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CORNELL UNIVERSITY SOUTHEAST ASIA PROGRAM

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**Post-Secondary Outreach Coordinator**

**SEA Communications and Outreach Coordinator**

**International Studies and Student Engagement Outreach Coordinator**

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|  |  |  |
| --- | --- | --- |
| **A** | AAP | College of Architecture, Art & Planning |
| ABD | All But Dissertation |
| ACTFL | American Center for Teaching Foreign Languages |
| AIFIS | American Institute for Indonesian Studies |
| AORC | American Overseas Research Center |
| AP | Absolute Priority |
| A&S | College of Arts and Sciences |
| ASL | American Sign Language |
| AY | Academic Year |
| **C** | CALS | College of Agriculture and Life Sciences |
| CCIF | Community College Internationalization Fellows |
| CIPA | Cornell Institute for Public Affairs |
| CKS | Center for Khmer Studies |
| CLTL | Consortium for Language Teaching and Learning |
| CMIP | Cornell Modern Indonesia Project |
| CORMOSEA | Committee on Research Materials on Southeast Asia |
| COIL | Collaborative Online International Learning |
| COTI | Consortium for the Teaching of Indonesian |
| **COTSEAL** | **Consortium of Teachers of Southeast Asian Languages** |
| CP | NRC Competitive Priority |
| CRP | City and Regional Planning |
| CSEAS | Center for Southeast Asian Studies |
| CTI | Center for Teaching Innovation |
| CU | Cornell University |
| CV | Curriculum Vitae |
| **D** | DUS | Director of Undergraduate Studies |
| **F** | FAFSA | Free Application for Federal Student Aid |
| FAR | Faculty Associates in Research (SEAP’s regional faculty network) |
| FP | FLAS Program Competitive Priority |
| FLAC | Foreign Languages Across the Curriculum |
| FLAS | Foreign Language and Area Studies |
| FLTA | Foreign Language Teaching Assistant |

|  |  |  |
| --- | --- | --- |
|  | FTE | Full-time Equivalency |
| FWS | First-Year Writing Seminar |
| **G** | GA | Graduate Assistant |
| GEFF | Global Education Faculty Fellows |
| GEPA | General Education Provisions Act |
| GPA | Grade Point Average |
|  | IDC | Indirect Costs |
| **I** | ILR | College of Industrial Labor and Relations |
| ISDI | International Sustainable Development Institute |
| **ISSI** | **International Summer Studies Institute** |
| **L** | LRC | Language Resource Center |
| LCTL | Less Commonly Taught Language |
| **M** | MA | Master of Arts |
| MOA | Memorandum of Agreement |
| MSI | Minority-Serving Institution |
| **MCC** | **Monroe Community College** |
| **N** | NGO | Non-Governmental Organization |
| NIU | Northern Illinois University |
| NRC | National Resource Center |
|  | NUS | National University of Singapore |
| **O** | OADI | Office of Academic Diversity Initiatives |
| **OCC** | **Onondaga Community College** |
| OPG | Oral Proficiency Guidelines |
| OPI | Oral Proficiency Interview |
| **P** | PhD | Doctorate of Philosophy |
| PI | Principal Investigator |
| PSC | Public Service Center |
| **S** | S | South |
| **SAP** | **South Asia Program** |
| SE | Southeast |
| SEA | Southeast Asia |
| SEADL | SEA Digital Library |
| SEALC | Southeast Asia Language Council |
| SEAM | SEA Materials |
| **SEAn** | **Southeast Asian** |
| **SEAP** | **Southeast Asia Program** |
| SEAREG | Southeast Asia Research Group |
| **SEASSI** | **Southeast Asian Summer Studies Institute** |
| SSRC | Social Science Research Council |
| SUNY | State University of New York |
| **T** | TA | Teaching Assistant |

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| --- | --- | --- |
|  | **TC3** | **Tompkins Cortland Community College** |
| **U** | UG | Undergraduate |
| UN | United Nations |
| UP | University Press |
| US | United States |
| USDE | United States Department of Education |
|  | UISFL | Undergraduate International Studies and Foreign Language Program |

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| **Key to Priority Abbreviations for Budget and Timeline - Southeast Asia Program Cornell University** |
| **Abbreviation** | **Priority** | **Priority Description** |
| **AP1** | Absolute Priority 1 | Applications that provide 1) an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world religions and international affairs; and2) a description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and non-profit sectors. |
| **AP2** | Absolute Priority 2 | Applications that provide for teacher training activities on the language, languages, area studies, or thematic focus of the Center. |
| **CP1** | NRCCompetitive Preference Priority 1 | Applications that propose significant and sustained collaborative activities with one or more Minority- Serving Institutions (MSIs) and/or with one or more community colleges. These activities must be designed to incorporate international, intercultural, or global dimensions into the curriculum of the MSIs or community colleges, and to improve foreign language, area, and intercultural studies or international business instruction at the MSIs or community colleges. If an applicant institution is an MSI or communitycollege, that institution may propose intra-campus collaborative activities instead of, or in addition to, collaborative activities with other MSIs or communitycolleges. |
| **FP1** | FLAS ProgramCompetitive Preference Priority 1 | Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, who demonstrate financial need as indicated by the students’ expected family contribution, as determined under part F of title of the HEA. This need determination will be based on the students’ financial circumstances and not on other aid. The applicant must describe how it will ensure that all fellows who receive such preference show potential for high academic achievement based on such indices as grade point average, class ranking, or similar measures that the institution may determine. |
| **FP2** | FLAS ProgramCompetitive Preference Priority 2 | Applications that propose to award at least 25 percent of academic year FLAS fellowships in modern foreignlanguages other than French, German, and Spanish. |

Cornell University Southeast Asia Program – Abbreviations – Pg. 4

# Commitment to Southeast Asian Studies

Cornell’s institutional commitment to Southeast Asian studies is deep and long-standing.

The Southeast Asia Program (SEAP) is the only area studies program at Cornell (and the only center for Southeast Asian studies in the US) that has its own building. The Kahin Center for Advanced Research on Southeast Asia provides the physical infrastructure on which SEAP’s cohesive, supportive, and productive intellectual community is built. Weekly talks take place in the main lecture room, smaller discussions in the adjoining seminar room, and both spaces are used for conferences and symposia. The building houses the SEAP Outreach office and lending library, the SEAP Publications office, and 20 offices used by faculty, visiting fellows, and graduate students. Cornell provides the facilities support and maintenance that would otherwise be unaffordable for the historic building (utilities and custodial services average around

$75,000/year); a roof was replaced on one part of the building in 2021, and upgrades to the WiFi and the AV system (over $100,000 allocated) are part of on-going efforts to ensure that the Kahin Center serves the needs of the program—especially during the virtual and hybrid programming that we embraced during the pandemic. SEAP also has a suite of offices within the Einaudi Center for International Studies (ECIS), an arrangement that facilitates administrative coordination with other area programs and units on central campus.

* 1. ***Teaching Staff:*** The Kahin Center may be Cornell’s most visible manifestation of institutional commitment, but its biggest investment in SEAn studies is in the faculty. SEAP’s 21 core faculty, 6 language lecturers, 26 affiliated and 8 active emeritus faculty members have collective knowledge of SEA which amounts to one of the world’s greatest concentrations of expertise on this region. The cost of their annual salaries exceeds 5.6 million (Table A.1). The majority of SEAP faculty are fully tenured, with nearly half of those having achieved the rank of full

professor. Four SEAP faculty hold distinguished named chairs. During the past four years two faculty reached full professor, one

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| **Table A.1 Teaching Staff Commitment 2020-2021** |
| 21 CU Core Faculty Salary & Benefits & Research | $4,805,896 |
| 26 CU Affiliated Faculty Salaries & Benefits\* | $429,974 |
| 6 Language Lecturers Salary & Benefits\*\* | $430,970 |
| \*affiliated faculty salary calculated at 10% effort **Total** | **$5,666, 840** |
| \*\* excludes portion paid with NRC fundsAll artificially low due to pandemic benefits rate of 28.9% |

was tenured, and a new assistant professor was hired as a joint appointment in Science and Technology Studies and Feminist, Gender, and Sexuality Studies. The other junior faculty member is in the growing Department of Global Development.

SEAP’s foundation is its on-going regeneration of a strong faculty. Two of the faculty counted in the data for 2020-21 are due to retire soon. One will retire from Global Development, which anticipates multiple hires in the next few years, increasing the chance that SEAP gains a new faculty member. The other retirement will be from Asian Studies, where SEAP holds an endowment for the position as the “Indochina Chair.” Asian Studies is looking forward to coordinating their replacement search with us.

The intellectual vitality of SEAP continues to draw in new affiliated faculty who do research and/or teach courses related to SEA. SEAP provides faculty with research funds of

$2000 per year to all core faculty and language lecturers. Tenure-track faculty receive $4000 per year to support their research, while newly-hired faculty receive a start-up research fund of

$5000. (This support is independent of the proposed NRC project.) In addition, core and affiliated faculty members are eligible for additional research funds from SEAP, their Colleges, ECIS, and other programs on campus. Cornell’s investment in faculty ensures that SEAP can focus on training students to be the future teachers of SEAn studies. SEAP meets the absolute priority of “teacher training” by training graduate students who go on to teach in colleges and

universities, through our emphasis on SEA language teacher training, and though faculty engagement with teacher education programs and outreach to community colleges.

* 1. ***Operational Support:*** (Table A.2) SEAP has benefited from the outstanding leadership of the Vice Provost for International Affairs, who launched a university-wide initiative on “Migrations” that has brought in millions in new grant funding, supported postdoctoral fellows (several of whom focus on Southeast Asia), established a Migrations Minor, and seeded exciting new outreach projects involving community colleges. Likewise, the new Director of the Einaudi Center for International Studies (ECIS) has expanded staff support for communications and media outreach, evaluation and assessment, and international internships such as the Laidlaw

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| **Table A.2 Operational Commitment 2020 – 2021** |
| SEAP Admin. Salaries & Benefits | $185,554 |
| ECIS Support Salaries & Benefits | $146,089 |
| Office of Global Learning Salaries & Benefits | $56,500 |
| Asian Studies Admin Salaries & Benefits | $310,811 |
| Lang. Resource Ctr. Salaries & Benefits | $50,363 |
| In lieu of 37% IDC (Facilities/operations) | $74,150 |
| Global Hubs Development in SEA | $143,617 |
| **Total** | **$967,084** |

Scholars Program for undergraduates, which provides funding for participants to spend a summer abroad building leadership skills in an international setting. SEAP works closely with all of these new programs to develop

opportunities that focus on Southeast Asia. For instance, with ECIS support we have partnered with an NGO and the three American Overseas Research Centers (AORCs) in Southeast Asia to offer summer internships. These have been virtual during the pandemic, but plans are in place for students to carry out internships abroad when that is possible again.

Substantial financial support from Cornell for SEAn studies includes staff salaries in ECIS, Asian Studies, the library, the Office of Global Learning, and the Language Resource Center (LRC). SEAP administrative salaries ($185,554 in 2020-2021) are paid for out of SEAP endowment income. This amount will be even greater moving forward; normally SEAP covers

100% staff effort to manage FLAS and the NRC, but during the pandemic crunch we used

$6,000 of NRC funds for FLAS administration.

* 1. ***Library Support:*** (Table A.3) The Echols Collection is the world’s largest and most comprehensive academic library on SEA, and is recognized as a repository of last resort. Cornell and SEAP provide substantial support for staff and

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| **Table A.3 Echols Collection Commitment 2020-2021** |
| Acquisitions & Subscriptions | $249,000 |
| Staff Salaries and Benefits | $683,925 |
| **Total** | **$932,925** |

acquisitions, which enables Echols to collect and catalogue at the highest level—10,000 monographs

and other materials annually. The Echols Collection also has an extensive network of linkages with the major national and university libraries in the region that include the training of staff in preservation, and materials exchange.

* 1. ***Linkages with Institutions Abroad***: In addition to the 60+ alumni and former visiting fellows teaching at prominent universities in Asia and multiple faculty collaborations with colleagues in SEA that support research, Cornell and SEAP participate in numerous institutional linkages. Cornell is in the process of launching a set of “Global Hubs,” one of which will be in partnership with National University of Singapore (NUS) (Table A.2). The hub at NUS will facilitate Cornell student access to the region, as a fully-supported study abroad location and by serving as a jumping off point for research and shorter field-based experiential courses. Cornell also has MOUs with key institutions in the region including Chulalongkorn U. and Thammasat U. in Thailand (where another hub may be situated in the future). In Indonesia, U. Brawijaya and Atma Jaya U. have active projects with SEAP faculty. The pandemic stalled some our SEAP’s partnership-building activities, but our goal remains to expand our relationships in the region in support of new areas of faculty research and interest. Currently SEAP faculty are exploring new institutional connections with higher education partners in Malaysia and Vietnam.

Other links are facilitated by the Einhorn Center for Engaged Learning, which has funded multiple faculty and graduate student projects in Southeast Asia. The Office of Global Learning also plays an important role linking SEAP and Cornell to institutions in SEA and beyond. The Office of Global Learning brings together several campus units as part of a process of linking study abroad with the “global at home” on Cornell’s incredibly diverse and international campus.

* 1. ***Outreach Support:*** In the 2018-2022 NRC cycle, SEAP joined with the South Asia Program (SAP) to hire a Post-Secondary Outreach Coordinator to focus exclusively on building relationships with community colleges and schools of education. This is now a full-time position, also supporting the Latin America and Africa programs (each has a new Title VI UISFL grant), and revitalizing collaborative internationally-focused outreach. ECIS has committed $20,000 annually to hire a new part-time international outreach position to focus on K-12 outreach and student engagement. This expanded support for collaborative outreach will free up SEAP’s

outreach staff for new initiatives bring SEA into to sharper focus and have national impact. In the past

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| **Table A.4 Outreach Commitment 2020 - 2021** |
| Johnson Museum of Art | $126,729 |
| SEAP Bulletin (2019-2020 data—online only during pandemic) | $25,200 |
| SEAP Publications Support | $40,000 |
| SEAP & CU Outreach Support | $67,753 |
| **Total** | **259,682** |

year, total institutional support from SEAP and ECIS for educational outreach comes to

$67,753—while the campus resources that outreach is built on reflect even greater institutional investment. (Table A.4) For example, SEAP organizes many outreach activities with the Johnson Museum of Art, which has programs and teaching kits focused on SEA. The museum spends about 10% of its budget on SEA annually. A special gallery devoted to SEA has been used extensively in collaboration with outreach and as part of classes taught by SEAP faculty.

The CU Council for the Arts, the CU Concert Series, and Cornell Cinema also regularly fund visiting performance artists as well as films and film-makers. The Cornell Gamelan Ensemble and 14 Strings! Filipino Rondalla, plus half a dozen SEA student groups also share SEAsian culture on and off campus.

Finally, SEAP reaches the public through SEAP Publications, which produces four to five book titles annually and as well as the highly-regarded journal *Indonesia*. SEAP Publications is now an imprint of Cornell University Press, increasing distribution and marketing while also reducing publication costs. Working with the press enables SEAP Publications to keep up with digital publishing and the opportunities for it provides for open-access content. The SEAP Publications Board maintains full editorial control, and SEAP provides an annual subsidy of $40,000 toward salaries and expenses, as well as office space at the Kahin Center.

* 1. ***Student support:*** (Table A.5) Cornell provides generous support to graduate students. Those pursuing the PhD in key fields receive a five-year fellowship/Teaching Assistant package. Cornell also supplements FLAS tuition awards, stipends, and health insurance for PhD and MA students. In addition, SEAP allocates a significant amount of endowment income annually for student support (In 2018-9, before the pandemic impacted travel, this allocation was over

$40,200. In some years, depending on the size of the cohort, it exceeds $65,000). Graduate students apply to SEAP to cover expenses to deliver papers at conferences ($500/grant), pre-

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| **Table A.5 Student Commitment 2018-19** |
| PhD Stipend and Tuition Support | $3,490,000 |
| ECIS Research/Study Travel Funding | $31,522 |
| SEAP Student Support Awarded | $40,200 |
| **Total** | **$3,541,935** |

dissertation research ($10,000/yr allocated for grants ranging from $500-

$3000, with travel funds available through ECIS—in 2018-19, $11,735 was awarded to SEAP students), summer dissertation write- up ($2500/grant), and the Barnett Scholarship for research in Malaysia ($1500-$10,000/grant).

SEAP also allocates student funding in efforts to seed the pipeline with new students. SEAP’s “Engaged Learning” travel grants ($1000/grant) encourage undergraduate and MA participants in short-term class/project trips to SEA to take languages and area courses. SEAP created a scholarship to SEASSI, equivalent to a summer FLAS, for a Cornell undergraduate to begin a Southeast Asian language intensively over the summer. Two travel/research grants (up to

$3000 each) are awarded annually by Asian Studies to two undergraduates who have taken two years of an Asian language. Asian Studies recently initiated an award for undergraduate research funding of $7500 for a student from under-represented groups, such as first generation, minority, or refugee students. And ECIS contributes to the need-based undergraduate Off-Campus Opportunity Fund, with travel awards related to SEA totaling nearly $20,000/year.

Separate from its awards to individual students, SEAP funds the activities of the SEAP graduate student committee with an annual allocation that will increase to $20,000 next year, funds which are used (along with Cornell funding of $1,500/year) for an annual graduate student conference, the weekly Gatty lecture series, and other activities. These events feature presenters with diverse perspectives and viewpoints and allow for critical discussion and debate **(AP1)**.

SEAP also provides support for student organizations whose activities focus on SEA, from cultural festivals to a bi-lingual conference on Indonesia (held annually in rotation with Yale). Two new groups that have had support from SEAP in recent years include the Society for Buddhist Studies, which hosted a talk on the controversies surrounding Buddhist nationalism in Myanmar and Sri Lanka, and Voices on Vietnam, who invited the Vietnamese ambassador to the UN to speak—bringing a perspective from across the political spectrum into conversation with Vietnamese-American students whose families are wary of the Vietnamese government.

# Quality of Language Instructional Program

1. ***Instruction and enrollment:*** Cornell offers three levels, plus directed study, in the six major languages of SEA: Burmese, Tagalog/Filipino, Indonesian, Khmer, Thai, and Vietnamese. All are Priority Languages and LCTLs, and all SEAP AY FLAS awards will be granted to students who study these languages **(FP2)**. SEAP convened a Lao Language Working Group and have worked collaboratively with other NRCs to make Lao consistently available at SEASSI. In 2021- 22, with approval from our program officer, SEAP used NRC funds to support an intermediate Lao language course during the academic year, offered through synchronous video instruction so that students across the US could enroll via NIU. Cornell also provides instruction in other languages critical to conducting research on SEA: French, Spanish, Portuguese, Arabic, Nom (Classical Vietnamese), Sanskrit, and Pali. Dutch is offered through a video Distance Learning exchange with Yale and Columbia. (Cornell offers Burmese, Khmer, and Indonesian through this exchange.) In the past four years, 412 students have enrolled in SEAn languages, of which 91 took courses at 3rd and 4th year levels.

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| **B. 1 2017-2021 Enrollment in Language Classes - Undergrad (UG) and Graduate (GR)** |
|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | **Total** |
| **Language** | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR |
| Burmese | 4 | 11 | 3 | 5 | 4 | 0 | 10 | 6 | 21 | 22 |
| Indonesian | 8 | 17 | 8 | 15 | 10 | 8 | 9 | 9 | 35 | 49 |
| Khmer | 9 | 6 | 2 | 5 | 2 | 2 | 4 | 11 | 17 | 24 |
| Tagalog | 21 | 5 | 21 | 1 | 19 | 3 | 22 | 8 | 83 | 17 |
| Thai | 14 | 4 | 14 | 16 | 2 | 7 | 8 | 9 | 38 | 36 |
| Vietnamese | 12 | 5 | 15 | 3 | 13 | 2 | 18 | 2 | 58 | 12 |
| **Total** | 68 | 48 | 63 | 45 | 50 | 22 | 71 | 45 | 252 | 160 |

1. ***Advanced Language Courses:*** All six major languages are offered regularly at three levels with the fourth level offered on demand. Tables B.2 and B.3 illustrate the levels of each language offered, the depth of the linguistic training, and breadth of offerings at the advanced and individual directed studies level. Most of our language faculty taught multiple 4000-level courses in their respective SEA languages during the last cycle, in many cases providing one-on-one instruction.

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| **B. 2 Number of Enrollments by Level 2018-2021** |
| **Language** | Jumpstart | Beg | Int | Adv | Dir | **Total** |
| Burmese | N/A | 10 | 8 | 3 | 10 | 31 |
| Indonesian | 23 | 23 | 18 | 16 | 10 | 90 |
| Khmer | 32 | 10 | 11 | 5 | 9 | 67 |
| Tagalog | 36 | 35 | 21 | 6 | 12 | 110 |
| Thai | 10 | 20 | 18 | 15 | 3 | 66 |
| Vietnamese | 16 | 32 | 19 | 2 | 0 | 69 |
| **Total** | 117 | 130 | 95 | 47 | 44 | 433 |

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| --- |
| **B. 3 Number of Courses Offered by Level 2018-2021** |
| **Language** | Jumpstart | Beg | Int | Adv | Dir | **Total** |
| Burmese | N/A | 5 | 4 | 2 | 4 | 15 |
| Indonesian | 6 | 6 | 6 | 6 | 6 | 30 |
| Khmer | 3 | 7 | 10 | 8 | 3 | 31 |
| Tagalog | 6 | 6 | 6 | 5 | 6 | 29 |
| Thai | 4 | 6 | 8 | 10 | 6 | 34 |
| Vietnamese | 2 | 4 | 4 | 2 | 0 | 12 |
| **Total** | 21 | 34 | 38 | 33 | 25 | 151 |

SEA languages are introduced across the curriculum beyond literature, linguistics and language courses. SEAP graduate students interested in Buddhism take Blackburn’s course that requires readings in Pali. Most advanced graduate seminars, such as “Modern SEAn History,” “Religion, Colonialism and Nationalism in S. and SEA,” and others require students to use vernacular sources in their research papers. At the undergraduate level, faculty infuse SEAn languages into 49 UG courses. For example, “Gamelan in Indonesian History and Cultures” requires the use of Javanese and Indonesian terms, musical notation, and instrument labels, and “The Museum and the Object” requires reference to objects by their SEAn names.

At Cornell two curricular innovations have taken root that SEAP has actively and enthusiastically supported. Four of SEAP’s language instructors have developed curricula for and taught mini (1-credit) applied language courses, known as “Jumpstart” courses, for students going on study trips to Cambodia, Thailand, Malaysia, Indonesia, and Vietnam. In the past three years, 117 students explored SEA languages through Jumpstart courses. Cornell has also funded

a coordinator for “Foreign Languages Across the Curriculum” or FLAC to support classes and/or discussion sections held in languages other than English. For example, Pepinsky’s course on SEAn Politics had two FLAC discussion sections, one in Indonesian and the other in Chinese.

1. ***Faculty Strength and Language Pedagogy Training:*** As members of the Asian Studies Department, all of SEAP’s language faculty are on 5-year renewable senior lecturer contracts. Cornell’s historical commitment to the study of SEAn languages reflects the professionalization of language lecturers who combine native fluency with pedagogical and linguistic training. (CVs and Course List, Appendix 3 & 1). SEAP meets Absolute Priority 2 through its role in supporting teacher training for all Southeast Asian language teachers. Beginning with a major SEAn language pedagogy conference held at Cornell in 2017 with over 70 participants, SEAP spearheaded the creation of the Southeast Asia Language Council (SEALC). With substantial funding from the Luce Foundation, in the past 4 years SEALC has organized 4 language pedagogy projects in which SEAP language faculty have been active contributors and participants. SEAP language lecturers are also all engaged in a wide variety of pedagogical training through the Department of Asian Studies, Cornell’s LRC (which organizes monthly workshops), and organizations such as the Consortium for Language Teaching and Learning (CLTL). SEAP language teachers all have had ACTFL training and are familiar with and employ performance-based instruction, a topic that has been covered in many training workshops. They also keep up to date with emerging technology, developing computer assisted and audio-visual lessons using digital multimedia facilities at the LRC.
2. ***Quality of Performance-Based Instruction, Resources, Proficiency Requirements:*** SEAP language faculty are dedicated to the development and use of accurate, performance-based instruction and assessment tools. Familiar with the principles of aural comprehension and oral

performance, many of the language lecturers for are also involved in developing and

implementing ACTFL Oral Proficiency Interview (OPI) guidelines the nation. One of the SEALC projects was focused on oral proficiency, while a second focused on reading assessment. For example, Pandin—who conducts OPI for the COTI Advanced Indonesian Abroad—has served as director of this Fulbright-Hays Groups Projects Abroad-funded program for two years and has been collaborating with colleagues to develop ACTFL-based guidelines for the Indonesian oral proficiency level. Savella was one of two PIs for a collaborative project involving 8 NRCs and 5 non-NRCs to develop proficiency guidelines for Filipino/Tagalog using and adapting ACTFL generic guidelines. Likewise, Phan has been certified in OPI testing and is currently working with other US-based Khmer instructors on oral proficiency guidelines (OPG) based on ACTFL standards. Tranviet was involved in establishing 10 levels of proficiency for Vietnamese along with SEAP colleagues who helped create the 5 OPG for SEAn languages now posted on the SEALC website.

The language lecturers apply proficiency standards to place incoming students at the appropriate level, to administer proficiency tests to speakers with varying levels of competency (novice to superior) from Cornell and other universities, and to ensure that their students acquire the language skills needed to move to the next level. Many students study at SEASSI or in SEA during the summer, and the language instructors align with language proficiency at each level.

SEAP is a strong advocate and supporter of these collaborative national efforts, and we are committed to working closely with other NRCs to expand and improve the teaching of SEAn languages (Goal 3). The summer intensive program SEASSI remains a critical national resource to build SEA language capacity in the US. All SEAn languages are among the least commonly

taught in the US and require strong cooperative networks to link experienced teachers with one another and with those just entering the field **(AP2)**.

# Non-Language Instructional Program

1. ***Quality and Extent of Courses by Discipline and College:*** The breadth and quality of SEAP courses is exceptional, with over 265 courses with at least 25% SEA-content spread across more than thirty. In 2019-20, for example, over 55% of students enrolled in SEA courses were from the science and professional schools. Courses outside of A&S with SEA content include Beard’s “Planning and Poverty in the Global South,” and Brundige and Babcock’s “International Gender Rights and International Human Rights” clinic in the law school, which works with organizations Myanmar battling violence against women. Topical seminars, open to advanced UGs, have in recent years allowed students to learn about Thailand, Myanmar, SEAn Linguistics, SEA Borderlands, SEAsian Art and Performance, and Religion, Colonialism and Nationalism in SEA.
2. ***Depth of Specialized Courses:*** (Table C.1) SEAP covers all countries in SEA with an especially robust program on Indonesia, Malaysia, and Thailand, and expanded opportunities to learn about Myanmar and the Philippines. Thematically SEAP’s strengths lie in trans-regional topics such as the Chinese in SEA (4 faculty members), South-SEAn diaspora, trade and culture (4), SEAn literature (3), and SEAn minorities (3)—a topic with great relevance for the study of Myanmar. Table C.1 illustrates courses that range from introductory to highly specialized levels

|  |
| --- |
| **C.1 Level of Courses (incl FWS) 2018-20** |
| **Dept.** | **1000** | **2000** | **3000** | **4000** | **Seminar** | **Total** |
| Anthro | 6 | 0 | 7 | 4 | 0 | 17 |
| Asian Stds | 11 | 7 | 12 | 14 | 4 | 48 |
| Govt | 0 | 0 | 2 | 1 | 0 | 3 |
| History | 5 | 0 | 2 | 0 | 0 | 7 |
| Art Hist. | 0 | 2 | 2 | 5 | 2 | 11 |
| Music/PMA | 1 | 2 | 4 | 5 | 0 | 12 |

in Anthropology, Asian Studies, Government, History, History of Art, and

Music.

1. ***Sufficient number of faculty and TA training:*** Cornell’s SEA area courses are taught by 20 core faculty and 26 affiliated faculty members (CVs Appendix 3) Except for the introductory courses, most UG and graduate SEA courses are seminars with no more than 12-15 students, guaranteeing a high degree of faculty and student interaction. To attract new students, SEAP faculty have offered a large array of new courses (18 new courses since 2018) spread across over a dozen disciplines. Graduate TAs, who assist in large introductory classes, are required to undergo professional training provided by their departments, and the Center for Teaching Innovation (CTI) offers a certification program with an inspiring array of workshops that cover course design, cross-cultural classroom dynamics, teaching research skills, assessment, and “understanding undergraduate learners.” Faculty members with TAs also hold weekly meetings with them to review course content, class dynamics, and grading. In addition, the First-year Writing Seminar Program provides extensive training for both graduate students and faculty.
2. ***Interdisciplinary Courses:*** Most area study courses are by definition interdisciplinary and comparative in nature. SEAP’s courses often emphasize the dynamic negotiation of area studies content and disciplinary boundaries, and many SEA courses are identified as interdisciplinary. For example, “Digital Asia” combines communication, visual studies, technology, theatre, government, and Asian Studies; the class featured speakers from cinema, art history, information science, anthropology, and government perspectives. SEAP faculty were featured presenters in Conservation with Communities for One Health” (NTRES 4940) a course that integrates life sciences, social sciences, medical sciences, and the humanities to explore the idea that the health of the environment, animals and people are all inextricably linked. A subset of students in this course regularly do field research in Indonesia working on conservation of the endangered Javan rhinoceros. Graduate students’ courses of study by necessity include several disciplines to

reflect the Cornell graduate committee system that tends to encourage at least one member from outside the student’s disciplinary home.

# Quality of Curriculum Design

1. ***Undergraduate and Graduate Curriculum:*** Undergraduate and graduate students at Cornell may choose from a wide cross-disciplinary array of 28 non-language courses on SEA and 42 SEAn language courses in AY 19-20, with over 52 additional options available through directed independent study for subject areas and languages. Many of these courses fulfill the Arts & Sciences (A&S) distribution requirements or liberal arts human diversity or cultural analysis requirements for Cornell’s other colleges and professional schools (CALS, AAP, Engineering, Business, Human Ecology, and ILR). Language requirements in A&S are typically met by three semesters (2000-level) of language study. SEAP intermediate language courses satisfy the geographic breadth requirement, providing incentive for taking upper division SEA languages.

Undergraduates also take SEAP courses to fulfill the Asian Studies major or the SEAsia minor. The Asian Studies major with a concentration on SEAsia consists of 30 credits of area courses above the 2200-level plus 2-year proficiency in a SEAn language. The SEA minor is open to all Cornell UGs. It consists of 18 credits of total study, 6 of which can be language study. A new Global Asia minor has been added this year, allowing students to explore global and regional interconnections. Outstanding majors may apply to write an honors thesis supervised by a SEAP adviser. The College Scholars Program offers yet another way for undergraduates to create their own interdisciplinary program and write an honors thesis on SEA.

***1a. Undergraduate Curriculum***: The gateway courses to SEAn studies include “Introduction to Southeast Asia” and “Introduction to Modern Asian History,” both taught by SEAP faculty. The

introductory gamelan course is also a gateway for many; it is one of the most popular courses on campus, with a waiting list each semester. First-year Writing Seminars (FWS) (capped at 18 students) also allow SEAP to reach students early in their Cornell careers. Between 2018 and 2021, SEAP faculty and graduate students taught 18 FWS enrolling 324 students. Recent titles include “Asian Labor Migrations,” “Culture, Society, and Power: Craft Culture—Craft, Art, and Gender in Context,” “Power and Politics: Genocide,” and “Travelling Pictures and Objects in Islam,” and “The Camera as Historian: Colonial-Era Photographs from Asia.” The inclusion of a writing section in several sophomore level courses can be found in SEAP courses such as “Indian Ocean World” and “Buddhists in the Indian Ocean Arena: Past and Present.”

SEAP faculty are actively engaged in curricular innovation. SEAP was central to the creation of one of the most cross-disciplinary courses on campus; “Flux Navigations: Biopolitics and Urban Aesthetics in the Contemporary SE Asian City” which integrated architecture, economics, labor, ecology, and government to explore the rise of Asian port and delta metropolises. SEAP courses bridge Southeast Asian history with Southeast Asian American studies in “U.S. Cultures of War and Empire,” focused on the Philippines. And the co-taught history course “Foreign Policy as Subversion” compares U.S. involvement in Latin America and Southeast Asia. In spring 2022, a visiting scholar from Myanmar is teaching “Identity Politics and Ethnic Conflict in Myanmar.” Another fascinating new course “Annamese and Merovingians: Two Imperial Frontiers” is a comparative study of the collapse of the Western Roman Empire and the Han Dynasty from the peripheries of both empires.

Until January 2020, before the pandemic, SEAP regularly offered a popular undergraduate course taught in Cambodia during the winter sessions, on rotating themes such as “Chinese Empire and the Cambodian Experience,” “Performing Angkor: Dance, Silk, and Stone”

and “Labor, Development, and Society.” A second winter session engaged learning class in Borneo, led by a SEAP faculty member, focuses on issues of sustainability, climate resistance and indigenous cultural preservation. Once travel resumes, we look forward to re-starting these classes, and resuming our planning for a winter session class in Indonesia focused on the arts.

***1b. Graduate curriculum*:** Graduate students can pursue an MA in SEAn Studies, a PhD in Asian Literature, Religion and Culture, or complete the SEA minor in any PhD disciplinary field by having a SEAP faculty member on their committee and doing SEA coursework and research. Graduate students have also had the opportunity to take the course on SEA bibliography taught by Echols Curator Green that introduces archival and research methods and prepares graduate students to write a dissertation prospectus used to apply for major research fellowships. This course will be redesigned this cycle to focus on using SEA library materials for teaching. The MA requires 8 courses (not including language) and a thesis. Another new graduate level course focused on pedagogy and curatorial practice will be offered in fall 2022. “Commerce, Currencies, and Commodities: Reconfiguring the Archive” will bring students deep into the library and museum collections and train them how to teach about and present these materials to the students and the public.

SEAP graduate students can draw on the expertise of SEAP faculty from a wide range of disciplines and colleges. Five core faculty members, and 19 of 27 affiliated faculty are from colleges outside of Arts and Sciences. SEAP core (and affiliated) faculty members often serve on committees of graduate students outside of their disciplines. SEAP has been very successful in prioritizing FLAS fellowships for professional school and science students, with close to 40% of FLAS awards going to these students in the current AY (an increase of 8% from the previous

cycle). In the current year, of the 77 SEAP graduate students in residence or in the field, 20% came from professional programs or the sciences.

The high quality of SEAP graduate training stems from the formal curriculum, and also from the cross-disciplinary intellectual exchanges, opposing viewpoints, and opportunities for professional development fostered by the program. The SEAP graduate student committee receives substantial financial support to organize weekly lectures and an annual graduate student conference. These programs allow graduate students to network, present their own research in a public academic setting, and to interact with top scholars in the field who come as speakers.

Recent speakers include Geoffrey Robinson, Erin Lin, Jonathan Rigg, Ma Vang, and Mariam Lam, all of whom were also interviewed by graduate students for the Gatty Rewind podcast.

1. ***Academic and Career Advising:*** All incoming freshman and graduate students are assigned a faculty adviser. Upon admission to the Asian Studies major with SEA concentration, UGs are assigned a SEAP adviser. The UG major, the MA, and the PhD are very flexible at Cornell. Coursework and major requirements are approved by the faculty adviser or graduate committee chair. All SEAP-affiliated students’ academic progress is reviewed annually by the core faculty and language lecturers at a year-end meeting. Faculty members routinely advise their students about career opportunities and many participate in mock job talks and interviews. They mentor their TAs on pedagogical techniques, strategies, and often invite advanced graduate students to give a lecture in their courses. Graduate students also can participate in professional development workshops offered by the Center for Teaching Innovation (CTI). Cornell’s multi-tiered advising system includes academic deans, graduate school deans, directors of UG and graduate studies in academic departments, and career counselors. The SEAP director and associate director also advise students and respond to academic and career inquiries about SEA.

The Graduate School and ECIS both regularly offer workshops on dissertation design, fellowships, and careers abroad. SEAP students are regularly selected for the competitive Einaudi-SSRC Dissertation Development Program which provides training, mentoring, and funding to cohorts of 12-16 students who are developing interdisciplinary research projects abroad, or planning domestic projects on topics that connect to global issues. Students can also access SEAP’s extensive web-based job and internship listings. Announcements of job opportunities are a regular feature of SEAP’s weekly e-newsletter. The Cornell Career Services Office and seven college-specific career offices help students prepare resumes and write cover letters. They host career events, contact alumni for career advice, and provide materials and resources to assist students. The main Career Service Office recently hired a Graduate and International Career Advisor. It has one of the largest career libraries in the U.S. and publishes a newsletter on career opportunities.

1. ***Research, Study Abroad, Summer Language Study:*** Undergraduates apply to study abroad in one of the dozens of programs offered through the Office of Global Learning. The new Cornell Global Hub located at National University of Singapore will provide numerous opportunities for undergraduates to spend a semester in SEA, and it will serve as a jumping off point for internships and research projects in the region. A second hub in Thailand will expand these opportunities, while we continue to work with the International Sustainable Development Institute (ISDI) in Thailand to provide study abroad courses of exceptional quality. While the pandemic made it nearly impossible for Cornell students to travel to SEA for study or research, we are hopeful that by next year student travel will begin to normalize.

SEAP students regularly study languages intensively during the summer at SEASSI and in SEA, with the latter including many who are admitted to the Critical Languages Program in

Indonesia, with funding from the State Department. The lack of federal support for the advanced summer abroad language programs taught in past decades has been frustrating, but SEAP finds ways to support our students and prepare both MA and PhD students to conduct research in the region using local languages. In addition to the ECIS travel grant, SEAP funds pre-dissertation field visits for about 8 students annually to help them prepare for grant applications. SEAP also funds UG and MA student travel as part of “engaged” or service-learning in SEA, as well as research in Malaysia through the Milton Barnett Scholarship.

Cornell facilitates student access to study abroad through formal institutional collaboration and exchange agreements with institutions in SEA such the Cornell Global Hub recently established at the National University of Singapore (NUS) featuring tailored programs for students in the Colleges of Agriculture and Life Sciences and Human Ecology. SEAP anticipates exciting opportunities to build out curricular connections in linguistics, history, gender studies, and other disciplines through the hub in Singapore.

# Quality of Staff Resources

***1a. Quality of the Teaching Faculty and Staff:*** SEAP’s core and affiliated faculty and staff provide a deep and diverse foundation for the study of SEA and training of experts on the region. SEAP’s 27 core faculty members and language lecturers teach, advise, and conduct research in SEA. All professorial (19 tenured, 2 tenure-track, 8 emeritus), and three senior lecturers hold PhDs, while one senior lecturer is ABD. Core members are knowledgeable not only about the languages of the region, but also languages used within and beyond SEA including Chinese, Dutch, French, German, Hebrew, Hindi, Japanese, Malayalam, Norwegian, Nom, Pali, Sinhala, Spanish, Swedish, and Tamil. Many core faculty members are also members of the East Asia (Furhmann, Fiskesjö, Whitman) and South Asia Programs (Blackburn, Kuruvilla, Pepinsky,

McGowan, Tagliacozzo, Willford), facilitating substantive collaboration across Asia NRCs at Cornell. Most core professorial faculty spend at least 50%, and language faculty 100% of their scholarly energy on research, teaching, supervision, and advising students on SEA. Beneficially, the emeriti professors continue to attend the SEAP bi-weekly faculty meeting, mentor students, publish, and conduct research. The Echols Curator also holds an adjunct appointment in Asian Studies, teaches a SE Asian bibliography course and provides Lao language tutorials as needed. 20 affiliated faculty, primarily from applied fields, sciences, and professional schools, enrich SEA studies by offering courses with at least 25% SEA content, advising SEAPs graduate students, publishing about SEA, and/or conducting research in the region. Many core and affiliated faculty members serve as Ph.D. committee members at Cornell and other universities in the United States and abroad. The CV Appendix (3) indicates the percentage of time that each SEAP faculty member and language lecturer participates in the teaching, supervision, and advising of SEAP students.

***1b. Capacity to meet objectives:*** The six SEAn language lecturers, plus the two linguistics faculty (Cohn and Whitman), are well prepared to meet the challenge of improving and expanding the instruction of SEAn languages. The lecturers have published translations, pedagogical texts, and research articles. They each have extensive training and experience in language teaching pedagogy and ACTFL proficiency standards. They will benefit from and be an asset to the proposed series of language pedagogy activities and workshops at Cornell and organized jointly by coordinating with SEALC and COTSEAL.

***1c. Professional Development:*** SEAP faculty, including lecturers, are afforded many professional development opportunities including the means to travel to Southeast Asia. All receive annual research funds from SEAP, while junior faculty members receive additional funds

to help towards research and writing as tenure review approaches. Cornell offers professorial faculty members one year sabbatical leave at half pay (or a semester leave at full pay) for every twelve semesters, enabling faculty members to conduct research in SEA frequently. Those in humanities fields also qualify for paid study leaves for every six semesters of teaching. SEAP faculty members often receive prestigious fellowships and awards for their achievements. For instance, Allred and Beard are co-investigators on a 2020 $110,391 grant from the Cornell Migrations Initiative to research the social-ecological impacts of relocating Indonesia’s capital city to a global biocultural hotspot, with Erb serving as a postdoctoral associate. Kuruvilla was awarded a 2019 $171,712 grant from the FairWear Foundation to examine sustainable labor practices in global supply chains. Tagliacozzo also serves as the co-chair for the Cornell Migrations Initiative and co-PI for the $5 million grant from the Andrew W. Mellon Foundation’s Just Future Initiative, which studies the links between racism, dispossession, and migration. Pepinsky has worked closely with Hatch and colleagues at other institutions to secure multiple grants from the Henry Luce Foundation to support AIFIS and the Southeast Asia Research Group (SEAREG)—which provides training and mentoring for graduate students in the social sciences. In addition to teaching and research, faculty members participate on editorial boards, review books and manuscripts, give public lectures, and publish. Between 2016 and 2021, they authored 10 books and 58 book chapters, published 111 journal articles edited 4 books, and presented their work at dozens of conferences (CVs Appendix 3).

The intellectual production of SEAP faculty is outstanding. The intellectual production of SEAP faculty is outstanding. Recent single-author books include two by Fuhrmann: *Ghostly Desires: Queer Sexuality and Vernacular Buddhism in Contemporary Thai Cinema* (Duke UP) and *Teardrops of Time*: *Buddhist Aesthetics in the Poetry of Angkarn Kallayanapong* (SUNY

UP)*.* Balance’s *Tropical Renditions: Making Musical Scenes in Filipino America* (Duke UP) is being published republished in the Philippines by UP Press. Kuruvilla published *Private Regulation and Labor Standards in Global Supply Chains: Problems, Progress and*

*Prospects* (Cornell UP). Fiskesjö’s *Stories from an Ancient Land: Perspectives on Wa History and Culture* (Berghahn) joins *Bones around My Neck: The Life and Exile of a Prince Provocateur* (Cornell UP) by Loos. Parreñas, the most recent addition to the SEAP faculty, published *Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation* (Duke UP). Two new books on Islam in SEA were also published: Pepinsky’s *Piety and Public*

*Opinion: Understanding Indonesian Islam* (Oxford UP) and Formichi’s *Islam in Asia: A History*

(Cornell UP).

SEAP faculty members also provide academic administrative leadership at Cornell. Blackburn is Chair of the Department of Asian Studies, while Formichi is that department’s Director of Undergraduate Studies (DUS). Tagliacozzo is Director of Comparative Muslim Societies and also directs the Cornell Modern Indonesia Project. Loos (History) and Whitman (Linguistics) chair their departments and Balance is Director of the Asian American Studies Program. Staff members have taken leadership roles, professional training, and enrichment courses. In additional to technical training and workshops related to job skills, SEAP staff have studied Burmese and Tagalog, audited courses on SEA, and attended conferences on outreach and international education. The Associate Director has made three trips to Myanmar as part of the Myanmar Initiative, the Outreach Coordinator worked on an educational video in Vietnam, and the Administrative Assistant met with alumni, faculty contacts, and staff counterparts in the Philippines, Thailand, and Singapore.

1. ***Center Staffing and Oversight*:** The SEAP administrative staff is led by a Director chosen by the faculty and appointed by the Director of Einaudi. (CVs & Organizational Chart, Appendix 3) As a new generation of SEAP faculty have been promoted to associate and full professor, the directorship rotates on a flexible three-year cycle. Cohn served from 2017- 2021, with Pepinsky as interim director in Spring 2020. Cohn has long emphasized collaboration and resource- sharing across the centers that anchor SEAn studies, and as SEAP director she played a leadership role in the creation of two consortia now funded by Luce: SEALC and GETSEA. Her ongoing advocacy for and attention to the instruction of less commonly taught languages at Cornell will guide the goals that SEAP has set around improving and expanding Southeast Asian language teaching nationally and at Cornell. As the new SEAP director, Pepinsky brings experience mentoring both undergraduates (as DUS in the Government Department) and graduate students, both at Cornell and through SEAREG. He has also led committees to update the curriculum in the College or Arts and Sciences and to create a new school of Public Policy. These are skill sets which will be vital as SEAP focuses on engaging students through curricular innovation and reaching beyond SEAP and Cornell to support community college internationalization and collaboration across SEA NRCs in support of high-quality language instruction, comprehensive and accessible library collections, and meaningful outreach.

The transitions between directors is greatly facilitated by Associate Director Fishel. In addition to five years of experience leading SEAP outreach, as an alumna of SEAP, she has a keen sense of institutional history and priorities. She is a Thai specialist with a Ph.D. in anthropology, and she held college teaching positions before returning to Cornell. The associate director oversees the publications and outreach offices as well as the management of the Kahin Center. She supervises staff in the administrative, outreach, and publications offices, works

closely with the administrative assistant, and assists the director in financial planning and all personnel issues. She also facilitates grant-writing and has expanded SEAP’s communications efforts. She convenes regular SEAP staff meetings and serves as a liaison to faculty meetings.

SEAP core faculty, language lecturers, and the curator of the Echols Collection meet biweekly to discuss and make all essential decisions. These include curriculum needs, budget allocations, visiting research faculty approval, new initiatives, and conference proposals. Core faculty members also serve on standing oversight committees: administration and finance, admissions and scholarships, curriculum, language, outreach, library, and publications. The SEAP Outreach team includes Peck (Post-secondary Outreach), White (Social Media & SEA Collaborative Outreach) and Fitzgerald, who has edited the SEAP bulletin since 2015 while also overseeing collaborative international outreach activities. Once a new ECIS outreach coordinator has been hired, Fitzgerald will transition out of her cross-program role to focus more on digitizing SEA curriculum materials. In addition to an external evaluator, SEAP will work closely with the ECIS Data and Evaluation Specialist, under the supervision of the Director of Assessment.

1. ***Nondiscriminatory employment practices*:** SEAP strictly follows all federal, state, and university guidelines with regard to nondiscrimination. SEAP is deeply committed to advancing diversity, giving voice to diverse viewpoints, and actively trains staff on inclusivity in the workplace (Ref. GEPA). We will adhere to these principles as we hire for the two ECIS positions listed above, as well as for the graduate assistants and student workers who contribute to our work. Our program is committed to reaching out to, engaging with, and recruiting students from underrepresented groups into Southeast Asian studies.

# Strength of the Library

***1a. Strength of Library & Institutional Support:*** The Echols Collection is the world’s largest and most comprehensive academic library collection on SEA. Strong support from Cornell through the Library and SEAP, as well as past NRC grants, enable it to acquire, catalog, house and preserve material from around the world, ensuring its continued vital role in the field as the collection of record. Today the Echols Collection contains nearly 600,000 titles in over 150 languages, of which roughly 360,000 are in SEAn vernacular languages, including both national and minority languages, and thousands of those titles are not held by any other collection in the

U.S. Annually, close to 10,000 monographs are added to the collection using acquisitions funding from CU and SEAP ($269,000 in 2020-21). The collection acquires material in a variety of formats, such as print books, serials, electronic resources, microfilm, ephemeral items, and video. Aside from material held directly by the Echols Collection, Cornell holds SEAn materials in many of its unit libraries across campus that specialize in art, music, agriculture, business and law. For example, the law library is part of a cooperative collecting agreement with other law libraries in the northeastern U.S. to collect legal publications from several countries in SEA.

The Echols Collection also pursues projects that allow greater online access to material about SEA. For example, Echols librarians participate actively in managing the Southeast Asia Digital Library (SEADL). A recent Henry Luce Foundation grant has provided funding for a Southeast Asia Digital Librarian, a position shared and supported by over a dozen institutions and hosted by the library at Cornell, for four years. At the end of the Luce grant, the participating institutions will share financial responsibility for the position, with Cornell covering fifty percent. This shared position provides greater sustainability going into the future and greatly increased capacity for the SEADL. The library also hosts collections of online material

that garner heavy use, including Southeast Asia Visions, the CMIP series, the SEA Data Paper Series, the Bandung Artist Collection, the Claire Holt Archive, and the journal *Indonesia*.

***1b. Staffing and Institutional Support:*** CU and SEAP support the Echols Collection by funding 8 FTE professional positions and five student employees. The staff positions include two librarian positions, three catalogers, one position for acquisitions support, one administrative support and student supervisor position, half of the digital librarian position, and one-half position for special projects and reference. Having three catalogers who handle material in eight major languages and many minor languages from the region is one of the main reasons the Echols collection is able to maintain its status as the best of its kind. These key personnel regularly catalog between 9,000 and 10,000 titles per year, performing essential work for the Echols collection and for collections around the country that rely on these records. Our catalogers produce an average of over 4100 original cataloging records in Indonesian, Thai and Vietnamese that other institutions rely on for copy cataloging records. In addition to the positions noted above, many others in the library work to support the Echols Collection as a smaller percentage of their time, whether in our stacks management, IT or other departments, they are essential to the collection but are not listed here. All library salaries and acquisition expenses are assumed by Cornell, with none on the NRC or other grant funds, with the exception of the Luce funded Digital Librarian position that will be funded 50% by Cornell at the end of Luce funding.

***2. Cooperative Arrangements and Accessibility:*** The Echols Collection collaborates widely with other institutions and individuals in order to accomplish its goal of preserving and providing broad access to information about SEA. Echols staff are involved in several collaborative projects, including the SEADL (above), and the SEA Materials (SEAM) project at the Center for Research Libraries. The Echols Curator and the SEA Digital Librarian sit on the CORMOSEA

Digital Initiatives Committee that manages the SEADL. The Curator is also taking on the role of Chair for the collection development committee for CORMOSEA, with the main goal of increasing collection development collaboration between the SEA collections around the country. The Echols librarian and catalogers also regularly take on roles nationally in collection development and cataloging cooperative work.

The Echols Collection actively promotes use of its collections and facilities through a variety of channels, including its social media accounts, website and regular columns in the SEAP Bulletin. The Cornell Library, including the Kroch library and its stacks where the collection is housed, is open to the public with access points for those with physical disabilities. Annually, hundreds of visitors not affiliated with Cornell travel from around the world to access the collection, including SEAPs Visiting Fellows who come to Cornell in part to use resources in the Echols. Many more people utilize the collection’s vast online resources or access it through the Interlibrary Loan system. The Borrow Direct program allows CU students to easily borrow from library collections at other Ivy League institutions and vice versa, while Interlibrary Loan is available nationwide. The Echols Collection is a net lender for both programs, and the Kroch Asia Library as a whole has the third highest number of requested items for both services compared to other sections of the Cornell library system.

# Impact and Evaluation

1. ***Impact on University, Community, Region, Nation:*** On the Cornell campus, SEAP is at the forefront of advocating for international/area studies and less commonly taught languages (LCTLs). SEAP’s visibility and extensive public programing bring students and community members into conversations about pressing and sometimes controversial topics such as the Rohingya crisis and the strategic control of the South China Sea. The campus and community also gain diverse perspectives from performances, films, art exhibits, and credit and non-credit language classes, and numerous other activities that SEAP organizes and supports (AP1). The approximately 90 courses related to SEA offered on campus per year have reached an average of 975 students per year.

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| **G. 1 SEAP Impact: Training & Placements** |
| **Enrollments 2018-2021** |
|  | **Undergrad** | **Grad** | **Total** |
| Non-Language Courses | 2214 | 274 | **2488** |
| Language Courses | 300 | 136 | **436** |
| **Degrees Conferred 2011-2021** |
|  | MA | PhD | **Total** |
| Graduate Degrees | 98 | 71 | **169** |
| Undergraduate Minors | 50 |
| **Placements 2011-2021** |
|  | **US** | **Abroad** | **Total** |
|  | **PhD** | **MA** |  |  |
| Higher Education | 34 | 2 | 3 | **39** |
| Continuing Study | 5 | 56 | 0 | **61** |
| Private Sector | 4 | 17 | 0 | **21** |
| Non-Governmental Organization | 0 | 0 | 4 | **4** |
| Government | 2 | 0 | 4 | **6** |

## National Needs and Placements:

SEAP’s most sustained impact stems from high-level training of SEA area specialists who go on to teach many other students at institutions across the U.S. and the globe (AP2). Between 2011 and 2021, 71 PhDs and 98 MA degrees were awarded to graduate students focusing on SEA. A majority of our PhD graduates (52%) went

on to teach at post-secondary institutions, both in the US and abroad. (SEAP alumni teach at 7 SEA NRCs across the U.S.) Many were also placed in business, non-profits, or government jobs in the US and abroad. (Table G.1)

SEAP serves as a hub for SEAn studies in the Northeast, with 34 Faculty Associates in Research (made up of faculty at neighboring institutions working on SEA) and faculty from community colleges tapping into SEAP activities

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| --- |
| **G. 2 SEAP Impact: Activities and Events 2018-2021** |
| **Events** | **Attendance** |
| SEAP Weekly Public Gatty Lectures | 4,378 |
| Community Festivals & Concerts | 5,467 |
| After School Language Program | 71 |
| K-12 Teacher Training Workshops | 99 |
| Community College Programming | 438 |
| Public Conferences, Films, Speakers | 3,430 |
| **Total Attendance** | 13,883 |

and events (Table G.2). During the pandemic, SEAP weekly Gatty lectures became easier to access virtually, with attendance more than

doubling in 2020-2021. In addition, asynchronous recordings of the 2020-2021 Gatty lectures reached an additional 3,101 people through our YouTube channel. SEAP’s outreach impacts the local community as well as the nation, especially through projects related to Burmese refugees and at-risk scholars that have drawn regular inquiries and requests for information and training from across the U.S.

1. ***Dissemination:*** SEAP has significantly raised the profile of SEAn studies on social media, using three platforms, each with fresh content tailored to different audiences. (Table G.3) The annual “Southeast Asia

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| **G. 3 SEAP Impact: Publications and Media** |
| **SEAP Publications** | **2018-2021** |
| Books & Journal Sold | 9,824 |
| Online Distribution of *Indonesia* – JSTOR & MUSE | 151,335 |
| **Media Data** | **2018-2021** |
| SEAP Website | 117,282 (est.) |
| Facebook, Twitter, and Instagram (unique follows) | 10,908 |
| SEAP Bulletin | 2,709 downloads;6,500 print |

Language Week” is another example of how SEAP disseminates

information about the SEA LCTLs taught at Cornell. The *SEAP Bulletin* continues to engage a wide array of readers with stories that feature the research of SEAP faculty and students and the captures the impact of SEAP activities. The output of SEAP Publications, in books and the journal *Indonesia*, is a major mode of disseminating scholarship and the Echols Collection at the

library is a vital resource for scholars across the nation through Interlibrary Loan and its open digital collections. (Recent data on library downloads is currently unavailable as they transition content management systems.)

## Evaluation Plan

* 1. Previous Evaluation Efforts: SEAP has employed both a peer review process and an external

evaluator to monitor progress toward our goals and identify opportunities for improvement. This process has resulted in new activities, such an annual faculty-grad dinner and decisions around which activities to keep hybrid or virtual, versus which to prioritize as in-person events. The evaluation feedback loop as been particularly helpful for planning and adjusting outreach activities and relationships with our community college partners. In this cycle we also critically examined the evaluation process itself, and determined that greater support from ECIS for data gathering and analysis was needed to complement the major ECIS investment in a senior staff position for grants and assessment.

* 1. Evaluation Team: ECIS employs a team which works independent from each of its core area

studies programs to provide impartial monitoring, evaluation, and learning measures for all project activities. This team is led by the associate director for grant writing and assessment, Robert Cantelmo, who has over ten years of experience as a project manager and program evaluator for federal and foundation grant awards, including multi-million-dollar awards from USAID, the Department of State, and the National Endowment for Democracy. The ECIS evaluator will be responsible for design, stewardship, and compliance with the project’s evaluation plan. To assist the evaluator with data collection, instrument design, and written assessment of grant activities, ECIS is hiring an evaluation and data steward. This individual will develop and maintain databases on program activities, project indicators, and relevant

international studies enrollment and curricular information. They will work closely with SEAP on data collection, post-event surveys and interviews, and reporting. Recruitment for this position is underway and the role is anticipated to be filled in Spring 2022.

Lastly, we will supplement this regular and independent assessment with two external resources. First, we will continue to work with long-term external evaluator D. Filiberto to conduct in-depth interviews with key outreach partners, particularly at community colleges. Filiberto is the executive director of Finger Lakes Law & Social Policy Center, Inc. in Ithaca, NY and has worked closely with SEAP since 2017. Use of an external evaluator for these qualitative assessments will provide an additional layer of confidentiality for respondents.

Filiberto will meet regularly with SEAP team and Cantelmo to coordinate these efforts. Second, SEAP will engage in an external peer review process (funded internally) to gain critical feedback on the strength of the program and its impact, as well as opportunities for growth in the key areas of teaching, teacher training, and outreach.

2c. Comprehensive Evaluation Strategy: Working with the independent evaluator in ECIS, SEAP

has developed a series of project-specific objectives that will inform progress on our goals. This evaluation strategy utilizes a mixed-methods approach that incorporates qualitative and quantitative data collected through surveys, interviews, focus groups, participant observation, and document content analysis. Data collection and analysis under this project will occur as an iterative process throughout the life of the award. Qualitative and quantitative data collection tools are designed by the ECIS evaluation team with guidance about planned activities from the program team in SEAP. This approach ensures sufficient familiarity with project goals to develop appropriate instruments, while also ensuring objective assessment of the measures. The

ECIS evaluator will monitor and analyze data on a semi-annual basis, updating instruments or collection methods as needed.

2d. Evaluation Goals and Objectives: To accurately assess overall progress on our project, we

have articulated a set of goals and supporting indicators. Each goal encapsulates a broad theme of planned activities and our proposed indicators set benchmarks for success. (See Evaluation Indicator Matrix in Appendix 1)

# Goal 1) Strengthen student pathways to Southeast Asian studies through curricular innovation

* Outcome 1.1 Students attracted to Southeast Asian studies through piloting interactive new mini-courses taught by artists-in-residence
* Outcome 1.2 SEAP faculty and advanced grad students create hands-on SEA courses linking to library, museum, or community engagement

# . Goal 2) Collaborate across SEA centers to incorporate media literacy, digital access, and expertise of SEA librarians into outreach at every level

* Outcome 2.1 Collaborative SEA Outreach Network Developed
* Outcome 2.2 Awareness of high-quality SEA content increased among educators
* Outcome 2.3 New SEA Content for outreach supported, developed, or digitized

# Goal 3) Improve and expand access to Southeast Asian language instruction in the U.S. and at Cornell

* Outcome 3.1 Collaborate to improve Southeast Asian language instruction in the US
* Outcome 3.2 Collaborate to expand access to Southeast Asian language instruction in the US
* Outcome 3.3 Develop new instructional materials for Southeast Asian languages Goal 4) **Expand and strengthen community college internationalization partnerships**
	+ Outcome 4.1 Create a collaborative global learning network with community college partners
	+ Outcome 4.2 Bring Southeast Asia content to community college campuses and classrooms
	+ Outcome 4.3 Faculty at partner institutions gain substantive Southeast Asia knowledge and experience

2e. Evaluation Timeline: To inform our project workplan, monitor progress on key activities, and

incorporate feedback in a timely manner, the project team has developed an assessment timeline to track. The below chart provides a quarterly breakdown for evaluation.

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| **Evaluation Timeline for Southeast Asia Program NRC Project** |
|  | Year 1 | Year 2 | Year 3 | Year 4 |
|  | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| Instrument Design and Refinement (Ongoing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data Collection & Activity Monitoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data Analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Annual Report Submission |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yearly Annual Review with Independent ECIS Evaluations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mid-Project Evaluations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Endline Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Building on the success of previous peer reviews, we are proposing two substantial whole-of- program evaluations during the life of this grant. The first will be conducted by the ECIS evaluation team and our external evaluator D. Filiberto. In Year 2 Q4 and Year 3 Q1, the evaluators will conduct a comprehensive assessment of all data collection, instruments, internal, and external reports to identify opportunities and challenges for the second half of the grant.

They will supplement this research with individual interviews with student participants, faculty affiliates, and program administrators. A written report and set of recommendations will be provided by the end of Year 3 Q1. The endline evaluation will be in Q4 of Year 4. Utilizing similar methodology, this assessment activity will also include two scholars chosen from peer institutions to provide additional outside perspective. Given the success of previous peer

evaluations, we hope to utilize this opportunity to provide a retrospective analysis of SEAP activities and identify new initiatives for future collaboration.

***5-7. Equal Access:*** Cornell and SEAP are proactive in ensuring equal access to our programs for students and other participants (Ref. GEPA). At Cornell, 49% of undergraduates are minorities and 22% of undergraduates are from underrepresented groups. SEAP plans to reach these students through greater emphasis on undergraduate programing and collaboration with campus units such as the Office of Diversity Initiatives (OADI). SEAP also emphasizes inclusion with regard to disability, providing for ASL interpretation at events on request and training staff on ways to improve accessibility of all types.

# Outreach Activities

SEAP has an extensive lending library of culture kits, films, and children’s books on Southeast Asia. SEAP also reaches K-12 students and teachers through collaborative initiatives that include the ISSI, and the Afterschool Language and Culture Program.

***1a. Outreach to Elementary and Secondary Schools:*** During the last NRC we partnered with the Public Service Center at Cornell to provide transportation for our student volunteers to work with more rural, underserved schools as part of a 21st Century Community Learning Center Grant. While these efforts were disrupted by the pandemic, the pause has allowed us to begin working with the newly established Einhorn Center for Engaged Learning to plan a re-launch of the program in 2022. The new program is envisioned to have a greater community component, working with public libraries and other locations—in line with the many schools no longer hosting afterschool programs due to constantly changing COVID protocols. We are also working on ways to incorporate more curricular connections for the college students involved, including opportunities to reflect and cultivate leadership skills. The new outreach and student engagement

position based in the Einaudi center will free up SEAP outreach staff to recruit more volunteers to share their knowledge of Southeast Asian languages and cultures, and to support them with the resources in our extensive outreach lending library.

The International Studies Summer Institute (ISSI) has been the cornerstone of SEAP’s collaborative global outreach for more than two decades. In the current NRC cycle, the focal themes have been cultural sustainability, global food security, the impacts of human disease, with planning underway for a teacher workshop on the global and locally-specific intersections between identities and inequality. The ISSI has alternated locations between the Cornell and Syracuse campuses to ensure we reach a wide range of school districts. In 2020 and 2021, the ISSIs were virtual, allowing us to welcome teachers from other parts of the United States. This year we plan to offer ISSI in a hybrid format with some in-person and some virtual opportunities, allowing maximum flexibility to adjust to the public health circumstances. In the 2022-2026 grant cycle, building on feedback from teachers and the results of evaluation, SEAP will continue to work collaboratively with the Cornell-Syracuse South Asia NRC as well as the other area studies programs within ECIS to develop teacher training that address the interests and needs of teachers. We also plan to cultivate strong faculty engagement by aligning with ECIS research themes such as Democratic Backsliding, Migrations, and Global Impact of Big Data.

SEAP has an extensive outreach lending library, which was barely utilized during the past two years. Even before teachers were forced to grapple with virtual instruction (and the constant possibility that a school district would switch to virtual without notice), we had seen a steady drop-off in teachers using SEAP’s DVD (and VHS tapes), books, CDs, posters, maps, and culture kits. Required to work from home in 2020-21, SEAP staff even faced challenges accessing our resources. We realized that the time had come not just to upgrade our valuable

teaching materials from VHS to DVD (or cassette tape to CD), but that we needed to rethink how we provide SEA resources to teachers in an age of online multimedia streaming. We have begun updating and digitizing the materials we created in-house over the years, but to genuinely meet teacher needs we need to shift to curation of quality open-access resources, and to provide more training that guides teachers to appropriate and accurate resources. This includes an effort to bring existing culture kits and lesson plans in line with current New York teaching standards, in collaboration with students from local schools of education to provide on-the-ground insights from their students teaching in local classrooms. To that end SEAP outreach hopes to take the lead in creating a SEA outreach network, working with other NRCs and coordinating with the Southeast Asia Digital Library (SEADL) to develop a strategic plan for making SEA teaching resources more accessible nationwide.

Within this collaborative SEA outreach network, we will create an annual Southeast Asia Children’s Book Award to call attention to outstanding children’s and young adult books on Southeast Asia. The award will encourage and commend authors and publishers who produce such books and highlight some of these works for inclusion in K-12 curricula. Each NRC across the consortium will nominate an educator to serve on the book award committee, strengthening local partnerships at each institution and building a consortium for outreach staff across the NRCs to share insights from their work. In year 3 we are also planning to organize a week-long hands-on workshop for educators on object-based learning using our culture kits and lending library materials. Professor Kaja McGowan (art historian and novice children’s book author) will lead the workshop, which will include a section on teaching with children’s literature on Southeast Asia. The workshop will highlight books from the new Southeast Asia Children’s Book Award, and it will provide SEAP and SEADL staff an opportunity for direct feedback from

educators on digitization strategies and the integration of the materials into current teaching standards.

***1b. Post-secondary Outreach:*** Community College outreach has been SEAP’s top priority in the past several years. Even before it was the main outreach focus of the NRC grants, SEAP worked with Tompkins Cortland Community College (TC3) to establish a winter study abroad program in Cambodia in coordination with SEAP’s own course. TC3 now has a strong relationship to SEAP’s long-time partner the Center for Khmer Studies (CKS) as well as a network of organizations on the ground to support the service-learning focus of the TC3 program. SEAP continues to see the impact of these projects, including the recruitment and fundraising to bring a Cambodian student to TC3 and a new generation of TC3 faculty involved in the program, one of whom returned to Cambodia during the summer to study Khmer language at CKS.

In the last NRC cycle SEAP partnered with the South Asia NRC Consortium to create a fellowship program for community college faculty, modeled on the Global Education Faculty Fellows (GEFF) we had collaboratively organized to support faculty internationalization projects in schools and colleges of education. The success of the Community College Internationalization Fellows Program (CCIF) has exceeded our expectations (and our targets for numbers of awards—repurposing funds originally intended to support travel to SEA). We have collectively awarded 17 of fellowships and five have focused primarily on Southeast Asia. To give some examples, these faculty have revised curricula on the Cold War to include a stronger focus on Southeast Asia, developed a course on gender and art in Southeast Asia, and re-worked a writing composition course to center entirely on readings from South and Southeast Asia; another developed a SUNY General Education Communications requirement on the theories and practices of communicating across cultures using material related to Southeast Asia. Two of

these faculty members made campus visits to Cornell (despite pandemic shut-downs and restrictions) and the composition course students were thrilled by the virtual class visit by the Thai short-story author they had read (arranged by SEAP). The access to library resources and the advice and mentoring provided by SEAP faculty and staff has been regularly identified as the most valuable aspects of the CCIF fellowship.

Hiring a Post-Secondary Outreach Coordinator was a turning point in our ability to build deep, sustained partnerships with three community colleges. Now we have one staff person who understands how each partner institution is structured and can effectively navigate communications. This has been especially critical in times of uncertainty and turnover due to the pandemic. Our growing network of faculty and staff contacts at each community college has built momentum for CCIF and it has created wonderful opportunities to bring Southeast Asia content to each of the campuses. In 2019 SEAP hosted two Muslim feminists from Myanmar, one of whom is Rohingya. They visited and gave presentations at all three community colleges, as well as all of the schools of education that we work with. The response from the students and faculty was enthusiastically positive. At MCC, the Holocaust, Genocide, and Human Rights Project served as the host for the visit, and again, in November 2021 they welcomed another Cornell visiting speaker—an artist from Myanmar whose photographs, exhibited in the MCC library, poignantly and poetically document the on-going resistance to the military coup.

Multiply each of these examples with vibrant programming arranged by the South Asia, Latin America, and Sub-Saharan Africa area programs and one can begin to get a sense of how collectively a group of Title VI-funded programs can contribute to global awareness and education on community college campuses. Since November 2018, there have been 82 distinct program events delivered by these world area programs, 14 of which were musical performances

or demonstrations—including a performance by Indonesian gamelan master Heri Purwanto, whose campus visit included hands-on teaching demonstrations for music classes.

SEAP is excited to build on these efforts and, as fewer obstacles crop up from the pandemic, we anticipate being able to contribute much more to community college internationalization. In the coming four years we plan to keep our focus on our three main community college partners, while expanding the eligibility for CCIF to an additional five community colleges in the region. We will also cast a wider net and expand the number of community colleges we work with by offering and widely publicizing workshops for community college faculty and librarians. We have found that many prospective fellows need encouragement and benefit from consulting with program and outreach staff in advance of applying. Likewise, the more we engage with community college faculty, the more we understand their needs and interests—such as the new SUNY-wide “global” General Education requirements and the plan to move away from teaching “Western Civ” to teaching “Global History.” We can thus plan workshops that align with curricular work that faculty are being asked to do and support them with the rich area studies expertise that Cornell faculty can provide.

Building on the GEFF program, SEAP will continue to work with faculty who teach K12 teachers-in-training of all disciplines at nearby schools and departments of education and among our community colleges partners to identify ways to integrate international or global dimensions into their teacher training curriculum. Inviting pre-service teachers-in-training to actively engage in the annual ISSI and offering pedagogy workshops with SEA content to faculty who teach them will help better prepare pre-service teachers become globally competent educators, especially those who are destined to work in regions with significant SEA refugee communities.

***1c. Community, Media, Business Outreach:*** SEAP has a strong community presence both as a resource and as a partner for activities and inquiries related to Southeast Asia. From the influx of refugees after the Vietnam war, to the more recent arrivals of ethnic minorities from Myanmar, SEAP has helped community organizations understand and appreciate the culture, history, and politics of these new Americans’ countries of origin. In addition to working with Ithaca Welcomes Refugees and a variety of social support organizations, SEAP has also helped provide cultural context when local dairy farmers and others in the agriculture industry wanted to understand more about a new segment of their workforce. SEAP also helps organizations seeking translation assistance, directing them to options in the area for professional translation of Southeast Asian languages, including many like Karen that are not taught at Cornell.

In non-pandemic times, SEAP outreach also brings hands-on activities and visibility to the cultures of Southeast Asia at big community events and festivals such as the Asian Elephant Extravaganza at the Syracuse zoo, the Ithaca Dragon Boat Festival, or even by bringing a demo of Indonesian gamelan music to the Grassroots Music Festival in the village of Trumansburg.

In 2020, along with most of the world, SEAP pivoted to online programming. Our weekly public lectures—that had always drawn a handful of community members—quadrupled in attendance, now with a national and even global audience. We were able to jointly sponsor other events with national reach, such as a talk by Filipina journalist Maria Ressa—who went on to win the Nobel Prize for Journalism. Our involvement in GETSEA also led to joint online events with other Southeast Asia centers such as conversations with the authors of the two most recent Benda Book Prize winners. SEAP’s robust and growing social media presence, and the support of the ECIS communications staff, has help us grow our visibility and levels of engagement. Our continued presence on social media and provision of hybrid events brings new attendees to our

programming every week. Participants have also signed up en masse for our weekly newsletter, which facilitates regular and ongoing engagement with the new audience we draw in via social media. Recordings of select Gatty Lectures available on our YouTube channel and the Gatty Rewind podcast have also boosted our engagement with an online audience, offering asynchronous options for international audiences unable to participate in events hosted on Eastern Time. This more robust online presence strengthens our connections with a much broader audience, and the demand for continued digital programming is clear.

The SEAP Bulletin remains the centerpiece of SEAP’s content creation aimed at a broad public audience. Over 3000 copies of the magazine-style publication reach a wide readership through two print editions per year as well as a digital version distributed through a growing listserv and available on the Cornell eCommons open source platform. Bulletin articles are strategically posted to the SEAP website and Facebook on a rotating basis, ensuring maximum reach and drawing new readers to the bulletin, with feature articles about faculty and student research and fieldwork/study abroad experiences, as well as pieces about outreach and by community college faculty fellows.

# Program Planning and Budget

SEAP proposes to broaden and strengthen Southeast Asian studies at Cornell and in the

U.S. through initiatives that promote curricular innovation by connecting students to the arts of Southeast Asia and to the rich resources of Echols library collection and the expanding Southeast Asia Digital library (Goal 1 and 3). Both sets of activities will be integrated into K-16 educational and media outreach (Goal 2 and 4), thereby multiplying the impact of the use of Title VI funds. The detailed budget shows how funds will be used each year, based on careful planning with faculty members involved in each activity. SEAP also will continue to invest in

language instruction, which is at the foundation of training students to do research and teach about Southeast Asia or to use their knowledge of the region in government service or other professions.

***1a. Language Program:*** In order to train the future teachers of Southeast Asian studies, SEAP is committed to making Southeast Asian language instruction accessible and of high quality (Goal 3). For the students who are awarded FLAS fellowships, having access to study six of the national languages of SEA, including two of the least commonly taught—Burmese and Khmer— is of critical importance. And through its support of SEASSI and its work in SEALC and GETSEA, SEAP is playing a leading role in making language instruction a shared resource across NRCs. SEAP’s proposal invests 40% of annual NRC funds requested to supporting language instruction and language pedagogy development. This includes travel for the language instructors to participate in SEALC workshops at UW-Madison, UCLA, and Arizona State U (an average of $2000/year, with no travel in year 3 when Cornell will host using $5000 in NRC funds), and one competitive summer stipend of $5000 for a Cornell SEA language instructor to work on a curriculum development project.

The sustainability of Southeast Asian language instruction in the U.S. depends on institutions working together to support consortia such as SEASSI, and working collectively to pursue common goals. We include in our proposal a request for $1,000 annually to contribute to general administration and instruction costs at SEASSI, with an additional $1000 per annum designated specifically to support the instruction of Lao so that it can be offered each summer regardless of pre-enrollment, allowing for greater recruitment and visibility. We also allocate

$1000 per year to support Lao being taught during the academic year via synchronous video instruction, offered at NIU. Thanks to the combined work of SEALC and GETSEA, there are

Luce scholarship funds available to cover tuition costs for students to study Southeast Asian languages not available at their home institutions. SEAP has already benefited from this effort, with a graduate student being able to access Hmong. Having Lao, which was not taught at any

U.S. institutions during the academic year, available to students across the nation is a valuable use of NRC funds.

***1b. Curricular Innovation and Student Engagement:*** This part of SEAP’s proposal (Goal 1) is faculty-driven. Four different faculty members have identified Southeast Asian artists to invite for residencies in which they will teach a 7-week course and contribute to public programming on campus and at partner community colleges. In 2022-23, linked to a graduate curatorial practicum taught by Kaja McGowan on “Commerce, Currencies, and Commodities: Reconfiguring the Archive,” McGowan plans to host Indonesian contemporary artist Titarubi. Titarubi’s installation “Imago Mundi” features gold-plated nutmeg and reflects on Indonesia’s historical role in the global colonial spice trade. Artists slated for 2023 through 2026 include Filipino director/actor Orlando Pabotoy, Vietnamese-American photographer Tommy Kha, and Indonesian musician A.L. Suwardi. The budget for each visiting artist/instructor includes international travel from Southeast Asia ($2000), lodging ($1500/month and meals $200/week) for an 8-week stay in Ithaca. The compensation for the 7-weeks of instruction is budgeted at

$8800, which includes the 10% minimum benefits rate that Cornell charges for all hires. A performance fee of $3000 is also included for two public events one at Cornell and one at a community college. We expect these artists to generate attention and excitement and we will maximize media coverage to reach the largest audience possible.

The other curricular innovation to be supported with NRC funds is piloting a new graduate level course “Teaching Southeast Asia from the Archives” to be led in Y1 and Y3 by

the curator of the Echols collection, with the participation of key SEAP faculty members, the SEA Digital Librarian, and experts in digital humanities and curriculum design, both from the library and the Center for Teaching Innovation at Cornell. NRC funds for library acquisitions, an average of $10,000 annually, will target rare materials with instructional potential. An additional $500 for each year the course is offered will provide speaker fees from non-Cornell experts. Faculty will be able to hire graduate students ($6000 available over 4 years) trained in this course to provide library research assistance to update and add interactive, library-focused content to their SEA courses.

***1c. Southeast Asia Resources for Educators: Media Literacy and Digital Access:*** The main cost associated with our planned project to create a collaborative working group of SEA librarians and outreach professionals focused on a national strategy for educational resources (Goal 3) is the salary ($24,000 in year one, plus benefits) associated with the SEAP Outreach and Communications Coordinator, who will also play a key role in Goal 1. Only forty percent of this full-time position will be funded by the NRC, with SEAP and the GETSEA grant covering the remainder. We have budgeted for travel ($1280/year) for the outreach coordinator to promote SEA content at conferences, and for a K-12 outreach student assistant ($3150/year). A week- long, faculty-led, hands-on workshop focused on SEA materials will be held in year one to kick off the project and get input from educators. The workshop budget of $11,500 includes modest stipends for educators ($100/day) and a travel/lodging subvention of no more than

$1000/participant based actual expenses for those more than 30 miles away. We also have budgeted $6000 over four years for digitization projects in partnership with the Southeast Asia Digital Library (SEADL) aimed at creating open access resources for educators and supporting curricular innovation.

The joint project with U Hawaii CSEAS to establish a Southeast Asia Youth Book Award will begin utilizing $2400 of NRC funds in year two, primarily aimed at getting the award- winning author greater visibility with educators at conferences such as the National Council for Social Studies. There are funds ($2676/year) to continue to production of the Gatty Rewind Podcast (launched with NRC funds last cycle) and to for a student assistant to keep the visibility of SEAP and Southeast Asian studies growing in an ever-changing online social media landscape ($3,488/year). In years 3 and 4 of the grant, we plan to support the continuation of GETSEA’s online SEA mini-courses for graduate students ($1500/year). Our contributions to Cornell collaborative K-12 international outreach will include $3600/year for speakers and teacher stipends for the ISSI, and $7,300 (plus associated benefits) for 12.5%FTE of the globally- focused outreach coordinator who will manage the ISSI and the Afterschool Language and Culture Program in ECIS.

***1d. Community College Outreach:*** Our commitment to our community college partners remains strong (Goal 4). We have budgeted for 30% ($21,257 in year one) of the salary for the Post- Secondary Outreach Coordinator who with all of the Title VI-funded programs at Cornell. We will use NRC funds to cover her frequent travel to partner community colleges, for SEA-related programming/events costs, and for the CCIF faculty awards and professional development workshops. These expenses come to $6000 per year, with impact that is multiplied by the three other area programs we work with for community college outreach.

***2-4. Timeline, Use of Resources, and Long-Term Impact:*** SEAP has all of the essential pieces in place to ensure continued excellence in training graduate and professional students in SEAn studies, across multiple disciplines. Cornell supports many Ph.D. students with generous funding packages and provides financial support for them to conduct predissertation or MA thesis/project

research. $341,500 per year is being requested for FLAS fellowships which will enable SEAP to support advanced language and area studies for 8 graduate students during the academic year and for 3 graduate and 2 undergraduate students during the summer.

Each element of SEAP’s proposal and budget request addresses the core purpose of the National Resource Center Program, and targets funding toward specific objectives that will have a measurable impact on the strength of SEAP, the quality of the training our students receive, and on Southeast Asian Studies in the Northeast and the nation. The budget spreadsheet details annual funding allocations, designed to allow for adequate planning and preparation and to align with collaborative activities already under discussion. Where we are able to mobilize Cornell funding for specific objectives, like strengthening undergraduate participation and supporting the SEA collection in the library we have kept the proposed NRC contribution to a minimum and targeted funds toward our community college and other outreach partners. We have also kept costs low for the language pedagogy objectives by planning to work collectively with SEALC and COTSEAL using grant funding from sources such as the Henry Luce Foundation.

For SEAP, the NRC provides an opportunity not only to strengthen our program, but also to coordinate with other centers to advance Southeast Asian studies and thereby meet national needs and bring diverse perspectives into the national conversation (AP1). Our long-term goal is to systematically share resources and stimulate cooperative intellectual activity by creating vibrant, mutually-enhancing partnerships with community colleges and to develop a long-term, sustainable strategy for making high quality resources for teaching about SEA widely available at no cost.

#  FLAS Selection Procedures

1. ***Competition Announcement***: SEAP works collaboratively with other Cornell NRCs to advertise and recruit a broad range of applicants for FLAS fellowships. FLAS is spotlighted at orientation fairs, including the annual Language and International Studies Fair organized by the ECIS and attended by all SEAn language lecturers. In October, a call for applicants and due dates are sent out in the graduate school newsletter, distributed as part of an ECIS funding opportunities brochure, and posted on numerous websites including SEAP, ECIS, Asian Studies and many departments and colleges. Global Learning has just piloted a new user-friendly web interface for students to search for international opportunities and FLAS fellowships will be one of the first “opportunities” SEAP plans to spotlight. A poster campaign and notices on the electronic monitors of many building lobbies provides broad coverage, while messages via numerous listservs reach targeted audiences. Letters to dozens of Directors of Graduate Studies in departments on campus encourage them to identify potential applicants. A campus-wide FLAS information session is held in mid-November, when the online applications open. SEAP also works closely with the Office of Diversity Initiatives and the Graduate School to promote FLAS to traditionally underrepresented students on campus **(FP1)**. UG summer FLAS awards and SEAP’s summer language fellowship will be given special marketing to encourage undergraduates to begin language study in advance to be eligible. SEAP’s new tradition of “Southeast Asia Language Week” during the spring pre-enrollment period is a part of this effort.
2. ***Application Procedure and Selection Criteria:*** The online FLAS application, created collaboratively by Cornell NRCs in the past cycle, begins with an overview of USDE eligibility criteria, requirements, and due dates. Applicants complete the online form, including information on academic background, linguistic capability, and a statement of purpose outlining the need for

language training in the proposed program of study. They submit transcripts and three letters of recommendation. All FLAS awards are given to students studying one of the six priority languages offered by SEAP **(FP2)**. Selection of applicants is made based on grades, recommendations, academic promise, feasibility, and seriousness of intent. After the initial ranking of applicants based on merit, financial need is taken into consideration based the FAFSA forms that applicants are required to submit **(FP1)**. The Graduate School has access to the FAFSA data for all graduate applicants and provides SEAP with a 4-tier categorization of need from high need to no need. For UGs applying for summer FLAS, we work with Cornell Office of Financial Aid to determine financial need. After merit and financial need are considered, preference is also be given to students in historically underrepresented groups, professional schools, sciences, and to those intending to work in government service.

SEAP core faculty and language lecturers altogether serve as the selection committee, reviewing and rating all FLAS applicants through the online application-review system. After the due date, faculty have several weeks to review and rate candidates from 1 (outstanding) to 5 (unacceptable) based on merit. Ratings are averaged and candidates ranked for discussion at a faculty meeting in March, where financial need and diversity will be considered in the final decisions for awards. Notifications are sent in April and candidates have until mid-May to indicate their acceptance.

SEAP is requesting 8 academic year graduate awards per year and 5 summer FLAS, 2 of which will be targeted at UGs at the intermediate or advanced level of language study. Since 2015, SEAP has provided a summer fellowship equivalent to a FLAS to an undergraduate beginning language study intensively at SEASSI, with the condition that he or she commits to study the next level during the following academic year. Publicity for SEAP’s SEASSI

scholarship also provides publicity and visibility for SEA language offerings and for other SEA courses, drawing attention to opportunities to pursue advanced language study through FLAS. **K. NRC and FLAS Priorities**

**Absolute Priority 1: Diverse Perspectives and Government Service**: (ref. Diverse Perspectives and Wide Range of View) In all SEAP activities, whether funded by the NRC grant or not, we strive to include a wide range of perspectives and different points of view. From the weekly speaker series to class offerings or outreach programs, SEAP encourages genuine, critical, and informed dialogue—which is only possible when multiple viewpoints are presented. SEAP meets national needs in many ways, including training the trainers—such as the SEAP alumnus who is a professor at a US Naval academy. While over 50% of SEAP PhD graduates go on to serve in this role by working in post-secondary education, about 10% are employed in the Federal or State government and an additional 16% work for NGOs and non-profit employers such as foundations, development organizations, and the UN.

**Absolute Priority 2: Teacher Training**: (also ref: Government Service in Areas of National Need, Tab 4) SEAP’s NRC proposal addresses this priority at multiple levels. SEAPs long- standing programmatic activities, teaching, and advising are geared towards training future teachers and scholars who then go on to train additional teachers and scholars. To support this mission SEAP works collaboratively to support the training of SEA language teachers across the US and encourages the professional development of the experienced SEA language lecturers at Cornell, enabling them to become the trainers of other SEA language teachers. Outreach activities include workshops to train and support community college faculty, internationalize pre- service teacher training in partnership with education programs, as well as the direct training of

K-12 teachers. SEAP also works to promote the Education Minor at Cornell and has emphasized the importance of international education in the minor.

***1a. Competitive Priority 1:* Collaboration with Community Colleges and Minority-serving Institutions (MSI):** SEAP is excited to expand and strengthen partnerships with three community colleges: Tompkins Cortland Community College (TC3), Onondaga Community College (OCC), and Monroe Community College (MCC). Over the past four years, SEAP has worked closely with the Cornell-Syracuse South Asia NRC to build partnerships with TC3 and OCC and initiate a relationship with MCC. Both MCC and OCC, located in the vicinity of Rochester and Syracuse, also qualify as MSIs, while TC3 serves a rural population. Joining forces with another NRC to foster systematic collaboration and engagement with community college partners will ensure greater sustainability and impact.

By providing high quality SEA content and aligning with the intellectual projects of our faculty, SEAP has drawn a committed cohort of community college faculty into curriculum development workshops on Indonesia, Cambodia, and Myanmar (co-sponsored by AIFIS, CKS, and Inya—the three AORCs in SEA), as well as thematic cross-area workshops and activities. In the last cycle SEAP worked closely with faculty appointed as Community College Internationalization Fellows at all three community colleges, supporting the development of new syllabi and piloting new courses in writing composition, political science, and communications. The close mentoring provided to these three fellows by SEAP faculty and staff is the model on which outreach partnerships for this cycle have been planned, with new ideas for globally- focused professional development workshops built around new General Education requirements.

***2a. FLAS Competitive Priority 1:* Financial Need of Applicants** (Ref. p.46) SEAP plans to take demonstrated financial need (as indicated by FAFSA data) into account when making FLAS awards. Academic achievement and other measures of merit will form the basis of the initial ranking of students, with financial need taken into account next in the determination of awards.

***2b. FLAS Competitive Priority 2****:* **Priority Languages** 100% of SEAP’s FLAS awards will be to students studying priority LCTLs as defined by the U.S. Department of Education. SEAP’s FLAS awards will all be used for the study of six Southeast Asian Languages at four levels of instruction. At Cornell these include: Burmese, Indonesian, Khmer, Tagalog (Filipino), Thai, and Vietnamese.