions, and government agencies in the United States, UK, Canada and SA are notified of the annual award and receive details about submission eligibility. SANOC proposes the following outreach activities to increase the impact of the SABA: 1) **K-12 teacher and librarian staff training**: Members of the SABA award committee have agreed to present at national library and teacher conferences. Conference presentations will seek to highlight the books, discuss ways that the books could be used in library programs and

K-12 curricula, and highlight how the award titles support Common Core and global competency. 2) **Book Club for Educators:** K-12 educators will have the opportunity to participate in virtual book clubs that highlight SABA books and present additional resources to support teaching these global books. 3) **K-12 Educator Grants:** these awards will support the creation of curricular materials and discovery boxes that engage children’s literature about SA, which will be available through participating SANOC member institutes [*Bgt 66*]*.* **4) SANOC** will collaborate with other Title VI outreach consortiums that sponsor books awards (e.g., Middle East Outreach Consortium, Outreach Council of the African Studies Association) to sponsor the Global Reads Webinar Series. This will be an annual webinar series open to educators, education students, librarians, and the public to learn about diverse children’s books. Its objective will be to provide a professional development and networking forum led by authors, reading specialists, and educators to build plans related to teaching diverse literatures in the K-12 classroom [*Bgt 77*].

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| **Table H.4 Planned 2022-26 K-12 Outreach activities through CSA at UW-Madison (section 1.a)** | | | |
| **Title** | **Co-sponsors** | **Target Audience/s** | **Dates** |
| The African Diaspora in South Asia  (TT workshop) | Community partners; African Studies Program | K-16 teachers | 2023 |
| Sikhism in the contemporary world | Oak Creek Sikh Temple, Middleton Gurdwara | K-16 teachers | 2024 |

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| Race, Indigeneity, and Caste (TT workshop) | American Indian Studies Environmental Studies | K-16 teachers | 2025 |
| GEEO pre-departure and post-return workshops | Global Exploration for Educators Organization (GEEO) | K-12 teachers | 2023, 2025 |
| South Asia Book Award webinars and lesson plans | South Asia NRCs and SANOC members | K-12 teachers; pre-service teachers; community | Annual |

Collaborating with the other ASCs in IRIS through WIRC, we propose the following K-12 programming (approximate attendance numbers appear in parentheses): 1. Building on programming in NRC consortium organizations such as SABA, WIRC will organize a Global Children’s Literature event in alternating years for Madison College pre-service teachers **(CP1)** in the transfer pipeline program to UW-Madison, K-12 educators, and WI librarians. These events will invite authors of award-winning children’s literature and provide curricular development training to introduce diverse children’s and YA literature in the classroom (100). 2. The Global Learning Summit (GS) is a biennial collaboration between WIRC and the WI DPI. It brings high-school students and teachers to campus from districts where the Global Education Achievement Certificate is offered. GS provides a 6-hour program on a Saturday with separate tracks for students (170) and teachers (50). 3. World Cinema Day offers hundreds of WI high- school students and teachers the chance to view a unique, international movie and to have a post- viewing discussion with an expert in the region where the film was made (400). 4. World Languages Day is an all-day event that brings ~ 700 high-school students and teachers to campus to learn about the wealth of international opportunities available at UW. 5. In March 2018, IRIS received a Baldwin Seed Project Grant from the Office of the Provost. IRIS used these funds to create a Discovery Box Subscription Service that brings curated collections of cultural items (e.g., textiles, books, music, films) from around the world and lesson plans, assembled by IRIS area studies experts, to K-12 classrooms and public libraries throughout the region free-of-charge for 3 months at the time. During the next 4 years, WIRC will build upon UW’s financial

investment in this program with the goal of curating 10 additional discovery boxes per year and, consequently, reaching 30 additional classrooms and over 1000 students per year. 6. WIRC will oversee all International Education Week (IEW) activities under the auspices of UW-Madison's International Division. Our annual IEW features a large-scale, on-campus event for K-12 students, a week-long IRIS international film festival, campus lectures by well-known speakers on a variety of global topics, international cultural events, a Peace Corps story slam, and other events to draw in as many people as possible from around the state (3,000). 7. WIRC will also organize transregional workshops in alternating years targeting the DPI curricular mandates for K-12 educators in Wisconsin. In consultation with IRIS ASC regional expertise, workshop themes will address international issues such as food and energy sovereignty, and the impact of climate change on endangered cultures. 8. IRIS will continue to offer 10 competitive, mini grants to Wisconsin school teachers to help defray the costs of their attendance at the annual conference of the WI Council of the Social Studies (WCSS), the largest gathering of social-studies teachers in the state.

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| **Table H.5 Planned 2022-26 K-12 Outreach activities through IRIS/WIRC at UW-Madison (section 1.a)** | | | |
| **Title** | **Co-sponsors** | **Target Audience/s** | **Dates** |
| 1. Global Children’s Literature Celebration | WIRC  Madison College | CC Pre-Service Teachers; K- 12 teachers from outside of Madison Metropolitan School District; WI librarians | 2023 “Climate Change and Endangered Cultures”  2025 “Music, Dance, and Identity” |
| 2. Global Learning Summit | WI Dept. of Public Instruction | WI high-school students and teachers | 2024 “Global Sustainability and Food Sovereignty”  2026 “Global  Migration” |
| 3. World Cinema Day | Wisconsin Film Festival (WFF) | WI middle/high school students and teachers | 2023, 2025 |
| 4. World Languages Day | Language Institute | WI high-school students and teachers | 2023, 2025 |

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| 5. IRIS Discovery Box Program | IRIS NRCs, Provost’s Office, SANOC | K-12 teachers and pre-service teachers and students | Ongoing |
| 6. International Education Week | UW-Madison International Division, many others | K-16 educators and students, community, business, librarians, etc. | Annual |
| 7. Professional Development Workshops for K-12 Educators | WI Dept. of Public Instruction | MMSD Teachers; K-12 teachers from outside of Madison Metropolitan School District | 2024 “Teaching Genocide”  2026 “Visual Culture and the Media” |
| 8. Mini-grants for WI teachers to attend WCSS | WI Council of the Social Studies, IRIS | WI K-12 teachers and pre- service teachers | Annual |

**1.b** 13 members of CSA’s affiliated faculty are based at colleges within the UW-System, which includes two MSIs. 1.*The Global Studies Passport Program* (**AP1/CP1**) is discussed on p. 45. 2. The ACSA organized by CSA is in its 50th year and is now the premier gathering of SA scholars in the world. In order for MSI/Community College (CC) teachers to connect with scholars of SA in a gathering that would not normally be accessible to them through institutional funding, we will invite up to 2 MSI/CC faculty to the Conference each October (**CP1)**. 3. Professional workshops for MSI/CC educators aimed at internationalizing the curriculum will be organized by WIRC in alternating years. In addition to these workshops, we will support the internationalizing work at the College of Menominee Nation (CMN) by sponsoring their faculty to present at the United Nations (UN) Permanent Forum on Indigenous Issues. In conjunction with CMN’s Sustainable Development Institute (SDI), we will fund workshops on global sustainability issues and Indigeneity, as well as library materials acquisitions which support internationalizing the curriculum. When we have speakers in our weekly lecture series whose research pertains to the CMN, we will sponsor them to travel to these MSIs to present on their work and engage in conversations with experts on Native American Indigenous matters for an exchange of ideas and perspectives. 6. AIIS holds special tours of India aimed at CC/MSI faculty. We will sponsor one

faculty every other year to travel to India on this specially designed tour to support the internationalizing of the CC/MSI curriculum (**CP1**).

# 1b. Post-secondary Institutions:

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| **Table H.6 Planned 2022-26 post-secondary Outreach activities at UW-Madison (section 1.b)** | | | |
| **Title** | **Co-sponsors** | **Target Audience/s** | **Dates** |
| 1. Global Studies Passport Program | Madison College | MC students | Ongoing |
| 2. Invite MSI/CC instructors to Annual Conference | CSA, ACSA | MSI and CC instructors | Annual |
| 3. Professional Development Workshops for MSI/CCs | WIRC, Madison College | MSI and CC instructors | 2023 “Global Education  2025 “Technology and Democracy” |
| 4. CMN workshops and lecture series | IRIS, CMN | MSI  instructors/students; scholars of Indigeneity | Annual |
| 5. CC faculty to India | AIIS | CC/MSI faculty | 2023, 2025 |

**1c**. **Business, media, and the general public:** 1. The new WI Books Project, “South Asia in WI”, funds WI public libraries across Wisconsin’s 16 library systems to diversify their holdings through SA-focused acquisitions (**AP1**). In addition, the WI Books Project will support lectures and cultural and public art programming on SA through libraries, increasing access to knowledge on SA in many of WI’s rural areas. UW Faculty will curate materials on the suggested acquisitions lists, and visiting UW Artists in Residence will serve as experts for cultural programming. Discovery Boxes (pg.35), SABA literature, and programming including SABA authors will feature prominently in the application call, in addition to libraries which address the needs of recently resettled Afghan refugees and their host communities in WI. In 2016, we organized the highly acclaimed Namaste Madison event with the Madison Central Library, which we intend to restructure and support more widely across the state through the WI Books Project. This type of event brings the general public and heritage community together to produce intercultural respect and understanding, truly representing diverse perspectives. Spearheaded in

this cycle, the WI Books Project has already had a far-reaching impact across the state by increasing public access to SA library materials and cultural programming. 2. A new International Business Certificate was discussed on page 17, heralding a new chapter in the partnership between CSA and WSB, with a potential development underway of an IBM study abroad program in India that could fulfill certificate requirements. 3. Building on previously offered “cultural training for industry” workshops, we will provide SA-specific training to the UW-Madison Business School and the Madison International Trade Association (MITA). 4. Partnering with UW Cinematheque, CSA will begin support for a new annual South Asian film series, which will be open to all members of the public and accompanied by educational programming. As UW Cinemateque film screenings draw thousands of attendees annually, this proposed programming provides new inroads to engage with the public [*Bgt 65*]. 5. CSA understands that our programming can be out-of-reach to important segments of the community due to challenges with transportation and parking. With support from the ID to install two-way lecture capture equipment, we will hold our lecture series on campus while also broadcasting live via our YouTube channel moving forward. Lecture Series speakers who can address a wide audience, so as to encourage non-UW professionals and the larger community to come learn more about SA, represent a wide range of perspectives. 6. CSA has previously sponsored an Op- Ed writing workshop during our Annual Conference. Many of our faculty are now writing Op- Eds, which we regularly feature on our website. One example is former CSA Director B. V. Mani, who often contributes to opinion pages on matters pertaining to citizenship and refugee issues in SA. 8. Our faculty also routinely contribute to Wisconsin Public Radio. CSA is often the first point of contact when area expertise is sought. Recent CSA faculty contributors include Paul Robbins (Dean, Nelson Institute for Environmental Studies), and Prof. Mou Banerjee, who

was interviewed on the local news channel about the future of Afghanistan following the US withdrawal of troops.

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| **Table H.7 Planned 2022-26 Business, Media, and Community Outreach activities (section 1.c)** | | | |
| **Title** | **Co-sponsors** | **Target Audience** | **Dates** |
| 1. WI Books Project: South Asia in WI | WI DPI, SANOC, WIRC | WI Public Libraries, general public | Annual |
| 2. International Business Certificate  (IBC) | School of Business | International Business Majors | Ongoing |
| 3. “Business in India” workshops | School of Business,MITA | Business community | 2020,  2022 |
| 4. South Asian Film series | UW Cinemateque | General public | Annual |
| 5. Lecture Series | IRIS ASCs, UW  academic departments | Business, media, general public, | Fall & Spring |
| 6. Op-Ed projects | Faculty, media partners | Media, general public | Ongoing |
| 8. WPR advisory | Faculty, WPR | Media, general public | Ongoing |

# I. PROGRAM PLANNING AND BUDGET

1. **Quality of Activities and Relationship to NRC Program purpose**

CSA at UW-Madison has a nearly 65-year long tradition of successfully offering language and culture courses that meet areas of national need. We are a nationally and internationally recognized leader in teaching and research in SA studies. Our commitment to national security and government service is evidenced by our being the recipients of both PGO and SAFLI, which is part of the Boren Program. We organize and host the ACSA, which attracts scholars from across the globe including, increasingly, from SA itself. We provide training in 6 priority languages in areas of national need during the AY in Hindi, Urdu, Pashto (since 2018), Tamil (since 2021), Farsi, and Tibetan, and in the summer through the SASLI consortium (Bengali, Hindi, Marathi, Gujarati, Nepali, Pashto, Dari, Punjabi, Sinhala, Tamil, Tibetan, Urdu). With NRC funding, we have been able to strengthen the Hindi-Urdu offerings that underpin all of our programming. Following ALC’s commitment to fund a full-time Hindi lecturer, we will now be able to offer additional languages (e.g., Tamil and Gujarati) guided by the requirements of new faculty hires.

We have an extensive outreach program that includes goal-oriented teacher-training activities (**AP2**). In response to K-12 educators’ expressed need for diverse, internationalizing material that meets Common Core standards, we have devised a comprehensive plan. In the next 4 years with NRC funding, we will work with SoEd, with other ASCs at UW, with MSI/CCs, and with other SA NRCs in the United States to provide a choice of cross-regional as well as area-specific teacher training programs that are actively tailored to meet the needs of the modern K-12 educator. During the proposed grant period, we will build on our strong traditions while promoting innovation. We will strengthen our interdisciplinary focus on Education, Global Health and the Medical Humanities, Human Rights (Farmers’ Movements and Land Rights), Migration and Climate Refugees, and National Security (Technology & Democracy, International Relations) as key areas of engagement. We will build on previous collaborations with traditionally under-represented groups whose own histories can inform a broader understanding of SA and its diasporic communities (**CP1**), and focus on future educators by training students of education in CC transfer programs (**AP2/CP1)**. Our programs focus on all countries of SA, especially as they pertain to National Security, moving away from a more traditional India concentration. In all of our programming we ensure that a wide and diverse range of perspectives is always represented. **2. Development Plan and Strengthened Program:** Based on the program priorities and needs of the field of SA studies, we will expand prior offerings and incorporate new activities in the proposed grant period in the following ways.

**AP1: a**. We will continue to ensure the representation of a diverse range of ideas, convictions, and ideologies from SA, especially as they relate to our diverse student populations and WI residents. Many of our students come from farming and other rural communities and are interested in exploring both liberal and conservative thinking on SA. Students at UW feel

empowered to pursue their own interests in their studies, and our Center facilitates this through programming and outreach. Because our students hail from a wide variety of backgrounds, as do many of the participants in our outreach events targeting K-12 educators, MSI/CC faculty, and the general public, in the next 4 years, we plan to actively reach out to communities with diverse socio-political viewpoints, economic backgrounds, and religious affiliations in the following ways. A. Business communities. 1. Starting in Fall 2022, WSB will offer a new International Business Certificate, with the option to fulfill Certificate requirements through a new study abroad program in India that is under development. Language and area studies courses, as well as study abroad to the region, are required for students to complete a portion of this Certificate.

1. Cultural training workshops will be offered annually to students in the WSB and MITA [*bgt 63*]. B. Farming and rural communities in the State of Wisconsin through the “WI Books Project: South Asia in WI” (pg. 38; *bgt 59*); C. Immigrant business communities, who tend to be both fiscally and socially conservative, will be engaged through community events and public townhall discussion sessions. We will hold all in-person public lecture series simultaneously online, enabling community members to attend. We previously organized the successful Namaste Madison event, which attracted hundreds of community members, including heritage communities, to the Madison Central Library to celebrate SA. We will build on this success in 2022-26 by expanding cultural community programming across the state in the SA in WI project.

Due to the presence of PGO, SAFLI, and RFLI at UW, as well as the presence of students from communities from throughout the State, our student body reflects a wide variety of perspectives, goals, and ambitions.

Our weekly public lecture series [*Bgt 58*] generates robust debate on international affairs.

Our interdisciplinary lectures are attended by faculty, graduate students, and community

members alike. Undergraduates can receive credit for attending these lectures, writing brief responses, and participating in online discussion sessions. This course (IS320) is capped at 20 (due to space constraints) and apart from pandemic enrollments, it has filled up every semester since its inception in 2014. A grader is requested for this class *[Bgt 48].* **AP1.b**: Through Title VI, we can continue to support the following priority languages and initiatives, either in the AY or through SASLI, which UW has hosted since 2003.

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| **USAID** | Bengali, Hindi, Urdu, Tamil |
| **Defense** | Bengali, Dari, Hindi, Pashto, Persian, Tamil, Urdu |
| **Health and Human Services** | Bengali, Hindi, Marathi, Pashto, Dari, Urdu |
| **Justice** | Dari, Pashto, Urdu |
| **State** | Dari, Hindi, Urdu, Pashto, Bengali, Punjabi, Persian, Marathi |
| **Peace Corps** | Nepali |

Many of our students are interested in working for the government, and while we cannot always track the federal career trajectories of our alumni, we know that, on average, at least one of our FLAS recipients every other year enters government service. We continue to invite government officials and diplomats to visit UW and speak to our students. Possible alumni speakers include Amy McGann, a SA alumna at UW and former Foreign Affairs Officer at the Department of State, and recent graduate and FLAS recipient for Hindi, Phoenix Rice-Johnson, currently with the Yale Criminal Justice Advocacy Clinic, and one of 43 Marshall Scholars for 2018 [Bgt 62,76].

IRIS Assistant Director for Awards, Mark Lilleleht, advises potential Fulbright, Boren, and Luce scholars. Through SAFLI and RFLI, we are responsible for the language training of these future government interns, and we encourage UW students to apply. In the last cycle, 2 UW students, one a former PGO recipient for Hindi and one a former FLAS recipient for Hindi, were awarded the highly competitive SAFLI fellowship. 6 UW-Madison ROTC students were also selected to study Hindi through PGO (4 domestic, 2 abroad). Sustained NRC funding for LCTL instruction at UW will enable us to build on our programmatic strengths and previously funded

materials development, leveraging Title VI support towards increased institutional commitment in the future [Bgt 14-16]. ALC has increased its funding commitment to fortify the SA language program and is developing the undergraduate residential International Learning Community (ILC) program to include a residential Hindi floor, supported by University Housing. CSA will provide partial support for ILC Hindi programming [Bgt 46], and AD Beckham will serve as the ILC Hindi Faculty Director. We have excellent relations with the UW Schools of Business and Education and sponsor their students for FLAS as and when appropriate. **AP 2:** Teacher training has been a primary focus of CSA for many years. Outreach across the UW NRCs is now under the auspices of WIRC. CSA AD Beckham oversees regional and transregional programming and is assisted by CSA Outreach Specialist Andrea Fowler, who is eminently qualified to conceptualize and organize K-12 teacher training content along theoretical and curricular lines.

We will hold two SA-specific workshops geared towards educators who have traveled to SA to internationalize their curriculum, though enrollment will be open to all K-12 teachers. It is our experience that, even when teachers travel on education-specific tours such as those organized by the GEEO, they need support after they return to incorporate their experiences into Common Core compliant curricula. We request funds to sponsor teachers to travel to SA (by supporting GEEO with their program costs) and funds to hold teacher training workshops both pre-departure and post-return to maximize the benefit of the educational tour. The resulting lesson plans will be posted on our website as OERs [*Bgt 60*].

A Training Workshop (TTW) will address the history of slavery and the global African diaspora in the SA context. Ten years after the Oak Creek (WI) massacre, there is still a dearth of knowledge about Sikhism in the state of Wisconsin and the US. A second TTW on Sikhism, in collaboration with the two main Sikh temples in the State is planned for 2023, following

pandemic-related postponements. A third TTW on Race, Indigeneity, and Caste will bring together land rights issues faced by Indigenous communities in both the US and SA, also addressing critical questions on race and caste in comparative study (also **CP1**) [*Bgt 64*].

**CP 1**: The Global Studies Passport Program is a collaborative project between UW NRCs and our local community college, Madison College (MC), allowing MC students to take courses at UW-Madison as credit towards the MC Interdisciplinary Global Studies Certificate. MC is a comprehensive community and technical college, which is the largest single feeder institution of transfer students coming to study at UW. While UW tuition and timetabling have provided challenges for the success of this initiative, MC is intending to sponsor its students through a recent Undergraduate International Studies and Foreign Language Program (UISFL) grant. We will encourage MC students to enroll for summer language classes (for which WISLI provides fee remissions), and reserve spaces in online classes to counteract timetabling conflicts and the work-life pressure that many CC students face. We request **$500** to support a resource fair at MC to make students aware of these options [*Bgt 67*].

We are keen to strengthen collaborations (started in previous funding cycles) with the College of the Menominee Nation (CMN). This MSI is particularly interested in exploring global issues of Indigeneity, and we propose to host workshops with CMN open to all MSIs and tribal colleges which feature experts on Indigenous issues from SA and from the MSIs themselves. We request **$1500** per year for these workshops and to co-sponsor MSI faculty and staff travel to New York for the annual conference of the United Nations Permanent Forum on Indigenous Issues, host workshops, internationalize their curriculum, and increase acquisitions [*Bgt 69-70*].

For MSI teachers to attend our Annual Conference on SA we request **$2000** [*Bgt 51*] annually. We have run this program for the last 7 years, and on average 7 MSI faculty apply to

attend our Conference so that they may incorporate more SA-focused materials in their curricula. In 2021, CSA sponsored a special ACSA panel on international education at CCs and MSIs, and we will continue to support panels that address programming needs at these institutions.

In 2016, CSA and the other UW NRCs, in collaboration with the SoEd, established a FIG for prospective teacher education students that includes a core course (“Introduction to Education in a Global Context”), participation in two introductory area studies courses, and a short-term study abroad opportunity. The goal of this FIG is to engage prospective teacher education students with an internationalized curriculum and provide them a solid base for a double major or certificate in area studies before they enter the professional teacher education program in their junior year. We request **$3200** to continue supporting this course [*Bgt 45*].

We request funds for program student staff (Hannah Rifkin and Anubhav Kumaria, *Bgt 47*), the outreach assistant (Andrea Fowler *Bgt 19*), and the financial specialist and travel coordinator (Abdullahi Ahmed, *Bgt 10-11*).

In order to improve our programs and provide the highest-quality training, services, and activities, we have a comprehensive plan for ongoing evaluation to measure our effectiveness and investment of resources (see Section G above) [*Bgt 84*].

The library collection at UW-Madison is a major attraction to incoming graduate students and faculty, and for the SA collection to remain one of the best in the nation we request **$10,000** annually [*Bgt 41*], which includes funding for the digital SA Open Archive. For general office supplies we request **$6,000** [*Bgt 39*], and for TVI-related shipping and communications we request **$5,200** [*Bgt 40*].

Our ongoing support of the SASLI consortium, hosted at UW at least through 2023, means that this flagship national summer language program can continue to provide effective and

proficiency-based SA language training in many critical languages **($10,000**) [*Bgt 86*]. SASLI has now also become the site of the domestic portion of SAFLI, which we were awarded in 2015, and PGO. **3. Reasonable costs:** Our budget outlines a cost-effective approach to activities directly pertinent to our mission of serving the university, community, region, and nation as a comprehensive center of excellence, including multiple activities addressing competition priorities. Title VI funds represent a small percentage of total funds spent on SA studies at UW- Madison, yet Title VI is absolutely essential to our mission. The full-time AD is paid 100% by the University. In addition to managing the Center, she develops and teaches courses in SA studies, and serves as the Faculty Liaison for the UW-in-India program and the Academic Director for SASLI and SAFLI. The full-time Outreach Assistant is paid 50% by the University. With increased commitment of the ALC to Hindi-Urdu, we will use Title VI funds to include Gujarati in our summer language curriculum to complement the anticipated new Śrī Anantnāth Chair in Jain Studies (see section A2, C4). Title VI funding is thus maximized towards language teaching, teacher training, and outreach activities. **4. Long-term Impact on Undergraduate, Graduate, and Professional Training Programs.** The backbone of the entire SA program at UW is Hindi-Urdu, complemented by Pashto (since 2018), Farsi, Tamil (since 2021), and Tibetan. Committing Title VI funds to Tamil and Urdu instruction means that our language program can remain strong and underpin a wide variety of SA offerings at UW-Madison. Our undergraduates have successful career trajectories after their time at UW. We attract graduate students of the highest caliber: Jeremy Manheim (FLAS, Hindi) is currently a Fulbright-Hays fellow in Sarnath, India; Sam Helle (FLAS, Nepali) is a Fulbright recipient carrying out research on tiger conservation in Nepal; Tyler Lehrer (FLAS, Tamil) won a Fulbright DDRA to do rare manuscript work in Sri Lanka; Nichole Springer (FLAS, Bengali) completed her Business degree

at UW as an UG and has returned to the Masters in International Public Affairs (MIPA) program with the aim of fulfilling her internship requirement in SA.

These examples demonstrate the impact of Title VI at UW on our students. At the end of the next 4 years we aim to have 1. secured increased institutional commitment to SA LCTL instruction to free up funds for additional critical language programming (AP1), 2. strengthened our current robust lecture and advising network to increase discussion of world affairs representing diverse perspectives, as well as visibility of government service as a viable career opportunity (AP1), 3. provided the infrastructure for K-12 educators and CC and MSI faculty to internationalize their curricula (AP2/CP1), 4. increased access to globalizing content to CC and MSI students (CP1), and 5. ensured that students in CC teacher education programs are optimally exposed to international affairs and how to incorporate them into the curriculum (AP2/CP1).

# J. FLAS Awardee Selection Process

**Advertisement**: UW has a centralized website for the FLAS Fellowship: [www.flas.wisc.edu.](http://www.flas.wisc.edu/) This website has greatly increased the visibility of the award across campus. Students from all disciplines and professional schools are eligible for CSA FLAS awards and are encouraged to apply. The annual FLAS Fellowship competition is announced campus-wide through the all- campus advisers’ listserv, various websites and social media, and student listservs. Incoming graduate students are encouraged to apply for FLAS funding by individual departments. The FLAS online application opens in late fall each year, with a deadline in February. **Application:** The online FLAS application form has 5 sections: a) Identifying information: citizenship status, current academic program and professional school status, language request, b) Education: previous degrees, stage of coursework, Graduate Record Examination (GRE) scores, and transcripts (which can be uploaded to the site), c) References: two letters of academic reference

and one language reference are required and can be submitted online, d) Plan of Study: students outline their proposed language (1) and area studies (2) courses for each semester, and e) Essay Questions: each applicant must answer four questions with short essays: 1) Previous Language Training, 2) Proposed Career Goals, 3) Explaining how language and area training will prepare the applicant for academic and career goals, and 4) Personal Statement: indicating how the proposed language will be relevant to career goals. Since 2014, we have taken the applicant’s expected family contribution (EFC) into consideration when making our final ranking.

**Selection:** The FLAS review committee is made up of at least three CSA faculty members representing a variety of disciplines and language specialties. Committee members are rotated regularly to provide well-balanced evaluation coverage and to avoid preferential treatment for any one discipline or language. A final ranking is made by the committee in a meeting no later than one month after the application deadline. The review committee takes applicants who have indicated high financial need into consideration, as described below. The selection criteria for AY and Summer FLAS are the same. For summer awards we accept applications from students from any institution, providing they meet citizenship/residence requirements.

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| **Table J.1 FLAS Ranking Criteria** | |
| **Each applicant is ranked by the faculty reviewers based on the following criteria (1 being lowest)** | |
| 1. Academic Record - as demonstrated by undergraduate and graduate grades, GRE scores, and grade point average. | (1-10) |
| 2. Strength of Proposal - statement of purpose and overall application including student academic plan for language use. | (1-10) |
| 3. Relevance of Language for research and career goals – academic, government service, or professional field | (1-10) |
| 4. Academic Letters of Reference (two letters required) | (1-5) |
| 5. Language Referral (one letter required) | (1-5) |
| Total (maximum 40) |  |

**SASLI FLAS**: The SASLI FLAS competition is advertised on the SASLI website. Emails about the award are sent to the SASLI mailing list, all SA NRCs, and advisers in educational institutions. Graduate students from all disciplines at any US institution who enroll at UW are

eligible for the SASLI FLAS. Students apply by downloading an application packet from the SASLI website. The SASLI FLAS review committee includes; 1) the SASLI Academic Director,

2) a designated Language Representative to the SASLI Board of Trustees, and 3) a reviewer from an NRC member institution. **Awards Corresponding to Competitive Priorities: FLAS**

**Competitive Priority 1:** To assess the financial need of an applicant, the online application

requests each student’s EFC as determined by the Free Application for Federal Student Aid (FAFSA). Applicants are encouraged to complete the online FAFSA to get their EFC number in time for the FLAS application deadline. (FLAS coordinators may later obtain confirmation of the EFC from the University’s Office of Student Financial Aid.) The EFC number will be added into the committee’s consideration of applicants after meritorious ranking has been finalized, all else being equal. **FLAS Competitive Priority 2:** 100% of our FLAS languages are LCTLs.

We request 5 graduate, 3 undergraduate, and 10 summer awards for the 2022-26 cycle.

# K. Competitive Preference Priorities:

In the preceding pages we have comprehensively described how CSA at UW-Madison plans to address the Absolute Priorities (AP) and Competitive Priorities (CP) as required, as well as represent diverse viewpoints and perspectives. The Narrative contains the letters **AP1, AP2, NRC CP1,** and **FLAS CP1 & FLAS CP2** wherever there is a description of the priorities being met. These references are also included in the budget spreadsheet.

**UW-Madison Center for South Asia Acronym List**

|  |  |
| --- | --- |
| AC | Advisory Committee |
| ACSA | Annual Conference on South Asia |
| ACTFL | American Council on the Teaching of Foreign Languages |
| AD | Associate Director |
| AIAS | American Institute of Afghan Studies |
| AIBS | American Institute of Bangladesh Studies |
| AIIS | American Institute of Indian Studies |
| AIPS | American Institute of Pakistan Studies |
| AISLS | American Institute of Sri Lankan Studies |
| ALC | Department of Asian Languages and Cultures |
| ANHS | Association of Nepal and Himalayan Studies |
| AP | Absolute Priority |
| ARC | Area Resource Center |
| ASAS | Area Studies Alumni Survey |
| ASC | Area Studies Centers |
| AY | Academic Year |
| CALS | College of Agriculture and Life Sciences |
| CC | Community College |
| CIC | Committee on Institutional Cooperation |
| CMN | College of the Menominee Nation |
| CONSALD | Committee on South Asian Libraries and Documentation |
| CP | Competitive Priorities |
| CP1 | Competitive Priority 1 |
| CP2 | Competitive Priority 2 |
| CSA | Center for South Asia |
| DoD | Department of Defense |
| DoEd | Department of Education |
| DPI | Department of Public Instruction |
| EFC | Expected Family Contribution |
| FAFSA | Free Application for Federal Student Aid |
| FIG | First-year Interest Group |
| FLAS | Foreign Language Area Studies |
| FLTA | Fulbright Foreign Language Teaching Assistant |
| GEEO | Global Exploration for Educators Organization |
| GLOWS | Global Learning Outcomes at Wisconsin Survey |
| GLS | General Library System |
| GS | Global Learning Summit |
| GRE | Graduate Record Examination |
| HEC | Higher Education Commission |
| IAP | International Academic Programs |
| IBM | International Business Major |
| ICBC | International Careers Boot Camp |
| ICONS | Impact of COVID19 on NRCs |
| ID | International Division |
| IEW | International Education Week |
| IFLE | International and Foreign Language Education |
| IIP | International Internship Program |

|  |  |
| --- | --- |
| ILC | International Learning Community |
| ILL | InterLibrary Loan |
| IRH | Institute for Research in the Humanities |
| IRIS | Institute for Regional and International Studies |
| IRS | International Research and Studies Project |
| IS | International Studies |
| KB | Khorana-Bose Program |
| LCTL | Less Commonly Taught Language |
| LI | Language Institute |
| LPO | Language Program Office |
| LSS | Learning Support Services |
| MC | Madison College |
| MIPA | Masters of International Public Affairs |
| MITA | Madison International Trade Association |
| MMSD | Madison Metropolitan School District |
| MoU | Memorandum of Understanding |
| MSI | Minority Serving Institution |
| NCOLCTL | National Council of Less Commonly Taught Languages |
| NRC | National Resource Center |
| OER | Open Educational Resource |
| OPI | Oral Proficiency Interview |
| PGO | Project Global Officer |
| RFLI | Regional Flagship Language Initiative |
| SA | South Asia |
| SABA | South Asia Book Award |
| SAFLI | South Asian Flagship Languages Initiative |
| SALTA | South Asian Language Teachers Association |
| SANOC | South Asia National Outreach Consortium |
| SASLI | South Asia Summer Language Institute |
| SDI | Sustainable Development Institute |
| SoED | School of Education |
| SoHE | School of Human Ecology |
| SWEPT | Standardized Wisconsin Evaluation Plan for Title VI Centers |
| TA | Teaching Assistant |
| TAP | Teacher Advisory Panel |
| TTW | Teacher Training Workshop |
| UG | Undergraduate |
| UISFL | Undergraduate International Studies and Foreign Language Program |
| UN | United Nations |
| UW | University of Wisconsin-Madison |
| WIRC | Wisconsin International Resource Consortium |
| WISLI | Wisconsin Intensive Summer Language Institute |
| WLRI | Wisconsin Language Roadmap Initiative |
| WSB | Wisconsin School of Business |