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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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

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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:
 Kansas State University

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	\$ 6,000	\$ 30,000	\$ 0	\$ 0	\$ 0	\$ 36,000
2. Fringe Benefits	\$ 414	\$ 2,070	\$ 0	\$ 0	\$ 0	\$ 2,484
3. Travel	\$ 23,000	\$ 4,000	\$ 0	\$ 0	\$ 0	\$ 27,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 100	\$ 100	\$ 0	\$ 0	\$ 0	\$ 200
6. Contractual	\$ 29,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 29,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 23,500	\$ 46,750	\$ 0	\$ 0	\$ 0	\$ 70,250
9. Total Direct Costs (lines 1-8)	\$ 82,014	\$ 82,920	\$ 0	\$ 0	\$ 0	\$ 164,934
10. Indirect Costs*	\$ 6,561	\$ 6,634	\$ 0	\$ 0	\$ 0	\$ 13,195
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 88,575	\$ 89,554	\$ 0	\$ 0	\$ 0	\$ 178,129

***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: 7/1/2009 To: 6/30/2012 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Department of Health and Human Services
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



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

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Expiration Date: 06/30/2005

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 Kansas State University

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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	\$ 80,296	\$ 80,296	\$ 0	\$ 0	\$ 0	\$ 160,592
2. Fringe Benefits	\$ 24,892	\$ 24,892	\$ 0	\$ 0	\$ 0	\$ 49,784
3. Travel	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 0	\$ 10,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 81	\$ 130	\$ 0	\$ 0	\$ 0	\$ 211
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 13,900	\$ 13,850	\$ 0	\$ 0	\$ 0	\$ 27,750
9. Total Direct Costs (lines 1-8)	\$ 124,169	\$ 124,168	\$ 0	\$ 0	\$ 0	\$ 248,337
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 124,169	\$ 124,168	\$ 0	\$ 0	\$ 0	\$ 248,337

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract-043009.pdf**

Abstract
The South Asia Project

The main goal is to build an undergraduate South Asian Studies curriculum with supporting activities at Kansas State University. To that end, the project focuses on three dimensions: (1) the building of a Secondary Major in South Asian Studies, (2) creation of experiential opportunities that support this curriculum, and (3) support to faculty to develop the curriculum and associated opportunities. The project builds on strengths in place and focuses on India.

The two year project will produce:

- a South Asian Studies secondary major of 21 hours of course work in addition to language.
- a four semester sequence of Hindi language instruction.
- a minimum of 10 new or revised courses with a minimum of 1 each in the 4 professional colleges and 3 in the social sciences and humanities.
- a minimum of 6 experiential programs for study abroad, joint research projects, internships and volunteer opportunities for undergraduate students.

Faculty development is accomplished by:

- an initial orientation tour to 3 cities to establish and strengthen links with universities, counterpart scholars and other organizations
- mini-grants to support the creation of new or revised courses
- mini-grants to support travel for building relations and programs with Indian counterparts.

The project is administered by a committee of two Co-Directors and eight faculty representing the five academic colleges and other units central to creating the Secondary Major.

Evaluation is continuous with feed back into the project as it develops as well as documentation and analysis to produce a final report.

The project has the support of the university administration and also addresses a significantly high interest by K-State students in South Asia, a secondary major and language offerings.

The Secondary Major helps round out other area studies programs for Africa, Latin America and East Asia.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-narrative-1-Final-043009.pdf**

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South Asia Project Narrative

1. Plan of Operation (Maximum 15 points)

a. Describe how the design of the project shows high quality.

This project links the traditional study of South Asia as a culture area to the training of students in the professional and applied disciplines into an integrated Secondary Major. Given limitations of funding both currently at the university and with this grant, the project's immediate focus is India. In the future the program will expand as circumstances permit to include other South Asian countries. Significantly, according to a survey, 95 students are interested in the proposed Secondary Major.

Project activities center on three dimensions: (1) the building of a Secondary Major in South Asian Studies, (2) creation of experiential opportunities in India that support this curriculum, and (3) support to faculty to develop the curriculum and associated opportunities. The project enjoys the support of faculty across five colleges and also from students. A survey indicates high student interest in the proposed Secondary Major, language offerings and opportunities in South Asia (presented in Section 8.a. below). The project will produce:

- A South Asian Studies secondary major of 21 hours of interdisciplinary course work plus 4 semesters of Hindi (or another South Asian language) or its equivalent by proficiency examination or transfer credit.
- A minimum of 10 new and revised courses across five colleges to support the Secondary Major.
- Institutional linkages with partners in India for faculty and curriculum development.
- A minimum of 6 experiential opportunities for undergraduates – traditional or faculty-led study abroad, joint student research programs, internships and volunteer opportunities for students with organizations such as NGO's.

- Strengthened library holdings for instruction and research on South Asia.

On-campus the project creates a Secondary Major in South Asian Studies. While a core of basic courses exists primarily in the social sciences, it can be expanded to provide students with courses in areas such as Literature, History, and the performing arts, areas in which faculty have already expressed interest for course development. In the professional programs this includes the development of course work with a South Asian focus, for instance with case materials, class projects and for-credit study tours.

A secondary major is interdisciplinary and is an established framework in which such programs have been organized at Kansas State such as the existing International Studies and the Latin American Studies secondary majors. The proposed South Asian Studies Secondary Major consists of 4 semesters of language (or its equivalent), and three core courses in the traditional areas of social science and humanities. The other courses are electives that can be taken from an approved list of courses with South Asian content that, in this case, will include courses developed in the participating colleges.

Externally, the project focuses on developing programs of mutual interest with Indian universities with comprehensive faculties - but not to the exclusion of more specialized institutions. Kansas State University has concluded a number of agreements with Indian universities over the past few years, mainly by the professional programs for individual research and graduate programs. Given limited resources, the present focus is on multi-disciplinary relations with selected comprehensive universities to create partnerships for joint curricular program development. In addition, linkages for developing study abroad programs, internships and practical experiences with institutions and organizations such as NGO's, business and industry are supported – particularly if links can be made jointly with Indian university partners.

Some of these involve agreements with specialized faculties and institutions which will build on existing disciplinary specialties.

Faculty travel focuses on building relationships and programs with Indian counterparts that contribute to undergraduate education both on campus and in India. These objectives will be accomplished with mini-grants to faculty for the development of courses and the development of linkages with Indian counterparts. Both are explicitly related to the development of undergraduate education.

To that end, one of the first project activities is a group faculty orientation tour over semester break 2009-10, with visits to Delhi, Pune and Hyderabad. Each of these cities has excellent universities, a burgeoning business-industrial sector with associated research and educational support institutions. Importantly, this will be a group of faculty across colleges who will have an opportunity to travel together and meet with Indian counterparts to discuss disciplinary and interdisciplinary initiatives.

For example KSU is developing comprehensive relations with Osmania University, Hyderabad, across the arts, sciences, humanities and professional programs (See Appendix A: Letter of support from Osmania). In the immediate Hyderabad area KSU has MOU's and is developing joint research programs with Acharya N.G. Ranga Agricultural University and Jawaharlal Nehru Technological University. Pune presents the same set of circumstances with, for instance, the University of Pune, the Ghokale Institute of Politics and Economics plus many business-industrial linkage possibilities. In Delhi, aside from universities such as Jawaharlal Nehru University, University of Delhi and Jamia Milia University, there are resources such as the United States India Educational Foundation (Fulbright) and the American Institute of Indian Studies (AIIS). These institutions are important resources for faculty and student development.

AIIS is especially important for faculty and student programs. AIIS facilitates university affiliations, governmental research clearance, and visas for students (undergraduate and graduate) and scholars from the US coming to India. In addition AIIS administers over twenty-seven study abroad programs for US universities, operates its own language programs, provides grants for research, has three regional centers supporting scholarly activity, and works with Indian universities, museums and state governments to document archaeological and manuscript collections, architecture and ethno-musicology. AIIS is coordinating a 2009-10 KSU faculty orientation tour and has given the project an estimate for in-country costs (reflected in Year 1 budget in Section 3.a. below). AIIS will make contacts, set up meetings, handle logistics of travel, accommodation and the tour's financial management (See Appendix B for tentative schedule and estimated costs).

The faculty development objective builds working relationships with Indian counterparts and provides incentives to pursue funding for research and joint projects that include undergraduates. The objective for undergraduates is to build an on-campus curriculum and opportunities for experiential learning in India.

The project is administered by a committee of two Co-Directors and eight representatives of participating colleges and relevant units whose duties and responsibilities are elaborated in Section 2.a b. below.

The project and proposed activities do not begin from scratch. Kansas State is a large land grant institution with a history of working inter-disciplinarily. Part of that history includes a 20 year collaborative project in the 1960's and 1970's to build Andhra Pradesh Agricultural University, now Acharya N.G. Ranga Agricultural University (ANGRAU), with which working relationships have been re-established. In the last year relations have been established with Osmania University, Hyderabad, on a university-to-university basis that bode well as one university with which to build relations and conduct project activities.

In addition, numerous faculty have research and other ties with colleagues and universities in India. K-State enjoys a large contingent of South Asia faculty in all colleges who are instrumental in spearheading many activities and linkages with that region. Their input and help is reflected in the preparation of this proposal, the project committee, and participation in project activities. In addition there are two large and active Indian associations, the Indian Students Association and the Society for Appreciation of Bharatiya Heritage and Arts (SABHA) with many faculty, student and community members. SABHA sponsors university and community-wide cultural events. Both are invaluable resources for promotion of the project and networking Existing strengths brought together to accomplish project objectives are:

- Courses with a South Asian focus or significant content in the social sciences and humanities. (See Appendix C)
- An all-university Secondary Major in International Studies. (See Appendix D)
- A Dean's Certificate in International Business. (See Appendix D)
- A Minor in International Agriculture. (See Appendix D)
- University agreements and research ties with India through the colleges of Agriculture, Engineering, and Veterinary Medicine. Veterinary Medicine, however, has no undergraduate programs. (See Appendix E)
- Membership in the American Institute of Indian Studies (AIIS) which provides faculty research fellowships, language programs and support for US universities' study abroad programs for undergraduates.
- Contacts made by Project Co-Director Michie and faculty in the professional programs with Indian and US businesses and industry, and the Kansas Department of Commerce and the US Commercial Service with a focus on India.

Many of these elements to date have been individual efforts by faculty, campus groups and colleges. The project pulls these together into an articulated, coherent and programmatic whole for undergraduate education with a focus on South Asia.

b. Describe how effective the plan of operation is and to what extent it will ensure proper and efficient administration.

As with most comprehensive universities, Kansas State University is decentralized. Curriculum and program development are faculty driven at the departmental level and ultimately approved by Faculty Senate in coordination with administration. The Office of International Programs has the pivotal role across campus for internationalization. The College of Arts and Sciences is the home for interdisciplinary cross-college programs such as the International and Area Studies, Latin American Studies, African Studies and East Asian Studies programs due to its expertise in social sciences and the humanities. The South Asia Project committee and oversight by the Office of International Programs and the College of Arts and Sciences will ensure proper administration.

Two Co-Directors are in charge of the overall coordination and administration of the project. They serve along with eight representatives from participating colleges and other units central to the project work (See 2. a. b. below for elaboration and full vitae in Appendix G).

Other Project Committee Members are representatives from and to their colleges. They are responsible for promoting the project within their colleges with faculty and students, jointly make decisions with the Co-Directors regarding funding support to faculty for project activities, oversee and help new and revised courses through course and curriculum change procedures and/or assist faculty with other activities specific to their units.

As members of an interdisciplinary committee, they will work together rather than for disciplinary advantage. Project proposals and activities will be carefully monitored to ensure:

- quality of proposals for course development through guidelines established by the committee for content and university protocol for approval. First preference is given for courses that fulfill requirements for the Secondary Major with at least one or more in each college to allow participation by all majors in a college. Second preference is given for course development for disciplines in which there are no courses on South Asia.
- well developed proposals for international travel to counterparts in India to create the experiential opportunities for students demonstrating preparation, groundwork with Indian partners and potential for program development. Special encouragement will be given to those who have not yet developed linkages, do not travel to India on funding from other projects or have not been to India previously. Each grantee must submit evidence of development of curriculum and associated activities. These will be followed up by evaluation of the results (See Evaluations, Section 5. below).
- that the Secondary Major has met requisite components across the five colleges.

The plan of operation has different emphases for the two years of operation. The first year focuses on establishing the Hindi program, laying the groundwork for building the Secondary Major and a professional development tour to India for KSU faculty to build linkages with Indian counterparts.

During the discussion and planning stage of this proposal about ten faculty members have expressed interests and ideas for course and curriculum development; thirteen (and several administrators who will not be funded by this project) have expressed intent to participate in the organized semester break orientation tour. Proposals solicited from the entire faculty along with others solicited, will be evaluated by the committee upon receipt of the grant. Travel and course development mini-grants will be an ongoing process through the duration of the project.

Year One: July 1, 2009 – June 30, 2010

- Creation of the South Asia Secondary Program, working on faculty and curriculum development
- Establish the Hindi language program. As funding will be received too late to hire an instructor for fall 2009, this will begin spring 2010.
- Solicit, review and approve proposals for the development of new or revised courses. At least one course must be developed in each of the professional colleges to meet requirements of the Secondary Major.
- Solicit, review and approve travel proposals for building links and programs with Indian institution counterparts. The major activity is the semester break faculty orientation tour to India.
- Work with departments, colleges and Faculty Senate to follow university protocols for approval of course and curriculum changes.
- Identify and begin purchase of library resources needed to support course and curriculum changes. Work begins fall 2009 and thereafter on a continuing basis.
- Coordinate with the relevant units of the Office of International Programs, particularly Study Abroad for traditional exchanges and faculty led programs.
- Coordinate with the American Institute of Indian Studies (AIIS) for university linkages, the faculty orientation tour and study abroad activities.
- Review and evaluation to begin fall semester 2009.

Year Two: July 1, 2010 – June 30, 2011

Build on the first year's activities by doing the following:

- Expand language instruction to at least a three if not four semester sequence.

- Solicit further applications where need be for new and/or revision of existing classes.
Travel funding will focus on short-term visiting faculty to or from India through programmatic links established with Indian counterparts.
- Continue to solicit and fund proposals, where need be, for travel to India to develop study abroad, student projects and internships.
- Support scholars, domestic as well as from India, to campus for seminars, presentations and possibly short courses on South Asia.
- Continue to work with departments, advisers and the Study Abroad office to consolidate student opportunities identified in the first year, including internships, volunteer opportunities and other practical experience.
- Continue to develop ties with the private sector and the state to further expand experiential opportunities for students.
- Final evaluation of grant funded activities

The current situation at KSU regarding South Asian Studies is a result of institutional history. We have a core of South Asian courses taught in the College of Arts and Sciences. Until 1992 Kansas State University had a Secondary Major in South Asian Studies with a Hindi-Urdu language program and a South Asian Center. Activities included an outreach program with a national multi-media lending center and summer workshops for K-12 teachers in four states.

In the 1980's student demand for Hindi-Urdu dropped off and a full-time instructor could no longer be supported, although it continued to be taught for several years as a NASILP program. In 1992, the Kansas Board of Regents mandated a program review, "Role and Aspirations", for all Regents institutions the aim of which was to cut costs and programs considered non-central to a university's mission. At Kansas State, international programs became a focus of this exercise. In the process of cost-cutting and reorganization, the Secondary Major in

South Asian Studies was cut and the Center office closed. The International Studies and Latin American secondary majors were saved. South Asian courses continue to be taught (but without South Asian language) and support the Secondary Major in International Studies. At present the South Asia Center simply exists on the organizational chart of Arts and Sciences and faculty are an ad hoc focus group with interests in South Asia.

Seventeen years after “Role and Aspirations”, things have changed dramatically. Internationalization is a top priority with the Kansas Board of Regents and the University. KSU has added East Asia and African studies programs, with Title VI funding, in the last several years. South Asia and India in particular have gained national, state and university attention.

The impetus for this project began as an idea with the group of faculty teaching South Asia related courses. Building on existing courses in the College of Arts and Sciences it works with the professional colleges who want to broaden their students’ understanding and ability to work internationally. Participating colleges have interests to build links, ties and programs with South Asia. South Asia, India in particular, has gained salience as a regional and world player in science, technology, world trade, international politics and consciousness in US popular culture that cannot be ignored.

c. Describe to what extent the objectives of the project relate to the purpose of the program.

The objectives of this project and the Title VI program are the same. A major purpose of university education is to train students to understand, appreciate, reach out and interact with the world: to gain a comparative perspective on their own lives, ways of thinking and doing things, and to work comfortably in international environments. This is just as true for the sciences and professional programs as it is for the social sciences and humanities. The South Asia project provides an excellent avenue for students in all disciplines to do so.

The Kansas Board of Regents and Kansas State University highlight the need to provide international expertise to its graduates across the board and have policies and strategic plans in

place to accomplish this (See Appendix F). South Asia is recognized as a critical world region and the faculty and administration are prepared to address this need for undergraduate education.

d. Describe the ways resources and personnel will be used to achieve the objectives of the project.

Matching dollar funds for this proposal round are severely constrained by the national economic downturn affecting university budgets. They along with Title VI funds are used directly to support faculty activities and the strengthening of library holdings. Considerable faculty time is contributed by the committee members. Additionally, there are faculty continuing to teach South Asia courses and others will use funds to upgrade existing courses

The only new hire supported by requested funds is for native language speakers as local instructors for Hindi. We plan to recruit recent graduates from an Indian university partner who have training in language instruction into the Masters of Teaching English as a Second Language Program recently established in the Department of Modern Languages. We will recruit from our partner universities in India. For instance this has been discussed with Osmania University, Hyderabad, which has programs in both Hindi and English language instruction. Hyderabad is a melting pot for people of all Indian ethnicities. Despite being located in a Telegu speaking region, Osmania has many native Hindi speakers on faculty and in the student body.

Other funds requested support faculty in the five colleges for the following priorities:

- development of the curriculum for the Secondary Major with at least one in each professional college.
- further course offerings with a South Asia focus. In Arts and Sciences this is especially needed in the Humanities.
- creation of links and programs in India for faculty development and students' experiential learning.

e. Explain how the applicant will provide equal access and treatment to members of racial and ethnic minorities, women, handicapped persons, and the elderly.

Kansas State University has in place an affirmative action policy that is followed and enforced (Also see Section 2.c. below).

In line with this policy, the South Asia project from inception through formation of the Committee includes women and minority faculty. Not included are retired faculty with South Asian expertise as guest lecturers and evaluators. As a practical matter, the only person to be hired is a language tutor who, perforce, must be a native speaker and a minority.

Faculty proposals for curriculum and project activities will be solicited from all faculty. Proposals will be reviewed and awarded on basis of proposal quality.

2. Quality of Key Personnel (Maximum 10 points)

a. Describe the project director (s) education, experience and other qualifications. Indicate the required time commitment of the project director (s). Include any evidence of past experience and training in fields related to the objectives of the project, as well as other relevant information such as administrative, geographic area, and subject area expertise.

The two Co-Directors have overall charge of the project: creating the Secondary Major, planning and implementing activities for faculty and curriculum development, soliciting mini-grant proposals from faculty in concert with other key personnel and promoting the project with faculty and students across campus. (See full vitae in Appendix G)

Barry H. Michie: (30%) PhD Anthropology - Michigan State. KSU Office of International Programs. Dr. Michie has the specific charge from the Provost to develop the South Asia program. His has nine plus years of work, research, project and consultancy experience in India with publications on rural economy and agricultural development. Among his specialties are interdisciplinary curriculum and program development. His administrative experience includes Director of Study Abroad and currently Director of International Program Support in the Office of International Programs. He works with faculty on international agreements and linkages,

relations with relevant government agencies, business and industry. Dr. Michie also organized and led a Fulbright-Hays Group Projects Abroad project for K-12 teachers to the Czech Republic during the summer of 2006. He has near native fluency in Hindi and Urdu.

Aside from the duties shared with the other Co-Director, Dr. Michie, will provide financial administration through the Office of International Programs, facilitate university agreements and linkages, and lead group faculty travel to India and a planned short-term student study tour in 2010. He is also discussing K-12 Fulbright-Hays programs for India with the College of Education as a concurrent project.

Bradley A. Shaw: Co-Director: (10%) PhD Romance Languages - University of New Mexico. Department of Modern Languages (Spanish) and Director of International Studies Secondary Major. Dr. Shaw set up the interdisciplinary cross-college International Studies Secondary Major with US Dept. of Education funding in the mid-1980's. He has served as Director of that program from its inception. He is former Head of Department of Modern Languages and has served on the all-university International Activities Council. In addition to sharing duties with the other Co-Director, Dr. Shaw will coordinate and oversee the creation of this new Secondary Major, vet courses for inclusion and administer the Secondary Major thereafter.

b. Describe the other key personnel's education, experience and other qualifications. Indicate the required time commitment and include evidence of relevant experience as discussed above.

Key personnel will serve as advisers for and to their colleges and units; coordinate activities with their colleges including international committees, student groups and advisory boards; promote the project in their colleges to faculty and students; work with the co-directors to award mini-grants to university faculty and guide new and revised courses through own colleges' course and curriculum committees; decide on the allocation of funds to support visiting scholars during year 2. (See full vitae in Appendix G).

Sajid Alavi – College of Agriculture, (10%) PhD Food Science/Engineering - Cornell. KSU Department of Grain Science. Bachelors from IIT Kharagpur. Dr. Alavi has initiated linkages and programs in India with universities and industry, has held food processing workshops in India for university and industry personnel, has taken community groups from the US to India for agricultural tours and is planning a faculty led study tour for agriculture students in summer 2010.

Aruna N. Michie – College of Arts and Sciences, (10%) PhD Political Science -Michigan State. KSU Department of Political Science. Dr. Michie assisted Dr. Shaw in writing the grant for and setting up the International Studies Secondary Major. She has served as Director of the South Asia Center, Chair of the International Activities Council reporting to and advising the Provost, has served on the University Strategic Planning Committee and as a member of Arts and Sciences College Committee on Planning. She is also the KSU representative to and is on the Board of Trustees of the American Institute of Indian Studies and has evaluated student Fulbright applications for India. She has research and publications on India and comparative rural development. She teaches two courses on South Asia including as lead faculty on team-taught South Asian Civilizations. Other courses contain substantial South Asian content.

Swinder Janda – College of Business Administration, (10%) PhD Marketing - University of Arkansas. KSU Department of Marketing. Bachelors degree from Punjab University. Prof. Janda is the Paul Edgerley Chair in Global Business and is also Chair of the International Council in the college. He plays a central role for internationalizing his college. He has publications on comparative international business and marketing, has conducted student study tours to China, and has taught in Italy and Germany. He is also planning a faculty-led student study tour to India in 2010.

Sanjoy Das – College of Engineering, (10%) PhD Electrical Engineering - Louisiana State. KSU Department of Electrical and Computer Engineering. Bachelors degree from Sambalpur University. The College of Engineering has developed several MOU's with Indian universities on which the program can build, including an ongoing joint program with Iowa State University

for KSU's student chapter of Engineers Without Borders through the Dehradun Institute of Technology and a local NGO. Plans are being explored for developing other joint projects with students abroad, including India. Dr. Das teaches and has research experience in artificial intelligence, biologically-inspired computing and agent based systems which have potential for creating joint programs with Indian colleagues with student participation.

Jana Hawley – College of Human Ecology, (5%) PhD Human Sciences with minor in International Business, Retail Management and Cultural Anthropology - University of Missouri. KSU Head of Department of Apparel, Textiles and Interior Design. Prof. Hawley was Fulbright-Hays scholar in India 2006-07. She is pursuing links with Indian universities and funding for research and programs in India for both faculty and students. She is interested in joint student development programs for her department bringing the strengths of marketing training at K-State together with the design and production strengths of Indian programs with a particular eye to issues of sustainability. In addition she is working with other college faculty, including Nutrition and Sensory Analysis, who are interested in developing programs in India.

Robert Corum – Head, Department of Modern Languages. (5 %) PhD French - University of Virginia. KSU Head, Department of Modern Languages. Prof. Corum has experience with lesser-taught languages and their development into full-fledged programs, eg. Chinese and currently Swahili, within the secondary major context. Prof. Corum will establish the Hindi program, recruit the instructor, develop the sequence of classes, and oversee the evaluation of language acquisition.

Bimal K. Paul – Director, South Asia Center, (10%) PhD Geography - Kent State. KSU Department of Geography. Bachelors from University of Dhaka, Bangladesh. Prof. Paul is the current Director of the South Asia Center. On the organization chart it falls under the College of Arts and Sciences. Prof. Paul will expand the role of the South Asia Center as a venue for faculty across campus with South Asian interests. Prof. Paul has has publications on population, environmental hazards and disasters with a specialty in South Asia. Bangladesh is

his primary interest. He has co-lead a Fulbright-Hays group studies project to Bangladesh and has been a visiting faculty at Dhaka University. He teaches courses with South Asian focus or content in Geography as well as the team-taught South Asia Civilizations.

Daryl Youngman – Kansas State Libraries. (10%) MLS Library Science – University of Missouri. KSU Libraries. Assistant to the Dean for International Initiatives. Mr. Youngman has been actively involved in several such international projects, notably the KSU's World Bank funded project to rebuild several faculties of Kabul University and Balk University in Afghanistan. Youngman and the Libraries bring expertise on acquiring a range of materials to support curriculum development and also to search out other resources, including those in business and industry, to support other project activities for students and faculty.

c. Show, as part of the institution's non-discriminatory employment practices, how applications for employment from underrepresented groups (e.g. members of racial and ethnic minority groups, women, handicapped persons, and the elderly) will be encouraged.

The policy of Kansas State University is to assure equal access and opportunity to qualified individuals regardless of their race, sex, national origin, religion, age, ancestry, military status, sexual orientation, or disability, to promote the full realization of equal employment opportunity for minorities and women through a comprehensive affirmative action program, and to address the needs of the disabled per ADA policies. The University assures equal opportunity for persons with disabilities, veterans and disabled veterans for which they are qualified.

Diversity has a value to be weighed in the accessibility and hiring processes. It is not enough for us to say that we will not discriminate. It is our legal and moral obligation to take positive action to insure the full realization of equal opportunity for all who work, seek to work, or participate in the educational courses and activities at Kansas State University. We must make special efforts to identify minority persons, women, and people with disabilities throughout the University system and to find ways to address their needs.

3. Budget and Cost Effectiveness (Maximum 10 points)

The budget supports three major activities: 1) the Hindi language program, 2) new and revised courses and learning opportunities to build the Secondary Major, and 3) faculty development. .

a. Demonstrate how the budget supports the project activities by providing a detailed breakout for each year for which Federal funding is requested.

South Asia Project Budget

	UISFL 2009	KSU 2009	UISFL 2010	KSU 2010	UISFL Summary	KSU Summary
A. Senior Personnel						
1. Barry Michie, PI (C/S=30% cal.)	0	14,578	0	14,578	0	29,156
2. Aruna Michie (C/S=10% acad.)	0	5,614	0	5,614	0	11,228
3. Swinder Janda (C/S=10% acad.)	0	11,098	0	11,098	0	22,196
4. Sajid Alavi (C/S=10% cal.)	0	8,024	0	8,024	0	16,048
5. Jana Hawley (C/S=5% cal.)	0	5,616	0	5,616	0	11,232
6. Bimal Paul (C/S=10% acad.)	0	8,090	0	8,090	0	16,180
7. Bradley Shaw (C/S=10% acad.)	0	6,346	0	6,346	0	12,692
8. Daryl Youngman (C/S=10% cal.)	0	6,524	0	6,524	0	13,048
9. Sanjoy Das (C/S=10% acad.)	0	8,875	0	8,875	0	17,750
10. Bob Corum (C/S=5% cal.)	0	5,531	0	5,531	0	11,062
Total Senior Personnel	0	80,296	0	80,296	0	160,592
B. Other Personnel					0	
1. Grad Student - Hindi Instructors	6,000	0	30,000	0	36,000	0
C. Total Salaries & Wages	6,000	80,296	30,000	80,296	36,000	160,592
D. Fringe Benefits					0	
31% of A, 6.9% of B1	414	24,892	2,070	24,892	2,484	49,784
E. Total Salaries Wages & Benefits	6,414	105,188	32,070	105,188	38,484	210,376
F. Travel Domestic	2,000	0	2,000	0	4,000	0
G. Travel Foreign	21,000	5,000	2,000	5,000	23,000	10,000
H. Participant Support						
Total Participants Support	0	0	0	0	0	0
I. Other Direct Costs						
1. Material & Supplies	100	81	100	130	200	211
2. Publication/Documentation/Dissemination	0	0	250	100	250	100
3. Evaluation (OEIE)	4,000	2,000	3,000	3,000	7,000	5,000
4. Library Acquisitions	1,500	1,500	1,500	1,500	3,000	3,000
5. Short-Term Visiting Faculty, Speakers	2,000	0	2,000	0	4,000	0
6. Faculty Travel Mini-Grants	8,000	5,200	20,000	4,250	28,000	9,450
7. Faculty Course Mini-Grants	8,000	5,200	20,000	5,000	28,000	10,200
8. Sub-awards						
a. AIIIS, Faculty Orientation Tour	29,000	0	0	0	29,000	0
Total Other Direct costs	52,600	13,981	46,850	13,980	99,450	27,961
J. Total Direct Costs	82,014	124,169	82,920	124,168	164,934	248,337
K. Indirect Costs (8% TDC)	6,561	9,934	6,634	9,933	13,195	19,867
L. Total Direct & Indirect	88,575	134,103	89,554	134,101	178,129	268,204

A: Senior Personnel

The ten Senior Personnel are all members of the Project Committee who are contributing their time as a match to the project. The value of this part of the match is calculated on current salaries and is about equal to the total Federal funds requested and indicates the level of commitment each has to carrying out the project.

B. Other Personnel

The project will hire a Hindi native-speaker who will be paid a standard amount for each class section taught. As Hindi can be only offered beginning spring 2010, there is only one semester to cover the first year. Assuming that at least 3 levels will be offered during the second year, the number of sections will be 5. There are no other hires for the project.

D: Fringe

Fringe benefits are calculated as a standardized percentage of salaries.

F: Domestic Travel

Domestic travel is for one of the Co-Directors to attend the annual Title VI Project Director's meetings. Other project related domestic travel is possible but as unquantifiable is not included in this budget but will be covered by other funds.

G: International Travel

The amount requested for Federal funding in year one is for international air-fare for participants going on the semester break faculty orientation tour coordinated with AIIS to India. In the second year Federal funds are requested to support administrative travel. In the first and second years, the match is from Dr. Michie's travel budget to cover his administrative travel.

I: Other Direct Costs:

Publication and dissemination of reports will occur in year two. Consultant services are fees charged by OEIE, based on their estimates, for the evaluation of the project for the two year

period. Library acquisitions are based on the match provided by The Libraries. Funds to support short-term visiting faculty, speakers is to supplement budgets for departments bringing in such people.

Mini-grants are to support faculty for travel and course development.

A major item in year 1 is the sub-award. These are costs to be invoiced by the American Institute of Indian Studies for all in-country expenses of the faculty orientation tour. The amount is an estimate provided by AIIS for all internal travel, accommodation, meals and overhead for 12 people for a period of about three and a half weeks in India. International travel is not covered and is included in International Travel above.

b. Discuss the project's cost effectiveness and show the relationship between the cost of the project and the project's objectives.

Some of the costs are met by faculty already teaching South Asia related courses (unquantifiable), library holdings, and the Project Director's assigned duties. In addition, faculty committee members are contributing their time to the project. Requested funds complement what is in place and add the necessary language component, support for the development of new and revised courses across the five colleges and creation of experiential opportunities in India. As the budget shows, given the university's match, Kansas State is asking only for funds to enhance our basic ability and what we cannot do without outside help. Our proposal is very conservative.

The project expects to produce a minimum of ten new or revised courses with a minimum of four in the professional colleges and minimum of three in the traditional area studies disciplines of social science and humanities. Each year ten to fifteen faculty will receive travel support for professional development and developing undergraduate opportunities with Indian colleagues. By the end of the second year we expect to develop study abroad, internships, joint

projects and others for a minimum of six such experiential learning opportunities for undergraduates.

4. Adequacy of Resources (Maximum 5 points)

a. Show that the facilities, equipment, supplies and other resources, including where appropriate, library and language facilities, are adequate to carry out the activities of the project.

The Department of Modern Languages: The Department of Modern Languages is the university's cultural crossroads, an important center of world language acquisition and education in world cultures and literature. The Department offers programs in eleven languages, with a staff of approximately 45 faculty and graduate teaching assistants.

The Language Learning Center has classroom workstations: LCD projector, TV with DVD/VHS, lap top, ELMO, MP3 recorders, video projector and audio system. The Department has also requested equipment for the use of these facilities in classrooms.

KSU Libraries: The Library collection features approximately 6,000 volumes specifically dealing with India. When expanded to include other South Asian countries and books that deal with all South Asia, this number increases markedly. A large number of electronic-format journals, monographs and research databases are available. Acquisition of these resources is supported by the Library budget and by a modest endowment provided by K-State Prof. Emerita Lelah Dushkin. K-State Libraries supplement the local collection with the resources available through an institutional membership in the Center for Research Libraries (CRL). One example of a relevant resource from CRL is the Colonial India Collection, part of the South Asia Digital Library. Students and researchers at K-State also enjoy access to library resources available through a library membership in the Greater Western Library Alliance (GWLA). GWLA Member libraries offer expedited and enhanced sharing of books and other information resources

5. Plan of Evaluation (Maximum 20 Points)

a. Provide a plan for evaluating the effectiveness of the project.

Project evaluation is conducted by The Office of Educational Innovation and Evaluation (OEIE). OEIE is affiliated with Kansas State University and the KSU College of Education. It is widely recognized for excellence and conducts about 55 such evaluations a year. OEIE evaluators have expertise in program evaluation design, curriculum development, faculty training, instrument development, and assessment of educational programs.

Based on project objectives, OEIE has developed an evaluation matrix for the project's various dimensions: Context, Implementation, Short-Term Outcomes, Long-Term Outcomes and Broader Impacts (See Appendix H). The following questions guide the evaluation within this matrix:

1. What are the short and long-term impacts of the secondary major on undergraduate learning, intercultural adaptation, and appreciation/understanding of interdisciplinary training?
2. What are the short and long-term impacts of the faculty orientation trip to India on KSU faculty?
3. What are the short and long-term impacts of faculty mini-grants on curriculum development in the proposed secondary major and on faculty instruction, research and developing opportunities for students in India?
4. What are the short and long-term impacts of the experiential learning opportunities on participating undergraduate students?
5. Has the project produced the five deliverables planned: the secondary major, courses, linkage with Indian partners, experiential opportunities and library holdings?

The evaluation team answers these questions with quantitative and qualitative techniques that: 1) collect data on development and implementation of the South Asia Secondary Major curriculum; 2) assess undergraduate student outcomes related newly-developed courses within the

Secondary Major; 3) assess students outcomes related to experiential learning activities in India; 4) assess faculty outcomes and perceptions related to the orientation trip, partnerships with Indian faculty, and curriculum development; and 5) enhancement of library holdings.

K-State already has in place an evaluation plan for Student Learning Outcomes (SLO's), mandated by the Kansas Board of Regents. The methodology and methods are already much in place regarding students. The same type of methodology will be used for faculty.

All data will be validated and utilized to continuously refine program activities, outcomes, and provide information for reports to the Title VI program.

b. Indicate the criteria to be used to evaluate the results of the project.

The South Asia Project is an initiative to strengthen undergraduate instruction in international studies and language, and to build institutional capacity through faculty development and relationships with universities and other organizations in India. Quantitative indicators are numbers of: 1) courses, 2) students taking these courses, 3) students declaring for the Secondary Major, 4) faculty establishing and/or strengthening links with Indian institutions, 5) joint projects and experiential activities for undergraduate students in India, 6) students studying abroad in India. Faculty are already assessed by students for each course they teach through the common TVALs (See Appendix H) to which additional questions may be attached.

Qualitative indicators are changes in: 1) understanding South Asia, 2) understanding the social and cultural context for ones discipline, 3) appreciation of diversity and cross-cultural interaction, 4) comfort levels working or studying in an international setting, 5) adaptability of disciplinary training to a different setting, 6) ability to think comparatively and find suitable solutions to ones own situation and discipline.

c. Describe the methods of evaluation. Describe the kinds of data to be collected and analyzed. Will this provide an evaluation that is objective and quantifiable? Indicate how evaluation results will be used to shape the development of the project.

Methodology for evaluating the project will be: document review; semi-structured interviews; teaching/learning interviews; on-line survey instruments; focus groups; and self-assessment questionnaires. The evaluation team from OEIE will develop these assessment instruments in consultation with the Project Committee and participating faculty.

In addition, the evaluation team will document program-related quantitative outputs in a project-wide database to ease collection, analysis, and interpretation of data across project activities. At the end of the project, documentation will be reviewed using qualitative analysis to identify themes in the participants' experiences and perceptions of the project.

d. Describe or provide examples (in the appendices) of evaluation tools. Present a proposed timetable for conducting evaluations.

The evaluation plan is consistent with the evaluation standards established by the national Joint Committee on Standards for Educational Evaluation. On-going data analysis and feedback will be provided to the project leadership. A summative evaluation will be provided to the project personnel at the end of the project.

Evaluation begins in July, 2009, and continues through the course of the two year project. The below table provides a tentative plan for year 1 and will be replicated for year 2 with the addition of the final summative project evaluation.

Tentative Evaluation Timetable

Timeline	Evaluation Activities*	Outputs/Deliverables
July - August 2009	<ul style="list-style-type: none"> •Meet with Project Director and Committee •Interview or survey project leadership and stakeholders. 	<ul style="list-style-type: none"> •Approved final evaluation plan based on project staff expectations for student and faculty outcomes. •Finalized data collection system that is aligned with the project management information system
August – November 2009	<ul style="list-style-type: none"> •Conduct interviews/focus groups with key stakeholders • Develop / select instruments that align with measurable outcomes 	<ul style="list-style-type: none"> • Draft of instruments and protocols (evaluation tools)

Timeline	Evaluation Activities*	Outputs/Deliverables
September – December 2009	<ul style="list-style-type: none"> •Establish baseline data for student and faculty participants •Develop rubric for language and area studies courses •Pilot test developed instruments 	<ul style="list-style-type: none"> •Gathered documents/data •Finalized tools/instruments •Finalized assessment schedule for subsequent years
September 2009 – May 2010	<ul style="list-style-type: none"> •Data collection for participant outcomes using piloted interview and focus group protocols, on-line surveys, and document analysis •Data analysis using SPSS or qualitative methods •Formative evaluation reports to project leadership 	<ul style="list-style-type: none"> • Raw data sets • Results of analyses • Formative evaluation report
June 30, 2010	<ul style="list-style-type: none"> • Finalization of Annual Performance Report – Year 1 	<ul style="list-style-type: none"> • Annual (July – June) Performance Report for Evaluation – Year 1
September 2009 – May 2010	<ul style="list-style-type: none"> • Continue data collection, interviews, observations, document analysis, focus groups • Data analysis 	
June 30, 2010	Finalization of Annual Performance Report – Year 2	Annual (July – June) Performance Report for Evaluation

* This table is designed to provide a snapshot of the evaluation activities and is not considered the comprehensive plan.

6. Commitment to International Studies (Maximum 10 Points)

a. Show current strengths as measured by the number of international studies courses offered.

The International Studies Secondary Major lists 136 courses across six colleges currently recognized as fulfilling requirements for the secondary major, excluding language classes (See Appendix B). Languages include four semester programs and higher levels for Spanish, French, German, Italian, Russian, Japanese, Arabic and Chinese. In addition, introductory Czech is taught and Swahili was introduced fall 2007.

For South Asia there are 8 courses in the Social Sciences and Humanities:

- South Asian Civilizations. Team- taught and cross listed in Political Science Sociology/Anthropology/Social Work, Geography, Economics, and History
- Political Science: South Asian Politics
- Political Science: International Politics of South Asia
- Anthropology: Peoples and Cultures of South Asia
- Geography: Geography of South Asia
- History: Modern India and South Asia
- History: History and Security in India and South Asia
- English: Pakistani and Indian Novels

In addition there are courses taught in Geography, Political Science, Economics and Anthropology that have a major South Asian content. (See Appendix C)

b. Explain how faculty and administrators have been involved in the planning for the implementation of the proposed program.

This project is a broad-based effort with strong administrative support, beginning with the Provost who has given the charge to Co-Director Michie to develop the South Asia program. The social science and humanities faculty teaching South Asian courses met to discuss the future of South Asian studies at Kansas State. It was debated and decided that the best way to build the program is to invite the participation of the professional programs. Dr. Michie, now Project Co-Director, was chosen to head this initiative.

A meeting was subsequently called for faculty from all colleges interested and/or working in South Asia. About 50 faculty from all 8 colleges responded and attended. The total KSU faculty was queried to build a profile database of faculty and their interests. A South Asia Listserv was created that now has about 65 faculty and administrative personnel. Out of this group a core committee was formed representing the participating colleges and supporting units.

A smaller group of those who have undergraduate programs and are able to participate in this project was formed for purposes of this project. It has had meetings to decide the content of this proposal and has had continual input to its development. Especially important has been the dialogue with college administrators and central administration who have been extremely supportive: the Provost, Associate Provost for International Programs and all five Deans of the Colleges of Agriculture, Arts and Sciences, Business, Engineering and Human Ecology. In addition the project has the support of the Vice-Chancellor of Osmania University (See letters of support in Appendix A).

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

Barry H. Michie, Project Co-Director, is also the Director of International Program Support in the Office of International Programs. He works with faculty, departments and colleges on international program development including international agreements. 30% of his job description is dedicated to:

- Enhancing campus interest among faculty and students relative to South Asia.
- Expanding and strengthening relations with South Asian universities and funding/sponsoring agencies both public and private. This includes maintaining contact with and dialoguing with the Kansas Department of Commerce.

The University has in place policies, mechanisms and structures to support international programs based on its Strategic Plan. These include:

- The Secondary Major in International Studies
- Other area studies programs in Latin American, African, and East Asian Studies that include language training (See Appendix D)
- Emphases on study abroad and other international experiences for students, including a \$45,000 allocation of funds last year to support faculty to create faculty-led study abroad

programs for students. Prof. Alavi, the project committee member for Agriculture, is one of the awardees.

- College level international advisory groups and committees, the all-university International Activities Council that this year is charged with addressing the issue of internationalizing the university.

d. Show level of institutional commitment as demonstrated by the use of institutional funds to support program objectives.

Institutional commitment is demonstrated by the administratively defined duties of Dr. Michie, Co-Director. Several deans have contributed hard dollar matches despite severe university budget cuts. Faculty members have contributed their time. The cumulative amount exceeds requested Federal funds.

7. Elements of the Proposed International Studies Program (Applicable only to institutional applicants) (Maximum 10 Points)

a. Describe how the proposed activities contribute to the implementation of a program in international studies and foreign languages.

Proposed South Asian Secondary Major

Secondary Majors are interdisciplinary degree programs students take in tandem with their regular undergraduate degree program. Requirements are also used to fulfill major degree and college distributional requirements. Students can combine these with a major without the addition of hours for graduation.

Kansas State already has a core of courses, primarily in social science, that focus on or have major components dealing with South Asia in Anthropology/Sociology, English, Geography, History, Political Science and an interdisciplinary South Asian Civilizations course (See Appendix A).

The South Asian Secondary Major (21 hours or course work plus 4 semesters of language or its equivalent for a total of 35 hours) will consist of:

- 4 semesters (14 hours) of a South Asian language or its equivalent, beginning with Hindi.
- South Asian Civilizations (3 hours), an interdisciplinary cross-listed course.
- Two approved electives (6 hours) within the social sciences and humanities offered through the College of Arts and Sciences.
- Four approved electives (12 hours) offered by all colleges, one of which must be in the student's home college.
- Language and electives can be partially fulfilled through transfer of credit back from study abroad and/or project and internship experience in South Asia.

The addition of Hindi creates a South Asian emphasis for the existing International Studies Secondary Major (21 hours plus 4 semesters of language), the Dean's Certificate in International Business (21 hours plus 4 semesters of language), and the Minor in International Agriculture (16 hours including 2 semesters of language) (see Appendix D for descriptions of secondary majors, minors and certificate programs that are supported).

Introduction of Hindi Language

Hindi will be introduced beginning spring 2010 due to the timing of this year's program competition round. It is not possible to set up the Hindi program in the short time between announcement of awards and the beginning of the semester in August. Hindi, an Indic language on the critical language list, is but one of many official languages in India. It is a concurrent national language with English, and is widely spoken outside its homeland in North India.

At this preliminary stage, we will recruit an instructor from one of our Indian university partners. The Department of Modern Languages has a newly instituted Masters program in Teaching English as a Second Language. We will recruit a recent Bachelors graduate and native

Hindi speaker, optimally a graduate of a language instructional program, who will be provided an assistantship to teach Hindi. This has been discussed with colleagues at Osmania University that has language instruction degree programs in Hindi and English. The attractiveness to a recruit is Masters level training in teaching English for which there are many employment opportunities in India. In return we hire someone with language teaching training.

In future years the project will explore the Fulbright Foreign Language Teaching Assistant (FLTA) Program that brings language instructors to the US for one year.

Beyond the on-campus Hindi program, students will be directed toward the summer language programs provided by the American Institute of Indian Studies (AIIS). The AIIS language program heretofore has not been available to Kansas State students as participation requires a pre-requisite of two semesters of formal language instruction. In addition, students will be directed toward the National Security Education Program (NSEP) scholarships that support Hindi instruction on study abroad programs and other programs such as University of Wisconsin's South Asia Summer Language Institute in Madison and its year long program in India, and CAORC Critical Language scholarships for language training.

As the Hindi program grows we trust we can hire a regular instructor. In addition, we will explore offering Hindi by distance education. Kansas State has a well developed, nationally recognized distance education program that serves the state of Kansas with programs offered nationally and internationally.

Supporting Funding From Outside The Project

Individual colleges and faculty are also committed to pursue funding through such programs as the USDA Agricultural Knowledge Initiative with India, USDA CSRESS challenge grants, the Department of Education Title VI Business International Education Program, US Department of Education CIBER funding for faculty development through the University of Kansas CIBER Center and K-12 projects through Fulbright-Hays projects abroad programs.

None of these, however, would support the creation of an area studies program or the introduction of an Indian language.

Beyond the university, the project also networks with industry and business in India and the US. The colleges of Engineering, Agriculture and Human Ecology have well-established working relationships with industry. They, Co-Director Michie and university administration are network regularly with the Kansas Department of Commerce and the US Commercial Service. Interfacing and finding mutual interest with the business/industry world supports research, projects, sponsorships and internships for Kansas State faculty and students.

b. Show how adequate and appropriate the interdisciplinary aspects of the program are.

The project was conceived as an interdisciplinary undertaking and has participation from faculty from five colleges who are integrated for the administration of the project and creating the Secondary Major.

The social sciences, humanities and professional programs are working together to provide students an interdisciplinary curriculum and experience.

c. Demonstrate how the number of new and revised courses will be adequate to meet programmatic needs.

The Hindi program is essential for the program. The Secondary Major requires the addition of a minimum of one course or more in each of the four professional colleges to allow their majors to participate. Within the traditional area studies disciplines, the addition of a few in the humanities is particularly desirable and will complement those taught in the social sciences.

d. Explain how adequate the plans are for improving and expanding language instruction

The Hindi program begins by offering the first semester of instruction with each additional level introduced in subsequent semesters as students progress through the sequence.

A four semester program is the minimum necessary for students to receive a Bachelors of Arts degree and/or fulfill the Secondary Major requirements.

Establishing the Hindi program is the first step. Kansas State is the only university in a 250-mile radius that offers South Asian related courses and has the capacity to offer Hindi. In the past 15 to 20 years many people of South Asian heritage have moved into the area and there is a market for heritage language programs, some through distance education, as other universities such as University of Texas, North Carolina State, Syracuse and the University of Arizona have discovered. These universities report that heritage students are a major portion of their enrollment in South Asian languages, crucial for program sustainability.

The South Asia Secondary Major requires the addition of a minimum of one course or more in each of the four professional colleges to allow their majors to participate. Within the traditional area studies disciplines, the addition of courses in the humanities, such as Art, Dance, Theater, Music, will complement those taught in the social sciences. (See also the description of the Secondary Major in Section 7.a. directly above)

8. Need for and Prospective Results of the Proposed Program (Applicable only to institutional applicants) (Maximum 10 Points)

a. Explain how the proposed activities are needed.

A survey was taken using a sample of students in classes and majors with international content. Included were all students in the International Studies Secondary Major, Political Science, Geography, Human Ecology and Anthropology. All of these include students in the professional disciplines.

Of the returned questionnaires (N = 223), 95 students expressed an interest in taking the Secondary Major (See Appendix H for full tabulation of results).

- 35.4% have taken at least one class with South Asian content.

- 42.4% have interest in taking the Secondary Major.
- 37.8% are interested in taking a South Asian language – predominantly Hindi and Urdu.
- 51.5% express desire for study abroad, internships, work – predominantly in India.

Students express interest primarily in India and Pakistan, but not to the exclusion of Bangladesh, Nepal, Bhutan, Sri Lanka and The Maldives. Desire for courses shows strong support for economics, business, history, politics, culture, anthropology, art, dance, music, literature and religion. Illustrative comments include:

“this is a great idea”

“I wish the idea about having a South Asia Studies program had been considered much sooner than now...”

“I really support the project and would be willing to write up something to promote it”

“I would like to see a South Asian language offered ... I wanted to take Hindi-Urdu as my language”

“community service opportunities”

“Don’t have the ability to take courses such as this due to my major”

“I know this is a growing topic of interest but I want to focus on Spanish speaking countries. I’m sure other students would be very interested in these courses”

“I would also like to see a Middle East Studies program”.

“Would be more interested if I wasn’t graduating soon.”

“I think this is very important with the growing of global issues.”

“It’s always great to have a variety of options. This program would only strengthen KSU.

“I think it should be offered, but I am personally interested in East Asia so I won’t be taking it.”

“Having more opportunities for students to learn more about different cultures and countries is ALWAYS a good idea. Additionally more options allow for a greater Diversity on campus and may increase the studentbody population.”

Increasing numbers of Kansas State graduates in all disciplines find themselves involved as academics and professionals with South Asia or South Asians in both the public and private sectors. South Asia receives broad attention from academics, state and national government, the professions, industry and business. This project provides an avenue for Kansas State University graduates to gain training and first-hand experience with this region of the world of increasing importance to all fields. Fifteen years ago China became the “hot spot” of attention. Today India is undergoing rapid change, growth and is the new hot spot that cannot be ignored.

The importance of South Asia is due partially to India and Pakistan as nuclear powers. Current international relations and geo-politics for the larger region and the West include South Asian nations as major players. Additionally, with the liberalization of state controls beginning in the 1990’s, India is undergoing an economic boom. This boom is creating economic, cultural and social changes that make India not only a land of increasing attraction for the professions but also a virtual laboratory for attention and investigation by all disciplines. (Luce: 2006; The Economist: 2006, 2007).

India with its 1 billion plus population enjoyed an annual economic growth rate of 9-10% until 2009 that has slowed down only a couple of percentage points since the economic recession. India is now the world’s second largest receiver of foreign direct investments (Harrison, 2007).

In strictly market terms for goods, trade and a pool of expertise, India is projected to have a larger share of its population in the “middle class” by 2010 than the total population of the US (Also see Nafziger, 2006). India has an increasingly friendly business environment attracting US and international firms. It is a major destination for outsourcing services and manufacturing. South Asian entrepreneurs are penetrating the US economy. Investments by Indians in the US during the last few years reached six billion dollars a year and is growing at a 7% per annum rate (Harrison, 2007). By 2035 India will be the 3rd largest economy in the world. India has world class scientific and research facilities in biotech and information technology and is rapidly building and restructuring its manufacturing sector (Harrison, 2007; Droker, 2007; Chakrabarti, 2007). South Asian fashions, tastes and designs are becoming more evident in the US. And even Bollywood has an increasing impact on films and musical tastes in the US.

Young Western professionals increasingly view experience in India as a resume builder. In order for graduates to work with or in South Asia, their training must include requisite cultural, political and economic components in addition to professional training. The Secondary Major provides these components and opportunities.

b. Explain how the proposed use of Federal funds will result in the implementation of a program in international studies and foreign languages.

As reflected in the budget (Section 3 above), all Federal funds requested directly support the implementation of curriculum development including language. With the exception of hiring a language instructor, all Federal funds go directly to faculty to support their professional development, the courses they teach and the creation of student opportunities. The faculty is energized and eager to build the program. Federal funds make their participation possible. The regular University budget does not include such monies.

Furthermore, the creation of the project and Secondary Major provides focus and direction to internationalizing the curricula across colleges. This has received the support of administrators who, where possible in extremely limited budgetary times, have provided matching dollars.

9. Need for and Potential Impact of the Proposed Program in Improving International Studies and the Study of Modern Foreign Languages at the Undergraduate Level. (Applicable only to organizations and associations) (Maximum 30 Points)

a. Explain how the Federal funds will contribute to achieving results.

Federal funds make possible the actualization of the difference between what Kansas State has in place and what we need to achieve with measurable results. Funds requested make possible the Hindi program and the creation of an interdisciplinary Secondary Major in South Asian Studies. Funds will enable the creation of new or revised courses. Funds requested make possible faculty travel for professional development for curriculum improvement and the creation of linkages in India for student learning, experience and training.

The modest amount requested allows Kansas State to take South Asian Studies to a new level with at minimum of ten new courses and six experiential opportunities created in India to prepare our students to meet the challenges of working in South Asia.

b. Explain how the proposed project makes an especially significant contribution to the improvement of the teaching of international studies or modern foreign languages at the undergraduate level.

This project makes a significant contribution to the improvement of international studies and modern languages through a major departure from traditional international studies and language programs.

First, this project is interdisciplinary with participation from faculty and students across five colleges. The strengths each college brings to the project differ and are combined into a coherent framework with a common focus on, beginning with India.

Second, this program introduces a critical language and relates it to disciplines outside the traditional area studies and language programs.

Third, the project builds a structure and coherence to a broad inter-disciplinary program on-campus and builds hands-on experiential international learning experiences as part of the curriculum

International experiential learning for undergraduates, we argue, is the most significant contribution to the improvement of international studies and language. It is crucial for students to go beyond intellectual knowledge acquired in a classroom to directly experience what they are studying. This is crucial for language acquisition where one confronts a language as a real, live, breathing thing - learn by using the language as it presents itself. In like manner, living, studying or working in a social/cultural milieu about which one is studying is much more challenging to the intellect and lasting for the learning process than on-campus classroom learning. This is as true for the applied and professional students as is for those in social sciences and humanities. Technical and conceptual knowledge intersects with the social and cultural context to which it applied. This is realized by faculty across all colleges. This project addresses that need.

Graduates increasingly are going into positions that require cross-cultural and international skills. The undergraduate level is the place to start training students with these skills. Experience with students on study abroad, regardless of the discipline, demonstrates that once over the hump of leaving the familiar they almost invariably return transformed, different people and usually better and more focused students. This project integrates faculty support and academic training with international experience. With the additional support of faculty and curriculum support, students will fly.

c. Demonstrate how the proposed project will have a major regional and national impact on undergraduate education.

This project can be emulated by others. The successful completion will demonstrate how professional and applied disciplines can participate in and add to an international studies and language program with the social sciences and humanities.

Kansas State University in Manhattan is located about equidistant between Kansas City and Wichita. In addition within this ambit are the urban centers of Topeka, Junction City and Lawrence. No other university in this region offers programs on South Asia. The closest full South Asia program is at the University of Missouri, Columbia. Within Kansas, the University of Kansas will begin an introductory Hindi class in the Department of Religious Studies beginning fall 2009. Kansas State is the only university within a 250 mile radius that has the faculty and capacity to provide a comprehensive program.

Kansas urban centers – larger Kansas City, Wichita and Topeka - and other towns have a significant and growing South Asian population. Heritage students form a significant portion of enrollment in Hindi at many other universities around the US. The offering of a formalized South Asia Secondary Major with language should be a draw for students of South Asian heritage. Although not contemplated as an activity under this grant, the Department of Modern Languages receives enquiries from people asking for distance education courses in Hindi and Urdu. This can be explored as a future activity.

In addition, discussions have begun with faculty in the College of Education regarding Fulbright-Hays Group Projects Abroad and Group Seminars Abroad for India that focus on curriculum development and training of K-12 teachers. The College of Education works closely with Kansas school districts, many of whom have significant South Asian populations that would find this activity of value for their curriculum development.

Establishing the South Asia Secondary Major itself has an impact and provides a base for pursuing these types of projects with wider impact.

d. Demonstrate how adequate the provisions are for sharing the materials and the results of the proposed project with the higher education community.

Project reports will be distributed to fellow Title VI UISFL projects and international program centers. As the project includes professional and applied fields, the sharing of methods for incorporating area and language studies with the KSU Secondary Major will be shared with the professional societies of the various disciplines. The internationalization of the applied and professional curricula is being encouraged by accrediting organizations and Kansas State's experience will be useful for these disciplines at other institutions.

Networking possibilities include the annual meetings of the AIIS and the National Association of Foreign Student Advisors (NAFSA). In addition administrators can use the avenue of the National Association of State Universities and Land Grant Colleges for networking and dissemination of project results with other universities.

10. Competition Program Priorities

a. Competitive Preference Priority 1 (Maximum 5 Points): Applications that (a) Require entering students to have successfully completed two years of secondary school foreign language instructions; (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; of (c) in the case of two-year degree granting institution, offering two years of postsecondary credit in a foreign language.

All KSU Bachelor of Arts degrees require 4 semesters of language. Secondary Majors, the East Asian and African Studies Minors and some Certificate Programs require 4 semesters of language.

b. Invitational Program Priorities (Maximum 0 Points): Applications that (1) provide in-service training for K-12 teachers, (2) have a plan for assessing language competency, (3) support increased numbers of underrepresented minorities, (4) that focus on any one of the 78 priority languages listed by the Department of Education.

(1) Discussion has begun with the KSU College of Education to address K-12 education with a South Asia focus through Fulbright-Hays projects. (2) Other than examinations normal to language instruction, no special assessment of the Hindi language competency is planned. (3)

Participation in the project is open to KSU faculty following KSU's affirmative action policies.

(4) Hindi is one of the 78 priority languages listed.

References:

Chakrabarti, Sanjay, Associate Director, Ernst & Young; presentation at the conference "Destination India" hosted by the Kansas World Trade Center, Wichita, Kansas, October 4, 2007.

Droker Linda, Director, Office of South Asia and Oceania, International Trade Administration, US Department of Commerce; presentation at the conference "Destination India" hosted by the Kansas World Trade Center, Wichita, Kansas, October 4, 2007.

The Economist; "Now for the Hard Part: A Survey of Business in India"; London; 3 June 2006.

The Economist; "Special Report on Technology in China and India"; London; 10 November 2007.

Harrison, Banashri Bose, Minister (Commerce), Embassy of India, Washington D.C.; presentation at the conference "Destination India" hosted by the Kansas World Trade Center, Wichita, Kansas, October 4, 2007.

Luce, Edward ; In Spite of the Gods: The Strange Rise of Modern India; London: Little, Brown; 2006.

Nafziger, E. Wayne; Economic Development (4th Edition); Cambridge University Press, 2006.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-Appendix A-I-043009.pdf**

APPENDIX A: LETTERS OF SUPPORT

- 1. Osmania University Vice-Chancellor – T. Tirupati Rao**
- 2. KSU Provost – M. Duane Nellis**
- 3. KSU Association Provost for International Programs – Kristine Young**
- 4. KSU Agriculture Dean – Fred Cholick**
- 5. KSU Human Ecology Dean – Virginia Moxley**
- 6. KSU Arts & Sciences Dean – Stephen White**
- 7. KSU Engineering Dean – John English**
- 8. KSU College of Business Administration Dean – Yar Ebadi**
- 9. KSU Libraries Dean – Lori Goetsch**

Prof. T. Tirupati Rao
Vice - Chancellor



[Re-Accredited by NAAC with 'A' Grade]

Osmania University

Hyderabad - 500 007
Tel : +91-40-27098048 / 088
+91-40-27682364 / 221
Fax : +91-40-27098003 / 704
email : vc@osmania.ac.in

April 18, 2009

LETTER OF SUPPORT

Osmania University deeply cherishes its bilateral ties with Kansas State University, USA. It is a matter of pride that the two institutions of higher learning – known for their traditions of excellence and significant contributions to advancement of knowledge in their respective countries - have a shared vision and come together to pursue the common agenda of international cooperation in higher education. I am delighted that the two universities have embarked upon a wide spectrum of networking activities covering faculty exchanges, joint research & publications and avenues for student mobility as part of this mission.

Osmania University appreciates the initiative of Kansas State University in giving thrust to international studies and foreign language programs at the undergraduate level and seeking support for the same from the US Department of Education under Title VI. We are happy that being a multi-faculty and comprehensive university, a key role is envisioned for Osmania under this innovative proposal of international cooperation. Osmania University reiterates its commitment for furtherance of this project, which addresses our mutual concerns.

I have great pleasure in issuing this Letter of Support to Kansas State University, USA for submitting the proposal to the US Department of Education.

We are sure that the positive outcome of this proposal lays a new roadmap for our future endeavours.

[PROF. T. TIRUPATI RAO]

**



Office of the Provost
106 Anderson Hall
Manhattan, KS 66506-0113
785-532-6224
Fax: 785-532-6507

April 24, 2009

Dr. Barry H. Michie
Director of International Program Support
Office of International Programs
304 Fairchild Hall
Kansas State University
Manhattan, Kansas

Re: US Department of Education Title VI Proposal: The South Asia Project

Dear Dr. Michie;

The Provost's Office fully supports and looks forward to the proposed South Asia Project that brings together faculty from five of the university's colleges for faculty and curriculum development activities. I have taken particular interest in developing programs with South Asia and appreciate being kept informed of the various related activities that continue to take place over the past several years. Your and the committee members' involvement across campus, with South Asian universities and organizations, wider government and business community will pay off for building our programs at K-State. Your assignment to focus on South Asia was at my suggestion. You have the qualifications and experience on campus, the wider community and in South Asia to bring these efforts to fruition.

The project is particularly attractive as it bridges traditional area and language studies with the professional and applied programs, strengthening all. Furthermore, it is consonant with the internationalization guidelines from the Kansas Board of Regents, the International Theme of the Provost's University Strategic Plan and the mission of your Office.

The South Asia Project goes far to fill out the portfolio of area and language programs already operating for Latin America, East Asia and Africa. South Asia, India in particular, is an extremely important region of the world and is emerging large in the US consciousness as a place our graduates must have knowledge and training.

This project allows our faculty to further develop their expertise and build a formal academic program for undergraduate students for this critical region of the world.

I look forward to the initiation of project activities with this grant and building the program.

Sincerely,

M. Duane Nellis
Provost and Senior Vice President

April 24, 2009

Dr. Barry H. Michie
Director of International Program Support
Office of International Programs
304 Fairchild Hall
Kansas State University
Manhattan, Kansas



International Programs
304 Fairchild Hall
Manhattan, KS 66506-1111
785-532-5990
Fax: 785-532-6550
E-mail: oiip@ksu.edu
<http://www.ksu.edu/oiip>

Re: US Department of Education Title VI South Asian Studies Proposal

Dear Dr. Michie;

The Office of International Programs supports and looks forward to the proposed South Asia Project bringing together faculty from five of the university's colleges for faculty and curriculum development activities. Your participation as a Co-Director of the project is particularly appropriate as the Office of International Programs is in a unique position to facilitate such programs across colleges and furthermore is central to your designated duties. As discussed previously, you have the qualifications and experience, both on campus and in India, to bring this to fruition.

The project is particularly attractive as it bridges traditional area and language studies with the professional and applied programs across campus. It promises to build strong linkages with partner institutions abroad that will be of value beyond the immediate purposes of this project. Furthermore it is consonant with the International Theme of the University Strategic Plan and the mission of our office to work with academic and other units to coordinate and facilitate the internationalization of academic programs and provide international experience for our students.

The addition of a Secondary Major in South Asian Studies complements the other area and language programs in Latin America, East Asia and Africa. South Asia, especially India, is an extremely important region of the world and emerging large on the US consciousness as a place about which our graduates must have knowledge, training and experience.

The Office of International Programs and relevant units look forward to working along with you and others participating in the project.

Sincerely,

A handwritten signature in blue ink that reads "Kristine Young". The signature is fluid and cursive, with a large loop at the end of the last name.

Kristine Young, EdD
Interim Associate Provost



April 23, 2009

Dr. Barry H. Michie
Office of International Programs
Fairchild Hall
CAMPUS

Dean of the College of
Agriculture
Director of K-State Research
and Extension
113 Waters Hall
Manhattan, KS 66506-4008
785-532-6147
Fax: 785-532-6563
www.oznet.ksu.edu

Re: Title VI proposal for development of a South Asian Studies program

Dear Dr. Michie:

The College of Agriculture is pleased to be involved in the South Asia Project. As you know through your involvement, we have been active over the past several years building linkages with Indian universities and ties with business, industry and government. Most of this activity has benefited research and graduate level education.

The creation of an interdisciplinary, multi-college program for undergraduate students through curriculum and faculty development along with building joint programs with Indian universities and institutions to provide opportunities abroad is most welcome. This complements our efforts to internationalize our college. South Asia is an increasingly important region of the world about which our faculty and graduates need to develop expertise.

I am pleased to provide a match of \$5,000 from the College of Agriculture in support of the project.

Sincerely,

Dr. Fred A. Cholick
Dean, College of Agriculture
And Director, K-State Research and Extension

Cc: Dr. Don Boggs
Mr. Doug Elcock

Kansas State University
Agricultural Experiment
Station and Cooperative
Extension Service
K-State Research and
Extension is an equal
opportunity provider and
employer.

*"Knowledge
for Life"*



College of Human Ecology
Office of the Dean
119 Justin Hall
Manhattan, KS 66506-1401
785-532-5500
Fax: 785-532-5504

April 24, 2009

Dr. Barry H. Michie
Office of International Programs
304 Fairchild Hall
CAMPUS

Dear Dr. Michie;

We in the College of Human Ecology value participating in the discussions and development of university programs with South Asia, with India in particular. We are very pleased to be involved in this important project initiative that, along with other such cross-college programs for undergraduate students, goes far in opening the world to our students and gives them training and opportunities to work internationally.

Our college faculties have definite interests in developing linkages with Indian counterpart institutions for research, joint projects and student opportunities to obtain hands-on training and experience in this part of the world. We are pleased that Prof. Jana Hawley, Head of Apparel, Textiles and Interior Design, is taking the lead with this project on behalf of her colleagues in the college.

The cross-college and inter-disciplinary dimensions of the project are most attractive and pull together many strengths across campus that, with grant support, allows our faculty to further develop their expertise, development of the curriculum and associated activities that will impact undergraduate education for this critical and increasingly important part of the world.

The College of Human Ecology looks forward to coordinating activities with others across campus. In addition to Dr. Hawley's time, the College will commit up to \$5,000 in matching support for faculty members from the College of Human Ecology who participate in the faculty orientation tour to India and implement South Asia linkages and experiences into their scholarly and instructional assignments.

Sincerely,

A handwritten signature in blue ink that reads "Virginia Moxley".

Dr. Virginia M. Moxley
Dean

KANSAS STATE UNIVERSITY
COLLEGE OF
ARTS & SCIENCES

OFFICE OF THE DEAN
117 EISENHOWER HALL
MANHATTAN, KS 66506-1005
785-532-6900
FAX: 785-532-7004



April 24, 2009

Dr. Barry Michie
Office of International Programs
304 Fairchild Hall
Kansas State University
Manhattan, KS 66506

Dear Dr. Michie;

Thank you for keeping me informed about the progress of activities associated with South Asia and particularly the submission of this grant proposal.

It is with pleasure that the College of Arts and Sciences supports the Title VI proposal to develop a formally recognized South Asian Secondary Major to be housed in our college. This greatly enhances the coverage of the world in our secondary major and minor programs in Latin America, East Asia and Africa.

Our offerings in the social sciences, sciences and humanities provide opportunities for our students to take substantive courses that examine the South Asia realm. This project will broaden those course offerings and also integrate study of this part of the world with four other colleges. In addition, the faculty are committed to continuing research on South Asian themes, an area of increasing interest. These research projects provide tremendous opportunities for student participation.

The proposed grant activities pull together these strengths into a program that supports our faculty to further develop their expertise through linkages with South Asian institutions, as well as course development and other activities that impact undergraduate education on this critical part of the world.

The College of Arts and Sciences looks forward to coordinating these activities with the other participating colleges.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Stephen E. White'. The signature is written in a cursive style with some loops and flourishes.

Stephen E. White
Dean



April 24, 2009

Dr. Barry H. Michie
Director of International Program Support
Office of International Programs
Fairchild Hall
CAMPUS

College of Engineering
Office of the Dean
1046 Rathbone Hall
Manhattan, KS 66506-5201
785-532-5590
Fax: 785-532-7810
Email: deanengr@ksu.edu
<http://www.engg.ksu.edu>

Re: US Department of Education grant proposal for a South Asian Studies Program

Dear Dr. Michie:

The College of Engineering is pleased to be a participant in the proposed South Asia Project. The project is uniquely attractive as it bridges international opportunities with the professional programs in our college and five other colleges across campus for the internationalization of undergraduate education.

Support from this grant enables our college to increase opportunities for international experiences by our faculty and students. In addition, it will enhance the international focus in our curriculum. A number of faculty members have contributed to this proposal and as a result are developing new initiatives to internationalize our programs.

South Asia, and India in particular, is a very exciting region in which to focus our activities. We have several links with universities upon which we can build. You are well aware that the college has been conducting successful short programs in India with a counterpart university and NGO's through our chapter of Engineers Without Borders. Funding provided by this grant will allow our faculty members to further develop their expertise in South Asia and create new opportunities for students on campus and in India.

The College of Engineering looks forward to partnering with the other colleges at Kansas State University in project activities. In addition to serving South Asia, the university will benefit as it learns from those we serve.

Sincerely,

A handwritten signature in black ink, appearing to read "John R. English".

John R. English, Ph.D., P.E.
Dean and the Leroy C. and Aileen H. Paslay Chair in Engineering



College of Business
Administration
Office of the Dean
110 Calvin Hall
Manhattan, KS 66506-0501
785-532-7227
Fax: 785-532-7216

April 27, 2009

Dr. Barry H. Michie
Director of International Program Support
Office of International Programs
304 Fairchild
Kansas State University

Dear Dr. Michie;

It is with great pleasure I write this letter of support for the Kansas State University South Asia Project and the proposal being submitted to the US Department of Education. This is truly an interdisciplinary effort that brings together the professional programs with area studies that will significantly enhance our faculty capabilities and students' training to work in a globalized business economy. The Secondary Major also supports and is compatible with the College of Business Administration's Certificate in International Business we instituted some years ago.

We particularly appreciate the inclusion of the College of Business Administration in the planning, participation and creation of this program. This project's focus on South Asia, primarily India, is highly attractive to support our faculty's development of their expertise through linkages with colleagues in South Asia, course development and other activities that impact undergraduate education for this critical and increasingly important part of the world. I am thus happy to commit \$3,000 in matching funds per year for the two year time frame of this grant.

We look forward to participating in the project.

Sincerely,

A handwritten signature in blue ink that reads 'Yar M. Ebadi'.

Yar M. Ebadi
Dean



K-State Libraries
137 Hale Library
Manhattan, KS 66506 -1200
www.lib.k-state.edu

April 24, 2009

Dr. Barry H. Michie
Office of International Programs
304 Fairchild
Kansas State University

Dear Dr. Michie;

Kansas State Libraries are eager to participate in the proposed project activities for South Asian Studies. Daryl Youngman, Assistant to the Dean for Collaborative Initiatives, has been a participant in the planning of this project that has my full support.

For a cross-disciplinary program such as this, K-State Libraries will need to acquire a variety of information resources to support research, instruction and partnership related activities. The potential for faculty and student interchanges, online instruction, and joint research and partnering with the private sector will require K-State Libraries to develop and implement situation-specific solutions to ensure proper distribution of and access to these resources.

K-State Libraries currently has strong research collections in business, veterinary medicine and grain science. For the library to effectively support project emphases beyond these areas, additional resources would be required.

K-State Libraries faculty will work, as needed, with departmental faculty to ensure that information support resources are identified early in the course development process, and made available when courses are offered.

We are also pleased to offer a match of \$1,500 per year in support of this project.

Sincerely,

Prof. Lori A. Goetsch (by D. Youngman)
Dean of Libraries, Kansas State University

Hale Library
137 Hale Library
785-532-3014
Fiedler Engineering Library
1093 Fiedler Hall
785-532-3764
K-State Salina Library
111 Technology Center
785-826-2640
Math/Physics Library
105 Cardwell Hall
785-532-6827
Veterinary Medical Library
408 Trotter Hall
785-532-6006
Weigel Library of Architecture and Design
323 Seaton Hall
785-532-5968



APPENDIX B: AMERICAN INSTITUTE OF INDIAN STUDIES

- 1. Sample Faculty Tour Schedule**
- 2. Estimated Costs of Faculty Tour within India**

TENTATIVE ITINERARY FOR KANSAS FACULTY VISIT TO INDIA

December 19 – January 13, 2010

- December 19 Arrival in Delhi
Stay at Hotel Park Land, E-19, Defence Colony
New Delhi 110 024. Ph # 91-11-42777777
- December 20 Shopping and site seeing including National Museum
- December 21 Faculty interaction with JNU Academic Staff College
Half day discussion and talk on Human Ecology and Indian Agricultural System
Director Academic College will coordinate the program
- December 22 Faculty interaction with Jamia Information Technology
Half day discussion and talk will be organized by Dr. Zahid Khan of FTK Center,
Jamia Milia Islamia.
Visit to VC office will also be arranged subject to his availability
- December 23 Visit to Delhi University campus can be arranged
- December 24 Discussions among the group and local site seeing etc
- December 25 Leave Hotel at 7:00 am for Agra.
Stay at Hotel Mansingh, Fatheabad Road, Agra.
Visit Taj & Agra Fort.
- December 26 7:30 am Leave for Jaipur via Fatehpur Sikri. Lunch at RTDC Maua.
Stay at Hotel Mansingh Towers, Sansar Chandra Road, Jaipur.
- December 27 Local site seeing
- December 28 Visit to IDS, Jaipur
- December 29 Stay in Delhi (can consider visit to AIIS Gurgaon)
- December 30 Delhi to Pune via air services
Stay at Hotel Deccan Park, Ph # 91-20-25656511 to 16.

In Pune, we can arrange your visit to following universities / educational Institutions. Please let us have your preference to enable us to coordinate the visit:

Pune University - Management/Development/Arts/Science
National Centre for Radio Astrology - Science/Radiology
Inter University Centre for Astronomy - Science/Astronomy
Gokhale Institute of Politics & Economics - Politics, Economics
Bharati Vidyapeeth Deemed University/College of Engineering (COEP) - Engineering/Arts
National Chemical Laboratory - Chemical Engineering
C-DAC - Advanced Computing
Maharashtra Agricultural University - Agriculture Science

- January 3-11: Arrive in Hyderabad and stay at Osmania Center Administrative Block Apartment
Faculty Interaction Dr. Vijayashree and Dr. Vijaya Kumar will take care of the meetings and talks.
- January 12: Return to Delhi for final departure.

American Institute of Indian Studies
Budget Proposal For Faculty Tour of India (12 Participants)
Delhi-Agra-Jaipur Delhi-Pune-Hyderabad - Delhi (Dec. 19, 2009 thru Jan. 13, 2010)

Date	Particulars	Rate Rs.	Total Budget	
			Rs.	\$
Dec 19 - 29, 2009	<u>Delhi-Agra-Jaipur - Delhi</u>			
Dec. 19,2009	Pickup on Arrival from U.S.- Mini Bus	3,000	3,000	64
Dec.19-24,2009 (6 nights)	Hotel Park Land at Delhi - (5 Double Rooms @ Rs. 5,500/- each) + 1 Single Room @ Rs.5,000/- each (6 Nights) inclusives of Taxes, Breakfast & Dinner)	32,500	195,000	4,149
	Local Transport - 2 Vans for 6 days	3,000	18,000	383
	C/o Meals (For 11) (Lunch \$10) (6 days)	470	2,820	60
	Monuments Entry Fee	500	500	11
	Faculty Interaction Meeting at JNU	15,000	15,000	319
	Faculty Interaction Meeting at Jamia Milia	15,000	15,000	319
	Faculty Interaction Meeting at Delhi University	15,000	15,000	319
Dec. 29, 2009 (1 night)	Hotel Park Land at Delhi - (5 Double Rooms @ Rs. 5,500/- each) + 1 Single Room @ Rs.5,000/- each (1 Night) inclusives of Taxes, Breakfast & Dinner) on return from Jaipur	32,500	32,500	691
	C/o Meals (For 11) (Lunch \$10) (1 day)	470	470	10
Jan. 12, 2010 (1 night)	Hotel Park Land at Delhi - (5 Double Rooms @ Rs. 5,500/- each) + 1 Single Room @ Rs.5,000/- each (1 Night) inclusives of Taxes, Breakfast & Dinner) on return from Hyderabad	32,500	32,500	691
	C/o Meals (For 11) (Lunch \$10) (1 day)	470	470	10
Jan. 13, 2010	Airport Pickup - HYD Flt.	3,000	3,000	64
	Airport Drop for US Flt.	3,000	3,000	64
			336,260	7,154

Dec. 25,2009 (1 night)	<u>Agra</u>			
	Hire of Two A/c Vans for Delhi - Agra - Jaipur - Delhi for 4 days)	30,000	30,000	638
	Hotel in Agra (Mansingh Hotel) (05 DR @ Rs. 3500/- each and 02 SR @ Rs. 3,500/- each for 1 night)	24,500	24,500	521
	C/o Meals (For 12) (Breakfast \$5, Lunch and Dinner @ \$10) (1 day)	14,100	42,300	900
	Monuments Entry Fee for 12 Participants	900	10,800	230
			107,600	2,289
Dec. 26 - 28, 2009 (3 nights)	<u>Jaipur</u>			
	Hotel in Jaipur (Mansingh Hotel) (05 DR @ Rs. 4000/- each and 02 SR @ Rs. 4,000/- each for 3 nights)	28,000	84,000	1,787
	C/o Meals (For 12) (Breakfast \$5, Lunch and Dinner @ \$10) (3 days)	14,100	42,300	900
	Monuments Entry Fee for 12 Participants	900	10,800	230
	Faculty Interaction Meeting at IDS	15,000	15,000	319
	Faculty Interaction Meeting at Rajasthan University	15,000	15,000	319
			167,100	3,555
Dec. 30 - 02, 2010 (4nights)	<u>Pune</u>			
	C/o Air Tickets from Delhi to Pune	4,000	48,000	1,021
	Pickup on Arrival from Delhi- Mini Bus	3,500	3,500	74
	Hotel Deccan Park in Pune (5 Double Rooms @ Rs. 2,300/- each) + 2 Single Rooms @ Rs.2,200/- each including Breakfast & Taxes (4 Nights)	15,900	63,600	1,353
	C/o Meals (For 12) (Lunch and Dinner @ Rs.500/- per person per day) (4 days)	6,000	24,000	511
	Local Transport - 2 Vans for 4 days	5,000	20,000	426
	Faculty Interaction Meeting at Pune University	15,000	15,000	319

Jan. 03-11, 2010 (9 nights)	Airport drop for HYD Flight	3,500	3,500	74
	Monuments Entry Fee for 12 Participants	900	10,800	230
			188,400	4,008
	<u>Hyderabad</u>			
	C/o Air Ticket from Pune to Hyderabad	3,500	42,000	894
	Pickup on Arrival from Pune- Mini Bus	3,500	3,500	74
	Guest House, CIP at Hyderabad- (9 Rooms @ Rs.1,000/- each)(9 Nights)	9,000	81,000	1,723
	Local Transport - 2 Vans for 9 days	7,000	63,000	1,340
	C/o Meals (For 12) (Breakfast , Lunch and Dinner at CIP @ Rs.500/- per person per day) (9days)	6,000	54,000	1,149
	Monuments Entry Fee for 12 Participants + 1 Guide	900	11,700	249
	Faculty Interaction Meeting at Osmania University - 3 days	15,000	45,000	957
	Faculty Interaction Meeting at CIP - 3 days	15,000	45,000	957
	C/o Air Ticket from Hyderabad to Delhi	4,200	50,400	1,072
	Airport drop for DEL Flight	3,500	3,500	74
		399,100	8,489	
-				
	<u>Sub Total</u>		25,495	
AIS Administrative Recoveries		119,850	2,550	
	Total Cost for 12 Participants	1,318,310	28,045	
	Total Cost for 1 Participant	109,859	2,337	

Exchange Rate: 1 USD = Rs. 47/-

Note:The above cost estimates are based on current costs and are subject to change.

APPENDIX C: SOUTH ASIA COURSES AT KANSAS STATE UNIVERSITY

Courses solely focused on South Asia

1. Anthropology, Sociology, Political Science, Geography, Economics, History: South Asian Civilizations. (Team taught)
2. Anthropology: Peoples and Cultures of South Asia
3. English: Pakistani and Indian Novels
4. Geography: Geography of South Asia
5. History: Modern India and South Asia
6. History: History and Security in India and South Asia
7. Political Science: South Asian Politics
8. Political Science: International Politics of South Asia

Courses with substantial South Asian Content

1. Economics: Development Economics
2. Economics: Comparative Economics
3. Political Science: Introduction to Comparative Politics
4. Political Science: Comparative Agricultural Politics and Policy
5. Political Science: Comparative Development Policy and Administration

APPENDIX D: INTERNATIONAL STUDIES PROGRAMS

Secondary Major In International Studies Kansas State University

The international studies program promotes understanding of the international community through its commitment to interdisciplinary study. The program provides students not only a field of academic study, but also a useful background for various careers.

The international studies program encourages a substantial distribution of foreign and international course work under the direct course work under the direct guidance of an interdisciplinary faculty committee.

Students who complete the secondary major in international studies are expected to include the following within their areas of knowledge or competence:

- • Reading and speaking capability in a foreign language
- • Basic geographic knowledge of the world
- • Ability to understand and analyze cultures other than their own
- • Some understanding of developmental processes
- • An integration of their program of study into a meaningful and coherent whole
-
- ***International Studies Secondary Major Course Requirements***
 - World Regional Geography (GEOG 100)
 - Introduction to Cultural Anthropology (ANTH 200, 201 or 204)
 - "I" Course (focus on international relations)
 - Four Electives from at least three different disciplines. se).
 - Senior Research in International Studies (DAS 425):
Currently an independent studies project under the tutelage of an instructor in the subject field and under the general direction of the program director. [Guidelines for DAS 425](#)
 - Foreign Language Requirement: Four college semesters or the equivalent.

Secondary Major in International Studies
Approved Course List [includes required and elective courses]

The courses listed below are representative of those for which students may receive elective credit in international studies.

Alternative courses may be approved by petition to the program director. New program options are being planned. Note that often appropriate courses are offered under categories such as "topics," "special studies," "problems," or "seminar." For the current list of approved courses and new program developments, call or [write the Director](#).

Note: The asterisk (*) denotes a course in the category of international relations. The symbol ^ indicates that the course "counts" when substantial international content is included in the course syllabus.

To see descriptions of the following courses, please see the [Undergraduate Catalog](#).

Interdisciplinary course

DAS 425 Senior Research in International Studies [A research paper or project on an international topic. Supervised. Prerequisite: Completion of 15 hours of course work in international studies secondary major.] See [Guidelines](#)

College of Agriculture

GENAG 200 Topics in Agriculture: Kansas Agriculture in the Global Society
GENAG 505 Comparative Agriculture
GENAG 780 Current Topics in Agriculture: Seminar in International Agriculture
AGEC 415 Global Agricultural Economy, Hunger and Poverty
AGEC 623 International Agricultural Trade*
FOR 643 Agroforestry

College of Architecture, Planning and Design

ARCH 715 Middle Eastern Architecture
ARCH 715 Modern Italian Architecture
ARCH 715 Japanese Architecture and Urbanism

College of Arts and Sciences

Anthropology

ANTH 200 Introduction to Cultural Anthropology
ANTH 201 Introduction to Cultural Anthropology, Honors
ANTH 204 Introduction to Cultural Anthropology (Gen. Ed.)
ANTH 220 Introduction to Linguistic Anthropology

ANTH 260 Introduction to Archaeology
ANTH 505 South Asian Civilizations (anticipated Fall 2004)
ANTH 508 Male and Female: Cross Culture Perspectives
ANTH 510 Kinship and Marriage in Cross-Culture Perspective
ANTH 511 Cultural Ecology and Economy
ANTH 512 Political Anthropology
ANTH 524 Immigrant America
ANTH 536 African American Cultures
ANTH 545 Cultures of India and Pakistan
ANTH 550 Cultures of Africa
ANTH 604 Culture and Personality
ANTH 618 Religion in Culture
ANTH 633 Gender, Power, and International Development
ANTH 634 Indigenous Peoples and Cultures of Latin America
ANTH 673 Mesoamerican Archaeology
ANTH 676 Old World Archaeology
ANTH 685 Race and Culture

Art

ART 628 Foreign Studies in Art History
ART 630 Foreign Studies in Studio Art

Economics

ECON 505 South Asian Civilizations (anticipated Fall 2004)
ECON 507 The Japanese Economy
ECON 536 Comparative Economics
ECON 681 International Economics*
ECON 682 Development Economics

English

ENGL 287 Great Books
ENGL 580 Selected World Literature
ENGL 605 Readings in Medieval Literature
ENGL 610 Renaissance Literature
ENGL 620 Readings in Seventeenth Century British Literature
ENGL 625 Readings in Eighteenth Century British Literature
ENGL 630 Readings in Nineteenth Century British Literature
ENGL 635 Readings in Twentieth Century British Literature
ENGL 670 Topics in British Literature

Geography

GEOG 100 World Regional Geography
GEOG 200 Human Geography
GEOG 300 Geography of Tourism
GEOG 440 Geography of Natural Resources
GEOG 450 Geography of Economic Behavior

GEOG 505 South Asian Civilizations (anticipated Fall 2004)
GEOG 620 Geography of Latin America
GEOG 640 Geography of Europe
GEOG 650 Geography of Former Soviet Lands
GEOG 715 World Population Patterns
GEOG 720 Geography of Land Use
GEOG 730 World Agricultural Systems
GEOG 760 Human Impact on the Environment
GEOG 765 Geography of Natural Hazards

History

HIST 303 Latin American Civilization
HIST 330 History of East Asian Civilizations
HIST 505 South Asian Civilizations (anticipated Fall 2004)
HIST 507 China Since 1644
HIST 508 Introduction to Modern East Asia
HIST 509 Japan since 1550
HIST 543 The U.S. and World Affairs, 1776-Present
HIST 560 Latin American Nations
HIST 562 Modern Mexico
HIST 573 Twentieth-Century Europe
HIST 574 Europe since WWII
HIST 576 European International Relations to 1815*
HIST 577 European Diplomatic History since Napoleon*
HIST 582 Eastern Europe Since 1914
HIST 591 The Russian Empire
HIST 592 Twentieth-Century Russia

Mass Communications

MC 725 International Communications*

Modern Languages

FREN 502 French Literature in Translation
FREN 511 Masterpieces 1 (taught in French)
FREN 512 Masterpieces 2 (taught in French)
FREN 514 French Civilization (taught in French)
GRMN 502 German Literature in Translation
GRMN 521 German Literature I (taught in German)
GRMN 522 German Literature II (taught in German)
GRMN 530 German Civilization (taught in German)
MLANG 507 European Literature in Translation
RUSSN 250 Russian Culture and Civilization
RUSSN 504 Russian Literature in Translation: The 19th Century
RUSSN 508 Russian Literature in Translation: The Soviet Period
SPAN 505 Spanish Literature in Translation
SPAN 563 Literature of Spanish American (taught in Spanish)

SPAN 565 Spanish Civilization (taught in Spanish)
SPAN 566 Hispanic-American Civilization (taught in Spanish)
SPAN 567 Literature of Spain (taught in Spanish)

[Please note: More advanced national or regional literature courses, taught in French, German, or Spanish, may apply. See the Director.]

Political Science

POLSC 333 World Politics
POLSC 344 Comparative Politics
POLSC 505 South Asian Civilizations (anticipated Fall 2004)
POLSC 541 International Relations*
POLSC 543 American Foreign Policy
POLSC 545 The Politics of Developing Nations
POLSC 621 West European Politics
POLSC 622 Latin American Politics
POLSC 623 South Asian Politics
POLSC 624 Middle Eastern Politics
POLSC 626 African Politics
POLSC 627 Eastern and Central European Politics
POLSC 628 Comparative Security Establishments
POLSC 629 Development Policy and Administration
POLSC 630 Politics of Russia and the Former Soviet Union
POLSC 631 Comparative Civil-Military Relations
POLSC 642 International Conflict*
POLSC 645 International Politics of Europe*
POLSC 647 International Law*
POLSC 649 International Defense Strategies*
POLSC 651 International Organization*
POLSC 652 International Politics of South Asia*
POLSC 653 International Politics of the Middle East*
POLSC 654 International Politics of Africa*
POLSC 655 International Politics of Latin America*
POLSC 754 The Professional Diplomat and Foreign Policy Formation*
POLSC 756 International Political Economy*

Sociology

SOCIO 363 Global Problems
SOCIO 505 South Asian Civilizations (anticipated Fall 2004)
SOCIO 507 Political Sociology
SOCIO 535 Population Dynamics
SOCIO 618 Religion in Culture
SOCIO 633 Gender, Power, and International Development
SOCIO 635 The Socioeconomic and Environmental Impacts of NAFTA
SOCIO 738 Inter-American Migration
SOCIO 740 Comparative Social Systems
SOCIO 742 Society and Change in South Asia

Speech Communication

SPCH 480 Intercultural Communication

Women's Studies

WOMST 105 Introduction to Women's Studies^

WOMST 380 Women and Global Change

College of Education

EDACE 714 International Education

College of Business Administration

FINAN 643 International Financial Management

MANGT 690 International Management

MKTG 544 International Marketing*

College of Human Ecology

HN 702 Nutrition in Developing Countries

COLLEGE OF BUSINESS ADMINISTRATION:

DEAN'S CERTIFICATE IN INTERNATIONAL BUSINESS

Certificate in International Business

What is the Certificate in International Business (CIB)?

The CIB is for students like YOU that would like to add an international emphasis to their major by completing foreign language and international courses that will fit in really well with any of the majors in business. The CIB also requires that you spend some time studying or working abroad to gain international experiences that will make you more marketable in the global economy that we live in.

Key advantages of the CIB:

- You'll develop proficiency in another language. Your language skills will allow you to integrate both academically and socially with people from around the globe.
- You'll study and learn about international business practices in the international courses. This knowledge will give you a competitive advantage when you start working in a dynamic and global business world.
- You'll study or work abroad. Your in-depth, hand-on experiences abroad, acquired through an exchange program or internship will shape your life for years to come.

Best of all, it won't delay your graduation. Many, if not all of the requirements for the CIB can overlap with your business major if you plan for the CIB early on in your academic program.

What are the requirements?

- Advanced foreign language study, level 4 or the equivalent of level 4 (i.e. German 4, Spanish 4, etc.) in a foreign language sequence offered by the Department of Modern Languages. You may take a placement test to demonstrate your level.
- An additional 6 credit hours in language courses numbered 500 or above in a single language.
- World Regional Geography (GEOG 100)
- Required International Courses (12 hours):
 - International Marketing (MKTG 544)
 - International Management (MANGT 690)
 - Select 3 hours from the following list:
 - FINAN 643 International Financial Management
 - ECON 681 International Economics
 - ECON 682 Development Economics
 - Approved international course (list available in Student Services office 107 Calvin Hall).
- Participate in a study abroad/student exchange program OR an international internship (summer, semester or year) that carries a minimum of three (3) KSU credit hours.
- Student must earn a minimum of 2.50 grade point average on courses taken to fulfill the requirement of the CIB.
- Student must earn at least 50% of credits that apply to the certificate from Kansas State University OR an approved university affiliate of Kansas State University in a foreign

country.


Please note that some additional costs will be incurred in pursuing the CIB program (e.g., study abroad fees, travel).

What can it do for you?

The CIB is a great opportunity for business students to gain both fluency in a foreign language and an understanding of international business practices. In addition, actually spending some time in a different country will give you very valuable hand-on experiences. You will gain an understanding of other cultures and people. Spending some time abroad will provide for both personal and professional opportunities for growth.

With globalization as a common theme in any business today, the CIB can help you stand apart from other graduates. You will be prepared to meet future challenges in a global marketplace.

For questions please contact your academic advisor in Student Services, College of Business, Calvin 107, Kansas State University, (785) 532-6180, email: cbastusv@ksu.edu



College of Agriculture: Minor in International Agriculture

Experiential learning through international study and travel broadens horizons and increases understanding of global issues by allowing students to examine different agricultural systems, the global marketplace, and the role of social values in food consumption patterns. This minor will add value to undergraduate degree programs, enhance employment opportunities with multinational corporations, and prepare students to function in diverse communities.

The minor requires completion of 16 credit hours. The program is open only to majors in the College of Agriculture. It consists of one foundation course, a foreign language, an international experience, and a capstone seminar. Students are required to complete at least two semesters of university-level foreign language courses. The international experience may consist of a travel study course, study abroad, community service, or internship. Academic credit can be granted for international experiences.

Minor Requirements

Foundation course (3 hours)

[GENAG 200](#) Topics: Kansas Agriculture in the Global Society.

or

[AGEC 415](#) The Global Agricultural Economy, Hunger, and Poverty.

Foreign language courses (10 hours)

Students must complete or quiz out of two semesters of one [foreign language](#).

International experience (2 hours)

[GENAG 505](#) Comparative Agriculture or departmental internship, problems, or topic course.

Capstone seminar (1 hour)

[GENAG 780](#) Seminar in International Agriculture

APPENDIX E: AGREEMENTS WITH INDIAN UNIVERSITIES

AGREEMENTS WITH INDIAN UNIVERSITIES

General Collaborative MOU's:

Karnataka Veterinary, Animal & Fisheries Sciences University, Bidar
- initiated by KSU College of Veterinary Medicine

Centre of Food Technology, University of Allahabad, Uttar Pradesh
- initiated by Food Science

Tamil Nadu Agricultural University, Coimbatore
- initiated by Grain Science

Maharana Pratap University of Agriculture and Technology, Udaipur, Raj.
- initiated by Grain Science

Acharya N.G. Ranga Agricultural University (formerly Andhra Pradesh
Agricultural University), Rajendranagar, Hyderabad
- initiated by Grain Science

Chaudhary Sarvan Kumar Himachal Pradesh Agricultural University, Palampur
- initiated by Grain Science

Punjab Agricultural University, Ludhiana
- initiated by Agriculture

Administrative Staff College of India, Hyderabad
- initiated by Civil Engineering

Dehradun Institute of Technology, Uttarakhand
- initiated by Electrical Engineering

Osmania University, Hyderabad, Andhra Pradesh
- initiated by Agriculture and Office of International Programs

Curricular Twinning Agreements

Birla Institute of Technology and Science, Pilani, Raj.
- initiated by Electrical/Computer Engineering

Andhra University, Visakhapatnam, A.P.
- initiated by Veterinary Medicine

Jawaharlal Nehru Technological University, Hyderabad
- initiated by Civil Engineering

Reciprocal Student Exchange Agreements:

Andhra University, Visakapatnam
- initiated by Veterinary Medicine

APPENDIX F: KSU STRATEGIC PLAN – INTERNATIONAL THEME

Theme 8: Enhance International Emphases.

The citizens of Kansas and the students, faculty and staff of Kansas State University live in a global community. Accordingly, K-State is committed to promoting opportunities for students to interact with international campus communities, cultivating cross-cultural knowledge and sensitivities through an internationalized curriculum, and gaining a global perspective through study abroad.

Action Items Theme 8:

- Promote a campus climate that fosters positive cross-cultural educational experiences.
- Enhance recruitment, orientation, retention, and support services for international students and faculty.
- Promote distance education and Internet-based courses and degree programs internationally.
- Enhance international partnerships to expand faculty opportunities through teaching, research and outreach.
- Enhance and expand the geographic and programmatic breadth of study abroad opportunities for K-State students and faculty.
- Expand collaboration and partnerships with international businesses, communities and universities.
- Integrate international content into the curricula and expand international and area studies.
- Expand development efforts to increase funding for international programs.

APPENDIX G: PERSONNEL VITAE

- 1. Barry Michie**
- 2. Bradley Shaw**
- 3. Sajid Alavi**
- 4. Aruna Michie**
- 5. Swinder Janda**
- 6. Sanjoy Das**
- 7. Jana Hawley**
- 8. Robert Corum**
- 9. Bimal Paul**
- 10. Daryl Youngman**

ABRIDGED CURRICULUM VITA
BARRY H. MICHIE

Office

Office of International Programs
304 Fairchild Hall
Kansas State University
Manhattan, Kansas 66506
(785) 532-5333
sikarraj@ksu.edu

Education:

Ph.D. Michigan State University, Anthropology
M.A. Michigan State University, Anthropology
B.A. Lewis & Clark College, Portland, OR, 1965, History

Fields of Specialization:

Anthropology: Applied, Political Economy, Cultural Ecology, Rural Development,
Agroforestry
Interdisciplinary: Applied Projects with Agricultural Scientists, Curriculum
Development
South Asia: 9 years experience in India – Peace Corps, Academic Research, Joint Project
With an Indian university, Consultancies with USAID and Research Institutes.

Languages:

Hindi: Near native fluency, good reading and writing (Devanagri script)
Urdu: Near native fluency, halting reading and writing (Perso-Arabic script)

Academic and Administrative Experience:

2003 - Present: Director of International Program Support, KSU Office of International Programs. Duties are to work on international program development with colleges, department, faculty, students and funding issues. International agreements, sponsored student programs, Fulbright campus representative.

1992 - 2003: Director of Study Abroad, KSU Office of International Programs (OIP) Began with establishment of the OIP and building the study abroad program.

1990 - 1992: Asst. Prof., KSU Department of Political Science (temporary)

1976 - 1990: Asst. Prof., KSU Department of Sociology, Anthropology & Social Work (non-tenure track position)

Other Professional Experience:

- 1989: Creation of an interdisciplinary Applied Anthropology Program in Department of Sociology, Anthropology and Social Work, Kansas State University.
- 1990 - 1992: Development of internship program in Department of Political Science, Kansas State University.
- 1991: Natural Resource Management\Extension Specialist, Mid-Term Project evaluation of USAID funded Forestry Planning and Development Project, conducted by Winrock International with the Government of Pakistan. Hired as consultant by Tropical Research and Development, Gainesville, Florida, contractor to USAID. May - June, 1991.
- 1986: Agroforestry consultancy with the Economics Group, Resource Management Program, International Crops Research Institute for the Semi-Arid Tropics (ICRISAT), Hyderabad, India. Work involved visiting twenty agricultural universities, research institutes, government and private development agencies and projects along with field observations in various parts of India. June - August, 1986.
- 1984 – 1988: Assistant Director, Agriculture and Liberal Arts Program, KSU Department of Philosophy (half-time position). Creation of multi-disciplinary program between the College of Agriculture and the College of Arts and Sciences.
- 1979 – 1983: Principal Investigator for USAID INTSORMIL funded multi-disciplinary farming systems research project conducted in Rajasthan, India. Administration included coordination between the University of Udaipur and KSU, interdisciplinary field work with agricultural scientists, supervision of field staff, budgets and reports.
- 1978 - 1979: Program Associate, Farming Systems Strengthening Grant, Office of International Agricultural Programs, KSU. Assisted defining and setting up program through the Department of Agricultural Economics.
- 1966 – 1968: American Peace Corps Volunteer, Rajasthan, India. Rural sanitation and public health project.

Funded Research:

- 1995 Indo-US Subcommission Fellowship administered through Council for International Exchange of Scholars (CIES). Nine month comparative research on three traditional agro-forestry management systems in Rajasthan, India. Affiliated with the Institute of Development Studies, Jaipur, Rajasthan
- 1979 – 1983: “A Farming Systems Approach to Semi-Arid Agriculture in Rajasthan, India”, funded by USAID Title XII International Sorghum and Millet Program. Village level investigations on production behavior fed into

on-campus applied agricultural research at Indian university.

1972 – 1973: Junior Fellow, American Institute of Indian Studies, to support Ph.D. fieldwork in Rajasthan, India, for dissertation “Structure in Diversity: Variations in Productivity and Efficiency in Indian Agriculture”.

Publications (partial):

- 1995 “Reevaluating Economic Rationality: Individuals, Information and Institutions”, Anthropology and Institutional Economics, James Atchison, Ed., University Press of America, 1995.
- 1986 “Indigenous Technology in Farming Systems Research: Agroforestry in the Indian Desert”, Jeffrey Jones and Ben Wallace, Eds., Applying Social Science in Farming Systems Research, Boulder: Westview Press, 1986.
- 1981 “The Transformation of Agrarian Patron-Client Relations: Illustrations from India”, American Ethnologist, Vol. 18, No. 1, February, 1981.
- 1976 “Baniyas in the Indian Agrarian Economy: A Case of Stagnant Entrepreneurship”, Journal of Asian Studies, Vol. 37, No 4, 1976.
- 1973 “Variations in Economic Behavior and the Green Revolution: An Anthropological Perspective”, Economic and Political Weekly, (Bombay), Vol. 8, No 26, 1973.

Reports:

- 1991 (Co-author) Forestry Planning and Development Project Mid-Term Evaluation, submitted to USAID by Tropical Research & Development, Inc. PDC-5517-1-00-0105-00. Consultancy
- 1987 Final Report of the Kansas State University's Agriculture and Liberal Arts Program to the W.K. Kellogg Foundation. Bound, mimeo, KSU, September, 1987.
- 1986 Prospects for Agroforestry Research in India's Semi-Arid Tropics and at ICRISAT. Prepared for the Resource Management Program, International Crops Research Institute for the Semi-Arid Tropics, (ICRISAT), Hyderabad, India. August, 1986.
- 1984 Final Report: A Farming Systems Approach to Semi-Arid Agriculture in India. Bound, mimeo, May, 1984, KSU

BRADLEY A. SHAW
Short Vita: November, 2007

I. NAME, TITLE AND CURRENT POSITION

Bradley A. Shaw
Associate Professor, Spanish, Department of Modern Languages
Director, International and Area Studies, College of Arts and Sciences
215 Eisenhower Hall
Manhattan, KS 66506-1003
785 532-1988 / Email: bradshaw@ksu.edu
WWW: <http://www-personal.ksu.edu/~bradshaw>

II. UNIVERSITY DEGREES

Ph.D., Romance Languages, The University of New Mexico, 1974. Ph.D. Dissertation: "Myth and Magic in the Fictional Works of José María Arguedas"
M.A., Spanish, Northwestern University, 1969
B.A., Spanish, Lewis and Clark College, 1968 (cum laude)

III. ACADEMIC APPOINTMENTS

Kansas State University, College of Arts and Sciences, Director, International and Area Studies, 1995-
Kansas State University, Head of the Department of Modern Languages, 1988-1995
Kansas State University, Associate Professor (Spanish), 1980-
Kansas State University, Assistant Professor (Spanish), 1974-80
Virginia Commonwealth University, Instructor (Spanish), 1972-74

IV. PUBLICATIONS

Books:

Co-editor, with Nora Vera-Godwin. Critical Perspectives on Gabriel García Márquez. Lincoln, NE: Society of Spanish and Spanish-American Studies, 1986. 159
Co-author, with Luis González-del-Valle. Luis Romero. New York: Twayne (World Author Series), 1979. 141
Co-compiler, with Margaret Beeson, et al. Hispanic Writers in French Journals: An Annotated Bibliography. Lincoln, NE: Society of Spanish and Spanish-American Studies, 1978. 155
Latin American Literature in English Translation: An Annotated Bibliography. New York New York University Pr./Center for Inter-American Relations, 1976. 144

Articles and Supplements:

"So You Thought That Translation Was All About Words?: Reasons Why Everyone Who Speaks a Language is not a Translator/Interpreter." ATA Chronicle [American Translators Association], 34.9 (October 2004).
"Manuel Scorza: Su visión de la realidad mítica del Perú." In Past, Present, and Future: Selected Papers on Latin American Indian Literatures, Including the VIII International Symposium, Ed. Mary Preuss. Culver City, CA: Laberintos, 1991: 183-86.
"Narrative Distance in Arguedas' 'La agonía de Rasu-Ñiti'." Proceedings of the Mid-America Conference on Hispanic Literature. Ed. Luis T. González-del-Valle and Catherine Nickel. Lincoln, NE: Society of Spanish and Spanish-American Studies, 1986. 159-65

“The Overt Narrator in Scorza’s Redoble por Rancas.” Discurso Literario 4.1 (otoño 1986): 223-29.

“Recent Bibliographies on Latin American Literature.” Latin American Research Review 19.1 (1984): 190-98.

Encyclopedia Entry:

“Manuel Scorza.” In France and the Americas: Culture, Politics, History, ed. William Marshall (Oxford-Santa Barbara: ABC-Clio, 2005). Vol 3: 1056-57.

More than 25 reviews in the following journals: Chasqui, Hispania, Inter-American Review of Bibliography, Journal of the West, Latin America in Books, Latin American Literary Review, Lector, Modern Language Journal, and Review. Topics include contemporary Latin American fiction, literary history and theory, translation and lexicography, and Hispanic bibliography.

VIII. OTHER SIGNIFICANT SCHOLARLY, PROFESSIONAL OR ADMINISTRATIVE EXPERIENCE

Editor or Editorial Boards:

Member from KSU to Editorial Committee, University Press of Kansas, 1998-2000 term.. [Alternate KSU Representative, 1996-1998].

Reader/Evaluator of book manuscripts for Heinle and Heinle (Latinoamérica: Su civilización y su cultura, 2nd ed., 1991 and 3rd ed., 1998); D.C. Heath Company (Aprendizaje: Técnicas de Composición, by Nance and Rivera, Houghton Mifflin, 1996), and Westview Press (The Mexicans: A Sense of Culture, by F. Merrell, 2003), and textbooks published previously.

Associate Editor, Studies in Twentieth-Century Literature, since October, 1975; [co-responsibility for subscriptions and circulation, 1982-1988].

Evaluator:

Member, National Screening Committee, Fulbright Awards for South America, Institute of International Education, Houston, December, 2000-2002 [average of 100 applications for 7 countries]. Three-year term.

University of Nebraska at Kearney. External Reviewer and Committee Chair, Academic Program Review for the Department of Modern Languages, March 24-26, 1996.

Translator and Interpreter:

Certified Translator (Spanish-English) and Active Member, American Translators Association, 1981 to present.

Course Instructor, “Introduction to Spanish Translation.” Kansas State University, Since 1983.

Court Interpreter and Translator, District Court, Westmoreland, Kansas, summer, 1986 (for client accused of murder and other crimes), District Court, Geary County (1989 and 1991), and District Court, Riley County, 1989-

Director of Conferences and / or Participant in Professional Development Programs:

Director, “The Translator/Interpreter as Mediator of Culture”: A Symposium on Translation MICATA-Kansas State University, April 19, 2004

Organizer and Director, Symposium on Translation: “The Role of the Translator/Interpreter in International Trade,” Kansas State University and the Mid-America Chapter of the American Translators Association), Kansas State University, April 19-21, 1996.

Director and Speaker, Symposium on Translation (sponsored by Kansas State University and the Mid-America Chapter of the American Translators Association), Kansas State University, April 19-21, 1991.

Organizer and Director, Symposium on Translation (sponsored by KSU and Mid-America Chapter of the American Translators Association), Kansas State University, April 12, 1986.

Special Awards:

Dean William Stamey Award for Advising, College of Arts and Sciences, May, 2004
International Educator Award, presented by President Jon Wefald, November, 2005]

XIII. PROFESSIONAL ORGANIZATIONS (current membership)

National: American Association of Teachers of Spanish and Portuguese, American Council on the Teaching of Foreign Languages, American Translators Association (active and accredited member), Association for Machine Translation in the Americas, Modern Language Association

Regional: Kansas World Language Association, Kansas-Paraguay Partners, Midwest Association of Latin American Studies, Mid-America Chapter of the ATA [Board of Directors, 1984-85, 1986-87, 1993-94, 1995-96, 2003-04; President, 1987-88, 1990-91, 1991-92. Secretary, 1994-95, Vice-President, 2004-05, 2005-06; Vice President, 2006-07; President, 2007-2008]]

SAJID ALAVI

201 Shellenberger Hall, Kansas State University, Manhattan, KS 66506
Tel.: 785-532-2403; email: salavi@ksu.edu

Education

- **Doctor of Philosophy, 2002** Cornell University, Ithaca, NY
Food Science/ Food Engineering
Minors: Chem. Eng.; Operations Research & Ind. Eng.
- **Master of Science, 1997** Pennsylvania State University, State College, PA
Agricultural & Biological Engineering
- **Bachelor of Science, 1995** Indian Institute of Technology, Kharagpur, India
Agricultural Engineering

Professional Experience

- **Assistant Professor, 2002 – present**
Dept. of Grain Science and Industry, Kansas State University
10% teaching, 90% research appointment; Research Areas – Food engineering; Extrusion processing of food and feed materials; Rheology; Food microstructure imaging; Structure-texture relationships
- **Post-Doctoral Associate, 2002**
Dept. of Food Science, Cornell University
- **Research Assistant (Ph.D.), 1997 – 2001**
Dept. of Food Science, Cornell University
- **Research Assistant (M.S.), 1995 – 1997**
Dept. of Agri. and Biol. Eng., Penn State
- **National Seeds Corporation, Summer internship, 1994**
New Delhi, India

Teaching and Student Advising

- **GRSC 820. Advanced Extrusion Processing.** Kansas State. Fall 2004, 07.
- **GRSC 720. Extrusion Processing in the Food and Feed Industries.** Kansas State. Fall 2002, 03 and 06
- **ATM 540. Introduction to Food Engineering.** Kansas State. Spring 2004.
- **ATM 541. Introduction to Food Engineering Laboratory.** Kansas State. Spring 2004.
- **Student Advising.** Kansas State. 2002-current. Major advisor for 5 Ph.D. students and 1 M.S. student in Grain Science and Food Science. Advised undergraduate students for extrusion projects.
- **Student Clubs.** 2004-07. Faculty advisor for the Grain Science food product development team.

India Specific Activities and Grants

- Led efforts by the Department of Grain Science to develop strong collaborative links with universities and food industry in India; Spring 2004 – present.
- Facilitated Memoranda of Understanding (MoUs) on faculty and student exchange programs with several institutions including Acharya NG Ranga Agricultural University, Maharana Pratap University of Agriculture and Technology, Himachal Pradesh Agricultural University and Tamil Nadu Agricultural University.
- Coordinated visits by high level teams (Vice-Chancellor/ Dean) from Indian universities to KSU.

- Hosted faculty from Indian universities for research projects related to nutritious extruded foods based on soy protein, fruit and vegetables, and millets. Visiting faculty include Dr. Narpinder Singh (Guru Nanak Dev University, Punjab; Cochran Scholarship, Aug 06), Dr. Shashi Jain (MPUAT, Rajasthan; July-Aug 07), Dr. Kavita Waghay (Osmania University, Andhra Pradesh; July-Aug 07); Drs. Shobha Sagaram and N. Lakshmi Devi (ANGRAU, Andhra Pradesh; approved for March-May 08).
- Conducted short courses, seminars and lectures for Indian industry and academia on extrusion processing in different cities including Pune (March 05), Delhi (March 05 and 06), Vadodra (March 06), Mysore (March 06), Udaipur (March 06), Hyderabad (July 06 and March 07) and Bangalore (March 07).
- Facilitator for the Kansas Agriculture and Rural Leadership, Inc. (KARL) led tour of Kansas farmer groups to India in July 08 and March 09; July 2007 – present.
- USDA-FAS Norman E. Borlaug International Agricultural Science and Technology Fellow Program. 2007. \$44,946. Novel fruit and vegetable-based expanded snacks using extrusion processing. Principal Investigator: Sajid Alavi. Duration: 10/01/07 - 09/30/08.
- USDA-FAS Agricultural Knowledge Initiative (AKI) Program on Extrusion Technology Collaborations with India. 2007. \$50,000. Novel whey protein and fruit-based expanded snacks using extrusion processing. Principal Investigators: Sajid Alavi and Syed Rizvi. Duration: 01/01/08 – 12/31/07.

Representative Professional Meeting Presentations and Abstracts

- Cheng, E., Sajid Alavi, S., Shi, Y.C., Jeannotte, R., Welti, R., and Encapsulation of fish oil in starch matrices utilizing extrusion processing. AACC Annual Meeting, Sep. 07-10, San Antonio, TX. Cereal Foods World, 52(4), Suppl. (Oral presentation)
- Gajula, H., Alavi, S., Herald, T., Adhikari, K. Pre-cooked fiber-enriched wheat flour obtained by extrusion: functional, nutritional and baked product sensory properties. AACC Annual Meeting, Sep. 07-10, San Antonio, TX. Cereal Foods World, 52(4), Suppl. (Poster presentation)
- De Mesa, N.J.E., Alavi, S., Singh, N., Shi, Y.C. and Dogan, H. Effect of soy protein concentrate and extruder screw speed on physico-chemical, textural and cellular properties of corn starch-based expanded snacks. AACC Annual Meeting, Sep. 07-10, San Antonio, TX. Cereal Foods World, 52(4), Suppl. (Oral presentation)
- Kaddour, O., Alavi, S., Dogan, H., Behnke, K., Sorensen, M., and Rizvi, S.S.H. Effect of different process technologies on microstructure, starch gelatinization and quality of floating and sinking aquatic feed pellets. AACC Annual Meeting, Sep. 07-10, San Antonio, TX. Cereal Foods World, 52(4), Suppl. (Poster presentation)
- Tang, X., Alavi, S., and Herald, T. Effects of plasticizers and extrusion processing conditions on the structure and properties of starch-clay nanocomposite films. AACC Annual Meeting, Sep. 07-10, San Antonio, TX. Cereal Foods World, 52(4), Suppl. (Oral presentation)
- Yao, N., White, P.J., Jannink, J., and Alavi, S. 2007. Dry solids and bile acid concentrations impact bile acid binding capacity of extruded oat cereals. AACC Annual Meeting, Sep. 07-10, San Antonio, TX. Cereal Foods World, 52(4), Suppl. (Poster presentation)
- Cho, K.Y., de Mesa, N.J., Rizvi, S.S.H., and Alavi, S. 2007. Melt rheology and 3-D microstructures of steam-expanded and supercritical fluid extrudates. Institute of Food Technologists Annual Meeting, July 28 – Aug. 01, Chicago, IL. Book of Abstracts. (Poster presentation)
- Lundblad, K. K., Issa, S. Hancock, J.D., Sørensen, M., Behnke, K.C., Prestløkken, E., McKinney, L.J., and Alavi, S. 2007. Effects of diet conditioning (steam at low and high temperatures, expanding, and extruding) prior to pelleting on growth performance in nursery pigs. ADSA (American Dairy Science Association)-ASAS-PSA-AMPA Joint Annual Meeting, July 8-12, San Antonio, TX. J. Anim. Sci. 85, Suppl. 1/J. Dairy Sci. 90, Suppl. 1/Poult. Sci. 86, Suppl. 1, p640. (Oral Presentation)

- Alavi, S., and Cheng, E. 2007. Sorghum flour-based pasta and expanded snack products using extrusion processing. Health, Research and Entrepreneurship: Sorghum Food for Celiac Patients, Sep. 16-17, Naples, Italy. (Invited Oral Presentation)
- Alavi, S. 2007. Production—what’s new and innovative. Petfood Forum 2007, Apr. 16-18, Chicago, IL. (Invited Oral Presentation)
- Liu, S. and Alavi, S. 2006. Production of snack food with Moringa leaf powder using extrusion processing. Institute of Food Technologists Annual Meeting, June 23-28, Orlando, FL. Book of Abstracts. (Poster presentation)
- Agbisit, R.N., Cheng, E.M., and Alavi, S. 2006. Interrelationships among physical, thermal flow, microstructure and mechanical properties of extruded cornstarch-whey protein foams. Institute of Food Technologists Annual Meeting, June 23-28, Orlando, FL. Book of Abstracts. (Poster presentation)

Memberships

- Institute of Food Technologists (IFT); American Institute of Chemical Engineers (AIChE)
- AACC International (AACCI); Technical Program Committee Member (2007-2009); Engineering and Processing Division Secretary/ Treasurer (2007-08); Rheology Division Chair (2006-07), Chair-Elect (2005-06), Secretary/ Treasurer (2004-05)
- Honor Societies - Gamma Sigma Delta (Agriculture) and Alpha Epsilon (Agricultural Engineering)

Refereed Publications

- Gajula, H., Liu, S., Alavi, S., Herald, T., Madl, R., Bean, S.R. and Tilley, M. Pre-cooked fiber-enriched wheat flour obtained by extrusion: rheological and functional properties. *International Journal of Food Properties*. Submitted June 2007. Accepted October 2007.
- Cheng, E., Alavi, S., Pearson, T., and Agbisit, R. 2007. Mechanical-acoustic and sensory evaluations of corn starch-whey protein isolate extrudates. *Journal of Texture Studies*. 38: 473-498.
- Khouryieh, H.A., Herald, T. J., Aramouni, F., and Alavi, S. 2007. Intrinsic Viscosity and Viscoelastic Properties of Xanthan/Guar Mixtures in Dilute Solutions: Effect of Salt Concentration on the Polymer Interactions. *Food Research International*. 40: 883-893.
- Khouryieh, H.A., Herald, T. J., Aramouni, F., and Alavi, S. 2007. Influence of deacetylation on the rheological properties of xanthan-guar interactions in dilute aqueous solutions. *Journal of Food Science*. 72(3): C173-C181.
- Agbisit, R., Alavi, S., Cheng, E., Herald, T.J., and Trater, A.M. 2007. Relationships between microstructure and mechanical properties of cellular corn starch extrudates. *Journal of Texture Studies*. 38: 199–219.
- Higiroy, J, Herald, T.J., and Alavi, S. 2007. Rheological study of xanthan and locust bean gum interaction in dilute solution: effect of salt. *Food Research International*. 40: 435-447.
- Yao, N., Jannink, J.-L., Alavi, S., and White, P. 2006. Properties of extruded products made from high β -glucan and traditional oat lines. *Cereal Chemistry*. 83(6): 692-699.
- Lee, K.-M., Bean, S.R., Alavi, S., Herrman, T.J., and Waniska, R.D. 2006. Physical and biochemical properties of maize hardness and extrudates of selected hybrids. *Journal of Agricultural and Food Chemistry*. 54(12): 4260-4269
- Khouryieh, H.A., Herald, T. J., Aramouni, F., and Alavi, S. 2006. Influence of mixing temperature on xanthan conformation and interaction of xanthan-guar gum in dilute aqueous solutions. *Food Research International*. 39: 964-973.
- Higiroy, J, Herald, T.J., and Alavi, S. 2006. Rheological study of xanthan and locust bean gum interaction in dilute solution. *Food Research International*. 39(2): 165-175.
- Yaseen, E.I., Herald, and T.J., Aramouni, F.M., and Alavi, S.H. 2005. Rheological properties of selected gum solutions. *Food Research International*. 38: 111-119.

- Trater, A.M., Alavi, S, and Rizvi, S.S.H. 2005. Use of non-invasive X-ray microtomography for characterizing microstructure of extruded biopolymer foams. *Food Research International*. 38: 709-719.
- Alavi, S.H., and Rizvi, S.S.H. 2005. Strategies for enhancing expansion in starch-based microcellular foams produced by supercritical fluid extrusion. *International Journal of Food Properties*. 8: 23-34.
- Alavi, S.H., Rizvi, S.S.H, and Harriott, P. 2003. Process dynamics of starch-based microcellular foams produced by supercritical fluid extrusion. I: Model development. *Food Research International*. 36: 309-319.
- Alavi, S.H., Rizvi, S.S.H., and Harriott, P. 2003. Process dynamics of starch-based microcellular foams produced by supercritical fluid extrusion. II: Numerical simulation and experimental evaluation. *Food Research International*. 36: 321-330.
- Alavi, S.H., Chen, K.-H., and Rizvi, S.S.H. 2002. Rheological characteristics of intermediate moisture blends of pregelatinized and raw wheat starch. *Journal of Agricultural and Food Chemistry*. 50: 6740-6745.
- Alavi, S.H., Puri, V.M. and Mohtar, R.H. 2001. An integrated dynamic growth – finite element model for predicting the growth of *Listeria monocytogenes* in packaged fluid milk. *Journal of Food Process Engineering*, 24 (4): 231-251.
- Gogoi, B.K., Alavi, S.H., Khan, M., Bowman, B.J. and Rizvi, S.S.H. 2000. Mechanical properties of protein-stabilized starch-based supercritical fluid extrudates. *International Journal of Food Properties*, 3 (1): 37-58.
- Alavi, S.H., Gogoi, B.K., Khan, M., Bowman, B.J. and Rizvi, S.S.H. 1999. Structural properties of protein-stabilized starch-based supercritical fluid extrudates. *Food Research International*, 32: 107-118.
- Alavi S.H., Puri, V.M., Knabel, S.J., Mohtar, R.H., and Whiting R.C. 1999. Development and validation of a dynamic growth model for *Listeria monocytogenes* in fluid whole milk. *Journal of Food Protection*, 62 (2): 170-176.

Funded Research Grants

- USDA-FAS AGRICULTURAL KNOWLEDGE INITIATIVE (AKI) PROGRAM ON EXTRUSION TECHNOLOGY COLLABORATIONS WITH INDIA. 2007. \$50,000. Novel whey protein and fruit-based expanded snacks using extrusion processing. Principal Investigators: Sajid Alavi and Syed Rizvi. Duration: 01/01/08 – 12/31/07.
- USDA-FAS NORMAN E. BORLAUG INTERNATIONAL AGRICULTURAL SCIENCE AND TECHNOLOGY FELLOW PROGRAM 2007. \$44,946. Novel Fruit and Vegetable-Based Expanded Snacks Using Extrusion Processing. Principal Investigator: Sajid Alavi. Duration: 10/01/07 - 09/30/08.
- GREAT PLAINS SORGHUM IMPROVEMENT AND UTILIZATION CENTER 2007. \$23,090. New uses for sorghum in food and non food applications using extrusion processing. Principal Investigator: Sajid Alavi. Duration: 7/1/07 - 6/30/08.
- KANSAS SOYBEAN COMMISSION 2007. \$34,215. Investigation of soybean hull as a value-added feedstock for bioenergy and biomaterials. Principal Investigators: Sajid Alavi, Buddhi Lamsal, Ron Madl, Jon Faubion and Virgil Smail. Duration: 7/1/07 - 6/30/08.
- KANSAS WHEAT COMMISSION 2007. \$36,823. Investigation of wheat cellulosic material as feedstock for bioenergy and biomaterials. Principal Investigators: Sajid Alavi, Buddhi Lamsal, Ron Madl and Jon Faubion. Duration: 7/1/07 - 6/30/08.
- GREAT PLAINS SORGHUM IMPROVEMENT AND UTILIZATION CENTER 2006. \$23,090. Interaction between food additives and sorghum grain composition on quality of sorghum food products. Principal Investigator: Sajid Alavi. Duration: 7/1/06 - 6/30/07.

- KANSAS WHEAT COMMISSION 2005. \$28,836. Wheat-Based Pre-Cooked Flours Using Low Shear Twin-Screw Extrusion Processing. Principal Investigators: Sajid Alavi, Tom Herald and Ron Madl. Duration: 7/1/05 - 6/30/06.
- USDA-NRI COMPETITIVE GRANT 2003. \$249,000. Phase transition analysis and non-invasive imaging for understanding microstructure formation in biopolymeric foams. Principal Investigators: Sajid Alavi, Susan Sun, Syed Rizvi (Cornell University). Duration: 9/1/03 – 8/31/06.
- THE ANDERSONS RESEARCH GRANT PROGRAM (NC-213) 2003. \$ 40,000. Development and implementation of a thermal death kinetic model for management of Indian Meal Moth and Red Flour Beetle in food processing environments. Principal Investigators: Bhadriraju Subramanyam, Sajid Alavi and Fangneng Huang. Duration: 2 years.
- MIDWEST ADVANCED FOOD MANUFACTURING ALLIANCE, USDA 2003. \$33,000. Suitability of maize and sorghum for dry milling and extrusion processing. Principal Investigators: Tim Herrman, Sajid Alavi and Kyung-Min Lee. Duration: 1 year.

**SHORT CURRICULUM VITAE
ARUNA NAYYAR MICHIE
ASSOCIATE PROFESSOR**

Personal Information

Office Address: 222 Waters Hall
Department of Political Science
Kansas State University
Manhattan, Ks. 66506

Telephone: 785-532-0443 (office)

E-mail: arunam@ksu.edu

Relevant Teaching and Research Areas:

Comparative Politics and Administration: South Asia - courses on South Asian Politics, and South Asian Civilizations (lead instructor) Africa and some knowledge of Latin America and Europe

Policy Analysis and Evaluation: policy analysis and evaluation methods.

Public Policy: environmental, agricultural and rural development; secondary emphasis on social policy with emphasis on South Asia and including other LDC's

Secondary area of training: macroeconomic and developmental economics

Regularly teach introductory courses in political science, comparative politics, international relations, and public policy and administration including South Asia as a major component

Research tools: evaluation methods, survey research

Languages (aside from English): Hindi (native speaker), French (moderately fluent), Urdu (speak fluently)

Education

Ph.D. Michigan State University, Department of Political Science, 1975.

M.A. Michigan State University, Department of Political Science, 1969.

A.B. Cum laude, Smith College, Department of Government, 1966.

Relevant Administrative Experience and Grants

Trustee, American Institute of Indian Studies, 1998-present. Involves policy development, budget and funding oversight for one of the largest research support institutions of Indian studies in the US.

Chair, KSU International Activities Council (2001-5). This group answers to the Provost to develop guidelines and specific recommendations for international activities. Our group developed a strategic plan to develop a direction for international activities and to improve the funding stability and transparency of the Office of International Programs.

Member, University Strategic Planning Committee, 2000-2001 to update the University's Overall plan including International Programs.

Evaluator for Indian Fulbright proposals for graduate and undergraduate students. Since the early 2000's to the present

Evaluator for grants for the Shastri Indo-Canadian Institute since the early 2000's until the present. Faculty grants.

Director, South Asian Studies Center, Kansas State University, 1984-91. Coordination of secondary major in South Asian Studies including the language program, media center, outreach and fundraising.

Associate Director, American Peace Corps/Northern India, 1966-68. Program planning, budgets, administration, training and field supervision of PCV's. Also involved close work with Governments of India and Rajasthan.

1994-5 Grant proposal, "Public Policy and Land Resource Conservation" with Charles Bussing, Barry Michie, Duane Nellis and David Norman. Submitted to NSF (not funded).

1993: ISBR KSU summer grant

1984-88: Two US Department of Education grants for development of international and area studies at K-State. Written with Charles Bussing, Bradley Shaw and William Richter. \$600,000.

1983: Successful Public Service Fellowship Grant, US Department of Education for MPA program (along with two other faculty).

1981-2: National Science Foundation grant through the American Institute of Indian Studies for project, "Agricultural Tenancy and Rural Politics". Evaluation of the impacts of land reform in Rajasthan, India.

1979-80: US Department of Agriculture, Title V grant through KAES, "Causes of Protest in American Agriculture".

Selected Relevant Papers and Publications

2005. "Social Diversity and Development Policy: The Use of Constraints and Incentives", in *Public Policy and Administration*, Krishna Tummala, ed. Paris: UNESCO/ EOLSS series.

2003. "The Use of Fiscal Policy to Implement Land Reforms", Paper presented at the Public Administration Section of the Western Social Science Association Annual Meetings, April 9-12, Las Vegas. Panel on "Strategic Congruence in

Environmental Administration.

2003. "Decision Making for Land Resource Conservation". Revised conference paper being sent out for review this fall.
1992. "The Free Market and Rural Poverty." Paper presented at the annual Southwestern Social Science Association meetings, March 18-21, panel on States vs. Markets In Economic Development, Austin, TX.
1986. *Rural Poverty and Public Policy*. Ed. Symposium for the *Policy Studies Journal*, December.
- 1982, "Agricultural Modernization and Rural Inequality in the U.S. and India," in *Science, Politics and the Agricultural Revolution in India*. Anderson, et al. eds., Westview Press.

SWINDER JANDA, Ph.D.

CONTACT ADDRESS

Department of Marketing
Kansas State University
201 Calvin Hall
Manhattan, KS 66506-0506
(785) 532-5439
swinder@k-state.edu

EDUCATION

Ph.D., Marketing, University of Arkansas, 1996
M.B.A., Business Administration (Marketing), University of Arkansas, 1992
B.Sc., Mathematics & Physics, Panjab University, 1987

ACADEMIC EXPERIENCE

July 2007 – present *Professor*, Kansas State University
July 2002 – June 2007 *Associate Professor*, Kansas State University
Jan 1998 – June 2002 *Assistant Professor*, Kansas State University
Aug 1996 - Dec 1997 *Assistant Professor*, California State University, Dominguez Hills

ACADEMIC HONORS, AWARDS, AND GRANTS

2006 Kansas State University's Presidential Award for Excellence in Teaching
2005 Pick-the-Best-in-Kansas Department of Education Competitive Grant (\$7,500)
2005 Rated the "Most Favorite Professor" by students enrolled in the Consortium
International University, Italy (spring semester)
2004 Kansas State University Professor of the Week, September 18 Football Game
2003 Approved for the Fulbright Senior Specialists Roster
2002 Rated the "Most Favorite Professor" by students enrolled in the Consortium
International University, Italy (spring semester)
2001 Kansas State Bank Outstanding Teaching Award
2000 Kansas State University College of Business Faculty Fellowship (based on research
and teaching excellence)
1996 University of Arkansas Graduate Teaching Assistant Award for Excellence in teaching
1996 University of Arkansas Outstanding Graduate Student Teaching Excellence Award (H.
L. & Janelle Hembree Award)
1994 American Marketing Association Doctoral Consortium Fellow
1994 University of Arkansas' Seshadri Scholarship for Research

REFEREED JOURNAL PUBLICATIONS

- Ha, Hong Youl and Swinder Janda (2007), "An Empirical Test of a Proposed Customer Satisfaction Model in E-Services," *Journal of Services Marketing*, forthcoming.
- Donavan, D. Todd, Swinder Janda, and Jaebeom Suh (2006), "Environmental Influences in Corporate Brand Identification and Outcomes," *Journal of Brand Management*, 14 (1/2), 125-136.
- Suh, Jaebeom, Swinder Janda, and Sunhee Seo (2006), "Exploring the Role of Culture in Trust Development with Service Providers," *Journal of Services Marketing*, 20 (4), 265-273.
- Janda, Swinder and Alicia Ybarra (2005), "Do Product and Consumer Characteristics Affect the Relationship between Online Experience and Customer Satisfaction?," *Journal of Internet Commerce*, 4 (4), 133-151.
- Janda, Swinder and Lindsey L. Fair (2004), "Exploring Consumer Concerns Related to the Internet," *Journal of Internet Commerce*, 3 (1), 1-21.
- Yavas, Burhan F., Swinder Janda, and George Marcoulides (2004), "Cross National Stability of a Quality Management Model: A Comparative Study of the United States and Turkey," *Journal of Applied Mathematics and Decision Sciences*, 8 (1), 43-65.
- Swanson, Scott R., Kevin P. Gwinner, Brian V. Larson, and Swinder Janda (2003), "Gender Differences and Motivations Impacting Attendance at Sporting Events," *Sports Marketing Quarterly*, 12 (3), 151-162.
- Trocchia, Philip J. and Swinder Janda (2003), "A Cluster Analytic Approach for Consumer Segmentation Using the Vegetarian/Meatarian Distinction," *Journal of Food Products Marketing*, 9 (2), 11-23.
- Trocchia, Philip J. and Swinder Janda (2003), "How do Consumers Evaluate Internet Retail Service Quality?," *Journal of Services Marketing*, 17 (3), 243-253.
- Janda, Swinder, Philip J. Trocchia, and Kevin P. Gwinner (2002), "Consumer Perceptions of Internet Retail Service Quality," *International Journal of Service Industry Management*, 13 (5), 412-431.
- Janda, Swinder and Philip J. Trocchia (2002), "An Equity Theory Perspective on Relationship Formation and Maintenance," *Marketing Management Journal*, 12 (1), 120-131.
- Trocchia, Philip J. and Swinder Janda (2002) "An Investigation of Product Purchase and Subsequent Non-consumption," *Journal of Consumer Marketing*, 19 (3), 188-204.
- Janda, Swinder, Jeff B. Murray, and Scot Burton (2002), "Manufacturer-Supplier Relationships: An Empirical Test of a Model of Buyer Outcomes," *Industrial Marketing Management*, 31 (5), 1-10.
- Janda, Swinder and Philip J. Trocchia (2001), "Toward Understanding Vegetarian Consumption," *Psychology & Marketing*, 18 (12), 1-36 (lead article in the issue).
- Janda, Swinder and Srivatsa Seshadri (2001), "The Influence of Purchasing Strategies on Performance: Some Empirical Evidence," *Journal of Business & Industrial Marketing*, 16 (4), 294-308.
- Trocchia, Philip J. and Swinder Janda (2000), "A Phenomenological Investigation of Internet Usage among Older Individuals," *Journal of Consumer Marketing*, 17 (7), 605-616.
- Janda, Swinder and Burhan F. Yavas (2000), "Segmenting Industrial Markets on the basis of Quality: Some Cross-National Evidence," *Marketing Management Journal*, 10 (1), 37-50.

- Janda, Swinder, Zhengyuan Wang, and C. P. Rao (1999), "Do Benefit Segments Have Demographic Correlates? A Preliminary Study in the Market for Dental Services," *Journal of Segmentation in Marketing*, 3 (1), 77-92.
- Janda, Swinder and C.P.Rao (1997), "The Effect of Country-of-Origin Related Stereotypes and Personal Beliefs on Product Evaluation," *Psychology & Marketing*, 14 (7), 689-702.
- Janda, Swinder, Zhengyuan Wang, and C.P.Rao (1996), "Differences in Perceptions of Dentists and Consumers Towards Relative Importance of Attributes for Evaluation of Dental Practitioners," *Journal of Health Care Marketing*, 16 (2), 38-44.
- Wang, Zhengyuan, Swinder Janda, and C.P. Rao (1996), "Dental Services Marketing: Do Market Segments Based Upon Usage Rate Differ in Terms of Determinant Attributes?," *Journal of Services Marketing*, 10 (4), 41-55.
- Murray, Jeff B., Deborah J. Evers, and Swinder Janda (1995), "Marketing, Theory Borrowing, and Critical Reflection," *Journal of Macromarketing*, 15 (2), 92-106.
- Claxton, Reid P., Jeff B. Murray, and Swinder Janda (1995), "Spouses' Materialism: Effects of Parenthood Status, Personality Type, and Sex," *Journal of Consumer Policy*, 18 (2), 267-291.

REFEREED CONFERENCE PUBLICATIONS AND PRESENTATIONS

Published 21 refereed articles in the proceedings of conferences organized by the following organizations (9 of these were in international locations) between 1993 and 2007 (a presentation was made at each conference):

- American Marketing Association (5 articles)
- Academy of Marketing Science (6 articles)
- European Marketing Academy (3 articles)
- Athens Institute for Education and Research (1 article)
- European Institute for Retailing and Service Studies (1 article)
- Western Academy of Management (1 article)
- Southern Marketing Association (2 articles)
- Southwestern Federation of Administrative Disciplines (1 article)
- Conference of the Corporate Identity/Associations Research Group (1 article)

TEACHING INTERESTS

International/Global Marketing, Marketing Research, Principles of Marketing, Consumer Behavior.

EXPERIENCE TEACHING ABROAD

Consortium International University, Italy – Spring 2002, Spring 2005
 Mosbach University International Business School, Germany – Spring 2003, Spring 2004, Summer 2004, Summer 2005, Summer 2006, Summer 2007, Summer 2008 (planned)

EXPERIENCE ORGANIZING EXPERIENTIAL STUDY ABROAD COURSES

Experiential Marketing and Finance trip to London, spring 2004, 19 students

International marketing course with trip to Paris, Brussels, and Munich, spring 2006, 25 students

International business course with trip to London, Brussels, and Munich, spring 2007, 21 students

Business in China course with trip to Beijing, Xi'an, Shanghai, Shenzhen, and Hong Kong, Dec 2007 – Jan 2008, 12 students (under development)

International business course with trip to London, Brussels, and Munich, spring 2008, 24 students (under development)

CONSULTING ACTIVITIES

Microsoft Corporation

Veriprime Corporation

Kansas State University's Division of Continuing Education

Kansas State University Athletics Department

REFERENCES

Available upon request

A. EDUCATION AND EXPERIENCE

Sanjoy Das

Assistant Professor/Tenured Associate Professor

Department of Electrical and Computer Engineering,
Kansas State University
Manhattan, Kansas, USA.
Period: June 2007 - present.

Interests

Research: Artificial intelligence, biologically-inspired computing, agent based systems.

Teaching: Digital systems.

Other: Very strong interest in world and South Asian history, linguistics with a focus on South Asian languages and scripts, anthropology, evolutionary biology, *approaching research level*. *Read journal articles in these areas*. Strong interest in atheism, world affairs, neurobiology, psychology.

Education & Training

Research Scientist University of California, Berkeley, April 1996 - March 1997.

Research Fellow University of California, Berkeley, April 1994 - March 1996.

Ph.D. in Electrical Engineering, Louisiana State University, January 1989 - May 1994.

M.S. in Electrical Engineering, Louisiana State University, January 1989 - May 1994.

B.S. in Electrical Engineering, Sambalpur University, India, August 1981 - July 1985.

Industrial Experience

Senior Research and Development Engineer, Credit Suisse First Boston, NJ, June 2000 - July 2001.

Lead Scientist, Science Application International Corporation, VA, January 2000 - May 2000.

Senior Research Scientist, ITT Systems Division, CO, April 1997 - October 1999.

B. PUBLICATIONS

Sample Publications

S. Das, A. Pahwa, M. Gui, "Artificial Immune Systems for Anomaly Detection", *Advances of Computational Intelligence in Industrial Systems*, (Eds. Y. Liu, A. Sun, H. T. Loh, W. F. Lu, E. P. Lim), Springer-Verlag, Heidelberg, in press.

S. Das, B. Panigrahi, "Multi-objective Evolutionary Algorithms", *Encyclopedia of Artificial Intelligence*, (Eds. J. R. Rabuñal, J. Dorado & A. Pazos), Idea Group Publishing, in press.

S. Das, "Evolutionary Algorithms with Nelder-Mead Simplex Based Local Search", *Encyclopedia of Artificial Intelligence*, (Eds. J. R. Rabuñal, J. Dorado & A. Pazos), Idea Group Publishing, in press.

P. Koduru, Z. Dong, S. Das, S. M. Welch, J. Roe, "Multi-Objective Evolutionary-Simplex Hybrid Approach for the Optimization of Differential Equation Models of Gene Networks", *IEEE Transactions on Evolutionary Computation*, in press.

A. Ahuja, S. Das, A. Pahwa, "An AIS-ACO Hybrid Algorithm for Multi-objective Distribution System Configuration Problem", *IEEE Transactions on Power Systems*, Vol. 22, No. 3, pp. 1101-1111, Aug. 2007.

B. Natarajan, S. Das, D. Stevens, "A Multi-objective Evolutionary Approach to DS-CDMA Complex Spreading Code Design", *IEEE Transactions on Wireless Communications*, Vol. 4, No. 5, pp. 2051–2056, Sept. 2005.

S. Bair, U. Chakraborty, S-H. Chen, H-D. Cheng, D. K.Y. Chiu, S. Das, G. Denker, R. Duro, M. G. Romay, D. Hung, E. Kerre, H-V. Leong, C-T. Lu, J. Lu, L. Maguire, C. W. Ngo, M. Sarfraz, C. Tseng, S. Tsumoto, D. Ventura, P. P. Wang, X. Yao, C.N. Zhang, K. Zhang, *Proceedings, 8th Joint Conference on Information Sciences*, Association of Intelligent Machinery, USA, July, 2005.

K. Chen, S-H Chen, H-D Cheng, D. K. Y. Chiu, S. Das, R. Duro, Z. Jiang, N. Kasabov, E. Kerre, H. V. Leong, Q. Li, M. Lu, M. G. Ramay, D. Ventura, P. P. Wang, J. Wu, *Proceedings, 7th Joint Conference on Information Sciences*, Association of Intelligent Machinery, USA, Sept., 2003.

S. Das, W. K. Krebs, "Sensor Fusion of Multi-spectral Imagery", *Electronics Letters*, Vol. 36, No. 13, pp. 1115–1116, 2000.

K. Arai, S. Das, E. Aiyoshi, E. L. Keller, "A Distributed Model of the Saccade System: Simulations of Temporally Perturbed Saccades Using Position and Velocity Feedback", *Neural Networks*, Vol. 12, No. 10, pp. 1359–1375, December, 1999.

Summary of publications

Books/Volumes: 2 published + 1 in progress.

Journal Articles: 23 published/in press + 1 under review.

Book Chapters: 4 published/in press.

Conference Proceedings: 64 published/in press.

C. MAJOR AWARDS

MAJOR FEDERAL GRANTS

A. Pahwa, S. Das, "Investigating the Influence of Environmental Factors on Reliability of Distribution Systems", NSF ECS 0501288, (amount: \$240,000/ 7/15/05-7/30/08).

S. M. Welch, S. Das, W. H. Hsu, J. L. Roe, "Molecular Evolutionary Ecology of Developmental Signaling Pathways in Complex Environments", NSF FIBR 0425759, funded senior investigator (co-PIs R. Amasino (U. of Wisconsin), M. Purugganan (NCSU), S. Welch (KSU)) (sub-team amount: \$1,405,614/ 9/1/2004-8/31/2009).

S. Das, S. M. Welch, J. E. Leach, "Simulation Modeling of Heading Time in Rice: A Genetic Control Network Approach", USDA 2003-35304-13217, (amount: \$144,000/ 07/01/03-06/31/06).

J. Roe, S. M. Welch, W. H. Hsu, S. Das, "Modeling of Temperature Influence on Plant Development: A Genetic Control Network Approach", NSF-EPSCoR Phase-IV Project, NSF EPSCoR: Ecological Genomics: NSF 32115 (Federal) NSF 32116 (Kansas), (co-PIs Herman, Johnson, Blair, Shah, Cohen), (sub-team amount: \$34,864 + postdoctoral fellow/ 04/01/03-03/31/04).

D. STUDENTS AND ADVISEES

Postdoctoral Advisee

Praveen Koduru (2006 – current).

Advisees and co-advisees (Ph.D.)

Praveen Koduru (Ph.D., 2006)
Xinye Cai (Ph.D., current)
Min Gui (Ph.D., current)*
(*as co-adviser)

Li Dapeng (Ph.D., current)
Eduard Plett (Ph.D., current)

Advisees and co-advisees (M.S.)

Kai Ma (M. S. EECE, 2007)
Ashish Ahuja (M.S. EECE, 2006)*
Surasish Nag (M.S. report EECE, 2006)*
(*as co-adviser)

Grant Cochenour (M.S.EECE, 2005)*
Daniel Stevens (M.S. EECE, 2004)
Erik Buehler (thesis complete, discontinued)

E. SERVICE RELATED ACTIVITY, AWARDS & RECOGNITION

Conferences and Journals

Tutorial chair, forthcoming *International Conference on Information Technology*, Orissa, India, December, 2008.

Program committee, *Biotechnology and Bioinformatics Symposium (BIOT)*, Colorado Springs, 2007.

Program co-chair, 7th *International Conference on Computational Intelligence and Natural Computation*, Salt Lake City, Utah, July, 2005.

Program co-chair, 6th *International Conference on Computational Intelligence and Natural Computation*, Cary, North Carolina, September, 2003.

Reviewer for the following journals: *Journal of Artificial Evolution & Applications*, *ACM Transactions on Sensor Networks*, *IEEE Transactions on Systems, Man & Cybernetics*, *IEEE Transactions on Neural Networks*, *IEEE Transactions on Evolutionary Computation*, *International Journal of Intelligent Systems*, *Journal of Circuits Systems and Signal Processing*, *Information Sciences*.

Department/University

Faculty representative, College of Engineering Diversity Committee, Spring 2007 - present.

Faculty Awards Committee, Fall 2006.

Faculty Search Committee, Fall 2004 - Spring 2005.

Computer Engineering Course & Curriculum Committee, Fall 2001 - Fall 2003 (prior to ABET accreditation), Fall 2005.

Guest Lectures

“Central Government Neglect of Orissa: A Multiagent Model”, Under consideration for the forthcoming *International Conference on Information Technology*, Orissa, India, December 2007.

“Fuzzy Dominance Based Multi-objective Evolutionary Algorithms”, IBM India Research Labs, New Delhi, January 2007.

“Fuzzy Dominance Based Multi-objective Evolutionary Algorithms”, Indian Institute of Technology, New Delhi, January 2007.

“Ant Colony Optimization for Steiner Trees: An Application to Routing in Sensor Networks”, University of Delaware, May 2004.

“Ant Colony Algorithms for Steiner Trees: An Application to Routing in Sensor Networks”, IBM India Research Labs, New Delhi, January 2004.

Teaching related

Certificate of participation, *ASEE National Effective Teaching Institute*, Montreal, Canada, June 2002.

Certificate of participation, *K-State LEA/RN* (Learning Enhancement Action/Resource Network), Spring, 2003.

Received the *Faculty Award for Recognition of Outstanding Leadership* from the K-State Engineering Student Council, April 2006 (decision is based on anonymous student votes).

Miscellaneous

Referee for candidate promotion to full professor, Computer Science Department, University of Colorado, Colorado Springs, Fall 2006.

Co-advisee Min Gui awarded the second prize (certificate and \$600) by the IEEE Power Engineering Society for the poster presentation “Prediction and Anomaly Detection of Animal-related Failures in Overhead Distribution Systems,” at the student poster session and contest, June 2007.

Marquis Who’s Who in America, 2006.

“Engineer Looks to Nature to Solve Computer Problems”, article published in *K-state Perspectives*, in September 23, 2002 based on interview.

Community

Deliver talks for small children on modern and ancient India during “International Week” at Manhattan Elementary School; supervised the “A Dime for Darfur” campaign launched by small children at Manhattan Elementary School, 2006, 2007.

Contributed by creating or modifying extensively, several hundred articles on wikipedia, the open-access encyclopedia, on topics related to the history, culture, and polity of India, 2006 – present

DEPARTMENT OF Apparel, Textiles, and interior Design • Kansas State UNIVERSITY
E-MAIL: HAWLEYJ@KSU.EDU

JANA M. HAWLEY, Ph.D.
Professor & Department Head

EDUCATION

Ph.D. (1993) University of Missouri – Columbia, Missouri
Major Human Sciences
Minor International Business, Retail Management, and Cultural Anthropology

M.S. (1990) Oklahoma State University – Stillwater, Oklahoma
Major Clothing and Textiles Management

B. S. (1975) Fort Hays State University – Hays, Kansas
Major Secondary Education

ACADEMIC APPOINTMENTS

Professor and Department Head
Apparel, Textiles, and Interior Design
Kansas State University, July, 2007 - present

Associate Professor
Department of Textile and Apparel Management, University of Missouri- September 1, 2006
Executive Board, Center for the Digital Globe, 2001-Present

Assistant Professor
Department of Textile and Apparel Management, University of Missouri-January 2001-August 2006
University of Missouri Extension, State Specialist, August 2002-Present, Part-time appointment

Assistant Professor
School of Merchandising and Hospitality Management, University of North Texas, Denton, TX
July 1998 – December 2000

Assistant Professor
Department of Apparel Merchandising and Interior Design, Indiana University, Bloomington, IN
August 1993 – July 1997
Interim Graduate Chair for Department, August 1996-July 1997

RESEARCH ACTIVITIES

Research publications (® = Peer Reviewed)

- Hawley, J. M.** (in press). The economic impact of dumping clothing. In C. Ulasewicz and J. Hethorn (Eds). *Sustainable Fashion. Why Now?* New York: Fairchild.
- Hawley, J. M.** (April, 2008). The Amish veil: Symbol of separation and community. In J. Heath (Ed.) *The Veil: Women Writers on Its History, Lore, and Politics*. University of California, Berkley.
- Hawley, J. M.** (2007). From My Closet to Africa: The Dirt on Post-Consumer Recycling. In *Future Fashion*. New York: Earth Pledge.
- Hawley, J. M.** (2006). Digging for diamonds: A conceptual framework for understanding reclaimed textile products. *Clothing and Textiles Research Journal*. 24(3), 262-275. ®
- Hawley, J. M.** (2006). Textile recycling: A systems perspective. In Y. Wang (Ed). *Recycling in Textiles*. Cambridge, England: Woodfield Publishing Press. ®
- Hawley, J. M.** (2005). Border Crossing: Active and deep learning in a large class setting. *Clothing and Textiles Research Journal*. 23(4), 229-237.®
- Shen, L., **Hawley, J. M.** and Dickerson, K.D. (2005). E-commerce adoption for supply chain management in U.S. apparel manufacturers. *Journal of Supply Chain Management*. ICFAI PRESS. Reprinted with permission from *Journal of Textile and Apparel Technology and Management*, 4(1). Retrieved July 9, 2004, http://www.tx.ncsu.edu/jtatm/volume4issue1/articles/Shen/shen_full_97_04.pdf. ®
- Hawley, J. M.** (2005). The commercialization of Old Order Amish quilts: Enduring and changing cultural meanings. *Clothing and Textiles Research Journal*. 23(2), 102-114. ®
- Jang, N., Dickerson, K. G. and **Hawley, J. M.** (2005, May). Apparel product development: Measures of apparel product success and failure. *Journal of Fashion Marketing and Management*, 9(2).®
- Shen, L., **Hawley, J. M.** and Dickerson, K.D. (Summer, 2004). E-commerce adoption for supply chain management in U.S. apparel manufacturers. *Journal of Textile and Apparel, Technology and Management*, 4(1). Retrieved July 9, 2004, http://www.tx.ncsu.edu/jtatm/volume4issue1/articles/Shen/shen_full_97_04.pdf. ®
- Oh, H., Yoon, S., and **Hawley, J. M.** (Summer 2004). What virtual reality can offer to the furniture industry. *Journal of Textiles and Apparel, Technology and Manufacturing*. 4(1). Retrieved July 9, 2004, http://www.tx.ncsu.edu/jtatm/volume4issue1/articles/Oh/oh_full_98_04.pdf. Scholarly works.

- Johnson, J. S. and **Hawley, J. M.** (2004). Technology's impact on creative traditions: Pieciful co-existence in quilting. *Clothing and Textiles Research Journal*. 22(1/2), p. 69-78. ®
- Jang, N., **Hawley, J. M.** and Dickerson, K. G. (2002). An exploratory investigation of factors influencing apparel product success or failure. *Journal of the Textile Institute*. 93, Part 2(1/2), 100-113. ®
- Hawley, J. M.** (Winter 2001). Textile recycling as a system: The micro-macro analysis. *Journal of Family and Consumer Sciences*. 92(4), 40-46. ®
- Hamilton, J. A and **Hawley, J. M.** (1999). Sacred dress, public worlds: Amish and Mormon experience and commitment. In L. Boynton-Arthur and J. Eicher (Eds.) *Religion, Dress and the Body*, 31-51. Berg Publishing, Inc.: New York. ®
- Hawley, J. M.** (1999). Negotiating appropriate technology: Lessons from the Old Order Amish. *TAFCS Research Journal*. 1(4), 28-29. ®
- Hawley, J. M.** (1996, May-June). Do retailers in Small Towns Plan (or Pray) for Success? *Small Town*, 26(6), 4-11. ®
- Hawley, J. M.** and Hamilton, J. A. (1996). Retail entrepreneurial values in a bicultural community: Cultural and economic contentions and negotiations. *Journal of Socio-Economics*, 26(6), 639-661. ®
- Hawley, J. M.** (1995, December). Maintaining business while maintaining boundaries: An Amish woman's entrepreneurial experience. *Entrepreneurship, Innovation and Change*, 4(4), 315-328. ®
- Hawley, J. M.** , Sullivan, P. and Kim, Y. (2005). Recycled Textiles. In V. Steele (Ed.) *Encyclopedia of Fashion*. New York: Scribner and Sons.
- Hawley, J. M.** (2003). Becoming and E-trepreneur. Invited chapter for *Fashion Entrepreneurship*. Fairchild Publications.
- Hawley, J. M.** (2003, April). "Teaching, textiles, and technology." *The Innovator: Exploring Educational Technology at MU*.

Published abstracts from refereed presentations:

- Eckman, M., Littrell, M., Hawley, J.M., Boorady, L., Bastow-Shoop, H., Pederson, E., Evanston, S., (November, 2007). Fabric of Indian Life: Expanding Faculty International Expertise Through a Fulbright-Hays and ITAA Sponsored Group Project. Special topics session for annual meeting of the International Textile and Apparel Association, Los Angeles: CA.

Hawley, J. M. (2006, November 4). Amish Culture: The quilt that binds, as part of a panel, *Social cohesion among textile artisans across cultures*. Strawn, S.M., Hawley, J. M., Littrell, M.A., Johnson, J. S., and Hunt, C. Presented at the International Textile and Apparel Association annual conference. San Antonio, TX. November 4, 2006. ®

Jolly, L., Lennon, S., Bastow-Shoop, H., Damhorst, M.L., **Hawley, J.**, Hegland, J., Jasper, C., LeBat, K., Miller, N. J., Rees, K., Sternquist, B., & DeLong, M. (2006). Research Agenda 2010: Forging New Directions and Partnerships. In N. J. Owens (Ed.) *Proceedings of the International Textile and Apparel Association Meeting*, San Antonio, TX . November 1-5, 2006. Monument, CO: ITAA: www.itaaonline.org/index2.html. ®

Honors and Awards

- ◆ Fulbright-Hayes Scholar to India: *Fabric of Indian Life*, 2006-2007, Travel Dates, Dec. 26-Jan 25.
- ◆ International Advisor to First International Symposium on Fiber Recycling 2007, Kyoto, Japan. June 20, 21.
- ◆ Who's Who in America, 2008
- ◆ Who's Who Among America's University Teachers, 2006, 2007
- ◆ Kemper Fellow for Excellence in Teaching, \$10,000 award, 2005
- ◆ Wakonse Fellow, 2004
- ◆ Faculty Entrepreneur of the Year Nominee, 2004

- I. Education: University of Virginia, Ph.D. French May 1975
University of Virginia, M.A. French August 1971
Ecole Française d'Eté, Middlebury College Summer 1969
Old Dominion College, B.A., *magna cum laude*, French June 1969

II. Selected Academic Grants and Honors

- 2003 NEH Summer Seminar, "Surveying Paris," Paris, France.
1999-2000, Presidential Award for Distinction in Undergraduate Teaching
1999 Nominated by students to appear in *Who's Who Among America's Teachers*, 2000.
1999 Cited by students for exemplifying the Ten Principles of Academic Integrity
1992-93 Recipient of the William L. Stamey Undergraduate Teaching Award
1990 National Endowment for the Humanities Travel Grant
American Council of Learned Societies Travel Grant
1988-89 Recipient of the William L. Stamey Undergraduate Teaching Award

III. Academic Experience

- May 2000-present, Head, Dept. of Modern Languages (ML has 50 faculty and staff, offers BA and MA in French, German, and English, plus minors and many courses in Japanese, Russian, Chinese, Arabic, Italian, Czech, Latin, Swahili.
1991 Director, French Section, National Endowment for the Humanities Foreign Language Institute for Rural Teachers
1990 Professor, Kansas State University
1980-90 Associate Professor, Kansas State University
1977-80 Assistant Professor, Kansas State University
1975-77 Assistant Professor, Univ. of Southern California

IV. Publications

Books

- Textes et Contextes: Anthologie de la poésie du premier dix-septième siècle*, 2ème édition revue et augmentée avec la collaboration de Robert Corum. Charlottesville: Rookwood, 2004
An Integrative Study of the Early Satires, West Lafayette: Purdue University Press, 1998.
Cesar de Nostredame, *Les Perles, ou les Larmes de la Sainte Magdeleine*, édition critique. Exeter: Textes Littéraires, 1986.
Other Worlds and Other Seas: Art and Vision in Saint-Amant's Nature Poetry. Lexington: French Forum, 1979.

Articles and Book Chapters:

- "Boileau's Lyricism," *Formes et formations au 17e siècle*. Tübingen: Biblio 17, 2006.
"Boileau," and "Lyric Poetry," in *Seventeenth-Century French Writers, Dictionary of Literary Biography*, Vol. 268, Detroit: Gale, 2003, pp. 44-53, 393-408.
"The Rhetoric of Disgust and Contempt in Boileau's *Satires*," forthcoming in *The Shape of Change: Essays in Honor of David Lee Rubin*.

"L'écriture iconographique de la *Madeleine* de César de Nostredame," *Sillons: Textes et études de littérature chrétienne*, Editions Universitaires de Fribourg, 1996.

"La Quête de l'autre dans la poésie amoureuse de Théophile de Viau," *Hommage à Guido Saba*, Paris: Biblio 17, 1991.

"Poetry and Propaganda in 17th Century France," *Selected Proceedings of the Mountain Interstate Foreign Language Conference*, 1991.

Two commentaries: "The Quest for the Other in Théophile's 'La Solitude'," and "Théophile's Artful Subversions in *La Maison de Silvie*," *Papers on French 17th-Century Literature*, 1991.

"Littérature et Propagande: la *Madeleine* de Desmarets de Saint-Sorlin." in *Visages de la Madeleine dans la littérature européenne*. Grenoble: Université Stendhal, 1990.

"Generic Modulation in Consolations by Malherbe, Tristan l'Hermite, and Théophile de Viau." in *Convergences: Rhetoric and Poetic in Seventeenth-Century France*. Columbus: Ohio State U P, 1989.

"César de Nostredame." in *Textes et Contextes: La Poésie française du premier dix-septième siècle*. Tübingen: Gunter Narr, 1986.

Four articles in *Critical Survey of Drama, Foreign Language Series*, 6 vols., Englewood Cliffs, N.J.: Salem Press, 1986: "Pierre Corneille," II, pp. 424-437; "Robert Garnier," II, pp. 667-673; "Pierre-Claude Nivelles de La Chaussee," III, pp. 1139-1145; "Jean Racine," V, pp. 1510-1522.

"Sequential Dislocation in Théophile de Viau," *Papers on French Seventeenth-Century Literature*, 12 (1985).

"Paris as Barrier: Boileau's Satire VI," *Papers on French Seventeenth-Century Literature*, 9 (1982).

"Critique of Monique Bilezkian's Communication," *Papers on French Seventeenth-Century Literature*, 8 (1981), pp. 195-198.

"Perceptions of the External World in Tristan l'Hermite," *L'Esprit Créateur*, 20 (1980).

"Etat présent des études sur Saint-Amant: Perceptions sur 'La Solitude'," *Oeuvres et Critiques*, 5 (1980). (With Catherine Ingold)

"A Reading of Tristan l'Hermite's 'La Mer'," *Papers on French Seventeenth-Century Literature*, 5 (1978).

"Mythic Allusions in Saint-Amant: Rhetorical Ornament or Thematic Focus?" *French Literature Series*, 1976.

Reviews: 19 book reviews in major scholarly journals

Lectures, Papers Presented: 25 total:

"A Royal Conundrum: Boileau and the King," at the annual meeting of the National Association for French 17th Century Literature, Lincoln, NB, May 2007

"Boileau's Subversions," at the Kentucky Foreign Language Conference, Lexington, April 2005

"Boileau's Lyricism," at the National Association for French 17th Century Literature, Columbia, S.C., 2005

"The Rhetoric of Disgust in Boileau," at The Society for Interdisciplinary French 17th-Century Studies, Orange, California, October, 1998.

"Bad Taste in Boileau," at the Cincinnati Conference on Romance Languages, May 1997.

"Literature and Gastronomy: Good and Bad Taste in 17th Century France," Humanities Lecture Series, Kansas State University, April, 1997.

Curriculum Vitae

BIMAL KANTI PAUL

PRESENT ADDRESS

Professor; Department of Geography
118 Seaton Hall
Kansas State University
Manhattan, KS 66506-0801

Tel: (785) 532-3409
FAX: (785) 532-7310.
E-mail: bkp@ksu.edu

ACADEMIC DEGREES

Ph.D. in Geography, Kent State University, Kent, Ohio, USA, 1988.
M.A. in Geography, University of Waterloo, Waterloo, Ontario, Canada, 1980.
M.Sc. in Geography, University of Dhaka, Dhaka, Bangladesh, 1972 (held in 1973).
B.Sc. (with Honors) in Geography, University of Dhaka, Dhaka, Bangladesh, 1971.

ACADEMIC AWARDS AND FELLOWSHIPS

Awarded **Senior Research Fellowship** by the American Institute of Bangladesh Studies (AIBS), 2005-2006, 2002, 2001-2002, and 1997.

Received **2001 Distinguished Service Award** from the Asian Geography Specialty Group (AGSG) of the Association of American Geographers (AAG), 2001 and 1997..

Received **Service Recognition Award**, from the Applied Geography Conference, Inc. 2001.

GRANTS

Quick Response Research Grant (QRRG), the National Science Foundation (NSF) through the Natural Hazards Center (NHC), University of Colorado, Boulder, CO 2007a and 2007b, 2004, 2003, 2001, 1998, 1996, and 1994.

Fulbright-Hays Grant, 2007 (as co-PI).

Small Grants for Exploratory Research (SGER), the **National Science Foundation** (NSF), 2005-2006.

Visiting Scholar (under Research Grant Program), the Center for Asian Studies at the University of Texas at Austin, TX, 2003.

NSF," 2001-2004.

SPECIALTIES AND INTERESTS

Topical: Medical/Health and Population Geography, Environmental Hazards, Gender Issues, and Quantitative Methods. *Regional:* South Asia and Bangladesh

PROFESSIONAL EXPERIENCE

Professor, Department of Geography, Kansas State University, Manhattan, KS 66506 since Fall 2002; **Associate Professor**, Department of Geography, Kansas State University, Manhattan, KS 66506. Fall 1997 to Summer 2002; **Assistant Professor**, Department of Geography, Kansas State University, Manhattan, KS 66506. Fall 1990 to Summer 1997; **Visiting Assistant Professor**, Department of Political Science and Geography, Old Dominion University, Norfolk, VA 23529. Fall 1988 to Summer 1990; **Assistant Professor** (on leave), Department of Geography, University of Dhaka, Dhaka, Bangladesh. April 1978 to August 1990; and **Lecturer**, Department of Geography, University of Dhaka, Dhaka, Bangladesh. October 1974 to March 1978.

PUBLICATIONS

Articles in Refereed Journals: 57 - mostly single-authored (selected list of journals – *Geographical Review, Health and Place, Rural Sociology, Asian Profile, Area, Applied Geography, Geoforum, Progress in Development Studies, Environmental Management, Disasters, Education About Asia, World Development, Social Science and Medicine, Socio-Economic Planning Sciences, Human Ecology, and Economic Geography*).

Chapter Contribution in Books: 15

Proceedings/Occasional Papers/Invited Comments: 15

Reports: 8

Book/CD-ROM Reviews: 15

Popular/Semi-popular Article: 14

LECTURE/PRESENTATION/WORKSHOP

Invited: 32

Others: 98

ADDITIONAL INFORMATION

Reviewed **88** manuscripts for refereed journals (e.g., *Annals of the Association of American Geographers, The Professional Geographer, Social Science and Medicine, Environmental Hazards, Natural Hazards, Disasters, Environmental Management, and Education About Asia*).

Reviewed **21** research proposals including **10** for the *National Science Foundation*.

AFFILIATION WITH PROFESSIONAL ASSOCIATIONS

The Association of American Geographers (AAG); The American Geographical Society (AGS); The National Council for Geographic Education (NCGE); Population Reference Bureau (PRB); The Bengal Studies Group (BSG); and Bangladesh Environmental Network (BEN)

OTHER SERVICES (a select list)

Current

Director: South Asia Center, Kansas State University since 1998.

Editor: *Seaton Globe* (Weekly Newsletter of Department of Geography, KSU).

Member: Graduate Admissions Committee, Department of Geography

Member: The University Distinguished Lecture Series Committee since 2004.

Associate Editor: Special publications, National Council for Geographic Education (NCGE) since 2004.

Fellow: Asian Research Service, Canada.

Member: International Board of Directors, Asian Urbanization Research Association, University of Akron, Akron, OH, USA, since 2003.

Member: Editorial Review Board – *Scientific Journals International*.

Past

Member: AAG Research Grants Committee, 2003-2004.

Chair: AAG Research Grants Committee, 2005-2006.

Member: Dean's Advisor Committee, College of Arts and Sciences, 2003-2006.

Director: Graduate Program, Department of Geography, Kansas State University, 2005-2006.

Member: AAG Affirmative Action and `Minority Status Committee, 2000-2003.

Member: *The Arab World Geographer* International Editorial Advisory Board, 2001-2004.

Editorial Board Member – *The Columbia Gazetteer of the World*. New York, Columbia University Press, 1998.

Member: BEN Panel of Experts on Flood Control and Water Management, 2001-2005.

Editor: *Bulletin of Asian Geography*, Newsletter of the AGSG of the AAG, 1998-2001.

Chair: Seminar Committee of the Federation of Bangladeshi Association in North America (FOBANA), 2007.

Program Coordinator: 35th Bengal Studies Conference held at Manhattan, KS, May 18-20, 2001.

Board Member: The Applied Geography Conferences, Inc., 1997-2000.

Chairman: The Jacques May Thesis Prize Committee, MSG. of the AGG, 1996-1999.

Board Member: MGS. of the AAG, 1995-1998.

Chairman: Chakravarty Students' Paper Competition Award Committee, AGSG and Planning Specialty Group of the AAG, 1996-1997.

Area Director: South Asia, AGSG of the AAG, 1994-1996.

Secretary/Treasurer: The Great Plains/Rocky Mountain Division of the AAG, 1990-1993.

Curriculum Vitae (Abridged)
Daryl C. Youngman
Associate Professor

504G Hale Library
Kansas State University
Manhattan, KS 66502-1200
785/532-7409
dyou@ksu.edu

Professional Preparation

University of Missouri - Columbia	Library Science	MLS	1987
Emory University	Graduate Study in Library Science		1984
University of Wisconsin-Stout	Industrial Technology	B.Sc.	1974

Appointments

2005- Kansas State University Libraries, Assistant to the Dean, Collaborative Initiatives

2003-2005 Kansas State University, Interim Assistant Dean for Library Administration

1995-2002 Kansas State University Libraries, Chair of Science Libraries

1988-1995 Washington University in St. Louis, Olin Library System

1993-1995 Senior Science & Engineering Librarian

1988-1993 Director, School of Technology & Information Management Library, and Science & Engineering Librarian

1992-1995 National-Louis University, Evanston Illinois, (St. Louis Academic Center) Adjunct Professor, University Library, 1992-95

1986-1987 Stephens College, Columbia Missouri, Academic Library Internship

Publications (selected)

Dole, Wanda V., Daryl Youngman, et.al. *An Integrated Approach to Assessment and Planning: A Key to Organizational Change and Improvement*. Accepted for publication in the Proceedings of the 7th Northumbria International Conference on Performance Measurement in Libraries and Information Services, Spier Conference Centre, Stellenbosch, South Africa, August 13-16, 2007.

Youngman, Daryl C., *Using Process Flow Analysis in Academic Libraries*. Invited paper. Technical Services Quarterly, Volume 24 Number 1, 2006. 37-44.

Youngman, Daryl C., "Engineering" Academic Library Services for Continuing Quality Improvement. Proceedings: Brick and Click Libraries: How Do We Support Both? A Regional Academic Library Symposium, 60-71. Northwest Missouri State University, Maryville, Mo., October 18, 2002.

Youngman, Daryl C., *Re-Shaping Library Service Programming: New Strategies for the New Millennium* IATUL Proceedings (New Series) Vol 12, 2002. International Association of Technological University Librarians 2002.
<http://www.iatul.org/conference/02/Youngman.pdf>

Youngman, Daryl C., Review of *Social Dimensions of Information Technology: Issues for the New Millennium* by G. David Garson., Issues in Science & Technology Librarianship, Winter, 2002 [<http://www.istl.org/istl/02-winter/review1.html>]

Youngman, Daryl C., Review of *Identifying and Analyzing User Needs: A Complete Handbook and Ready-to-Use Assessment Workbook with Disk*, by Lynn Westbrook. Portal: Libraries and the Academy, Volume 2 Number 1, January 2002. 182-183. [http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v002/2.1youngman.html].

Publications (selected) continued

Youngman, Daryl C., *Tailoring Reference Services for the 21st Century User*. Proceedings: Brick and Click Libraries: How Do We Support Both? A Regional Academic Library Symposium, 65-75. Northwest Missouri State University, Maryville, Mo., October 26, 2001.

Youngman, Daryl C., *Library Staffing Considerations in the Age of Technology: Basic Elements for Managing Change*. Issues in Science & Technology Librarianship, [<http://www.library.ucsb.edu/istl/>] Number 24, Fall, 1999*

Note: In Spring, 2000, this paper was translated into Spanish by the National Library of Argentina and selected for inclusion in their web-based library science information resource: <http://www.bibnal.edu.ar>

Youngman, Daryl C., *New Ways To Access Library Information*. K-State Research and Extension Communicator, October-December, 1997, 3. Kansas State University, Manhattan, Kansas, 1997.

Youngman, Daryl, *Implementation of Information Technologies in the School of Technology and Information Management: A Case Study*, Proceedings of the IATUL, Jay Lucker, Ed., 1 (1), (New Series) 185-195. British Library, London 1992.

Youngman, Daryl C., *Tools for Decision Support: An Overview of Online Database Searching and Optical Disc Technologies*, Center for the Study of Data Processing Working Papers Series 2 (9) (WP88-19) Washington University, St. Louis 1989.

Youngman, Daryl, *CSDP Library Expands Resources* CSDPerspectives (sic) 7 (1&2), Summer, 1989 2-3. Washington University, St. Louis 1989.

Synergistic Activities

2006-Present Member, K-State South Asia Core Committee

2005-Present Member K-State East Asia Studies Minor Committee

2004-2006 Member, K-State Internationalization Advisory Group

Consultancy-Service Assessment and Strategic Planning; Mabee Library, Washburn University, Topeka, Kansas, 2001-2005.

Consultancy- Service assessment and developing new roles for academic librarians. Ft. Hayes (Kansas) State University, Forsyth Library, January, 2002

Co-Chair, Science & Technology Section, Association of College & Research Libraries, Forum for Science & Technology Library Research 1998-99

Represented K-State Libraries on the K-State College of Engineering/Fielder Engineering Library planning group 1997-2000.

Consultant to Routledge Publishing on development for proposed electronic-format reference products, January, 1996.

Consultant to Bowker-Saur, Ltd. (UK) on proposed software engineering handbook 1994.

Consultant to the author on:

Mosley, Daniel J., The Handbook of MIS Application Software Testing: Methods, Techniques and Tools for Assuring Quality Through Testing Englewood Cliffs, N.J., Prentice Hall, 1993.

Grants

Kansas State University Targeted Excellence Grant “ East Asian Studies Enhancement Project”. Team member with David Graff, Max Lu, Wei Wu, et.al. Awarded May 2007.

Youngman, Daryl C. (Principal Investigator), Schenck-Hamlin, D., Rodriguez, F., “Engaging the Military Student Community in the K-State Academic Culture: Ft. Riley Education Services and K-State Libraries in Partnership”. Engagement Incentive Grant (\$5,740) awarded by the Kansas State University Center for Engagement and Community Development. Awarded December 2006.

Projects

Represented K-State Libraries as a member of the K-State/Afghanistan Initiative delegation to the Embassy of Afghanistan and to U.S. Government offices in Washington, D.C., January, 2006.

Kansas State University East Asian Studies Program Faculty Workshop, "The Role of the Academic Library in Advancing East Asian Studies" Kansas State University, September 6, 2006.

Facilitated Library participation on the Ft. Riley (U.S. Army) Advisory Council for Military Education (ACME) forum, October, 2005

Kansas State University East Asian Studies Program Faculty Workshop, "The Role of the Academic Library in East Asian Studies" Kansas State University, October 1, 2005.

Represented K-State Libraries in negotiations with the Taiwan Ministry of Education, in regard to the placement in the Libraries of Chinese-language material on Taiwanese culture. 2004.

Presented K-State Libraries position on HB2420 (Internet Filtering) to the State & Federal Affairs Committee of the Kansas House of Representatives, January, 2004.

Coordinated arrangements for the International Association of Technological University Librarians (IATUL) 23rd Annual conference study/tour day held at Kansas State University, June, 2002.

APPENDIX H: EVALUATION MATERIALS

Evaluation Matrix for the South Asia Project

Context	Program Implementation	Outputs (short-term impacts)	Outcomes (long-term impacts)	Broader Impacts
<p><i>Collaborations:</i> Kansas State University</p> <ul style="list-style-type: none"> • Office of International Programs • College of Agriculture • College of Engineering • College of Education • Human Ecology • Department of Commerce • U.S. Commercial Service • Dehradun Institute of Technology <p><i>Funding:</i></p> <ul style="list-style-type: none"> • U.S. Department of Education – International Studies and Foreign Language Program • Kansas State University (match) <p><i>Planning:</i></p> <ul style="list-style-type: none"> • Evaluation • Program Sustainability 	<ul style="list-style-type: none"> • Recruit and meet with project staff and translators • Develop a Hindi language program • Creating and revising area studies courses • Enhancing linkages and relations with Indian institutions for study abroad, internships, joint course and/or student projects in India • Strengthening library resources to support program efforts. • Disseminate <i>South Asia Project</i> materials and results to national funders and organizations 	<p><i>Institutional Change</i></p> <ul style="list-style-type: none"> • Development of South Asia Secondary Major • Increase # of collaborative partnerships between KSU and South Asia institutions and other partner organizations <p><i>Participant Behavior</i></p> <ul style="list-style-type: none"> • Increase # of participants in international studies programs after participating in the project • Establish communication network (through webpage, e-mail, and other forms) to maintain relationships after the project <p><i>Participant Learning</i></p> <ul style="list-style-type: none"> • Increase participant understanding of cultural issues and capacity <p><i>Participant Satisfaction</i></p> <ul style="list-style-type: none"> • Demonstrate participant satisfaction with project activities at the end of pilot project 	<p><i>Institutional Change</i></p> <ul style="list-style-type: none"> • Increase the authentic involvement of faculty in a variety of departments in collaborative projects between KSU and South Asia institutions and other partner organizations <p><i>Participant Behavior</i></p> <ul style="list-style-type: none"> • Implement innovative recruitment plan • Demonstrate understanding of cultural, political, economic, and religious issues in South Asia <p><i>Participant Learning</i></p> <ul style="list-style-type: none"> • Implement improved international studies and foreign language programs in community and university settings 	<ul style="list-style-type: none"> • Facilitate greater communication among variety of departments in collaborative projects between KSU and South Asia institutions • Establish a successful South Asia Secondary Major at KSU • Strengthen overall undergraduate instruction in international studies and foreign language programs by assessing project impact and effectiveness

IMPORTANT INSTRUCTIONS



- All mark coding must be complete and accurate. Mark each circle completely.
 Examples: Proper Marks ●●●●●● Improper Marks ⊙ ⊖ ⊕ ⊗
- Do not make two marks in the same horizontal row.
- To correct a mistake, erase marked information completely and re-code.
- Stray marks or writing on either side of this form (except where required) will invalidate your responses on this survey form.

Instructor: _____ Course No.: _____ Hour/Days _____

TEVAL: STUDENT EVALUATION OF INSTRUCTION

Please give honest and thoughtful answers to the following questions. Your individual responses will be anonymous; a summary of the responses from the class will be provided to the course instructor and usually to the department head. Responsible student ratings can help instructors improve and can help department heads make more valid judgments about teaching effectiveness when making recommendations about salary, promotion, and tenure.

Use the code below to respond to items 1-14. You may omit an item if you feel unable to make a fair judgment.

- VL = Very Low
- L = Low
- M = Medium
- H = High
- VH = Very High

Rate THE INSTRUCTOR on:

- | | | | | | | |
|-----|----|---|---|---|----|---|
| 1. | VL | L | M | H | VH | 1. Overall effectiveness as a teacher. |
| 2. | VL | L | M | H | VH | 2. Making clear the goals and objectives of this course. |
| 3. | VL | L | M | H | VH | 3. Being well prepared for class. |
| 4. | VL | L | M | H | VH | 4. Explaining the subject matter so that you understood. |
| 5. | VL | L | M | H | VH | 5. Communicating interest in helping students learn. |
| 6. | VL | L | M | H | VH | 6. Stimulating you to think more deeply about the subject (for example -- applying information, analyzing, solving problems). |
| 7. | VL | L | M | H | VH | 7. Commenting on your work (tests/assignments) in ways that helped you learn. |
| 8. | VL | L | M | H | VH | 8. Using grading procedures that were fair and equitable. |
| 9. | VL | L | M | H | VH | 9. Realizing when students did <u>not</u> understand. |
| 10. | VL | L | M | H | VH | 10. Being willing to help students outside of class. |
| 11. | VL | L | M | H | VH | 11. Increasing your desire to learn about this subject. |

Rate YOURSELF on:

- | | | | | | | |
|-----|----|---|---|---|----|---|
| 12. | VL | L | M | H | VH | 12. Your interest in taking this course before you enrolled. |
| 13. | VL | L | M | H | VH | 13. Your effort to learn in this course (for example -- studying, doing the assignments, thinking about the ideas). |
| 14. | VL | L | M | H | VH | 14. The amount you have learned in this course. |

Use the spaces provided on the back of this page to respond to additional questions and to write any comments you wish to make.

TEVAL FACULTY INFORMATION FORM

Last Name (Up to 16 letters)																Init.	
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

Course Number									
A	A	A	A	A	1	1	1		
B	B	B	B	B	2	2	2		
C	C	C	C	C	3	3	3		
D	D	D	D	D	4	4	4		
E	E	E	E	E	5	5	5		
F	F	F	F	F	6	6	6		
G	G	G	G	G	7	7	7		
H	H	H	H	H	8	8	8		
I	I	I	I	I	9	9	9		
J	J	J	J	J					
K	K	K	K	K					
L	L	L	L	L					
M	M	M	M	M					
N	N	N	N	N					
O	O	O	O	O					
P	P	P	P	P					
Q	Q	Q	Q	Q					
R	R	R	R	R					
S	S	S	S	S					
T	T	T	T	T					
U	U	U	U	U					
V	V	V	V	V					
W	W	W	W	W					
X	X	X	X	X					
Y	Y	Y	Y	Y					
Z	Z	Z	Z	Z					

Instructor:

Department:

IMPORTANT INSTRUCTIONS:

- Do not staple this form with student's response forms



- All mark coding must be complete and accurate. Mark each circle completely. (See example)

Proper Marks	<input type="radio"/>			
Improper Marks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

- Do not make two marks in the same vertical column except the days class meets.
- To correct a mistake, erase marked information completely and re-code.
- Stray marks or writing on either side of this form (except where required) will invalidate your information form.

Time Class Begins			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Days Class Meets
<input type="radio"/> Mon
<input type="radio"/> Tues
<input type="radio"/> Wed
<input type="radio"/> Thurs
<input type="radio"/> Fri
<input type="radio"/> Appt

Number Enrolled		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Academic Rank
<input type="radio"/> Professor
<input type="radio"/> Assoc Prof
<input type="radio"/> Asst Prof
<input type="radio"/> Instructor
<input type="radio"/> Grad Asst
<input type="radio"/> Other

Instructor's College
<input type="radio"/> Agriculture
<input type="radio"/> Arch & Design
<input type="radio"/> Arts & Sciences
<input type="radio"/> Business Admin
<input type="radio"/> Education
<input type="radio"/> Engineering
<input type="radio"/> Human Ecology
<input type="radio"/> Technology-Salina
<input type="radio"/> Vet Medicine
<input type="radio"/> Other

Items A Through L											
A	B	C	D	E	F	G	H	I	J	K	L
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9



Comments in response to Item L. (Use this space and the space on the back of this page.):

APPENDIX I: STUDENT SURVEY

SOUTH ASIAN STUDIES STUDENT INTEREST SURVEY

Fall-Spring 2008-09

	Freshman N = 21	Sophomore N = 52	Junior N = 64	Senior N = 77	Graduate N = 9	Totals N = 223
<u>1. Have taken a course with South Asian content</u>						
Yes	3	8	27	39	2	79
No	18	44	37	38	6	143
<u>2. Have interest in South Asian Secondary Major</u>						
Yes	11	19	32	29	4	95
No	9	32	41	48	5	135
<u>3. Have interest in a South Asian Language</u>						
Yes	10	20	18	31	5	84
No	11	33	46	46	4	140
<u>4. If yes, which languages</u>						
Hindi	7	17	14	29	5	72
Urdu	1	1	3	4	1	10
Bengali	0	1	2	2	0	5
Tamil	1	1	2	2	0	6
Other	2	4	3	0	0	9
<u>5. Would like to know more about which countries</u>						
India	13	30	41	49	6	139
Pakistan	8	23	34	37	3	105
Bangladesh	3	5	7	8	2	25
Nepal	3	8	15	18	1	45
Sri Lanka	4	13	17	18	2	54
Bhutan	5	5	5	6	0	21
Maldives	1	7	8	9	1	26
<u>6. Would like experience in South Asia: travel, std abroad, intern., comm. service</u>						
Yes	12	25	33	40	5	115
No	9	27	31	31	4	102
<u>7. Campus Events of Interest</u>						
Speakers	11	21	22	24	5	83
Films	10	24	28	29	5	96
Art Exhibits	9	11	18	26	2	66
Food	11	19	25	39	4	98
Music	13	16	25	30	5	89
Meet S. Asian students	10	19	26	26	3	84

SOUTH ASIAN STUDIES AT KSU
(India, Pakistan, Nepal, Bangladesh, Bhutan, Sri Lanka and The Maldives)

South Asia is becoming more and more critical to U.S. economic, political and security interests. For instance, Pakistan is a major player in the conflict in Afghanistan and important to US security/strategic interests. Furthermore, Indian and Pakistan are nuclear powers. India alone is not only the world's largest democracy but is an emerging world power militarily and in the next several decades will become the second or third largest economy of the world with growing influence in and on the US economy.

Kansas State is proposing a cross-college interdisciplinary Secondary Major in South Asian Studies as part of a larger South Asia project. The purpose of this questionnaire is to assess students' interest in South Asia. The questionnaire should take no more than five minutes. Please circle the number that applies to your answer and provide a brief answer to open-ended questions.

What is your class level: (circle one) 1. Freshman 2. Sophomore 3. Junior 4. Senior
5. Graduate

1. Have you taken a class dealing with South Asia or with South Asian case content?

- 1. Yes
- 2. No

2. If yes, which courses?

.....

3. If KSU offers a Secondary Major in South Asian Studies, would be interested in taking it?

- 1. Yes
- 2. No

4. Do you have an interest in studying a South Asian language?

- 1. Yes
- 2. No

5. If yes, please circle one below:

- 1. Hindi 2. Urdu 3. Bengali 4. Tamil 5. Other

6. Which South Asian countries would you like to know more about? (Circle two countries.)

- 1. India
- 2. Pakistan
- 3. Bangladesh
- 4. Sri Lanka
- 5. Nepal

- 6. Bhutan
- 7. Maldiv Islands

7. Are you interested in traveling to, studying abroad, community service or an internship in South Asia?

- 1. Yes
- 2. No

8. What types of courses or subjects dealing with South Asia would you like to see offered at K-State?

.....

9. Would you be interested in participating on campus events that focus on South Asian? Please circle your preferences below:

- 1. Speakers
- 2. Films
- 3. Art exhibits
- 4. Meeting South Asian students
- 5. Dinners related to South Asian cuisines
- 6. South Asian music and dance
- 7. South Asian theater
- 8. Other (specify)

10. Additional Comments:

Thank you.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Budget Justification-Final-043009.pdf**

Sponsor: USDE "South Asia Project"
 Deadline: 30/04/09 Grants.gov

Starting Date: 7/1/09
 Duration: 2 years

	UISFL 2009	KSU C/S 2009	UISFL 2010	KSU C/S 2010	UISFL Summary	KSU C/S Summary
A. Senior Personnel						
1. Barry Michie, PI (C/S=30% cal.)	0	14,578	0	14,578	0	29,156
2. Aruna Michie (C/S=10% acad.)	0	5,614	0	5,614	0	11,228
3. Swinder Janda (C/S=10% acad.)	0	11,098	0	11,098	0	22,196
4. Sajid Alavi (C/S=10% cal.)	0	8,024	0	8,024	0	16,048
5. Jana Hawley (C/S=5% cal.)	0	5,616	0	5,616	0	11,232
6. Bimal Paul (C/S=10% acad.)	0	8,090	0	8,090	0	16,180
7. Bradley Shaw (C/S=10% acad.)	0	6,346	0	6,346	0	12,692
8. Daryl Youngman (C/S=10% cal.)	0	6,524	0	6,524	0	13,048
9. Sanjoy Das (C/S=10% acad.)	0	8,875	0	8,875	0	17,750
10. Bob Corum (C/S=5% cal.)	0	5,531	0	5,531	0	11,062
Total Senior Personnel	0	80,296	0	80,296	0	160,592
B. Other Personnel						
1. Grad Student - Hindi Instructors	6,000	0	30,000	0	36,000	0
C. Total Salaries & Wages	6,000	80,296	30,000	80,296	36,000	160,592
D. Fringe Benefits						
31% of A, 6.9% of B1	414	24,892	2,070	24,892	2,484	49,784
E. Total Salaries Wages & Benefits	6,414	105,188	32,070	105,188	38,484	210,376
F. Travel Domestic	2,000	0	2,000	0	4,000	0
G. Travel Foreign	21,000	5,000	2,000	5,000	23,000	10,000
H. Participant Support						
Total Participants Support	0	0	0	0	0	0
I. Other Direct Costs						
1. Material & Supplies	100	81	100	130	200	211
2. Publication/Documentation/Dissemination	0	0	250	100	250	100
3. Consultant Services (Evaluation, OEIE)	4,000	2,000	3,000	3,000	7,000	5,000
4. Library Acquisitions	1,500	1,500	1,500	1,500	3,000	3,000
5. Short-Term Visiting Faculty, Speakers	2,000	0	2,000	0	4,000	0
6. Faculty Travel Mini-Grants	8,000	5,200	20,000	4,250	28,000	9,450
7. Course Development (Faculty Mini-Grants)	8,000	5,200	20,000	5,000	28,000	10,200
8. Subawards						
a. AIIIS, Faculty Orientation Tour	29,000	0	0	0	29,000	0
Total Other Direct costs	52,600	13,981	46,850	13,980	99,450	27,961
J. Total Direct Costs	82,014	124,169	82,920	124,168	164,934	248,337
K. Indirect Costs (8% TDC)	6,561	9,934	6,634	9,933	13,195	19,867
L. Total Direct & Indirect	88,575	134,103	89,554	134,101	178,129	268,204

Budget Justification

South Asia Project Budget

Item A: Senior Personnel

The ten Senior Personnel are all members of the Project Committee who are contributing their time as a match to the project. The value of this part of the match is calculated on current salaries and is about equal to the total Federal funds requested and indicates the level of commitment each has to carrying out the project. They include the two Co-Directors, from the Office of International Programs and the Director of the International Secondary Major, two Department Heads, six senior faculty representing their colleges.

Item B. Other Personnel

The project will hire Hindi native-speakers who will be put on payroll and paid an amount for each class section taught. Given the lateness of the award, the first year will start in spring 2010 with one section. The two semester of the second year will have five sections. There are no other hires for the project.

Item C: Fringe Benefits

The following fringe benefit rates shall be used when developing budgets and are effective for the period July 1, 2008 through June 30, 2009. Please check this listing at the beginning of each fiscal year as it will be updated as soon as the appropriate information is received from the Division of Human Resources.

	Full Time Employees		Students		
	Unclassified	Classified	Enrolled >= 6 hrs. and employed < 0.5 time	Not Enrolled or enrolled < 6 hrs.	GRA/GTA Enrolled >= 6 hrs and employed = 0.5 time
FICA	7.65%	7.65%	n/a	7.65%	n/a

Retirement	8.50%	6.97%	n/a	n/a	n/a
Members Life & Disability	1.00%	1.00%	n/a	n/a	n/a
Unemployment	0.17%	0.17%	n/a	0.17%	n/a
Workman's Comp	0.866%	0.866%	0.866%	0.866%	0.866%
Health Insurance	12.314%	19.844%	n/a	n/a	5.54%
Sick/Annual Leave	0.50%	0.50%	0.50%	0.50%	0.50%
Total	31.0%	37.0%	1.40%	9.2%	6.90%

F: Domestic Travel

Domestic travel is for one of the Co-Directors to attend the annual Title VI Project Director's meetings. Other project related domestic travel is possible but as unquantifiable is not included in this budget but will be covered by other funds.

G: International Travel

The amount requested for Federal funding in year one is for international air-fare for participants going on the semester break faculty orientation tour coordinated with AIIS to India. In the second year Federal funds are requested to support administrative travel. In the first and second years, the match is from Dr. Michie's travel budget to cover his administrative travel.

I: Other Direct Costs:

Publication and dissemination of reports will occur in year two. Consultant services are fees charged by OEIE, based on their estimates, for the evaluation of the project for the two year period. Library acquisitions are based on the match provided by The Libraries. Funds to support short-term visiting faculty, speakers is to supplement budgets for departments bringing in such people.

Mini-grants are to support faculty for travel and course development.

A major item in year 1 is the sub-award. These are costs to be invoiced by the American Institute of Indian Studies for all in-country expenses of the faculty orientation tour. The amount is an estimate provided by AIIS for all internal travel, accommodation, meals and overhead for 12 people for a period of about three and a half weeks in India. International travel is not covered and is included in International Travel above.

Item K: Indirect Costs

Indirect costs for requested and matching funds follow Title VI guidelines.

Item L: Total Direct and Indirect Costs

The total cost reflects requested Federal funds and the University institutional match. The institutional match is somewhat less than twice that requested for Federal Support. The institutional match includes hard dollars that are the equivalent of about 23% of Federal funds requested. The remainder is time from dedicated faculty.

Some of the costs are met by faculty already teaching South Asia related courses (unquantifiable), library holdings, and the Project Director's assigned duties. In addition, faculty committee members are contributing their time to the project. Requested funds complement what is in place and add the necessary language component, support for the development of new and revised courses across the five colleges and creation of experiential opportunities in India. As the budget shows, given the university's match, Kansas State is asking only for funds to enhance our basic ability and what we cannot do without outside help. Our proposal is very conservative.

The project expects to produce a minimum of ten new or revised courses with a minimum of four in the professional colleges and minimum of three in the traditional area studies disciplines of social science and humanities. Each year ten to fifteen faculty will receive travel support for professional development and developing undergraduate opportunities with Indian colleagues. By the end of the second year we expect to develop study abroad, internships, joint projects and others for a minimum of six such experiential learning opportunities for undergraduates.