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## The Center for Southeast Asia Studies, University of California at Berkeley & The Center for Southeast Asian Studies, University of California at Los Angeles

**UC BERKELEY – UCLA CONSORTIUM FOR SOUTHEAST ASIAN STUDIES**



**A proposal to the**

**U.S. Department of Education to fund a**

**National Resource Center for Southeast Asian Studies and Foreign Language & Area Studies (FLAS) Fellowships**

**2022-2026**

**Submitted February 14, 2022**

**UC Berkeley - UCLA Consortium for Southeast Asian Studies**

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**UC Berkeley – UCLA Consortium for Southeast Asian Studies**

**National Resource Center and Foreign Language & Area Studies (FLAS) Fellowships Proposal**

**List of Acronyms**

AAS Association for Asian Studies

ACTFL American Council for the Teaching of Foreign Languages ADA American with Disabilities Act

AIFIS American Institute for Indonesian Studies

ALC Department of Asian Languages & Cultures (UCLA)

APALA Asian/Pacific American Librarians Association

AP1 NRC Absolute Priority 1

AP2 NRC Absolute Priority 2

APC Asia Pacific Center (UCLA)

APR Academic Program Review

AY Academic Year

BLC Berkeley Language Center

CA California

CAORC Council of American Overseas Research Centers CAP Center for the Art of Performance (UCLA)

CAP-SEA Library of Congress Cooperative Acquisitions Program on Southeast Asia CORMOSEA Committee on Research Materials on Southeast Asia

COTSEAL Council of Teachers of Southeast Asian Languages CPP NRC Competitive Preference Priority

CRL Center for Research Libraries

CSMP California Subject Matter Project

CSU California State University

DL Distance Learning

DSP Design for Sharing Program (UCLA)

EAP UC Education Abroad Program

EDI Equity, Diversity, and Inclusion (UCLA)

FAC Faculty Advisory Committee (UCLA)

FAFSA Free Application for Federal Student Aid

FLAS Foreign Language and Area Studies fellowships

GETSEA Graduate Education and Training in Southeast Asian Studies GSI Graduate Student Instructor (UCB)

HGP History-Geography Project (UCLA)

HSI Hispanic-Serving Institution

HSSP History-Social Science Project (UCB)

IDP Interdepartmental Program (UCLA)

IEAS Institute of East Asian Studies (UCB)

LCTL Less Commonly Taught Languages

LOC Library of Congress

LRC Language Resource Center

MEAP Modern Endangered Archives Program (UCLA)

MSI Minority Serving Institution

MSU Michigan State University

NHLRC National Heritage Language Resource Center (UCLA) NRC National Resource Center

OCLC Online Computer Library Center

OID Office for Instructional Development (UCLA)

ORIAS Office of Resources for International and Area Studies (UCB) ORU Organized Research Unit

PEMSEA Program of Early Modern Southeast Asia (UCLA) SAO Student Affairs Officer

SEA Southeast Asia

SEADL Southeast Asia Digital Library

S/SEAL South and Southeast Asian Library (UCB)

SEALC Southeast Asian Language Council

SEAM Southeast Asia Microform Project

SEAS Southeast Asian Studies

SEASON Southeast Asian Students for Organizing (UCLA) SEASSI Southeast Asian Studies Summer Institute

SSEAS Department of South and Southeast Asian Studies (UCB) TA Teaching Assistant (UCLA)

TPMA Thomas P. Miller & Associates (UCLA)

UC University of California

UCB University of California-Berkeley

UCB CSEAS Center for Southeast Asia Studies (UCB) UCI University of California-Irvine

UCLA University of California-Los Angeles UCLA CSEAS Center for Southeast Asian Studies (UCLA)

UCOP University of California Office of the President

VCRO Vice Chancellor for Research Office (UCB)

YSEALI Young Southeast Asian Leaders Initiative

## UC BERKELEY - UCLA CONSORTIUM FOR SOUTHEAST ASIAN STUDIES NRC AND FLAS PROPOSAL 2022-2026

**“Situating Southeast Asia within California and its Global Linkages”**

### § Introduction

UC Berkeley (UCB) and UCLA have worked together as a consortium National Resource Center (NRC) for Southeast Asia since 2000. Since its founding, the consortium has significantly enhanced Southeast Asian Studies (SEAS) on the UCB and UCLA campuses and become an important resource on Southeast Asia (SEA) for a large number of undergraduate and graduate students as well as communities in northern and southern California. The consortium has presented highly successful academic programs on diverse topics and in a range of different formats such as conferences, workshops, symposia and speaker series (both online and in- person); disseminated scholarly information about SEA to the public; improved campus resources in the field particularly in the area of library acquisitions and K-14 outreach; provided specialized teacher training for graduate students, teachers, and educators; and strengthened the quality, depth and accessibility of SEA language and area studies instruction.

The size of our consortium’s constituencies distinguishes our work from other SEA National Resource Centers, with the reach of our programs enhanced significantly by our campuses being part of the integrated University of California (UC) system, which includes significant enrollments of students of SEA heritage on ten campuses across the state. Our impact is measured by the number of undergraduates who enroll in our SEAS courses, by the quality and number of the graduate students we train, by the numbers of K-14 teachers we reach through our teacher training programs, and by the extent of public interest in our events.

The primary objective of the UCB UCLA SEAS NRC consortium for 2022-26 is to leverage these strengths to cultivate and expand the network of SEAS scholars within the state’s

public universities through improving connections between faculty and graduate students in the UC and California State University (CSU) systems. The consortium will also spearhead teacher outreach activities on Southeast Asian language and area studies. It will hold pedagogy workshops and research symposia for Southeast Asian language instructors including regular collaboration with UCLA National Heritage Language Resource Center, Council of Teachers of Southeast Asian Languages and Southeast Asian Language Council; partner with the UCB Office of Resources for International and Area Studies, UCB History-Social Science Project, UCLA History-Geography Project, and UCLA Fowler Museum on K-14 outreach to engage an increased number of educators in California; and host public events at both campuses to deepen understanding about the region and its peoples and societies.

### § A. Commitment to Southeast Asian Studies

UCB has maintained a significant commitment to the study of SEA since World War II. The UCB Center for Southeast Asia Studies (UCB CSEAS) was founded in 1960. UCB’s Department of South and Southeast Asian Studies offers the only interdisciplinary SEAS PhD in the US. The campus also has considerable strength in SEA faculty located in other departments and professional schools. UCLA’s commitment to SEAS has grown considerably since 1999 when university leadership established the UCLA Center for Southeast Asian Studies (UCLA CSEAS) under the UCLA International Institute. UCLA International Institute has been home to the SEAS minor since 2001. UCLA has dramatically expanded the hiring of new SEAS faculty in recent years. In line with these developments, UCLA’s Department of Asian American Studies launched a Pilipino Studies minor in 2020, the first of its kind in the UC system. In 2021, UCLA’s Department of Asian Languages & Cultures established a SEAS major.

***§ A.1.A. Operational Support*** UCB provides the salary of the CSEAS Faculty Chair and

substantial salary support for its Vice Chair. UCB CSEAS, as part of the Institute of East Asian Studies (IEAS), has dedicated space at the institute and access to administrative support staff, while the central campus provides support for human resources, budgeting and analysis, data

## Table A.1: Annual Institutional Commitment to SEA at UCB and UCLA, 2020-21

|  |  |  |
| --- | --- | --- |
| **Salary Support (including fringe)** | **UCB** | **UCLA** |
| Language lecturers (100%) | $743,925 | $652,838 |
| Core ladder faculty | $2,246,790 | $2,017,230 |
| Affiliated ladder faculty (≥25%) | $239,148 | $317,952 |
| Other faculty (lecturers) | $477,168 | $340,368 |
| Campus administrative support | $103,323 | $128,988 |
| Center Administrative Staff | $118,755 | $66,528 |
| SEA Library & Museum Staff | $143,325 | $283,387 |
| *Subtotal salary commitment* | *$4,072,434* | *$3,807,291* |
| **Non Salary Support** |  |  |
| Library acquisitions | $80,000 | $40,000 |
| Graduate fellowship support | $1,440,000 | $1,670,000 |
| *Subtotal non-salary commitment* | *$1,520,000* | *$1,710,000* |
| **Totals by campus** | **$5,592,434** | **$5,517,291** |
| **Total Institutional Commitment** | **$11,109,725** |

collection and information technology. UCB’s University Development & Alumni Relations office supports fundraising efforts, while the Sponsored Projects Office and Contracts and Grants Accounting oversee grant management. The UCB Library funds 100% of the SEA Librarian.

UCLA provides the salary of the CSEAS Faculty Director, a significant portion of the Assistant Director’s salary, and salaries of a shared Financial Manager and two Student Advising Officers. UCLA International Institute provides office space and covers operational and materials costs. It also covers staff in human resources, 3 development officers for fundraising efforts, and a large IT staff. Grant management is supported by the UCLA Office of Contract & Grant Administration. UCLA also funds the extensive SEA collection at the Fowler Museum and the salaries of its SEA arts curator and Director of Education, while the Young Research Library funds the salary of the SEA Librarian and its cataloguers.

On both campuses, Balinese and Javanese gamelan ensembles have storage and rehearsal facilities provided by the departments of Music (UCB) and Ethnomusicology (UCLA). UCLA also hosts ensembles of Thai and Filipino instruments. UC’s enormous investment in technology, multimedia classrooms, and equipment enrich SEAS by expanding opportunities for online course offerings and distance learning language instruction. (*See Table A.1 for the institutional commitment allocated by each campus annually towards SEAS.)*

***§ A.1.B. Subject Area Teaching Staff*** In 2020-21, 34 UCB faculty, lecturers, or Graduate Student Instructors taught 33-100% non-language SEA courses, and 9 lecturers taught SEA language courses. UCB covers salaries and benefits for all core and affiliated SEA ladder faculty, lecturers, and teaching assistants, except for the teaching staff for Burmese and Khmer whose salaries are either wholly or partially covered by NRC funds.

At UCLA, 40 SEA faculty and lecturers taught 41-100% non-language SEA courses, and 5 lecturers taught SEA language courses. UCLA covers salaries and benefits for all core ladder faculty, lecturers and teaching assistants. Since 2013, UCLA has added 11 new ladder faculty with a SEA research focus: Stephen Acabado (Anthropology), Jasmine Trice (Film, Television and Digital Media), Michelle Caswell (Information Studies), Kian Goh (Urban Planning), Cesi Cruz (Political Science), Oona Paredes (Asian Languages & Cultures), Robert McCann (Management), Helga Leitner and Eric Sheppard (both in Geography), and Jolie Chea and Evyn Le Espiritu Gandhi (both in Asian American Studies).

Aside from faculty salaries, institutional support for foreign language learning is provided by the UCB Berkeley Language Center (BLC) and UCLA Center for World Languages. UCLA is also home to the Title VI-funded National Heritage Language Resource Center (NHLRC), which contributes to improving expertise in language instruction.

***§ A.1.C. Library Resources*** UCB’s South and Southeast Asia Library (S/SEAL) receives university support for acquisitions and salary support for a full-time SEA librarian and cataloging assistance. The UCLA Library funds a full-time SEA librarian, shared library staff catalogers, and a part-time student assistant. (*See §F for an overview of the libraries*.)

***§A.1.D. Linkages with Institutions Abroad*** UC has established many initiatives designed to build linkages with institutions around the world, most notably its Education Abroad Program (EAP) headquartered at UC Santa Barbara. EAP programs in Southeast Asia are in Thailand and Singapore, and although suspended in 2020 due to the pandemic, are expected to resume in 2022-23. UCB and UCLA also each maintain international protocol and exchange offices that facilitate campus visits by foreign scholars, officials, and government dignitaries.

UCLA CSEAS has a MOU with Ngurah Rai University to host UCLA undergraduate students for a cultural immersion summer program in Bali, Indonesia. In 2021, UCLA CSEAS signed MOUs with Partido State University and Polytechnic University of the Philippines to work with scholars in the Philippines to organize international workshops and faculty exchange. UCB CSEAS Chair Nancy Lee Peluso and UCLA Indonesian instructor Juliana Wijaya are on the board of the American Institute for Indonesian Studies (AIFIS), a Council of American Overseas Research Center (CAORC), with offices at Cornell University and in Indonesia. The current Executive Director of AIFIS is a recent UCB PhD.

***§ A.1.E. Outreach*** UCB supports the Office of Resources for International and Area Studies (ORIAS) and History-Social Science Project (HSSP) for K-14 teacher training and curriculum development. UCLA supports the History-Geography Project (HGP) and covers its administrative staff and facilities for K-14 teacher training activities. UCLA also funds a Director of Education for the Fowler Museum, which regularly holds K-12 teacher institutes.

UCLA Center for the Art of Performance has two staff for their K-12 arts education program, which provides interactive music and arts experiences for students and teachers.

***§ A.1.F. Support for Qualified Students*** Both UCB and UCLA support undergraduate students with financial aid such as Cal Grants, Pell Grants, Supplemental Educational Opportunity Grants, university grants, and federal work-study. In 2020-21, 32% of UCLA undergraduates and 27% of UCB undergraduates received Pell grants, which is one of the highest percentages for selective colleges in the US.

UCB graduate students receive financial support through university grants or fellowships (e.g., Berkeley Fellowships, Chancellor’s Fellowships, Regents’ Fellowships), extramural fellowships, teaching or research appointments (including fee and tuition remissions) or on- campus employment. Humanities and Social Science PhD students are eligible for Doctoral Completion Fellowships if they show satisfactory progress to degree completion.

UCLA administers a range of graduate fellowships including the Research Mentorship award, Cota Robles Scholarship, teaching assistantships, and dissertation-writing fellowships. Graduate students can also apply for travel grants through the UCLA International Institute.

Many recent UCB and UCLA graduates and undergraduate students had received Academic Year or Summer Foreign Language & Area Studies (FLAS) fellowships during their programs. UCB and UCLA Graduate Divisions supplement FLAS awards for graduate students and departments frequently cover university tuition fees for graduate student FLAS recipients.

# § B. Quality of the Southeast Asia Language Instructional Program

***§ B.1. Languages Offered and Enrollments*** The consortium provides great breadth in language offerings and features remarkable enrollments at both campuses, demonstrating high demand for SEA language study (*see Table B.1*). At UCB, 570 undergraduate and graduate students enrolled

in SEA language courses in 2020-21, while 801 students were enrolled in SEA language courses at UCLA. UCB offers 6 SEA languages: Burmese, Filipino, Indonesian, Khmer, Thai and Vietnamese. UCLA offers Filipino, Indonesian, Thai and Vietnamese, and supports concurrent enrollment of UCLA students in UCB’s Khmer and Burmese language courses via Distance Learning technology. All of these languages are US Department of Education priority languages. On both campuses, additional languages relevant to the study of SEA (e.g. Dutch, French, Portuguese, Spanish, Arabic, Sanskrit, and Chinese) are also available.

The consortium is a board member of the Southeast Asian Studies Summer Institute (SEASSI), an intensive summer SEA language program held at the University of Wisconsin- Madison. Between 2014 and 2021, 14 UCB graduate students, 6 UCLA graduate students and 19 UCLA undergraduates attended SEASSI to accelerate their SEA language proficiency.

***§ B.2. Language Levels and Courses in Other Disciplines*** Indonesian, Filipino, Khmer and Vietnamese are offered at UCB for three levels – introductory, intermediate and advanced. Thai and Burmese are each offered at the introductory and intermediate level in alternating years.

UCLA offers Indonesian, Thai and Vietnamese at the introductory, intermediate and advanced level. Filipino is offered at the introductory and intermediate level. UCLA also often offers Introductory Vietnamese for heritage speakers. UCLA receives Distance Learning (DL) Khmer at three levels from UCB and DL Burmese at either the introductory or intermediate level.

Some non-language graduate courses taught at UCB in History and South and Southeast Asian Studies (SSEAS) include readings in SEA languages. The UCB SEA language instructors team teach a sophomore seminar on SEA film that includes screenings of SEA films in various national languages. UCB Filipino instructor Maria-Josephine Barrios regularly teaches courses on Filipino performance and literature with readings in the vernacular. At UCLA, Lucy Burns

(Asian American Studies) and Thu- huong Nguyen-vo (Asian Languages & Cultures) teach courses with readings in Filipino and Vietnamese respectively.

|  |
| --- |
| **Table B.1: UCB UCLA SEA Language Course Enrollments, 2020-21** |
| **Enrollments** |
| **Language/Level** | **UCB** | **Total UCB** | **UCLA** | **Total UCLA** | **TOTALS** |
| **UG** | **Grad** | **UG** | **Grad** |
| Burmese I | *not offered 2020-21* |
| Burmese II | 4 | 6 | **10** | 0 | 0 | **0** | **10** |
|  |
| Filipino I | 229 | 4 | **233** | 246 | 2 | **248** | **481** |
| Filipino II | 57 | 1 | **58** | 6 | 3 | **9** | **67** |
| Filipino III | 26 | 0 | **26** | - | - | **-** | **26** |
|  |
| Indonesian I | 15 | 1 | **16** | 34 | 11 | **45** | **61** |
| Indonesian II | 56 | 3 | **59** | 13 | 7 | **20** | **79** |
| Indonesian III | 2 | 2 | **4** | 15 | 3 | **18** | **22** |
|  |
| Khmer I | 23 | 0 | **23** | 4 | 0 | **4** | **24** |
| Khmer II | 9 | 1 | **10** | 4 | 0 | **4** | **12** |
| Khmer III | 1 | 1 | **2** | 1 | 0 | **1** | **3** |
|  |
| Thai I | 23 | 0 | **23** | 38 | 6 | **44** | **68** |
| Thai II | - | - | **-** | 16 | 3 | **19** | **19** |
| Thai III | 5 | 2 | **7** | 2 | 3 | **5** | **12** |
|  |
| Vietnamese I | 47 | 5 | **52** | 285 | 4 | **289** | **341** |
| Vietnamese II | 13 | 2 | **15** | 25 | 0 | **25** | **40** |
| Vietnamese III | 30 | 0 | **30** | 65 | 5 | **70** | **100** |
|  | **UG** | **Grad** |  | **UG** | **Grad** |  | **Total** |
| **TOTALS** | **540** | **30** | **570** | **754** | **47** | **801** | **1,371** |

Graduate seminars on both campuses in History and in SSEAS at UCB

encourage students to read vernacular works.

***§ B.3. Language Faculty Coverage and Pedagogy Training*** Both campuses have sufficient faculty resources to teach their language courses. Vietnamese, Filipino, Indonesian and Khmer are taught at UCB by full-time instructors. UCB’s three Filipino instructors are full-time lecturers: one has a PhD degree and one has an MFA degree. Advanced Indonesian is taught by a ladder faculty. Burmese and Thai are taught by part-time instructors. UCLA has full-time lecturers for Filipino, Indonesian, and Thai, two full-time lecturers for Vietnamese, and several Teaching Assistants. Four of the full-time lecturers have PhD degrees and one has a MA.

The consortium’s SEA language instructors have been in the forefront of the field of pedagogy in Less Commonly Taught Languages for years. UCLA lecturers regularly attend conferences organized by the UCLA National Heritage Language Resource Center (NHLRC), a Title VI-funded center dedicated to heritage language teaching. UCLA Indonesian instructor Juliana Wijaya is current president of the Council of Teachers of Southeast Asian Languages (COTSEAL), which organizes annual pedagogy training workshops. She also represents the consortium on the national steering committee of the Southeast Asian Language Council (SEALC) that focuses on professional and materials development to improve SEA language teaching programs in the US. UCB and UCLA SEA language instructors regularly give presentations at COTSEAL conferences on their expertise on heritage language instruction and participate in SEALC workshops to further develop their teaching skills and curricula.

### § B.4. Language Program Quality, Adequacy of Resources and Proficiency Requirements

SEA language programs at UCB and UCLA incorporate performance-based instruction. Instructors teach integrated courses where content, knowledge and skills are applied to “real world” situations, meaning that students make connections to their other SEAS content courses, engage in the culture linked to the language, and interact with relevant language communities. Most courses assign performance-based tasks and projects. The SEA language instructors at both campuses are committed to undertaking quantifiable assessments of student learning and achievement of proficiency while recognizing that there is a lack of standardized assessment tools for SEA languages. To remedy this, as part of a SEALC initiative in AY 2020-21, the consortium’s SEA language instructors collaborated with instructors at other SEA NRCs to develop SEA language oral proficiency guidelines and heritage language and project-based learning lesson plans which have been made accessible online.

At UCB, the Berkeley Language Center (BLC) is the primary support for language learning. The BLC maintains interactive classrooms, computer labs, and a resource library, and provides technical support for all Distance Learning courses offered from UCB, including Khmer and Burmese. UCLA’s Center for World Languages coordinates language research and evaluation programs and has pioneered teleconferencing technologies for language instruction. It houses the NHLRC, which develops effective pedagogical approaches to teaching heritage language learners, maintains a database of teaching materials for over 100 Less Commonly Taught Languages, and publishes the online *Heritage Language Journal*.

UCB requires undergraduates to achieve language proficiency equivalent to the second semester college level. Separately, SSEAS has a more rigorous language requirement for its majors that require students to complete two years of language training. UCLA requires that all undergraduates fulfill one full year of language study or proficiency equivalent. The SEAS major in Asian Languages & Cultures requires two years of language training.

# § C. Quality of Non-Language Southeast Asia Instructional Program

***§ C.1. Program Quality and Breadth of Coverage*** In 2020-21, UCB and UCLA together offered 138 non-language courses at the undergraduate and graduate level with at least 25% focus on SEA. Of these courses, 74 contained 100% SEA content (*see Table C.1*). Overall, for both campuses combined, there were 4,868 undergraduate and graduate enrollments in non- language courses with SEA content, indicating the high level of student interest in SEAS (*see*

*Table C.2*). While some of these courses are devoted to single-country topics, many cover two or more countries, reflecting the comparative character of SEAS at both campuses. The number of courses offered and total course enrollment data are affected by the different academic year course schedules for UCB and UCLA, following UCB’s semester system of two sessions of 15-

week courses and UCLA’s quarter system of three sessions of 10-week courses. Summer sessions on both campuses are shorter and more intensive.

|  |
| --- |
| **Table C.1: Number of UCB UCLA Non-Language SEAS Courses, 2020-21** |
| **Discipline/School** | **No. of Courses on SEA** |
|  | **UCB** | **UCLA** |  |
| ***Academic Disciplines*** | **100****%** | **<100****%** | **100****%** | **<100****%** |
| Anthropology | 1 | 1 | 2 | 2 |
| Asian Studies | 18 | 3 | 11 | 5 |
| Art History | 0 | 2 | 1 | 1 |
| Music | 8 | 0 | - | - |
| Ethnic Studies | 3 | 3 | 8 | 23 |
| Geography | 0 | 2 | 0 | 5 |
| History | 1 | 1 | 2 | 0 |
| Linguistics | 0 | 1 | 0 | 2 |
| Other | 0 | 5 | 0 | 3 |
| Political Science | 0 | 2 | 0 | 0 |
| **Subtotal** | **33** | **20** | **24** | **34** | **111** |
| ***Professional Schools*** |  |
| Ethnomusicology | - | - | 17 | 1 |  |
| Natural Resources | 0 | 2 | - | - |
| Public Health/Health Sciences | 0 | 0 | 0 | 3 |
| Theater/Film/TV | - | - | 0 | 4 |
| **Subtotal** | **0** | **2** | **17** | **8** | **27** |
|  | **100****%** | **<100****%** | **100****%** | **<100****%** | **Total** |
| **TOTALS** | **33** | **22** | **41** | **43** | **138** |

UCB had 1,781

undergraduate and graduate enrollments in courses with SEA content in 2020-21.

Popular courses include gateway courses on mainland and island SEA in South & Southeast Asian Studies (SSEAS), the Filipino-American history

course in Ethnic Studies, a history course on Vietnam at War, the Javanese gamelan courses offered each semester in Music, and “Politics of SEA” offered each semester in Political Science. Courses in professional schools with SEA content are “Political Ecology” and “Governance of Global Production” in the College of Natural Resources.

At UCLA, there were 3,087 enrollments in SEAS courses in 2020-21. Courses like “Religion & Society in SEA,” “Modern Southeast Asian Literature,” and “Southeast Asian Archaeology” have steady enrollments every year. Popular courses with 25% SEA content

include “Languages & Cultures of Asia” and “Prosperity and Poverty in the Third World.” Asian American Studies at UCLA has pioneered the integration of ethnic studies with transnational and

global perspectives. The total number of enrollments in Asian American Studies courses with at least 25% SEA content at UCLA was 1,089 for 2020-21. UCLA

|  |
| --- |
| **Table C.2: UCB UCLA Enrollments in Non-Language SEAS Courses, 2020-21** |
| **Discipline/School** | **Enrollments** |
|  | **UCB** | **UCLA** |  |
| ***Academic Disciplines*** | **UG** | **Grad** | **UG** | **Grad** |
| Anthropology | 31 | 5 | 186 | 6 |
| Asian Studies | 449 | 16 | 457 | 4 |
| Art History | 121 | 0 | 32 | 3 |
| Music | 188 | 2 | - | - |
| Ethnic Studies | 111 | 15 | 1019 | 70 |
| Geography | 38 | 7 | 437 | 23 |
| History | 102 | 1 | 12 | 5 |
| Linguistics | 1 | 11 | 0 | 17 |
| Other | 224 | 13 | 214 | 1 |
| Political Science | 308 | 0 | 0 | 0 |
| **Subtotal** | **1,573** | **70** | **2,357** | **129** | **4,094** |
| ***Professional Schools*** |  |
| Ethnomusicology | - | - | 180 | 9 |  |
| Natural Resources | 137 | 1 | - | - |
| Public Health | 0 | 0 | 0 | 68 |
| Film/TV | - | - | 321 | 23 |
| **Subtotal** | **137** | **1** | **501** | **100** | **739** |
|  | **UG** | **Grad** | **UG** | **Grad** | **Total** |
| **TOTALS** | **1,710** | **71** | **2,858** | **229** | **4,868** |

courses with SEA content in the professional schools had a total of 601 enrollments.

Courses in the School of Public Health cover health disparity and epidemiology with SEA content. Balinese and Javanese gamelan and Thai ensemble courses are

taught at two levels every quarter in the Herb Alpert School of Music. The School of Theater, Film and Television has courses like “Horror in Asian Cinema” that explore the connections between cinema, media, and society.

***§ C.2. Depth of Specialized Course Coverage*** Specialized course coverage at UCB is spearheaded through the Department of South and Southeast Asian Studies (SSEAS) where the introductory courses on SEA and upper-division courses covering SEA literature, culture, and

religion are taught. In addition, dedicated SEAS courses are offered in Anthropology, History, Ethnic Studies, Music and Political Science, with interdisciplinary strength also built into courses offered in Buddhist Studies, Rhetoric, and Environmental Science, Policy & Management. Dutch Studies offers courses on Dutch Indies literature and on Dutch exploration in SEA.

At UCLA, a large number of SEAS courses are taught in the Department of Asian Languages & Cultures (ALC), which offers core courses such as “Society and Culture in SEA” and “Religion and Society in SEA” and “Indigenous Peoples of SEA.” History offers an introductory SEA course, upper division sequences on SEA history, and undergraduate and graduate SEAS seminars. Other SEAS courses are offered in Ethnomusicology, Epidemiology, Film & TV, Geography, and Art History. Most Asian American Studies courses are taught with a significant focus on the SEA global diaspora and transnational refugee movements. New courses here include “US Empire in SEA” and “Critical Southeast Asian Refugee Studies.”

***§ C.3. Non-Language Faculty and Instructional Training*** The consortium mobilizes a sizeable staff of non-language faculty in SEAS, making it possible for the courses listed in Appendix A to be taught on a regular basis. At UCB, all first-time Graduate Student Instructors (GSIs) must attend an initial teaching conference, complete an online ethics course, and enroll in a required pedagogy course. The GSI Teaching and Resource Center, maintained by the Graduate Division, manages these requirements and offers regular workshops on mentoring, grading, and syllabus preparation, as well as courses on English language proficiency for international students, and an intensive summer institute for advanced graduate students moving on the faculty appointments. This center provides grants for course improvements, offers confidential consultations, and manages the campus teaching awards program for GSIs.

At UCLA, training for Teaching Assistants (TAs) takes place in academic departments and through the Office for Instructional Development (OID). In the departments, TAs meet with a faculty supervisor at least one hour per week. The OID offers subsidies for departmental training, seminars on basic teaching skills and the use of instructional technology, a campus- wide conference, and two quarter-long seminars for TAs and technology teaching assistant consultants, who train TAs in their respective departments.

***§ C.4. Availability of Interdisciplinary Courses*** An interdisciplinary approach characterizes the consortium’s programs and most SEAS courses. At both campuses, introductory courses employ diverse methods and concepts from the humanities, cultural studies, and social sciences to introduce undergraduates to the field and the region. The majors in Global Studies at UCB and Global Studies and International Development Studies at UCLA have an interdisciplinary focus. The undergraduate minor in Global Policy & Practice at UCB has course requirements drawing from several disciplines. The SEAS major, SEAS minor, and Pilipino Studies minor at UCLA are designed with an interdisciplinary approach, as is UCB’s SEAS major and minor.

UCB and UCLA SEA faculty regularly teach and advise students from departments and professional schools across the campus. Graduate students at both campuses are encouraged to draw from faculty specialization and take interdisciplinary coursework outside of their home departments. Some UCB and UCLA SEA faculty have joint appointments in their home departments and in SSEAS and ALC respectively, involving them in SEAS curricular oversight and enabling them to admit and teach graduate students through two departments.

# § D. Quality of Curriculum Design

The large and dynamic undergraduate student population at UCB and UCLA, which includes many SEA heritage students with advanced language skills, makes it possible to design

programs promoting high levels of language competence. UCB’s and UCLA’s highly-ranked graduate programs and strong SEA-focused faculty attract a significant number of motivated graduate students to MA and PhD study.

***§ D.1.A. Topic Area Requirements and Quality of Undergraduate Instruction*** UCB undergraduates can major or minor in SEAS through the Department of South and Southeast Asian Studies (SSEAS), which offers SEA language courses as well as humanities-based interdisciplinary classes stressing perspectives on SEA from history, gender studies, cultural studies, religious studies, and literature. SSEAS requires majors working on SEA to have two years of language training through intermediate-level proficiency and to take a lower-division course sequence on the civilization of Island and Mainland SEA and an upper division course in religion, history, and literature of SEA. Qualified students may write an honors thesis. The undergraduate minor in SEAS requires 5 upper-division courses. Students in some departments can specialize in SEA as a geographic area of concentration within their major.

At UCLA, undergraduates interested in SEAS can choose between the Asian Studies major and/or SEAS minor through the International and Area Studies Interdepartmental Program (IDP) in the UCLA International Institute, the SEAS major in Asian Languages & Cultures (ALC) or the Pilipino Studies minor in Asian American Studies. Students focusing on SEA in the Asian Studies major must complete intermediate-level study of one SEA language, 6 lower division courses, and 12 upper division courses on SEA, including a capstone senior seminar.

The SEAS major, established in 2021, requires intermediate-level study of one SEA language, 2 lower division courses including an Intro to SEAS core GE course and 11 upper division courses. The SEAS minor and Pilipino Studies minor requires 3 lower division courses and 5 upper division courses. Aside from these current tracks, undergraduates can also focus on SEA by

majoring in Asian Languages & Linguistics, Asian Humanities, and Asian Religions in ALC. As major research universities, UCB and UCLA offer instruction by experts in the field.

In additional to faculty lectures, lower division courses have discussion sections supervised by Graduate Student Instructors. Course quality is monitored by mandatory student evaluations and by examinations of syllabi and evaluation results as part of faculty promotion reviews. UCB and UCLA language lecturers actively participate in pedagogy, material development, instructional technology and language assessment trainings to implement the new approaches. Language classes taught by senior lecturers are observed every 3 years to ensure instruction quality.

***§ D.1.B. Training for Graduate Students*** UCB graduate students affiliated with CSEAS come from 13 academic disciplines and 4 professional schools (*see Table D.1*). SSEAS offers an MA and a PhD in SEAS. The PhD programs in History and Music at UCB support a formal concentration in SEA. Other departments such as Anthropology, English, Ethnic Studies, French, Linguistics, Performance Studies, Political Science, and Sociology host graduate students working on SEA. The Berkeley Law School supports a PhD in Jurisprudence and Social Policy which can include an area studies focus. The Joint Medical Program, a five-year MS/MD degree program offered through UCB’s School of Public Health and UC San Francisco School of Medicine, supports an area studies focus for degree requirements fulfilled at UCB. The Department of Environmental Science, Policy & Management in the College of Natural Resources has two faculty with significant research experience in SEA. The College of Environmental Design offers PhD degrees in Architecture and City & Regional Planning that encourage an area studies focus. The School of Public Health offers a Global Health track for MPH or PhD students, and the MA in Development Practice at the Goldman School of Public Policy supports an area studies focus.

UCLA graduate students affiliated with CSEAS come from 15 academic disciplines and 6 professional schools (*see Table D.1*). UCLA’s School of Public Health offers MPH, DrPH, and

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| --- |
| **Table D.1 UCB UCLA Graduate Students in SEAS, 2020-21** |
| **Academic Disciplines** | **Professional Schools** |
|  | **UCB** | **UCL A** | **UCB Professional Schools** | **UCB** |
| Anthropology | 4 | 8 | Education | 1 |
| Art/Art History | 0 | 0 | Environmental Design | 2 |
| Asian Studies | 0 | 2 | Natural Resources | 4 |
| Comp Literature | 0 | 1 | Law | 1 |
| Biology | 2 | 3 |  |  |
| English | 2 | 1 | **Subtotal** | **8** |
| Ethnic Studies | 2 | 8 |  |
| Folklore | 1 | - | **UCLA Professional Schools** | **UCLA** |
| French | 1 | 0 | Ethnomusicology | 4 |
| Geography | 0 | 3 | Education & Information Studies | 4 |
| Gender Studies | 0 | 1 | Public Affairs | 2 |
| History | 2 | 2 | Law | 2 |
| Linguistics | 2 | 1 | Public Health | 3 |
| Music | 2 | 0 | Theater/Film/TV | 1 |
| Performance Studies | 3 | 3 | **Subtotal** | **15** |
| Political Science | 2 | 1 |  |  |
| Sociology | 6 | 2 |
| SEA Studies | 7 | - |
| **Subtotal** | **36** | **36** | **TOTAL** | **95** |

PhD degrees with an International Health concentration that supports a SEA focus. Since 2010, the Fogarty program on HIV/AIDS in Epidemiology has produced 17 PhD dissertations on Cambodia, Indonesia, Thailand, and Vietnam. The Herb Alpert School of Music and the School of Arts and Architecture have SEA-linked

PhD programs in Ethnomusicology and World Arts & Performance. UCLA PhD programs in Art History, Asian Languages & Cultures, History, and Anthropology have formal SEA concentrations. MA programs in Anthropology, Asian American Studies, and History also support a SEA focus. Sociology, Geography, and Political Science have graduate students studying SEA. In recent years, UCLA professional schools for Business Management, Education & Information Studies, Law, and Theater, Film & TV have had graduate students studying SEA.

Most graduate degree programs at UCLA require at least 10 courses and proficiency in a foreign language and many require two languages. MA students must complete a thesis and

MBA and MFA students must complete a capstone project or final film project. PhD candidates submit a dissertation proposal and pass oral examinations with their dissertation committee before approved to conduct fieldwork abroad.

The MA and PhD degrees offered at UCB through SSEAS require language competence in at least one secondary language assessed after 2 years of language study or testing. Both degrees require at least 10 courses. MA students advance to the PhD program after completing a thesis. PhD candidates must submit a field statement and have a dissertation prospectus approved by their dissertation committee at the time of their oral examinations.

UCB and UCLA graduate programs are among the most highly ranked in the US, according to US News and World Report. UCB and UCLA PhD students continue to secure tenure-track appointments or postdoctoral positions at degree completion. (*See §G.1. for recent graduate student placements.)* UCB and UCLA PhD students are also successful in securing dissertation research fellowships through the Fulbright-Hays program and other competitions.

***§ D.2. Academic and Career Planning*** At both campuses, Center staff, faculty, and Student Affairs Officers (SAO) advise students on courses, language study, fellowships, and study abroad. UCB CSEAS and UCLA CSEAS distribute job postings, fellowship announcements, and scholarship funding and grant opportunities. Many UCB centers and departments sponsor dissertation and proposal-writing workshops and topic-specific working groups for advanced graduate students. The Graduate Divisions at UCB and UCLA provide information on academic placements and postdoctoral fellowships and offer professional development workshops on post- degree career options. Both campuses have Career Centers that provide web-based information and reference collections to support graduate and professional school applications as well as hold regular workshops and provide counseling for student job seekers.

At UCLA, the International and Area Studies Interdepartmental Program (IDP) under the International Institute, Asian American Studies, and Asian Languages & Cultures each have their own SAO who guides undergraduate students in SEAS majors and minors. The SAO in the SEAS IDP minor at UCLA also advises students in the Global Studies and International Development Studies majors. UCB’s SSEAS has a dedicated SAO to counsel undergraduates.

Students in the Asian American and Asian Diaspora Studies program can rely on the SAOs in the Department of Ethnic Studies for guidance. Counselors in the Education Abroad Program at both UCB and UCLA assist students in overseas study planning.

The consortium has also hosted its own research workshops for UC graduate students working on SEA. These workshops – offered in 2015, 2017, 2019 and 2022 - brought together graduate students across multiple disciplines from several UC campuses to provide them with professional development and guidance on bringing their SEAS expertise into the work force.

***§ D.3. Study Abroad*** Prior to disruptions caused by the COVID-19 pandemic, the UC Education Abroad Program (EAP) supported three programs in SEA - at the National University of Singapore, the Singapore University for Technology and Design, and Thammasat University in Thailand. These programs are on hiatus through AY 2021-22, but will restart once travel conditions allow. EAP reported that 95 UC students studied abroad in SEA for 2018-19, the last full year of enrollment before the pandemic.

The consortium facilitates student access to other study and research abroad programs by advertising opportunities, advising students about funding, and providing small travel grants.

UCB and UCLA students have participated in summer language programs in Indonesia offered by the US-Indonesia Society and the US State Department's Critical Language Scholarship Program. Since 2009, UCLA CSEAS has administered over 65 grants to undergraduates and

graduate students to conduct research in Indonesia. Through an endowed scholarship, UCLA CSEAS sent 3 undergraduate students in summer 2018 and 3 in summer 2019 to study abroad at Ngurah Rai University in Indonesia and will resume the program in 2023. Under its new Program for Early Modern Southeast Asia (PEMSEA) funded by the Henry Luce Foundation, UCLA CSEAS will send 12 undergraduate and graduate students to summer archeological field schools in the Philippines in 2022, Cambodia in 2023, Thailand in 2024, Indonesia in 2025, and Timor Leste in 2026. Although suspended in 2020 due to the pandemic, UCB CSEAS has a travel grant program to support undergraduate and graduate students to conduct research in SEA.

### § E. Quality of Staff Resources

***§ E.1. Staff Qualifications*** The consortium has 62 faculty, language instructors, and center and library staff who command at least one SEA language and have extensive research experience in SEA. Many faculty also have a mastery of one or more languages of the region’s former colonial powers and/or of Mandarin. Prestigious institutions and foundations such as National Science Foundation, Henry Luce Foundation, Social Science Research Council, Mellon Foundation, Ford Foundation, National Endowment for the Humanities, American Council of Learned Societies, MacArthur Foundation, Pew Charitable Trust, John Simon Guggenheim Memorial Foundation, and the Henry Frank Guggenheim Foundation have funded faculty research on both campuses.

UCB faculty have demonstrated excellence in a broad range of disciplines. CSEAS Chair Nancy Lee Peluso (Environmental Science, Policy and Management), a specialist on Indonesia, was a co-investigator on a recent National Science Foundation grant examining labor migration and its impact on land use in Indonesia. Penny Edwards (SSEAS) and Peter Zinoman (History) were each awarded the Harry Benda Prize by the SEA Council of the Association for Asian Studies (AAS) for their books on Cambodian and Vietnamese colonial history respectively.

Zinoman is the founder and current editor of the *Journal of Vietnamese Studies*. Edwards received UCB’s Distinguished Graduate Student Mentoring Award for Late Career Faculty in 2021, and was recently appointed as co-chair of the Task Force on Languages, Language-Based Disciplines, and Global Citizenship. This task force will design and promote strategies to enhance language-based disciplines and language instruction at UCB.

Sylvia Tiwon (SSEAS) is an expert on modern Indonesian literature, and well-connected with Indonesia’s activist communities working on social justice and women’s rights. Khatharya Um (Ethnic Studies) is a specialist on Southeast Asian politics and refugee and diaspora issues and was the recipient of the 2020 UCB Chancellor’s Award for Advancing Institutional Excellence and Equity. She is currently serving as Associate Dean for Diversity, Equity & Inclusion, Social Sciences Division, in the College of Letters & Science. Daena Funahashi (Anthropology) and Lisandro Claudio (SSEAS) are recent tenure-track hires whose research focuses on SEA. Funahashi is a medical anthropologist currently researching migrant labor in Thailand. Claudio, a specialist on the history of the Philippines, won the 2019 George McT. Kahin Prize from the Association for Asian Studies (AAS) for his book on liberalism in the post- colonial Philippines.

Pheng Cheah (Rhetoric) is a specialist on postcolonial literature in island SEA. Catherine Ceniza Choy (Ethnic Studies) has conducted groundbreaking work on Philippine-American history and has been a regular media resource during the pandemic as an expert on the outsized role that Filipinx nurses play in the U.S. health care system. Karl Britto (French and Comparative Literature) teaches courses on French colonial literature that include Francophone works on and from Vietnam. Peter Jenks (Linguistics) conducts research on the Thai language, while Michael Mascuch (Rhetoric) is researching the use of photography by the Khmer Rouge. Jeroen Dewulf

(Queen Beatrix Chair of Dutch Studies) offers courses on the literature of the Dutch East Indies (Indonesia). Vinod Aggarwal (Political Science) teaches courses on international trade that cover APEC and ASEAN issues. Atreyee Gupta (Art History) covers 20th century art in Southeast Asia in her courses. Vasugi Kailasam (SSEAS) offers courses on Tamil society and culture in South and Southeast Asia. UCB gamelan instructor Midiyanto is a recognized shadow puppet (*dalang*) master, and director of the campus Javanese gamelan orchestra.

UCB’s language instructors are recognized as experts in pedagogy and/or literature. Khmer instructor Frank Smith is a leading expert in developing new materials for teaching Khmer, and a pioneer in developing Distance Learning methodologies. Vietnamese instructor Cam Nguyet Nguyen has published many translations, as has Burmese instructor Kenneth Wong, who also is known for his YouTube videos about learning Burmese. Filipino instructor Maria- Josephine Barrios is a well-known poet and playwright and scholar of Philippine literature and has won many national literary awards in the Philippines.

At UCLA, faculty from across campus are actively involved in teaching and research related to SEA. CSEAS Director Stephen Acabado teaches SEA archaeology and heritage knowledge and serves as the director of the UCLA Program of Early Modern Southeast Asia (PEMSEA). George Dutton (Asian Languages & Cultures) teaches about SEA literature and Vietnamese history and won the 2017 Premio Fondaçaõ Oriente book prize for his book *A Vietnamese Moses: Philiphe Binh and the Geographies of Early Modern Catholicism* (UC Press, 2016). Geoffrey Robinson (History) offers courses on modern Indonesian history and human rights in SEA. His book, *The Killing Season: A History of the Indonesian Massacres, 1965-66* (Princeton University Press, 2018) was awarded the 2021 George McT. Kahin Prize by the Association for Asian Studies.

Thu-huong Nguyen-vo (Asian Languages & Cultures; Asian American Studies) focuses on Vietnamese politics and culture. Oona Paredes (Asian Languages & Cultures) researches indigenous groups in the Philippines. Patrick Heuveline (Sociology) works on demography and population in Cambodia. Lieba Faier (Geography) conducts research on gender, sexuality and migration in the Philippines. Cesi Cruz (Political Science) studies politics in the Philippines.

Helga Leitner (Geography) researches urban geography in Indonesia and received the Association of American Geographers Distinguished Scholarship Honors in 2019. Eric Sheppard (Geography) is Alexander von Humboldt Professor and frequently publishes with Leitner on urban development and planning in Jakarta. He received the UCLA Distinguished Teaching Award in 2019. Shoichi Iwasaki (Asian Languages & Cultures) teaches East and Southeast Asian linguistics. Jasmine Trice (Film & TV) teaches about Southeast Asian cinema and film culture in the Philippines. Paul Barber (Ecology and Evolutionary Biology) researches marine biodiversity and ecosystems in the Coral Triangle. Kie Zuraw (Linguistics) teaches phonology and phonetics with expertise in Filipino and Javanese. Jolie Chea (Asian American Studies) researches Southeast Asian refugee communities and resettlement. Evyn Le Espiritu Gandhi (Asian American Studies) teaches critical refugee studies and transpacific studies. Lucy Mae San Pablo Burns (Asian American Studies) teaches about Filipino theatre and performance. Victor Bascara (Asian American Studies) works on social movements and cultural politics of the Philippines.

UCLA faculty in professional schools working on SEA have impressive qualifications. Roger Detels (Public Health) is Director of the UCLA/Fogarty AIDS International Training and Research Program. Robert McCann (Management) is the Associate Dean for Global Initiatives at the Anderson School of Management and works extensively on Thailand. I Nyoman Wenten (Ethnomusicology) teaches Balinese gamelan and chairs the World Music Program at the

California Institute of the Arts. Ninez Ponce (Health Policy & Management) is Director of the UCLA Center for Health Policy Research and principal investigator of the California Health Interview Survey. Helen Rees (Ethnomusicology) directs the UCLA World Music Center and Supeena Adler (Ethnomusicology) directs the UCLA Music of Thailand Ensemble.

UCLA language instructors have extensive education and training in language teaching. Four language instructors hold PhDs: Jenjit Gasigitamrong (Thai), Nenita Domingo (Filipino), Thu Ba Nguyen (Vietnamese), and Juliana Wijaya (Indonesian). Gasigitamrong has received National Science Foundation grants to develop Thai language curriculum and readers. Domingo is certified by the American Council on the Teaching of Foreign Languages (ACTFL) to test Filipino/Tagalog proficiency. Thu Ba Nguyen is also ACTFL certified for Vietnamese and highly trained in heritage Vietnamese language teaching. Juliana Wijaya is president of the Council of Teachers for Southeast Asian Languages (COTSEAL) and serves on the Southeast Asia Language Council (SEALC) steering committee. Quyen Di Chuc Bui has an MA in Vietnamese Literature and has authored dozens of Vietnamese language textbooks.

Center staff are highly qualified SEA experts and our outreach programs have trained staff. Sarah Maxim, UCB CSEAS Vice Chair, has a PhD in SEA History and is fluent in Indonesian. Nguyet Tong, UCLA CSEAS Assistant Director, has an MA in Asian Studies and is fluent in Thai and Vietnamese. These staff oversee center operations, including event coordination, budget oversight, student fellowships, and outreach programming, and work with their faculty committees on strategic planning. Both Virginia Shih, SSEAL Librarian at UCB, and Jade Alburo, SEA Librarian at UCLA, have library science degrees and serve on committees in the Asian Pacific American Librarians Association and Committee on Research Materials on Southeast Asia (CORMOSEA). Shane Carter, UCB ORIAS Coordinator, has an MA in

Education. Rachel Reinhard, Director of UCB History-Social Science Project has a PhD in History while Daniel Diaz, Director of UCLA History-Geography Project has a PhD in Education. At the UCLA Fowler Museum, both Amy Landau, Director of Education, and Joanna Barrkman, Senior Curator of Southeast Asian & Pacific Arts, hold PhDs.

Both campuses have abundant resources for professional development. Faculty have access to fellowships in on-campus or system-wide programs such as UCB Townsend Center for the Humanities, UCLA Arts Initiative Grant, the UC Humanities Research Institute, and UCOP Multicampus Research Programs and Initiatives. UCB faculty have access to research and travel funds through the Berkeley Excellence Accounts for Research program. UCLA faculty can receive competitive travel grants from the UCLA Academic Senate and Career Development Awards from the UCLA Office of Equity, Diversity and Inclusion. They also have access to annual research funding from their departments and other campus units.

Faculty teach 2 to 4 courses per year (two semesters) at UCB, and 4 to 5 courses (over three quarters) per year at UCLA. Beyond their teaching load, faculty also regularly supervise and mentor students, oversee honors theses, and serve on graduate dissertation committees.

***§ E.2. Oversight, Representation and Staffing*** UCB CSEAS is an Organized Research Unit (ORU) headed by a faculty Chair and managed by a Vice-Chair. An Executive Committee composed of 6 core faculty from the humanities and social sciences meets with the Chair and Vice Chair during the year to supervise Center programs and intellectual direction. CSEAS is under the administrative umbrella of the Institute of East Asian Studies (IEAS), headed by Kevin O'Brien (Political Science). IEAS reports to Vice Chancellor for Research Kathy Yelick whose office provides development and data collection services. The central administration manages financial services, human resources, grant management, and IT for campus research units.

UCLA CSEAS is part of the International Institute, reporting to the Director of the International Institute Chris Erickson and Vice Provost for International Studies and Global Engagement Cindy Fan. Internal oversight of UCLA CSEAS takes place through its Faculty Advisory Committee (FAC), which includes 32 faculty from the humanities, social sciences, professional schools, Fowler Museum, and UCLA Library. The FAC meets 3-4 times a year to plan ongoing initiatives and programs. UCLA CSEAS staff includes a Director, an Assistant Director, a faculty Program Coordinator, and Financial Manager (shared with other units). The Asian Studies Interdepartmental Program (IDP) program and Southeast Asian Studies minor are staffed by two Student Affairs Officers. The International Institute provides centralized administration for finance and grant management, communications, personnel and payroll, and IT, and oversees integration with campus-wide systems for student affairs and development.

***§ E.3. Non-Discriminatory Employment*** Support for diversity is a fundamental cornerstone of the University of California (UC) system, as enshrined in Regents Policy 4400. UC strives to develop a diverse workforce and create supportive working environments that foster a climate of respect and dignity. Responding to this diversity mandate, the UCB and UCLA campuses have strong records of providing equal access and treatment for underrepresented groups.

In 2019-20, 52% of staff at UCB were women and 26% were from underrepresented groups, while 59% of staff at UCLA are women and about 40% were from underrepresented groups. On the faculty side, 34% at UCB and 35% at UCLA are women, with 11% at UCB and 12% at UCLA coming from underrepresented groups. Within the consortium, 6 of the 7 UCB CSEAS core faculty and 13 of the 24 UCLA CSEAS core faculty are women and/or minorities. Six key staff (Vice-Chair and Librarian at UCB and Assistant Director, Student Affairs Officer, Southeast Asian Arts Curator, and Librarian at UCLA) are women and 4 are minorities.

Instruction in some SEA languages and in music is provided by lecturers from SEA. Over half of current UCB and UCLA graduate students working on SEA are women and/or minorities.

UC policies regarding diversity and inclusion are directed by the UC Office of the President (UCOP), overseen by UC President Michael Drake. UCOP implements system-wide initiatives in these areas such as the President’s Postdoctoral Fellowship Program and University Committee on Diversity and Equity, which develops best practices for recruiting a diverse faculty. The offices of Vice Chancellor for Equity and Inclusion at UCB and Vice Chancellor for Equity, Diversity, and Inclusion (EDI) at UCLA are committed to improving the proportion of ladder-rank faculty and staff hired who are women and/or are from underrepresented groups through various measures and training programs. Members of faculty search committees are required to participate in workshops on how to prevent implicit and institutional biases from influencing recruitment and evaluation of candidates, and must develop faculty recruitment plans to ensure robust applicant pools and inclusive searches. Staff are encouraged to serve on EDI committees in their departments to improve procedures and expand diversity education and resources. UCB and UCLA house offices on disability access to ensure equitable policies are in place to serve the wide range of access needs on campus.

# § F. Library Strength

UCB and UCLA have two of the strongest research libraries in the US and are part of the UC library system, one of the largest in the world. Combined holdings of over 26 million titles are available to faculty and students at the undergraduate, graduate, and professional levels through an integrated, online catalogue system that links all of the libraries in the UC system.

***§ F.1. Library Holdings and Financial Support*** The UCB Library contains over 13 million volumes of print and non-print materials. In the 2018-19 Association of Research Libraries

Investment Index, the UCB Library was ranked eighth overall for all US research libraries, and second for public university libraries in the US (after the University of Michigan).

UCB’s South & Southeast Asia Library (S/SEAL) has its own reading room and contains a reference collection of over 4,000 items available to undergraduate and graduate students.

UCB’s SEA collections are strong in both western and vernacular language holdings, and feature several special collections on SEA. The Bancroft Library holds invaluable archives on the Philippines collected in the early 20th century by UC scholars such as David Prescott Barrows, Alfred Kroeber and Bernard Moses. The McFarland collection holds materials from Siam collected from 1860 to 1950, while the Swift Family donated a priceless collection of Buddhist manuscripts from Thailand. S/SEAL is also home for the papers of the late anthropologist Harold Conklin, who conducted fieldwork in the Philippines for more than five decades; of the late Jeffrey Hadler, a past CSEAS Chair who studied Indonesia; and of the late Peter Koret, a scholar of Lao Buddhism who collected palm leaf manuscripts and other books from the region.

Along with collecting SEA materials through domestic and international commercial vendors, acquisitions trips, and exchange programs, the Library of Congress Cooperative Acquisitions Program for Southeast Asia (CAP-SEA), based in Jakarta, Indonesia, has played an important role in UCB’s acquisition of materials from SEA since its inception in 1964. The UCB library allocates a total of about $80,000 per year to purchase materials in western and SEA languages from CAP-SEA and other vendors. UCB funds a full-time SEA librarian.

The UCLA Library, holding over 12 million volumes, is ranked eleventh in the 2018-19 Association of Research Libraries Investment Index, and fifth for public university libraries in the US. Since the creation of UCLA CSEAS in 1999, the SEA library collection at UCLA has rapidly expanded and now holds 125,000 volumes, with about 40% in vernacular languages.

The UCLA Library has developed special collections in SEAS, such as the only Philippine zine collection in the US with 400 items, a photograph collection from early 20th century Philippines, and ephemera materials commemorating the passing of Thailand’s king in 2016. The Library supplements its holdings through archiving projects such as the Modern Endangered Archives Program (MEAP) which digitizes endangered, hard-to-access materials. MEAP collections on SEA include Buddhist manuscripts from Shan State in Myanmar and archives of oral traditions of the Fataluku people in Timor Leste. UCLA SEA faculty Oona Paredes (Asian Languages & Cultures) and Geoffrey Robinson (History) serve on the MEAP Review Panel. The UCLA Ethnomusicology Archive is a world-renowned research archive dedicated to the study of musical traditions from around the globe. The Archive’s Global Field Recordings has audio, field notebooks, film, photographs and ephemera from Laos, Myanmar, Philippines, and Thailand. In 2022, the SEA librarian will organize an international symposium on the repatriation of archival materials at UCLA and a digital exhibit focused on SEA.

The UCLA Library funds a full-time SEA librarian, a shared staff cataloguer, and a part- time student assistant, and supports an annual acquisitions budget of $40,000 for SEA materials.

***§ F.2. Accessibility and Availability of Materials*** The UCB and UCLA libraries are members of the Online Computer Library Center (OCLC) for online cataloging and interlibrary loan services, partners of the Center for Research Libraries (CRL), and members of the SEA Materials Project (SEAM) administered by CRL, which microfilms and digitizes rare and/or at-risk materials. The UCB and UCLA SEA librarians are active members of the Committee on Research Materials on Southeast Asia (CORMOSEA), the American Library Association, and the Asian/Pacific American Librarians Association (APALA). As members of CORMOSEA, the UCB and UCLA librarians collaborate with librarians at other institutions with major SEA holdings. The UCB

SEA librarian is the current Chair of CORMOSEA’s Committee on Collection Development. CORMOSEA members also advise the Southeast Asia Digital Library (SEADL), a new initiative being developed with funding support from the Henry Luce Foundation. These cooperative efforts allow access to additional research materials for UCB and UCLA students and faculty.

The SEA collections at UCB and UCLA are readily accessible by faculty, students, researchers and the public through UC Library Search (the online catalog of the UC system) and OCLC WorldCat (a global online catalog). SEAS research materials are available to students and researchers at UCLA and UCB through inter-library loan from all UC libraries and other academic libraries nationwide and some institutions worldwide. Both libraries cover inter-library loan fees for students and faculty. Online databases and electronic access to journals at UCB and UCLA are available to all affiliated library users.

The UCB S/SEAL website provides links to new acquisitions, electronic resources and bibliographic guides and offers an online subject-specific gateway to the SEA holdings at UCB and to major libraries and SEA collections around the world. Similarly, the UCLA SEA librarian maintains extensive research guides with links to a wide range of publicly available digitized material including newspapers, news feeds, and digital map collections. Although on-site library access has been restricted during the pandemic, normally the UCB Library is open to CA residents for a nominal fee, while the UCLA Library is open for free.

# § G. Impact and Evaluation

***§ G.1. Impact on the University, Community, Region and Nation*** Both UCB and UCLA are recognized nationally and internationally as major centers for the study of SEA. Both campuses attract high caliber graduate students seeking to pursue advanced study of SEA. Undergraduate SEAS course offerings on both campuses draw large enrollments (*see Tables B.1 and C.2*). The

number of graduate students engaged in SEA-based research on both campuses is substantial (*see Table D.1*). Since 2015, 46 PhDs in 22 departments and professional schools on SEA topics have been awarded at UCB. Since 2015, UCLA has awarded 44 PhDs in SEAS from 18 different departments and professional schools. UCB and UCLA PhD graduates attend events and participate in training programs organized by both Centers as part of their professionalization in the field and have found employment relevant to their training in SEAS.

UCB and UCLA faculty also make impactful contributions to the university and beyond through their service to the field and community. Consortium faculty advise Southeast Asian student organizations such as the Berkeley Cambodian Student Association and the Filipinx and Philippine Studies Working Group at UCB and the Indonesian Bruin Students Association and Thai Student Association at UCLA. Many serve on the editorial boards of major academic journals, take leadership roles in academic and professional associations in their field, and serve on organizing committees of regional and national arts initiatives.

In 2020-21, the consortium sponsored a number of high-profile webinars addressing diverse perspectives in SEAS. UCB CSEAS webinars had a total attendance of 1,697 across 19 events while UCLA CSEAS had 3,831 attendees across 30 events. A significant proportion of attendees were from SEA, demonstrating the reach of the consortium’s virtual programming.

The consortium has developed digital resources to assist CA educators in building K-14 curricula that cover SEA through working with the UCB Office of Resources for International and Area Studies (ORIAS), UCB History-Social Science Project (HSSP), and UCLA History- Geography Project (HGP). In 2020, HSSP designed a course map for teachers of 7th grade world history, outlining how to structure instruction around the theme of global interconnectedness before 1750 CE. HGP designed new K-12 lesson modules under the “Sites of Encounter in

World History” theme focused on places where merchants, travelers, and scholars from many cultures exchanged products, technologies, and ideas in medieval and early modern history. These materials promote new directions for the study of diverse world regions and are available on the HSSP, HGP and UCLA CSEAS websites for educators.

Since 2018, the consortium has taken the lead in training Southeast Asian language instructors by sponsoring six Council of Teachers of Southeast Asian Languages workshops on proficiency standards and content-based instruction. UCLA CSEAS have also cosponsored UCLA National Heritage Language Resource Center workshops on heritage language teaching. UCB and UCLA SEA language instructors have participated in Southeast Asian Language Council workshops to design new oral proficiency guidelines and project-based lesson plans for SEA languages. These language teaching materials are posted to the UCLA CSEAS website.

***§ G.2. Supply and Placement of Specialists*** The consortium consistently produces well- informed specialists in SEAS at the undergraduate and graduate level, exemplifying its success at training US citizens with area studies expertise and advanced language skills in response to demand for service in areas of national need. UCB CSEAS tracks recent MA and PhD graduates and maintains a database of graduate SEAS alumni since 1960, while the SEA Librarian maintains a database on all PhD and MA SEAS degrees granted at UCB since 1906. UCB Campuswide/Alumni System tracks undergraduate degree holders. UCLA CSEAS tracks recent SEA-related BA, MA and PhD graduates through the UCLA Graduate Division and Alumni Affairs Office. Placement data proves that the consortium is making vital contributions towards increasing the supply of SEA specialists in different sectors and industries.

Most recent UCB and UCLA PhD graduates have found employment relevant to their training in SEAS. Of the 36 UCB PhDs awarded between 2018 and 2021, 6 graduates have

secured tenure-track positions at universities or colleges in the US or overseas: UCLA, UC Santa Cruz, University of North Carolina-Chapel Hill, University of Hawaii-Manoa, Barnard College, and Singapore Management University. Twelve graduates have postdoctoral appointments or visiting positions, including at Columbia University, Stanford University, Hong Kong University and Pomona College. Other graduates work in the non-profit or private sector, or have returned to their home countries in SEA where they are now university faculty.

**Chart G.1: UCB and UCLA PhDs Career Placements, 2018-21**

**6% 4%**

**21%**

**15%**

Tenure-track faculty position

Postdoctoral fellowship or adjunct appointment K-14 educator

Non-profit sector

**7%**

**12%**

**32%**

Private sector

Foreign university or government Other

**3%**

Healthcare/Health Sciences

Of the 32 UCLA PhDs awarded between 2018 and 2021, 8 graduates have been hired as tenure-track faculty: University of Denver, American University, Stanford University, CUNY College of Staten Island, Cornell University, UC Santa Barbara, CSU Dominguez Hills and Duquesne University. Nine others have postdoctoral or adjunct appointments including at New York University, Arizona State University, Harvard University, University of Pennsylvania, Loyola Marymount University, and University of British Columbia. Others are employed in educational consulting, non-profit organizations, healthcare or as high school teachers in the US or have returned to their home countries in SEA to take positions at universities or in government, such as the Department of Disease Control in Thailand, Center for Fisheries Research in Indonesia, and University of Health Sciences of Cambodia.

Due to the interdisciplinary nature of our degree programs, our undergraduate students also acquire high proficiency in SEA languages and knowledge of the region. Between 2018-21, UCB graduated 121 students and UCLA graduated 167 students who focused on SEA as part of their undergraduate study. The number of UCB and UCLA BA graduates in SEAS has more than doubled since 2014-17 showing that our training programs and course offerings are successful in improving the supply of SEA specialists in the workforce.

To support students in their career development and job placement, UCB CSEAS and UCLA CSEAS regularly distribute job listings, tenure-track faculty appointment postings, and postdoctoral fellowship announcements. Both centers organize panels and workshops with speakers in different careers to expose students to multiple sectors in education, business, and public policy. UCLA CSEAS cosponsors career panels during International Education Week and the annual Southeast Asian Students for Organizing Conference and UCLA Going Global Conference for students to hear from practitioners and experts in a range of fields.

***§ G.3.A. FLAS Fellowships and National Needs*** Many recent UCB and UCLA graduates received Academic Year (AY) or Summer Foreign Language & Area Studies (FLAS) fellowships during their programs. Representative placements for former UCB FLAS fellows from 2018-21 outside of academia include positions at Human Rights Watch, the Asia Foundation, Brookings Institution, and Lawrence Livermore National Laboratory, and at private companies such as Salesforce, Facebook, Google, and Amazon. One former UCB AY FLAS fellow is a psychiatry resident at Yale School of Medicine, while another is a researcher for the California Department of Public Health. An undergraduate AY FLAS recipient is a PhD candidate in Education at the University of Washington. A UCB MA student who received an AY FLAS is a PhD candidate in History at Princeton University.

UCLA FLAS fellows from 2018-21 have found positions at institutions like the Getty Museum, Bain Consulting Company, and California Center for Sustainable Communities, and at other nonprofit organizations. A UCLA MA student who received an AY FLAS works for the Asian American and Pacific Islanders for Civic Empowerment Education Fund. An MFA student who was an AY FLAS recipient is a filmmaker who took the top prize in the 2020 Gold Circle Awards from the Caucus Foundation. An undergraduate AY FLAS recipient is doing an MA in Vietnamese Studies at Columbia University and another is a PhD student in American Studies at University of Southern California. An undergraduate AY FLAS recipient received the Charles B. Rangel International Affairs Fellowship, funded by the US Department of State, and will join the US Foreign Service after finishing an MA in Public Affairs at Columbia University. In pursuing careers in many industries and sectors after graduation, UCB and UCLA FLAS fellows contribute to the US having a core group of informed citizens in fields of national need.

***§ G.3.B. National Needs and Generation and Dissemination of Information*** All consortium and campus activities are intended to highlight scholarship to the public and increase understanding of SEA. Speakers at UCB CSEAS and UCLA CSEAS public programs are drawn from a wide pool to represent a range of backgrounds and institutions, and present their research, discuss critical issues and share diverse perspectives on international and area studies, international politics, and global affairs during these public events.

Due to the pandemic, all public programs in 2020-21 were presented online, with many webinar videos posted afterwards to the UCB CSEAS YouTube channel and UCLA CSEAS multimedia webpage. These webinars drew large audiences with high engagement from scholars and students in the US and internationally, and many of the videos have a sizable view count.

In 2020-21, the consortium sponsored 49 webinars, from which it produced 29 webinar videos. UCB CSEAS webinars covered such topics as the youth protest movement in Thailand, the arts and memory in Cambodia, Filipino migrant workers in the Middle East, political conflict in the Philippines, republicanism in Thailand, Burmese poetry, and the post-coup situation in Myanmar. UCLA CSEAS webinars highlighted issues such as indigenous heritage in SEA, Vietnamese boat refugees, Burmese democracy movement, media censorship in the Philippines, Angkor archaeology, and environmental transformations in early modern SEA. The consortium jointly hosted 6 webinars - on the sex trade in colonial Vietnam, memory in the Indonesian diaspora, land speculation in Jakarta, the Philippine Constabulary Band, trans-Asia currents in Philippine nationalism, and political detention in Myanmar. The consortium also hosted a virtual conference on “Ethnic and Community Identity in Southeast Asia” featuring 17 presenters from UC/CSUs and community colleges in CA and a keynote address on the challenges of ethnic identity research in Myanmar.

Both Centers regularly disseminate knowledge and research about SEA through their websites, newsletters, social media, and multimedia. UCB CSEAS and UCLA CSEAS staff actively maintain their center websites (ieas.berkeley.edu/centers/cseas and

international.ucla.edu/cseas) where they make sure to provide current information on faculty,

courses, events, K-14 outreach, and fellowships, as well as links to other resources such as library collections, campus and community organizations, other SEA NRCs and overseas SEA centers, and study abroad opportunities in SEA. The UCB CSEAS site includes links to its popular Twitter feed (@CSEASUCB) and its YouTube channel. The UCLA CSEAS site features news stories about faculty engagement and student success. UCB CSEAS and UCLA CSEAS regularly distribute e-newsletters and announcements to those interested in SEA on campus and

beyond. K-12 curriculum materials, SEA language lesson plans, and videos produced by the consortium are available online for educators to use. The *Journal of Vietnamese Studies*, published by UC Press and managed by UCB CSEAS, is available by subscription in print and electronic editions and is hosted on JSTOR, the leading platform for academic journals.

***§ G.4. Comprehensiveness of Evaluation Plan*** As constituent parts of a major public institution, the consortium and its faculty are subject to regular, comprehensive evaluation processes. All UCB and UCLA professors are hired through search processes including rigorous review by campus peers. Departments and interdisciplinary programs at both campuses are subject to full- scale reviews on a regular basis. As ORUs, UCB CSEAS and UCLA CSEAS are reviewed by the UC Office of the President every 15 years.

UCB departments undertake an extensive self-study and a major external review every decade. Academic Program Reviews (APRs) are coordinated by the office of the Vice Provost for Academic and Space Planning, and overseen by a Program Review Oversight Committee whose members include faculty and top campus administrators. This office requires a mid-cycle check-in report for units to provide updates on their progress in addressing issues that arose from their most recent APR. These reports are intended to show a continual cycle of review in place at UCB to its accrediting body, the Western Association of Schools and Colleges. Departments also regularly conduct rigorous performance reviews of their tenure-track and tenured faculty. The CSEAS Chair initially serves a five-year term, and the incumbent may be renewed once.

At UCLA, assistant and associate professors are evaluated every two years. Unlike most universities, full professors continue to be evaluated every three years, including through an intensive review where letters are solicited from leaders in their field. UCLA departments are evaluated internally every four years by special Undergraduate and Graduate Review Councils.

An external board conducts an evaluation every eight years that is submitted to the relevant Dean, with the department then required to respond in writing to all issues raised.

UC graduate teaching assistants, teaching associates and teaching fellows are evaluated on their effectiveness, teaching ability, professionalism, and scholarly promise. Graduate students are evaluated by students, faculty, and their home department after each course that they teach. All of these mechanisms are to ensure that UC is training and mentoring its graduate student educators to promote teaching excellence.

The consortium’s evaluation plan for its NRC programs involves several components designed to measure progress: 1) ongoing data collection of key indicators such as student enrollments in language and non-language courses, graduate and undergraduate career placements, and participation at public events and outreach programs; 2) evaluation of teacher participants in K-14 teaching training activities; 3) surveys of participants in language pedagogy workshops and symposia; and 4) an external evaluation of the full NRC program.

Both UCB CSEAS and UCLA CSEAS systematically collect data in areas such as student enrollments, graduate degrees, external funding for faculty, and events attendance to ensure that program goals are being met and to monitor impact. Data collection is coordinated by the Vice Chancellor for Research Office at UCB and by the International Institute at UCLA.

UCB CSEAS plans to continue its support for consistent evaluation of the Office of Resources for International & Area Studies (ORIAS) and UC Berkeley History-Social Science Project (HSSP) programs, working with the other UCB NRCs. An external evaluator hired by the UCB NRCs will survey participants of the ORIAS K-12 and community college summer workshops each year, and prepares a report for the NRCs and ORIAS program director. ORIAS also regularly holds focus group discussions with a cohort of community college instructors, with

the results of these discussions informing program initiatives. ORIAS was evaluated comprehensively in 2019 by an external evaluator whose report led to adjustments in subsequent ORIAS programming. The feedback from surveys and discussions are used to refocus attention to areas where K-14 educators need more support, and where wider impact can be made.

Along with other UCLA NRCs, UCLA CSEAS plans to work with the consulting firm, Thomas P. Miller & Associates (TPMA), which has extensive evaluation experience with federal grants for a national portfolio of clients, including current NRCs and universities in CA. UCLA NRCs will assist TPMA in identifying evaluation needs for K-12 outreach activities with the UCLA History-Geography Project. TPMA will design evaluation forms and oversee data collection from participants to assess the effectiveness of the pedagogy training. TPMA will compile detailed reports based on the feedback from teachers describing the impact on their classroom instruction and student engagement with new world history content. In addition, UCLA CSEAS will work separately with TPMA to design evaluation surveys for participants in K-12 teacher institutes with the UCLA Fowler Museum. Adjustments and improvements to these K-12 outreach programs will be made based on evaluation results and reports.

The consortium will directly coordinate with UCLA National Heritage Language Resource Center, Council of Teachers of Southeast Asian Languages, and Southeast Asian Language Council to develop evaluation forms for participants in annual language workshops.

Although delayed due to the pandemic, an external evaluation on the consortium’s current program highlighting research on SEA being conducted at the state’s public universities is scheduled for spring 2022. The final report by the external evaluator will suggest specific ways that the consortium can intensify state-wide networking in SEAS. The consortium will

implement changes to future programming based on this evaluation. The consortium proposes to hold a second external evaluation in Year 4 to assess the full impact and reach of NRC programs.

***§ G.5. Participation from Traditionally Underrepresented Groups*** UCB and UCLA are continually working to improve representation of traditionally underrepresented minorities in their student bodies. Students in UCB’s 2020-21 freshmen class are 41% Asian American, 21% Hispanic, and 4% African American. UCLA’s 2020-21 freshmen class is 39% Asian American, 19% Hispanic, and 5% African American. About 26% s at UCB and 33% at UCLA are first- generation college students. In 2020-21, about 7% of the undergraduate student body at UC and at UCLA were either Vietnamese-American or Filipino-American.

Both UCB and UCLA have campus offices that promote outreach to underrepresented students from middle school through community college to improve academic preparation and expand educational opportunities. The UCB Center for Educational Equity and Excellence provides counseling and academic support for undergraduates from underrepresented groups and non-traditional students after they matriculate, and the Office for Graduate Diversity is available for graduate students. The Center for Educational Partnerships at UCB and the Early Academic Outreach Program at UCLA provide college preparatory programs for high school students, especially for low income and underrepresented populations. SEA heritage student groups at UCB and UCLA provide peer-based counseling on campus and outreach to high schools with SEA heritage populations. For example, SEA student groups at UCLA coordinate annual Southeast Asian Admit Weekend and Southeast Asian Transfer Enrichment Day to welcome newly admitted students from underrepresented populations in Southern California.

UCB and UCLA admit significant numbers of transfer students from CA community colleges as part of the CA Master Plan for Higher Education of 1960, mandating that eligible

graduates of community colleges be guaranteed transfer to the CSU or UC systems as third-year students to complete their degrees. Since transfer students are more frequently from minority or underrepresented groups, this policy promotes a more diverse student body and guarantees access to higher education for a broad range of the state’s population. UCB admitted 4,818 transfer students for AY 2020-21, of which 58% identify as a minority. UCLA, which admitted 6,271 transfer students in AY 2020-21 with 54% from underrepresented groups and 93% from community colleges, accepts more community college transfer students than any university of its caliber in the US. Special offices such as the UCB and UCLA Transfer Student Centers establish pathways to success to support transfer students. In 2021, the CA governor signed Assembly Bill No. 928 into law to simplify the process for community college students to transfer to UC/CSUs.

UCB efforts to promote diversity are spearheaded by Vice Chancellor for Equity and Inclusion Dania Mateo, Professor of Linguistics. This office promotes a number of initiatives, committees, and taskforces such as the Asian American & Pacific Islander Standing Committee to create positive change in the campus climate. UCB has recently set a goal to become a Hispanic Serving Institution (HSI) by 2027 and is devising the next steps towards this target.

The office of UCLA’s Vice Chancellor of Equity, Diversity and Inclusion Anna Spain Bradley, Professor of Law, works to promote a more inclusive campus environment through education and training, public forums and events, and resource toolkits that standardize campus procedures to address disparities and bias. UCLA aims to become a HSI by 2025.

The UC system is fully compliant with federal laws concerning non-discrimination in employment and encourages applications from underrepresented groups. UC makes considerable efforts to ensure diverse pools of applicants. Handicapped access at UCB and UCLA generally exceeds federal standards, to encourage employment applications. UCB and UCLA American

with Disabilities Act Compliance Offices establish accessibility procedures to improve access to campus facilities and advise the campuses on compliance. All UCB CSEAS and UCLA CSEAS in-person public programs are held in handicapped-accessible buildings and accommodations for the hearing-impaired are made when needed for in-person, hybrid or virtual events.

# § H. NRC Outreach Activities

Both Centers maintain active outreach programs by facilitating development and distribution of K-14 curriculum resources, organizing workshops for K-14 teachers, hosting public lectures on SEA topics, promoting SEA cultural performances, managing campus SEAS websites and social media, distributing e-newsletters and annual reports, and establishing links between campus resources and off-campus institutions.

The consortium benefits from large public outreach entities on their campuses such as UCB Cal Performances and the UCLA Center for the Art of Performance (CAP), both of which present SEA performing artists. UCB Pacific Film Archive and the UCLA Film and Television Archive screen SEA films for the general public. UCB’s Music Department presents Indonesian gamelan concerts each semester, while UCLA faculty in the Ethnomusicology Department present a joint concert of Indonesian gamelan and Thai music at the end of the academic year.

***§ H.1.A. Elementary and Secondary Schools*** At UCB, CSEAS supports the Office of Resources for International and Area Studies (ORIAS) which organizes annual K-12 summer institutes and working groups during the school year, supplemented by extensive web resources as well as an

e-newsletter and Twitter feed (@ORIASUCB). UCB CSEAS also collaborates with History- Social Science Project (HSSP) on K-12 teacher training programs.

UCLA CSEAS collaborates with the History-Geography Project (HGP) on K-12 teacher outreach. Since 2018, UCLA CSEAS has collaborated with HGP to organize “Sites of Encounter

in World History” K-12 summer workshops to give teachers the opportunity to work with model lessons and source materials to integrate more SEA content into their teaching. *(See §G.1. for consortium support for K-12 curriculum resource development.)*

In 2018, UCLA CSEAS partnered with UCLA Center for the Art of Performance (CAP) and its Design for Sharing Program (DSP) to invite Cudamani, a Balinese gamelan and dance group, to campus for a performance and workshop for 1,500 K-12 students and teachers in Los Angeles. In Spring 2022, UCLA CSEAS will work with the DSP to host a workshop on Thai folk dance and music for K-12 students and with the UCLA Fowler Museum to organize the special events series for a new “Heritage Artifacts from the Philippines” exhibit.

***§ H.1.B. Post-Secondary Institutions*** UCB’s ORIAS program works regularly with community college instructors to expand global studies course offerings and content depth. The annual ORIAS community college summer institutes have focused on involving instructors from two- year colleges throughout Northern California, although instructors from community colleges in other parts of the US were drawn to enroll in these programs after they moved online in 2020 and 2021. ORIAS sponsors a World History Study Group for community college instructors that meets once a month during the school year to discuss books in the field. Starting in 2019, ORIAS began working with a team of community college instructors, including one from Santa Monica College funded by the UCB UCLA SEAS NRC, to develop an online community college-level course for world history. This course is under review, and will be added to the state-wide online course portal for all state community colleges in 2022-23.

SEA language workshops organized by the consortium in collaboration with Council of Teachers of Southeast Asian Languages (COTSEAL) and the Southeast Asian Language Council (SEALC) have trained instructors at UCB and UCLA as well as other CA-based instructors from

City College of San Francisco, San Jose State University, San Diego State University, UC Riverside, and UC Irvine. These workshops also attract SEA language instructors from other SEA NRCs, from the Foreign Service Institute at the US Department of State and from many other universities. By hosting COTSEAL and SEALC workshops, the consortium has played a major role in training SEA language instructors in the US.

UCB CSEAS and UCLA CSEAS are founding members of the Graduate Education and Training in Southeast Asian Studies Consortium (GETSEA), funded by the Henry Luce Foundation. As part of its mission to enhance graduate education in SEAS in the US, GETSEA offers online mini-courses taught by faculty from member institutions. In 2021, UCB Postdoctoral Fellow Hilary Faxon co-taught a course on Myanmar with Northern Illinois University faculty Tharaphi Than, and UCLA faculty Supeena Adler, Helen Rees, and Maureen Russell co-taught a course on SEA performing arts.

***§ H.1.C. Business, Media and General Public*** Consortium faculty regularly offer their SEA expertise to national and foreign media, nonprofits, trade councils, and community groups. Faculty and staff often participate in outreach events offered by education and arts organizations such as the World Affairs Council, Asia Foundation, Asia Society, Asian Art Museum in San Francisco, and UCLA Fowler Museum. Faculty are periodically consulted by news organizations for current events analysis or asked to serve as advisors for films and documentaries. They participate in national professional organizations and conferences and maintain linkages with educational and government institutions around the world.

UCB CSEAS and UCLA CSEAS facilitate contact with overseas visitors and speakers, often working with SEA consulates in San Francisco and Los Angeles. Since 2017, UCLA CSEAS has partnered with the Indonesian Consulate in Los Angeles to host Indonesian actors

and filmmakers for the annual Los Angeles Indonesian Film Festival. UCLA CSEAS hosted 18 speakers from SEA in a 10-panel webinar series in 2020 on Indigenous peoples and knowledge in the Asia Pacific. In 2021, UCLA CSEAS organized an 8-panel webinar series on environmental transformations in early modern SEA with the Philippine Commission on Higher Education. This series featured 22 speakers from the region. UCB CSEAS has hosted 21 US State Department Young Southeast Asian Leaders Initiative (YSEALI) fellows; politicians Mu Sochua (Cambodian National Rescue Party), Thanathorn Juangroongruangkit (formerly of the Freedom Forward Party) and Parit Wacharasindhu (CONLAB, a constitutional reform advocacy group); and artists, activists, and poets from Indonesia and Myanmar. The consortium co-hosted the 2021 virtual conference on “Ethnic and Community Identity in Southeast Asia” with speakers based in Singapore, Vietnam, and Thailand. *The range of speakers and themes for consortium events reflect diverse perspectives on SEA, responding to NRC Absolute Priority 1.*

# § I. NRC Program Planning and Budget

***§ I.1. Development Plan, Use of Resources and Personnel*** California’s political and economic significance for the nation derives in part from its strategic geographical position as a gateway to the Asia-Pacific region. The state’s connection to SEA is nurtured through the ties maintained with the region by its large Southeast Asian-American immigrant populations. The collective historical memories of these groups contribute to our knowledge of how Southeast Asian nations have been shaped, enhance our understanding of Southeast Asian cultures, and stimulate public interest in SEA. The long-term vision of the consortium draws on these connections to promote and strengthen California-based expert knowledge about the region. Academic exchange, public programs, and teacher training will enable the consortium to heighten cross-cultural understanding and improved literacy about SEA for student populations enrolled in California’s

public universities and community colleges while also generating new collaborations and draw attention to diverse perspectives, *directly relevant to Absolute Priority 1*.

The development plan and key objectives for the consortium’s proposed program for 2022-26, as shown in the timeline *(see Table I.1)* and outlined in the detailed budget, will leverage existing partnerships and create new ones to promote SEAS on both campuses, within the state, and across the country, while addressing diverse viewpoints and ongoing debates about the role of SEA in global affairs. Both Centers are adequately staffed to implement these activities. Outreach programs benefit from cooperative relationships with other units on each campus and from institutional support by the Centers’ oversight divisions.

The main goals of the consortium in the next grant cycle is: **GOAL 1)** to build a state-

wide network of scholars in California working on SEA by creating connections with other UC and California State University (CSU) campuses; **GOAL 2)** to support consistent K-14 teacher

outreach through the UCB and UCLA offices of the CA Subject Matter Project, UCB Office for Resources on International and Area Studies, and UCLA Fowler Museum; **GOAL 3)** to expand

language pedagogy training for SEA language instructors in the US working with the Council of Teachers of Southeast Asian Languages, UCLA National Heritage Language Resource Center, and Southeast Asian Language Council; and **GOAL 4)** to promote diverse perspectives in SEAS

and provide professional development and career training for students who focus on SEA.

In Years 1-3, UCB and UCLA SEA faculty will develop a cohort of UC/CSU faculty and graduate students working on a specific theme in SEAS and organize annual workshops for members to share new research findings. UCB CSEAS and UCLA CSEAS will also invite UC/CSU faculty to give campus public lectures and meet with graduate students. These activities will culminate in a major SEAS conference convened by the consortium in Year 4.

|  |
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| **Table I.1: Timeline for UCB UCLA SEAS Consortium NRC Programs, 2022-26** |
| **AP1** = Absolute Priority 1 / **AP2** = Absolute Priority 2 / **CPP** = Competitive Preference Priority |
| **Goal/Training Program/Activity** | **Year** | **Priority** |
| **GOAL 1) *Strengthen Southeast Asian Studies network in California by establishing linkages with faculty and graduate students at UC and CSU campuses*** |
| Thematic workshops for UC/CSU working groups | Year 1-3 | AP1/CPP |
| UC/CSU faculty speaker series and meetings with graduate students | Year 1-3 | AP1/CPP |
| Culminating conference with UC/CSU presenters to highlight new research | Year 4 | AP1/CPP |
| Distance Learning Khmer language course offering to UC Irvine | Year 1-4 | CPP |
| **GOAL 2) *Expand opportunities for pedagogy training for Southeast Asian language instructors in the United States*** |
| Support UCB UCLA SEA language instructors for professional development | Year 1-4 | AP2 |
| Support UCB UCLA SEA language instructors to attend SEALC workshops | Year 1-4 | AP2 |
| Sponsor NHLRC workshops and research institutes | Year 1-4 | AP2/CPP |
| Sponsor COTSEAL workshops and conferences | Year 1-4 | AP2/CPP |
| Host SEALC Workshop at UCLA | Year 2 | AP2/CPP |
| Organize Asian language and linguistics research symposia | Year 2-3 | AP2/CPP |
| Sponsor NHLRC Heritage Language Conference | Year 4 | AP2/CPP |
| **GOAL 3) *Train K-14 educators to integrate Southeast Asian Studies content into their instruction and design new curriculum materials and resources*** |
| UCB ORIAS-UHM CSEAS Angkor K-12 Materials Development Project | Year 2 | AP2/CPP |
| UCB ORIAS K-12 Summer Teacher Workshops | Year 1-4 | AP2 |
| UCB ORIAS Community College Summer Institutes | Year 1-4 | AP2/CPP |
| UCB History-Social Science Project Course Map Source Sets | Year 1-4 | AP2 |
| UCLA History-Geography Project K-12 Summer Teacher Institutes | Year 1-4 | AP2 |
| UCLA Fowler Museum Lived Religion K-12 Teacher Institutes (2 per year) | Year 1-3 | AP2 |
| **GOAL 4) *Promote diverse perspectives in Southeast Asian Studies and provide specialized training programs for students*** |
| Public programs on Southeast Asian Studies at UCB and UCLA campuses | Year 1-4 | AP1 |
| Expand library holdings at UCB Library and UCLA Library | Year 1-4 | AP1 |
| Professional development workshops for FLAS fellows and graduate students | Year 1-4 | AP1 |
| Sponsor AIFIS-MSU Indonesian Studies Conference | Year 1-4 | AP1/CPP |
| Support GETSEA mini-courses for graduate students | Year 3 | AP1 |

Moreover, the consortium will develop the capacity of K-12 educators in CA to integrate the study of world regions into classroom instruction and design new curriculum materials. UCB CSEAS will work with UCB History-Social Science Project to recruit K-12 teachers to create source sets for course maps for the teaching of world history. UCB Office for Resources on International and Area Studies will train K-12 teachers and community college instructors

through its summer institutes and develop lesson plans on the Angkor civilization for integration into middle and high school social studies classes. UCLA CSEAS will train K-12 teachers by working with UCLA History-Geography Project on summer institutes on world history and with UCLA Fowler Museum on teacher institutes on religious communities around the globe.

Language pedagogy training for SEA language instructors in CA and nationally will take place in collaboration with the Council of Teachers of Southeast Asian Languages (COTSEAL), National Heritage Language Resource Center (NHLRC), and the Southeast Asian Language Council (SEALC). The consortium will help fund COTSEAL workshops on SEA language teaching and support SEA language instructors to participate in NHLRC annual workshops. The consortium will host a SEALC workshop in Year 2, organize two language research symposia in Year 2 and Year 3, and support the NHLRC Heritage Language Conference in Year 4.

During the grant cycle, the consortium will also enhance SEA library holdings, host professional development workshops for students, sponsor joint initiatives with other SEA programs and consortia, and present public programs in SEAS on both campuses.

***§ I.2.A. Consortium Programs (Non-Language)*** The UCB UCLA SEAS NRC consortium proposes to continue strengthening California-based SEA expertise **(GOAL 1)**. For this grant cycle, the consortium will develop a series of working groups – one each year under different themes for Year 1 to Year 3 - involving faculty and graduate students from UCB and UCLA as well as from other UCs and CSUs. The proposed themes will be “Social and Environmental Justice in SEA” (Year 1), “Indigenous SEA” (Year 2), and “Literature and History” (Year 3). Each working group will first meet virtually for preparatory discussion and then in-person in the spring to discuss their research and connect with their colleagues. At the in-person workshop, a guest speaker, whose work is relevant to the year’s theme, will be invited to give a campus

public lecture and serve as a facilitator to provide input on group members’ projects. The consortium will also invite UC/CSU faculty from the working group to give public lectures each year to expand upon their work on the theme. UCLA will host the working groups in Year 1 and Year 2, while UCB will host in Year 3. UCB and UCLA will each host one public lecture by a UC/CSU faculty in Years 1-3. In Year 4, the consortium will hold a conference to highlight faculty and graduate student work initiated through these working groups. The conference would feature a keynote lecture by a speaker from a university or educational institution in SEA.

The consortium maintains an online listing of UC and CSU faculty who work on SEA (https://ieas.berkeley.edu/centers/center-southeast-asia-studies-cseas/resources/southeast-asian-

studies-california and [http://www.international.ucla.edu/cseas/article/193006).](http://www.international.ucla.edu/cseas/article/193006%29) In particular,

there are academic communities in the UC system working on SEA at UC Riverside, UC Irvine and UC Santa Cruz. CSU campuses with faculty working on SEA include San Francisco State University, Sacramento State University and CSU Monterey Bay. *Of the 9 UC campuses with undergraduate programs, 5 are designated Minority-Serving Institutions (MSIs) - UC Irvine, UC Merced, UC Riverside, UC Santa Barbara, and UC Santa Cruz. Of the 23 CSU campuses, 21 are MSIs. Collaboration with other UC/CSUs addresses the NRC Competitive Preference Priority.*

The working groups and conference will underpin the consortium’s undertaking to continue building a network of SEA-focused faculty in California. This program will present a range of perspectives on current issues in SEAS by scholars in the state and from SEA and encourage stronger trans-Pacific connections with universities in the region. *Encouraging diverse views from the UC and CSU system and from SEA meets NRC Absolute Priority 1.*

For this grant cycle, the consortium aims to intensify training programs for graduate students at both campuses, with a specific emphasis on providing training and career guidance

for current and recent FLAS fellows **(GOAL 4)**. UCB CSEAS and UCLA CSEAS will work with our career centers, professional development offices in our Graduate Divisions, and graduate student organizations to identify pertinent topics and organize annual professional development and career training workshops. By providing direct guidance to graduate students preparing to finish their degrees and bring their SEAS expertise into the workforce, *these workshops directly respond to the NRC Absolute Priority 1.*

The consortium requests funding to support the annual conference co-organized by the American Institute for Indonesian Studies (AIFIS) and Michigan State University (MSU) for Year 1-4 **(GOAL 4)**. The 2021 AIFIS-MSU Conference had 500 attendees from 20 countries, including many graduate students and community college instructors in the US. The consortium will also support mini-courses taught by faculty affiliated with the Graduate Education and Training in Southeast Asian Studies (GETSEA) Consortium in Year 3 **(GOAL 4)**. These mini- courses are targeted to graduate students from universities in the US, including UCB and UCLA.

***§ I.2.B. Consortium Programs (Language Training)*** Our consortium seeks to promote our language-teaching capacities in the next grant cycle, leveraging our success and experience with Distance Learning (DL) language instruction **(GOAL 1)**. The consortium will teleconference Intermediate Khmer simultaneously from UCB to UCLA and UC Irvine as a DL course.

Introductory and Advanced Khmer will be teleconferenced on an as-needed basis at no additional cost. NRC funding support for DL Khmer involves partial funding of the salary and benefits for the UCB Khmer language instructor, partial support for the DL office at UCLA, and funding for the instructor to travel once each semester between UCB and Los Angeles/Irvine to meet his students. *Offering Distance Learning Khmer to students at UCI, a Minority Serving Institution, addresses the NRC Competitive Preference Priority.*

Starting Year 2, the consortium will also support offering Burmese from UCB as a DL course for UCLA students at different levels in alternating years. NRC funding would cover the salary for the UCB part-time Burmese language instructor, partial support for the DL office at UCLA, and travel for the instructor once each semester between UCB and Los Angeles. The NRC support for DL Khmer and Burmese means that our consortium is one of only a handful of academic institutions in the US that offer instruction in 6 national SEA languages.

***§ I.2.C. Consortium Programs (Language Pedagogy)*** The consortium plans to host a range of language pedagogy workshops and conferences to improve the quality of SEA language instruction in CA and nationally **(GOAL 2).** The consortium requests funds to sponsor Council of Teachers of Southeast Asian Languages (COTSEAL) workshops and conferences annually. These workshops will cover topics relevant to SEA language instruction such as differentiated instruction, project-based learning, oral proficiency assessment, and technology training for classroom hybridization. In Year 1, COTSEAL will work with the consortium and with the UCLA Asia Pacific Center (APC) to organize a webinar on “Implementing Task-Based Instruction in Asian Language Teaching” for SEA and East Asian language instructors.

The consortium will work with APC and the UCLA National Heritage Language Resource Center (NHLRC) to jointly organize two research symposia on Asian language issues **(GOAL 2)**. In Year 2, UCLA SEA faculty Shoichi Iwasaki will chair a “Teaching Indigenous and Endangered Asian Languages” symposium that will highlight scholarship from researchers from Asia and language instructors in the US on teaching endangered Asian languages. In Year 3, UCLA Indonesian language instructor Juliana Wijaya will chair the “Connecting Discourse Analysis to Asian Language Instruction” symposium. The symposium will train Asian language instructors on how to conduct contextual analysis of texts and speech used in real life situations

and in different social contexts and on the use of discourse analysis applications to improve their classroom interaction. These symposia will make language teaching research accessible to participants and give them the opportunity to network with other heritage language and Less Commonly Taught Language (LCTL) instructors.

The consortium requests annual funding for travel support for UCB and UCLA language instructors to attend workshops organized by the Southeast Asian Language Council (SEALC), the SEA language-training consortium funded by the Henry Luce Foundation based at the University of Wisconsin-Madison. The consortium will also work with SEALC to host a three- day workshop on “Reading Materials Development” at UCLA in Year 2, to be chaired by Dr.

Wijaya, who serves on the SEALC Steering Committee. The consortium will fund 20-25 SEA language instructors to attend this workshop to learn innovative strategies for teaching reading skills and designing reading lessons for Southeast Asian languages based on authentic texts.

The consortium proposes to provide travel support to SEA language instructors in the US, with a preference for instructors from CA, to attend annual NHLRC summer workshops and research institutes **(GOAL 2)**. The consortium also seeks travel funds to support SEA language instructors to attend the national NHLRC Heritage Language Conference at UCLA in Year 4, with priority given to SEA language instructors at CA community colleges, UCs or CSUs. The consortium requests travel support funds for UCB and UCLA language instructors to participate in other professional development opportunities. *Development of language pedagogy training for SEA language instructors directly responds to the NRC Absolute Priority 2.*

***§ I.2.D. Campus Programs*** As referenced in *§ I.2.B****.***, UCB CSEAS requests funding for Distance Learning (DL) Khmer at 20% support and 100% support for Burmese instruction. Introductory Burmese (Burmese I) was first offered at UCB in 2015-16, in response to demand

from graduate students and faculty. For the new grant cycle, Burmese will be offered at UCB at the Advanced level (Burmese III) in Year 1 and at either the Introductory or Intermediate level (Burmese I or Burmese II) for Years 2 to 4. NRC funds would cover the salary for the part-time Burmese instructor. UCB will offer Burmese as a DL course to UCLA at no additional cost, except for travel expenses for the instructor to visit UCLA students, in Years 2-4.

UCLA’s Department of Asian Languages & Cultures (ALC) seeks partial funding to hire Graduate Student Instructors as readers for high-enrollment SEA language courses to allow the instructors to focus more directly on student learning outcomes. Such funding is an important supplement to UCLA’s otherwise robust support for SEA language instruction, which is fully funded by the university in ALC’s annual instructional budget.

With the launch of the new SEAS major at UCLA, UCLA CSEAS requests NRC funding for activities to support courses for the major over the next four years. The new General Education course “Southeast Asian Society and Culture” in ALC is a gateway course for students in the major. UCLA CSEAS seeks funding to support a speaker series here and for other courses such as “Religion and Society in SEA” and “Modern Southeast Asian Literature” to attract enrollments and enhance the curriculum. Funding is also requested for the acquisition of materials to supplement teaching and to sponsor participation in cultural and community activities related to SEA that would enrich the student learning experience.

UCLA CSEAS also seeks funding to help support two student training programs on its campus **(GOAL 4)**. The Going Global Conference hosted by the UCLA International Institute brings in a prominent keynote speaker to discuss critical issues in international affairs and feature presentations by UCLA graduate students about their research. The Southeast Asian Students for Organizing (SEASON) Conference hosted by UCLA Southeast Asian student organizations

provide students with training on strategies for campus-based actions to advocate for their community. Each year, around a dozen workshop facilitators provide a wide range of views about community organizing and political activism and share their perspectives on debates about policies affecting Southeast Asian communities and education equity and access. *These conferences present different viewpoints on issues of global relevance and expose students to different career tracks in areas of national need, responding to Absolute Priority 1.*

Along with UCLA Asia Pacific Center and UCLA Latin American Institute, UCLA CSEAS is a co-lead of the Pacific World Research Network with over 100 scholars around the world conducting research on Asians in Latin America and Latin Americans in Asia. The network’s vision is to build a regional resource hub at UCLA for research and outreach activities on the Pacific Rim, which will connect California scholars to researchers in Latin America and Asia working on transpacific interactions. UCLA CSEAS seeks funding to organize an international symposium on “Trans-Pacific Migration Flows between Asia and Latin America: Labor, Entrepreneurs, and International Students” to be held virtually in Spring 2023 and then to hold annual seminars/workshops, projects, and public events to build this research network and train a new generation of scholars who are bilingually and multi-culturally proficient **(GOAL 4).**

UCLA also requests funding to help support Lao language instruction annually at the Southeast Asian Studies Summer Institute (SEASSI) at the University of Wisconsin-Madison.

***§ I.2.E. Strengthening Library Holdings*** UCB CSEAS and UCLA CSEAS are committed to library excellence and request funds for their campus libraries to acquire new vernacular and ephemeral materials on SEA for faculty and student research **(GOAL 4)**. UCLA CSEAS also requests funds for its SEA librarian to digitize SEA holdings for online access in Year 1 and 3, hire a student cataloger in Year 2 and 4, and travel to SEA for on-site collection in Year 3.

***§ I.2.F. Outreach and K-14 Teacher Training*** The consortium proposes to develop a new K-12 outreach program to be led by the UCB ORIAS program director, in a joint partnership with the Center for Southeast Asian Studies at the University of Hawaii-Manoa, to develop materials and lessons on the ancient civilization of Angkor for integration into Social Studies curriculum in Grades 6-10 **(GOAL 3)**. The project will involve convening a group of 3-5 middle school teachers who will meet (virtually) during Year 2 to review materials and develop a learning plan. The project will include teachers from school districts in Lowell, Massachusetts and Long Beach, California – two cities with the largest populations of Cambodian-Americans in the US. The emphasis here is to promote learning success for underrepresented communities and support teachers in creating culturally responsive classrooms. The group will work with faculty experts in the field, including most directly with Prof. Miriam Stark (Anthropology) at the University of Hawaii-Manoa, who has extensive experience in excavations at Angkor. The project will also collaborate with pedagogical experts at the Lowell campus of Middlesex Community College for further dissemination and outreach to the Cambodian-American community there. *Collaboration with Middlesex Community College responds to the NRC Competitive Preference Priority.*

UCB CSEAS also seeks to support teacher outreach through the Office of Resources for International and Area Studies (ORIAS) “Meal Map” project for K-12 schools that will include a SEA focus in Year 1 **(GOAL 3)**. The maps take a representative meal and trace the path of food products, labor, and technology that make the meal possible. The Year 1 map will start with a standard dish from Mexico and show how it incorporates food products as well as movement of labor and technology from the Americas, the Middle East, and SEA. The project will include visual maps accompanied by audio interviews with food historians. The maps and audio stories will be shared on the ORIAS website for classroom use.

UCB CSEAS will also support ORIAS K-12 annual summer workshops during which area studies content on specific themes is presented, and the annual ORIAS summer institutes for community college instructors that focus on emerging themes in Global Studies **(GOAL 3)**.

UCB ORIAS will also work with community college instructors at Santa Rosa Junior College in Year 2 to develop an art history survey course on colonial and contemporary art history of Central and South America, to include reference to visual arts of the Spanish Philippines. *K-14 teacher workshops respond to the NRC Absolute Priority 2. Support for the Santa Rosa Junior College project responds to the NRC Competitive Preference Priority.*

UCB CSEAS and UCLA CSEAS will collaborate with their respective campus program under the CA Subject Matter Project (CSMP), a network of discipline-based projects providing professional development for K-12 teachers in CA. CSMP is administered by the UC Office of the President, working with CA’s Department of Education, State Board of Education, Commission on Teacher Credentialing, Instructional Quality Commission, and other state offices. With oversight at the state level, CSMP directly improves K-12 teacher preparation.

UCB CSEAS, working with other UCB NRCs, will support UCB’s CA History-Social Science Project (HSSP) to create sets of primary and secondary sources to be implemented with course maps for 6th, 7th, and 10th grade world history that were recently developed by HSSP working with local teachers **(GOAL 3)**. Each source set will include an inquiry question, a set of primary sources, and a learning strategy. The materials will encourage critical inquiry of existing narratives and center the experiences of traditionally marginalized or invisible historical actors within the ancient, medieval, and modern world.

UCLA CSEAS, working with other UCLA NRCs, will partner with UCLA’s History- Geography Project (HGP) on a K-12 teacher training initiative titled “Interconnected Worlds:

Past, Present, and Future **(GOAL 3)**.” The initiative will feature annual three-day thematic summer institutes for 25 public schoolteachers, especially in the 6th, 7th, and 10th grades, covering topics related to migration, indigenous histories, international politics, and social movements and activism around the world. This project will include development of lesson plans and modules and production of lecture videos to supplement the themes every year. Resources will be made publicly accessible online for other K-12 educators to use.

UCLA CSEAS will work with the UCLA Fowler Museum to coordinate “Engaging Lived Religion in the 21st Century” K-12 Teacher Institutes and curriculum materials development in Year 1 to Year 3 **(GOAL 3)**. These institutes will train 25 CA-based educators teaching Grades 6-12 to explore religious and spiritual beliefs around the world, aligned with upcoming exhibits at the museum and drawing from knowledge embedded in religious institutions in Los Angeles. Educators will be equipped with the pedagogical tools to give their students a richer understanding of the practices of diverse religious groups and help them cultivate deeper appreciation for their local and their global ties. *Collaborations with UCB HSSP and UCLA HGP, and with the UCLA Fowler Museum responds to NRC Absolute Priority 2.*

The consortium requests funds for public programs on each campus to promote SEAS **(GOAL 4)**. UCLA CSEAS also seeks additional funds for cultural programs such as SEA film screenings and music performances for students and community members and for outreach events to the Cambodian community in Southern CA in collaboration with University of Hawaii- Manoa Center for Southeast Asian Studies. All multimedia produced will be posted online with closed captions for ADA compliance. As with current public SEAS programs at UCB and UCLA (see *§G.3.*), the consortium will continue to bring forward speakers with different career backgrounds to offer new insights about SEA, *responding to NRC Absolute Priority 1*.

To ensure adequate support for these programs, the consortium seeks NRC funds for outreach coordination and administrative support. The consortium also requests funds for travel between our two campuses for program coordination and to the annual meeting of the Association for Asian Studies where the Southeast Asian Studies Summer Institute (SEASSI) and COTSEAL hold their annual meetings and where the Graduate Education and Training in Southeast Asian Studies (GETSEA) Consortium and SEALC convene to discuss joint initiatives.

***§ I.3. Reasonableness of Program Costs*** For the four-year NRC program budget, the consortium is allocating 36% for outreach coordination and public programs; 32% for language instruction, language pedagogy and capacity building; 7% for UC and CSU-focused program initiatives; 5% for K-14 teacher training workshops and development of curricular resources; 5% for library support; 2% for evaluation, and the remaining percentage for administrative support and other projects. We believe these budget allocations are reasonable and show effective use of resources.

***§ I.4. Long-Term Impact of Proposed Program*** By the end of the grant cycle, the consortium will have made significant impact on its undergraduate, graduate, and professional training programs. The consortium will have encouraged students from many different departments and professional schools to pursue careers in areas of need through professional development workshops and student conferences and exposure to different viewpoints through our public programs. Undergraduate and graduate students in the humanities, social sciences, and professional schools at both campuses will have benefited from enhanced library holdings, while graduate students will have expanded their research skills through participation in our UC/CSU working groups. By supporting teaching capacities through Distance Learning language courses and new SEAS courses, our students will have gained more opportunities to learn about SEA and to develop advanced SEA language proficiency.

The benefits of these programs reach beyond UCB and UCLA to California as a whole. UCB and UCLA students who specialize in SEAS will have been equipped with extensive SEA area expertise to bring with them into the workforce. The consortium will have trained K-14 educators and SEA language instructors in the state to improve their instructional pedagogy. The consortium will have intensified linkages for SEAS with other UC campuses (of which 5 are Minority-Serving Institutions) and CSU campuses (of which 21 are Hispanic Serving Institutions and 14 are Asian American and Native American-Pacific Islander Serving Institutions). Through web-based outreach, these programs will reach national and international audiences.

## § J. NRC Competitive preference priority

The consortium meets the NRC Competitive Preference Priority with its plan to cultivate

linkages with SEAS faculty and graduate students at UCs and CSUs, most of which are MSIs, and by offering Distance Learning Khmer to students at UC Irvine, an MSI.

The consortium meets the NRC Competitive Preference Priority in sponsoring annual

Council of Teachers of Southeast Asian Languages and UCLA National Heritage Language Resource Center workshops and hosting a Southeast Asian Language Council workshop and two research symposia that include training of SEA language instructors from community colleges.

Support for UCB Office of Resources for International and Area Studies summer institutes for community college instructors, course development for Santa Rosa Junior College, and curriculum materials development with Middlesex Community College fulfills the NRC

Competitive Preference Priority.

### § H. FLAS Award Selection Procedures

The consortium requests 8 Academic Year (AY) FLAS for graduate students, 2 AY FLAS for undergraduates, and 6 Summer FLAS, to be split equally between the two campuses.

Initial FLAS announcements are made each fall, when the application guidelines and online application portals on each campus become available online. The centers advertise the FLAS competition to students through their mailing lists, websites and social media, and by distributing flyers to departments. FLAS information sessions are held at both campuses to provide students with details on the application process and requirements. Both centers work with their respective Graduate Divisions and departmental academic counselors to promote the competition to undergraduate, graduate, and professional students. Center staff answer questions through email or one-on-one meetings with applicants and attend funding workshops organized by departments. Reminders are sent regularly until the deadline in January or February.

Students must submit a statement of purpose outlining primary research interests and how language study will enhance their academic and career goals, resume or CV, their latest transcripts, and two letters of recommendation. Students are also asked to provide documentation of financial need through the Free Application for Federal Student Aid (FAFSA) form and/or Financial Aid Office award letter indicating their expected family contribution. Summer FLAS applicants must submit additional information about their intensive summer language program.

Each year, AY and Summer FLAS applications are reviewed by three faculty on the UCB CSEAS Executive Committee at UCB and by three faculty from the UCLA CSEAS Faculty Advisory Committee at UCLA. The faculty committee of each campus assesses their own FLAS applicant pool, reviewing the materials to rank applicants based on academic achievement as evidenced by transcripts, letters of recommendation, and assessment of statements of purpose and relevance that SEA language acquisition has to their programs. Each committee meets to select the final FLAS recipients for its campus, with preference given to students with verified financial need.

Summer FLAS are announced to students in April and AY FLAS awards are announced in June. FLAS award letters detail the stipend and tuition amounts and the course, proficiency evaluation and reporting requirements for the award period. Both centers work with department staff and the Financial Aid Office or Graduate Division to administer the funds to awardees.

# § I. FLAS Competitive preference priorities

Financial need is a criterion for all UCB and UCLA FLAS awards. UCB and UCLA applicants must submit a financial aid letter or FAFSA form with their FLAS application. The faculty selection committees on each campus review the applicants’ financial aid information, and financial need is a priority for both campuses’ selection committees when deciding among viable applicants of equal merit. *The consortium’s inclusion of financial need as a factor in deciding FLAS awards meets FLAS Competitive Preference Priority 1.*

All of the consortium FLAS awards will be made to students studying a SEA language taught at UCB and UCLA, meaning that 100% of the consortium’s FLAS awards will be made to study modern foreign languages other than French, German and Spanish, therefore *100% of the consortium’s FLAS awards fulfill FLAS Competitive Preference Priorit*y 2*.*