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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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OMB No. 1840-0796, Expiration Date: 08/31/2010

Closing Date: APR 30, 2009

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U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Texas State University - San Marcos

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 36,652	\$ 41,074	\$ 0	\$ 0	\$ 0	\$ 77,726
2. Fringe Benefits	\$ 6,843	\$ 8,221	\$ 0	\$ 0	\$ 0	\$ 15,064
3. Travel	\$ 33,000	\$ 29,000	\$ 0	\$ 0	\$ 0	\$ 62,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 3,000	\$ 2,000	\$ 0	\$ 0	\$ 0	\$ 5,000
6. Contractual	\$ 3,000	\$ 3,000	\$ 0	\$ 0	\$ 0	\$ 6,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 82,495	\$ 83,295	\$ 0	\$ 0	\$ 0	\$ 165,790
10. Indirect Costs*	\$ 6,599	\$ 6,663	\$ 0	\$ 0	\$ 0	\$ 13,262
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 89,094	\$ 89,958	\$ 0	\$ 0	\$ 0	\$ 179,052

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 9/1/2007 To: 8/31/2010 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS, Henry Williams, (214) 767-3313
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

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SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 72,011	\$ 71,063	\$ 0	\$ 0	\$ 0	\$ 143,074
2. Fringe Benefits	\$ 15,693	\$ 15,291	\$ 0	\$ 0	\$ 0	\$ 30,984
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 14,800	\$ 17,800	\$ 0	\$ 0	\$ 0	\$ 32,600
6. Contractual	\$ 11,000	\$ 11,000	\$ 0	\$ 0	\$ 0	\$ 22,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 113,504	\$ 115,154	\$ 0	\$ 0	\$ 0	\$ 228,658
10. Indirect Costs	\$ 9,080	\$ 9,212	\$ 0	\$ 0	\$ 0	\$ 18,292
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 122,584	\$ 124,366	\$ 0	\$ 0	\$ 0	\$ 246,950

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-ABSTRACT.pdf**

ABSTRACT

SOUTHEAST ASIAN STUDIES PROJECT

Texas State University—San Marcos (TxState) seeks to strengthen and improve its undergraduate instruction in international studies and foreign languages by enhancing its Asian Studies major by adding seven new courses on Southeast Asia (with an emphasis on Cambodia), adding three Chinese (Mandarin) language courses, adding an annual ten-hour orientation workshop on Khmer, establishing an internship/service component for students and retired educators in Cambodia under the aegis of the Royal University of Phnom Penh, launching a study abroad in Chinese, and, finally, by offering a Certificate in Southeast Asian Studies. TxState also aims to continue the internationalization of its curriculum by developing four of the new courses in departments lacking an international focus (Education Administration and Psychological Services, Mass Communication and Journalism, Criminal Justice, and Family and Consumer Science). Finally, TxState plans to continue the internationalization of its campus, extracurriculum, and Central Texas community by organizing an annual, on-campus weeklong celebration of Southeast Asian culture, working with Chambers of Commerce across Texas to promote business ties between Central Texas and Southeast Asia, and, finally, enhancing ties with Asian universities. Through this project, TxState, which currently operates the only Texas university-sponsored student/faculty exchange program in Cambodia, will address a major unmet need in international education in the southwestern United States: the lack of courses and programs focusing on Southeast Asia. It is anticipated that the TxState Southeast Asian Studies Project will become a model for other universities in the southwest, and TxState will gladly share its model and experience.

The new Area Studies courses will be interdisciplinary, open to all students, and be chiefly in fields that are underrepresented nationally in Southeast Asian Studies. The new Area Studies courses and the new Chinese courses will increase the number of courses taught at TxState that have a Southeast Asian focus from 2 to 12. Such an accumulation will strengthen TxState's Asian Studies major, allow TxState to offer a Certificate in Southeast Asian Studies, diffuse a comparative perspective on Southeast Asian Studies into the curriculum, and support TxState's persistent effort since 1984 to internationalize its curriculum and faculty. It will also help TxState prepare its students to play roles in the political and economic relations between the ASEAN Bloc and the United States. The key personnel include Robert Fischer, chair of Modern Languages; James Collins, director of the Southeast Asian Center at Northern Illinois University; Pheakdei Mauk, professor at Royal University of Phnom Penh; and project director Dennis Dunn, the director of International Studies and an experienced manager of grants and faculty development programs. The plan of management, the budget, and the plan of evaluation are thorough, reasonable, efficient, and effective.

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Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-Projectnarrative.pdf**

1. PLAN OF OPERATION

a. Quality of the Design of Project

Texas State University (TxState) seeks to strengthen and improve undergraduate instruction in international studies and foreign languages by enhancing significantly its Asian Studies major and internationalizing its curriculum and campus—goals that were set after five years of study by an interdisciplinary committee composed of faculty, administrators, members of the Board of Advisors of TxState's Center for International Studies (CIS), and students. It will achieve those goals by adding seven new courses on Southeast Asia (with an emphasis on Cambodia) in seven different academic departments, adding three new Chinese (Mandarin) courses to two existing courses, adding an annual ten-hour orientation workshop on Khmer language and culture, establishing an internship/service component for students and retired educators in Cambodia under the aegis of the Royal University of Phnom Penh (RUPP) faculty with which TxState signed a Memorandum of Understanding (MOU) in 2006, launching a Chinese language study abroad program, developing ties with the National Resource Center for Southeast Asian Studies (CSEAS) at Northern Illinois University (NIU), and, finally, offering a Certificate in Southeast Asian Studies.

TxState also will continue the internationalization of its curriculum and extracurriculum by developing four of the new courses in departments lacking an international focus (Educational Administration and Psychological Services (EAPS), Mass Communication and Journalism (MCOM), Criminal Justice (CJ), and Family and Consumer Science (FCS)), by organizing an annual, on-campus weeklong celebration of Southeast Asian culture, by working together with Chambers of Commerce in Texas to promote business ties between Central Texas and Southeast Asia, and, finally, by enhancing its ties with Asian universities and other American universities with an interest in Asia. Through this project, TxState will address a major unmet need in international education in the southwestern United States: the lack of courses and programs focusing

on Southeast Asia. TxState currently operates the only Texas university-sponsored faculty/student exchange in Cambodia. It is anticipated that the TxState Southeast Asian Studies Project will become a model for other universities in the southwest, and TxState will gladly share its model and experience.

The seven new courses will include “Government and Politics of Southeast Asia,” “History of Southeast Asia,” “Strategic Communication in Asia,” “Women and Education in Southeast Asia,” “Criminal Justice in Southeast Asia,” “Family and Child Development in Southeast Asia: A Comparative Perspective,” and, finally, “Skills Set for Volunteers in Developing Countries.” The seven new courses were chosen because they provide insight into Southeast Asian affairs from a variety of perspectives, are open to all students, build upon existing strength while simultaneously making Southeast Asian Studies a significant part of the curriculum, and, in the case of EAPS, MCOMM, CJ, and FCS, are underrepresented nationally in Southeast Asian Studies. The seven new courses and three new Chinese courses will increase or enhance the number of courses taught at TxState that have an Asian focus from 12 to 22 and a Southeast Asian focus from 2 to 12. Such an aggregate will greatly strengthen the Asian Studies Program at TxState and help TxState prepare its students to assume leadership roles in the burgeoning political and economic relations between the United States and Asia, particularly Southeast Asia. The language courses and new Southeast Asian courses strengthen the Asian Studies major, diffuse a comparative perspective on US-Asian relations into the curriculum, and support TxState’s persistent effort since 1984 to internationalize its curriculum and faculty. They will also enable TxState to offer enough courses on Southeast Asia to award a certificate in Southeast Asian Studies and to graduate students with a facility in Chinese, a critical language identified by the DOE Secretary. In addition, TxState also offers 30 hours (10 courses) in French and Business French, which will be useful for students focusing on the former French colonies of Southeast Asia and 17 hours of which will be offered as an optional language for those pursuing a Certificate in Southeast Asian Studies.

Through this project, TxState will also create a continuing consortium of universities and research centers that include itself, RUPP, and other universities in Southeast Asia and, more generally, in Asia and the United States. TxState also signed a MOU with the University of Health Sciences in Phnom Penh (UHS) in 2005; this MOU has led to faculty/student exchanges in 2006-8, and UHS will be included in the consortium. TxState will also establish in Cambodia an internship/service program for students under the auspices of RUPP and establish an innovative program called **SERVE** which will enlist and coordinate the work of **Senior Expert Retired Volunteer Educators** to offer their expertise to developing countries around the world through partnerships between existing, in-country universities and TxState, starting in Cambodia, and who will guide TxState undergraduates who are enrolled in internships or service experiences in Cambodia. TxState will also help promote business ties between Cambodia and Central Texas by organizing three workshops per year in 2010 and 2011 on business opportunities in Southeast Asia with Texas Chambers of Commerce. The workshops will be offered by officials from appropriate embassies/consulates of Asia, by visiting RUPP faculty, by Monirith Ly (a Cambodian professor of English from RUPP who is completing his PhD in education at Texas State during 2009-11), or by Collins' CSEAS. The key personnel include Robert Fischer, the chair of the Modern Languages Department (MLD) at TxState; Dennis Dunn, the director of International Studies at TxState and an experienced manager of grants and faculty development programs; Pheakdei Mauk, a visiting scholar at TxState in spring 2009, who has returned to Cambodia and been assigned by RUPP's rector to coordinate training and contacts for TxState faculty at RUPP and in Cambodia; and, finally, James Collins, who is our resource expert and the director of CSEAS at NIU, which houses the National Resource Center for Southeast Asian Studies.

The high quality of the design of the TxState project is assured through its interdisciplinary nature, its top quality faculty and resource expert, its clear and realizable

objectives that will pay immediate dividends, its link to RUPP, and its evaluation plan that allows for continuous modification to meet stated objectives. The design includes the addition of three new Chinese courses and seven courses on Southeast Asia, including courses in history, political science, criminal justice, family and consumer science, educational administration and psychological services, international studies, and mass communication and journalism. It also includes an internship/service component for students and retired educators; an optional study abroad experience in China; enhanced ties with Asian universities, particularly RUPP, and an annual orientation workshop on Khmer. It also includes working with the Texas Chambers of Commerce to promote business ties between Central Texas and Southeast Asia and organizing a weeklong celebration of Southeast Asian culture during March 2010 and March 2011 that will be continued by two student organizations –the International Studies Club and the Sigma Iota Rho, the International Studies Honor Society—every year after the grant has ended. The student organizations are advised by Dunn, project director of this program.

To implement this design, we will complete the following objectives:

- Objective #1:** Add seven new courses to existing courses in the curriculum by fall 2011. These seven new courses will be “Government and Politics of Southeast Asia,” “History of Southeast Asia,” “Strategic Communication in Asia,” “Women and Education in Southeast Asia,” “Criminal Justice in Southeast Asia,” “Family and Child Development in Southeast Asia: A Comparative Perspective,” and, finally, “Skills Set for Volunteers in Developing Countries.” These courses were chosen because they are interdisciplinary, open to all students, offer diverse perspectives and a wide range of views, focus on Southeast Asia in which a certificate will be offered, and, in the case of EAPS, MCOMM, CJ, and FCS, are underrepresented nationally in Southeast Asian Studies. The seven faculty who will develop these new courses will attend a two-day on-campus, start-up workshop, led by Collins, on NIU’s SEA Studies web resource and capabilities; attend eight orientation seminars on campus on Southeast Asia over the course of two years (four meetings in 2009-10 and another four in 2010-11) that will be offered by visiting RUPP faculty and Monirith Ly; communicate continuously over two years via email and phone with Collins on course development; and, finally, attend a two-phase “immersion program”: a winter session of ten days that will consist of general information on Southeast Asia at RUPP under Mauk’s coordination (Renold will be there summer 2009 to help Mauk organize the program), and a four week summer seminar in 2010 and 2011 under Collins’

leadership at NIU providing discipline-specific information. The on-campus seminars and workshop will last all day and be attended by all seven faculty. The off-campus seminars will be customized to faculty disciplines and offered twice, once to half the faculty in 2010 and then to the other half in 2011. Dunn will save funds by not traveling to Cambodia since he was there for two weeks in 2005.

The "immersion program" will be customized by the faculty developing a course, in talks with Dunn, Collins, and Mauk, and will be a discipline-specific, "immersion" experience. The purpose of this "immersion program" is to guarantee that there is a sharing of instructional techniques and insights, that networking between TxState and external expert faculty develops, and, finally, that the faculty member will obtain the knowledge and tools to offer a first-rate course on Southeast Asia.

The on-campus workshop and seminars, and the off-campus "immersion" experience in total will enhance the faculty members' understanding of the essential tools of Southeast Asian Studies, including bibliographies, basic facts of history, ideas and institutions, historiography, research sources, case studies, methods and methodologies, and syllabi, and provide basic and advanced information on politics, geography, religion, economics, education, intellectual life, social life, and military affairs of Southeast Asian societies. The visiting RUPP faculty, Monirith Ly, the RUPP experience, and the NIU faculty/consultants will present lectures, readings, and A-V materials, and will lead discussions springing from these presentations. The ultimate goal will be to produce a new course in the disciplines of the participating faculty, which will be offered, depending on the sequence of the seminar content, as early as fall 2010 but no later than fall 2011. The organization, scheduling, and administration of the on-campus programs will be the responsibility of Dunn, the director of International Studies at TxState and an experienced leader of faculty development seminars. He will also develop the new course on "Skill Sets for Volunteers in Developing Countries." He will be assisted by an administrative assistant, who will provide administrative support; a graduate student, who will provide assistance with the coordination and management of the faculty travel, seminars, and training; and by student workers. Abroad, he will be assisted by Mauk, whom the rector of RUPP assigned to assist Dunn with orientation for TxState faculty members developing new courses on Southeast Asia. A letter from the rector is in Appendix C. At NIU, Collins, the director of CSEAS at NIU, will lead.

The seven new courses will be offered by fall 2011 and become part of the general catalog description in 2001. These courses, along with the new Chinese language courses, will be grouped with the existing courses on Asia to become part of a certificate program in Southeast Asian Studies. In addition, the courses will be open to all students, including K-12 student teachers, and will greatly enhance the continuing effort to internationalize the curriculum and student body. The courses on Southeast Asia will also be sufficient to develop a certificate in Southeast Asian Studies, which will be offered to students who complete at least five of the new courses plus pass at least seventeen hours of Chinese language courses.

Faculty members who will teach the new courses were chosen on the basis of specialty, competence, diverse perspectives, a wide range of views, and a willingness to engage with and debate their colleagues and the University community on a continuing basis in the study of international affairs and Asian Studies. They are

listed below, with a brief description of the new course they will develop. (See Appendix A for all *curricula vitae*.)

(1) **Ann Brooks**, professor of educational and psychological services and Fulbright scholar at RUPP in 2008-9. She will develop a new course called **Woman and Education in Southeast Asia**.

This course will focus on the role of women and education in the development of Cambodia and Southeast Asia.

(2) **Leah Renold**, assistant professor of history, specializing in South Asian history. She will develop a new course called **History of Southeast Asia**.

This course will focus on the history of modern Southeast Asia, including major cultural influence from India and China.

(3) **Sandy Rao**, professor of mass communications and journalism and associate dean of the Graduate College. She will develop a new course called **Strategic Communication in Asia**.

She was a Fulbright scholar in India in 2008-9. Her course will describe the role of advertising, public relations, and public communication in Asia, including a major focus on Cambodia and Southeast Asia.

(4) **Hyuan Jung Yun**, assistant professor of political science. She will develop a new course called

Government and Politics of Modern Southeast Asia.

(5) Ani Yazedjian, assistant professor of family and consumer science. She will develop a new course called

Family & Consumer Science in Southeast Asia: A Comparative Perspective.

Her course will focus on family, children, and the household economy as the societal blocks of Southeast Asian civilization.

(6) **J D Jamieson**, professor of criminal justice. He will develop a course called **Criminal Justice in Southeast Asia**.

His course will compare the development of police, security, and judicial institutions in the countries of Southeast Asia.

(7) **Dennis Dunn**, professor of history and director of CIS. He will develop an interdisciplinary course called

Skill Sets for Volunteers in Developing Countries.

His course will offer training in five skill sets: ESL techniques; water filter construction; water management; basic aquaculture; and basic solar technology. The skills will be taught by TxState faculty in five three-week segments under Dunn's direction. The faculty who will teach in the course are Walter Rast, Joseph Tomasso, Rene Ness, Gary Winek, and Clarena Larrotta (CVs in Appendix A). Dunn will record their presentations for future offerings of the course and retain them as consultants to CIS for updating purposes.

- **Objective #2:** Add three new Chinese courses to the extension curriculum by fall 2011. TxState has hired Li Yang, a PhD candidate in Chinese language, as an instructor of Chinese in fall 2009. She has developed two freshmen-level Chinese courses to date, and will develop three new courses (two sophomore level and one junior level course) under this grant. The total number of Chinese courses in the

Extension curriculum will then total five courses by fall 2011. These courses are supported by student enrollment and tuition.

- **Objective #3:** Build a consortium to promote Southeast Asian studies with RUPP and other universities in Asia and the United States. Our agreement with RUPP and UHS and our developing tie NIU's CSEAS via its director and our resource expert, James Collins, will help realize this goal.
- **Objective #4:** Send faculty members (except Dunn), who are developing the new courses for a ten-day winter session program of study in Cambodia and a four-week program of study at NIU (including Dunn). Dunn will go to Cambodia if travel funds are available, but funds will be spent on others first, and Dunn was there in 2005.
- **Objective #5:** Increase the TxState library holdings in Southeast Asian Studies by spending \$28,000 over two years on books, periodicals, tapes, and other reference material related to Southeast Asia. Each faculty member will spend \$2,000 per year in his/her discipline. MLD will spend an additional \$3,000 on materials in Year 1.
- **Objective #6:** Organize a new senior volunteer program called SERVE (Senior Expert Retired Volunteer Educator) whereby retired professionals can volunteer to do work and perform services that will be useful to the development of a variety of Southeast Asian countries and eventually other countries and who will help supervise and guide our undergraduates interning or offering service in Cambodia. The work will be coordinated by TxState's CIS and, in the case of Cambodia, by RUPP. In addition, the volunteer work will be offered to Research Development International-Cambodia (RDI-C) and various orphanages, hospitals, clinics, government agencies, and media outlets in Cambodia. CIS signed a MOU in 2008 with RDI-C and has placed interns at orphanages under the direction of the Maryknoll Sisters and Salesian Fathers in 2006-8. Two senior volunteers worked in Cambodia at RUPP and RDI-C for six months from January 2009 to June 2009.
- **Objective #7:** Establish a summer study abroad program in the Chinese language at Beijing University for about 15 students per year.
- **Objective #8:** Establish a summer internship/service program at RUPP for a dozen undergraduate students from TxState and other interested universities per year.
- **Objective #9:** Expand and strengthen interest in Southeast Asia in Central Texas by organizing three workshops on business opportunities Southeast Asia in conjunction with Texas Chambers of Commerce. TxState's CIS and select Chambers will invite business and government leaders and faculty and students from TxState and other universities in Central Texas to attend the workshops. The workshop program will be offered by visiting RUPP faculty, Monirith Ly, and experts from the embassies/consulates of various Southeast Asian countries and from Collins' CSEAS, which has outreach funds. Attendance is estimated to be 200 persons over two years.

- **Objective #10:** Organize a ten-hour workshop on Khmer language and culture once per year. The program will be taught by visiting RUPP faculty or Monirith Ly and it will be open to the public. All SERVE volunteers and TxState students and faculty studying in Cambodia and/or developing a new course on Southeast Asia will be required to take the orientation workshop. Attendance will number about 17 per year.
- **Objective #11:** Enhance interest in Southeast Asian affairs and stimulate the international spirit at TxState by featuring Southeast Asian culture on campus in March 2010 and March 2011. This effort will include a week of such extracurricular events as a food fair, traditional dress parade, musical presentation, art display, language exhibition, film festival, and special fund-raising for the CIS's Kiva Microloan Program. These activities will be sponsored by the faculty who are involved in this project and by two student organizations—the International Studies Club and Sigma Iota Rho, the honor society in international studies.
- **Objective #12:** Share results of the project with other institutions of higher education. TxState will invite all public and private schools to attend public lectures, send select faculty to on-campus seminars, and join the consortium and network cited above. It will also share its plan and results.
- **Objective #13:** Institute an objective evaluation of the project and results.

b. Plan of Management

The plan of management will insure proper and efficient administration: Dunn, who is in charge of the Asian Studies major at TxState, will be responsible for all aspects of the plan. Dunn also administers the degree program (B.A.I.S.) into which the new courses and languages will be fitted as part of the Asian Studies major and offered as a Certificate in Southeast Asian Studies. He can guarantee that the courses will be included as part of the major. Ann Marie Ellis, the dean in whose College of Liberal Arts the new language courses and the new courses on history, political science, and international studies will be offered, stated, "I will directly assist Dr. Dunn with the implementation of the courses and will provide him with additional staff assistance to the extent that resources available will permit." She went with Dunn to Cambodia in 2005. Moreover, the chairs of the various departments that are involved in the project have said, "we will assist the faculty with additional resources if necessary to successfully implement the new courses on Southeast Asian affairs." Dunn reports to the Dean of the College of Liberal

Arts and the Dean reports to the Vice President for Academic Affairs, a responsibility line that assures administration support for the activities. Dunn will devote 25% of his time directly to the activities of the project during the regular academic year and full-time during one summer session each year for two years to insure the successful implementation of the plan. He will also be assisted with publicity, networking with faculty and students, and contacts with the business community by the Academic Council of TxState's CIS, comprised of faculty and administrators from all Colleges of the University; the CIS Board of Advisors, comprised of business and political leaders from Texas; the TxState International Study Committee, made up of faculty, staff, and students; and, finally, two student organizations—the International Studies Club (75 members) and Sigma Iota Rho (110 faculty/student members). He will also be helped by an administrative assistant, who will devote 25% time and provide administrative support; by a graduate student, who will devote 50% time to this project and will assist with administrative work and with the coordination and management of faculty travel and course preparation, networking organizations, and all orientation workshops and seminars and internship/service components; and by student workers. Moreover, he will be supported by a visiting scholar from RUPP, who is at TxState for one semester each year as a result of an endowment, called the Wilson Endowment for Faculty/Student Exchanges in Asian Studies, that was given in 2005 to TxState. The RUPP faculty member each year will put on four day-long orientation seminars and offer a 10-hour workshop on the Khmer language and culture for the TxState faculty who are developing courses and for students and SERVE volunteers who will be traveling to Cambodia. The RUPP faculty member will report to Dunn, who will also provide him with an office. The Wilson Endowment funds the RUPP faculty member's expenses, including transportation, room, board, and provides him or her with a small stipend. In addition, Dunn will assign a senior faculty mentor to the RUPP faculty member, so that he can obtain advanced training in his discipline. The visiting RUPP faculty member will also

be assisted by Monirith Ly, a professor of English from Cambodia, who will be at TxState earning his PhD under Dr. Ann Brooks' direction in 2009-11. Finally, Dunn will be assisted by Collins, who will provide expert guidance on helping Dunn direct the faculty on developing their course content.

Li Yang, the TxState Chinese language instructor will develop three new courses in Chinese (Mandarin). By fall 2011, the full complement of five Chinese courses will be available in the Extension curriculum and they will be offered in sequence. Yang will also be given funds to purchase language instructional material. In addition, Lijun Yuan, professor of philosophy, will be on sabbatical in fall 2009 at the University of Beijing, where she or Yang will then offer study abroad program in summer 2011. They will be given funds to promote Chinese language and study abroad in Central Texas.

Six of the seven faculty, who will develop new courses, will each devote one-eighth of their time to this project during the regular academic year, and then close to six weeks in the winter/summer either of 2010 or 2011. The seventh faculty, Dunn, who is also project director, will devote 25% of his time and also will attend all on-campus and off-campus training at NIU. The International Studies Club and Sigma Iota Rho will devote two weeks each year to the project in 2009-10 and 2010-11 by planning and running, under Dunn's direction, the weeklong celebration of SE Asian culture.

Dunn will see to the successful completion of the project by serving as organizer and coordinator of all aspects of the project and as account manager with control over all purchases and budgetary allocations. Dunn, director of International Studies since 1984, has vast experience in directing faculty and curriculum development programs within an international context. He will manage the project effectively and efficiently and will be able to modify quickly any aspect that is shown by evaluation to need enhancement.

c. Relationship of objectives of project to purpose of program

The objectives of the project relate directly to the program's purpose, "to assist institutions of higher education to plan, develop and carry out programs to strengthen and

improve undergraduate instruction in international studies and foreign languages." The objectives of the TxState project directly strengthen and improve undergraduate instruction in international studies and foreign languages by adding seven new courses on Southeast Asian studies to the regular curriculum and by adding three new Chinese language courses to the Extension curriculum. A full complement of 17 credit hours in the Chinese language will be continuously offered through the Extension curriculum. TxState is committed to building a strong Asian Studies curriculum that builds upon the Wilson Endowment and its existing major in Asian Studies. Because of the severe recession, TxState has a moratorium on tenure-track lines, so the Chinese language courses cannot be offered in the regular curriculum at this time. However, when the recession passes, TxState, according to Provost and Vice President for Academic Affairs, Perry Moore, will add tenure lines to its existing faculty, and MLD and CIS will ask for a tenure line in Chinese language if enrollments justify such a request. The Provost has assured Dunn that such a request will be given a high priority.

The TxState project will create a strong Asian Studies program and increase knowledge and interest in Southeast Asian relations throughout Central Texas by preparing seven new courses in Southeast Asian Studies; adding three new Chinese language courses; increasing the library holdings in Southeast Asian Studies; creating a continuing network for exchanges and collaboration with universities in Southeast Asia and the United States, particularly NIU; organizing SERVE (Senior Expert Retired Volunteer Educators), which will offer professional educational help to developing countries and our students studying in such countries; promoting business opportunities between Cambodia and Central Texas; organizing an internship/service experience for TxState students in Cambodia; developing a summer study abroad experience in the Chinese language; and putting on an annual weeklong celebrations of Southeast Asian culture. Once the seven courses are added to the regular curriculum and the three new Chinese language courses are added to the Extension curriculum, the objective to

strengthen and improve the undergraduate instruction in international studies and foreign languages at TxState will be achieved.

d. Plan to Use Personnel and Resources to Achieve Each Objective

The direction of the project will be in the hands of Dunn, professor of history and director of CIS, who visited Cambodia in 2005 as part of an assessment team funded by the Wilson Endowment. Other team members included Eugene Bourgeois (associate provost), Ann Marie Ellis (dean of Liberal Arts), Ruth Wellborn (dean of Allied Health Sciences), and faculty from liberal arts and science. Instruction of a general nature on Southeast Asia will be in the hands of RUPP faculty, including Monirith Ly, on campus and in Cambodia. Instruction of a technical, disciplinary nature will be in the hands of experts at NIU's CSEAS under Collins' direction, who will offer customized summer seminars and workshops on Southeast Asian Studies to TxState faculty, and Collins himself will be continuously available via email and phone to provide direction to TxState faculty. These consultations, workshops, or seminars will help the TxState faculty members develop their new courses. The TxState faculty, with strong support from the Administration, have already been selected and are eager to begin learning about Southeast Asian Studies. Student groups are also ready to participate in the educational programs and to commit their time and energy to a weeklong celebration of Southeast Asian culture.

Dunn will serve as coordinator and account manager of the project. He will devote 25% of his time during the academic year and 50% of his time during the summer to manage the project. He will coordinate and monitor every phase of the project while it is occurring and forming, offering concrete recommendations for necessary and desirable course changes and corrections to realize the project's goals. He will also be responsible for seeing that all the activities are completed, to guarantee that the objectives, goals, and purposes are achieved. Dunn will also have budgetary oversight to decide what items are to be purchased and how all monies are to be spent to fulfill the commitments and goals

of the project. Dunn will be assisted by an administrative assistant and a graduate student coordinator, who will each devote 25% and 50% time to the project, respectively.

The resources that TxState will use to implement the overall project include:

- a course reduction for one semester for each of the seven faculty members preparing new courses
- 25% of the time of project director Dunn during the long semesters for two years and 50% during each summer for two years
- library fund of \$28,000 over two years for purchasing course materials on Southeast Asia
- MLD purchase of \$3,000 in Chinese language materials
- volunteer work by two student groups
- partial salary for MLD chair
- 10% of M & O budget of CIS
- over \$20,000 in Wilson Endowed funds to support RUPP faculty members
- Travel expenses for SERVE volunteers

The specific objectives and the method of implementation are as follows:

Objective #1: Add seven new courses to the curriculum by fall 2011. The faculty will be given one course release over two years and will attend a two-day kick-off workshop on campus by Collins, attend eight orientation seminars on campus on Southeast Asia over the course of two years (four meetings in 2009-10 and another four meetings in 2010-11) that will be offered by visiting RUPP faculty and Monirith Ly, and, finally, attend a two-phase winter and summer "immersion program" on Southeast Asia that will consist of ten days of general background at RUPP under Mauk's coordination and of four weeks of discipline-specific information at NIU under Collins' coordination. On-campus and off-campus experts will make certain that the courses are of the highest quality and discipline specific. The new courses will be "Government and Politics of Southeast Asia," "History of Southeast Asia," "Strategic Communication in Asia," "Women and Education in

Southeast Asia,” “Criminal Justice in Southeast Asia,” “Family and Child Development in Southeast Asia: A Comparative Perspective,” and, finally, “Skills Set for Volunteers in Developing Countries.” The faculty are selected and poised to proceed.

Objective #2: Add three new courses in Chinese (two sophomore and one-junior level) to extension curriculum by fall 2011. The chair and senior faculty of MLD will supervise and evaluate the courses and instructor to certify academic soundness.

Objective #3: Build a consortium to promote Southeast Asian studies with RUPP and other universities in Asia and the United States, notably NIU. TxState has MOUs in place with RUPP, UHS, RDI-C, and a developing tie with NIU's CSEAS.

Objective #4: Send faculty members (except Dunn) who are developing new courses to Cambodia and Southeast Asia and to NIU (including Dunn) for up to six weeks of training in order to prepare a first-rate course on Southeast Asia in their respective disciplines. Dunn will go to Cambodia if there are extra out-of-country travel funds.

Objective #5: Increase the TxState library holdings in Southeast Asian Studies by spending \$28,000 over two years on books, periodicals, tapes, and other reference material to support the Southeast Asian courses. MLD will spend an additional \$3,000 on Chinese language materials, Funds are committed.

Objective #6: Organize a new senior volunteer program called SERVE (Senior Expert Retired Volunteer Educator) whereby retired professionals can volunteer to do work and perform services that will be useful to the development of a variety of Southeast Asian countries (and eventually other countries) and who will help supervise and guide our undergraduates interning or offering service in Cambodia. The work will be coordinated by TxState's CIS and, in the case of Cambodia, by Mauk and RUPP. The personnel are in place and ready to implement the project.

Objective #7: Build a study abroad program in China under the auspices of MLD. Ties and plans are in place under the aegis of Li Yung and Lijan Yuan.

Objective #8: Establish a summer internship/service program at RUPP for undergraduate students from TxState and other interested universities.

Objective #9: Expand and strengthen interest in Southeast Asia in Central Texas by organizing three workshops on business opportunities Southeast Asia in conjunction with Texas Chambers of Commerce. TxState's CIS and select Chambers will invite business and government leaders and faculty and students from TxState and other universities in Central Texas to attend the workshops. The workshop program will be offered by visiting RUPP faculty, Monirith Ly, experts from NIU's CSEAS (which has an outreach program for such activities), and invited experts from the embassies/consulates of Southeast Asian countries, who often pay their own expenses.

Objective #10: Organize a ten hour workshop on Khmer language and culture once per year. The program will be taught by visiting RUPP faculty or Monirith Ly, and it will be open to the public and coordinated by CIS.

Objective 11: Organize a weeklong celebration of Southeast Asian culture in March 2010 and 2011. Seminar faculty and student groups are ready to proceed.

Objective 12: Share results of the project with other institutions of higher education and create an international spirit on campus. Workshops, invitations, and events are set.

Objective #13: Institute an objective evaluation. Trudy Jacobsen, a specialist on Southeast Asia, is a competent and objective evaluator. CIS will pay for the expenses of developing and duplicating evaluation instruments. It will also cover the cost of producing and collecting evaluation forms from faculty and students, who are involved in or attend any project and public presentations. The cost of the evaluator is in the budget.

e. Provisions for Equal Access and Treatment for Members of Racial and Ethnic Minorities, Women, Handicapped Persons and Elderly.

TxState has an outstanding record of achievement in providing equal access to education for members of racial or ethnic minority groups. President Denise Trauth is particularly committed to increasing the number of minority students. Presently, 31% of the student body is composed of students from these groups, a percentage that reflects a dramatic increase during the past twelve years. In addition, 35% of the majors in international studies or foreign languages are minority students and 51% are female. All buildings and classrooms have been modified to be handicap accessible. TxState's Student Learning Assistance Center has been established for eighteen years to provide guided studies and developmental skills programs for students whose academic backgrounds need strengthening. In addition, a faculty mentor program is in place to help retain minority students, and Dunn will personally work with all such students who show an interest in international studies and languages. Dunn will also invite faculty from colleges and universities that have been traditionally minority colleges, including Huston-Tillotson College, Texas Southern University, Prairie View A & M University, and St. Phillip's College, to project on-campus events and to membership in the proposed consortium. He will also use the mailing list of the Hispanic Chambers of Commerce in Central Texas to invite businesspersons to join the proposed business opportunities workshops co-sponsored by various Chambers of Commerce in Texas, including Hispanic Chambers. Faculty and staff working on this project reflect a high racial, ethnic, and gender diversity.

2. QUALITY OF KEY PERSONNEL

a. Experience and qualifications of the project director (Appendix A has *curricula vitae* of project director, modern language chair, project expert, and TxState faculty):

Project director Dunn is professor of history and director of CIS at TxState. He has a strong record of publications in world history and international affairs, including authorship of *The Catholic Church and Russia* (Ashgate, 2004); *Caught Between Roosevelt and Stalin: America's Ambassadors to Moscow* (Kentucky, 1998; Moscow, 2004), *The Catholic Church and the Soviet Government, 1939-1949* (Columbia, 1977) and many other books. He has also published articles in *Problems of Communism*, *The Wilson Quarterly*, *International Affairs*, *Journal of Church and State*, *Survey*, *The International History Review*, and other major journals. He was a research fellow at the London School of Economics and Political Science, the Pacific Cultural Foundation, the Kennan Institute for Advanced Russian Studies, and Keston College in Oxford, England. He has also received research grants from the Ford Foundation and the American Association for the Advancement of Slavic Studies, and he has traveled extensively throughout Asia, Europe, and Latin America. In 2005 he spent two weeks in Cambodia developing MOUs with RUPP and UHS. He has developed and managed similar programs in England, Germany, Poland, and Honduras. As director of CIS, Dunn has gained extensive experience in managing budgets. In 1991-93 he successfully directed a grant from DOE to develop a new major in Russian/East European Studies at TxState, and in 2003-5 he did the same for Inter-American Studies. He is, therefore, extremely well qualified to serve as the project director of this project with the principal tasks of coordinator and budget manager. He has also worked extensively with the Texas Department of Commerce, Office of the Texas Secretary of State, Texas offices of US Department of Commerce, and sits on education committee of the San Marcos Chamber.

b. Experience and qualifications of other personnel and teaching staff.

All personnel selected have qualifications and experience that will benefit the implementation of the project, particularly its interdisciplinary nature.

Mauk is senior lecturer at RUPP. He earned a master of science from the University of Delhi. In 2009 he was a visiting professor at TxState under the auspices of the Wilson Endowment. He worked directly with Dunn and CIS and was assigned by RUPP's rector to work with TxState faculty in developing courses on Southeast Asian Studies. In 2010-11, there will be two additional RUPP faculty members at TxState and they will work with CIS in putting on orientation workshops on Cambodia and the Khmer language as well as offering workshops on business opportunities in Southeast Asia under the joint-sponsorship of CIS and the San Marcos Chamber of Commerce. In addition, Monirith Ly is professor of English at RUPP and is now and will be at Texas State in 2009-11 completing his PhD under the direction of Ann Brooks. He holds a fellowship at TxState and will be available as an on-campus expert on Cambodia and Southeast Asia.

James Collins is the director of the CSEAS at NIU. He is world-renowned expert on Southeast Asia and will be the resource expert for our two-year project to develop Southeast Asian Studies at TxState. He has agreed to be "on call" to answer any question from TxState faculty and has offered to cost-share some expenses and to invite TxState faculty developing new courses to make presentations at NIU.

Robert Fischer has served as chair of MLD at TxState for fifteen years and as professor of French. He has published a number of articles in books and journals and has worked extensively in program and curriculum development for modern languages. He received a major grant in 1990 and another in 1994 from FIPSE to develop video listening comprehension in foreign languages. He and the senior staff of MLD will oversee the development of three new courses in the Chinese language and will evaluate the instructor and the effectiveness of the courses.

Ann Brooks is professor of educational management and psychological services. She was a Fulbright scholar at RUPP in 2008 and is presently directing the PhD work of Monirith Ly whom she recruited at RUPP. She has published extensively on women and education and is particularly interested in developing the educational elite for Cambodia.

Sandy Rao is professor of mass communications and journalism and associate dean of the Graduate College. She was a Fulbright scholar in India in 2008 and has developed an interest in the nexus between culture and advertising in South and Southeast Asia. She has published extensively on intercultural communication.

Leah Renold is assistant professor of history who specializes in South Asian history. She is particularly interested in the historical roots of the culture in Southeast Asia. She will help develop in summer 2009 the "immersion program" in Cambodia for all of our faculty as well as begin her own immersion in Cambodian culture while there for three weeks. She has published a major book on Indian history.

J D Jamieson is professor of criminal justice. He has extensive ties to Southeast Asia and has done considerable research on security in Thailand where he lectured frequently. He has also published extensively on crime and deviant behavior and is very interested in the growing threat of terrorism in Southeast Asia.

Hyun Jung Yun is assistant professor of political science who has earned two PhDs—one in political science and another in mass communication. She has a natural interest in Asia because of her heritage and a growing research interest in group politics, media, and public opinion.

Li Yang is lecturer in Chinese language. She is ABD at the University of Texas at Austin and expects her PhD in December 2009. She has extensive experience in teaching Chinese and has contacts at Beijing University where she earned her B.A. in 1998.

Ani Yazedjian is assistant professor of family and consumer science. She was a participant in a Fulbright-Hays Group Projects Aboard in 2005 and has extensive interest

in international and multicultural developments as they relate to family, parenting, and children. She has published on Armenian identity.

Lijan Yuan is professor of philosophy. She will be on sabbatical at Beijing University in fall 2009 and will establish our study abroad program there. She has published extensively on Chinese philosophy and culture.

Dennis Dunn is professor of history and director of international studies. He has taught both history and international studies courses throughout his career. He manages the Wilson Endowment and wrote the MOUs between TxState, RUPP, UHS, and RDI-C.

c. Amount of time that each of the key persons referred to in (a) and (b) plans to commit to the project.

Dunn will devote 40 hours per month on average and documented by time sheets to organize the on-campus workshops for the faculty members preparing new courses in Southeast Asian Studies, to organize the business opportunity workshops, to establish the academic consortium, and to set up the weeklong celebration of Southeast Asian culture. He will also devote the second summer session of 2010 (a five week period) to coordinating the "immersion programs" for TxState faculty in Cambodia and NIU, organizing the SERVE program, and arranging the internship/service experience for undergraduates in Cambodia. The normal teaching load at TxState is 4 courses per semester unless the professor is a publishing scholar in which case the normal load is 3 courses per semester. Dunn, who is 50% in history and 50% in international studies, teaches 3 courses per year and directs about 20 interns per year. He will use 33% of his release as director of international studies and 50% of his release for publishing per year to commit 25% of his time per semester to directing, coordinating, and managing the Southeast Asian Project, including all budgetary matters. He will also use 50% of his summer salary as director to devote an additional 50% of his time to the Southeast Asian Project during the summer of 2010 and 2011. In addition, he will devote as much

overtime to the project as necessary to guarantee its success. The University has given him a coordinator to assist him with the management of the interns.

Dunn will also monitor students' involvement in the weeklong celebration of Southeast Asian culture during spring 2010 and 2011. Since he also presides over the bachelor of arts in international studies degree, he will, *ex officio*, oversee the implementation of the new courses and the Chinese language courses into the Asian Studies major and the proposed Certificate in Southeast Asian Studies. The job of director of CIS will also inherently involve him in the evaluation of the Southeast Asian program, workshops, and consortium. And, as faculty advisor to the International Studies Club and Sigma Iota Rho, he will be able to evaluate directly the success of the weeklong celebrations of Southeast Asian culture.

The personnel and teaching staff listed in (b) will devote the following time to achieve the goals of the project. Robert Fischer, Chair of MLD, will spend 5% of his time each year over two years to managing and evaluating the development of three new Chinese courses and integrating these courses with the two existing courses so that they are offered in logical sequence to satisfy the 17-hour requirement for majors in International Studies who have Chinese as their language. He and his senior faculty will spend an additional 30 hours per semester in 2009-10 and 2010-11 evaluating the Chinese instructor to guarantee that a first-rate and competent series of Chinese language courses are prepared and offered. MLD will also spend \$3,000 on Chinese language instructional material in 2010.

Faculty members who will prepare new Area Studies courses will be released from one course so that they may each devote 1/8 of their time for 18 months to the project. They will participate in a two-day on-campus workshop led by Collins in 2009 and then four daylong seminar meetings once per year for each year in 2010 and 2011. They will devote 100% of their time during the nearly six-week winter/summer "immersion" program to prepare a new course on Southeast Asian studies in their

discipline. They have also agreed to spend as much extra time as necessary to develop a first-rate course.

Elia Yeager, who is the administrative assistant at CIS will spend 25% of her time to help Dunn manage the project. She is half time at CIS, so she will increase her position to three-quarters time and devote 25% of 75% time, documented by time sheets.

d. Extent to which applicant, as a part of its non-discriminatory employment practices, encourages applications for employment for members of groups that have been traditionally underrepresented.

Provisions for equal access and treatment for members of racial and ethnic minorities, women, handicapped persons and elderly are an integral part of TxState's employment policy and practice. TxState is an equal opportunity/affirmative action employer. It specifically provides, through its personnel office, its affirmative action officer, and its minority affairs officer, equal access and treatment for members of racial and ethnic minorities, women, handicapped persons, and elderly. It also maintains an active pool of minority candidates who are asked to apply when positions are open at the University. Dunn will make a deliberate effort to hire the 50% graduate student from one of the affected groups. His choice will be reviewed by the VPAA to insure compliance with EOAAE provisions and rules.

4. ADEQUACY OF RESOURCES

TxState is a public, comprehensive coeducational university, with some 1,200 faculty members and over 29,000 students. Faculty, administration, and staff function in seven undergraduate colleges: Applied Arts, Business, Education, Science, Liberal Arts, Fine Arts and Communication, and Allied Health Sciences. There is also a College of General Studies and a Graduate College. TxState is located between Austin and San Antonio, a center of high technology, international trade, and cosmopolitan influences.

The University will devote its library, language laboratory, and classrooms to the project. The library, located in a relatively new \$28 million structure, presently has over

1,400,000 volumes, 55% of which deal directly with international studies and foreign languages. The library also subscribes to all the major journals in international studies and foreign languages, although it is deficient in those focusing on Southeast Asia and Chinese. MLD has a state-of-the art language lab, equipped with computers, satellite technology, and videotaping equipment that allow for reception and recording of television programs from around the world, including Chinese. It has also been awarded two grants from FIPSE to develop an interactive video system for delivering instruction in virtually any foreign language. TxState has spent over \$400,000 to equip its language lab, develop interactive video listening comprehension models, and modernize foreign language training at TxState. The University also has multiple meeting rooms to host workshops and seminars. Its CIS will support the project's activities with 20% of its maintenance and operation budget. The new student union building also has meeting rooms where the student organizations in the project can organize meetings and events.

5. PLAN OF EVALUATION

a. Provisions for evaluation the effectiveness of the project.

The evaluation process is designed to be thorough, summative, and formative, and will be used to facilitate timely decision-making regarding content, use of resources, and successful implementation of program objectives. The project has eight built-in checks and monitors to continuously evaluate its effectiveness, outcomes, and results. First, each faculty member will meet with Collins and outline his needs and Collins will prepare an action plan to meet the stated needs. Both the faculty member and Collins will complete an evaluation of this one-on-one meeting, and Dunn will collect and analyze the evaluations to develop a master action plan, timetable, and results evaluation instrument for each faculty member and Collins. All faculty members will also meet as a group with Dunn monthly during the two academic years of the Project. Evaluations of progress and problems by each individual faculty will be made and collected by Dunn at each meeting. Evaluations will also be completed by TxState and RUPP faculty and collected by Dunn

after their eight on-campus meetings. TxState faculty, Collins, and NIU faculty will also complete daily evaluations during the four-week seminar at NIU. TxState faculty will also evaluate their experience at RUPP, and Mauk will collect these and email them to Dunn. Dunn will have at minimum 62 evaluations on each course development. He will summarize all of the evaluations after every meeting and give the summary to the faculty preparing new courses and their advisers, including Collins. Dunn will modify or change the approach of the seminars or workshops if the evaluations show that the goals and objectives are not being achieved. Collins will also institute changes to achieve our outcome of a first-rate course on Southeast Asia.

Second, the chair and senior faculty of MLD will evaluate the professors who are teaching and developing the Chinese language courses twice each semester. The chair will meet privately with the instructor to summarize the results of the evaluation and to improve instruction capability. Dunn will also collect written evaluations of the language professor from the chair of MLD and all the students attending the courses taught by the language professors. He will provide a summary and an action plan for changes if the evaluations indicate a need for change.

Third, an external evaluator, Dr. Trudy Jacobsen from NIU is an expert on both Southeast Asia and Cambodia and will evaluate the project in summer 2010. By then the courses will be one-third to one-half complete and half of the Chinese language courses will be complete. She will examine the evolving plan of activities through interviews with faculty and students and a study of the seminar syllabi and of the outlines of the courses and provide Dunn and the faculty with a "state of the project" summary, including recommended changes. The project director and the faculty will meet with the evaluator to go over the evaluation. The Provost and the Deans of Liberal Arts, Fine Arts and Communication, Applied Arts, and Education will also attend the meeting and work with Dunn and the faculty to implement the recommendations.

Fourth, at the end of June 2011 the evaluator will complete a thorough and summative evaluation of the project as a whole to make certain that the project has been completed and that all goals and objectives were achieved. She will validate the academic quality of the new courses and the Chinese language courses. She will meet with international studies students and other students participating in the project and will also meet with the Provost, the appropriate deans, project director, and the faculty to discuss specifically what must be done to reach the goals of the project or to verify that the goals have been achieved. The University's leaders will work with the project director and faculty to implement successfully all of her recommendations.

Fifth, each external expert, who works with the faculty during the off-campus seminars and meetings, will complete an overall evaluation of the project, specifically assessing the viability of the course being developed in his or her specialty. Dunn and the relevant faculty member will meet with the external experts to study the evaluation and carry out its directives.

Sixth, all people who attend or participate in the public workshops and meetings will be asked for an evaluation. This evaluation will determine the nature and the level of interest in Southeast Asian Studies in Central Texas among businesspersons, academics, government leaders, and students, which Dunn will use to mold to build an academic consortium and to generate interest in business opportunities in Southeast Asia. The Texas Chambers of Commerce will also prepare an evaluation which their members who attend the workshop on business opportunities in Southeast Asia will complete. Dunn will collect these and give them to the faculty who can use the information to develop course segments that may appeal to the local business community.

Seventh, the Academic Council of the Center for International Studies (AC), which is composed of faculty, administrators, and students from different departments and colleges, will read all evaluations and complete its own evaluation of the entire project at the end of June 2011. It will examine the course content of the new courses

and the Chinese language courses to make sure that the courses meet the standards necessary to be included in the Asian Studies major. Dunn, the faculty, and the appropriate dean will meet to examine and implement the AC's assessment. The AC will also evaluate the result—preparing students for work and leadership in global affairs, particularly in Asian Studies—and assess the value of the consortium and the weeklong celebration of Southeast Asian culture. Dunn will summarize these assessments for the faculty, students, and leaders, who are involved in these activities, and appropriate changes in strategy, planning, and outcomes of the project will be instituted under Dunn's guidance.

Finally, students will evaluate the new courses and new Chinese language courses once they are offered. TxState requires that all courses be evaluated by students, who send their evaluations directly to the chair of the department in which the course is offered. The chair reads the evaluations, makes a summary of them for the permanent file, and then passes them to the faculty member who taught the course. The faculty thus are given feedback, enabling them continuously to enhance their courses. Dunn will also be given copies of the summary and will develop an action plan for changes if necessary.

b. Objectivity of evaluation and production of quantifiable data.

We have built in eight objective evaluation processes: evaluation by persons attending the public workshops and seminars; evaluation by external experts who will put on seminars and work individually with faculty; evaluation by TxState students taking the new courses and Chinese language courses; evaluation by CIS' Academic Council; evaluation by the Dean of Liberal Arts and the Provost; evaluation by MLD chair and senior faculty; evaluation by external experts, including Collins; and, finally, evaluation by an external evaluator. In addition, there are two other evaluation processes: evaluation by the faculty attending seminars and teaching courses in the project and the daily, self-evaluation by Dunn. Every evaluation will produce quantifiable and qualitative data, which will give others and us an accurate gauge of the effectiveness of our plan.

Specifically, each faculty member developing a new course will have at minimum 62 separate evaluations and, after the course is taught, approximately forty student evaluations per term. Each evaluation will include 15 questions (prepared by Jacobsen) that can be answered objectively in terms of outcomes and result and thus easily quantified. The public presentations will produce about two hundred evaluations. The Chinese language professor will have two evaluations per semester by the chair and senior faculty of MLD. Professional peer evaluation, including a written report that remains in the permanent file in the chair's office, is standard policy at TxState. In addition, TxState will complete any and all evaluations conducted or ordered by DOE.

6. COMMITMENT TO INTERNATIONAL STUDIES

a. Current strength as measured by the number of international courses offered.

TxState is irrevocably committed to international studies, which is one of its premier programs. Since the founding of the Center for International Studies in 1984, international studies has consistently grown as a major, a minor, and, as of 2001, a graduate program. TxState presently offers 150 courses, which contain a strong international or foreign language component. It also offers a Bachelor of Arts in International Studies degree with eight major tracts, including international relations with a foreign service emphasis, international studies with an international business focus, international studies with a travel/tourism focus, and six area studies foci covering European Studies, Asian Studies, Middle East and African Studies, European Studies, Russian/East European Studies, and Asian Studies, which is weak. The B.A.I.S. degree is interdisciplinary, and every department can participate in the degree program, if it chooses to develop new courses or revise established courses to include an international perspective. The B.A.I.S. degree requires a minimum of 17 hours of foreign language study. In order for students to enter and stay in the B.A.I.S. degree program, they must maintain a 3.0 GPA; thus it attracts some of the finest students at the University. Presently there are 455 majors in the program and 45 minors. Its graduates have been

placed with the Department of State, Department of Defense, Department of Immigration and Naturalization, CIA, FBI, Department of Commerce, World Bank, local government agencies, international businesses, law schools, and graduate programs throughout the country. This degree, which combines foreign language, area studies, and applied learning in a careful mix of interdisciplinary courses, is not offered by any other university or college in Central Texas.

The B.A.I.S. degree is administered by CIS, and CIS has ties with business groups, state and federal agencies in Central Texas, and foreign consulates. It regularly sponsors lectures focusing on international issues and has a dynamic internship program that places students with government, business, and non-government agencies around the globe. CIS also works closely with the International Office, which was set up in 2000 to provide services to TxState's international student body, now numbering approximately 500 students. CIS also cooperates with TxState's Extension Division, which sends about 500 TxState students to study abroad each year, many with a University-provided scholarship that averages about \$500.

The Center has been the linchpin in the internationalization effort at TxState. Its long-term goal is to internationalize every course, offer every major language, and arrange to have every TxState student study abroad for at least one semester for the same money as it costs to attend TxState. In 2003-5 CIS directed the addition of new courses in Business French, Business Spanish, and Portuguese and nine new courses or course modules on Inter-American Studies to the curriculum as a result of a Title VI grant from the Department of Education. With that successful effort behind it, CIS is now ready to move to the second region of the world where its curriculum is weak: Asian studies. It is also important to note that the Federal funds requested here will not supplant existing international studies funds. In addition, as evidence of both the excellence of the International Studies program and the University's commitment to it, CIS received and manages two small endowments—the Kenneth and Verena Wilson Endowment for Asian

Studies and the Helen Ratliff Cleaves Memorial Fund in support of Inter-American Studies.

b. Extent to which planning for the implementation of the proposed program involved faculty and administrators.

The planning for the implementation of the proposed program has been a university-wide and interdisciplinary effort involving faculty, students, and administrators. A committee, chaired by Dunn and composed of nine interdisciplinary faculty, one donor alumnus, four students, and two administrators, began the planning for this project five years ago. Members of the committee included Ann Marie Ellis (dean of the College of Liberal Arts), Fred Day (professor of geography), Robert Fischer (chair of modern languages), Ann Brooks (professor of educational management and psychological services), Lijan Yuan (professor of philosophy), Robert Gorman (professor of political science), Jack Mogab (professor of economics), Teya Rosenberg (associate professor of English), Paul Hart (associate professor of history), Sandy Rao (mass communications and journalism), Joseph Yick (professor of history), Kenneth Wilson (donor and alumnus), Paula Baker (president of International Studies Club), Fidencio Leija (president of Sigma Iota Rho), and IS majors James Ibarra and Elizabeth Reyes.

c. Institutional commitment to the establishment, operation, and continuation of the program as demonstrated by optimal use of available personnel and other resources.

TxState is committed unswervingly to the International Studies program. In his investiture speech in February 1989, President Jerome Supple targeted global awareness as one of his three primary goals for TxState faculty and students. In 1991 he established a Commission on Global Awareness to reinforce and strengthen the internationalizing process, which is taking place on and off campus. In fall 2002 Dr. Denise Trauth became president of TxState, and she is similarly committed to international education. Both she and the Provost and Vice President for Academic Affairs, Dr. Perry Moore, support the proposed program and are determined to see it implemented. The Deans of Liberal Arts,

Fine Arts and Communication, Applied Arts, and Education (Drs. Ann Marie Ellis, Richard Cheatham, Jaime Chahin, and Rosalinda Barrera, respectively)—all key administrators in this project since the new courses plus the Chinese language courses will be offered in their Colleges—are enthusiastic and will provide additional staff support to the project director if more is needed. As Dr. Ellis stated, she will directly assist Dunn with the implementation of the courses and will provide him with additional staff if it becomes necessary.

TxState has reserved valuable resources and personnel for this program, and it has made long-term investments in the language lab, computer facilities, library, and CIS will support it. It has placed Dunn in charge of the project and, given his respective strengths in international studies and administration, it has a project director who will monitor the formal implementation of both the content and structure of the project. The University has shown its commitment by producing an innovative plan to produce a dramatic strengthening of the international studies curriculum and the foreign language offerings. The plan is centered on a recognition of the need to prepare TxState, the local community, and the nation for leadership and support roles in Asia, where there is growing awareness in the United States of our mutual interdependency. TxState is committed to the continuation of the program by making the new courses part of the general curriculum, where a high volume of students will be exposed to or can avail itself of the opportunity to study Southeast Asian societies. It is also committed to adding Chinese to the Extension curriculum. It also has a small endowment from an alumnus, Kenneth Wilson (and his wife Verena), to support, build upon, and continue its commitment to this Program in Southeast Asian Studies.

d. Strength of institutional commitment to the program as shown by the use of institutional funds in support of the program's objectives.

TxState's significant financial support of the program shows the extent of its commitment. (1) TxState will release seven faculty members/administrators from one

course or its equivalent each to prepare new courses in their disciplines in the Southeast Asian field. (2) It will allow the project director to devote one-third of his administrative and half of his research release to manage the project, (3) It will set aside \$28,000 over two years for the purchase of library holdings in Southeast Asian Studies. (4) The University will also allow CIS to use part of its maintenance and operations budget to support the m & o needs of the project. The Dean of Liberal Arts and the chairs of the departments that will be adding the new courses have also agreed to provide additional staff support as needed. (5) TxState will also make CIS the headquarters and organizing agent for a new consortium that will unite students and faculty from TxState and other institutions of higher education in Central Texas, other states, and Asia. The expenses associated with this work will be borne by CIS. (6) TxState has already made a huge financial investment in the infrastructure to support international studies and foreign languages: it has recently spent over \$400,000 on its language lab and spent \$28 million on a library that houses the research base for international studies and foreign languages. (7) TxState will support and continue the new Chinese language courses in the Extension curriculum and will move them to the regular curriculum if enrollments justify such a move and monies are available. (8) The chair of MLD will devote at least 5% of his time to hiring and evaluating the Southeast Asian language faculty. Senior faculty will also assist in evaluation by devoting about 30 hours per term. (9) The University will allow Dunn to expend between \$21,000 and \$30,000 on this project from the Kenneth and Verona Wilson Endowment for Faculty/Student Exchanges in Asian Studies. This endowment was established by the Wilsons in 2005.

7. ELEMENTS OF THE PROPOSED INTERNATIONAL STUDIES PROGRAM

a. Extent to which the proposed activities contribute to the implementation of a program in international studies and foreign languages at TxState.

The proposed activities are a key part in the development of a program in international studies and foreign languages at TxState. They will allow TxState to fill a

major gap in its curriculum and enhance its Asian Studies major, which includes a requirement to take a minimum of 17 hours of an Asian language. They will also strengthen the curriculum by internationalizing disciplines that presently have little international focus and by developing Southeast Asian courses in fields where there is a national shortage (EAPS, MCOMM, CJ, and FCS). Through this project TxState will have one of the most comprehensive bachelor of arts in international studies degrees in the state of Texas. It will be a model and an important resource for all of Texas and for other states as well.

b. Adequacy and appropriateness of the interdisciplinary aspects of the program.

The TxState program is, by design and nature, interdisciplinary. Our plan involves seven different academic disciplines in for different colleges of the University. Since the problems that the graduates will be called on to solve in the changes sweeping Asia and, specifically, Southeast Asia, are multifaceted, it is appropriate that our plan is broadly interdisciplinary, including disciplines that have a professional dimension, such as criminal justice, education, international studies, and mass communication and journalism, and disciplines that are mainly associated with academic foundations, such as history, political science, and languages. Our plan will enable our students to deal with all aspects of Southeast Asian affairs.

c. Adequacy of the number of new and revised courses with an international perspective that will be added to TxState's program to meet programmatic needs.

The addition of three new Chinese extension courses, of seven new courses in history, political science, education, mass communication and journalism, criminal justice, family and consumer science, and international studies—all of which will be added to the curriculum by fall 2011—will be more than adequate, when added to the courses already offered on Asia, to develop and enhance the concentration leading to a certificate in Southeast Asian Studies. The new courses and course modules will also greatly help in internationalizing our curriculum, since they will be offered as electives to

majors throughout the university. All new courses will be in place by fall 2011, and, once in place, will enable TxState to meet its programmatic needs for Asian Studies, Southeast Asian Studies, and for the internationalization of its curriculum.

d. Adequacy of TxState's plans to improve and expand language instruction.

The foreign language faculty is uniformly behind the effort to add three new courses in the Chinese language to the extension curriculum. Fischer, chair of MLD, has agreed to coordinate the process of integrating the new courses into the curriculum, so that all of the new courses will be taught by fall 2011. The addition of the new language courses to the curriculum is an integral part of the major in Asian studies that is offered through the B.A.I.S. degree. The degree requires that all of the Asian majors complete a minimum of 17 hours in one of the Asian languages. The courses also answer the language needs of our burgeoning international business majors (over 225 students), who also take the B.A.I.S. degree..

8. NEED AND PROSPECTIVE RESULTS OF THE PROPOSED PROGRAM

a. Need for the proposed activities at TxState.

The proposed activities are needed at TxState for eight cogent reasons. First, the B.A.I.S. degree needs to strengthen the variety and quality of its Asian courses, including languages, to meet the demands of trade, commerce, immigration, and communication between the United States and Asia. The addition of three Chinese language courses and seven Southeast Asian courses to the curriculum will achieve that goal.

Second, the student body, despite the cosmopolitan nature of the region and the presence of high tech firms, remains largely provincial. Ninety percent of the students are from Texas. The students, based upon poles taken by CIS over the past three years, want to broaden themselves, but the majority of them are first-generation university students, and many of them are commuters from rural regions. This program will enable many of them to develop a deeper understanding and appreciation of the Asian cultures. It will also help them appreciate Southeast Asia, about which they know very little.

Third, eighty percent of the faculty members are oriented to a domestic perspective, but eager to develop a wider view through international experience.

Fourth, there is a heavy demand to study Chinese on campus (ascertained through six polls taken in 2006, 2007, and 2008 in Asian courses in history, geography, and political science which had enrollments of 525 students during 2006-08). In addition, there are over 450 majors in International Studies and 14% of them polled requested that the Chinese language be taught.

Fifth, a campus-wide student poll taken in 2007 by CIS discovered that Southeast Asian societies ranked first in terms of areas that students wished to know more about. MCOMM, with over 800 majors, has also expressed a special interest in Asia and it executed exchange agreement with universities in India and South Korea in 2009.

Sixth, TxState is one of the largest teacher training institutions in the country; it is imperative that it internationalizes its curriculum so that its teacher graduates, who are placed around the country, have a broad perspective. They influence hundreds of thousands of children who, in turn, need to develop an appreciation of the cultures of neighboring nations in order to promote understanding, commerce, and security.

Seventh, there is no organization, network, or resource bank in Texas that unites businessmen, government leaders, academics, and students in an effort to build bridges between the United States and the nations of Southeast Asia. In addition, no university in Texas offers a Certificate in Southeast Asian Studies.

Finally, the goal of TxState's international studies and foreign language programs is to prepare students to live and work effectively in a multi-cultural and increasingly interdependent world, ask proper and pertinent questions about other cultures and about the interconnection of major elements interacting across our globe, develop respect for different values and mores, appreciate the importance of knowing a second language for effective communication, understand the need to address issues in a global perspective,

and, finally, become citizens of a global community. To achieve our goal we need to enhance our Asian languages and offerings on Asian societies.

b. Extent to which the proposed use of Federal funds will result in the implementation of a program in international studies and foreign languages at TxState.

Federal funds are the key to the implementation of a comprehensive program in international studies and foreign languages at TxState, because they will give TxState the money that it lacks to supplement and support the already existing and funded initiatives and interest in Southeast Asian Studies, which, in turn, will enable TxState to enhance its Asian Studies major, which is a key area that is underdeveloped in TxState's otherwise relatively comprehensive program in international studies and foreign languages. Federal funds will lead directly to the addition to the curriculum of three new Chinese language courses and of seven new courses on Southeast Asian Studies, which will nearly double the number of Asian Studies courses at TxState. Federal funds will also greatly help the internationalization of the curriculum in departments (EAPS, MCOMM, CJ, and FCS) where there are few international courses and where there is, in addition, a national shortage of Southeast Asian courses. By enhancing the Chinese language in the curriculum, the Federal funds will also dramatically improve the study of Chinese at TxState where there are only two courses presently available. Furthermore, the activities generated by the funds will permeate the campus with an international spirit through the public workshops offered by visiting Cambodian, embassy/consulate representatives, and NIU experts; the two weeklong celebrations of Southeast Asian culture; the cooperation between TxState and other universities; and the programs on business opportunities in Southeast Asia co-sponsored by TxState and various Texas Chambers of Commerce. In addition, the newly trained TxState faculty will strengthen interest in and serve as a resource bank for Southeast Asian Studies in Texas. TxState has already expended many resources and personnel in developing its international dimension. The Federal funds will enable it to maintain its momentum and involve the whole campus and the Central

Texas community in developing a first-rate program in international studies and foreign languages. Importantly, TxState is one of the largest teacher training institutions in the country, so the activities of this project will have an impact on teacher training throughout the southwest, ultimately benefiting thousands of high school students. In addition, Federal Funds will not supplant TxState funding of international studies and foreign languages.

The activities started with Federal funds will also continue. Dr. Debbie Thorne, Vice President of Academic Affairs, has stated that "I...support the addition of the new courses in Southeast Asian Studies to the curriculum." The new courses will be continued as an integral part of the major in Southeast Asian Studies in the B.A.I.S. degree under the auspices of CIS, and they will also become electives for majors in history, family and consumer science, communication studies and journalism, criminal justice, education, international studies, and political science. Dunn, in his capacity as director of CIS, will also guarantee that TxState will continue the celebration of Southeast Asian culture, the ties with foreign universities, and the networking organization that will unite business leaders, government leaders, and students and faculty from TxState and other universities, colleges, jr. colleges, and high Colleges in Central Texas in an effort to promote interest in Southeast Asia. Dunn has sufficient administrative support to continue the development of Southeast Asian Studies. Three new courses in Chinese, too, will be added to the Extension curriculum. With CIS acting as the directing agents for the activities initiated with Federal funds, there is a clear guarantee that continuity will be maintained and commitments will be fulfilled.

TxState has also built in substantial provisions to share the experience of this program with our neighboring universities, colleges, jr. colleges, and high schools in Central Texas. Public workshops, given by visiting RUPP faculty and Monirith Ly, will offer an opportunity to bring together all interested faculty and administrators from surrounding institutions of higher education in 2009-2011. TxState will issue three timed

invitations per year in 2009, 2010, and 2011 to all universities, colleges, and high schools in Central Texas to (1) send faculty and students to the public workshops by RUPP representatives; (2) join in the weeklong celebrations of Southeast Asian culture; (3) join the emerging consortium that will include TxState, RUPP, and other universities in Asia; (4) join the effort to promote business ties between Central Texas and Southeast Asia; (5) obtain copies of course syllabi and descriptions from the faculty who are developing new language or area studies courses; (6) join in expanding SERVE so that retired educators and other specialists from around Central Texas and the United States can participate in volunteer program in Southeast Asia and elsewhere; (7), and, finally, receive a copy in 2011 of a report detailing the materials and results of the TxState project. Dunn, the RUPP visiting faculty, Monirith Ly, and the other TxState faculty members developing new courses will take the lead in strengthening interest throughout Central Texas in Southeast Asian Studies and the Chinese language. CIS will also serve as a clearing-house for sharing the results of our program with all other schools that are interested in replicating the TxState project. Dunn and the visiting RUPP faculty and Monirith Ly will also be available to advise any other university on the process of developing new courses in Southeast Asian Studies for the curriculum. TxState also plans to have its Certificate in Southeast Asian Studies integrated with compatible undergraduate and graduate course offerings at other institutions of higher education, notably NIU, and will explore joint-degree programs.

PROGRAM PRIORITY: TxState requires entering students to have successfully completed at least 2 years of secondary school foreign language instruction. Certification is in Appendix B.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-Appendix.pdf**

Appendix A

CURRICULUM VITAE: DENNIS J. DUNN**I. Position and Contact Information**

Professor of History, Department of History, Texas State University, 207 Taylor-Murphy Hall, 601 University Drive, San Marcos, TX 78666 (Phone: 512-245-2142 Email: dd05@txstate.edu)

Director, Center for International Studies, Texas State University, 503 Lampasas Hall, 601 University Drive, San Marcos, TX 78666 (Phone: 512-245-2339 Email: dd05@txstate.edu)

II. Education and Employment History

B.A. Classics, John Carroll University, Cleveland, Ohio (1966),
magna cum laude.

M.A. (History, Russian Studies), John Carroll University (1967).
Certificate of Competence, Institute for Soviet and East
European Studies, John Carroll University (1967).

Ph.D. (History), Kent State University, Kent, Ohio (1970).

Languages:

Reading: Russian, French, Spanish, German, Italian, Czech, Ukrainian,
Polish, Serbo-Croatian, Latin

Speaking: Russian and some French

Assistant Professor of History, Texas State University—San Marcos, 1970-75

Associate Professor of History, Texas State University—San Marcos, 1975-80

Professor of History, Texas State University—San Marcos, 1980 to present

Director and Founder, Center for International Studies, Texas State University—San
Marcos, 1984 to Present

Honorary Professor of International Studies, Texas State University—San Marcos, 2006+

Curriculum Development

Developed proposal for PhD in International Studies at TX State, 2007+

Helped develop the joint BAIS—International MBA Five-Year Degree Program
in conjunction with the College of Business that is being funded by the
US Department of Education's International Business Program, 2006-8

Stimulated new emphasis upon Asian Studies at both undergraduate and graduate
levels by securing the Kenneth and Verena Wilson Endowment for
Faculty/Student Exchanges in Asian Studies, 2006-7; and the Ken and
Verena Wilson Asian Endowed Scholarship Program in Cambodia, 2007

Developed proposal for collaborative graduate degree in International Studies to
be offered by TX State, Monterrey Tech-Guadalajara, and University of
Alberta, 2006

Developed proposal for offering masters in international studies to the US
Army (San Antonio and Washington, DC), 2006

Developed new Certificate in Interamerican Studies with a grant from the US
Department of Education's International Studies and Foreign Language
Program, 2003-6 (with emphasis upon Canada and Latin America)

Organized conference to advance Canadian Studies with grant of \$20,000 from
Canadian Department of Foreign Affairs and International Trade, January-
April 2002

Faculty Development

- Led Assessment Team (including faculty and administrators from Colleges of Applied Arts, Business, Science, and Liberal Arts) to establish partnerships with universities in Honduras, February 2008.
- Led Assessment Team (including faculty and administrators from Colleges of Health Sciences, Science, and Liberal Arts,) to establish partnership with University of Health Sciences, Phnom Penh, Cambodia, October 2006.
- Led Interdisciplinary Faculty Team (including junior and senior faculty from Colleges of Education, Science, Liberal Arts,) for workshop on Brazil in Rio de Janeiro, March 2006
- Led Interdisciplinary Faculty Team (including junior and senior faculty from Colleges of Education, Science, Liberal Arts,) for workshop on Mexico at Monterrey Tech-Guadalajara), January 2006
- Co-authored and collaborated with Grant Writing Team from Alamo Community College District, Fulbright Seminars Abroad Program, "Face of Mexico," Summer 2005 (three junior Texas State faculty members traveled in Mexico for one month with all expenses paid)

IV. Principal Publications (excerpts from reviews are appended)

Books

- The Catholic Church and Russia: Popes, Patriarchs, Tsars, and Commissars*: London: Ashgate Publishers, 2004.
- Mezhdu Ruzvel'tom I Stalinym: Amerikanskije posly v Moskve*. Translated into Russian by Mikhail Grebnev, Sergei Mitrich Publisher, Moscow, 2004.
- Caught Between Roosevelt and Stalin: American Ambassadors in Moscow* Lexington, KY: University Press of Kentucky, 1998.
- Détente and Papal-Communist Relations*. Boulder, CO: Westview Press, 1979, 261pp.
- The Catholic Church and the Soviet Government, 1939-1949*. New York: Columbia University Press, 1977, 267pp.
- Editor and contributor, *Religion and Nationalism in the Soviet Union and East Europe*. Boulder, CO: Lynne Reinner, 1987, 216pp.
- Editor and contributor, *Religion in Communist Society*. Berkeley, CA: Berkeley Slavic Studies, 1983, 250pp.
- Editor and contributor, *Religion and Modernization in the Soviet Union*. Boulder, CO: Westview Press, 1977, 414pp.
- Co-author with Jerry Dawson, *Folktales and Footprints: Stories from the Old World*. Austin, TX.: W. S. Benson & Company, 1973.

Education

Scholarly Honors/Recognition

- Visiting Scholar, Oxford University, Trinity College (Dublin), University College (Dublin), University of London, Spring 2007
- Guest Interview on "As You Think," Sirius Satellite Radio, New York, 7/18/07
- Selected with J. Arch Getty of UCLA as "Russian Experts" for film documentary Called "Witness to Terror" by Pacific Street Films, 2005
- Russian Translation of *Caught Between Roosevelt and Stalin* featured at the Non-Fiction Book Fair, Moscow, December 2-5, 2004 (also part of the US

CURRICULUM VITAE
JAMES T. COLLINS

EDUCATIONAL BACKGROUND

1980 Ph.D. (Linguistics) [University of Chicago]

TEACHING EXPERIENCE

2008+ Professor of Indonesian, Department of Foreign Languages, Northern Illinois University

1968-70 Peace Corps Volunteer, Malaysia

1975-77 Indonesian language consultant, Center for Research Libraries, Chicago

1981-85 Linguistics consultant to Dewan Bahasa dan Pustaka, Malaysia (The National Language Planning Center)

1983-87 Etymological consultant (Malay and Javanese), Random House Unabridged Dictionary

1984-88 Co-editor, Echols and Shadily Indonesian, English Dictionary, Third Edition

1985 Co-ordinator, Summer program of the Consortium for the teaching of Indonesian

1986 Consultant to the International Workshop on the History of Malay (Kuala Lumpur, August 19-21, 1986)

1987-91 Member, National Committee for Indonesian Oral Proficiency Testing

1987-92 Linguistics consultant to Pusat Pembinaan dan Pengembangan Bahasa, Indonesia

1987-93 Review editor, *Oceanic Linguistics*

1987+ External examiner in Linguistics and Malay Studies, University Malaya (Malaysia)

1988-89 Co-ordinator of the Indonesian and Javanese programs of the Southeast Asian Studies Summer Institute (SEASSI)

1988-90 Field consultant to the Library of Congress

1988-89 External advisor to the Center for Applied Linguistics, Washington, D.C. (Indonesian)

1988-89 Assistant Director, Center for Southeast Asian Studies, University of Hawaii

1989+ Co-editor and founder, *Cakalele: Maluku Research Journal*

1989-90 Guest editor, *Oceanic Linguistics*

1990-91 Director, Center for Southeast Asian Studies, University of Hawaii

2008-Now Director, Center for Southeast Asian Studies, Northern Illinois University

RESEARCH EXPERIENCE

Books

2009. *Bahasa Sanskerta dan bahasa Melayu*. Jakarta: Ecole Francaise d'Extreme-Orient.

2007. *Penghayatan ilmu linguistik melalui pemetaan dialek Melayu seAlam Melayu*. Bangi: Penerbit Universiti Kebangsaan Malaysia.
- 2007 *Asilulu-English dictionary*. NUSA Volumes 51-52. Jakarta: Badan Penyelenggara Seri NUSA, Universitas Katolik Indonesia Atma Jaya
- 2007 *Sejarah bahasa Melayu: Sulawesi Tengah, 1793-1795*. Makassar: Badan Penerbit UNM Makassar.
- 2005 *Bahasa Melayu, bahasa Dunia: Sejarah Singkat*. Jakarta: KITLV-Jakarta dan Yayasan Obor Indonesia.
- 2003 *Mukadimah ilmu etimologi*. [An introduction to etymology.] Second edition. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- 2002 *Wibawa bahasa: Kepelbagaian dan kepiawaian*. [Language authority: Diversity and standardization.] (First edition, second printing.) Kuala Lumpur: Dewan Bahasa dan Pustaka.
- 2001 *Mukadimah ilmu etimologi*. [An introduction to etymology.] Kuala Lumpur: Dewan Bahasa dan Pustaka.
- 2001 *Six Bidayuhic variants of the Sekadau River*. (With Chong, Shin.) Borneo Homeland Data Paper No. 3. Bangi: Institut Alam dan Tamadun Melayu
- 2000 *Malay, world language: A short history*. (Second printing, second edition). Kuala Lumpur: Dewan Bahasa dan Pustaka.
- 2000 *Nah, Baca! Volume 2, Parts 1-3*. (With E. Rafferty, E. Barnard and D. Hiple.) [30%] Honolulu: Second Language teaching and Curriculum Centre.
- 1999 *Wibawa bahasa: Kepelbagaian dan kepiawaian*. [Language authority: Diversity and standardization.] Kuala Lumpur: Dewan Bahasa dan Pustaka.
- 1998 *Malay, world language: A short history*. (Second, revised edition.) Kuala Lumpur: Dewan Bahasa dan Pustaka.
- 1997 *Nah, Baca. Authentic Indonesian readings*. Volume 1, Parts 1-3. (With E. Rafferty, E. Barnard and D. Hiple.) [30%] Honolulu: Second Language teaching and Curriculum Centre.
- 1996 *Malay, world language of the ages: A sketch of its history*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- 1996 *Khazanah dialek Melayu*. [The treasury of Malay dialects.] Bangi: Penerbit Universiti Kebangsaan Malaysia.

Dr. Trudy JACOBSEN

PROFESSIONAL APPOINTMENTS

- 28 August 2008 – Present** **Assistant Professor**
Northern Illinois University, Dekalb, Illinois
- 26 June – 26 August 2008** **Lecturer (Summer Session)**
Centre for Khmer Studies, Siem Reap, Cambodia
- 1 October 2007 – 16 June 2008** **Teaching Fellow in the History of Southeast Asia**
School of Oriental and African Studies, University of London
- 6 March 2006 – Present** **Australian Research Council (ARC) Postdoctoral Fellow**
Centre for Southeast Asian Studies, Monash Asia Institute &
Anthropology, School of Political and Social Inquiry
Monash University, Melbourne, Australia
- 11 July – 30 November 2005** **Lecturer in History**
School of History, Philosophy, Religion & Classics
University of Queensland, Brisbane, Australia
- 1 July 2004 – 10 July 2005** **Research Fellow**
Key Centre for Ethics, Law, Justice and Governance
Griffith University (Nathan), Brisbane, Australia
- 27 January – 11 June 2004** **Research Assistant**
Key Centre for Ethics, Law, Justice and Governance
Griffith University, Brisbane, Australia
- 30 July 2001 – 27 June 2004** **Tutor & Contributing Lecturer**
School of History, Philosophy, Religion & Classics
University of Queensland, Brisbane, Australia

CONSULTANCIES & ADVISORY POSITIONS

- 13 December 2006 – 13 December 2007** **Consultant, Cambodian Business Culture**
ICC International, Melbourne
- 1 December 2005 – 28 February 2006** **Project Leader (Gender & Buddhism)**
Heinrich Böll Foundation/Buddhist Institute
Phnom Penh, Cambodia
- 3 September 2005 – 28 February 2006** **Academic Advisor, Identities & Cultures in Mainland SEA**
Centre for Khmer Studies/Rockerfeller Foundation, Cambodia
- 25 August 2005 – 28 February 2006** **Consultant, *The End of Westphalia?***
United Nations University, Tokyo
- 1 August – 31 October 2005** **External Advisor (Gender & Buddhism)**
Heinrich Böll Foundation/Buddhist Institute
Phnom Penh, Cambodia

EDUCATION

PhD (Asian History). School of History, Philosophy, Religion & Classics, University of Queensland (2004).
Doctoral Thesis: Threads in a *sampot*: A history of women and power in Cambodia.

GradCert (Classical Languages East and West). University of Queensland (2004).

BA (First-class honours), History and Anthropology. University of Queensland (1999).
Honours Thesis: Buddhist flesh, Hindu bones: The legitimization of Jayavarman VII.

PUBLICATIONS

Books

Trudy Jacobsen, *Lost Goddesses: The Denial of Female Power in Cambodian History*. Copenhagen: NIAS Press, 2008.

Book chapters/consultancy reports

Tep Vong, Buddhist leadership, and negotiating a 'middle path' in Cambodian politics. In J.V. d'Cruz, Nathan Collier, and Glorea Davies (eds), *Political actors and ideas in contemporary Asia: Profiles in courage*. Melbourne: Australian Scholarly Press, 2008, pp. 129-142.

The end of Westphalia? Conclusions on sovereignty. In Trudy Jacobsen, Charles Sampford and Ramesh Thakur (eds), *The end of Westphalia? Re-envisioning Sovereignty*. Richmond, Surrey: Ashgate, 2008

Beyond apsara: Women, tradition and trajectories in Cambodian politics. In Kazuki Iwanaga (ed.), *Women's political participation and representation in Asia: Obstacles and challenges*. Copenhagen: NIAS Press, 2008, pp. 149-172.

The situation of daun chi in Cambodia. Phnom Penh: Buddhist Institute, March 2006. Donor: Heinrich Böll Foundation Asia.

Women and society in pre-Angkorian Cambodia: An historical analysis. *Proceedings of the 2nd Annual Conference on Gender and Indochina, 3-4 March 2001*. Bangkok, Thailand: Women's Action and Resource Initiative, 2001.

Journal papers

Maha-upasika: Selathoa neung ompee chakrasel roboh satri bravataes Kampuchea na samay kandal. *Sikacakr* 8/9 (2006-2007): 75-95.

'Punishing' the perpetrators of the Cambodian genocide. *NIASnytt* 2006/3 (October-November 2006): 6-7, 17.

Paying through the nose: Punishment in the Cambodian past and lessons for the present. *South East Asia Research* 13, 2 (July 2005): 235-256.

Re-thinking 'traditional' values: Women's associations in post-revolutionary Cambodia. *Pandora's Box 2003: Different women, different lives, same struggle*. 11-28.

Autonomous queenship in pre-classical Cambodia, 1st-9th centuries AD. *Journal of the Royal Asiatic Society*, 13, 3 (November 2003): 357-375.

Brimming vessels, empty hands: Women and power in the age of Angkor. *Proceedings of the History Research Group*, 13 (2002): 10-25.

Gupta artistic tradition in the reign of Kumaragupta I Mahendraditya, 414-456 AD. *Access History* 2, 1 (Spring 1998): 23-32

Main activities and responsibilities	<ul style="list-style-type: none"> - Taught Quantitative Methods for Management to MBA - Worked at weekend at Provincial Branches-Siem Reap and Sihanouk Ville; - Developed syllabus, Course outline, preparing all necessary materials, Power points, teaching plans, assignments, exams, grading and reports; - Introduced some useful software that can be used with Quantitative Methods; - Performed all duties required by the university and its branches;
Name and address of employer	<i>Build Bright University</i> , Samdech Sothearos Blvd., (St. 3) Phnom Penh
Type of business or sector	Private University
Dates	April to July, 2003
Occupation or position held	<i>Academic Lecturer and Study Office Assistant</i>
Main activities and responsibilities	<ul style="list-style-type: none"> - Taught Business and Financial Mathematics and Mathematics for Computer - Developed syllabus, course structure, assignments, weekly tutorial exercises, design exam papers, grading, and reports; - Controlled staff and lecturers' attendance and activities; - Facilitated and coordinated all academic affairs and acting as students' advisor; - Participated monthly meeting with teaching staff and the rector to report the daily activities, to identify the weak points and strong points in order to improve university's system.
Name and address of employer	<i>Wanlan University</i> , Sihanouk Ville
Type of business or sector	Private University
Dates	January 2000 - April 2003
Occupation or position held	<i>Part-time teacher of English</i>
Main activities and responsibilities	<ul style="list-style-type: none"> - Taught elementary and pre-intermediate level; - Prepared teaching plan and developing personal teaching materials; - Designed test papers and assessed students' learning; - Participated monthly meeting with the director in order to identify students' learning problems in order to improve teaching and learning activities.
Name and address of employer	<i>New Millennium Language School</i> , Maha Vithei Samdech Sothearos, Chamkamon, Phnom Penh
Type of business or sector	Private Language School

Education and training

Dates	2003 – 2005
Title of qualification awarded	Master of Science in Operational Research, University of Delhi, India

	Washington DC Center, Phnom Penh, Cambodia	
	Teacher of English	1999-
	2001	
ADMINISTRATIVE EXPERIENCE	Quality Assurance Unit, Royal University of Phnom Penh (RUPP)	
2008	Quality Assurance Officer	2006-
	Human Resources, Loyola University Chicago	
2005	Temporary Office Assistant	July-Aug
July 2005	Intern – New Employee Orientation	May-
	English Language Support Unit, RUPP	
Aug 2004	Summer School Coordinator	June-
2004	Staff Logistics and Curriculum Coordinator	2003-
	Bandleader (faculty team leader)	2002-
	2003	
PUBLICATIONS	Brooks, A., & Ly, M. (2009). Developing research capacity at the Royal University of Phnom Penh. <i>Proceedings of the Academy of Human Resource Development 2009 International Research Conference, USA</i> , 3581-3607.	
English	Maggard, J., Toyota, H., Lahar, C. J., Landes, D., & Ly, M. (2004). proficiency and intercultural contact among Cambodian university students: Exploring the impact of globalization. <i>Comparative Culture</i> , 10, 115-134.	
ACTIVITIES	Non-Traditional Student Organization, Texas State University – San Marcos	
present	Member	2009-
University	College of Education Doctoral Student Organization, Texas State	
present	Member	2008-
	CamTESOL Conferences, Cambodia	

- Assisted Associate Director creating 2007-2008 Student Handbook
- Produced compared and contrasted paper on the housing system of Texas A&M University, U.S. and Royal University of Phnom Penh, Cambodia
- Explored the organization and working network in the department of Residence Life

Staff Logistic Coordinator, September 2004 – July 2005

Royal University of Phnom Penh, English Language Support Unit

- Supervised new Student Record Coordinator working smoothly with his tasks
- Coordinated Student Survey for Fall and Spring semesters
- Assigned courses for faculty in the department
- Organized Staff Development for the department
- Assisted Program Coordinator setting foundation year syllabus for freshmen

Part-time Lecturer of English, September 2001 – July 2005

Royal University of Phnom Penh, Institute of Foreign Languages

- Planned and taught four classes (Core English and Listening Bridging Course)
- Checked and warned students about their academic performances

Student Record Coordinator (SRC), September 2002 – June 2004

Royal University of Phnom Penh, English Language Support Unit

- Kept records of students' grade and reported to University Study Office
- Worked with some students to plan their three year study of English
- Helped students with their study problems

Assistant Student Record Coordinator, February – August 2002

Royal University of Phnom Penh, English Language Support Unit

- Assisted Student Record Coordinator to put in data and students' grade into computer
- Helped SRC dealing with student problems
- Created certificate of Perfect Attendance for distributing to students

ADDITIONAL INFORMATION

- Won the 1st Essay Contest to participate in a program of Home Stay, Cultural, and Educational activities, Japan
- Successfully introduced the ideas of English World (an English Speaking Club), and Speaking Contest (senior Speaking Elective Course), ELSU
- Jointly established "Photo Club" with ELSU at RUPP to enhance students' learning and leadership experience. (Pioneer activity)

OTHERS

Skills: Computer (Microsoft Office, File Maker Pro, SPSS)

Interests: Helping others, Reading, and Listening to Music

REFERENCES

Mr. Lav Chhiv Eav

Rector

Royal University of Phnom Penh

Dr. Luise Ahren

Supervisor and Coordinator

Royal University of Phnom Penh

Mr. Hang Chanthon

Dean, Faculty of Science

Royal University of Phnom Penh

CURRICULUM VITAE: Ann K. Brooks

Texas State University-San Marcos
College of Education
323 ASB
San Marcos, TX 78766
(512) 475-1936
abrooks@txstate.edu

Education

Ed.D, Columbia University Teachers College, 1989
Major: Adult and Higher Education
Minor: Human Resource Development

M.A. Fielding Graduate Institute, 2002
Major: Clinical Psychology

M.A.T. School for International Training, 1975
Major: Teaching English as a Second Language

B.A. University of Nebraska-Lincoln, 1973
Major: English

Professional Employment

Professor of Adult Education and Human Resource Development
College of Education
Texas State University-San Marcos, 2004-present

Honorary Professor of International Relations
College of Liberal Arts
Texas State University-San Marcos, 2008-present

Director of Language, Culture, & Policy
College of Education
University of Texas at Austin, 2000-2004

Associate Professor of Women and Gender Studies
College of Liberal Arts College (joint appointment)
University of Texas at Austin, 2002-2004

Visiting Professor of Transformative Learning
California Institute for Integral Studies, summers 2003-2004

Visiting Professor, Adult Education
Waikato University, New Zealand, summer 2002

Co-director, Masters in Human Resource Development Leadership Program
(College of Education and the McCombs Graduate School of Business)
University of Texas at Austin, 1995-2000

Associate Professor, Adult and Human Resource Development
College of Education
University of Texas at Austin, Austin, 1995-2004

Assistant Professor, Adult and Human Resource Development
College of Education
University of Texas at Austin, 1989-1995

Director, Graduate Program, Adult and Organizational Learning
College of Education
University of Texas at Austin, 1994-2000

Visiting Lecturer
Xi'an International Studies University, 1981-1982

Lecturer, TESOL
Master of Arts in Teaching Program
School for International Training, Brattleboro, VT, 1980-1982

Related Professional Experience

Director of Language and Culture
Sumitomo Metals, Ltd
Kashima, Japan, 1982-1985
Research Interests

Equity in organizations; systems of learning in work organizations; academic capacity in universities in developing countries; and employee engagement; Mexican immigration and the Mexican workforce in the U.S.

Teaching Areas

Adult learning; organizational development; human resource development; qualitative research design and analysis

Awards

Outstanding Contribution to the Development of the Royal University of Phnom Penh, Phnom Penh, Cambodia. 2008.

Fulbright Scholar Lecturing/Research Award: Cambodia, 2008.

Appointed Honorary Professor of International Studies, Texas State University-San Marcos, 2008-present.

Sandhya (Sandy) Rao, Ph.D.
Professor & Associate Director for Graduate Studies, SJMC
Assistant Dean, Graduate College

Academic/Professional Background

Ph.D. (1993), Bowling Green State University. Dissertation: Mass Communication Role of attitudes and perceptions in the implementation of NICNET (a countrywide computer network) in Karnataka State, India.

M.S. Bangalore University, India, Communication (Mass Communication). Thesis: A pre-medium field study of television in Bangalore, India.

B.S. Bangalore University, India, Communication, (Mass Communication)

B.A. Mount Carmel College, Bangalore, India (Psychology, English & Economics)

Position	University	Dates
Assistant Dean, Graduate College	Texas State University	Spring 2009--
Professor	Texas State University	Fall, 2003--
Acting Director/Chair	Texas State University	Numerous times over the years for short durations during the absence of director/chair
Associate Director for Graduate Studies	Texas State University	Fall, 2006--
Graduate Adviser	Texas State University	Fall, 2000--
Graduate Program Co-adviser/Coordinator	Texas State University	Spring, 2000
Assistant Chair, Dept. of Mass Communication	Texas State University	Fall, 1999
Associate Professor	Texas State University	Fall, 1998
Assistant Professor	Texas State University	Fall, 1992
Teaching/Research Fellow	Bowling Green State University	1989-1991
Non-Service Fellow	Bowling Green State University	1991-1992

Relevant Professional Experience

Position	Entity	Dates
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Public Relations Officer	Bharat Earth Movers Ltd., HQ, Bangalore, India * <i>Efficiency Award for Excellence in Public Relations, Bharat Earth Movers Limited, India (1984).</i>	1982-1989 (1989-1991—on two-year study leave)
Correspondent/Stringer	<i>Femina</i> (India's leading women's magazine belonging to the Times of India Group published by Bennett & Coleman). I was invited to write for them based on an article I submitted as a Journalism student that they published.	1977—1982
Feature Writer, Art Critic & Cartoonist	<i>The City Tab</i> (Weekly newspaper, Bangalore) Interviewed numerous dignitaries, including Mother Theresa , sports and movie stars.	1977—1980
Correspondent/Stringer	<i>Youth Times</i> (belonged to the Times of India Group published by Bennett & Coleman)	1979—1982
Freelance Journalist	Wrote numerous articles for India's leading English Newspapers and Magazines	1977-1982

Teaching Honors and Awards:

- ❑ Fulbright Award, India, Spring 2008
- ❑ Associate Doctoral Faculty, 2005--
- ❑ Inducted into the National Honor Society for International Studies, Sigma Iota Rho, April, 2004.
- ❑ Outstanding Mentor, 2002-2003 given by the Texas State Mentoring Program
- ❑ Promoted to Professor in 2003
- ❑ Granted developmental leave in Spring 2001. The research project undertaken during this period was analysis of the extensive data gathered in a national media habits survey carried out in India.
- ❑ Mass Communication Professor of the Year Centennial Award given by the Graduate Student Organization, March 1999.
- ❑ Tenured in 1998
- ❑ Promoted to Associate Professor, 1998
- ❑ Graduate faculty since 1996

VITA

I. ACADEMIC/PROFESSIONAL BACKGROUND

NAME: Jay David Jamieson, PhD

EDUCATION:

Ph.D., Criminal Justice, Sam Houston State University, Huntsville, Texas, 1981; Dissertation title: Rural Crime in Texas

M.A., Criminal Justice, Sam Houston State University, 1977; Thesis title: A Personality Factor Comparison Between Prison Guards and Students Majoring in Corrections

B.A., Economics, University of the South, Sewanee, Tennessee, 1970

EXPERIENCE:

Guest Professor, Masters in Criminal Justice Administration Program, Department of Social Administration, Thammasat University, Bangkok, Thailand, summer, 2004, 2005, fall, 2006.

Visiting Scholars Program Participant, California State University at Sacramento, Sacramento, California, spring, 2004, subject: Criminal Justice and Criminal Procedure in Latin America.

Department of Criminal Justice faculty
Southwest Texas State University, 1986-Present.

Acting Chair, 1992-1993.

Graduate Faculty, 1987-present.

Graduate Director, 1996-2000.

Co-founder, SWT Underwater Institute

Judge, Annual Hostage Negotiation Competition

University of Southwestern Louisiana faculty,
Criminal Justice Program, Department of
Political Science, 1979-1986(tenured, 1985).

President, Louisiana Association of Criminal
Justice Educators

Acadiana Law Enforcement Training Academy, Instructor, 1979-1986.

Expert witness, Louisiana Criminal Courts, 1980-1986.

Lafayette Parish Sheriff's Office, Reserve Squad Sergeant, 1984-1986.

Pembroke State University faculty, Criminal Justice Program, Department of Sociology, 1978-1979.

Sam Houston State University, Graduate Assistant, 1975-1978.

Texas Department of Corrections, Research Branch, 1974-1975.

U.S. Army Counterintelligence Corps, Special Agent, 1970-1973.

ACHIEVEMENTS AND AWARDS:

School of Applied Arts and Technology
Faculty Award for Service 2006
Faculty Award for Scholarship 2005
Faculty Award for Teaching 1998

Initiated dialog with Costa Rican Criminal Justice officials on training and exchange prospects, resulting in SWT faculty participation in training exercises in Costa Rica and at SWT. Lectured members of the Costa Rican Supreme Court and Attorney General's Office on American criminal procedure, criminal court organization, hostage negotiation, and other subjects. Brought Costa Rican law school faculty to SWT (SWT Visit Program) for lecture series. Participated in subsequent training of Costa Rican police officials at SWT.

Advisor of the Year, 1985-1986.

Merrick Endowment Recipient, 1990.

Faculty Research Enrichment Awards, 1988-1990.
Committee

II. SCHOLARSHIP

BOOKS

Jamieson, J.D., Charles McCaghy and Timothy Capron, *Deviant Behavior: Crime, Conflict, And Interest Groups*, (5th Ed.) Allyn and Bacon, Needham Heights, MA, 1999.

**LEAH
RENOLD**

Assistant Professor
History Department
Texas State University
San Marcos, TX 78666
E-mail: lr22@txstate.edu
Phone: 512-245-2118

Education

Ph.D. in Modern South Asian History from the University of Texas at Austin,
May 1999

Qualifying areas include Hindi/Urdu, Sanskrit, History of Religion in America,
and Modern South Asian History

Dissertation: The Construction of Hindu Identity at Banaras Hindu University
(1915-1947)

Dissertation Committee: Gail Minault (Supervisor-South Asian History), William
Roger Louis (British History), Robert Hardgrave (Government of India), Herman
van Olphen (Hindi/Urdu), and Howard Miller (History of Religion)

MA in Asian Studies, University of Texas at Austin, December 1992

BA in Humanities, University of Texas at Austin, May 1986

Teaching Experience

Assistant Professor, History Department, Texas State University, Summer 2007-
present.

Visiting lecturer in Modern South Asian History, University of Virginia,
Charlottesville, Virginia, Spring and Fall 2005.

Director of the New York State Independent College Consortium for Study in
India (Bard, Hamilton, Hartwick, Hobart & William Smith, Skidmore, and St.
Lawrence), Fall 2004.

Visiting assistant professor in Asian Religions in the Religious Studies
Department at St. Lawrence University in Canton, New York, Fall 2001-Spring
2004.

Publications

"The Temple of Learning: A Strategic Design." *Benares: Urban History, Architecture, Photography*. Michael S. Dodson, ed. Forthcoming in 2009 by Routledge.

"Predecessors of Prajna: A Survey of Pre-Independence Journals." *Prajna* 54: 1-2 (December 2008): 255-258.

A Hindu Education: The Early Years of the Banaras Hindu University. Oxford University Press, August 2005.

The volume aims at a critical assessment of one of the influential institutions of the late colonial era. By focusing on the history of Hindu education at Banaras Hindu University, a major university of British India between 1915 to 1947, the book explores the complex inter-relationships between religion, education, identity formation, resistance patterns, and how the university responded to these issues.

Editorial review, Oxford University Press.

Renold's work remains an important and original contribution to the subject, bringing to light the complex interpenetration of religion, education, politics, and identity formation.

Amiya P. Sen

The Book Review, 29, 10 (October 2005): 9

Insofar as Renold's main question is 'Was it a Hindu education?' her answer is very interesting to all students of Indian history.

Nita Kumar

Indian Economic and Social History Review, 44, 4 (2007): 517-65.

A Book Review of Charu Gupta's *Sexuality, Obscenity, Community: Women, Muslims, and the Hindu Public in Colonial India*, *Journal of Colonialism and Colonial History*, Vol. 4, 2003.

"Fundamentalism," in *Collateral Language: A User's Guide to America's New War*, John Collins and Ross Glover, editors. New York University Press, 2002. Also in an Italian edition, *Linguaggio Collaterale*, Ombre Corte, 2006 and in a Spanish edition, *Lenguaje Colateral : Claves Para Justificar Una Guerra*, Paginas De Espuma, 2006.

Ani Yazedjian, Ph.D.
Assistant Professor

EDUCATIONAL BACKGROUND

Degree	Year	University	Major	Thesis/Dissertation
Ph.D	2003	University of Illinois at Urbana-Champaign	Human Development and Family Studies	Experiencing Ethnicity: A Case Study of White, Black, Latino, and Asian Adolescents in an Urban High School
M.S.	2000	University of Illinois at Urbana-Champaign	Human Development and Family Studies	Examining Ethnic Identity Among “White” Ethnicity: The Case of Armenian Adolescents in America
B.A.	1997	University of Florida	Sociology	Working Overtime: Perceptions of Race Among Black and White Fraternity Members

Professional Experience:

Assistant Professor	Texas State University	2004-present
Specialist in Education	University of Illinois at Urbana-Champaign	2003-2004
Lecturer	University of Illinois at Urbana-Champaign	Spring 2004
Graduate Assistant	University of Illinois at Urbana-Champaign	1997-2003

TEACHING

Honors and Awards:

Runner Up, Presidential Award for Excellence in Teaching	2007 & 2008
Fulbright-Hays Group Projects Abroad: Faces of Mexico Project for Curriculum Development	Summer 2005
Who’s Who Among America’s Teachers	2004 & 2005
North American Colleges and Teachers of Agriculture, Graduate Student Teaching Award	2003

Advanced Graduate Teacher Certificate, University of Illinois	2003
Graduate Teacher Certificate, University of Illinois	2003
College of ACES Louis V. Logeman Graduate Student Teaching Award	2003
Honorable Mention, Campus Award for Excellence in Undergraduate Teaching	2003
List of Teachers Ranked as Excellent, University of Illinois	2000-2003

SCHOLARSHIP

Chapters in Books:

Yazedjian, A. (2004). Reconstructing the Armenian: The genocide as a cultural marker in the reification of Armenian identity. In T. Turino and J. Lea (Eds.), *Identity and the Arts in Diaspora Communities*, (pp. 39-50). Warren, MI: Harmonie Park Press.

Refereed Journal Articles:

Toews, M. L., & **Yazedjian, A.** (forthcoming 2009). Relationship education with adolescent parents: Challenges and lessons learned. *Journal of Family and Consumer Sciences*.

Yazedjian, A., Toews, M. L., & Navarro, A. * (forthcoming 2009). Exploring parental factors, adjustment, and academic achievement among White and Hispanic college students. *Journal of College Student Development*.

Cerny, J. M. *, Toews, M. L., & **Yazedjian, A.** (2008). A qualitative exploration of child life specialists' experiences working with hospitalized children who have been physically abused. *Child Life Focus*, 26(4), 7-15.

Purswell, K. E. *, **Yazedjian, A.**, & Toews, M. L. (2008). Students' intentions and social support as predictors of self-reported academic behaviors: A comparison of first- and continuing-generation college students. *Journal of College Student Retention: Research, Theory and Practice*, 10(2), 191-206.

Yazedjian, A. (2008). Learning to be Armenian: Understanding the process of ethnic identity development for Armenian adolescents. *Journal of the Society for Armenian Studies*, 17, 171-194.

Yazedjian, A. (2008). Para español, oprima dos: Cultural identity in the 21st century. *Voices: San Antonio College Multicultural Journal*, 3, 31-35.

2-PAGE CURRICULUM VITAE: LIJUN YUAN

EDUCATION:

Ph.D. (2002) University of Colorado, Boulder; Philosophy, Social and Political Philosophy and Applied Ethics, Dissertation Title: Re-conceiving Women's Equality in China

MA (1998) University of Colorado, Boulder; Philosophy, Social and Political Philosophy and Applied Ethics, Thesis Title: Mao's Philosophy and View of Women

MA (1982) University of Nankai, Tianjin, PR China; Philosophy, Contemporary Western Philosophy, Thesis Title: Bertrand Russell's Epistemology

BA (1976) University of Shanxi, Taiyuan, PR China; English

UNIVERSITY EXPERIENCE:

Associate Professor, Texas State University-San Marcos, 2008-present

Assistant Professor, Texas State University-San Marcos, 2003-2008

Lecturer B, California State University, Fresno, 2002-2003

Part Time Instructor, University of Colorado, Boulder, 1999-2001

Part Time Teaching Assistant, University of Colorado, Boulder, 1996-1998

RELEVANT PROFESSIONAL EXPERIENCE

Graduate Teacher Program Teacher Training Certificate, University of Colorado at Boulder, February 5, 2001.

Visiting Scholar, Hull University, England, Jan.-April, 1994

Associate Professor, Beijing Academy of Social Sciences, 1992-1998

Assistant Professor, Beijing Academy of Social Sciences, 1986-1991

FELLOWSHIP, AWARDS, HONORS:

Alkek Library Research Grant 2006 (funded \$754)

Emerson/Lowe Dissertation Fellowship, University of Colorado, Boulder, Spring 2002;

Graduate School/Department Dissertation Fellowship, University of Colorado, Boulder, Fall 2001; University Fellowship, University of Colorado, Boulder, 1994-1995.

Beverly Sears Graduate Student Grant Awards of University of Colorado, Boulder:

Fall 1999, Fall 2000 and Fall 2001

Dean's Small Grant Awards of University of Colorado, Boulder: Spring 1995, Spring 1996, Spring 1998

Translation of Russell's *Logic and Knowledge* won the 2nd Rank Award of the 5th Beijing Excellent Achievements Award of Philosophy and Social Sciences by Beijing

Evaluation Committee for Excellent Achievements in Philosophy and Social Sciences, 1998

A mark of Distinction in Sino-British Summer School of Philosophy: Session 1992 and Session 1993. Winner of a competitive fellowship from Sino-British Summer School for A Visiting Scholar at Hull University, England, January-April 1994

PUBLICATIONS:

A Book:

Reconceiving Women's Equality in China: A Critical Examination of Models of Sex Equality. Lanham, MD: Lexington Books, A division of Rowman & Littlefield Publishers, Inc. 2005. (This book nominated for the Levenson Prize for Books in Chinese Studies)

B. Chapters in Books:

"A Comparative Study between Care Ethics and Ren Ethics," Pp 288-305 in *Feminist Philosophy and Public Policies*, ed. Qiu Renzong, Beijing, China Social Sciences Press 2004.

"Critique to Biological Determinism and Essentialism in Explaining Gender Difference," Pp 252-259 in *Chinese Women and Feminist Thought*, ed. Qiu Renzong, Beijing, Chinese Social Sciences Press, 1998.

"Bertrand Russell's Philosophy of Language," Pp 153-201 (40,000 Chinese characters) in *Contemporary Philosophy of Language in the West*, Sichuan People Press, 1989.

"Phenomenological Analytic Philosophy: Russell, Wittgenstein, Shlick, and Carnap," Pp 1-91 (70,000 Chinese characters) in *Contemporary Analytic Philosophy in the West*, Liaoning Education Press, 1989

"On Russell's Theory of Acquaintance," Pp 208-225 (12000 Chinese characters) in *Philosophy Forum*, Beijing Academy of Social Sciences Press, 1984

C. ARTICLES:

"Ethics of Care and Concept of Jen: A Reply to Chenyang Li," *Hypatia: A Journal of Feminist Philosophy*, Volume 17, Number 1, Winter 2002, 107-129

"Two Critiques of Anti-essentialism—a Debate in Feminist Philosophy Since the 1980s," (10,000 Chinese characters): *Journal of Beijing Social Sciences*, 1998, Vol. 1, 98-104

"The Theory of Essence and the Theory Against It—Hot Points of Discussion in American Feminism in the 1980s", *Collection of Women's Studies*, 1997, Vol. 1, 60-61

"On Wittgenstein's Argument of Private Language," (8000 Chinese characters): *Journal of Beijing Normal University*, January 1993, 78-82

"The Theory of Meaning in Philosophy of Language," (7000 Chinese characters): *Journal of Beijing Social Sciences*, 1991, Vol.1, 100-104

Presentations:

"Notions of Relational Self and Gender Philosophy," American Philosophical Association, Pacific Division, Vancouver, April 9, 2009.

"A Balance of Justice and Care: Reading Feminist Ethics" XXII World Congress of Philosophy: Rethinking Philosophy, Seoul, July 30-Aug.5, 2008.

"Reciprocity of Another Kind: Comparing Confucian and Feminist Notion of Relational Self" The 13th Symposium of the International Association of Women Philosophers, Seoul, July 27, 2008.

"Confucian and Feminist Notions of Relational Self and Reciprocity: A Comparative

VITA

I. ACADEMIC/PROFESSIONAL BACKGROUND: Jay David Jamieson, PhD

EDUCATION:

Ph.D., Criminal Justice, Sam Houston State University, Huntsville, Texas, 1981; Dissertation title: Rural Crime in Texas

M.A., Criminal Justice, Sam Houston State University, 1977; Thesis title: A Personality Factor Comparison Between Prison Guards and Students Majoring in Corrections

B.A., Economics, University of the South, Sewanee, Tennessee, 1970

EXPERIENCE:

Guest Professor, Masters in Criminal Justice Administration Program, Department of Social Administration, Thammasat University, Bangkok, Thailand, summer, 2004, 2005, fall, 2006.

Visiting Scholars Program Participant, California State University at Sacramento, Sacramento, California, spring, 2004, subject: Criminal Justice and Criminal Procedure in Latin America.

Department of Criminal Justice faculty
Southwest Texas State University, 1986-Present.

Acting Chair, 1992-1993.

Graduate Faculty, 1987-present.

Graduate Director, 1996-2000.

Co-founder, SWT Underwater Institute

Judge, Annual Hostage Negotiation Competition

University of Southwestern Louisiana faculty,
Criminal Justice Program, Department of
Political Science, 1979-1986(tenured, 1985).

President, Louisiana Association of Criminal
Justice Educators

Acadiana Law Enforcement Training Academy, Instructor, 1979-1986.

Expert witness, Louisiana Criminal Courts, 1980-1986.

Lafayette Parish Sheriff's Office, Reserve Squad Sergeant, 1984-1986.

Pembroke State University faculty, Criminal Justice Program, Department of Sociology, 1978-1979.

Sam Houston State University, Graduate Assistant, 1975-1978.

Texas Department of Corrections, Research Branch, 1974-1975.

U.S. Army Counterintelligence Corps, Special Agent, 1970-1973.

ACHIEVEMENTS AND AWARDS:

School of Applied Arts and Technology
Faculty Award for Service 2006
Faculty Award for Scholarship 2005
Faculty Award for Teaching 1998

Initiated dialog with Costa Rican Criminal Justice officials on training and exchange prospects, resulting in SWT faculty participation in training exercises in Costa Rica and at SWT. Lectured members of the Costa Rican Supreme Court and Attorney General's Office on American criminal procedure, criminal court organization, hostage negotiation, and other subjects. Brought Costa Rican law school faculty to SWT (SWT Visit Program) for lecture series. Participated in subsequent training of Costa Rican police officials at SWT.

Advisor of the Year, 1985-1986.

Merrick Endowment Recipient, 1990.

Faculty Research Enrichment Awards, 1988-1990.
Committee

II. SCHOLARSHIP

BOOKS

Jamieson, J.D., Charles McCaghy and Timothy Capron, *Deviant Behavior: Crime, Conflict, And Interest Groups*, (5th Ed.) Allyn and Bacon, Needham Heights, MA, 1999.

Jamieson, J.D., Charles McCaghy and Timothy Capron, *Deviant Behavior: Crime, Conflict, And Interest Groups*, (6th Ed.) Allyn and Bacon, Needham Heights, MA, 2002.

Vancouver, Canada

“Art Cinema in China?” Oct. 2005
Outstanding Graduate Student Paper
Southwest Conference on Asian Studies
North Texas University -- Denton, Texas

“Sexuality between the Public and Private: Contemporary Discourse of College Student Sex in Urban China” Oct. 2004
The Asian Studies Graduate Students Conference
University of Texas at Austin – Austin, Texas

“Cross the Aesthetic and National Boundaries: Reading Ann Lee’s *Crouching Tiger, Hidden Dragon*” Apr. 2004
Nominated for the Best Student Paper Horst Frenz Prize
American Comparative Literature Association Conference
University of Michigan

“Contending the Nation, Ethnic, and Global: the Political Economy of *Crouching Tiger, Hidden Dragon*” Oct. 2003
Global Fusion Conference
University of Texas at Austin

Honors and Grants

Graduate School Fellowship, UT-Austin 2007-2008
Texas Public Education Grant (TPEG) 2005
Professional Development Award, UT-Austin 2004
Peking University Scholarship 1995

Professional Memberships

American Comparative Literature Association
The Association of Asian Studies
Asian Cinema Studies Association
Society for Cinema and Media Studies

Community Service

Lecture “Mianmian and her novel *Candy*” Mar. 2004
University of Texas Staff Reading Group -- Austin, Texas
Lecture “China’s Tang and Song Dynasties” Sep. 2003
Pflugerville High School -- Austin, Texas
UT Graduate Student China Resource Group 2002-2005
Chair
Linguistic Services Network, Austin, Texas 2001-present
Part time Medical Interpreter

JOSEPH R. TOMASSO, JR.
Department of Biology
Texas State University
San Marcos, Texas 78666
Phone 512 245 2178; E-mail jt33@txstate.edu

EDUCATION

PhD University	1981	Biology	Memphis State
MS State University	1978	Biology	Middle Tennessee
BS Martin	1974	Secondary Education	University of Tennessee,

PROFESSIONAL APPOINTMENTS

2006-present University	Professor of Biology & Chair of Department	Texas State
1990-2006	Professor of Aquaculture	Clemson University
1987-1990	Associate Professor of Aquaculture	Clemson University
1986-1987 University Memphis Public Schools	Associate Professor of Biology	Texas State

EDITING

Associate Editor 2000-2007	<i>Aquaculture Research</i>
Editor 2002	<i>Aquaculture and the Environment in the United States</i> US Aquaculture Society/ World Aquaculture Society, Baton Rouge, 277pp.

Co-editor *Aquaculture and Water Quality* (co-edited with D Brune)
1991

World Aquaculture Society, Baton Rouge, 606pp.

Associate Editor *North American Journal of Aquaculture*
1988-1991

Associate Editor *Proceedings of the Annual Conference Southeastern
Association of* 1987-1989
Fish & Wildlife Agencies

PEER-REVIEWED JOURNAL ARTICLES (STUDENTS ARE UNDERLINED)

Ryan, AC, JR Tomasso & SJ Klaine. Influence of pH, hardness, dissolved organic carbon concentration, and dissolved organic matter source on the acute toxicity of copper to *Daphnia magna* in soft waters: implications for the Biotic Ligand Model. *Environmental Toxicology & Chemistry* (**accepted**).

Parmenter, KJ, JH Bisesi, SP Young, SJ Klaine, HL Atwood, CL Browdy & JR Tomasso. Survival and culture of *Litopenaeus vannamei* in a constructed-ion environment. *North American Journal of Aquaculture* (**accepted**).

Van Genderen, EJ, JR Tomasso & SJ Klaine. 2008. Influence of copper exposure on whole-body sodium levels in larval fathead minnows (*Pimephales promelas*). *Environmental Toxicology & Chemistry* 27:1442-1449.

Hoang, TC, JS Gallagher, JR Tomasso & SJ Klaine. 2007. Toxicity of two pulsed metal exposures to *Daphnia magna*: relative effects of pulsed duration-concentration and influence of interpulse period. *Archives of Environmental Contamination & Toxicology* 53:579-589.

Burkey, K, SP Young, TIJ Smith & JR Tomasso. 2007. Low-salinity resistance of juvenile cobia. *North American Journal of Aquaculture* 69:271-274.

Hoang, TC, JR Tomasso & SJ Klaine. 2007. An integrated model describing the toxic responses of *Daphnia magna* to pulsed exposures of three metals. *Environmental Toxicology & Chemistry* 26:132-138.

Sowers, AD, SP Young, M Grosell, CL Browdy & JR Tomasso. 2006. Hemolymph osmolality and cation concentrations in *Litopenaeus vannamei* during exposure to low concentrations of dissolved solids:

TEXAS STATE VITA

Please note: For all entries, list most recent items first.

I. Academic/Professional Background

A. Name: Clarena Larrotta

Title: Assistant Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>
Ph.D.	2005	University of Texas-Austin	Bilingual Ed/Multicultural Studies <i>Dissertation:</i> Using a negotiated, holistic, inquiry-based curriculum with Hispanic adults developing English literacy
MAEE	1999	The University of Puerto-Mayaguez	English Education <i>Thesis:</i> Strategies for the teaching and learning of vocabulary
ESL-BA	1990	University of Quindio-(Colombia)	English Teaching

C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Assistant Professor	Texas State	2006-present
Assistant Professor	Humboldt State	2005 -2006
Lecturer	UT-Austin	Summer I 2005
Assistant Instructor	UT-Austin	2000 to Aug 2005
Teaching Assistant	UT-Austin	Summer I 2004
Lecturer I	UT-San Antonio	Summer I 2003
Lecturer	UPR-Mayaguez	1999 -2000
Assistant Instructor	UPR-Mayaguez	1996-1999
Lecturer	University of Quindio	1991-1995

D

III. SCHOLARLY/CREATIVE

A. Works in Print

1. Books (if not refereed, please indicate)

- a. Scholarly Monographs:
- b. Textbooks:

c. Edited Books:

Larrotta, C. & Brooks, K. A. (Eds.). (2009). *Bringing Community to the Adult ESL Classroom*. New Directions for Adult and Continuing Education. San Francisco: Jossey-Bass.

d. Chapters in Books:

Larrotta, C. (2010-accepted/inprogress). Chapter 23: English language learning for adults. In C. Kasworm, A. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of Adult and Continuing Education*. San Francisco. Sage Publications, Inc. Accepted for publication, final version submitted on 2-3-2009.

Larrotta, C. (2009). Journaling in adult ESL community programs. In C. Larrotta & A. K. Brooks (Volume Eds.), *New Directions for Adult and Continuing Education. Bringing Community to the Adult ESL Classroom* (pp. 35-44). San Francisco: Jossey-Bass.

Larrotta, C. (2006). Negotiating the ESL curriculum in an adult literacy program: A teacher researcher's perspective. In J. H. Sullivan (Series Ed.) & D. Schwarzer, M. Bloom, and S. Shono (Vol. Eds.), *Research in Second Language Learning: Vol. 4. Research as a Tool for Empowerment: Theory Informing Practice* (pp.79-107). Greenwich: CT, Information Age Publishing, Inc.

e. Creative Books:

2. Articles

a. Refereed Journal Articles:

Larrotta, C., & Ramirez, Y. (2009). Literacy benefits for Latina/o parents engaged in a Spanish literacy project. *Journal of Adolescent and Adult Literacy*. 52(7), 621-630.

Larrotta, C. (2008). Written conversations with Hispanic adults developing English literacy. *Adult Basic Education and Literacy Journal*. 2(1), 13-23.

Larrotta, C. & Gainer, J. S. (2008). Text matters: Mexican immigrant parents reading their world. *Multicultural Education*. 16(2), 45-48.

Larrotta, C. (2007-**in press**). Inquiry in the adult classroom: An ESL literacy experience. *Adult Learning*. (Journal is two years behind). 17(3/4).

- 1979-1982 Senior Environmental Advisor, U.S.-Canada International Joint Commission (IJC), Washington, D.C.
- 1977-1979 Limnologist, IJC, Great Lakes Regional Office, Windsor, Ontario, Canada
(also Adjunct Assistant Professor, Wayne State University, Detroit, Michigan).

PROFESSIONAL AND OTHER ORGANIZATIONS

American Society for Limnology and Oceanography (ASLO)
 International Lake Environment Committee (ILEC)
 International Society for Applied and Theoretical Limnology (SIL)
 North American Lake Management Society (NALMS)
 Society of Wetland Scientists (SWS)
 World Wildlife Federation (WWF)

PROFESSIONAL COMMITTEES/SERVICE

- Member, Core Group, Control of Eutrophication of Lakes and Reservoirs, Programme on Man and the Biosphere (MAB), UNESCO, Paris, 1982 - 1989.
- Chair, Nutrient/Chemistry Workgroup, Phytoplankton Task Force, Interagency Ecology Program, Sacramento-San Joaquin Estuary, Sacramento, California, 1983 - 1985.
- Chair, Sacramento-San Joaquin Estuary Biological Impacts Assessment Committee, San Luis Drain Interagency Technical Advisory Group, Sacramento, California, 1984 - 1985.
- Member, Sacramento-San Joaquin Delta Export Curtailment Experiment Policy Development Committee, Sacramento, California, 1984 -1985.
- U.S. Chairman, Limnology Task Force, Flathead River International Study Board, International Joint Commission, Washington, D.C., 1986 - 1988.
- Member, Quality Control in Reservoirs Committee, American Water Works Association, 1987 - 1990.
- Member, International Committee, and Co-chairman, Scholarship Committee, North American Lake Management Society, 1988-1992.
- Member, Task Group on Reservoir Water Quality Management, International Association for Water Pollution Research and Control, London, UK, 1987 - 1996.
- Chair, Technical Committee, Assessment and Control of Nonpoint Source Pollution of Aquatic Ecosystems, Programme on Man and the Biosphere (MAB), UNESCO, Paris, 1989-1996.
- Chair, Technical Program, North American Lake Management Society, 9th International Symposium, Austin, Texas, 1989.
- Member, Task Force on Nonpoint Source Pollution, Galveston Bay National Estuary Program, 1990 - 1992.
- Member, Water Quality Advisory Committee, City of Austin, Texas, 1991 - 1992.
- Editorial Board, International Journal of Water Resources Development, Oxford, United Kingdom, 1993 – 2002.
- Member, Advisory Board, International Research and Training Center on Erosion and Sedimentation, Beijing, China, 1994 – 1998.
- Secretary, Water Working Group, UN System-wide Special Initiative on Africa, United Nations, 1995 - 1998.

TEXAS STATE VITA

I. Academic/Professional Background

A. Name: Gary J. Winek Title: Professor and Construction Program Coordinator

B. Educational Background

Degree	Year	University	Major	Thesis/Dissertation
Ph.D.	1981	University of Maryland	Industrial Education	Energy Education
M.Ed.	1975	Ball State University	Industrial Education	
B.S.	1974	University of Wisconsin – Stout	Industrial Education	

C. University Experience

Position	University	Dates
Construction Program Coordinator	Texas State University	2000 – Present
Assistant/Associate/Full Professor	Texas State University	1981 – Present
Instructor	University of Maryland	1976 - 1981

B. Courses Taught:

TECH 1260 – Introduction to the Construction Industry
 TECH 2342 – Construction Materials and Processes
 TECH 2360 – Residential Construction Systems
 TECH 3310 – Industrial Design
 TECH 3361 – Commercial Building Construction Systems
 TECH 3364 – Quality Assurance
 TECH 4360 – Construction Contract Administration
 TECH 4361 – Construction Estimating
 TECH 5385 – Readings in Technology

a. Refereed Journal Articles:

Sriraman, V., Winek, G., & DeLeon, J. (2002). Selecting the appropriate rapid prototyping machine based on curriculum needs. Submitted to the Engineering Technology Journal.

DeLeon, J. & Winek, G. (Winter, 2000). Incorporating rapid prototyping into the engineering design curriculum. Engineering Design Graphics Journal.

Winek, G. (Summer, 1996). Rapid prototyping: Past, present and future. Journal of Industrial Technology, 12, (3), 15-20.

Winek, G. (Winter/Spring, 1996). Rapid prototyping enters mainstream manufacturing. Journal of Technology Studies, XXII. (1), 2-9.

Winek, G. & Sriraman, V. (Fall, 1995). Rapid prototyping: The state of the technology. Journal of Engineering Technology, 12, (2), 37-43.

Sriraman, V. & Winek, G. (Spring, 1995). CAD processes for rapid prototyping. The Engineering Design Graphics Journal, 59, (2), 5-12.

Winek, G. & Tisdell, R. (April 2006). The feasibility of generating and using rapid prototype architectural models in construction programs. American Schools of Construction (ASC) Conference Proceedings.

Winek, G. (2004). Rapid prototyping and its current and future uses in the construction industry. Associated Schools of Construction (ASC) International Proceedings of the 40th Annual Conference. Published by ASC, Dr. Tulio Salbarn, editor, University of Southern Mississippi, Hattiesburg, MS.

DeLeon, J. & Winek, G. (November, 2001). Enhancing the strength of LOM RP models via the VIPLOM process: A case study. NAIT Selected Papers 2001 (Peer reviewed), Ann Arbor, MI

Sriraman, V. & Winek, G. (October, 1996). Solid modeling: Issues and applications in the CIM context. National Association of Industrial Technology (NAIT) Convention, Los Angeles, Proceedings.

Winek, G., Sriraman, V., & Habingreither, R. (March, 1996). Rapid prototyping and its industrial applications. Gulf-Southwest Division Proceedings of the American Association of Engineering Education (ASEE), p. 234-239.

Winek, G. & Sriraman, V. (October, 1995). Present and future manufacturing applications of rapid prototyping. National Association of Industrial Technology (NAIT) Convention, Savannah, GA.

Winek, G. (June, 1995). Incorporation of rapid prototyping in the Engineering Technology Curriculum. American Society for Engineering Education (ASEE) 1995 Proceedings, Vol. 1, p. 1449, session number 2347.

1. Funded External Grants and Contracts:

Sriraman, V., Winek, G., Habingreither, R., & DeLeon, J. (Summer, 1999). Rapid tooling and Time Compression Technologies. Funded, National Science Foundation (NSF) CCLI Grant, \$188,655.

Winek, G. & Phillips, R. (Spring, 1995). Teaching Concurrent Engineering Principles Using a Rapid Prototype Machine. Funded, National Science Foundation (NSF), Instrumentation and Laboratory Improvement (ILI) Grant, \$99,764.

Appendix B

TEXAS★STATE
UNIVERSITY
SAN MARCOS
The rising STAR of Texas

April 24, 2009

Dr. Dennis Dunn
Professor-History
Texas State University
207 Taylor-Murphy History
Campus

Dear Dr. Dunn:

The Office of Undergraduate Admission at Texas State University supports the International Studies and Foreign Language Program Grant.

Texas State University requires entering students to have successfully completed at least 2 years of secondary school foreign language instruction. This grant proposal for Department of Education gives extra points in awarding grants if a university has such a policy. Texas States does as reflected on pp. 11-12 of the 2008-2010 undergraduate catalog.

It is our hope that the grant will be approved to provide this service to our students.

Sincerely,



Stephanie Anderson
Assistant VP for Enrollment Management and
Director of Undergraduate Admissions

OFFICE OF UNDERGRADUATE ADMISSIONS

429 N. GUADALUPE | SAN MARCOS, TEXAS 78666-5709 | 512.245.2364

Texas State University-San Marcos, founded in 1899, is a member of The Texas State University System.



Royal University of Phnom Penh
Université Royale de Phnom Penh

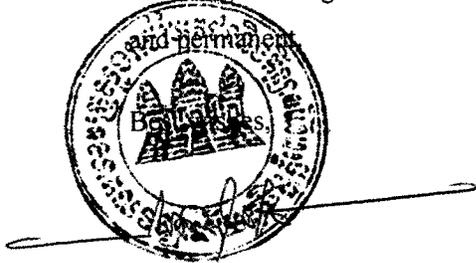
Vice-Rector Office : Room 109, Main Building, University Center, Blvd. of Conf. of Russia
Tel: (855) 16 831 279, Fax: (855) 23 884 523
E-mail: uprecto@forum.org.kh or nethbarom@camnet.com.kh

Ref. 664/ R.U.P.P
2008

Phnom Penh, 28th July 2008

To Whom It May Concern:

The Royal University of Phnom Penh (RUPP) wholeheartedly endorses the application of Texas State University – San Marcos for a grant to improve Southeast Asian Studies at Texas State University. Texas State University and the Royal University of Phnom Penh signed an agreement in 2006 to cooperate and build a program of faculty/student exchanges, study abroad, curriculum development, internships, volunteer service, and scholarships. The relationship to date has been quite rewarding, and I anticipate that the awarding of this grant to Texas State University will make the relationship deeper, richer,



NETH Barom, PhD
Vice-Rector

TEXAS  STATE
UNIVERSITY
SAN MARCOS
*The rising STAR of Texas*TM

April 20, 2009

Dr. Christine Corey
International Education Programs Service
U.S. Department of Education
1990 K Street, NW., room 6069
Washington, DC 20006-8521.

Dear Dr. Corey:

I am pleased to offer my support of this proposal entitled, "Southeast Asian Studies Project," specifically with the the addition of the new courses in Southeast Asian Studies to the curriculum and the addition of three new courses in Chinese to the extension curriculum.

The goals of the project fit well with the university's international strategy by emphasizing the importance of curriculum development as well as language and cultural preparation. The philosophy of Texas State's international program is that these components are key factors in our ability to recruit students, but, more importantly, in our ability to help them succeed while they are here.

Thank you for your full consideration. Please contact me at (512) 245-1217 or debbiethorne@txstate.edu if you need further information.

Sincerely,



Dr. Debbie M. Thorne
Associate Vice President, Academic Affairs

PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS

601 UNIVERSITY DRIVE | SAN MARCOS, TEXAS 78666-4615 | *phone* 512.245.2205 | *fax* 512.245.8346 | WWW.TXSTATE.EDU

Texas State University-San Marcos, founded in 1899, is a member of The Texas State University System.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-budgetnarrative.pdf**

3. BUDGET AND COST EFFECTIVENESS

a. Adequacy of the budget to support project activities

The budget is finely tuned to accomplish our objectives and to obtain the greatest return for the money invested. First, although the results are great, the amount requested to do the project is sufficient, and grant funds are extended through significant University support, especially through the Wilson Endowment. Second, the compensation for evaluator and for the off-campus expert helping with the project is reasonable and based on Federal guidelines. Third, the stipend for the faculty who is developing and teaching new Chinese language courses is based upon University pay scale and equal to one-fourth in year 1 and then one-half in year 2 of a nine-month salary in accordance with the scheduled development and teaching of the new Chinese courses and is in addition to the salary earned as result of teaching already existing courses. The faculty developing new courses will attend on-campus workshops and seminars during the regular academic year and the off-campus "immersion" program during the winter break and summer. Their major need, since they are already on salary during the winter break and can teach one summer session in the summer and earn what they would ordinarily earn if they so choose, is travel funds, and this budget meets that need. It gives each faculty member (except Dunn) \$2,000 to cover the cost of airfare and per diem expenses in Cambodia for ten days (\$1,500 air plus \$50 per day X 10 days = \$2,000). In addition, it gives each faculty member an additional \$5,000 per person to attend faculty development meetings, seminars, and workshops at NIU in the summer and at other times when special programs are offered if funds are still available. These funds will be used to pay travel and programming expenses in accordance with a summer schedule of meetings that Collins and Dunn develop between individual NIU and TxState faculty. Dunn has an additional travel allotment to cover DOE-mandated expenses of annual program directors meeting in association with the International Studies Association. The University, at its expense, will also release each of the faculty developing courses from teaching one course or its equivalent for one semester over the two-year

period of the grant. The University will also contribute \$31,000 over two years for library purchases in Chinese language and Southeast Asian Studies materials.

Fourth, the rate of pay for the external evaluator is reasonable at \$1,000 per year plus expenses. Evaluator Trudy Jacobsen is a respected scholar on Southeast Asia and Cambodia. And the stipend of \$2,000 per year for the expert resource person, James Collins, is also reasonable in light of the fact that he will be "on call" to our faculty by phone or email throughout the two year period to answer course development questions and will organize the NIU "immersion" experience for the TxState faculty. In addition, he is allotted \$2,000 for travel expenses related to workshops and meetings at TxState.

Finally, the expenses of our partner university in Cambodia, RUPP, and of Mauk are so reasonable because TxState has an existing MOU with RUPP that pays all expenses plus a small salary of a RUPP professor who comes to TxState each year for mentoring (Mauk was there in 2009) plus TxState has sent eight graduate students at its expense in 2007-8 to teach ESL and two graduate biology students in 2009 to teach introductory biology in the summer at RUPP, and RUPP and Mauk are reciprocating by helping TxState orient its faculty in Southeast Asian culture. A TxState alumnus and donor, Kenneth Wilson, is also building a biology laboratory at RUPP in 2009.

b. Reasonableness of costs in relation to the objectives of the project.

The costs of the project in relation to the objectives are extremely reasonable. The faculty preparing new courses; project faculty from RUPP and Monirith Ly; expert Collins; and Dunn, project manager and account manager, will be committing substantial time and work to complete the project. The benefits of the project, namely internationalizing the curriculum and extracurriculum by adding three courses in Chinese, and seven courses on Southeast Asia, setting up an internship/study abroad/service program and a multi-national university consortium, and building interest in Southeast Asian Studies in Central Texas through a business-academic sponsorship of workshops on business opportunities in Southeast Asia and a week-long cultural

celebration, are a rich return for the money invested. The budget for Year 1 and Year 2 is outlined below:

	Year 1	Match	Year 2	Match	Total
Faculty					
Dunn, D.	0	39,919	0	41,116	81,035
Fischer, R.		4,970	0	5,119	10,089
Yang, L.	9,500	0	14,250	0	23,750
Brooks, A.	0	11,332	0	0	11,332
Rao, S.	0	9,702	0	0	9,702
Renold, L.	0	6,088	0	0	6,088
Jamieson, JD	0	0	0	10,291	10,291
Yazedjian, A.	0	0	0	7,833	7,833
Yun, H.	0	0	0	6,704	6,704
Ness, Renee	1,000	0	0	0	1,000
Tomasso, J	1,000	0	0	0	1,000
Winek, G	1,000	0	0	0	1,000
Rast, W	0	0	1,000	0	1,000
Larrotta, C	0	0	1,000	0	1,000
Yeager, Elia	5,652	0	5,824	0	11,476
Grad student-50%	15,000	0	15,000	0	30,000
Student workers (1)	3,500	0	4,000	0	7,500
Sub: Personnel	36,652	72,011	41,074	71,063	220,800
Fringe Benefits	6,843	15,693	8,221	15,291	46,048
Sub Total: Psnl/Fring	43,495	87,704	49,295	86,354	266,848
Collins, James T.	2,000	0	2,000	0	4,000
RUPP Faculty		10,000		10,000	20,000
Mauk, P.		1,000	0	1,000	2,000
Foreign Travel					
A. Brooks	2,000	0	0	0	2,000
S. Rao	2,000	0	0	0	2,000
L. Renold	2,000	0	0	0	2,000
J D Jamieson	0	0	2,000	0	2,000
A. Yazedjian		0	2,000	0	2,000
H. Yun		0	2,000	0	2,000
Out-of-State Travel					
D. Dunn Proj.	7,000		3,000	0	10,000
A. Brooks	5,000	0	1,000	0	6,000
S. Rao	5,000	0	1,000	0	6,000
L. Renold	5,000	0	1,000	0	6,000
J D Jamieson	1,000	0	5,000	0	6,000
A. Yazedjian	1,000	0	5,000	0	6,000
H. Yun	1,000	0	5,000	0	6,000
Evaluator	1,000		1,000		2,000
Collins	1,000		1,000		2,000

	Year 1	Match	Year 2	Match	Total
Stipend for Evaluator	1,000		1,000		2,000
Supl., Print, Phone	0	800	0	800	1,600
Library Purchase	0	14,000	0	14,000	28,000
Chinese Lang. Mat.	3,000			3,000	6,000
Chinese Course/Abr.	0	0	2,000	0	2,000
Total Direct Costs	82,495	113,504	83,295	115,154	394,448
Total Indirect 8%	6,600	9,080	6,664	9,212	31,556
Total Costs	89,094	122,584	89,958	124,366	426,002

USDOE share: \$179,052

Total Grant: \$426,002

TXSTATE Match: \$246,950

Per Cent Match: 57%