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Application for Grants

Under Title VI of the Higher Education Act of 1965

for the

Cornell-Syracuse University

South Asia National Resource Center Consortium & Foreign Language & Area Studies Fellowships FY 2022-26



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# Cornell Syracuse NRC Consortium Acronyms and Abbreviations

|  |  |
| --- | --- |
| 2CUL | Cornell and Columbia Library consortium |
| ACTFL | American Council on the Teaching of Foreign Languages |
| AIBS | American Institute of Bangladesh Studies |
| AIIS | American Institute of Indian Studies |
| AIPS | American Institute of Pakistan Studies |
| AISLS | American Institute for Sri Lankan Studies |
| ANHS | Association for Nepal and Himalayan Studies |
| APTLI | Arabic, Persian and Turkish Language Institute |
| CAORC | Council of American Overseas Research Centers |
| CC | Community College |
| CCIF | Community College Internationalization Fellowship |
| CIPA | Cornell Institute for Public Affairs |
| CLS | Critical Language Scholarship |
| CU | Cornell University |
| ECIS | Einaudi Center for International Studies, Cornell |
| FAFSA | Free Application for Federal Student Aid |
| GH | Global Health |
| IA | Instructor Assistant |
| ILR | Industrial and Labor Relations |
| ISLE | Intercollegiate Sri Lanka Education |
| ISSI | International Studies Summer Institute |
| LCTL | Less Commonly Taught Languages |

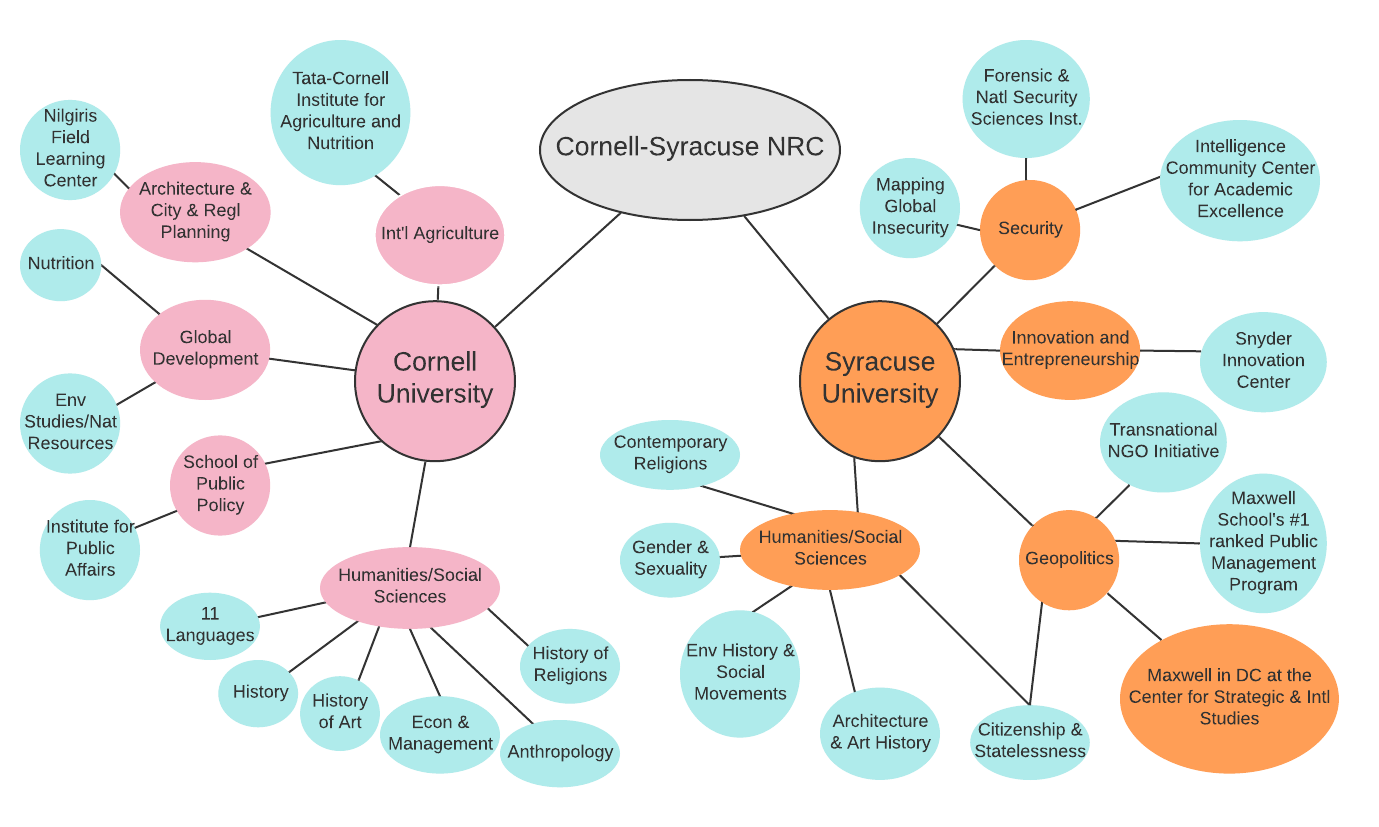
|  |  |
| --- | --- |
| LRC | Language Resource Center |
| MCC | Monroe Community College |
| MIGA | Moynihan Institute of Global Affairs, Syracuse |
| NEH | National Endowment for the Humanities |
| NFLC | Nilgiris Field Learning Center |
| NSF | National Science Foundation |
| NY6 | New York Six Liberal Arts Consortium |
| OCC | Onondaga Community College |
| OCLC | Online Computer Library Center, Incorporated |
| RA | Research Assistant |
| SABA | South Asia Book Award |
| SAC | South Asia Center |
| SACOOP | South Asia Cooperative Collecting Workshop |
| SAMP | South Asian Materials Project |
| SAP | South Asia Program |
| SALRC | South Asian Languages Resource Center |
| SANOC | South Asia National Outreach Consortium |
| SAOA | South Asia Open Archives |
| SASLI | South Asia Summer Language Institute |
| SCI | Shared Course Initiative |
| SEAP | Southeast Asia Program |
| SIT | School of International Travel |
| SOURCE | Syracuse Office of Undergraduate Research and Creative Engagement |

|  |  |
| --- | --- |
| SSRC | Social Sciences Research Council |
| SU | Syracuse University |
| SUNY | State University of New York |
| SVYM | Swami Vivekananda Youth Movement |
| TC3 | Tompkins Cortland Community College |
| USDE | United States Department of Education |

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### Introduction

As a well-established and effective partnership, the South Asian programs at Cornell and Syracuse are renowned nationally and globally and are backed by strong institutional commitments. Since 1983, we have leveraged federal NRC funds to build a robust consortium – the only one among South Asia NRCs. The consortium transcends institutional boundaries and limitations to work collaboratively on curriculum design, outreach programming, and language instruction. We provide cost-efficiency and cover the full geographic breadth and depth of the region, including Afghanistan, Bangladesh, India, Nepal, Pakistan, and Sri Lanka. We also cover a large geographic area across Upstate New York through our outreach activities and partnership with three community colleges and two Schools of Education. The consortium empowers each institution to highlight its particular areas of expertise and create a well-rounded and sophisticated program, depicted in the illustration.

## COMMITMENT TO SUBJECT AREA

### Institutional Financial Support

1. **Operational Support:** The consortium has historically received substantial financial institutional support from both universities that in 2020-21 amounted to over $14 million towards the operation of our NRC South Asia programs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Chart 1: Institutional Support for NRC by Cornell & Syracuse Universities, 2021-22** | | | |
|  | **CORNELL** | **SYRACUSE** | **TOTAL** |
| **Salary Contributions** |  |  |  |
| South Asia Language Teaching Faculty | $478,122 | $80,146 | $558,268 |
| South Asia Teaching Faculty | $3,639,793 | $1,057,364 | $4,697,157 |
| NRC Operation Administrative Staff | $799,409 | $51,858 | $586,289 |
| **Non-Salary Contributions** |  |  |  |
| Library acquisitions and related resources | $101,710 | $47,979 | $149,689 |
| Museum acquisitions | $67,500 | $650 | $68,150 |
| Visiting Scholars/Lecturers | $10,000 | $3,000 | $13,000 |
| Faculty Research | $2,889,992 | $328,000 | $1,608,252 |
| Linkages with Institutions Abroad | $311,621 | 0 | $311,621 |
| Publications | $3,927 | $2,000 | $5,927 |
| NRC Outreach | $28,000 | $12,000 | $40,000 |
| Student Financial Support | $3,799,918 | $380,000 | $4,179,918 |
| Unrecovered Indirect Cost) | $94,445 | $90,120 | $184,565 |
| **TOTAL UNIVERSITY COMMITMENT** | **$12,224,437** | **$2,053,117** | **14,277,554** |

Cornell’s Office of Sponsored Programs requires us to note that past performance is not a guarantee of future support. However, we have been assured by both institutions that we will have the financial support to operate our NRC during the term of the grant, as we have for the past 39 years.

The South Asia Program (SAP) at Cornell receives direct support primarily through the Einaudi Center for International Studies (ECIS). The South Asia Center (SAC) at Syracuse receives direct support from the Moynihan Institute for Global Affairs (MIGA) as well as the Maxwell School of Citizenship and Public Affairs and the College of Arts and Sciences.

Both CU and SU also provide other significant, unquantifiable support through office space and technology services as well as the services of the libraries, Language Resource Center,

CU Office of Global Learning (which covers study abroad and international scholars and

students), SU Abroad, and the Center for International Services at SU, CU Department of Asian Studies, Media Relations offices, Career Centers, campus museums, performing arts centers and cinemas, and numerous other units that support students, staff, and faculty at both institutions.

The $184,565 for operations support includes contributed equipment, computer support, and space for offices, meeting rooms and storage, and language laboratories on both campuses. Cornell’s SAP has leveraged institutional funds from ECIS to add 5 hours of administrative assistance to the program (Gloria Lemus-Chavez) in 2021 facilitating expansion of the SAP’s seminar and conference programming. In addition, $5,927 is provided for publications, $68,150 for museum collections, and $13,000 for visiting scholars on both campuses.

**B: Teaching Staff:** Both institutions are deeply committed to faculty teaching and conducting research on South Asia. Together, they fund 98 faculty positions. Faculty research allocations ($3,217,992) come from departmental research funds for travel and course development and the indirect costs applied to grants awarded to faculty for South Asia research. Both universities have confirmed continued language salary support and Cornell has increased its commitment of Urdu, Bengali and Sinhala from 50% to 55% for this grant cycle.

1. **Library Resources:** The institutions provide $149,689 in library acquisitions and additional funds for staffing. With a combined total of 809,415 books and monographs and 9,258 serials and periodicals, the library resources of the consortium represent one of the largest collections of South Asian materials in the country. These collections are maintained and developed by one full-time and nine part-time staff members.
2. **Linkages with Institutions Abroad:** The institutions contribute $311,621 to support numerous links with institutions abroad which are highlighted in Chart 7.
3. **Outreach Activities:** The NRC outreach figure in Chart 1 ($40,000) represents this

commitment in 2020-21 and includes costs at Cornell associated with South Asia-related activities co-sponsored with Cornell Cinema, Herbert F. Johnson Museum of Art, academic departments, International Studies Summer Institute (ISSI), and a lending library of culture kits. At Syracuse, this figure includes costs associated with South Asia-related activities at the SU Art Museum, the Human Rights Film Festival, and events sponsored by campus organizations.

1. **Student Support:** University resources support students’ tuition and living expenses as well as facilitate international institutional connections. Student support is a combination of IA/RA-ships which include stipends, health insurance, and tuition monies awarded by the universities to undergraduates and graduates focused on South Asia as well as travel grants from departments, ECIS, and MIGA and totals $4,179,918.

### A.1.b. Institutional Financial Support for FLAS students

Both Cornell and Syracuse provide all students in academic Ph.D. programs multi-year packages of guaranteed support through fellowships (including FLAS) and IA-ships (Instructional Assistantships), with Cornell offering five years and Syracuse four or five, depending on the program. At Cornell, all graduate and nearly all professional schools top off FLAS allocations for tuition, and most top-off stipends as well. At Syracuse, undergraduate FLAS awards are added to any need-based aid students otherwise receive, increasing the number of undergraduates studying less commonly taught languages (LCTL) up to the advanced level.

## QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

###### Languages and Levels Offered Through the Center or Other Providers

We have heavily invested in languages over the past 12 years so that we now offer 3 levels on all courses and Independent Study for higher level students in 9 less commonly taught languages. Within the consortium, 64 regular courses in South Asian languages were taught in

2020-2021. All the South Asian language courses are open to all consortium students. Syracuse offers Hindi. Cornell currently offers regular instruction in Bengali, Hindi, Nepali, Pali, Persian, Sanskrit, Sinhala, and Urdu.

A robust institutional collaboration, the *Shared Course Initiative* between Cornell, Yale, Columbia, provides high-quality synchronous video-conference courses sharing scarce language resources for powerful national impact. Cornell brings Punjabi, Tamil, and modern Tibetan from Columbia and sends Bengali, Nepali and Sinhala to Yale and Columbia.

During this grant cycle, SAC plans to reinvigorate its relationship with the New York Six Liberal Arts Consortium (NY6). Established with the support of the Andrew W. Mellon Foundation, NY6 facilitates collaboration among its member institutions. One of their initiatives includes Language Learning Groups. As part of this initiative, Syracuse plans to offer introductory Hindi to interested NY6 schools via online synchronous instruction.

###### Language Instruction Expansion

The evolution of faculty skills to teach online and increased global internet access during the pandemic has opened the option of a new partnership between CU and SU to teach Urdu. The two campuses have a pre-existing agreement about undergraduate students receiving credit for courses taken on each other’s campus. With the rapid virtualization of curricula in the last two years, there is now an opportunity to create a new and innovative option, informed by the experience with the Shared Course Initiative. The consortium has agreement from their respective Deans and Department Chairs to explore and develop a new online learning agreement with administrators on both campuses to offer Urdu together during the course of this grant cycle. In addition, Cornell is currently in negotiations with Columbia and Yale to expand the range of languages offered through the SCI.

###### Student Enrollments

While we have seen a decline in enrollments during the pandemic, we expect them to increase to pre-pandemic levels once travel abroad is a viable option again. Chart 2 does not include enrollments in courses taught by Columbia faculty through the SCI.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Chart 2: Enrollments in Language Classes Taught by SU/CU faculty** | | | | |
|  | **2018-19** | **2019-20** | **2020-21** | **Total** |
| Bengali | 25 | 23 | 16 | 64 |
| Hindi | 87 (CU) 35 (SU) | 59 (CU) 13 (SU) | 53(CU) 15 (SU) | 120 (CU) 56 (SU) |
| Nepali | 17 | 23 | 17 | 57 |
| Persian | 34 | 39 | 34 | 107 |
| Sinhala | 18 | 13 | 7 | 38 |
| Urdu | 14 | 12 | 10 | 36 |
| **Total** | **230** | **182** | **152** | **478** |

###### Extent of Language Curriculum Offered

It is an unusual strength of the consortium that it offers regular three-year sequences in seven South Asian languages with independent study courses available for more advanced work.

|  |
| --- |
| **Chart 3: Language Sequences Offered** |
| **Bengali:** Bengali is a 3-year sequence, with fourth-year study available through directed study courses. |
| **Hindi:** Hindi is a 3-year sequence at both institutions, with fourth-year Hindi via directed study courses. |
| **Nepali:** Nepali is a 3-year sequence, with fourth-year study available through directed study courses. In addition,  Cornell’s Lecturer in Nepali often teaches multiple levels of summer intensive Sinhala at SASLI. |
| **Persian:** Modern Persian (Farsi) is a 2-year sequence taught in Near Eastern Studies. Graduate student reading  courses in Mughal Persian are offered regularly. |
| **Punjabi:** Punjabi is offered as a 2-year sequence through the SCI agreement with Columbia University |
| **Sanskrit and Pali**: Sanskrit is co-taught by Asian Studies and Classics at Cornell as a 4-year sequence. Separate  classes in Buddhist Hybrid Sanskrit (1-2 semesters) and Pali are provided within Asian Studies. Introductory Pali is an accelerated one-semester course followed by intermediate and advanced level reading courses. |
| **Sinhala:** Sinhala has a 4-year sequence, with the first two devoted to colloquial forms of Sinhala and the last two to  literary language (Sinhala is diglossic). In addition, Cornell’s Senior Lecturer in Sinhala often teaches multiple levels of summer intensive Sinhala at SASLI. |
| **Tamil:** Tamil is offered as a 2-year sequence through the SCI agreement with Columbia University |
| **Tibetan: Modern Colloquial Tibetan** is offered as a 3-year sequence through the SCI agreement with Columbia |
| **Urdu:** At Cornell, Urdu is a 2-year sequence open to Syracuse students. We also encourage students to participate in  the AIIS Urdu program; many of our graduate and professional students are alumni of that program. |

Consortia faculty also regularly offer graduate reading courses and Independent Study courses in Advanced Hindi, Persian, Punjabi, Tamil and Urdu. First-year instruction is offered on a semi-intensive basis with 4-7 contact hours a week. All instruction is proficiency-based.

###### Courses in Disciplines Other than Language, Linguistics, and Literature Offered in Appropriate Foreign Language(s)

NRC faculty incorporate materials in South Asian languages into their seminars and directed research classes. At SU, students bring Hindi into courses in anthropology and religion. In the future, SAC plans to partner with the Language Across the Curriculum initiative at Syracuse to offer discussion sections in LCTLs for area studies courses. At CU, texts in modern languages such as Bengali, Hindi, Nepali, Sinhala and Urdu are read in advanced anthropology, religion, art history, and philosophy courses, as are historical materials in Sinhala, Sanskrit, Urdu, Persian, and Pali. CU’s Nilgiris Field Learning Center (NFLC) is bilingual with all courses (in Sustainability, Development, and Indigenous Medicine) taught in English and Tamil.

###### Number of Faculty Available to Teach

The language courses at Cornell and Syracuse are taught by 14 instructional staff, including the Tamil, Punjabi, and Modern Tibetan Lecturers off-site. We also have an Instructional Assistant in Hindi at Cornell.

|  |  |
| --- | --- |
| **Chart 4: Language Instructional Team** | |
| **Professorial** | Bhatia, Blackburn, Boucher, and McCrea |
| **Senior Lecturer** | Gocheleishvili, Herath, Chowdhury, and Singh |
| **Lecturer** | Acharya, Singh Chohan (Columbia), Subramaniam, (Columbia), and Tsering (Columbia) |
| **Instructor** | Sisodia |
| **Teaching Associate** | Rizvi |
| **IA** | changing Hindi personnel |

###### Staff Exposure to Current Language Pedagogy Training

Both Syracuse and Cornell have trained, full-time teaching staff. Our NRC language faculty are active in professional development activities related to classroom pedagogy, web- based learning, and proficiency testing. The NRC actively supports our language professionals in materials development and attendance at professional workshops. Many of these faculty are national leaders in materials development and proficiency testing for their language.

At CU’s Department of Asian Studies, a semester-long two-credit course in pedagogy is required of all new IAs teaching Asian languages, and open to other new language instructors. Newly hired lecturers and teaching associates receive regular mentoring and ongoing support from senior colleagues in their departments, as well as Cornell’s Language Resource Center (LRC). The LRC offers a broad array of services including 1:1 support, a “*Speaking of Language*” podcast; a learning community on interculturality, interdisciplinary teaching, and issues of equity and social justice in language learning launched in 2021; and numerous web resources. Instructors are also encouraged to draw on the web resources of the Title VI South Asia Language Resource Center (SALRC) and South Asia Summer Language Institute (SASLI). Each summer SASLI coordinates a week-long pedagogy workshop for incoming instructional staff and other faculty seeking professional development.

In addition, our faculty participate in specialized training. For example, when all instruction shifted to virtual in March 2020, Cornell's LRC held a series of workshops, online learning communities, drop-in sessions, and presentations and continues that support to assist language instructors with teaching with this new technology. Also, see Chart 9 for a description of faculty professional development opportunities.

###### Performance-based Instruction in Use or Being Developed

All classroom instruction is carried out in the target language. Classes rely on group-work and role-playing in practical scenarios with visual aids and/or outside visitors, using situational reinforcement. More advanced students work with films, newspapers, television shows and newscasts, and with materials specifically related to students’ interests. Our language faculty are guided by ACTFL Proficiency Scales in developing targets and evaluation techniques for all speaking, writing, listening, and reading. Although no language-specific ACTFL guidelines are available for Nepali or Sinhala, those instructors use the general ACTFL guidelines in

proficiency testing. Herath (Sinhala) regularly conducts ACTFL-based Sinhala proficiency testing for students at other academic institutions.

###### Adequacy of Resources for Language Teaching and Practice

A team of largely full-time language faculty provides more than adequate resources for language teaching and practice on our campuses and via partnerships. We also provide language resources to others through materials development. Cornell is the national leader in Nepali and Sinhala pedagogy, generating vital, readily available instructional materials available worldwide through the SAP website. Currently, Cornell Lecturer in Nepali Hom Acharya is working on a new introductory Nepali textbook, which will replace the third edition of a textbook published by our previous Nepali Instructor in 2004. Our Sinhala instructor Herath is preparing an advanced Sinhala reader to complement our *Introduction to Literary Sinhala* (Gair and Karunatilleke 1974), including examples drawn from more contemporary usage. SU linguistics professor Tej Bhatia is the author of 4 textbooks on Hindi, Punjabi and Urdu.

###### Language Proficiency Requirements

Both Cornell and Syracuse have rigorous language requirements (see Chart 6). NRC language faculty use ACTFL proficiency guidelines for evaluation of modern South Asian languages. See also Performance-based Instruction, discussed above.

## QUALITY OF NON-LANGUAGE INSTRUCTION

###### Course Offerings in a Variety of Disciplines Including the Professional Schools.

The consortium collectively offers 168 courses related to South Asia in 26 non-language departments, as summarized in Chart 5 and detailed in the appendix. Cooperative arrangements allow any graduate student at either university to take the courses available at both, with detailed

searchable listings of all South Asia-related courses available on our websites.

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Chart 5: Number of Area Studies Courses by University and Discipline (2020-2023)** | | | | | |
| **Discipline** | **Cornell** | | **Syracuse** | | **TOTAL** |
| UG | Grad | UG | Grad |
| Agricultural Sciences | 6 | 3 |  |  | **9** |
| Anthropology & Sociology | 10 | 2 | 9 | 3 | **24** |
| Economics & Business | 4 | 2 | 1 |  | **7** |
| Architecture/ City & Reg. Plan. | 3 | 3 | 1 | 2 | **9** |
| Arts | 6 | 3 | 1 |  | **10** |
| Asian Studies & Religion | 20 | 2 | 8 | 1 | **31** |
| English and Textual Studies/Comp Lit | 5 | 4 | 3 |  | **12** |
| Education & Human Dev. |  |  | 4 | 5 | **9** |
| Env. Sciences & Geography | 3 | 2 | 5 | 2 | **12** |
| Government/Political Science | 2 |  | 3 | 3 | **8** |
| History | 7 | 2 | 6 |  | **15** |
| Industrial and Labor Relations | 4 |  |  |  | **4** |
| Public Admin and Intl Affairs |  | 1 |  | 4 | **5** |
| Public Health and Nutrition | 1 |  | 1 | 2 | **4** |
| Women & Gender Studies |  |  | 5 | 4 | **9** |
| **Total** | **71** | **24** | **47** | **26** | **168** |

###### Courses Available in Professional School Programs

Of the 168 courses offered, 25 are in the professional schools. CU faculty in the School of Art, Architecture & Planning, the School of Public Affairs, S.C. Johnson College of Business, and the College of Agricultural and Life Sciences, and SU faculty in Maxwell’s School of Citizenship and Public Affairs and the Falk College of Sport and Human Dynamics regularly teach South Asia courses. To further support internationalization at SU, SAC will offer SU faculty within professional programs, including Public Administration and International Affairs and Public Health, Curriculum Enhancement Grants, to allow them to create South Asia area studies courses or to increase the South Asia content in existing courses.

###### Extent of Specialized Courses Offered in One or More Disciplines

As can be seen from our course list appendix the NRC offers 120 courses at advanced or specialized levels in 25 non-language disciplines. For every discipline in which the consortium offers courses, it is able to offer courses at advanced levels. The NRC continues to enhance the

depth and breadth of its coverage, in part through new hires. At CU, newly hired SAP Core

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Faculty members Sarah Besky in Industrial & Labor Relations teaches *Money, Work and Power*, Natasha Raheja in Anthropology & Performing and Media Arts teaches *Secularism & the Minority Question, Documentary Production Fundamentals,* and *Advanced Documentary Production*, and Andrew McDonald in Soil & Crop Sciences teaches *Global Cropping Systems and Sustainable Development*. Mona Bhan, the new Ford-Maxwell Professor of South Asian Studies at SU, teaches *Gender and Violence in South Asia* and *Anthropology and Environmen*t.

###### a. Sufficient Teaching Faculty and Instructional Assistants (IAs)

Cornell and Syracuse together have 67 core faculty members and 33 associated faculty.

Core faculty are those whose teaching, research, and publication activities are 25% or higher South Asia-related. Associated faculty members are in diverse disciplines for whom South Asian research, teaching, and arts/culture practice are a secondary focus. In the CVs in the appendix, we have noted their individual contributions to South Asian Studies. See also the List of Courses.

###### C.3.b. Pedagogy Training for Faculty & Instructional Assistants

NRC professorial and professional lecturer faculty teach most campus instruction themselves and provide pedagogical mentorship to IAs. All departments offer faculty or IA trainings on a monthly or bi-monthly basis, in addition to the hundreds of high-quality options available on campus. IA and faculty pedagogy is nurtured at Cornell through the Center for Teaching Innovation and the Language Resource Center and at Syracuse through the Humanities Center, the Graduate School, and the Center for Teaching and Learning Excellence. These centers promote scholarship of teaching and learning through learning science, support the career development of faculty and instructional staff, and enhance student-centered teaching, course design, and engaged learning by offering regular workshops on all aspects of teaching. They were both critical and highly valued during the transition to online learning during the pandemic.

In addition, the NRC offers extensive pedagogy training to graduate students, partly in

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preparation for career placement after graduation, through SU’s Teaching Assistant and Future Professoriate Programs, Graduate School workshops, and the CU J.S. Knight Writing Program. At Syracuse, IAs attend monthly meetings that address pedagogical training, academic culture, and professional development support (how to perfect your CV, etc.) In addition, Cornell offers free individual memberships for the National Center for Faculty Development and Diversity, a nationally recognized, independent organization providing online career development and mentoring resources, to all students, postdocs, faculty, and staff. See page 7 for details about pedagogical training for language IAs.

To build community across the consortium and provide pedagogical training, the NRC will hold **Graduate Student Workshops** once a semester. They will include both workshops and symposia components and include presentations by students, talks by faculty, and dissertation and proposal writing workshops. This builds on the success of the consortium’s Sri Lanka Student Conferences, which included similar activities for graduate students.

###### Interdisciplinary Courses for Undergraduate and Graduate Students

Interdisciplinary studies are core to both universities’ missions and NRC faculty are committed to furthering this mission. Many of the consortium’s faculty have strong interdisciplinary training that is reflected in their teaching, and faculty on both campuses create interdisciplinary courses through team-teaching. A glance at the course list reveals numerous interdisciplinary offerings. For example, SU offers a course on *Caste & Inequality in Modern India* that unites history, anthropology, and gender studies. At Cornell, faculty from four Departments (Food Science, Applied Economics and Management, Animal Science, and Chemical Engineering) collaborate with faculty at two Chinese universities and one Indian university to offer a course every fall, *Global Food, Energy, and Water Nexus – Engage the US, China, and India for Sustainability,* with classrooms connected synchronously online.

## QUALITY OF CURRICULUM DESIGN

### The curriculum incorporates undergraduate instruction into high-quality baccalaureate degree programs (major, minor, certificate)

Largely because of 39 years of NRC funding, the South Asian Studies curriculum is now well established at both Cornell and Syracuse as vibrant interdisciplinary area studies programs, which are not restricted to any single department. As Chart 6 below indicates, we offer a wide array of options to students with appropriately robust requirements for the development of area and language expertise resulting in undergraduate and graduate programs of high-quality.

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| **Chart 6: Majors, Minors, Certificate Programs Available through this NRC** | |
| **Cornell University** | **Syracuse University** |
| **Undergraduate** | |
| Major: Asian Studies for College of Arts & Sciences students: Req. 30 credits plus 2 years of Bengali, Hindi, Nepali, Punjabi, Sanskrit, Sinhala,  Tamil, Tibetan, or Urdu. | Minor: South Asian Studies. Req. 18 credits. Language study is highly encouraged but not required.(Foreign language is not required at SU, so requiring it for a major  might discourage students.) |
| Minor: South Asian Studies: Req. 18 credits including two language courses. Language study is strongly encouraged. | Minor: Health & Wellness includes South Asia coursework and overseas engaged learning. Req. 18 credits. Hindi counts toward requirements. |
| Minor: Sanskrit Studies: Req. 18 credits including Intermediate or higher Sanskrit courses. | Concentration: International Relations Program. Req. 9 credits plus 2 years of a LCTL. |
| Minor: Global Asia Studies: Req. 18 credits addressing various sub-regions of Asia, interconnectedness within Asia, or Asia’s connections with other areas of the world | Minors: Anthropology, Asian/Asian American Studies, Public Health, Religion: 18 Credits. Language Encouraged. |
| Majors: Anthropology, Global Development, Environmental & Sustainability Sciences, Global and Public Health Sciences, International Agriculture & Rural Development, and Religious Studies: All incorporate South Asian studies in curriculum, capstones, and international field experiences. Language courses are highly recommended. |
| Minors: Anthropology, Development Sociology, Environmental & Sustainability Sciences, Global Health, International Development, and Religious Studies: 15-18 credits. Language encouraged. |  |
| **Graduate: Academic -** All supported by NRC faculty | |
| M.A. in Asian Studies with Concentration in South Asia: Req. language proficiency of at least 3 years of normal study, 24-32 credits (8 course min). | M.A.: Certificate of Advanced Study in South Asia. Req. 12 credits. Hindi counts toward requirements. |

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| Ph.D. in any field may do an unofficial concentration in South Asia. Req. language and area studies competence sufficient for intended research. Credit requirements as required by the student’s committee. | Ph.D.: Certificate of Advanced Study in South Asia. Req. 12 credits Hindi counts toward requirements. |
| Certificates of Advanced Study in Public Health (15 credits), Post-Conflict Reconstruction (12 credits), Women & Gender Studies (12 credits), Conflict and Collaboration (12 credits), and Civil Society Organizations (15 credits). |
| **Graduate: Professional** – All supported by NRC faculty | |
| Master’s in Fine Arts, 60 credits. | Certificate of Advanced Study in South Asia. Req. 12 credits Hindi counts toward requirements. |
| Master’s of Professional Sciences Studies in Communication, International Agriculture & Rural Development, International Development, Natural Resources, Nutrition, Population, and Public Affairs 30 credits, 8 to 10 years work experience. | M.A. in International Relations: Req. 2 years of college language. Req. 30 credits. |
| Master’s in Public Administration: 2 years of college language. 40 credits. |
| Master’s in Public Administration, a highly interdisciplinary program, 48 credits. | Master’s in Public Diplomacy, two-year Master’s dual degree linking International Relations & Public Administration. 58 credits. |
| Master’s degree in City and of Regional Planning, 60 credits, 30 within Department of City and Regional Planning. | Executive Education Programs for mid-career professionals in International Relations & Public Administration. Credits vary. |
| Master’s in Architecture (Prof.), 114 total credits. | Goldring Journalism Program, M.A., 36 credits. |
| Master’s in Business Administration: 1 yr and 2 yr with opportunities to focus on Indian markets and finance, 60 credits each. | Certificates of Advanced Study in Public Health (15 credits), Post-Conflict Reconstruction (12 credits), Women & Gender Studies (12 credits), Conflict and Collaboration (12 credits), and Civil Society Organizations (15 credits) |

At both universities, undergraduate majors and minors often integrate their expertise in South Asia into an honors or distinction thesis for their major department. As indicated in the list of courses and faculty CVs in the Appendix, as well as Chart 6, our NRC undergraduates have access to a robust and internally diverse curriculum for the study of South Asia. Language requirements for the South Asia majors at Cornell are appropriately substantial with majors required to reach at least intermediate proficiency. Study abroad often feeds undergraduate thesis research and leads to advanced study. For instance, at SU Nikita Chatterjee used undergraduate research and entrepreneurship training opportunities to cofound PAANI, a global health startup company, which aims to decrease water borne illnesses in Mumbai. A recent CU Asian Studies

& History double major and Anthropology minor is currently attending Oxford University as the Cooke Oxford Scholar for Lincoln College in the pursuit of an MS in the History of War.

### D.1.b. Curriculum Incorporates Training for Graduate Students from a Variety of Disciplines and Professional Fields

Core CU SAP Faculty Durba Ghosh (History) leads the Einaudi Dissertation Proposal Development Program, which supports 12 PhD students annually. Students receive six weeks of summer research support for their research projects focusing on global issues, and participate in seminars, workshops, and other community-building and mentoring events. Developed in 2016, with funding from the Andrew W. Mellon Foundation, the Social Science Research Council (SSRC) selected Cornell as one of five host universities and in 2020 Cornell fully funded the program. Most Syracuse doctoral students studying South Asia participate in a proposal-writing workshop designed specifically for them. Doctoral students from both institutions participate in workshops on transforming the dissertation into a monograph, held annually at the Madison Annual Conference on South Asia and Association for Asian Studies conference.

Our students enroll in one of the major programs administered by their respective graduate schools and form interdisciplinary graduate committees. South Asian studies at both universities is undertaken in a spirit of cross-disciplinary collaboration with graduate committees typically formed across fields and departments. Critical to integrating graduate education within this NRC is a long-standing agreement between Cornell and Syracuse that graduate students from one institution may take courses on the other campus. South Asia faculty are able to serve on graduate committees at both institutions as well.

Multi-disciplinary and professional field training is also provided through research fellowships and professional development activities conducted by five institutes of which the NRC is a member: American Institute for Bangladesh Studies (AIBS), American Institute for

Indian Studies (AIIS), American Institute for Pakistan Studies (AIPS), American Institute for Sri Lanka Studies (AISLS), and the Association for Nepal and Himalayan Studies (ANHS). The NRC supports partial travel of graduate students to South Asia conferences and workshops.

### Academic & Career Advising

###### Academic Advising

All our faculty advise undergraduate majors and minors, graduate, and professional degree students. At Syracuse, the South Asia Center Director advises all South Asia undergraduate minors and graduate students seeking the Certificate of Advanced Study in South Asia. At Cornell, the Department of Asian Studies appoints a faculty member to serve as SAP faculty liaison and advisor to all South Asian Studies minors, though any SAP core faculty member may advise majors and minors focusing on South Asia in their departments. NRC South Asia graduate students receive area guidance within their committees, which include SAP and SAC core faculty. At both schools, faculty advisors consult with professional advising staff.

NRC staff work closely with FLAS students to ensure that they are able to take appropriate area studies courses in their departments even with their tight degree requirements.

###### Career Advising

Students in the NRC receive career advice from faculty, alumni networks, and specialized university offices. Graduate advisors provide specialized career advice, while the Graduate School offers workshops related to dissertation writing, job applications, interviews, and teaching. Graduate School workshops include professional preparation for academic as well as other professional careers. Both universities offer extensive pre-employment career advising for undergraduate and graduate students through their university career services centers and College placement offices. In addition, Cornell has a designated Graduate and International Career Advisor and SU’s Maxwell School of Citizenship and Public Affairs includes the Palmer Career

Center that aids current students and alumni. Furthermore, several departments, such as Public Administration and International Affairs, have staff who council students.

### Research & Study Abroad Opportunities

Both universities strongly support undergraduate research, at CU through the Office of Undergraduate Research and at SU through the Syracuse Office of Undergraduate Research and Creative Engagement (SOURCE), but also through major and minor curricula. Undergraduates focusing on South Asia who undertake independent research are most likely to do so in fields such as Asian Studies, Anthropology, Development Sociology, International Agriculture, Global Health, and Economics. They may not be South Asia majors/minors but are mentored by South Asia faculty and, if writing a thesis, are supervised by SAP/SAC core faculty. In these undergraduate curricula, research preparation is provided in two primary ways: through methods courses taught on campus or during research-intensive study abroad/engaged learning (such as the Nilgiris Field Learning Center and the SIT India partner study abroad program) and through informal faculty mentoring of thesis research development. For Honors students interested in doing a South Asia-related project for their capstone project, SU’s Honors Program provides funds for field research.

In addition, Cornell’s newly developed Global Hubs initiative is an innovative model for sustained interdisciplinary collaboration in locations worldwide, bringing together faculty, students, alumni, public and private sector entities, and local communities for broad-reaching partnerships that combine research, learning, and engagement. Hubs are strategically placed, concentrated pockets of Cornell engagement that connect the entire university with strong international peer institutions and their communities, countries, and regions. Cornell is currently exploring semester-long and short-term summer exchange programs through the hub program. In

2021, Cornell designated Ashoka University and O. P. Jindal Global University as its two Global Hubs in South Asia. SU is also working on an MOU with O.P. Jindal Global University.

In addition to sending students abroad, SAC faculty member, S.P. Raj, is creating an exchange program for Indian students to work on innovation through the Snyder Innovation Management Center in SU’s School of Management. Furthermore, Raj is exploring ways that SU students could participate in innovation activities at Nalanda University, India.

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| **Chart 7: Cornell-Syracuse Study Abroad Arrangements in South Asia** | |
| **Cornell University** | **Syracuse University** |
| **Undergraduate Semester/Year Abroad** | |
| Field-based study and research on biomedicine, nutrition, land rights, and agriculture via Cornell’s Nilgiris Field Learning Center (NFLC) in South India. | World Partner agreement with the School for International Training (SIT) programs on Public  Health, Gender and Community Action in New Delhi |
| Classroom study and homestay plus field research via Inter-collegiate Sri Lanka Educational Program (ISLE) at Peradeniya University (Kandy). | World Partner agreement with Sustainable Development and Social Change in Jaipur |
| Partner agreements with SIT programs in Nepal, focusing on Development and Social Change and on Nepal, Tibetan and Himalayan Peoples, and in India, focusing on Cities in the 21st Century: People, Planning, and Politics and Health and Community: Globalization, Culture, and Care | World Partner agreement with Pitt in the Himalayas, which focuses on environmental issues. All the SU world partner agreements require language training as part of the program. |
| **Undergraduate Short-Term Courses Abroad** | |
| *Agriculture and Developing Nations* course students study agriculture and development with student cohorts from major Indian agricultural institutions (Acharya N.  G. Ranga Agricultural University; Tamil Nadu Agricultural University; and the University of Agricultural Sciences, Dharwad). | *Human Adaptive Response to High Altitude*  A three-week academic and research trek to Everest Base Camp to learn about how the human body responds to high altitude while experiencing Himalayan culture |
| *India Global Service-Learning Program Summer*  In partnership with the Swami Vivekananda Youth Movement (SVYM) in Mysore, Karnataka, students in the School of Industrial & Labor Relations (ILR) and in the Global Health (GH) program participate in 2 weeks of courses and then 4-week (ILR students) or 6-week (GH students) service projects at a SVYM project site. | *South Asian Culture: Family, Food and Health Care Systems*  This course introduces students involved in health care and education-related professional programs to the South Asian culture, family, food and healthcare systems. It broadens their global perspectives, enhance cultural competence, and expand critical and comparative thinking skills. Students sample and experience the regional and religious diversity of this culture through lectures, films/documentaries,  readings, and a cultural immersion trip to India. |

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| **Undergraduate & Graduate Research Travel** | |
| Memberships in American Institute for Bangladesh Studies, American Institute for Indian Studies, American Institute for Pakistan Studies, American Institute for Sri Lanka Studies, (CU only) and the Association for Nepal and Himalayan Studies (CU only) facilitate research fellowships and opportunities in South Asia. | |
| **Overseas Institutional Ties** | |
| Acharya N. G. Ranga Agricultural University (Hyderabad), G.B. Pant Agricultural University (Dharwar, Uttaranchal Pradesh), Indian Institute of Technology (Kanpur), National Agricultural Research Council (Delhi), Pune University, Tamil Nadu Agricultural University (Coimbatore), Tata Institute for Social Sciences (Mumbai), and University of Agricultural Sciences (Dharwad, Karnataka), Swami Vivekananda Youth Movement (Mysore), University of Veterinary and Animal Sciences (Lahore), Keystone Foundation (Kotagiri), Bagabandu Sheikh Mujibur Rahman Agricultural University, the Bangladesh Rice Research Institute, the Rangpur Dinajpur Rural Service, and the Bangladesh Agricultural Research Council, Tribhuvan University in Nepal, Universities of  Peradeniya and Colombo in Sri Lanka. | Falk College of Sport and Human Dynamics work with Madras Christian College and Lady Irwin College in Delhi as well as the M.S. University of Baroda. |
| Maxwell School regularly works with the Indian Institute of Management/Bangalore and the Indian  Institute of Business in Hyderabad. |
| Cooperative agreements with Eastern University in Dhaka, Nalanda University and Tehri University. |

###### Student Use of Study Abroad

In the first two years of the last grant cycle (2018-2020 before study abroad was halted), 146 students participated in Study Abroad options in South Asia. NRC students from Cornell are already active in NFLC (India) and ISLE (Sri Lanka). During the semester before students participate in the SVYM India Global Service-Learning Program Summer or the NFLC, they must take a one-credit, seven-week Jump start language class, in Kannada or Tamil, respectively, to prepare them linguistically and culturally for their time in India. In light of COVID restrictions, Cornell has developed virtual internships, in lieu of study abroad. In 2021 and 2022, SAP is providing stipends for two students to have virtual summer internships at Oxfam India on *Responsible Sugar Supply Chain* in Uttar Pradesh and *Food-Hive-Nourish the Cities* in Bangalore, supervised by a former Cornell Humphrey fellow.

###### Access to Other Institution’s Study Abroad Programs

In addition, CU Global Learning and SU Study Abroad facilitate access to both internal and external study abroad programs. Therefore, students have strong opportunities for study

abroad in South Asia. The NRC disseminates information on study abroad programs (semester, academic year, winter and summer) each semester. Summer fellowships to visit South Asia for the first time are offered to undergraduates with intermediate-level language proficiency by CU’s Department of Asian Studies while SU’s Honors Program funds research for capstone projects.

###### Summer Language Programs

Graduate and undergraduate students from the consortium take language classes through SASLI and AIIS, supported by FLAS fellowships. During the last grant cycle, 8 students attended AIIS summer language programs based in India, and 10 attending SASLI. Additionally, two students did Persian through the Arabic, Persian and Turkish Language Institute (APTLI) and three students received private tutoring in the summer for Nepali and Tamil.

## QUALITY OF STAFF RESOURCES

### Teaching faculty and other staff are qualified for current and proposed activities and training programs; are provided professional development activities; and, participate in teaching, supervising, and advising students

###### E.1.a. Teaching Faculty & Staff Qualifications

The consortium is led by 67 core faculty who teach, research, and conduct outreach about South Asia. Our activities are further strengthened by 33 associated faculty for whom South Asia is a secondary teaching and research focus. Chart 8 demonstrates our overall faculty strength and distribution. Faculty excellence is demonstrated by their publication records; by the numbers of prestigious grants, fellowships, and honors awarded; and by their record of national and international service. Consortium faculty hold high administrative offices on campus as well as with national and international organizations dedicated to the scholarship of South Asia. See CVs in the appendix for details.

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| **Chart 8: Number of Consortium Faculty by Type of Discipline** | | | |
| Discipline | Cornell | Syracuse | Total |
| Agricultural Sciences | 7 | 0 | 7 |
| Anthropology & Sociology | 10 | 6 | 16 |
| Economics & Business | 6 | 2 | 8 |
| Architecture/ City and Regional Planning | 4 | 1 | 5 |
| Arts | 4 | 3 | 7 |
| Asian Studies & Religion | 4 | 5 | 9 |
| English, Literature & Linguistics | 5 | 1 | 6 |
| Education & Human Development | 1 | 4 | 5 |
| Engineering | 1 | 1 | 2 |
| Env. Sciences & Geography | 3 | 3 | 6 |
| Government/Political Science | 5 | 4 | 9 |
| History | 4 | 1 | 5 |
| Medicine, Public Health and Nutrition | 4 | 1 | 5 |
| South Asian Languages | 6 | 2 | 8 |
| Women & Gender Studies | 0 | 2 | 2 |
| **Total** | **64** | **36** | **100** |

###### Faculty and Staff Development Opportunities

SAP and SAC provide faculty and staff professional development opportunities directly, as well as through their wider university environments.

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| **Chart 9: Faculty Professional Development Opportunities** | | |
|  | **S U** | **C U** |
| **SU’s College of Arts & Sciences** gives tenured and tenure-track faculty $3000 per year in research funds. Also available at SU: CNY Humanities Corridor Working Group grants; Humanities Center Faculty Fellow grants; Collaboration for Unprecedented Excellence and Success (CUSE) grant program; Berlin Fund (Maxwell); Campus as a Laboratory for Sustainability grants; Sustainability Faculty Fellows program; Syracuse Center of Excellence for Environmental and Energy Systems grants; Falk college seed grants. |  |  |
| **Research and travel funds, study leave/sabbatical leave.** Research and travel funds support participation in national and international professional meetings and conferences as well as research and professional  collaboration in/about South Asia. Study and sabbatical leaves support curriculum and research development. |  |  |
| **Teaching Workshops.** CU’s Center for Teaching Excellence and SU’s Humanities Center support professional development in pedagogy. **Technical support and new technology workshops are offered on both campuses to expand/refine teaching tools.** SU Awards Meredith Professorships to recognize excellence in teaching. SU has opened the Center for Teaching & Learning Excellence as part of its Academic Strategic Plan. |  |  |
| **Grant-writing Support** and grant writing workshops are offered through OSP. 2 ECIS staff members at CU provide grant support for SAP core faculty. Every college and school at SU maintains an office dedicated to grant-writing support. |  |  |
| **CU Language Resource Center** provides grant opportunities to language faculty sponsored by the Consortium for Language Teaching and Learning. It also provides workshops, learning communities and speaker series regarding second language teaching and acquisition. |  |  |
| SAP advertises twice per year the **ECIS Seed Grant and Small Grant competitions** to its core faculty, encouraging applications through matching funds where possible. In the past this has resulted in funding for international conferences held at Cornell as well as the inauguration of new faculty research and artistic  production in South Asia. |  |  |

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| **Chart 9: Faculty Professional Development Opportunities** | | |
|  | **S U** | **C U** |
| Annually SAP advertises to its faculty the competition for appointment as faculty fellows within **Cornell's Society for the Humanities** in order to support the development of new courses on South Asia and cutting- edge research in the South Asia Humanities. SAP faculty regularly receive these appointments, impacting  curriculum in fields such as Modern South Asian History, Imperial History, South Asian Buddhist Studies, South Asian Literature, Science and Technology, etc. |  |  |
| Language faculty participate in pedagogical training held at the **South Asia Summer Language Institute**, including Bandara Herath (Sinhala), Hom Acharya (Nepali), and Razima Chowdhury (Bengali) |  |  |

Administrative staff working within the Cornell-Syracuse NRC also regularly participate in the many online and live workshops and classes offered by their offices of Human Resources. For example, SAP Admin Asst Gloria Lemus-Chavez has recently taken Cornell's Research Administration Certification and several courses in Diversity, Equity, and Inclusion (DEI). SAC Associate Director, Emera Bridger Wilson, has taken workshops on emotional intelligence for managers and workshops on strategies for diversity, equity, and inclusion.

###### Participation in Teaching and Advising Students

Our core faculty typically teach two courses per semester. These courses are usually balanced so that three undergraduate courses are taught for every graduate course. Advising varies by department and is prescribed by each college/school. All faculty hold scheduled office hours, providing individual student mentoring and advising. At both SU and CU, undergraduate majors with South Asia-related foci and South Asia Minors select a faculty advisor and meet to set out a curriculum of study when declaring the major/minor. Subsequently, at a minimum they meet with these faculty advisors at least once per semester, generally timed in relation to course selection. Undergraduate students working on South Asia-related theses generally meet their advising faculty at least twice per month during the research and writing period. The consortium Fellowship Coordinators meet regularly with FLAS fellows to discuss course offerings and how the fellowship fits into their academic and career goals.

Graduate students working on South Asia receive advising in several different contexts. They regularly attend office hours with their faculty to choose courses, work on research papers, receive guidance in writing grants for dissertation/thesis research, and seek assistance in developing a dossier for job applications.

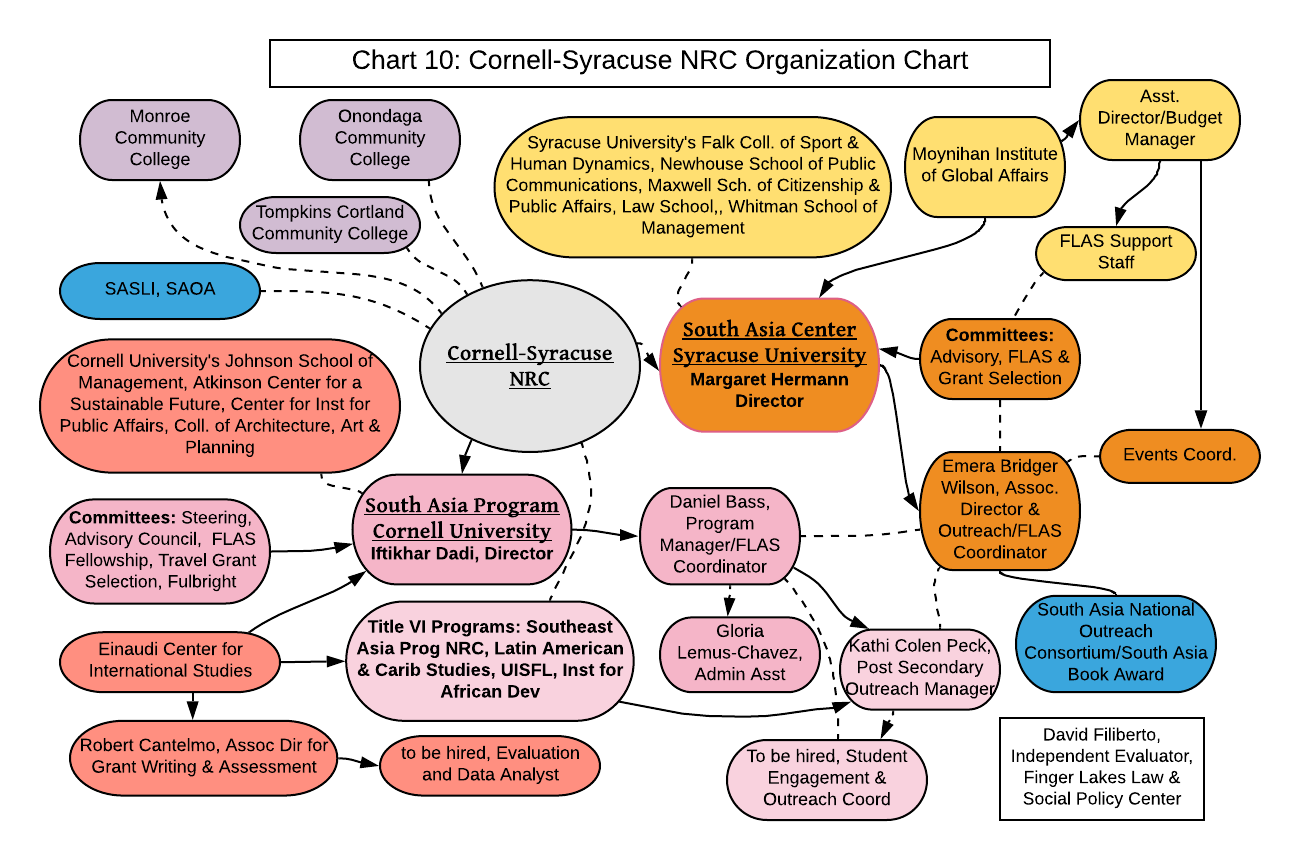
In addition, prior to A Exams (comprehensive exams) doctoral students at Cornell typically take at least one Directed/Independent Studies course with their faculty advisor, creating a tutorial environment for exam preparation. Graduate students avail themselves of professional development workshops offered by the Cornell Graduate School (addressing themes for job talks and cover letters) and Knight Writing Institute and Center for Teaching Excellence (assisting with the development of courses, syllabi, student exercises, etc.).

At SU, graduate students are advised by both the departmental Director of Graduate Studies and their chosen thesis advisor. While the organization for comprehensive exams varies by department, students will usually take Directed/Independent Studies courses with their advisor or committee members to help them prepare position papers and study for exams.

Doctoral students are provided with professional development workshops through the Graduate School and SU libraries, while professional program students avail themselves of resume and interview preparation advice at their respective school’s career offices.

### Adequacy of staffing and oversight arrangements, including outreach and administration and that faculty from a variety of departments, professional schools, and the library are involved in the project

The consortium team have a long-standing relationship and decisions about programming, curricular development, and outreach are made consensually by the directors in concert with their faculty. The team have open communication and spend time on planning to create clear objectives. Disagreement rarely occurs but if it were to, the team would bring in the leadership at CU’s Einaudi Center and SU’s Moynihan Institute to resolve any disagreements.

Faculty from a variety of departments, professional schools, and the library are involved in program oversight. Major decisions typically move through multiple levels of consultation, including the Advisory Board/Steering Committee and wider core faculty membership. The SAC Faculty Advisory Board represents 8 disciplines and 6 colleges/professional schools plus the SU Art Museum. CU’s Steering Committee represents 10 disciplines and 5 colleges/professional schools. The two boards will come together each year to facilitate deeper collaboration and introduce new faculty. Syracuse’s SAC receives a part-time graduate assistant through the Department of Public Administration and International Affairs.

***Legend:*** *Dotted Line = Association, Solid Line= Reporting Line*

Decisions about which campus will host live events or take the lead on certain activities stems from which institution has the most relevant expertise or institutional linkages. One

advantage of the shift to virtual events is that the consortium was able to share more events and publicize all virtual events hosted by both universities.

The consortium has several part-time outreach personnel, based on the two campuses and providing a breadth of expertise to reach our target audiences. Our outreach team is on both

campuses because: 1) the service area that we cover is 4,200 square miles and includes

two major metropolitan areas--Syracuse and Rochester--that have large immigrant populations as well as the rural northern tip of Appalachia that surrounds Cornell; 2) harsh winter conditions can significantly impede travel, and two outreach offices allows us to maintain year-round in- person functioning; 3) we can tailor outreach activities to nearby partner interests while collaborating on the overall strategy and structure of the outreach activities; and 4) sharing both CU outreach staff with the Cornell Southeast Asia Program (SEAP) NRC Center and other Title VI Centers improves efficiency. The provision of an additional 5 hours of administrative assistance (Gloria Lemus-Chavez) in 2021 facilitates the expansion of the SAP’s seminar and conference programming as well as our collaborations with Cornell’s Office of Global Learning.

The Einaudi Center **Post-Secondary Outreach Manager** (FT, 30% SAP, 30% SEAP, 40% other Title VI) (Kathi Colen Peck) collaborates with our three Community College partners to develop outreach projects/curriculum in the region. A new Einaudi Center position, Student Engagement & Outreach Coordinator, (to be hired, 25% SAP, 25% SEAP, 50% ECIS) will be responsible for community engagement for teacher training and K12 outreach, such as outreach language programs and ISSI teacher education workshops. SAP Manager Daniel Bass (FT SAP, paid for by ECIS) supervises the Post-Secondary Outreach Manager who will, in turn, supervise the Teacher Training and Student Engagement Coordinator. The **SAC Associate Director**, Emera Bridger-Wilson (FT, 100% SAC) also serves as the **Outreach Coordinator,** overseeing

outreach activities at SU with partners located in the Syracuse/Rochester region as well serving as the **Awards Coordinator** for the South Asia Book Award, a national outreach project.

### Non-discriminatory Practices for Employment

Both our universities have clear non-discriminatory policies to which the SAP and the SAC rigorously abide. Cornell’s “*Open Doors, Open Hearts, and Open Minds*” policy (attached in GEPA form) guides us in ensuring that personal characteristics such as race, sex/gender, age, national origin, religion, sexual orientation, disability status, veteran status, and ex-offender status receive wide representation at all levels in the university. CU and SU rigorously evaluate hiring and compensation decisions for disparities in the employment or advancement of minorities and women. Under the presidency of Martha Pollack, Cornell has established new initiatives such as *Belonging at Cornell* in support of a diverse student populations. As part of this commitment to sustain an inclusive campus community, Syracuse established the Chancellor's Workgroup on Diversity and Inclusion. Furthermore, on the Workgroup's recommendation, the Chancellor created a university-wide Council on Diversity and Inclusion. Large events must provide American Sign Language and Communication Access Real-time Translation, and all electronic communications must be accessible on both campuses. Veterans receive special consideration on both campuses. Syracuse built a multi-million-dollar facility to house its nationally recognized Institute for Veterans and Military Families (IVMF) program.

## STRENGTH OF LIBRARY

### Strength of the Library Holdings

With a combined total 470,174, the library resources of the consortium represent one of the largest collections of South Asian materials in the country.

###### Print and Non-print

Syracuse and Cornell have substantial, complementary collections. In addition to broad and diverse coverage of the South Asian subcontinent as a whole, Cornell has developed deeper collecting in the areas of Nepal and the Himalayas, Sri Lanka, and Buddhist traditions.

The South Asia collection at Cornell’s Kroch Asia Library holds 258,232 monographs and 12,652 serial titles, focused on history, literature, religion, philosophy, linguistics, and the social sciences. In addition, Cornell’s fine arts, life sciences, music, engineering, and labor relations libraries hold another 115,490 titles dealing directly with South Asia. SU Libraries holds approximately 115,000 books and e-books related to South Asia, largely devoted to anthropology, religion, political science, and public administration. The collection also includes 10,000 government documents, 4,000 maps, 2,100 video recordings (mostly streaming and DVDs), and 2,700 serial titles.

Recently, electronic resources have been expanded at both libraries. SU Libraries have invested in large e-book collections, such as ScienceDirect eBooks, JSTOR books, Taylor & Francis e-books, and Duke University Press eBooks, which contain South Asia-related monographs. Both institutions have access to electronic databases which strengthen the physical collection. Recent acquisitions at Cornell include historical primary sources such as the final modules of the papers of the East India Company, Colonel Clive and Brigadier-General Carnac, and the First Earl of Minto. SU subscribes to the following databases: East India Company, India, Raj & Empire, and Foreign Office Files for India, Pakistan and Afghanistan, 1947-1980.

Furthermore, the libraries hold collections that are of service to scholars of South Asia within and outside of the consortium. Cornell’s Klaus Ebeling Ragamala research collection, a collection of more than 3,500 slides of Indic art, is freely available online. The Bombay Poets

Archive includes personal papers of Arvind Krishna Mehotra, Adil Jussawalla, Dilip Chitre, and

other major mid-century modernist Indian poets. They also have emerging archival collections of visual materials including colonial trade labels and Indian political posters. SU Libraries’ Special Collections Research Center holds four collections that are significant to South Asia scholars: Agehananda Bharati Papers, George Babcock Cressey Papers, the Margaret Bourke-White Papers, and the H. Daniel Smith Papers and Poster Archive.

###### English and Foreign Language

The consortium has a range of library resources in English and in the South Asian languages taught through the consortium. At Cornell, 50% of the South Asia Collection is in English. The other half represents the South Asian languages taught at Cornell, Bengali, Hindi, Nepali, Pali, Prakrit, Telugu, Sanskrit, Sinhala, Tamil, and Urdu as well as certain materials in Malayalam, Marathi, Oriya, and Urdu. Cornell’s South Asian language collections largely cover the humanities, especially literature, religion, history, and anthropology. While the vast majority of the Syracuse collection is in English, there are also 11,000 titles in Bengali, Hindi, Pali, Prakrit, Punjabi, Sanskrit, Tamil, Telugu, and Urdu.

###### Undergraduate, Graduate and Professional School Clientele

While the South Asia Collections at Cornell and Syracuse are housed primarily within the social science and humanities libraries on campus, they are used by undergraduate and graduate students and faculty from across campus, including the professional schools. Both libraries work to make their spaces inviting and inclusive for students. At CU, graduate student carrels adjacent to the Asia Collections stacks are always fully utilized. Undergraduates fill the Asia Reading Room at Cornell when classes are in session. At SU Libraries, there are carrels for graduate students, as well as meeting and other workspaces of which students can take advantage.

###### Institution’s Financial Support for Acquisition of Library Materials & Library Staff

Cornell has a dedicated South Asian librarian and library budgets. Curator Bronwen Bledsoe and one three-quarter-time assistant devote their time exclusively to the South Asian collection. The total commitment of library staff salaries at Cornell is currently $169,037. The annual acquisitions budget for South Asia exceeds $100,000.

The SU collections are overseen by eight subject librarians that devote time to working with South Asian Studies faculty across campus. They each devote about 5% of their time to managing the collection, and they are supported by acquisitions and cataloging department staff time for a total commitment of $63,770 in salary support. While SU Libraries does not have a dedicated South Asia Librarian, the Social Sciences Librarian, Winn Wasson, has a background in South Asia Studies. He worked with Jim Nye at the University of Chicago and is an FLAS alumnus who studied Hindi-Urdu at the University of Illinois. The SU Libraries provide approximately $50,000 in acquisitions for the South Asia Collection not including the cost of numerous interdisciplinary e-book, archival, and journal packages of interest to SA scholars.

#### A. Cooperative Arrangements & Reciprocal Access to Information

Both institutions are active participants in interlibrary loan and information sharing by electronic means. Cornell participates in Borrow Direct, a rapid book-sharing service for faculty, staff and students from Cornell, Brown, Columbia, Dartmouth, Penn, Princeton, Yale, Harvard, MIT, Stanford, and Chicago. Cornell and Columbia libraries have developed a reciprocal collection agreement, through which Cornell devotes special attention to materials in its strengths such as Sinhala, Nepali, and in Bengali from Bangladesh while Columbia picks up Urdu from Pakistan, and Bengali and Tamil from India.

Cornell is a founding member of the South Asia Cooperative Collecting Workshop (SACOOP). Bronwen Bledsoe is an active member of this committee, as well as the South Asian

Materials Project (SAMP), and the South Asia Open Archive (SAOA) a subset of SAMP, which seeks to digitize and share South Asia research materials. In cooperation with other NRCs, the consortium will contribute to the continued digitization and dissemination of SAOA materials.

###### F.2.B. Access to Our Collections

The consortium’s South Asia collections are discoverable in the OCLC and WorldCat databases While licensed e-resources can be accessed remotely only by the university communities, materials available in the library stacks, government documents, reference collections, current periodicals and newspapers, and microforms, except those held on reserve, are also available to the public, including teachers, businesses and the media. Special collections are available via appointment.

During the COVID lockdown, the libraries had emergency access to scans held by the collaborative repository HathiTrust and enhanced digital delivery of articles and book chapters. SU quickly developed a workflow to arrange license agreement for streaming video and additional online content to support hybrid instruction.

For area studies, however, many essential works are not available in digital format, such as authoritative dictionaries for classical and regional languages. Where print was essential, CU libraries provided home delivery to its faculty; South Asianists were among the heaviest users of this service. SU began providing free UPS ground shipping of print materials to users in the United States and expanded book chapter scanning services for all users.

## IMPACT AND EVALUATION

### Impact on University, Community, Region, and Nation

The Cornell-Syracuse NRC Consortium has a major impact on the campuses, communities, the Central New York region, nation and world. For example, Farhana Sultana, SU

Associate Professor of Geography at the Maxwell School, was a co-signatory of the 2017 Vatican Declaration on Human Right to Water.

**Campus Impact:** The impact on both campuses is evident in our frequent, broadly attended lectures, seminar series, and cultural events as well as major interdisciplinary workshops and conferences that engage people from diverse parts of our universities. See Chart 12 on page 33. **Regional Impact:** The consortium’s activities are also open to local communities, who are particularly drawn to the cultural events and benefit greatly from our educational and community outreach. Consider:

* Through a Mellon corridor working group on Cultural Sustainability in South Asia, the NRC offered a variety of events and an international conference in Fall 2021.
* The NRC works closely with Monroe Community College (MCC) to offer international programming in Rochester. For example, in Fall 2019 we screened *Neeli Raag (True Blue)* downtown with a Q&A with film director Swati Dandekar. The film was also shown at Cornell Cinema, and on Onondaga Community College (OCC) and Tompkins Cortland Community College (TC3) campuses.
* The SU Human Rights Film Festival brings over 200 people from across the region annually.
* SAC co-sponsors the Asian Elephant Extravaganza at the Rosamond Gifford Zoo which exposes over 3,500 people to Asian elephant conservation and cultural importance.

**National Impact is shown through the following required indices**. SAP held 19 weekly seminars in 2020-2021, while SAC held 13 speaker events, all of which were held virtually over Zoom. The seminars presented diverse perspectives to help students understand and think critically on a range of issues and to enable them to effectively debate different sides of an issue. A total of 1,073 people attended the SAP Seminar Series over the course of the fall and

spring semesters, with an average attendance of 56.5 people per event. This is roughly two and a half times the average audience for in-person events the previous year. The virtual format allowed for us to reach new audiences across the globe, with attendees from 48 countries last year. SAC’s speaker series had a total of 563 people, with an average of 43 people per event, which was about 50% more than the previous year.

###### Student Enrollment in South Asia Related Courses

|  |  |
| --- | --- |
| **Chart 11: NRC Student Enrollment for AY 2020-2021 (most recent available)** | |
| **Course & Level** | **No. of Students Enrolled** |
| Students enrolled in 1st-year language courses | 101 |
| Students enrolled in intermediate & advanced language courses | 84 |
| Graduate students enrolled in non-language courses | 402 |
| Undergraduate students enrolled in non-language courses | 3,763 |

Recent enrollment figures are one important indicator of impact extending beyond our campuses to national and international arenas through student training.

###### Graduate Placement

We successfully graduate specialists in South Asia who go on to productive national and international careers in the private, government, and nonprofit sectors. In recent years, of a total of 50 graduates of SU’s South Asia language and area studies program, 34% have found employment in business, 26% in education, 21% in government service, and 19% in the non- profit sector (domestic and international). Of 100 Cornell graduates from Bachelor’s, Master’s and Doctoral programs specializing in South Asian Studies during the last two grant cycles (2014-2021) for whom data are available, 21% continued on to graduate study, 30% were working in higher or secondary education, 26% found employment in the private sector, 13% were in the non-profit sector (domestic and international), and 4% were serving in government, including the military.

###### Participation Rates for Events

Our impact on our universities, communities, region, and the nation is shown by the high

numbers of people who have participated in our Outreach programs, from a broad spectrum of institutions, as seen in Chart 12.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Chart 12: Outreach Activities for Cornell-Syracuse NRC 2018-2021** | | | | | | |
|  | **Number** | | **Attendance** | | **Total Activities** | **Total Attendance** |
| **CU** | **SU** | **CU** | **SU** |
| Academic Lectures, Presentations & Brown Bag Seminars | 108 | 40 | 7,275 | 1,244 | 148 | 8,519 |
| Conferences & Symposia | 10 | 4 | 8,749 | 123 | 14 | 8,872 |
| Cultural Events, Films, Performances & Community Festivals | 34 | 27 | 3,874 | 6,127 | 61 | 10,001 |
| In-service & Pre-service K12 Teacher Trainings | 2 | 16 | 51 | 1,066 | 18 | 1,117 |
| CC and TE Faculty Workshops & Symposia | 38 | 11 | 660 | 235 | 49 | 895 |
| Outreach Presentations to K12 Students | 0 | 4 | 0 | 223 | 4 | 223 |
| **TOTAL** | **192** | **92** | **20,609** | **9,018** | **294** | **29,627** |

###### Use of Center Resources

As indicated, the NRC resources are well used by around 30,000 people, representing a broad spectrum of audiences.

1. Outreach activities serve a range of diverse constituencies; our campuses, community colleges, K12, teacher education programs, research university partners.
2. Graduate students at both institutions leverage NRC & FLAS funding to obtain prestigious fellowships such as Fulbright, Fulbright-Hays, AIIS, AISLS, AIPS, AIBS, CLS, Boren, NSF, SSRC, and Wenner-Gren that support research valuable to national interests.
3. By lobbying to ensure strong institutional support for our university libraries and helping to fund library acquisitions, we protect and expand crucial scholarly resources available locally to library visitors, and regionally and nationally through library exchange programs. Cornell creates nationally accessible South Asian sub-collections in Sinhala, Nepali, and in Bengali from Bangladesh. Through the SAOA the NRC expands national research access.

### Record of Post-Graduate Placement in Areas of National Need

This NRC that has created a successful pipeline of trained specialists and placed graduates in areas of national need remains committed to continuing this record of excellence. For example, our NRC graduates are currently working for the Department of State, the World Bank, the Executive Office of the President, the U.S. House of Representatives, USAID, UNICEF, and for the UN in various places in South Asia. Beneficiaries of our NRC-FLAS funding now contribute their South Asia expertise to future generations of Americans at colleges and universities such Harvard University, Bowdoin College, Columbia University, Georgetown University, Oberlin College, and University of Wisconsin-Madison.

A recent CU graduate is an Afghan who described himself as ‘practically illiterate’ after graduating from a Taliban high school. He went on to join the U.S. military and served in Afghanistan, earning a Bronze Star before starting his studies. He aspires to become a lawyer and work on issues of human rights in Afghanistan. A recent SU FLAS student works in the U.S. consulate in Mumbai and another now runs Aythos, a development NGO in Nepal.

Cornell ranks No. 6 in producing Peace Corps volunteers among medium-sized colleges and universities nationwide. Undergraduate Cornell students have entered Lanka Corps, a program for Americans of Sri Lankan heritage to support Sri Lankan development following their first degrees, contributing to binational relations between the U.S. and Sri Lanka, an emerging market and site of geopolitical significance at the intersection of U.S., Indian, and Chinese interests. Our NRC graduate students have also contributed to post-earthquake recovery in Nepal, as cultural ambassadors of the U.S.

###### Efforts to Increase the Number of Student Placement in Areas of National Need

CU will work closely with the Department of Government and Cornell Institute for Public Affairs (CIPA) part of the newly formed Jeb E. Brooks School of Public Policy (which

places the vast majority of its students in public and NGO sectors), and SU will work with the Departments of Public Administration and International Affairs and Political Science, the Intelligence Community Center for Academic Excellence, and other programs on campus to create a Public Service Speaker Series. This will include talks and recruitment meetings by eminent current or former government officials with the purpose of encouraging our students to go into government service. As an example consider Laura Stone, a 1990 Cornell BA and now Deputy Assistant Secretary for South Asia, who spoke virtually in 2020 to students at both Cornell and Syracuse, discussing her career trajectory in "From Upstate New York to Foggy Bottom: Lessons from a Career in the U.S. Foreign Service." The NRC will also reach out to campus ROTC and Career Services Offices to explore future collaborations. (Also, see Diverse Perspectives in appendix.)

### G3. Addressing National Needs and Disseminating Information to the Public

As shown throughout this application, our NRC addresses national needs through teaching, outreach, and research and we follow with five examples.

First, our faculty have deep and broad reach in the public discourse. For instance, Cornell’s Eswar S. Prasad (Tolani Senior Professor of Trade Policy) and Karim-Aly Kassam (Professor in Natural Resources and the Environment) and SU’s Mona Bhan (Associate Professor, Anthropology) make regular contributions to media outlets such as the *Financial Times, Economic Times, New York Times, Wall Street Journal Asia*, *BBC, CNN, and PBS*.

Second, our NRC LCTL offerings are a national asset. Cornell provides the only curriculum that offers elementary, intermediate and advanced classes every year in Sinhala and Nepali in the U.S. In addition to on-campus academic year instruction, Sinhala, Nepali and Bengali are all offered via the SCI to Columbia and Yale. The Senior Lecturer in Sinhala and Lecturer in Nepali teach national cohorts of students through SASLI’s summer curriculum. Our

NRC has published Sinhala and Nepali teaching materials, which SAP makes available to language learners nationally and internationally.

Third, SAC Associate Director Emera Bridger Wilson is the award coordinator of the South Asia Book Award (SABA) which was founded to respond to a Title VI invitational priority in 2010. She works with publishers and authors to receive nominations for books and with K12 teachers, librarians, and authors across the country to encourage educators to use these books in their classrooms. In the twelve years since the SABA award began, it has garnered growing interest among K12 educators and librarians and has reached thousands of educators.

Fourth, our NRC consortium contributes annual operating funds to the South Asia Summer Language Institute (SASLI), thus ensuring broad national access to South Asian LCTLs to about 100 students per year (see p.8 for more information).

Fifth, the NRC is dedicated to educating students about the historical contexts of the region which are still relevant to understanding issues in the region today. In this grant cycle, we propose two conferences that will provide students with relevant historical background.

***Year 1: Taj of the Raj? Decolonizing the Imperial Collections, Architecture, and Gardens of the Victoria Memorial Hall, Kolkata* January 1-11, 2023**

*Organized by Romita Ray, Assoc. Professor Art History at SU.*

This project will focus on Indian contributions to the imperial legacy of the Victoria Memorial Hall in Kolkata. It will bring 15 scholars from the USA, UK, and India who will participate first, in an exploratory workshop at the VMH, and next, in a virtual symposium. SAC will provide funding to complement a 2021 National Endowment for the Arts Planning International Collaboration Research grant.

***Year 4:* “*The Politics of Culture in South India and Sri Lanka, 1000-1500*" 2025-2026**

*Organized by Larry McCrea & Anne Blackburn, Professors of Asian Studies, CU*

This period witnessed a far-reaching transformation in the relations between centers of political power and sites of textual and cultural production. Despite differences of language, geography, and religious orientation, important continuities in political and cultural developments developed. We aim to include scholars working both on texts produced by and within royal courts as well as literary and cultural efforts more peripheral to the courtly setting.

### Evaluation Plan

* + 1. **Evaluation Team:** During the previous award cycle, ECIS invested heavily in

increasing its assessment capacity. ECIS now employs a team which works independent of each of its core programs to provide impartial monitoring, evaluation, and learning measures for all project activities including this NRC. This team is led by the associate director for grant writing and assessment, Robert Cantelmo, who has over 10 years of experience as a project manager and program evaluator for federal grant awards. Cantelmo will be responsible for design, stewardship, and compliance with the project’s evaluation plan.

To assist the ECIS Evaluator with data collection, instrument design, and written assessment of grant activities, ECIS is recruiting an evaluation and data analyst. This individual will develop and maintain databases on program activities, project indicators, and relevant international studies enrollment and curricular information. They will work closely with the team on monitoring, evaluation, and learning for this project. This role is anticipated to be filled in Spring 2022.

Lastly, this regular and independent assessment will be supplemented with two external resources. First, long-time external evaluator David Filiberto will interview participants and provide a layer of confidentiality for respondents. Second, ECIS will fund an external peer

review of the consortium to provide critical feedback on the strength of the consortium and the program’s impact, as well as growth opportunities in outreach, teaching, and teacher training.

* + 1. **Comprehensive and Outcome-Oriented Evaluation Strategy:** The project team

has engaged ECIS to develop a series of outcome indicators that will inform our progress. This evaluation strategy utilizes a mixed-methods approach that incorporates surveys, interviews, focus groups, participant observation, and document content analysis.

* + 1. **Data Collection & Analysis:** Data collection and analysis under this project will

occur as an iterative process throughout the life of the award. Qualitative and quantitative data collection tools are designed by the ECIS evaluation team with guidance about planned activities from the program team. This approach ensures sufficient familiarity with project goals to develop appropriate instruments, while also ensuring objective assessment of the measures. ECIS will review data on a semi-annual basis, updating instruments or collection methods as needed.

We will collect observational data on course listings, student enrollments, program participant lists, and count data on student and faculty grant applications. Utilizing pre- and post- survey tools, our evaluation team will also collect and analyze quantitative data on learning outcomes pertaining to our outreach and programming goals. Assessment of language instruction will be aided through program staff review of course evaluations. The evaluation team will work with faculty instructors to develop questions about student plans to continue in the language and self-assessment of one’s professional proficiency for research or employment.

To supplement these quantitative tools, we have also developed a suite of qualitative instruments including focus groups, participant observation, interviews, and workplan review with student fellows, faculty affiliates, event participants, and community college partners. Focus groups and workplan reviews will be conducted independently by ECIS. Participant observation

data will be collected and reviewed by program staff. Follow-up interviews will be conducted by the independent evaluator David Filiberto who will submit anonymized written reports to ECIS and program staff. Lastly, in year four, we will engage external faculty to conduct a whole-of- program peer evaluation.

1. **4d Outcome Evaluation:** To accurately assess overall progress on our project, we

have articulated a set of goals and indicators (see Evaluation Matrix in Appendix for details).

##### Goal 1: Sustain and further cultivate proficiency in LCTLs for students researching on,

**working in, or learning about the region.**

Objective 1.1: Consortium faculty develop curriculum for LCTL instruction and South Asia area

studies courses.

Objective 1.2: Increase the number of students who enroll in intermediate and advanced LCTL

language courses.

Objective 1.3: NRC/FLAS students pursue research, internships, fellowships, and employment in

areas of national need utilizing LCTL proficiency.

Goal 1 aims to sustain our commitment to producing cohorts of students with the regional and language expertise to pursue academic or professional careers related to South Asia. Early in the grant period, the ECIS evaluator will meet with faculty within the consortium to convene focus groups to promote new pathways to regional expertise for students. Program staff will use the results to plan activities to leverage language instruction for careers in government service and areas of national need. These focus groups recur annually to refine activities and evaluate course offerings over the life of the grant. Student learning outcomes will be assessed through content review of course evaluations and random interviews with NRC/FLAS recipients about their experience, education, and professional goals. To measure the professional development

progress of students, program staff will track subsequent employment, internship, academic degrees, and field experience of post-fellowship students. These quantitative indicators, such as language course enrollments and graduate placement data, will complement qualitative indicators developed out of focus groups to measure progress.

##### Goal 2: Expand, Support, and Maintain Community College Engagement and Local

**Community Outreach**

Objective 2.1 Support Community College faculty and teachers through Community College

Professional Development Workshops.

Objective 2.2 Enrich Community College faculty and teachers through Visiting Speaker and

Artist series.

Objective 2.3 Further internationalize curriculum for Community College partners through

supporting Community College Internationalization Fellows grants, and supporting CAORC international faculty development workshops in India and Pakistan.

Goal 2 foregrounds the importance of teacher training, community engagement, and further internationalizing our community college partners. Program staff will track the number of professional development opportunities for community college partners and supplement these symposia and workshops with grant opportunities for internationalization. We will evaluate the long-term impact of these in several ways. First, the ECIS evaluator will track the learning outcomes for recipients of Community College Internationalization Fellows grants through activity reports and individual semi-structured interviews. On an annual basis, the evaluation team will also quantify the number of new courses and instructional models with our partners, as well as producing a qualitative report on the substantive themes covered in these new curricula. Our external evaluator will supplement these data with randomized participant interviews. These

interviews will aid in identifying benefits of participation, challenges, areas for improvement, and formal recommendations for further institutionalizing our partnerships with community colleges. We will measure our progress towards this goal not only through quantitative indicators of the number of fellowships, course modules, workshops and events at community colleges, but qualitatively through interviews and annual reports.

##### Goal 3: Engender Debate and Promote the Understanding of Challenges in South Asia

Objective 3.1 Strengthening cross-regional and intra-institutional collaborations to generate

debate around *Facing Creeping Crises and Exploring Collaborative Solutions* (see page 52 for this initiative).

Objective 3.2 Engaging artists, practitioners, and scholars from South Asia to promote diverse

perspectives of and from the region.

Objective 3.3 Working with other regional centers on our campuses to explore the shared

linkages and challenges in an era of increased globalization.

To further strengthen the NRC consortium, the ECIS evaluation team will convene the administrative staff to develop annual workplans for innovating new joint research, teaching, and student exchange opportunities. Previous evaluations have highlighted opportunities to better leverage the strengths of each institution as a partnership, especially in the area of social science research and pedagogy. We are uniquely poised to benefit from further collaboration, given Cornell’s relative regional emphasis on the South Asian periphery and Syracuse’s focus on India. We anticipate activities from these workplans will broaden our student’s exposure in the region. Progress will be tracked through quarterly consultations between the ECIS evaluation team and Cornell and Syracuse, both jointly and as individual programs. We will measure progress

towards this goal through quantitative data on the number of events, participants and other campus units engaged, as well as qualitative assessments with students and NRC staff.

* + 1. **Mid-Project and Endline Evaluations:** Building on the success of previous peer

reviews, we are proposing two substantial whole-of-program evaluations during the life of this grant. The first will be conducted by the ECIS evaluation team and our external evaluator David Filiberto. In Year 2 Q4 and Year 3 Q1, the evaluators will conduct a comprehensive assessment of all data collection, instruments, internal, and external reports to identify opportunities and challenges for the second half of the grant. They will supplement this research with individual interviews with student participants, faculty affiliates, and program administrators. A written report and set of recommendations will be provided by the end of Year 3 Q1.

We will also conduct an endline evaluation in Q4 of Year 4. Utilizing similar methodology, this assessment activity will also include two scholars chosen from peer institutions to provide additional outside perspective.

* + 1. **Evaluation Timeline**: The timeline below informs our project workplan, and

supports monitoring progress on key activities, and incorporating feedback in a timely manner.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chart 13: Evaluation Timeline** | **Year 1** | | | | | **Year 2** | | | | **Year 3** | | | | **Year 4** | | | |
|  | 1 | 2 | | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Instrument Design and Refinement (Ongoing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data Collection and Activity Monitoring |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data Analysis |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Annual Report Submission |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yearly Annual Review with Independent ECIS Evaluator |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mid-Project Evaluation |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Endline Evaluation |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* + 1. **Previous Evaluation Efforts:** The consortium has critically examined its

evaluation of previous NRC/FLAS grant cycles and has identified the following opportunities:

* Working with ECIS to hire the associate director for grant writing and assessment has increased our ability to produce in-house data collection and analysis tools.
* ECIS also provides a programmatically independent institutional expert to assess progress objectively and periodically toward our grant outcomes and deliverables.
* End-of-grant evaluations with consortium members has identified new opportunities to strengthen this partnership with the activities outlined in Goal 3.
* Retain an evaluation consultant for sensitive qualitative follow-up interviews with program participants and assist with mid-project review.
* Continue to invest in whole-of-program peer evaluations.

### Equal access and treatment

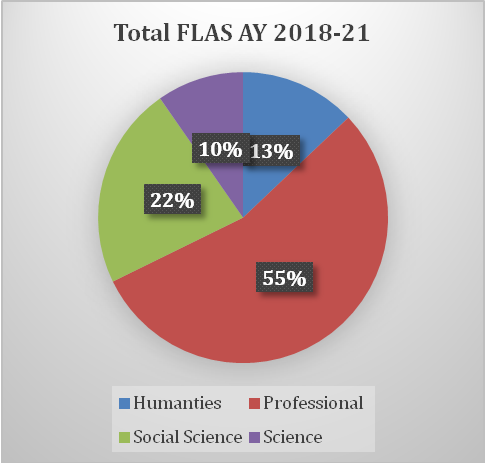
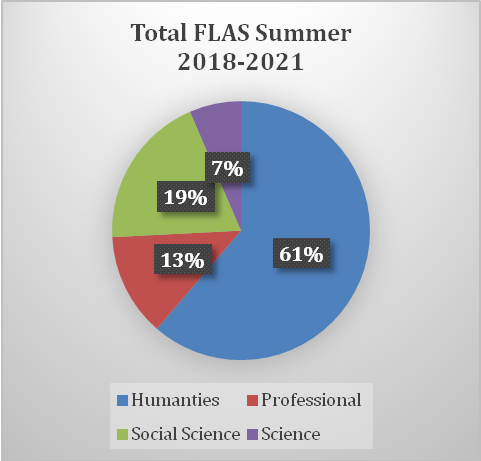
Specific actions taken by our NRC to address equal access and treatment for eligible students and other project participants who are racial or ethnic minorities are mentioned throughout the narrative. We would highlight here that, in keeping with the Americans with Disabilities Act of 1990 and the No Child Left Behind Act (2001), the program at SU coordinates its outreach and teaching with the Center for Teaching and Learning Excellence and Offices of Disabilities Services to make all materials and programming accessible to all constituencies. Facilities used by this NRC are ADA accessible, and our seminar rooms are equipped with an audio system to provide access for the hearing impaired. We provide sign- language interpreters events upon request. Senior citizens regularly attend. We welcome participants of all ages and gender identifications in keeping with our long-standing interest in gender in teaching, outreach, and programming. Gender has long been a central intellectual interest of our NRC, as reflected in teaching, outreach, and programming.

### FLAS Contribution to Supply of Specialists

Our FLAS graduates leave our program trained and prepared for service in the field. For example, one of CU’s South Asia Minors, a U.S. veteran, is also pursuing a degree in biology

and public health. The charts presented here indicate the broad range of fields that our FLAS Fellows study. Please see details in Section D.3.d above and page 29.

**Chart 14: FLAS Fellows by Discipline**



### FLAS Fellowships Address National Needs

All the consortium’s FLAS fellow recipients address national needs since they are exclusively in LCTLs. FLAS fellows include students earning degrees in Public Administration, International Relations, and International Development, who are most likely to pursue careers in government service.

## OUTREACH & ACTIVITIES

### Significant and Measurable Regional and National Impact

For details about the impact of our extensive and successful outreach work see Chart 12, page 33. Many outreach activities, such as the ISSI and the CCFI, are coordinated with the Southeast Asia Program at CU that has similar/parallel activities as part of their NRC.

The plans outlined in Sections H and I are flexible. The last two years have shown that the NRC can and is adaptable to the demands of a swiftly changing academic environment.

###### Faculty and Professional Schools are Involved in the Outreach

We have a strong track record of successfully engaging professional school as well as other faculty to participate in outreach. For example, Karim-Aly Kassam, CU International Professor of Environmental and Indigenous Studies, gave the keynote address at the 2019 ISSI on Cultural Sustainability.

###### H.1.A. Elementary and Secondary Schools

The NRC has an excellent track record of outreach with K12. With staff from SAC and SAP continuously working side-by-side, it makes the outreach activities more robust and impactful. In this grant cycle, we will have four main foci: 1) planning for the new teaching environment, 2) teacher training through ISSI, 3) programs focused on the cultures and histories of Afghanistan, and 4) the South Asia Book Award (SABA).

##### Planning for the New Teaching Environment Created by the Pandemic

A new K12 teaching environment has opened up the opportunity to rethink and redesign the NRC outreach. With a new position being added to the Outreach staff, the NRC will take the opportunity in year 1 to examine how to highlight resources in new ways and look at what has become irrelevant as well as what opportunities now exist. For example, the teacher guides are the most used part of the outreach website and were mostly created in 1992. The video lending libraries are not being used. It is time to envision K12 content generation in the era of the widespread use of Khan Academy and YouTube in teaching. For example, the NRC will consider the use of online book clubs that teachers anywhere in the U.S. can access without traveling.

##### International Summer Studies Institute (ISSI)

The International Studies Summer Institute (ISSI) is a professional development workshop for practicing and pre-service K12 teachers held each summer on the Cornell campus. The workshop provides teachers from a variety of disciplinary backgrounds practical strategies and resources for integrating international studies and world regions into their classrooms. New York State teachers can obtain continuing education credits upon completing a lesson plan that incorporates content from the workshop.

Based on our experience hosting ISSI virtually, the NRC will add asynchronous virtual components to future iterations of ISSI. The new Student Engagement & Outreach Coordinator, in collaboration with Emera Bridger Wilson, will be tasked with refashioning ISSI, as well as other K12 Outreach programs like the Community Language and Culture Program, for a post- pandemic era. Each year, ISSI has a new international theme, such as Inequalities, Identities, and Justice for ISSI 2022, which ties into one of ECIS and/or MIGA research priorities. As part of this grant, future ISSIs will focus on Global Media Literacy, World Religions, Democratic Threats and Resilience, Challenges to Citizenship in South Asia, and Refugees and Global Migrations. These latter themes resonate with ECIS and MIGA research priorities, as well as our planned focus on Creeping Crises (see p. 52)

##### Creating Increased Understanding of Afghanistan in the Region

This will address an emerging need for information about Afghanistan in our community. Cornell University is hosting several undergraduate students and Scholars at Risk from Afghanistan, sponsored by the International Institute for Education, and we plan to engage some of them in outreach. Also, both Syracuse and Ithaca are welcoming a significant number of Afghan families. To address this migration, we are planning outreach into elementary schools to introduce Afghanistan in the third-grade curriculum where other

cultures are first studied in New York State and to provide an increasingly nuanced view of contemporary Afghanistan for students in the higher grades. We will plan a) teacher training sessions; b) develop lesson plans with teachers and members of the Afghan community in Upstate NY to be accessed via the SAC website; and c) organize classroom visits and community college visits by scholars of Afghanistan and from within our Afghan alumni network. We will work with Akbar Quraishi and Amy Friers, alumni of Syracuse University’s Public Administration and International Affairs program, who both have extensive experience in Afghanistan. Together, they founded an international relations-focused university in Kabul, and they have worked with the previous Afghan government and NGOs in Afghanistan.

##### South Asia Book Award

The NRC is a founding member of the South Asia National Outreach Consortium (SANOC) that created the **South Asia Book Award** (SABA) to recognize outstanding literature about South Asia. In 2017, Emera Bridger Wilson at SU assumed a leadership role in SANOC and took over award administration. Through SABA, we will work with NRCs to provide:

* 1. **Teacher grants** to create discovery boxes with supporting curricular material that engage children’s literature about South Asia.
  2. **Book Club for Educators** through the University of Minnesota’s Institute of Global Studies. This virtual book club for K12 educators will highlight books from the South Asia Book Award. Participants will learn about resources to support teaching these global books.
  3. **K12 teacher and librarian staff training** through presentations, including at national teacher and library conferences.
  4. **Collaboration with other Title VI outreach consortiums** which sponsor book awards (Middle East Outreach Consortium, Outreach Council of the African Studies Association, Consortium of Latin American Studies Programs, and National Consortium for Teaching about Asia) to sponsor the **Global Reads Webinar Series** – an annual series open to educators, education students, librarians, and the public to learn about diverse children’s books.
  5. Organize South Asia-focused author roundtable at national conferences.

###### B. Post-Secondary Institutions

Beyond programming at our host institutions, we will offer the following with our partner community colleges, TC3, MCC, and OCC. Our key post-secondary outreach activities are mutually reinforcing--post-secondary curriculum enrichment, on-campus activities and workshops, and overseas faculty development. The community college and teacher education partnerships are vibrant interlocutors for NRC faculty and graduate students, making area and language resources available to a larger population.

**Curriculum Enrichment:** The primary means of curriculum enrichment is the

Community College Internationalization Fellowships (CCIF) which provides curriculum development grants to community college faculty to develop a new course or module with South Asian material, helping to build partner faculty expertise so that South Asia elements can be added more easily to existing courses. For example, Stephen Pierson, Professor of English at OCC, refocused the entirety of his composition course exclusively on South and Southeast Asian literature.

**Community College Speaker/Artist Series**. Experience shows is that it is difficult for

Community College (CC) faculty to make field trips to Cornell or Syracuse. Therefore, the NRC

will work closely with colleagues to bring South Asian speakers, New American voices, and artists to their campuses. For example, in January 2023, an exhibition of three critical artworks

entitled “Take Me to the Palace of Love” by Rina Banerjee will come to SU. The exhibit explores the meaning of home in diasporic communities and invites minority groups in Syracuse to tell their own stories of identity, place, and belonging through a site-specific art installation. The NRC will work with Banerjee during her month-long residency to visit CC campuses to discuss her work, visit classes, and hold workshops. The consortium will also explore ways of bringing other exhibits and cultural performances to our partner campuses.

**Community College Professional Development workshops**. The consortium will

design professional development workshops for CC faculty on topics that are relevant to their internationalization efforts. We will offer workshops to help faculty address changing general education requirements which are moving away from Western Civilization classes to teaching Global History. Our rich area studies expertise can be leveraged to support CC faculty as they face these curricular changes. The consortium will also work with CC librarians and communications faculty to offer workshops on teaching global media literacy. We will provide professional development programs for CC faculty to increase cultural competencies to better understand and engage refugee and New American students. Furthermore, we will take advantage of opportunities, such as those discussed above regarding Rina Banerjee’s residency, to organize workshops for CC faculty and students.

**Overseas Faculty Development:** During the last grant cycle, the NRC learned from

community college partners that the most effective way to enrich their curriculum with international dimensions is through providing existing courses with new South Asia modules/foci and by cultivating study abroad opportunities. The NRC partners with CAORC, AIIS and AIPS to offer Overseas Learning Faculty Development opportunities in India and Pakistan, which have been on hold the past two years. In January 2020, Alejandro Gonzalez

Suarez, Professor of Construction and Environmental Technology at TC3, went with the AIIS- CAORC program and received a CCIF award to incorporate material from India into his courses.

###### Business, Media & the General Public Outreach

##### Business

The NRC also works with the Maxwell School's Citizenship and Public Affairs Executive Education Program (SU), the Moynihan Institute (SU), the Johnson Graduate School of Management (CU) to bring diplomats and leaders in South Asian business and finance, provide access to issues on South Asia for the business and management community, and facilitate interactions between our students and active businesspeople. For example, in October 2021, Fatema Sumar, a 2001 Cornell BA, former Deputy Assistant Secretary for South and Central Asia and currently Vice President of Compact Operations at the U.S. Millennium Challenge Corporation, gave several presentations on the Cornell campus, sharing lessons that she presents in her new book, *The Development Diplomat: Working Across Borders, Boardrooms, and Bureaucracies to End Poverty.* This exposes our students to changing global business environments and brings our area expertise into conversation with business leaders. At Syracuse, the Maxwell School brings graduate students from the Indian Institute of Management, Bangalore who interact with students and the local business community. The Cornell Research Academy of Development, Law, and Economics, led by SAP faculty Kaushik Basu offers events and publications where cutting edge economics and legal research meet business analysis. Topics on contemporary South Asia of interest to the business community are addressed by speakers at both our seminar series.

##### Media

Consortium faculty members on both campuses provide expert commentary. For example, Cornell’s Karim-Aly Kassam make regular contributions to media outlets such as the

*Economist*, *Financial Times, Economic Times, Al Jazeera, Indian Express, New York Times, Wall Street Journal Asia*, *BBC, CNN, C-SPAN,* and *PBS*.

Cornell’s Media Relations Office tracks current media needs and coordinates with relevant faculty to provide expert content. Syracuse, in a larger city with greater access to media, uses the resources of the Maxwell School and SU’s Public Relations office to bring attention to speakers and issues of wider interest.

Both Syracuse and Cornell maintain an active presence on the web and on social media, (Facebook.Twitter and Instagram), providing up-to-date information on South Asia related events on both campuses and in the Central New York area, funding opportunities for students, and announcements of national and international conferences. Both SAP and SAC distribute their annual bulletins throughout their campuses, to international and national partners, and make them available to the general public through their websites. In 2020, NRC media outreach shifted to a digital-first strategy, prioritizing electronic communication over print media.

|  |  |  |  |
| --- | --- | --- | --- |
| **Chart 15: Media Outreach Data 2018-21** | **Cornell** | **Syracuse** | **Total** |
| Website (Number of unique page views) | 85,578 | 150,012 | 235,590 |
| Facebook, Twitter & Instagram (Number of unique followers) | 5,539 | 2,521 | 8,060 |
| Bulletin (Number of printed copies/pdf downloads) | 5,579 | 756 | 6,335 |

##### General Public

In addition to our regular speaker series and NRC thematic conferences, which are open to the public, both campuses organize performances of film, music, and dance, which attract large audiences from the local community (see p. 34-35). In this grant cycle, the consortium will focus on innovative partnerships with museums to bring artists with popular appeal to the region including indigenous South Asian artists and new American voices. For example, the NRC would like to bring *CoExistence* to Syracuse. It is an environmental art installation of 100 life-

sized lantana elephant sculptures that were hand-crafted by Indigenous communities in the

jungles of Tamil Nadu. The exhibit has been travelling the globe with the aim of highlighting the effects of human invasion and appropriation of wild spaces.

## PROGRAM PLANNING AND BUDGET

### I.1.a. Timeline

A full timeline that cross-references with the budget and NRC priorities is included in the Appendices. Page 16 of the FAQs states “*Yes, you may include additional appendices (e.g., project timeline) if it makes sense in the context of your grant application.*”

### ab. Program Plan

We are ready to use this robust program just described as a springboard to share our expertise and respond to the NRC priorities with a new initiative, Facing Creeping Crises and Exploring Collaborative Solutions in South Asia.

##### Facing Creeping Crises and Exploring Collaborative Solutions in South Asia.

The scale of “creeping crises” is regional and global and not confined to borders or boundaries. As countries become more interdependent, creeping crises have transnational impact beyond individual governmental jurisdictions. There is now a growing knowledge base for each type of creeping crisis—the knowledge is solid, available, and cumulative. Experts have little doubt about what we face from serious creeping crises such as climate change, forced migrations, pandemics, disruptive technologies, terrorism, the erosion of privacy, market disequilibrium and/or income inequality. Despite warnings from advocacy groups, individual governments have not taken action, certainly not in proportion to the magnitude of the potential crises. During this grant cycle we will explore questions such as:

How can leadership in SA become aware of which emergent threat to tackle, and when?

Why act if the chance of a crisis seems relatively low and the cost of any effort high?

What if the costs of not addressing the creeping crisis are too large to ignore, and have transnational effects across countries, populations, ethnic groups, political systems, terrain?

How do South Asians build collaborations nationally, regionally, and internationally relevant to addressing these problems?

This theme will be explored in weekly seminars, through a new visiting scholars program, and through seed funding for conferences. Additionally, we address the creeping crisis of climate change in our NEH-funded collaborative research project, *The Next Monsoon: Climate Change and Contemporary Cultural Production in South Asia*, culminating in an international conference at Cornell in October 2023 and a subsequent publication. SAP Director Iftikhar Dadi is the PI on this project, supported by SAP faculty Sarah Besky (Industrial and Labor Relations, Cornell University), Sonal Khullar (History of Art, University of Pennsylvania), and Rupali Gupte (School of Environment and Architecture, India).

Creeping Crises and Exploring Collaborative Solutions in South Asia Weekly Seminars

The goal of the Seminar Series is to bring outside speakers to help us focus on the questions raised above in a South Asia context and in the process to enrich the intellectual breadth and depth of South Asia-related conversation on these issues as well as to give a space for faculty, PhD students, and visiting scholars to present relevant work and receive feedback. The Directors will develop this programming in consultation with graduate students and faculty, while also aiming to collaborate on events regarding this theme developed by ECIS and MIGA. In addition to academics from both campuses, possible speakers for our theme include,

Bangladeshi environmental and intellectual historian Khondker Iftekhar Iqbal

Indian Dalit poet and feminist Meena Kandasamy

Indian sociologist, environmentalist, and urbanist Amita Baviskar

Pakistani urban planner and environmentalist Nausheen Anwar

Sir Lankan-American political scientist and feminist Nimmi Gowrinathan

Sri Lankan artist and conservationist Jagath Weerasinghe

Creeping Crises and Exploring Collaborative Solutions in South Asia Visiting Scholars Program

The NRC will bring one visiting scholar to Cornell each year whose research focuses on the consortium’s theme. The South Asian scholar will come to Cornell to conduct research, present at a seminar, conduct workshops for graduate students, and present at partner community colleges. It will enable the consortium to build and augment international connections and linkages around our theme. It will be open to scholars who have finished their dissertations in the last five years and are engaged in less researched topics on our theme or the lesser researched areas of Bangladesh, Nepal, Sri Lanka, and Pakistan.

Seed Funding for Creeping Crises & Exploring Collaborative Solutions in South Asia Conferences

***Year 1: New York Conference on Asian Studies: “State and Society in Asia: Past and Present.” 2022.*** *Organized by Gareth Fisher (Religion at SU)*

This conference will bring scholarly perspectives to recent events of a creeping crisis nature such as the successes and failures of states at mitigating the COVID-19 pandemic; the targeting of religious, racial, and ethnic minorities; widespread protests against military regimes; and the dramatic takeover of Afghanistan by Taliban forces. Additionally, we are interested in the ways that migrations, climate change, the Belt and Road Initiative, and the renewed importance of the Indian Ocean littoral have challenged and transformed the nation-state geographies of Asia and Asian studies.

**Year 2: "*Majoritarianism and Minority Recognition*" 2023-2024** *Organized by Natasha Raheja (Anthropology at CU)*

This symposium will emphasize ethnographic approaches to critique state practices of citizenship and recognition, allowing for an exploration of fissures and alliances within South Asian nation-states today. These range from questions about the mediation, mediatization, and digitization of citizenship; shifting strategies and tactics of recognition by the state and subaltern actors; and movements and populations across borders and lines of control. The conference seeks to re-center the continuing critical importance of minorities and majoritarianism to multiple aspects of life in contemporary South Asia.

**Year 3: "*Plants and the Anthropocene.*"** *Organized by Romita Ray (Art History at SU).*

This conference will explore the impact of climate change on plants in South Asia.

Topics will include the intersection of climate change with flora and fauna, plant commodities (tea, rice, coffee etc), forests, biodiversity, and the nature of natural history museums. In addition to humanities and anthropology scholars, this conference will have broad appeal to CU faculty and students in Agriculture, Plant Science, Science & Technology Studies and SU faculty and students in engineering, nutrition and food studies, and public health.

### Activities Are of High Quality and Directly Related to the NRC Purpose

The most recent 2017 NRC Peer Review (2020 delayed by COVID) attested to the program quality, “*We had many opportunities to witness that the faculty energy was good, the staff strong, the consortium with Syracuse robust, and that Cornell’s Kroch library held world class collections in Nepalese, Pali, Sanskrit, Sinhala and Tamil texts”* and *“one of SAC’s major strengths is its emphasis on Hindi. The Center has made a shrewd strategic choice in deciding to focus its resources on promoting Hindi instruction…The SAC organizes a robust calendar of events that delivers a rich intellectual and cultural environment for students and faculty.”*

The improvements that we now propose through this grant are part of long-term institutional commitments, in which NRC funding will play a partial and crucially leveraged

role. The quality of our proposed activities is assured through several means: all speakers/teachers are nationally and internationally recognized as leaders in their fields (confirmed by CVs, awards and publications); the proposed activities have been developed by our consortium core faculty who are international experts in their fields (see CV section); our ability to leverage partner participation in our programming and outreach activities signals the quality of our offerings; our success in leveraging institutional resources at CU and SU shows that our activities are recognized as well conceived and administered.

###### Costs are Reasonable in Relation to the Objectives

The attached detailed budget provides a full description of program costs. This budget is based on our experience since 1983 of operating a comprehensive NRC. As clearly outlined in this proposal, our universities have historically contributed significant institutional financial support that amounted to an additional $14 million in 2021-22 towards the operation of our NRC South Asia programs, teaching staff, library resources, and outreach (see Chart 1 on page 2). The bulk of NRC funds support our core missions of Language and Area Studies Teaching and Outreach, with the remainder leveraging institutional funding to support all our other high- profile activities (seminars, symposia, speakers, language tables). All costs are reasonable, allocable and allowable. Despite increasing salary costs, we have not had to scale down our Outreach activities or language programs; Cornell is contributing 55% of the additional cost for Bengali, Sinhala and Urdu, up from 50% in the last grant cycle. Additional money is available through other grants and the institutions for travel and conferences.

### a. Description of Long-Term Impact on the Institution’s Undergraduate, Graduate, and Professional Training Programs

Grant-funded NRC activities will substantially enhance undergraduate, graduate, and professional training programs at both CU and SU. LCTL programs supported by the grant

prepare students for government service, business in a global world, teaching at K12 and advanced levels, national and international development activities through the non-profit sector, and research. FLAS fellowships support academic year and summer LCTL study for graduate and professional students, plus intensive summer study by undergraduates (see p. 20). Our programming reaches both graduate and professional students across colleges, schools, and disciplines on both consortium campuses. NRC-FLAS fellowships and programming are critical to the recruitment and retention of excellent students. At our institutions, federal grant funds ensure that talented students of promise, from diverse backgrounds, receive exposure to high- quality education related to South Asia, including exposure to intellectual debate on geopolitics and security, sustainability, and trans-regional corridors. As a result of this grant’s work with K12 teachers and community college and teacher education program faculty, we envisage a more robust educational pipeline over the long-term. We also expect continued support for South Asia in our universities and continued success in placing trained specialists in the field (see page 34).

## COMPETITIVE AND INVITATIONAL PRIORITIES

In several sections of this application, we have detailed the ways in which we plan to address the priorities chosen for this grant cycle:

**NRC Absolute Priority 1:** Our new Facing Creeping Crises and Exploring Collaborative Solutions initiative will generate debate (see page 52 for details). For details on encouraging government service as well as more on diversity and debate, see required attachment.

**NRC Absolute Priority 2:** We will continue our excellent teacher training and K12 outreach program about South Asia to school districts throughout Upstate New York and teacher education programs. See page 45.

**NRC Competitive Priority 1:** We will partner with Onondaga Community College (OCC), Monroe County Community College (MCC), and Tompkins Cortland Community College (TC3). Details of activities are on page 45.

**FLAS Competitive Priority 1:** See FLAS selection procedures below.

**FLAS Competitive Priority 2:** 100% of the FLAS fellowships that we offer are in LCTLs - Bengali, Hindi, Nepali, Persian, Sinhala, and Urdu, or by our collaborators in Punjabi, Tamil, and Tibetan.

## FLAS AWARDEE SELECTION PROCEDURES

### How Fellowships Will Be Advertised

Competition for the FLAS awards is publicized in our consortium's websites and network, including the CU and SU Facebook, Twitter, and Instagram pages, at our campus area studies events, in a digital and physical poster bulletin boards campaign across campus, through classroom recruitment, and by targeting students in professional programs and those in the academic traditional disciplines. We promote the undergraduate FLAS awards (AY and summer) through the methods above as well as through recruitment in our area courses. Undergraduates will be made aware of the need to begin language study in advance in order to be eligible for AY and summer awards. Campus-wide FLAS information sessions are regularly held when the online applications open.

### How Students Apply

Cornell and Syracuse students apply via online applications to their respective FLAS programs, which begin with a full overview of USDE eligibility criteria, requirements, and due dates. Applicants must supply information on their academic background and linguistic capability plus a statement of purpose outlining the need for language training in their proposed program of study. The application includes a CV, two reference letters, documentation of

existing language ability, and a statement on the necessity of language training. Students must also arrange for separate, direct submission of official, electronic transcripts. *Applicants must also submit a FAFSA application to facilitate evaluation of financial need.* Both Cornell and Syracuse have tuition costs considerably higher than the FLAS award and top off nearly all FLAS tuition allocations. In most instances we also provide additional stipend funds. Most doctoral students are on multi-year awards that partly replace assistantships with FLAS funding.

The consortium's priorities for the FLAS awards are as follows. Awardees are expected to demonstrate: 1) academic excellence and promise of further achievement; 2) the relevance of language study to their academic program; 3) a plan to enroll in performance-based instruction in a South Asian language, preferably on the Cornell or Syracuse campuses; 4) a commitment to the integration of language study with non-language area studies; 5) a commitment to using their language training in their professional careers or (for undergraduates) in their further education; and 6) financial need. We determine financial need in collaboration with the Office of Financial Aid and Student Employment, Graduate School, and the Office of Academic Diversity Initiatives at Cornell and with the Office of Financial Aid at Syracuse, generating a needs analysis for applicants based on the FAFSA. We rank students on criteria 1-5, prepare a short-list of qualified candidates, and then re-rank this short list in relation to demonstrated financial need. After merit and financial need are considered, preference is given to students in historically underrepresented groups, professional schools, and to those intending to work in government service.

### Summer FLAS

The consortium also uses FLAS grants to allow graduate and undergraduate students to attend intensive summer language programs at SASLI, APTLI and AIIS. The procedures for selection run parallel to those used for the academic year awards.

### Composition of Selection Committee

All applications are reviewed by the FLAS selection committees on each campus, consisting of the SAP/SAC Director, SAP Manager/SAC Associate Director, one language instructor, and one or more core faculty members, across colleges and disciplines, including applied science and professional programs. We ensure diversity of disciplinary representation on the selection committee each year, and rotate committee work among our core faculty. For instance, at SU the 2021 non-language faculty committee member was from Engineering while in 2020 it was Economics. At CU the 2021 non-language faculty members were from Anthropology and History, while in 2020 Architecture and Asian Studies were represented.

### Timeline for the Competition

Applications for both AY and summer at Cornell and Syracuse are available by late November, the deadline for applications is early February, and awards are made in March.

### How Fellowships address priorities

Comp Priority 1: All our FLAS fellowships are granted to students who demonstrate

financial need.

Comp Priority 2: All our FLAS Fellowships are granted to students in LCTLs of South

Asia that fulfill the FLAS Invitational Priority, specifically Bengali, Hindi, Nepali, Persian, Punjabi, Sinhala, Tamil, Tibetan, and Urdu.

In this proposal, Syracuse requests 4 graduate and 1 undergraduate academic year FLAS and 4 summer FLAS. Cornell requests 7 graduate academic year FLAS plus 5 summer FLAS. These numbers reflect both the invitational priorities for less commonly taught languages and the increasing student demand in the professional programs.