

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

CFDA # 84.016A

PR/Award # P016A090022

Grants.gov Tracking#: GRANT10291362

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:
 College of Saint Benedict

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	\$ 14,957	\$ 51,602	\$ 0	\$ 0	\$ 0	\$ 66,559
2. Fringe Benefits	\$ 1,200	\$ 10,878	\$ 0	\$ 0	\$ 0	\$ 12,078
3. Travel	\$ 30,665	\$ 19,260	\$ 0	\$ 0	\$ 0	\$ 49,925
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 500	\$ 500	\$ 0	\$ 0	\$ 0	\$ 1,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 800	\$ 800	\$ 0	\$ 0	\$ 0	\$ 1,600
9. Total Direct Costs (lines 1-8)	\$ 48,122	\$ 83,040	\$ 0	\$ 0	\$ 0	\$ 131,162
10. Indirect Costs*	\$ 3,850	\$ 6,643	\$ 0	\$ 0	\$ 0	\$ 10,493
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 51,972	\$ 89,683	\$ 0	\$ 0	\$ 0	\$ 141,655

***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: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____
- (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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 College of Saint Benedict

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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	\$ 19,345	\$ 19,848	\$ 0	\$ 0	\$ 0	\$ 39,193
2. Fringe Benefits	\$ 5,320	\$ 5,458	\$ 0	\$ 0	\$ 0	\$ 10,778
3. Travel	\$ 0	\$ 11,285	\$ 0	\$ 0	\$ 0	\$ 11,285
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 24,665	\$ 36,591	\$ 0	\$ 0	\$ 0	\$ 61,256
10. Indirect Costs	\$ 1,973	\$ 2,927	\$ 0	\$ 0	\$ 0	\$ 4,900
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 26,638	\$ 39,518	\$ 0	\$ 0	\$ 0	\$ 66,156

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract final 042709.pdf**

Building Bridges to the Asian Century: Institutionalizing Our Asian Studies Major
Abstract

The College of Saint Benedict, in conjunction with its academic partner, Saint John's University, proposes to establish an interdisciplinary Asian Studies major that includes curricular, co-curricular, and advanced Asian language components. Graduates of this Asian Studies major will meet a national need for expertise in Asia, especially China, Japan and India.

Interdisciplinary Major in Asian Studies

We will develop two courses fundamental to the standard Asian Studies major. First, we will design a colloquium course that will introduce students to the interdisciplinary Asian Studies field in its historical and global context and demonstrate the scope, breadth, and relevance of East and South Asia. Second, we will create a senior-level Capstone course which will require students to integrate what they learned in the major, demonstrate the ability to do independent work in the major field, and present and explain the results of that independent learning in a written or oral presentation. Further, we plan four faculty tours to Asia to facilitate the development of eight new courses or experiential activities in interdisciplinary Asian Studies and the addition of Asia-related content to existing courses from a wide range of disciplines.

Increased Opportunity for International and Intercultural Experiential Learning

The faculty study tours to Asia will also result in the expansion of experiential learning opportunities for all students. Building upon the foundation of our successful Summer Science Research Exchange Program in China, our faculty who travel abroad will broaden the program to include research-exchange opportunities for students majoring in non-science disciplines and will also develop similar programs at our partner institutions in Japan and India. In addition, we will use the faculty study tours to develop faculty exchanges with our Asian partner institutions.

Upper Level Asian Language and Literature Courses

We will extend Chinese and Japanese language courses to regularly offer the third year of language instruction, and will pilot literature courses in translation. These new courses will allow students to complete their liberal arts language requirement in Chinese and Japanese and will prepare them to engage with Asia in the local language.

We have established the following objectives for the two-year grant period:

- Enroll 20 students in a new, interdisciplinary Introduction to Asian Studies Colloquium that will be developed;
- Have ten students each year demonstrate language proficiency at the intermediate low level in both Chinese and Japanese.
- Create at least one new advanced literature or culture course in both Chinese and Japanese.
- Create two new summer research exchange opportunities for students in the Humanities, Fine Arts or Social Sciences;
- Recruit two new faculty from the sciences to mentor a summer research exchange project;
- Implement at least one new service learning or internship site for our study abroad students at our partner schools in China and Japan.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-UISFL 042709 FINAL 10pm.pdf**

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Building Bridges to the “Asian Century” Institutionalizing Our Asian Studies Major

Background

The College of Saint Benedict (CSB) is a private, liberal arts college located in central Minnesota that enrolls approximately 2,000 undergraduate women. We partner closely with Saint John’s University (SJU), located six miles away, a private liberal arts college for men that enrolls 1,900 undergraduates. We have a fully-coordinated, joint academic program with identical degree requirements and academic calendars while maintaining separate residential campuses, governance, budget and student development programs. Through this partnership, we offer students the opportunities and choices of a large university and the individual attention and community of a premier, small college experience.

Our globally-focused curriculum emboldens students to see the world not as a place to conquer, but rather, a place to explore. Our founding monastics, whose global experiences in Asia date back eight decades, brought their love and understanding of Asia home to central Minnesota. This became the impetus of our Asian Studies Program, a collection of curricular and programmatic activities directed at preparing students for the newly-dawned “Asian Century.”

By combining our Benedictine traditions of global engagement, service and learning in community with academic scholarship, we provide our nearly 4,000 students with a uniquely integrated approach to international education.

Plan of Operation (Maximum 15 points)

High Quality Design

A Title VI grant will provide the means to develop both the curricular and co-curricular components of our Asian Studies Program. We will create a standardized Asian Studies

academic major, offer more advanced courses in Chinese and Japanese language, create a wider range of experiential learning opportunities in Asia, and strengthen relationships with our Asian partner schools. The components of a new Asian Studies major will provide a wider range of course offerings, including advanced language classes, study abroad, and experiential learning opportunities available to all CSB/SJU students, regardless of major.

Our Asian Studies program has centered on East Asia due to our well-established connections there. By capitalizing on recently developed faculty and staff expertise, we are expanding our efforts and developing curricular components and study abroad experiences into South Asia that mirror those of our programs in East Asia.

At present, the individualized major focuses primarily on Asian history. The plan for the standard major, while still recognizing the importance of history to a well-developed understanding of Asia, is a more interdisciplinary, experiential approach to the Asian Studies field. We want our graduates to command not only theories and facts, but also the linguistic tools and cultural insights that will empower them to most effectively utilize their liberal arts education. The new major will appeal to a broader range of students, and the cross-listed courses offered within the Asian Studies major will complement majors in other disciplines, adding an Asian component to other fields of study.

The design of our new Asian Studies major is the product of years of collaborative effort of the Asian Studies faculty, led by Dr. Richard Bohr, Director of Asian Studies. The Asian Studies faculty designed the new major to meet the innovative components of our recently revised Common Curriculum, the required general education courses that comprise the center of our strong, interdisciplinary liberal arts education. Our new Common Curriculum, adopted in 2006-07 requires every student to demonstrate language proficiency through the intermediate

level and fulfill both an experiential learning and intercultural component. It also mandates that every academic major include a senior Capstone experience. Our new Asian Studies major integrates these Common Curriculum requirements with a set of interdisciplinary Asian Studies courses in a way that is designed to give students:

- A strong interdisciplinary and multidisciplinary understanding of Asia;
- Experience with Asian peoples, cultures and languages;
- The ability to integrate academic training with experiential learning in ways that deepen understanding and ability to work professionally in and with Asia;
- Competence in an Asian language to at least the intermediate level of proficiency;
- The ability to learn independently about Asia;
- The ability to integrate their understanding of Asia with an appreciation of such topics and themes as global citizenship, environmentalism, gender, and social justice; and
- Interest in pursuing further study, volunteer, service, and career opportunities in and with Asia after graduation.

By the end of this grant period, we will:

- Enroll 20 students in the Introduction to Asian Studies Colloquium;
- Have 10 students each year demonstrate language proficiency at the intermediate low level in both Chinese and Japanese.
- Create at least one new advanced level literature/cultural course in both Chinese and Japanese.
- Create two new summer research opportunities for students in the Humanities, Fine Arts or Social Sciences;
- Recruit two new faculty from the sciences to mentor a summer research project;

- Implement at least one new service learning or internship site for our study abroad students at our partner schools in China and Japan.

Effective Plan of Operation

To achieve these goals, we will implement activities that fall into two mutually supportive, interdependent categories. The activities in Column 1 are timed strategically with the implementation of the new Asian Studies major. We will make trips to our overseas partner institutions cost effective by using them to simultaneously plan the three activities in Column 2. These activities and timing are listed below. Descriptions of each activity follow the table.

Project Activities Timeline			
1. Implementing New Curricular Components		2. Develop and Expand Relationships with Overseas Partners	
Activity	Timing	Activity	Timing
A. Develop Introductory Course	Year 1	A. Expand Research Exchange	Years 1 & 2
B. Develop Capstone Course	Year 2	'B. Faculty Exchange	Years 1 & 2
C. Develop new course and experiential activities	Years 1 & 2	'C. Develop internship, volunteer, service learning, career preparation activities	Years 1 & 2
D. Pilot Advanced Chinese and Japanese language and literature	Year 2		

Implementing New Curricular Components

1a) Develop Introductory Course: In summer 2009, the Introductory Colloquium in Asian Studies will be developed at a week-long summer workshop for the Asian Studies faculty. The faculty will develop student learning goals, an assessment plan, and a common syllabus for the course that will be offered in the 2010-11 academic year. This course will introduce students to the interdisciplinary Asian Studies field in its historical and global context and demonstrate the scope, breadth, and relevance of East and South Asia to students majoring in Asian Studies.

1b) Develop Capstone Course: In the second year, key personnel in Asian Studies will conduct a workshop to develop a senior-level Capstone course in Asian Studies. The Common Curriculum learning goals for all Capstone courses require students to integrate what they learned in the major, demonstrate the ability to do independent work in the major field, and present and explain the results of that independent learning in a written or oral presentation. Usually, this presentation is shared with the campus communities during our annual Celebrating Scholarship and Creativity Day, a day which recognizes and honors the achievements of students who have undertaken significant independent research, scholarship, or creative works during the course of the past year.

1c) Develop New Courses and Experiential Activities: Since 2000, 17 different faculty members have received faculty development support to enrich 31 courses with Asian Studies content. We will build on this momentum by supporting faculty already involved in Asian Studies with opportunities to conduct research and offer courses in this field and providing opportunities for new faculty to develop competence in Asian aspects of their own fields and offer courses that would enrich the Asian Studies opportunities for our students.

1d) Advanced Chinese and Japanese Language and Literature: Asia is now universally recognized as the world's economic epicenter and U.S. policy-makers realize that preparing U.S. students with the intercultural skills to keep America globally competitive and secure begins with language proficiency. During the past five years, there has been a steady expansion of Chinese-language instruction in America's primary and secondary schools, with government and private support of these efforts. The graduates of these programs are increasingly seeking to enter colleges which offer more than the first two years of Chinese and other Asian languages.

At the same time, semester-long study abroad opportunities in both China and Japan have also created a steadily increasing student demand for advanced language courses.

The new Common Curriculum requirement at CSB/SJU mandates that all students demonstrate language proficiency at the intermediate level. However, until 2007, teaching of Chinese and Japanese was offered by two instructors teaching in adjunct term positions, and these languages were only offered at introductory levels. As a result of these staffing challenges, the faculty created an exemption to the Common Curriculum for students studying Chinese or Japanese and allowed them to fulfill their language requirements by demonstrating proficiency at the novice high rather than intermediate level.

In fall 2007, a new full-time faculty member was hired to teach Chinese and converted to a tenure-track position in 2008. Starting in fall 2009, a new full-time faculty position in Japanese will be initiated, and this position will be converted to a tenure-track upon the demonstration of continued student demand for Japanese language. Our intent is that the activities supported by this grant will provide the demonstrated need for this permanent position. These new faculty lines demonstrate our commitment to Asian Studies.

In the second year of the grant period, our Chinese and Japanese professors will pilot advanced language and literature courses which will enable us to bring our Chinese and Japanese language offerings beyond the minimum standard that is required by our Common Curriculum requirements. As a result, any student will be able to satisfy our Common Curriculum language requirement in Chinese or Japanese at the intermediate level. Asian Studies majors, or other students with a particular interest, could continue developing this fluency beyond the intermediate level. The CSB/SJU administration is committed to sustaining staffing at these

increased levels upon demonstration of continued student enrollment and student achievement in language proficiency.

Develop and Enhance Relationships with Overseas Partners:

We plan study tours to our overseas partner institutions to further develop faculty and staff contacts there and to develop exchanges and experiential activities. We have long-established partnerships with Southwest University (SWU) in Sichuan, China, Zhanjiang Normal University (ZNU) in Guangdong, China, Bunkyo Gakuin University (BGU) in Tokyo, Japan, and St. Xavier's University in Kolkata (Calcutta), India which will allow us to create more extensive experiential opportunities. The activities are described below separately but clearly they are interdependent. Each partner institution has enthusiastically endorsed this proposal, with letters from each included as attachments.

2a Expand Research Exchange: It has been difficult for our science students to study abroad without disrupting their curricular sequence. Accordingly, in 2006, Dr. Henry Jakubowski, Professor and Chair of the Chemistry Department, created an innovative Summer Science Research Exchange Program. Since then we have been sending science majors (biology, biochemistry, chemistry, computer science, physics, psychology and mathematics) to Southwest University in China to participate in an exchange program that is very successful and mutually beneficial.

In mid-May of each year, students travel to China to partner with SWU students for six weeks of research under the direction of a faculty mentor at SWU. Both CSB/SJU and SWU students then return to Minnesota to conduct another six weeks of research under the direction of a CSB/SJU faculty mentor. Faculty members choose research projects in December through February preceding the summer research project. They vary from separate projects in the same

discipline to those that are collaborative and interdisciplinary. This program melds the gains of study abroad with undergraduate research and creative work and provides our science students with an international learning experience. Although other programs exist that allow U.S. or China students to conduct research in the other country, our program is unique because it extends the gains described above to both American and Chinese students, and does so in a way that develops intellectual and cultural experiences among all students. According to ASIANetwork, a consortium of 170 U.S. liberal arts colleges (of which we are a member institution) dedicated to developing collaborative programs to enhance faculty development, student-teacher research, and the Asian Studies curriculum, this program is on the cutting edge of broadening time-honored humanistic Asian Studies with a science perspective.

We will expand this program from its focus on the sciences to include new collaborative research and creative projects in the humanities, social sciences and fine arts. During the first year of the grant, we will send five CSB/SJU faculty members to SWU with the Summer Research Exchange students. Participating faculty will mentor a CSB/SJU and SWU research student pair during the summer of their participation in the faculty development trip. Since faculty pair and project selection must precede student pair selection, both CSB/SJU and SWU faculty will communicate in advance about projects and expectations. Faculty will accompany the CSB/SJU students to SWU and remain at SWU for one week. During this time they will meet with their SWU partner faculty and discuss areas of common interest and experience. We plan to introduce a similar program at our partner schools: BGU, St. Xavier's and, as we develop the program, expand it to Zhanjiang Normal University, China.

2b) Faculty Exchange: We will implement a faculty exchange with SWU and BGU, exchanging one faculty member during each year of the grant period. This will be a semester-

length exchange, during spring semester. This will further develop and strengthen the partnership between our institutions.

2c) Develop Internship, Volunteer, Service-learning and Career Preparation

Opportunities: The new Common Curriculum also requires that every student satisfy an experiential learning requirement before graduation. A key component of the faculty-designed major in Asian Studies is the requirement that each student successfully complete this experiential component within the major and that this experience involve Asian culture or people. The new Common Curriculum encourages faculty, staff, and students to continue to develop undergraduate research, internship, volunteer, and service learning opportunities as the primary means of fulfilling the experiential learning requirement.

To support other experiential learning activities, we have well-established offices of Career Services, Internships, and Service Learning with full-time professional and support staff. The Asian Studies Program also maintains an ongoing “Teaching in Asia Program” to support a variety of other experiential learning opportunities. During the past ten years, dozens of students have pursued Asia-related internships in China and Japan as well as in the United States, summer teaching assignments in China, and service learning projects and internships in India and Nepal involving elementary education, public health, environmentalism, and vocational discernment. Thanks to strong alumnae/i networks in Asia, CSB/SJU is developing a number of internships in business and other entities in China and Japan. Since their graduation, over 100 students have returned to Asia to pursue these opportunities in greater depth.

Relationship of Objectives to Purpose of Program

All of the objectives and activities of our project align with the purpose of the Undergraduate International Studies and Foreign Language Program, i.e., they are designed to

plan, develop and implement of our Asian Studies major and its related language programs in Chinese and Japanese.

Our graduates have done well with the individualized Asian Studies curriculum we have offered to date. Graduates of the Asian Studies program have followed a well-trodden developmental path: enrollment in Asian Studies courses; involvement in ESL summer camps and other extracurricular activities on campus; and study, teaching, volunteer and service learning work, and internships in and with Asia to prepare for the increasing number of Asia-related career opportunities. Now, dozens of these “Asia Hands” are working in such Asia-related pursuits as industry, commerce, government, non-profits, NGO’s, education, law, public relations, the arts, religion, and the media. Some teach Asian Studies, ESL, and counsel Asian American students, while others are serving the Asian American community through government agencies, social work, and theater. Two graduates have gone into Chinese medicine, and several have pursued Western medicine. By implementing the project we describe in this proposal, we will graduate more and better prepared “Asia Hands.”

Resources and Personnel

Dr. Richard Bohr and Ms. Rachel Sherman, Director and Co-Director, respectively, are responsible for implementing the project. They will have sole authority to authorize expenditures from the project budget.

Equal Access

Throughout our history we have actively recruited students, faculty and staff from diverse ethnic and religious backgrounds from across the U.S. and the world so that our campuses accurately reflect the world in which we live. Procedures are in place to ensure equal access to and participation as specified in the Section 427 of the General Education Provision Act.

Our Asian Studies program is dedicated to providing equal access to and participation in activities listed and to having staff and faculty that are sensitive to the needs and diversity of all students. The program will operate under our established equal opportunity policy which states: “CSB/SJU does not discriminate in its admissions, education programs, activities, or employment policies on the basis of race, age, sex, religion, color, national origin, or disability.” No person shall be subjected to any discrimination prohibited by the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1972, the Americans with Disabilities Act, and other applicable laws.

Quality of Key Personnel (Maximum 10 points)

Project Directors

P. Richard Bohr (1/12 release) will serve as the director of this program. Bohr is Professor of History and Director of Asian Studies at CSB/SJU. A specialist on Asia’s encounter with the modern West, he publishes, lectures, and consults with academic, philanthropic, civic, government, and business organizations on ways to broaden East-West interchange. Since 1980, he has organized over a hundred conferences, seminars, panels, and other forums on expanding U.S.-Asia relations, advised— in his role as external evaluator of Asian Studies programs— colleges and universities on ways to prepare students for Asia-related careers, and led numerous student, faculty, and professional delegations to Asia. In addition to promoting public education on Asia through speeches and the print media, he regularly appears on Minnesota Public Radio and PBS Television, including *The News Hour with Jim Lehrer* and *Religion and Ethics News Weekly*.

During 1991-1992, Bohr was Director of Padilla Speer Beardsley International, responsible for developing projects and services on intercultural communication with Asia. In

1988-91, he served as Deputy Commissioner of the Minnesota Department of Trade and Economic Development and Executive Director of the Minnesota Trade Office. From 1980 to 1987, he was President and Executive Director of the Midwest China Center, a non-profit coalition of universities, colleges, foundations, and corporations as well as civic, religious, community, and arts organizations. In these roles, Bohr developed innovative services and programs which resulted in a significant broadening of relationships with Asia. In 1979-1980, Bohr was Assistant Professor of History at Ohio Wesleyan University, where he created courses on East-West interaction.

Currently, he directs the annual Minnesota seminar in the Freeman Foundation-funded National Consortium for the Teaching of Asia, which is dedicated to infusing Asia content into the 6-12 grade curriculum. In 2005, he directed the "Asia's 'Fifth Dragon'" study tour of South China for 16 liberal arts college professors, funded by the Fulbright-Hays Group Project Abroad Program, and in 2000-06 was Co-Director of CSB/SJU's Asian Studies Learning Community, funded by the Bush Foundation. He was a member of the steering committee of the Ford Foundation-funded "Making the Global Local" project and recently served as Board Chair of ASIANetwork, where he helped develop a strategic plan to enhance collegiate Asian Studies programs. He sits on many Asia-related boards, advises the state of Minnesota on its trade and investment strategies in China, and since 1980 has given hundreds of community lectures on U.S.-Asia relations for the Great Decisions Program of the Foreign Policy Association.

He has published three books and dozens of book chapters, monographs, articles, and op-ed pieces on East-West interaction. He is a member of the editorial board of the *International Policy Review*, for which he edited the recent issue entitled "Is China Growing Too Fast?" Bohr

holds the Ph.D. in Modern Chinese History from the University of California, Davis; an M.A. in East Asian Studies and M.Div. from Harvard University; and a B.A., *summa cum laude* and Phi Beta Kappa, in East Asian History from the University of California, Davis.

Rachel M. Sherman (.25 FTE) will serve as the Co-director of this program. Sherman is the Coordinator of Asian Studies. She holds a Certificate in Asian Studies from Kansai Gaidai University in Hirakata City, Japan; graduated *magna cum laude* and Phi Beta Kappa in 2003 from Gustavus Adolphus College with a B.A. in Honors History and Japanese Studies; and in 2008 completed her M.A. in International Studies with a Japan Studies concentration from the Jackson School of International Studies at the University of Washington, Seattle. In 2006 she was a Mellon Fellow in Japanese Studies, and in 2007-2008 she held two federal Foreign Languages and Area Studies fellowships in Korean Language and International Studies and Korean Language and East Asian Studies; she is proficient in Japanese and French and conversant in Korean. She has worked as the coordinator of the high school Japanese program at Concordia Language Villages and as a grant-writer and project coordinator for the Seattle Chinese Garden, which will be the first Sichuan-style Chinese garden constructed outside of China. Additionally, she has designed, implemented and led international education programs sponsored by the U.S. Department of State, the Academy for Educational Development, and World Learning. Her research interests include comparative Japanese-Korean history, and the role of religion in modern Japanese politics.

Other Key Personnel

Philip Kramer (.05 FTE): Kramer (Ed.D. University of Utah) is the Director of Academic Assessment. He will coordinate the assessment of the project.

Sophia Geng (2/6 release: Year 2) Professor Sophia Geng (Ph.D. University of Minnesota) is Assistant Professor of Chinese in the Department of Modern and Classical Languages.

Yuko Shibata (2/6 release: Year 2) Professor Yuko Shibata (Ph.D. Cornell University) is Assistant Professor of Japanese in the Department of Modern and Classical Languages

David Bennetts (Ph.D. University of Illinois): Professor and Chairman of the History Department and Distinguished Visiting Professor of International Studies, BGU in Tokyo. He teaches, among many other courses, a course on Asian American history. He has also established a unique summer ESL Program for students from Japan to study at CSB/SJU, is the Co-Coordinator of our Teaching in Asia program, and was instrumental in establishing our program to bring Japanese university students to study abroad at CSB/SJU. He also developed CSB/SJU's semester-long study abroad program at BGU. He was recently named chairman of the Global Studies Center Advisory Committee at CSB/SJU. He will serve as primary liaison with BGU.

Henry Jakubowski (Ph.D. University of Iowa): Professor and Chair, Chemistry Department, and the founder of the Summer Research Exchange Program, was accepted into a three week faculty development trip to Asia in 1997 based on his interest in Chinese science and medicine. After that trip, he led in 1999 a January term student trip to China to explore Chinese medicine. Since then he has been the director of two semester-long study abroad programs at SWU (in 2004 and 2007). During his 2004 trip, he developed concrete plans with SWU faculty and administrators for the exchange program, an idea that originated during his 1999 trip. He will serve as primary liaison with SWU.

Madhu Mitra: (Ph.D. Kent State University) Professor Mitra teaches in the English Department, focusing on Literature. She teaches courses on literature by women from Africa, Asia, and the Caribbean, Postcolonial Literature (with an emphasis on Asia), Gender and Imperialism, and the Literature of the Indian Subcontinent. She holds an M.A. in English from Calcutta University. She will serve as primary liaison with St. Xavier College in Kolkata, India.

Manju Parikh (Ph.D. University of Chicago) is Professor of Political Science. She teaches a variety of courses including Asian Politics. Professor Parikh has an M.A. in Political Science from Jawaharlal Nehru University. Her research interests include comparative Asian political systems, as well as development and gender issues. Parikh will also serve as co-liaison with St. Xavier College.

Time commitment of other Key Personnel:

Drs. Bennetts, Jakubowski, Mitra, and Parikh will serve as primary liaisons with our overseas partners. Their time commitment includes preparation for their respective trips, (40 hours) along with the time commitment while on site (40 hours).

Joseph P. Rogers is the Director of the CSB/SJU Office of Education Abroad, and former Coordinator of the Asian Studies Program. Rogers was a lawyer in private practice for seven years. He holds a J.D., *cum laude*, from the University of Minnesota Law School, an M.A. in East Asian Studies from the University of Minnesota, and a B.A. degree, *magna cum laude*, in history from SJU. At the University of Minnesota, Rogers served as Undergraduate Advisor in the East Asian Studies Program and administered the Minnesota/Nankai Summer Intensive Chinese Language Institute. During law school he served as Note and Comment Editor of *The Journal of Global Trade* and wrote on topics related to trade within China, Hong Kong, and Taiwan. His interests include East Asian history and economic development and social change

in China. He led a group of students from CSB/SJU on a month-long study tour of Southeast China in the spring of 2006. He is a member of the national board of directors of the U.S. Catholic China Bureau, an organization committed to educating Americans on issues related to China and to raising awareness of the Catholic Church in China. Rogers and his staff will provide logistical advice, support and planning for trips to Asia.

Non-Discriminatory Employment Practices

We will not discriminate against any employee or candidate for employment because of physical or mental disability in regard to any position for which the employee or applicant for employment is qualified. The College agrees to comply with the rules of the Minnesota Department of Human Rights issued pursuant to the Minnesota Human Rights Act. We will post in conspicuous places, make available to employees and applicants for employment, notices in a form prescribed by the commissioner of the Minnesota Department of Human Rights. These notices will state that the CSB's obligation under the law to take affirmative action to employ and promote qualified disabled employees and applicants for employment and the rights of applicants and employees.

We actively recruit minority, female and disabled employees to participate in employee sponsored educational and training programs. All such employer-sponsored programs are monitored by the Equal Employment Opportunity/Affirmative Action Officer to assure that minority, female and disabled employees are given full opportunity to participate. Affirmative steps will be taken by the College to encourage minority, female and disabled employees to increase their employment potential by participation in employer sponsored training and educational programs. The College will insure that minority, female and disabled employees are encouraged to participate in any programs leading to promotion and/or

supervisory positions at the College. All advertisements for employees placed by or on behalf of the College of Saint Benedict state, “Women and people of diverse racial, ethnic, and cultural backgrounds are encouraged to apply. The College of Saint Benedict is an EEO/AA employer”.

Budget and Cost Effectiveness (Maximum 10 points)

How the Budget Supports Project Activities

All costs in the budget either directly support project activities or support operation of the overall project. The table below ties expenses to project activities.

Activities	Year 1	Year 2
1. Implementing New Curricular Components		
a) Introductory course	\$4,900	
b) Capstone course		\$4,900
c) 8 new courses/experiential	\$3,300	\$5,500
d) Advanced Chinese		\$22,291
e) Advanced Japanese		\$21,653
2. Develop Relationships with Overseas Partners		
a) Expand research exchange	\$20,665	\$15,260
b) Faculty exchange	\$11,500	\$5,500
c) Develop internship, volunteer, service		
Total Cost for Program Activities	\$40,365	\$75,104
Costs that support the overall project	\$11,607	\$14,579
Total Request	\$51,972	\$89,683

The three activities listed under Develop Relationships with Overseas Partners are inseparable and interrelated. The activity 2c (Develop internship, volunteer and service activities) is listed in this section because it is so closely intertwined with 2a and 2b, however, the cost is reflected above, in 1c, Develop new courses/experiential activities.

Cost Effectiveness

We have drafted the budget to be adequate and reasonable to achieve the objectives of the project. The total request to U.S. Department of Education is \$141,655. Costs that support activities compose 81.5% of the total budget. Costs that support the overall project are wages for a student employee who will perform administrative duties, travel to the annual Undergraduate International Studies and Foreign Language program directors meeting, evaluator costs, and indirect costs. These four items total 18.5% of the total project.

Travel to Asia accounts for much of the project's budget. We have a strong record demonstrating the effectiveness of faculty study tours resulting in the development of high-quality programs and courses. Our original partnerships with SWU and BGU and our semester-long study abroad programs at these sites developed from earlier faculty study tours. A faculty/staff development tour of East Asia in 1997 funded by a \$30,000 Strategic Initiatives Grant and led by Professor Richard Bohr, resulted in the integration of Asian components into 13 courses. Faculty study tours have directly resulted in the creation of our Summer Science Research Program and the launch of our Study Abroad program in India. These study tours have created a cohort of faculty who have directed study abroad programs in China and Japan, incorporated Asian themes into their teaching and research, located volunteer and internship opportunities, and supported the continued development of Asian Studies at CSB/SJU.

This budget is sufficient to allow us to offer one section of our Introductory Asian Studies Colloquium and therefore allow us to meet a project objective of enrolling 20 students each semester.

This budget allows us to sponsor one faculty trip to SWU and Hong Kong during the first year. Because SWU is the most advanced of our Asian partnerships and, along with our Maryknoll and alumnae/i partners in Hong Kong, already hosts summer science exchanges and various other experiential learning opportunities, one trip to China will be sufficient to establish expanded summer research and identify new experiential learning opportunities. One trip to BGU during each of the two years of this grant will be adequate to expand our partnership with BGU to include research and experiential learning opportunities. Our partnership with St. Xavier's will be in the early stages of exchange during the second year of this grant and thus a faculty trip at this time will help design and establish the beginning of our program there. Combined, these four trips will be sufficient to meet the experiential leaning and summer research goals of this project.

Piloting the advanced courses in Chinese and Japanese language and literature also accounts for a large share of the budget. We have not been able to implement these courses to date due to the cost, but with the launch of the Asian Studies major, the submission of this grant proposal, and growing student interest and preparation in Asian languages, now is the opportune time to implement these courses. This budget allows us to pilot a sufficient number of advanced language courses in Chinese and Japanese to meet the project's goal of 10 students each year demonstrating proficiency at the intermediate low level.

Adequacy of Resources (Maximum 5 points)Resources are Adequate

The Office of Education Abroad is a key partner in helping us execute the project activities. With over twenty years of experience in designing, planning, and supporting international education experiences, and four full-time staff members, OEA will provide significant logistical and training support for many of the initiatives in this project.

Our Asian partners, including SWU, ZNU, BGU, and St. Xavier's College in Calcutta as well as the Maryknoll China Service Project in Hong Kong, and alumnae/i networks in Tokyo, Hong Kong, Beijing and Shanghai provide us with a wealth of local support throughout Asia. These partners have assisted us in organizing and hosting annual short-term study tours for each others' students and faculty, and the placement of our students in internship and teaching opportunities in Asia.

CSB/SJU Career Services, Internship Office, and The Liemandt Family Service-Learning Program will provide professional staff support for the creation and implementation of expanded international internships and service learning. Our Events and Conferences staff, which coordinates housing and meals for groups large and small during the summer, will provide the logistical support for the portion of the research exchange in which we host the research pairs.

The new CSB Gorecki Dining and Conference Center will be the local site for our on-campus faculty workshops.

Professional staff are in place to support students with special needs, including nonnative speakers, those with learning disabilities or others as identified. Academic Advising staff are able to counsel students on various study skills, departmental tutoring is available, and the Writing Center is available with both scheduled hours and by appointment.

A Virtual Language Lab, RealAudio files on the network, and Cable TV in Chinese and Japanese are available and accessible for students to use. Fully 100 percent of residence hall rooms are wired to the high-speed campus network. Every residence hall has a computer cluster with access to the same applications as those in classrooms, labs and access areas. Wireless access is available in all academic buildings including both libraries, most inner campus outdoor green spaces, and in the majority of residence hall lounges. Tablet PC technology is very useful in the classroom, and online resources like yellowbridge.com and memorylifter, a program that helps students memorize over 300 Chinese characters, are available.

Plan of Evaluation (Maximum 20 Points)

Plan for evaluating the effectiveness of the project

We will bring in an expert in Asian Studies specifically to evaluate the success of the program at the completion of Year One (summer 2010) and summatively at the completion of Year Two (summer 2011). The Consultancy Program of ASIANetwork www.asianetwork.org is a service to ASIANetwork member institutions (of which we are a member) to provide “outside advice on ways to strengthen the study of Asia on their campuses” or “consultants to conduct program assessment or review.”

The consultant from the ASIANetwork will be separate from and in addition to the external reviewers we will use as required by our program review of Asian Studies. This consultant will visit at the midpoint and end of the program to formally and formatively evaluate the program. The consultant will be required to produce a written report that evaluates the challenges and successes to date in meeting the project’s goals and offer recommendations on how to improve the program in general, and teaching and student learning in particular. At the

conclusion of the grant, this consultant will return for a site visit and be expected to write a summative final report to help us assess the overall success of meeting the project's goals.

We have identified several possible individuals affiliated with the ASIANetwork Consultancy Program to serve as our evaluators and will review, interview and select accordingly.

In addition to reliance on this external consultant/evaluator, we have a robust infrastructure in place to support and ensure continuous and systematic evaluation of the Asian Studies program and the particular activities supported herein. Evaluation of the various elements of this project will take place internally in the broad institutional context of student-outcomes assessment and disciplinary program review.

Annual Student-Outcomes Assessment Report and Disciplinary Program Review

Partly motivated by the CSB/SJU reaccreditation process with the Higher Learning Commission (successfully completed in 2008-09), and the creation of a new Common Curriculum (the final components of which were adopted in 2008-09), the institutions have made commitments and consequently adopted various practices and policies to ensure continuous quality improvement in teaching and student learning for the delivery of exemplary academic, co-curricular, and extra-curricular programs. CSB/SJU provides strong institutional support—in the form of an Office of Academic Assessment, financial and personnel resources for program review, and faculty expertise—to help programs implement solid evaluation practices and continuous quality improvement.

In 2008, the Academic Policies, Standards and Assessment Committee (APSAC), (the faculty governance committee charged with overseeing curricular quality and student outcomes assessment) created a new integrated annual report and program review policy. As mandated by

this policy, the Asian Studies program will conduct an annual evaluation of the program's effectiveness. Each element of the projects supported by this project will be evaluated within the structure created by this annual evaluation process.

The faculty governance policy places the evaluation of student learning (in addition to the annual assessment cycles of measurement, improvement, and reporting) and the evaluation of a program's effectiveness within a seven-year cycle of program review. Program review consists of a detailed self-study that identifies strengths, weakness, and opportunities for the program. Two external reviewers evaluate the self-study and, after an on-campus visit, provide a detailed written evaluation of the program. Then, after consultation with the Provost, Associate Provost/Academic Dean, chair of the APSAC oversight committee and the Director of Academic Assessment, the program director and faculty develop Action Projects within a seven-year plan for continuous assessment, evaluation, and improvement. That seven-year plan provides the timetable for conducting evaluations for the projects supported by this grant.

The last program review for Asian Studies was conducted in 2003-04. The next program review cycle for Asian Studies is scheduled for 2011-2012; this aligns perfectly with the implementation of the new academic major and the second year of the project. Work done to develop and implement the new proposal for the Asian Studies major will function as a main portion of the self-study for our program review. During 2011-2012, two reviewers will be brought to campus to provide external perspectives on our program and offer advice on future directions.

Internal Evaluation to Establish and Assess Learning Goals:

The new Common Curriculum requires specific student learning goals and a detailed assessment plan for every course and every student learning experience. The CSB/SJU

Curriculum Committee, the faculty governance committee charged with oversight of all curricular matters, requires an assessment plan as part of the course design for the Introductory course, the Capstone course, all advanced level Chinese and Japanese courses, as well as for any internship, service learning, and undergraduate research project that receives academic credit

The Director of Academic Assessment and members of the APSAC will meet with members of the Asian Studies department to a) guide them through the processes of establishing learning goals for the program and courses within the program, b) operationalize quantitative and qualitative measurements to determine whether those goals have been achieved, c) collect assessment evidence, d) analyze that evidence, e) report the results, f) improve teaching and learning, and, in turn, g) improve assessment.

New Curricular Components

Assessing student learning in the Introductory course, Capstone course, experiential learning activities and the language courses will begin immediately with the introduction of each of these courses. Faculty governance oversight committees require that the assessment plan focus on direct measures of student learning, (e.g., demonstrated language proficiency, demonstrated integration of major courses, demonstrated ability to apply course content to experiences outside the classroom) but indirect measures of student learning, (e.g., increased number of students graduating with a major in Asian Studies, increased number of students studying Chinese and Japanese languages), will also be considered in program evaluation.

1a) We will collect data in the introductory course during second year of this grant. While the specific assessment plan will be developed in collaboration with the appropriate governance oversight committees, it is expected that assessment data for the introductory course would be primarily in the form of samples of student written work evaluated with writing rubrics created

by faculty during summer planning workshops and assessed during the summer workshop following the first year. Success in creating this rubric and implementing an assessment of the introductory courses will be measured by the assessment plan approved by APSAC, and by success in meeting the standards for annual assessment reports that will be reviewed by APSAC.

1b) The Capstone course itself provides the ideal opportunity to conduct a systematic assessment of all the curricular elements supported by this project. The Capstone experience will require students to demonstrate their ability to integrate the content of the Asian Studies major courses, conduct independent work, and present the results of that work in a public format. It is expected that assessment data for the Capstone course would be primarily in the form of samples of student written work, mostly likely contained in a portfolio of work created throughout the major, and evaluated with rubrics created by faculty during summer planning workshops and assessed during a the summer workshop following the first year. The summer workshop that focuses on the Capstone course will be charged with developing a rubric for evaluating the success of the capstone experience in meeting these goals. Success in creating this rubric and implementing an assessment of the Capstone experience will be measured by Capstone assessment plan approved by APSAC, and by success in meeting the standards for annual assessment reports that will be reviewed by APSAC.

1c) Any new courses developed for the Asian Studies major must go through a Curriculum Committee approval process that will require specific student learning goals and an assessment plan for each course. Because most of these new courses will be cross-listed with other disciplinary departments, the assessment of these courses will be integrated within the assessment plans and annual reports of those departments and of the Common Curriculum.

A second aspect of this goal is to strengthen the competence and participation level of faculty who directly teach in Asian studies and who could contribute to the program through an extension of their present teaching interests and scholarly activities. Success in meeting this goal will be measured in terms of the number of new courses developed explicitly for, or cross-listed with, Asian Studies, and with the emergence of new scholarly and creative activities with Asian content among our faculty.

Each type of experiential learning activity (e.g., undergraduate research, internships, service learning) will have its own specific assessment plan especially designed for the particular type of experiential learning. Because the experiential learning requirement is a new component of the Common Curriculum, oversight for the assessment of experiential learning will rest with the Director of the Common Curriculum with support from the Director of Assessment, Director of Undergraduate Research, the Internship Office and the Liemandt Family Service-Learning Program.

1d) As happens for other languages, success of our Chinese and Japanese courses will be measured by using language and cultural competency tests, which reflects the American Council on the Teaching of Foreign Languages (ACTFL) and College Board's proficiency guidelines which are conducted each academic year. Since the Common Curriculum requirement for all students is proficiency at the intermediate level, we will be required to have such measures in place for each class. Assessment for student learning in these classes will be integrated within the annual assessment report of the Modern and Classical Languages Department, the academic department in which these courses will be offered, and reviewed annually by APSAC.

Develop and Expand Relationships with Overseas Partner Institutions

2a) Expand Research Exchange. One aspect of this goal is to increase the number of faculty who will serve as faculty mentors in the core science disciplines already participating in the Summer Science Research Project (biology, biochemistry, chemistry, computer science, physics, psychology and mathematics). Success in meeting this goal may be measured by an increase in the number of science research projects available for our students.

A second aspect of this goal is to expand research opportunities to students and faculty in disciplines outside the sciences and to sites beyond SWU. Success in meeting this goal may be measured by an increase in the number of research projects available and completed in the humanities, social sciences, and fine arts.

2b) A second set of activities aimed to develop and expand our partnerships is to develop faculty and staff contacts that will lead to faculty exchange opportunities between CSB/SJU and our partner schools SWU, BGU, and St. Xavier's. Success will be measured by the establishment of faculty exchanges with SWU and BGU during the first two years of this grant.

2c) A third goal for expanding our partnerships is to establish contacts for on-site opportunities for service learning and internships that can take place as part of our study abroad experiences. Success in meeting this goal will be measured by establishment of a regularized process for placing students in these activities and thereby increasing the number of opportunities for internships and service learning projects at our study abroad sites at SWU, BGU, and, when that site is functioning, at St. Xavier's.

Commitment to International Studies (Maximum 10 Points)

Current Strengths

Our Asian Studies curriculum has grown from nine faculty teaching 17 courses across seven departments in 1994-95 to 14 faculty teaching 26 cross-listed courses among eleven departments in 2008. In addition to Asian Studies, we have a program in Latino/Latin American Studies which includes an academic minor (five required courses and sixteen electives offered annually), a co-curricular learning community, and study abroad programs in Guatemala and Chile. Our Hispanic Studies department also offers several courses each summer which include travel and study in Spain. We also have an Islamic Studies Task Force and an African Studies Learning Community.

We offer 16 semester-long faculty-led study abroad programs. We rank second nationally among undergraduate colleges for the number of students who participate in semester-long study abroad programs, and have been among the top five undergraduate liberal arts colleges nationally in the number of students participating in international study programs for each of the past four years, according to *Open Doors 2008*, the annual report on international education published by the Institute of International Education (IIE). In 2009-2010, CSB/SJU will also offer sixteen short term study abroad programs for academic credit and nineteen other non-credit bearing programs involving international study and travel.

Further, we have several programs that bring international students to our campuses both during the school year and during the summer. For fall 2008, CSB enrolled 120 and SJU enrolled 123 international full-time undergraduate students. In addition, a cohort of students from ZNU (which hosts our annual May Term study tour of China) visits every January-February; their visit is planned into the winter course syllabi of classes in Intercultural Communication,

International Business, Asian History, East Asian Art, and Chinese language, which allows CSB/SJU students to partner with them on class projects. Additionally, the SJU campus hosts several groups of Japanese students in summer ESL camps; in 2009 the program will be expanded to include student groups from Chile, and in 2010 an ESL summer camp for Chinese students will be operational.

Involvement of Faculty and Administrators

All the Key Personnel have been involved in planning and designing of the academic major in Asian Studies through various workshops and planning sessions held on campus over the past three years under the guidance of the Director of Asian Studies (who deals primarily with curricular issues) and the Coordinator of Asian Studies (who manages the program side). In addition, six other faculty members from the departments of Art, Art History, Economics, Environmental Studies, Management and Theology, as well as our Artist-in-Residence, a Japanese pottery expert, have been involved in planning this program at various stages. Associate Provost and Academic Dean Joseph DesJardins has been extensively involved in planning this project and was instrumental in creating full-time faculty positions in Chinese and Japanese.

Institutional Commitment to Project

We have already secured a strong foundation for the continued development of Asian Studies. This results from a long-term institutional commitment to Asian Studies. With eight decades of Benedictine engagement in East Asia, we were among the first U.S. colleges to acknowledge that Asian Studies is a core concern of the liberal arts curriculum. In 1925, our Benedictine monastics established Beijing-based Furen University, one of three Catholic institutions of higher learning in China (relocated to Taiwan after 1949). The monks

subsequently founded Saint Anselm's Priory in Tokyo (recently moved to Fujimi). In 1930, our Benedictine sisters established a women's college at Furen, and subsequently founded a community and medical clinic in central China. After internment during the Japanese occupation and expulsion from China by Mao Zedong in 1949, the sisters opened a girls' high school in northern Japan. Some Benedictines subsequently returned to Minnesota to promote Asian Studies at CSB/SJU and utilized the global Benedictine network to promote East-West interchange.

In 1969, with a \$140,400 grant from the Lewis W. and Maud Hill Foundation, we collaborated with nearby Saint Cloud State University and created the Tri-College East Asian Area Studies Program to promote faculty training, develop courses, and build library resources on Asian Studies. In 1975, we became the first of Minnesota's private colleges to offer an East Asian Studies major, albeit an individualized one. After the Tri-College program ended in 1977, we continued to offer Asia-related courses, including Chinese and Japanese language, and a number of Asia-related January Term projects.

Support for this program continued throughout the 1980s and 1990s. In 1994, the Asian Studies minor was established as one of eight "pre-professional programs" to build upon the Tri-College program foundation. The following year, the Asian Studies program was created, and Professor Richard Bohr was appointed its director. The program was given the mission "to develop a more coherent interdisciplinary curriculum and co-curriculum to illuminate Asia's great traditions, modern transformation, and global emergence as well as America's and CSB/SJU's evolving relationships with Asia and Asian America."

In 1996, our college joined ASIANetwork. During 1996-99, a 16-member committee composed of academic, monastic, and wider community representatives oversaw a strategic

planning process involving a survey of 1) Asia-interested/involved stakeholders (and their expertise) and resources across a broad spectrum and 2) current and future institutional needs. On the basis of the survey results, the committee recommended continued enhancements to the Asian Studies Program. In November 1999, the provost charged the Asian Studies program to begin implementing these recommendations.

During 2000-2006, with support from a \$118,000 grant from Bush Foundation-funded “Expanding the Classroom Walls” project, CSB/SJU funded the Asian Studies Learning Community, thereby enabling Asian Studies to continue to 1) infuse more Asian Studies into CSB/SJU; 2) enlarge and integrate the community of on- and off-campus Asia-related learning opportunities, resources, partners, and other collaborations; 3) enhance career preparation through broadened collaborative student-faculty research, conference attendance, and a procedure to place students/graduates in teaching, volunteer, service learning, and internship opportunities; and 4) expand faculty development through 22 summer grants and a faculty-staff South Asia study tour.

In fall 2003, Asian Studies undertook its first program review which, in part, assessed the progress in implementing the Asian Studies strategic plan. In November 2003, the Administration endorsed the following recommendations from the report: 1) pursue the feasibility of instituting third- and fourth-year Chinese and Japanese language; 2) broaden the curriculum and co-curriculum beyond our traditional strengths in East Asia to include South Asia and Islamic lands; 3) develop gateway and capstone courses in collaboration with alumnae/i, commercial, and government entities here and in Asia; 4) institutionalize alumnae/i networks to create additional experiential and career opportunities for students/graduates in Asia; 5)

implement May Term courses; 6) propose a standard Asian Studies major; and 7) hire a coordinator of Asian Studies to oversee the evolving co-curriculum.

In September 2005, Joseph Rogers became first Coordinator of Asian Studies, appointed to manage programmatic elements. This position has been continuously staffed since that time, with Rachel Sherman currently serving as Coordinator. In 2008, the Coordinator's staffing level was increased to full-time. New full-time faculty positions have been added in Chinese (in 2007) and Japanese (in 2009).

This history demonstrates the institution's willingness to encourage and support Asian Studies. It also makes clear the institutional support for Asian Studies when careful program review and assessment activities result in specific recommendations. In 2003, the administration supported the creation of a tenure line in South Asian History. This has enabled us to add a South Asia component to our traditional strengths in East Asia, giving our Asian Studies program a breadth which few other liberal arts colleges can claim.

Our liberal arts mission supports interdisciplinary and cross-divisional programs as effective means of helping students gain a broad understanding of the contemporary world and their place in it. In addition to Asian Studies, we support cross-disciplinary programs. Courses from various departments in the Humanities, Social Sciences, Sciences, and Fine Arts can be cross-listed with these interdisciplinary programs, thus providing an efficient means for using available faculty and resources to serve both disciplinary and interdisciplinary programs.

Institutional Funds Support Program Objectives

We have provided strong institutional support of study abroad programs in Asia for over four decades. In 1971, this began in Japan with Tokyo's Sophia University – this relationship was superseded in 2003 by BGU -- and, in 1985 with SWU. In 2002, we began short-term

student exchanges with ZNU. In 2009 the relationship between CSB/SJU and St. Xavier's was formally established with short-term exchanges occurring in January 2009 and planned for May 2010. The first formal semester exchange will occur in spring 2011.

In June-July 1997, a CSB/SJU faculty/staff development tour of East Asia resulted in the integration of Asian components into 13 courses. Its seven participants joined with study abroad directors, January/May Term instructors, and other stakeholders in promoting Asian Studies on our campuses. Since then, four more faculty/staff development groups supported by institutional funds have traveled to Asia: three to India in 2005, 2006, 2008, and one to China/Japan in 2007. We have also sponsored short-term study tours of China and Japan as well as a pilot short-term study abroad trip for students to India in December 2008.

Elements of the Proposed International Studies Program (Maximum 10 Points)

Proposed Activities Contribute to Implementation of Asian Studies Major

All of the proposed activities will contribute to the design, implementation and sustainability of our interdisciplinary program in Asian Studies, a program with a strong language component in Chinese and Japanese. Currently, our Asian Studies curriculum offers three minors (General Asian Studies, Chinese Language and Japanese Language) and an individualized major, whereby students can design their own course of study under the auspices of the Director of Asian Studies and the Department of History.

Recent work by an interdisciplinary group of faculty and staff produced a proposal to formalize and develop our Asian Studies course offerings into a standardized Asian Studies major. Recent hires in Chinese and Japanese provided us with the faculty expertise to offer advanced courses in Chinese and Japanese language and activities that will allow us to build on that foundation to create a sustainable student demand and curricular place for these languages.

By supporting the creation of advanced-level Chinese and Japanese language courses, students will be able to fulfill their Common Curriculum language requirement at the same intermediate level of an Asian language that they can now only fulfill in European languages.

The Introductory and Capstone courses that will be designed during the grant period will form the backbone of the major. Faculty will develop additional courses and experiential activities to increase the depth and breadth of the major.

Program is Interdisciplinary

By design, our Asian Studies major is interdisciplinary. At present, fourteen individuals from eleven academic departments form the core of our Asian Studies faculty. The curricular design of the proposed major includes courses in history, social sciences and language, and allows electives in the fine arts, humanities, and natural sciences. In addition, both the introductory seminar and the Capstone experience will require explicit inter- and cross-disciplinary thinking from our students.

Specific activities supported by a Title VI grant with a direct interdisciplinary focus include the design and implementation of the introductory and Capstone courses, and the expansion of the Summer Science Research project to include projects in the Humanities, Fine Arts, and Social Sciences.

New Courses will be Adequate to Meet Needs of Program

Over the past decade, course enrollments, minors, and individualized majors have steadily increased. Minors have risen from four in 1995-96 to 81 in 2006-07 and individualized majors from one in 1995-96 to three in 2007-08. Any new program faces a dilemma in offering new courses: students must be able to rely on a steady and stable listing of course offerings before they can declare a major and register for courses; yet administrators tend to approve new

courses and programs only when there is a demonstrated student demand, something difficult to obtain without the courses and programs. Funding will guarantee that we will be able to offer Introductory, Capstone, and language courses, as well as experiential learning opportunities, during the first few years of the program when it is crucial to have a stable listing of course offerings to build student demand. The addition of advanced-level Chinese and Japanese language courses will enable Asian Studies majors to complete their college language requirement within the major. The ability for students to meet the experiential learning requirement within the major is also a crucially-important factor in helping students meet both the major and college graduation requirements.

Plans for Improving and Expanding Language Instruction

Until 2007, teaching of Chinese and Japanese language at CSB/SJU was offered by two instructors teaching in adjunct term positions and these languages were only offered at introductory levels. We hired a new full-time faculty member to teach Chinese in fall 2007, replacing a part-time adjunct. This three-year term contract was converted to a tenure-track position when student demand for upper division courses in Chinese immediately increased. Similarly, a full-time faculty member was hired to teach Japanese, beginning in the fall semester of 2009. Until recent years, enrollment in Japanese was slightly higher than in Chinese, and with our study abroad students at BGU returning with an increased proficiency in Japanese, we fully expect enrollment demand to increase to levels that will justify converting this to a permanent tenure-track position as well.

These new hires provide us with the faculty expertise to offer courses we were previously unable to make available. During the grant period, we will pilot advanced Chinese and Japanese language and literature classes. Students will be able to fulfill their Common Curriculum

language requirement at the same intermediate level of an Asian language that they can now fulfill only in European languages. Offering advanced Chinese and Japanese languages and activities will allow us to create a sustainable student demand and curricular place for these languages.

Need for and Prospective Results of the Proposed Program (Maximum 10 Points)

Proposed Activities are Needed

The Asian Studies major is designed to meet student demand for a standard major that supports their personal and professional goals in Asian Studies. We have established the infrastructure of a vibrant, interdisciplinary major to offer a broad range of options to students as they pursue study abroad, academic coursework and careers in Asia. An introductory course and a senior Capstone need to be designed and implemented. Finally, as a larger number of students arrive on campus with a higher level of proficiency in Chinese and Japanese, the need for upper-division language courses has increased.

Additional faculty development is also a critical need for the Asian Studies program. We have a proven track record with faculty study tours bearing fruit in the form of new courses, Asia-related elements being added to existing courses, and the generation of new partnerships such as the Summer Science Research Program.

In order for us to offer equal opportunities to all students of Asia, however, there is a need for more. For example, the Summer Research Program will be expanded to include students who would like to research in a discipline outside the sciences, or in an Asian location in addition to China. Lastly, among the faculty there is an increased awareness of the growing importance of Asia, and many, including those who teach outside the core of the Asian Studies program, perceive the need to incorporate Asian elements into their courses; this will benefit not

only Asian Studies majors seeking a more interdisciplinary approach to their major, but also students majoring in other disciplines who need a global understanding of their field of study.

Federal Funds Will Result in Implementation of Asian Studies Program

Funding from Title VI will allow our Asian Studies program to implement new curricular components, including introductory and Capstone courses, experiential activities and advanced Chinese and Japanese language, and develop and expand relationships with overseas partner institutions that will expand research exchange, provide for faculty exchanges and create internship volunteer, service-learning and career preparation opportunities

These activities will strengthen our Asian Studies program, making it more interdisciplinary, with more experiential and service-learning opportunities for students and more development and research opportunities for faculty. The ultimate result will be a strong, vibrant program that meets the requirements of a rigorous liberal arts education as well as the academic and career needs of students.

Competitive Priority: *The Secretary gives priority to applications from institutions of higher education or combinations of these institutions that a) require entering students to have successfully completed at least two years of secondary school foreign language instruction; b) require each graduating student to earn two years of postsecondary credit in a foreign language (or have demonstrated equivalent competence in the foreign language) (5 points)*

The new Common Curriculum established our foreign language graduation requirement in terms of language proficiency rather than in terms of a number of years of credit or coursework. Every student at CSB/SJU must demonstrate language proficiency at the intermediate level in order to graduate. Students whose first language is English fulfill this requirement in any of the following ways:

- Completion of a 211 course (third semester) in a modern or classical language.
- Completion of a Modern and Classical Languages Department 212 course (fourth semester).
- Successful completion of a departmental language proficiency test.

Incoming students who have studied a foreign language previously will take a placement test which will indicate whether they should enroll in 111 (first semester), 112 (second semester), 211 or above. For the entering first-year class in fall 2008 (combined CSB/SJU), 45% of our entering students had successfully completed either Honors, Advanced Placement, or Accelerated coursework in a Foreign Language.

Students who place above 211 may fulfill the foreign language requirement by taking 212 in a language or by successful completion of a proficiency test, administered by the Department of Modern and Classical Languages throughout the academic year. No student will fulfill the foreign language proficiency requirement simply on the basis of the placement test.

Invitational Priority #2 Projects that Include a Plan for Assessment of Student Foreign

Language Competency: Our project includes a plan for assessment of student foreign language competency.

Invitational Priority #4 Applications that Focus on Any of the 78 Priority Languages: Our

project includes a focus on two of the 78 Priority Languages – Mandarin Chinese and Japanese.

Required by the Higher Education Act:

A) Evidence that the applicant has conducted extensive planning prior to submitting the application

Faculty, staff and administration worked together extensively to create the proposal to standardize the Asian Studies major. This, coupled with our eight decades of Benedictine engagement in Asia is the solid foundation we needed to create this proposal.

B) An assurance that the faculty and administrators of all relevant departments and programs served by the applicant are involved in ongoing collaboration with regard to achieving the stated objectives of the application;

At present, 14 individuals from eleven academic departments form the core of our Asian Studies faculty. The curricular design of the proposed major includes courses in history, social sciences and language, and allows electives in the fine arts, humanities, and natural sciences. Both CSB and SJU presidents support this initiative, with strong backing from the Provost and Academic Dean.

(C) An assurance that students at the applicant institutions, as appropriate, will have equal access to, and derive benefits from, the UISFL program;

Any student enrolled in a relevant major at CSB/SJU has access to, and the ability to participate in programs and activities supported by a UISFL grant.

(D) An assurance that each institution, combination or partnership will use the Federal assistance provided under the UISFL program to supplement and not supplant non-Federal funds the institution expends for programs to improve undergraduate instruction in international studies and foreign languages;

Funds from the UISFL will be used to supplement and not supplant non-Federal funds.

(E) A description of how the applicant will provide information to students regarding federally funded scholarship programs in related areas;

Both our Office of External Grants and Scholarships and Financial Aid Office disseminate information on federally funded scholarship programs to students. Any federally-funded scholarships related to study abroad are promoted by the Office of Education Abroad.

(F) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, where applicable;

Our vision for meeting this challenge is informed by the CSB/SJU mission, which is committed to a "coherent liberal arts curriculum which focuses on questions important to the human condition, demands clear thinking and communicating and calls forth new knowledge for

the betterment of humankind" through the "study of the intersection of global cultures and community sustainability, leavened by the commitments of the Catholic intellectual life."

(G) A description of how the applicant will encourage service in areas of national need, as identified by the Secretary. Essentially languages (the 78 listed in the guidelines) and regions of importance.

In fall 2007, a new full-time faculty member was hired to teach Chinese and converted to a tenure-track position in 2008. Starting in fall 2009, a new full-time faculty position in Japanese will be initiated, and this position will be converted to a tenure-track upon the demonstration of continued student demand for Japanese language. In 2006 we added a new tenure track position in South Asian history. These new faculty lines demonstrate our commitment to Asian Studies.

In the second year of the grant period our Chinese and Japanese professors will pilot advanced language and literature courses. The CSB/SJU administration is committed to sustaining staffing at these increased levels upon demonstration of continued student enrollment and student achievement in language proficiency.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-UISFL Other Attachments for Upload.pdf**

P. Richard Bohr is Professor of History and Director of Asian Studies at the College of Saint Benedict and Saint John's University (CSB/SJU). A specialist on Asia's encounter with the modern West, he publishes, lectures, and consults with academic, philanthropic, civic, government, and business organizations on ways to broaden East-West interchange. Since 1980, he has organized over a hundred conferences, seminars, panels, and other forums on expanding U.S.-Asia relations, advised colleges and universities on ways to prepare students for Asia-related careers, and led student, faculty, and professional delegations to Asia. In addition to promoting public education through the print media, he appears on Minnesota Public Radio and Twin Cities Public Television and has done China-related documentary and commentary for PBS Television, including *The NewsHour with Jim Lehrer* and *Religion and Ethics NewsWeekly*.

During 1991-1992, Bohr was Director of Padilla Speer Beardsley International, responsible for developing projects and services on intercultural communication with Asia. In 1988-91, he served as Deputy Commissioner of the Minnesota Department of Trade and Economic Development and Executive Director of the Minnesota Trade Office. From 1980 to 1987, he was President and Executive Director of the non-profit Midwest China Center, a coalition of colleges, universities, foundations, and corporations as well as civic, religious, community, and arts organizations. In these roles, Bohr developed innovative services and programs which resulted in a significant broadening of relationships between the American Midwest and Asia. In 1979-1980, Bohr was Assistant Professor of History at Ohio Wesleyan University, where he created courses on East-West interaction. He taught classes on Western civilization at Hong Kong's Diocesan Boys School in 1972-74.

Currently, Bohr directs the annual Minnesota seminar in the Freeman Foundation-funded National Consortium for the Teaching of Asia, which is dedicated to infusing Asian content into the 6-12 grade curriculum. In 2005, he directed the "Asia's 'Fifth Dragon'" study tour of South China for liberal arts college professors, funded by the Fulbright-Hays Group Project Abroad Program, and in 2000-06 was co-director of CSB/SJU's Asian Studies Learning Community, funded by the Bush Foundation. Bohr recently served as Board Chair of ASIANetwork, a consortium of 170 U.S. liberal arts colleges, where he helped develop a strategic plan to enhance collegiate Asian Studies programs. He is also founding Board Chair of NEO Business College for Women in Tokyo and a founding board member of the Orville and Jane Freeman Center of International Economic Policy at the Hubert H. Humphrey Institute of Public Affairs of the University of Minnesota; the International Trade Program at the Carlson School of Management, University of Minnesota; and the St. Paul-based Hospitality Center for Chinese. He is a member of the Association for Asian Studies; National Committee on United States-China Relations; Minneapolis-St. Paul Committee on Foreign Relations; Minnesota Foreign Affairs Advisory Committee; Society of International Business Fellows; and Minnesota International Center. He advises the state of Minnesota on its trade and investment strategies in China and has served on the steering committee of the Ford Foundation-funded "Making the Global Local" project. Since 1980, he has given dozens of community lectures on U.S.-Asia relations for the Great Decisions Program of the Foreign Policy Association.

Bohr publishes on East-West interchange in the academic, professional, and mass media. His books include *Famine in China and the Missionary: Timothy Richard as Advocate of National*

Reform, 1876-1884 (Harvard University Press, 1972), *Religion in the People's Republic of China: The Limits of Reform* (The China Council of The Asian Society, 1982), and *Midwest USA/China Resource Guide* (Midwest China Center and Minnesota World Trade Center, 1987). He has also published dozens of monographs, book chapters, articles, and op-ed pieces on U.S.-Asia interaction and ways to enhance Asian Studies curricula. He sits on the editorial board member of the *International Policy Review*, for which he edited the recent issue entitled "Is China Growing Too Fast?" He is a referee for academic presses and journals and an outside evaluator for the Research Grants Council of Hong Kong and the Social Sciences and Humanities Research Council of Canada.

Bohr holds the Ph.D. in Modern Chinese History from the University of California, Davis; an M.A. in East Asian Studies and M.Div. degrees from Harvard University; and a B.A., *summa cum laude*, in East Asian History from the University of California, Davis. He is married to Gail Chang Bohr, a Ramsey County District Judge. They have two children.

Rachel M. Sherman

EDUCATION:

University of Washington
Seattle, WA
MA, International Studies, 2008

Gustavus Adolphus College
Saint Peter, MN
BA, magna cum laude, Honors History and Japanese Studies, 2003

Kansai Gaidai University
Hirakata City, Japan
Certificate of Asian Studies, 2002

Moorhead Senior High School
Moorhead, MN
Diploma, 1999

PROFESSIONAL EXPERIENCE:

Seattle Chinese Garden Society (SCGS), Grant-writer and Communications Manager
2008-2009

*Wrote capital grants to foundations and corporations for funding the construction of the Seattle Chinese Garden, the first Sichuan-style Chinese garden to be constructed outside of China. Liaised with the SCGS Board of Directors; planned and executed fundraising events; organized hard hat tours of the construction site; wrote newsletter articles and website copy; and managed member and donor databases.

Global Education Services, Educational Programs Intern
2007-2008

*Worked collaboratively to design, implement and manage a variety of international education programs for participants from the United States, Eastern Europe, Africa and Asia. Wrote government grant proposals and cultivated relationships with non-profit organizations and educational institutions.

University of Washington, Japan Studies Department Course Grader
2008

*Graded all sections of the *Government and Politics of Japan* course, including midterms, final examinations and writing assignments; proctored exams.

University of Washington, Japan Studies Department Research Assistant
2006-2007

*Assisted three professors with English- and Japanese-language research; edited documents; proofread the Journal for Japanese Studies; did filing and office organization.

Concordia Language Villages, Japanese Credit Program Facilitator and Registration Assistant
2005-2007

*As the Japanese Credit Program Facilitator, taught in and facilitated an accredited high school Japanese language program; designed extracurricular enrichment activities; wrote curriculum aimed at creating a more student-centered learning process; managed teaching staff; resolved conflicts; liaised with students' home high schools; designed and edited staff training materials in English and Japanese; wrote transcripts.

*As the Registration Assistant, provided customer service to parents and villagers; liaised between villages, main office and parents; created welcome packets; assisted with travel arrangements and visa processing for international staff; data entry; managed student staff; coordinated schedules and conducted financial transactions.

YPS International Preschool, Tokyo, Japan, Head English Teacher
2004

*Designed curriculum in English and Japanese; taught English classes; worked with a diverse student and parent group; provided parents with feedback on student progress; maintained student records.

MIL the Language Institute, Yachiyo City, Japan, English Teacher
2003-2004

*Designed and taught English classes for ages 2 to adult; led one class of returnees (Japanese students who lived abroad in English-speaking countries); trained new staff and recruited new students.

Gustavus Adolphus College Community Service Center (CSC), Flex Program Coordinator and CSC Office Staff
1999-2003

*Managed the Foreign Language Exploratory (Flex) Program, which placed college-age volunteers in middle-school classrooms to teach a foreign language once a week. Recruited volunteers, liaised with school principals, wrote curriculum and conducted volunteer meetings.

*As a CSC office staff member, managed student volunteers; provided customer service to students and members of the community in person, over the telephone and via e-mail; developed volunteer events.

SKILLS, AWARDS, AND ACTIVITIES:

- Proficient in Japanese and French; low intermediate ability in Korean
- Study abroad experience in Japan, South Korea, Thailand, Greece and England
- Volunteer work with Head Start, the YMCA and Taize Monastery
- Member of Phi Beta Kappa, Eta Chapter of Minnesota
- Japanese Department Academic Assistant, Gustavus Adolphus College, 2002-2003
- Japanese Club President, 2002-2003
- History Club President, 2001 and Vice President, 2000
- Recipient of Paul Magnuson Award for Leadership and Service, 2003
- Crossroads International Program Committee Co-chair, 2001-2002
- Mellon Fellow in Japan Studies, 2006-2007
- Foreign Language and Area Studies (FLAS) Fellow in Korean Language and International Studies, 2007-2008; FLAS Fellow in Korean Language and East Asian Studies, Summer 2007
- Proficient in using Windows and Macintosh computers and a range of software including Microsoft Office Suite, Adobe Photoshop, Citrix, and Apollo; typing ability in Japanese and Korean characters
- Ruby rank in Public Speaking, National Forensics League

Philip I. Kramer
College of Saint Benedict and Saint John's University
37 College Avenue South, Saint Joseph, MN 56374
pkramer@csbsju.edu
(320) 363-5289

EDUCATION

Doctor of Education Degree
The University of Utah
Department of Educational Leadership and Policy
May 2003

Dissertation Title: "Planning, Designing, and Conducting Systemwide Assessment in Higher Education: A Case Study of Utah's General Education Pilot Assessment."
Dissertation Chair: Diana Pounder, PhD

Master of Arts Degree August 1990
Sonoma State University
Department of Psychology

Bachelor of Arts Degree September 1978
University of California, Los Angeles
Department of Political Science

ACADEMIC EXPERIENCE

Director of Academic Assessment, College of Saint Benedict and Saint John's University; At the direction of the Provost, lead (a) institutional efforts in planning, designing, analyzing, and reporting on curricular, co-curricular, and extra-curricular student outcomes assessment; (b) institutional self-study efforts required as part of accreditation with The Higher Learning Commission (North Central Association) and (c) institutional efforts in academic departmental program review, June 2006 to Present

Assistant Professor, Education Department, College of Saint Benedict and Saint John's University; Teach undergraduate courses in the Education major and in the Common Curriculum, June 2006 to Present

Assistant Professor, The University of Texas at El Paso, Educational Leadership and Foundations Department; Teach graduate courses in quantitative and qualitative research methodology, higher education policy and politics, and dissertation preparation, August 2003 to May 2006

Assistant Professor, The University of Texas at El Paso, Teacher Education Department; Teach graduate courses in quantitative and qualitative research methodology, higher education policy and politics, and dissertation preparation, August 2003 to May 2005 (was a joint appointment in the Educational Leadership and Foundations Department and the Teacher Education Department until May 2005)

Academic Program Manager, The University of Utah, Develop, teach, and manage noncredit leadership courses for public education and higher education faculty and administrators, October 2000 to February 2002

College of Education Liaison, The University of Utah, Act as the Liaison between the College of Education and Academic Outreach and Continuing Education, October 2000 to February 2002

Career Counselor, Utah Valley State College, School, College, and University Partnership Department: Counsel disadvantaged, disabled youth and adults in K-12 and college, January 1995 to October 2000

Interim Director, Utah Valley State College, Career Employment Services Department: Lead project management teams; cultivate new relationships and partnerships with employers, faculty, students, alumni, academic deans, and department chairpersons; serve as member of the Affirmative Action/Equal Opportunity Advisory Committee, January 1995 to October 2000

Assistant Director, Utah Valley State College, Career and Academic Counseling Department: Assist the director in managing the department; manage the department in the director's absence, January 1995 to October 2000

Guest Lecturer, Utah Valley State College, Department of College Success and Academic Literacy, January 1995 to October 2000

RESEARCH INTERESTS

Accountability, assessment, accreditation, and program review in higher education

Faculty culture

Organizational change

Quantitative and qualitative research design

Stakeholder relationships in higher education

AWARDS AND HONORS

“Site Mentor of the Year” Award, Saint Cloud State University, Higher Education Administration Program, 2009 (for graduate student Angela Erickson-Grussing)

Excellence in Teaching Award Nominee, The University of Texas at El Paso, College of Education, 2006

Excellence in Teaching Award Nominee, The University of Texas at El Paso, College of Education, 2005

MEMBERSHIPS

American Educational Research Association

American Evaluation Association

Association for Institutional Research

sgeng@csbsju.edu

Zhihui Sophia Geng

EDUCATION

Doctor of Philosophy Degree in American Studies **August 2008**
University of Minnesota-Twin Cities, USA

Master of Arts Degree in American Studies **May 2001**
Beijing Foreign Studies University (Beijing WaiYu XueYuan)-Beijing, China

Bachelor of Arts Degree in English and Education **May 1998**
Shandong Teachers' University (Shandong ShiFan DaXue)-Jinan, China

FIELDS OF CONCENTRATION

- U.S.-China communication and exchange
- Chinese immigrant and Chinese American literature
- Contemporary Chinese literature and its translation into English
- Teaching of Chinese as a second language

TEACHING EXPERIENCE

Assistant Professor **August 2007—Present**
College of St. Benedict/St. John's University, MN

- Designed seminar: Folklore and Legend in Chinese and Chinese American Literature
- Designed curricula for undergraduate level classes: Elementary Chinese, Intermediate Chinese, Chinese Conversation and Composition
- Taught college-level Chinese language and culture classes
- Conducted student advising and directed Independent Learning Projects in areas of Chinese language and literature, and contemporary Chinese society and culture

Chinese Lecturer **September 2003—June 2007**
Minghua Chinese School, St. Paul, MN

- Designed curricula for students from Grade 2 to Grade 12, class size: 20-25 students
- Taught Chinese language classes for students age ranging from 7 to 18, class size: 23 students
- Taught Chinese history class for Grade 10, class size: 13 students

Chinese Lecturer **January 2004—May 2007**
Minnesota China Academy, St. Paul, MN

- Taught Chinese language classes for the adult class, age range from 18 to 45, class size: 10-20 students

HONORS

Nominated for Academic Advisor of the Year Award College of Saint Benedict/Saint John's University	April 2009
International Student Award International Programs, University of Minnesota	May 2004
"New Initiatives" Research Grant Center of Urban and Regional Affairs, University of Minnesota	August 2003
Summer Research Fellowship The Humanities Institute, University of Minnesota	May 2003
Honor Graduate of Beijing Foreign Studies University Beijing Higher Education Committee	June 2001

PROFESSIONAL ASSOCIATIONS

- The Association for Asian Studies
- Midwest Conference on Asian Affairs
- Modern Language Association
- Midwest Modern Language Association

LANGUAGES

- | | |
|---|------------|
| • Mandarin(simplified with Pinyin system) | Native |
| • Classical Chinese | Proficient |
| • English | Fluent |

YUKO SHIBATA

EDUCATION AND SEMINAR PARTICIPATION

Ph. D. in East Asian Literature, Cornell University (2001-May 2009)
Visiting Researcher at the Gender Studies Institute at Waseda University (2005-2008)
Exchange Student at Tokyo University of Foreign Studies (2005-2006)
School of Criticism and Theory, Cornell University (Summer 2004)
Participated in Srinivas Aravamudan and Ranjana Khanna's Seminar: "Permanent War: Sovereignty and Empire, Subjectivity and Masculinity."
School of Criticism and Theory, Cornell University (Summer 2003)
Participated in Etienne Balibar's Seminar: "Racism Yesterday, Today and Tomorrow."
Intensive Mandarin Chinese Language Program, National Taiwan University (Summer 2002)
M. A. in Literary and Cultural Studies, The University of Hong Kong (1998-2000)
Dissertation: "Creating Japaneseness: Formation of Cultural Identity."
Chair: Jeremy Tambling
Consisted of Four Courses: "Narrative and Cultural Identity," "Questioning Sexual Difference," "Cinema and Popular Culture," and "Postmodernism."
Certificate in English Literary Studies, The University of Hong Kong (1996-1999)
Undertook Courses on "Critical Theory," "Film History," "American Women Literature," "Canadian Literature," "Indian Literature," "British Fictions," "British Poetry," "British Theater," and "Literature for English Teachers."
B. A. in International and Cultural Studies, Tsuda College (1982-1986)

PH. D. DISSERTATION

"Untold Colonialism: Knowledge, Occupation, Reconstruction in Cinematic Representations of Hiroshima and Nagasaki."

Chair: Naoki Sakai (Japanese Thought)

Committee: Brett de Bary (Japanese Literature), Shirley Samuels (Women's Literature), Dominick LaCapra (Modern European History)

RESEARCH AND TEACHING INTERESTS

Japanese Language and Literature; Japanese History; Japanese and East Asian Popular Culture; Colonialism and Nationalism; Gender and Sexuality; Film Studies; Comparative Literature.

TEACHING EXPERIENCE

Instructor, Cornell University, John S. Knight Writing Program First-Year Writing Seminar.
ASIAN 1114 Colonial Violence and the Mother-Daughter Relationship (Spring 2009).

Teaching Assistant, Cornell University.

ASIAN 212 Introduction to China (Spring 2008).

ASIAN 250 Introduction to Asian Religions (Spring 2005).

ASIAN 211 Introduction to Japan (Fall 2004).

ASIAN 141 Beginning Japanese at a Moderate Pace (Fall 2003).

ASIAN 142 Beginning Japanese at a Moderate Pace (Spring 2003).

Instructor, Business Japanese, Hong Kong Trade Development Council (September 1998 - February 1999). Basic level for Cantonese-speaking, professional students (Intermediate: English).

Instructor, Basic and Intermediate/Advanced Japanese, Consulate-General of Japan at Hong Kong (January-December, 1998).

FELLOWSHIPS, GRANTS AND AWARDS

Sage Graduate Fellowship, Cornell University (Falls of 2008, 2007 and 2001; Spring 2002)
 Graduate School Conference Grant, Cornell University (April, 2005)
 East Asian Program Japanese Travel Grant, Cornell University (Summer 2004).
 Mario Einaudi Center Travel Grant, Cornell University (Summer 2004).
 School of Criticism and Theory Fellowship, Cornell University (Summers of 2004 and 2003).
 Robert J. Smith Fellowship in Japanese Studies, Cornell University (Spring 2004, Fall 2002).
 Distinctions both in "Narrative and Cultural Identity" and "Postmodernism," The University of Hong Kong (1999).

ASSOCIATION MEMBERSHIPS

Association for Asian Studies Modern Language Association, American Comparative Literature Association, Nihon Kindai Buflgakukai (Association for Modern Japanese Literary Studies).

PUBLICATIONS

"Structured Neglect and Complicity: Knowledge Production of Hiroshima and Nagasaki between the US and Japan," in *The Trans-Pacific Imagination: Rethinking Boundary, Culture and Society*, edited by Hyon Joo Yoo Murphree, under consideration by SUNY University Press.

"Hiroshima as a US Boomtown: Memory, Forgetting, and Reconstruction in the Cold War," in preparation for publication.

"Hansho sum nichibei genbakukan-John Hersey *Hiroshima* to Nagai Takashi *Nagasaki no kane*" (Reflecting Views on the Atomic Bombings between Japan and the US: John Hersey's *Hiroshima* and Takashi Nagai's *The Bells of Nagasaki*), under review.

JOURNALISTIC EXPERIENCE, PUBLICATIONS AND AWARD

(Achieved in the Name of Yuko Miura).

Staff Writer, The Asahi Shimbun, Tokyo, Japan (1986-1994).

Worked in Kumamoto Branch, 1986-1989; Fukuoka Shakaibu (Social issues section), 1989-1993; Tokyo Shakaibu, 1993-1994.

Wrote on a wide range of transnational, racial, gender, class issues such as the discrimination against foreign residents in Japan, the Asia-Pacific Wars and Japanese colonial legacies such as forced labor, Korean atomic bomb victims and comfort women, the relationship between Okinawa and mainland Japan, feminist issues, institutional problems of the press, and world cinema in *The Asahi Shimbun* as well as related publications such as *AERA*, *Shukan Asahi* (Weekly Asahi) and *The Asahi Evening News*.



西南大學

SOUTHWEST UNIVERSITY

Ms. Christine Corey
Program Officer
International Education Programs Services (IEPS)
U.S. Department of Education
1990 K Street, N.W. - Room 6069
Washington, DC 20006-8521, USA

April 23, 2009

Dear Ms. Corey:

I am writing to express Southwest University's strong support of the efforts of the College of Saint Benedict/Saint John's University (CSB/SJU) to broaden its academic relationship with our university.

The Title VI grant which CSB/SJU is seeking promises to expand the already strong ties between our institutions by offering additional opportunities for research and collaboration between our respective students and teachers. For the past 25 years, Southwest University and CSB/SJU have enjoyed a successful study abroad exchange program, and I have full confidence that exchange efforts described in the proposal will be mutually beneficial.

Southwest University enthusiastically supports this grant proposal.

Sincerely,


Song Naiqing

Pro Vice Chancellor
Southwest University
No. 2 Tiansheng Road
Beibei, Chongqing, 400715 P. R. China
Tel: +86-23-68252512
Fax: +86-23-68863805



**Bunkyo Gakuin University
Bunkyo Gakuin College**

TOKYO JAPAN

April 23, 2009

Ms Christine Corey, Program Officer
International Education Programs Services (IEPS)
U.S. Department of Education
1990 K Street, N.W. Room 6069
Washington, DC 20006-8521

Dear Ms Corey:

I am writing to express the support of Bunkyo Gakuin University (Tokyo, Japan) for the College of Saint Benedict/Saint John's University and for their Asian Studies Program project proposal.

CSB/SJU and BGU celebrate this year twenty years of educational collaboration. Our partnership is multi-faceted and includes a successful one semester study abroad exchange program begun in 1997 and extended in 2008 to include the option of a second semester. This year, three of our students studied at CSB/SJU fall semester, and three more are about to conclude a full year of study there. Sixteen CSB/SJU students spent the fall semester at BGU. Since 1990, more than 1,000 BGU students have participated in short-term study programs at CSB/SJU and more than 100 CSB/SJU students have done the same at BGU. We hope to see more of our students have the opportunity to interact with our colleagues and friends at CSB/SJU, and I have full confidence that the Summer Research Program and the Faculty Exchange Program will have measurable benefits and be enriching for students and faculty at both institutions. The project they propose will reinforce already strong ties between our institutions. We here at Bunkyo

HONGO CAMPUS Foreign Studies/Business Administration/College

1-19-1, Mukogaoka, Bunkyo-ku, Tokyo 113-8668 Phone : 81-3-3814-1661 Fax : 81-3-5684-8494

FUJIMINO CAMPUS Human Studies/Health Science Technology

1196, Kamekubo, Fujimino-shi, Saitama-ken 356-8533 Phone : 81-49-261-6488 Fax : 81-49-261-0089

Gakuin University are truly excited about the prospect of expanding existing programs and offering additional opportunities for research and collaboration to our students and faculty.

I am pleased to continue and strengthen a relationship that has been so beneficial to CSB/SJU and Bunkyo Gakuin University , and I look forward to further cooperating with and assisting our most important partners in their efforts to create this excellent program.

Sincerely,



Akiko Shimada

President

Bunkyo Gakuin University

Tokyo, Japan



湛江师范学院

ZHANJIANG NORMAL UNIVERSITY

广东省湛江市赤坎区寸金路29号

College of Saint Benedict

No.29,Cunjin Road,Chikan District,Zhanjiang,Guangdong524048,P.R.China

Tel: 0086-759-3183075 Fax: 0086-759-3341440

To Whom It may Concern:

Zhanjiang Normal University (ZNU) wishes to support the proposal being submitted by the College of Saint Benedict/Saint John's University (CSB/SJU) to expand its ties to ZNU.

The Title VI grant for which CSB/SJU is applying would help strengthen our already strong connection by offering additional opportunities for research and academic collaboration. For the past decade, ZNU and CSB/SJU have exchanged students and teachers. For the benefits which can accrue for both our institutions, ZNU is pleased to strongly endorse this grant proposal.

Sincerely,

Guo zeshen

President

Zhanjiang Normal University



24 April 2009

Ms. Christine Corey
Program Officer
International Education Programs Services (IEPS)
U.S. Department of Education
1990 K Street, N.W. – Room 6069
Washington, DC 20006-8521

Dear Ms. Corey,

St. Xavier's College, Calcutta, (SXC) wishes to support the proposal being submitted by the College of Saint Benedict / Saint John's University (CSB/SJU) to expand its ties to St. Xavier's College, Calcutta.

The Title VI grant for which CSB / SJU is applying would help strengthen our already strong connection by offering additional opportunities for academic exchanges, research and other kinds of collaboration among our institutions. CSB / SJU has already sent two faculty development groups to our campus over the past few years. Last winter CSB / SJU sent its first group of students to study at our campus, and we are working with CSB / SJU to expand this program into a full semester option. We also look forward to sending our students and faculty to CSB / SJU for study and fruitful exchange sometime in the near future. We believe that the grant for which CSB / SJU is applying will help us pursue these important initiatives, and for this SXC is pleased to strongly endorse this grant proposal.

Sincerely,

Rev. Dr. J. Felix Raj S.J.

Principal
St. Xavier's College
(Autonomous)
Kolkata

College of Saint Benedict

37 S. College Avenue
St. Joseph, MN 56374-2099

April 27, 2009

Ms. Christine Corey
Program Officer
International Education Programs Service
U.S. Department of Education
1990 K Street NW Room 6069
Washington DC 20006-8521

Dear Ms. Corey:

This letter is to certify that the College of Saint Benedict meets the Special Rule that reduces or waives the cost sharing requirement for the Undergraduate International Studies and Foreign Language program.

A letter from Larry Oxendine, Interim Director of Institutional Development and Undergraduate Education Service dated March 3, 2006, indicates the College of Saint Benedict is eligible for a waiver of cost-sharing requirements for a five-year period beginning July 1, 2006. The end of the waiver period thus coincides with the end of our proposed grant period, June 30, 2011.

Our current budget commits 32% of the project budget in institutional resources for cost share. The College of St. Benedict requests a reduction in our cost share portion of this grant. The present economic conditions, including on-going challenges in meeting operating budget projections, lower than anticipated tuition revenues, budget cuts across the institution, and the loss of a significant anticipated endowment gift that would have funded our Center for Global Education, have greatly reduced our capacity to fund any new programs and initiatives.

Sincerely,



Anne Oberman
Controller

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-UISFL final budget for upload.pdf**

**Undergraduate International Studies and Foreign Language Program
Budget
For Project Period FY 10 - FY11
Prepared April 2009**

Budget Category	Academic Yr 2009 - 2010		Academic Yr 2010 - 2011		Totals 07/01/09 - 06/30/11	
	US Dept of Ed	CSB	US Dept of Ed	CSB	US Dept of Ed	CSB
Personnel						
Director Richard Bohr course release 1/12		6,001		6,248	-	12,249
Co-Director Rachel Sherman 25% effort		9,469		9,650	-	19,119
Chinese professor Sophia Geng 2/6ths course release			17,483		17,483	-
Japanese professor Yuko Shibata 2/6ths course release			16,983		16,983	-
Evaluator Phil Kramer 5% effort		3,875		3,950	-	7,825
Asian Studies faculty stipends course development workshops	4,000		4,000		8,000	-
Asian Studies faculty stipends course/activity development	3,000		5,000		8,000	-
Faculty exchange one course stipend	5,000		5,000		10,000	-
Student Employee	2,957		3,136		6,093	-
Subtotal Personnel	14,957	19,345	51,602	19,848	66,559	39,193
Fringe Benefits						
Director Richard Bohr 27.5%		1,650		1,718	-	3,368
Co-Director Rachel Sherman 27.5%		2,604		2,654	-	5,258
Chinese professor Sophia Geng 27.5%			4,808		4,808	-
Japanese professor Yuko Shibata 27.5%			4,670		4,670	-
Evaluator Phil Kramer 27.5%		1,066		1,086	-	2,152
AS faculty stipends course development workshops 10%	400		400		800	-
AS faculty stipends course/activity development 10%	300		500		800	-
Faculty exchange one course stipend 10%	500		500		1,000	-
Student Employee (fringes not applicable during academic year)						
Subtotal Fringe Benefits	1,200	5,320	10,878	5,458	12,078	10,778
Travel						
Five faculty to Southwest University (China) 1 week	10,095				10,095	-
Five faculty to Bunkyo (Japan) 1 week	10,570		5,285	5,285		5,285
Five faculty to St. Xavier (India) 1 week			9,975		9,975	-
UISFL Travel Directors Meeting 2 X \$1,800	4,000		4,000		8,000	-
Foreign faculty room/board one semester	6,000			6,000	6,000	6,000
Subtotal Travel	30,665	-	19,260	11,285	34,070	11,285
Equipment						
none					-	-
Supplies						
For Intro Course Development workshop	500				500	-
For Capstone Course Development workshop			500		500	-
Subtotal Supplies	500	-	500	-	1,000	-
Contractual NA						
Construction NA						
Other						
Evaluator travel	500		500		1,000	-
Evaluator room/board	300		300		600	-
Subtotal Other	800	-	800	-	1,600	-
Total Direct Costs	48,122	24,665	83,040	36,591	115,307	61,256
Indirect Costs (8%)	3,850	1,973	6,643	2,927	10,493	4,900
Training Stipends NA						
Total costs	\$ 51,972	\$ 26,638	\$ 89,683	\$ 39,518	\$ 141,655	\$ 66,156

**U.S. Department of Education
Undergraduate International Studies and Foreign Language Program
College of Saint Benedict
Budget Narrative
For Period 07/01/09 – 06/30/11**

Personnel:

Project Director Richard Bohr – Dr. Bohr receives a 1/6 course release as Director of Asian Studies. During the grant period--the transition from Asian Studies as an individualized major to Asian Studies as a faculty-designed major--he will spend at least half of his course release (1/12) leading the design and implementation of the new curricular elements (Intro course, capstone course, advanced Chinese and Japanese plus new courses designed by Asian Studies faculty). Year 1: $\$72,041 \times .0833 = \$6,001$. Year 2: $\$75,000 \times .0833 = \$6,248$. This is cost share.

Co-Director Rachel Sherman – Ms. Sherman, our Asian Studies Coordinator, is a full-time, 12-month administrative employee. She coordinates the many co-curricular activities that complement our Asian Studies program, including working with our Internship, Career Services and Service Learning offices, and with the Office of Education Abroad, to prepare students for semester-length study abroad programs in Asia. During the grant period, she will devote 25% of her time to complementing faculty efforts to develop faculty exchanges, research exchanges, and experiential activities for students through our relationships with Southwest University (China), South China Normal University, Bunkyo Gakuin University (Tokyo), and Saint Xavier College (Kolkata). Year 1: $\$37,875 \times .25 = \$9,469$. Year 2: $\$38,600 \times .25 = \$9,650$. This is cost share.

Chinese Professor Sophia Geng - During Year 2 of the grant period, Professor Geng will pilot a new advanced Chinese language class and a new Chinese literature and culture class, i.e., 2/6th of her teaching load. We must hire another professor to teach two of her introductory language classes. Year 2: $\$52,500 \times .333 = \$17,483$.

Japanese Professor Yuko Shibata – During Year 2 of the grant period, Professor Shibata will pilot a new advanced Japanese language class and a new Japanese literature and culture class, i.e., 2/6th of her teaching load. We must hire another professor to teach two of her introductory language classes. Year 2: $\$51,000 \times .333 = \$16,983$.

Evaluator Phil Kramer – Dr. Kramer is Director of Academic Assessment. He designed the evaluation plan and will direct the internal evaluation. Dr. Kramer will devote 5% of his time to the evaluation of the Asian Studies program. Year 1: $\$77,500 \times .05 = \$3,875$. Year 2: $\$79,000 \times .05 = \$3,950$. This is cost share.

Asian Studies faculty (workshops) – Currently fourteen individuals form the core of our Asian Studies faculty. We will assemble at least ten of them for a workshop to develop the interdisciplinary Introduction to Asian Studies course in Year 1. This will be a four-day summer workshop. Year 1: $10 \text{ faculty} \times \$100/\text{day} \times 4 \text{ days} = \$4,000$. We will assemble at least ten for a workshop to develop the interdisciplinary Capstone course in Year 2. This will also be a four-day summer workshop. Year 2: $10 \text{ faculty} \times \$100/\text{day} \times 4 \text{ days} = \$4,000$.

Asian Studies faculty (course/experiential activity development) – Many of our Asian Studies faculty are already well connected with our overseas partners, while others will have the opportunity to develop relationships with their counterparts during visits to our partner institutions abroad. These connections provide fertile ground for developing new courses with Asian content and/or on-site experiential activities. Faculty who develop an Asian Studies course or for-credit experiential activity (internship, volunteer or service learning) at a partner institution site may apply for a \$1,000 stipend. Three stipends in Year 1, five stipends in Year 2.

Faculty exchange – We will initiate a faculty exchange with Southwest University (China) and Bunkyo Gakuin University (Japan). One exchange each year, during spring semester. Each institution will continue to pay the salary of their own faculty member. We will ask the visiting professor to teach two classes rather than the three classes our own professor would teach if s/he were on campus. Thus, we must hire a replacement faculty to teach the one remaining course in Year 1 and Year 2. \$5,000 for each course.

Student Employee – A student employee to assist the Project Director and co-Director with the many administrative tasks associated with implementing the Asian Studies major. Student employee contracts are calculated assuming 32 weeks of work, 11.41 hours per week. Base wage in Year 1 expected to be \$8.10/hour. Base wage in Year 2 expected to be \$8.59/hour. Year 1: \$8.10/hr x 11.41 hours/week x 32 weeks = \$2,957. Year 2: \$8.59/hour x 11.41 hours/week x 32 weeks = \$3,136.

Fringe Benefits:

A fringe rate of 27.5% is charged for salaries. The breakdown of this fringe rate is 6.6% for retirement, 7.65% for FICA, 13.25% for insurance. The fringe rate for stipend payments is 10%. Student wages during the academic year are not subject to fringe costs.

Travel:

We plan four faculty trips (two each year) to our partner institutions during the grant period. Each trip will include five faculty members. All four trips will be multipurpose – generally for strengthening the relationship between our institutions, and more specifically to develop faculty exchange, undergraduate student research exchange, experiential activities, and new Asian Studies courses. In Year 1, the trips will be to Southwest University (China) and Bunkyo Gakuin University (Japan). The trip to Southwest will be used to broaden the current summer undergraduate student research exchange from being devoted exclusively to the science disciplines to including research projects in the social sciences, humanities and fine arts. The faculty on the Bunkyo trip will be charged with initiating an exchange similar to the one already established at Southwest. In Year 2, the trips will be to Bunkyo (Japan) and Saint Xavier (India). The second trip to Bunkyo will build on the progress made during the first trip. Faculty on the trip to Saint Xavier will begin the process of establishing a summer undergraduate research exchange at that site. Cost for each trip includes airfare and some per diem. Per diem figures are from the U.S. Department of State.

Costs per Person

Airfare Minneapolis/Saint Paul – Chongqing - \$1700/person. Per diem \$182 x 7 days = \$1,274

Airfare Minneapolis/Saint Paul – Tokyo - \$1400/person. Per diem \$408 x 7 days = \$2,856

Airfare Minneapolis/Saint Paul – Kolkata - \$1400/person. Per diem \$340 x 7 days = \$2,380.

We estimate our hosts will cover 75% of per diem costs.

Year 1:

Southwest University: [Airfare \$1,700 + (Per diem \$1,274 x .25)] x 5 faculty = \$10,095

Bunkyo Gakuin University: [Airfare \$1,400 + (Per diem \$2,856 x .25)] x 5 faculty = \$10,570.

Year 2:

Bunkyo Gakuin University: [Airfare \$1,400 + (Per diem \$2,856 x .25)] x 5 faculty = \$10,570.

Saint Xavier College: [Airfare \$1,400 + (Per diem \$2,380 x .25)] x 5 faculty = \$9,975.

In Year 2, we pay half the cost of the Bunkyo trip as cost share.

UISFL Directors meeting: The director and co-director will attend the annual Department of Education sponsored meeting. \$2,000/each x 2 people = \$4,000.

Room/board for visiting faculty member – Faculty exchange program with Southwest University and Bunkyo Gakuin University. One faculty member exchange, spring semester in Year 1 and 2. Each institution will pay its own faculty member's salary and airfare; host institution will provide room and board for the visiting faculty member. One semester room and board, on or near campus for four months is estimated to cost \$1,500/month, or \$6,000 each year. This is cost share in Year 2.

Equipment: none

Supplies:

Books, supplies for the faculty course development workshops (Intro and Capstone courses) that will be held both years of the grant period. Year 1: \$500. Year 2: \$500.

Contractual: NA

Construction: NA

Other:

Evaluation services from AsiaNetwork are provided free of charge as a benefit of membership. We estimate an evaluator will be here three days each year. We must pay travel costs. Estimate \$500 airfare and ground travel expenses each year. Room and board estimated at \$100/day x 3 days = \$300. Year 1: \$800. Year 2: \$800.

Total Direct Costs:

Year 1: U.S. Dept of Ed - \$48,122. CSB - \$24,665. Year 2: U.S. Dept of Ed - \$83,040. CSB - \$36,591.

Indirect Costs: 8%

Training Stipends: NA

Total Costs:

Year 1 request from U.S. Dept. of Education	\$ 51,972.
Year 2 request from U.S. Dept of Education	\$ 89,683
Subtotal	\$141,655
Year 1 cost share	\$26,638
Year 2 cost share	\$39,518
Subtotal	\$66,156
Total Program Cost	\$207,811

Our cost share is from institutional resources and does not total one half of the total program costs. Our request for a reduction in cost share requirement under SPECIAL RULE is attached to Other Attachments form.