

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140093 P015B140093

Univ of Michigan/Regents

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): [] * Other (Specify): []
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* 3. Date Received: []	4. Applicant Identifier: []
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5a. Federal Entity Identifier: []	5b. Federal Award Identifier: []
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State Use Only:

6. Date Received by State: []	7. State Application Identifier: []
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8. APPLICANT INFORMATION:

* a. Legal Name: The Regents of the University of Michigan	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 38-6006309	* c. Organizational DUNS: 0731335710000

d. Address:

* Street1:	Office of Research and Sponsored Projects
Street2:	3003 S State Street
* City:	Ann Arbor
County/Parish:	[]
* State:	MI: Michigan
Province:	[]
* Country:	USA: UNITED STATES
* Zip / Postal Code:	48109-1274

e. Organizational Unit:

Department Name: Ctr for South Asian Studies	Division Name: LSA: International Institute
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.	* First Name: Stacey
Middle Name: []	
* Last Name: Althouse	
Suffix: []	
Title: Project Representative	
Organizational Affiliation: Office of Research & Sponsored Projects	
* Telephone Number: 734-936-1361	Fax Number: 734-763-4053, 734-764-8510
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A 84.015B

CFDA Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 ED-GRANTS-053014002

* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

84.015A and 84.015B

Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="581,443.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="581,443.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



Center for South Asian Studies

UNIVERSITY OF MICHIGAN
CENTER FOR SOUTH ASIAN STUDIES

A MEMBER OF THE INTERNATIONAL INSTITUTE

A proposal for designation and funding as a Title VI
comprehensive National Resource Center in South Asian Studies
and for Foreign Language and Area Studies Fellowships

for the period August 15, 2014 through August 14, 2018

Presented to the U.S. Department of Education
Higher Education Act of 1965, Section 602 of Title VI
CFDA No. 84.015 A & B

Date of Application: June 30, 2014

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ACRONYM LIST

UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

ACTFL	American Council on the Teaching of Foreign Languages
AIIMS	All India Institute of Medical Sciences
AIIS	American Institute for Indian Studies
ALC	Asian Languages and Cultures
AP	NRC Absolute Priority
CARLA	Center for Advanced Research on Language Acquisition
CGIS	Center for Global Intercultural Study
CIC	Committee on Institutional Cooperation
CMENAS	Center for Middle-Eastern and North African Studies
CREES	Center for Russian, East European, and Eurasian Studies
CSAS	Center for South Asian Studies
EC	Executive Committee
EFC	Estimated Family Contribution
EMU	Eastern Michigan University
FERA	Formative Evaluation Research Associates, Inc.
FLAS CPP1	FLAS Competitive Preference Priority 1
FLAS CPP2	FLAS Competitive Preference Priority 2
FLAS IP	FLAS Invitational Priority
GIEP	Global Information Engagement Project
GPRA	Government Performance and Results Act
GSI	Graduate Student Instructor
II	International Institute
ISR	Institute for Social Research
LACS	Center for Latin American and Caribbean Studies
LCTL	Less Commonly Taught Languages
LRC	Language Resource Center
LSA	College of Literature, Science, and the Arts
MIIE	Midwest Institute for International/Intercultural Education
MSI	Minority Serving Institutions
NRC	National Resource Center
NRC CPP1	NRC Competitive Preference Priority 1
NRC CPP2	NRC Competitive Preference Priority 2
NRC IP	NRC Invitational Priority
RESA	Regional Educational Service Agencies
SALRC	South Asia Language Resource Center
SASLI	South Asia Summer Language Institute
SOE	School of Education
SSW	School of Social Work
USED	U.S. Department of Education
WDI	William Davidson Institute
WHaLI	World History and Literature Initiative

ABSTRACT

UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

The Center for South Asian Studies (CSAS) at the University of Michigan (UM) is a member of the International Institute (II) of the College of Literature Science and Arts (LSA). CSAS has one of the most wide-ranging, interdisciplinary and distinguished South Asia (SA) faculty bodies in the United States. With regard to non-language teaching, we have 61 faculty members spread over 10 schools and colleges teaching 125 courses with significant SA content. Michigan is also a major center for the teaching of SA languages, with Hindi, Urdu, Punjabi, Tibetan, Persian, and Sanskrit—among others—taught regularly by 6 professors and 3 PhD specialists in language pedagogy. CSAS affiliated faculty has brought in more than \$130 million in external grants during the 2010-14 period. Students are well served by our wide-ranging faculty, various SA programs, research opportunities, study abroad programs, and majors available to them, at both undergraduate and graduate levels.

Outreach is an important component of Center activities; CSAS supports SA student groups, holds programs in the Ann Arbor community, and offers resources to K-12 teachers. In collaboration with UM's School of Education and other UM National Resource Centers, the CSAS successfully established a World History Initiative (WHI) that delivers curricular materials and training to Michigan K-12 schoolteachers, helping them to meet the state's world history curricular standards. We also provide public access to a variety of CSAS-produced or supported products, including library resources and virtual museum exhibits. Our SA library's academic-sharing and collaborative activities are enhanced by the digitization of the UM libraries through our partnership with Google and through the Hathi Trust.

Title VI support will allow CSAS to further expand its educational and outreach activities, by meeting the Absolute Priorities (*AP*) and the NRC and FLAS Competitive Preference Priorities 1 & 2 (*NRC CPP1 & 2 and FLAS CPP 1 & 2*). We plan to: extend the success of WHI to literature by creating the World History and Literature Initiative (WHaLI) and music through the World Music Initiative which would similarly serve K-12 educators; draw on an established institutional relationship with the University of Puerto Rico to provide K-16 educators there with curricular development/modules on SA through annual workshops (*AP, NRC CPP1 & 2*); and to establish a shared programming program with Eastern Michigan University, an MSI (*NRC CPP1*). Title VI funding will play a critical role in enabling CSAS to leverage our established institutional resources and individual faculty expertise to further enrich scholarship in SA at UM and to benefit a wider public—at the local, regional, and national levels.

CONTENTS

UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

Application Narrative

1. Commitment to the Subject Area	C1
2. Quality of Curriculum Design	C6
3. Quality of the Applicant's Non-Language Instructional Program	C13
4. Quality of the Applicant's Language Instructional Program	C19
5. Strength of Library	C23
6. Quality of Staff Resources	C26
7. Outreach Activities	C30
8. Program Planning and Budget	C34
9. Impact and Evaluation	C38
10. FLAS Awardee Selection Procedures	C43
11. Competitive Priorities	C45

Appendices

ED-524	D1
• Detailed Budget	
Course list and Enrollment	E1
Profiles for Project Personnel	F1
Performance Measure Forms	G1
Timeline	H1
Letters of Support	I1

1. Commitment to the Subject Area

The Center for South Asian Studies (CSAS) at the University of Michigan (UM) submits this proposal to the U.S. Department of Education (USED) for funding as a comprehensive National Resource Center (NRC) offering FLAS fellowships for the 4-year funding cycle beginning on 8/15/2014. We are requesting NRC status to build on the Center's accomplishments, to leverage additional support from the University and outside sources, and to improve our service to the campus, the region, and the country.

UM has a long history of and commitment to the study and teaching of South Asia. This commitment is both broad and deep, and represented by: over \$8.1 million in institutional support for South Asia (SA) scholarship in academic year 2013-14 alone (table 1.1); new tenured or tenure-track faculty recruited into American Culture, English, History, History of Art, Information Studies, Political Science, and Public Health since 2010; a growth in CSAS faculty associates from 55 in 2010 to 70 today, who are in 26 departments, in 10 different schools and colleges, and 1 research institute (Appendix 3); 11 SA language specialists; an India Initiative launched this year that will grow UM linkages with and student opportunities in India (1.A.4; 2.B-2); the Initiative gave over \$1 million support in academic year 2013-14 to produce new opportunities for students in India (2.B-2); and a CSAS organized semester long outreach initiative this year, "India in the World," that featured 5 exhibitions organized around UM faculty expertise and collections, a media series, 4 conferences, 16 music and dance performances, and 42 lectures (1.A-5). South Asia at UM is robust.

(1.A-1) Operation of the Center. UM demonstrates its support for CSAS with annual financial contributions to the Center, students, and faculty, which in academic year 2013-14 **exceeded \$8.1 million** (Table 1.1). Direct UM funding to the Center for staff salaries has been generous, amounting to \$210,792. In addition, the International Institute (II), in which CSAS is

housed, has provided stipend support for the Center director, who also receives a laptop computer and reduced teaching load (totaling \$17,000, excluding salary for reduced load).

UM and CSAS have been entrepreneurial in acquiring extramural funding, particularly for an endowment (now at \$550,000) devoted entirely to undergraduate fellowships in SA (2.B-2).

(1.A-2) Teaching Staff. UM has long been at the forefront in its commitment to faculty positions in SA studies. Indeed, **70 SA specialists** are on the faculty of 26 departments across 10 schools and colleges, and 1 research institute (Appendix 3). These positions were supported this year by over \$3.5 million in University-based salary support (reflective of time devoted to SA) and another \$357,247 in research support, travel grants, and support for faculty initiated conferences (Table 1.1). From 2010-14,

TABLE 1.1 UM FINANCIAL SUPPORT, 2013-14	
CENTER	
Salaries and Benefits	210,792
Supplies and Professional Dues	6,750
FACULTY	
Salaries and Benefits	3,528,623
Research, travel, and seed money	357,247
LIBRARY	
Salaries and Benefits	151,000
Acquisitions	92,604
OUTREACH	
"India in the World" Programming	77,170
Pakistan conference	9,811
SOUTH ASIA INITIATIVES	
Presidential India Initiative	587,000
School of Information	829,000
Engineering	25,000
Medicine	71,500
Institute for Social Research	31,000
Ross School of Business	15,932
STUDENT SUPPORT	
Graduate fellowships	1,945,641
Graduate research and travel	49,049
Undergraduate fellowships	<u>209,345</u>
TOTAL SUPPORT	\$8,197,464

CSAS faculty brought in over \$134 million in external grants, and over \$21 million of that was dedicated to SA-specific research (6.A-1).

Among these faculty are 5 teaching SA languages, all of whom are full-time. UM students regularly study Hindi, Urdu, Punjabi, Persian and Tibetan and our faculty members have the expertise to tutor them in several other languages as needed (4.A-1). In 3 of the past 4 years we

were able to make Pashto instruction available to our students thanks to a partnership with the Center for Russian, East European, and Eurasian Studies (CREES), the Center for Middle Eastern and North African Studies (CMENAS), and Indiana University's Department of Central Eurasian Studies. This partnership has been fruitful, and in 2014-15 we hope to begin offering Uzbek through a similar initiative. Like Pashto, Uzbek is an important language in a critical regional crossroads: Afghanistan. We are pleased to have secured a new tenured faculty line in Central Asian Studies (Political Science), strengthening our coverage of this important borderland. Lastly, because of this regional interest and a \$3 million Mellon Foundation grant, CSAS and other UM area studies centers are able to leverage the existing distance learning infrastructure and longstanding area studies capacities of the Committee on Institutional Cooperation to offer a broader curriculum in Islamic Studies. This will be a 5-year program administered by the II's Islamic Studies Program, which plans to offer a dozen undergraduate lecture courses and seminars in a range of disciplines.

(1.A-3) Library Resources. The library's annual contribution for the salaries of staff dedicated to SA is \$151,000, supplemented by funds for professional travel. The library's current annual budget for the **acquisition of books and materials on SA is \$92,604**. For more detailed staff and collection information please see (5.A-2).

(1.A-4) Linkages Abroad. CSAS and its faculty maintain linkages with many institutions in SA, engaging in faculty and student exchanges, joint conferences, and research projects. In addition to CSAS-initiated efforts, many other UM units sponsor institutional and individual collaborations in SA (Table 1.2). UM's commitment to expanding linkages in India and SA was expressed this past year through a **Presidential India Initiative** launched in Fall 2013 by UM President Mary Sue Coleman to further strengthen existing institutional relationships in India, to

develop new ones, and to facilitate increased student engagement with India and SA.

TABLE 1.2: INSTITUTIONAL AND FACULTY LINKAGES ABROAD	
Institutional Collaborations	Faculty Linkages
AIIMS, New Delhi; Alternative Law Forum, Bangalore; Aravind Eye Institute, Tamil Nadu; Ashoka University; Haryana; Delhi University; Delhi; Indian Institutes of Technology, Delhi; Indian Institute of Technology, Mumbai; Jindal Global Law School, Haryana; King Edward Memorial Hospital, Mumbai; KLE University Institute of Public Health, Belgaum; Maharashtra University of the Health Sciences, Maharashtra; National Council on Applied Economic Research, New Delhi; Public Health Foundation of India, New Delhi; Salokaya College of Nursing, Delhi; Srishti School of Art, Design and Technology, Karnataka; The Endocrine Society, Hyderabad; The Karnataka Department of Archaeology, Karnataka; National Institute of Speech and Hearing, Kerala; The Indian Institute for Human Settlements, Bangalore	Anna University, Chennai; Bharathiyar University, Coimbatore; Azim Premji University, Bangalore; Center for the Study of Culture and Society, Bangalore; Jadavpur University, Kolkata; Presidency University, Kolkata; University of Hyderabad, Hyderabad; Jawaharlal Nehru University, New Delhi; Delhi School of Economics, Delhi; Indian Institute of Technology, Delhi; National Institute of Advanced Studies, Bangalore; Center for the Study of Social Exclusion and Inclusive Policy, Hyderabad; National Law School of India, Bangalore; Center for the Study of Developing Societies, Delhi; Mysore University, Karnataka; University of Kalyani, West Bengal; Indian School of Business, Hyderabad and Chandigarh; National Institute of Design, Ahmedabad; JJ School of Art, Mumbai; Center for Research and Education for Social Transformation, Kerala; Madras Christian College, Tamil Nadu; Geological Survey of Pakistan, Quetta; Lahore University of Management Sciences, Lahore; Institute of Business Administration, Karachi; Habib University, Karachi; Punjab University, Lahore; BRAC University, Dhaka

Through the initiative, UM signed new Memorandums of Understanding with Ashoka University, Delhi University, the National Council of Applied Economic Research, and the All India Institute of Medical Sciences (AIIMS). In the wake of the delegation's visit, the President's office awarded **\$487,000** to the Penny W. Stamps School of Art and Design, the College of Literature, Science, and the Arts (LSA), Engineering, Nursing, Business, Law, and CSAS to further expand their linkages with India. Given CSAS' crucial role in facilitating these linkages, it secured an additional \$40,000 to help aid units across UM in this process.

One example of UM's strong linkages abroad is the Stephen M. Ross School of Business's India Initiatives Program. The program holds annual conferences at UM and in India, runs an executive program in India that serves its business community, and has established an experiential learning program in India for UM students with institutional partners. Another example is the School of Information, which has established a new level of engagement with

India through its Global Information Engagement Project (GIEP). Established in 2013 with an **\$829,000 grant** from the UM Provost, the project partners UM students with institutional partners in India. This year GIEP established links with 6 institutions: Jaaga Trust, Bangalore; Alternative Law Forum, Bangalore; National Institute of Speech and Hearing; Indian Institute for Human Settlements; and Digital Green (Delhi). UM units have also successfully competed for external grants to establish linkages in India. Public Health, for example, partnered with the Maharashtra University of the Health Sciences and received an Obama-Singh 21st Century Knowledge Initiative grant in 2012 from the United States India Education Foundation for \$249,989 to jointly develop an MA degree in education for health professions faculty in India and the US.

In the last 5 years, UM's Institute for Social Research (ISR) and the Institute for Social and Environmental Research (Nepal) have received more than **\$7 million research funds** from the U.S. National Science Foundation and U.S. National Institutes of Health to build resources and infrastructure for teaching and research in Nepal. CSAS faculty associates also have strong linkages with institutions in Pakistan.

CSAS fosters such linkages, not only through our faculty support and leadership of these initiatives, but also by providing students and faculty with the expertise, course work, and languages required to make these linkages both possible and successful. CSAS also annually hosts over a dozen visitors from the region and helps maintain connections with the local institutions in South Asia that host our study abroad, internship, and externship programs.

(1.A-5) Outreach Activities. CSAS activities reach well beyond UM's SA scholars. Biweekly lectures during the academic year regularly attract community members in addition to students and faculty from around the university (7.B). This year, CSAS organized a semester-long

outreach initiative called **“India in the World.”** Garnering **\$77,170** to support the initiative, “India in the World,” included: 5 exhibitions organized around UM faculty expertise and collections (on SA diaspora, SA maps, SA plant life, zoology, and paleontology), a media series, 4 conferences, 16 music and dance performances, and 42 lectures.

UM regularly funds conferences that serve as important venues for outreach about SA. Upcoming and recent examples include: \$44,636 allocated for a conference on Democracy in India in Fall 2014; and \$8,850 and \$9,811 (in 2013 and 2014, respectively) awarded for conferences on Pakistan.

Additionally, CSAS’ participation in the World History Initiative (WHI) contributes to providing SA content for the required World History component of the Michigan high school curriculum (7.A). This was made possible with additional salary support from the II, of which CSAS is a member, toward the coordination of WHI activities.

(1.A-6) Qualified Students. CSAS recruits MA students from the top undergraduate programs in the U.S. and abroad, assists other graduate programs across the University in attracting qualified students interested in pursuing SA research, and draws on well-qualified potential undergraduates both state and nation-wide. The quality of our students is reflected in the fact that in **6 of the last 9 years** UM has produced more U.S. State Department Fulbright Fellows than any other institution of higher education in the country (2.B-2). UM also recruits Foreign Area Officers and covers any tuition shortfall for those enrolled in area studies MA programs. In addition, every year the II funds 1 staff member to attend a recruiting fair at the Defense Language Institute in Monterey, California.

(1.B) Financial Support to Students. CSAS, II, and UM are committed to supporting student research in and study of SA at both graduate and undergraduate levels. In addition to its

regular generous tuition and stipend support for graduate students, the Rackham Graduate School has provided numerous humanities research awards, pre-doctoral, and doctoral fellowships to students to conduct research in SA. The II also provides overseas research fellowships to students and covers the difference between FLAS support and UM tuition. Since 2010, this support has totaled \$126,000 in fellowships to 23 students travelling to SA and more than \$450,000 in tuition support for FLAS recipients. Undergraduate students avail themselves of CSAS's unique *Summer in South Asia* fellowships courtesy of a generous endowment gift from a devoted alumnus (2.B-2). With these fellowships, CSAS has since 2010 provided undergraduate students \$102,000 to support their research in India.

2. Quality of the Curriculum Design

(2.A-1) Undergraduate Curriculum. UM undergraduates enjoy several options for formal study of SA (Table 2.1). SA studies majors work toward a BA in Asian Studies in the Department of Asian Languages and Cultures (ALC). Under close supervision of a faculty advisor, majors design a plan of study involving 5 SA courses, and a minimum of 2 years (16 credit hours) of a SA language. SA majors are encouraged to pursue more advanced language training. In total, between 2011-14, UM conferred 40 BA degrees in SA Studies (Table 3.2).

TABLE 2.1 Undergraduate Major and Minors in South Asian Studies	
Degree Programs	Degree Requirements
BA with concentration in SA Studies	<ul style="list-style-type: none"> • Minimum of 15 credit hours (5 classes) in approved SA courses, typically from among Asian Languages and Cultures offerings • Minimum of 6 credit hours in SA courses outside of ALC • At least 30 credit hours must be at the 200-level or above, 15 of which must be at the 300-level or above • Minimum of 2 years (16 credit hours) of a SA language
ALC minor, focusing on SA	<ul style="list-style-type: none"> • 15 credit hours total • 2 SA language courses (3rd year or above) • 2 culture courses related to the SA language
Asian Studies minor, focusing on SA	<ul style="list-style-type: none"> • 15 non-language credit hours in SA • 2 of the courses must be 300-level or above

Undergraduate students may also elect 1 of 2 minors focusing on SA, both in ALC. One is

targeted toward language training, the other is focused on culture, religion, and history. An average of 17 students each year minor in SA studies. Additionally, undergraduates may pursue SA studies through an interdisciplinary and cross-regional Academic Minor in Islamic Studies (a minimum of 16 credits including Introduction to Islam and 4 other courses on Muslim beliefs, practices, and societies in at least 2 world cultures).

(2.A-2) Appropriateness of undergraduate curriculum. These curricula are reviewed regularly by the University, LSA, ALC, the Islamic Studies Program and the director and student services staff at CSAS to ensure that students electing any one of them will be prepared for graduate study, entry into government service and the professional world. Students are encouraged to complement these curricula with coursework from other disciplines that will allow them to apply their SA-specific knowledge and skills in other academic or professional fields.

In addition, most SA courses taught by CSAS faculty fulfill UM and LSA distribution, writing, or the race and ethnicity requirement. Therefore, even students who do not choose to concentrate or minor in SA studies still avail themselves of our courses. Since 2011, **over 5,200** undergraduate students concentrating in other fields have gained exposure to the study of SA.

(2.A-3) Options for Graduate Students from Varied Disciplines and Professional Schools. The breadth of the Center's faculty allows graduate study on SA in nearly every college and school in the university. Graduate students study SA in **7 professional schools**, and in 16 departments and graduate programs within LSA. We also have a longstanding MA/MBA and custom dual degree programs that allow students to combine the SA MA with professional degrees in Architecture and Urban Planning, Law, Natural Resources and Environment, Public Health, Public Policy, and Social Work.

PhD students in all schools and disciplines and MA-level professional school students not in

CSAS MA or dual degree programs who take sufficient SA area and language courses can earn a graduate certificate in SA studies.

(2.A-4) Appropriateness of Graduate Curriculum. The core requirement for all of the Center's graduate programs is the Proseminar SAS 501, a cross-disciplinary overview of SA scholarship. Students in the Center's 2-year MA program in SA studies take at least 24 credits in SA related courses, and acquire a minimum of second-year proficiency in a SA language (Table 2.2). The cornerstone of the MA is the Master's essay, a substantial piece of research written under the supervision of a CSAS faculty associate and another faculty advisor. Students pursuing the dual degree option fulfill MA requirements concurrently with those of their other program.

TABLE 2.2 Graduate Degree and Certificate Programs in South Asian Studies	
MA, CSAS	<ul style="list-style-type: none"> • 2-year course of study • Required core course SAS 501: Proseminar in SAS • 24 credits in SA graduate level courses • A minimum of 4 of the courses must be graduate level; others may be 400-level courses taken for graduate credit • Breadth: students must take SA related courses in at least 3 different departments or schools • 2nd year competency in a SA language, by course or proficiency exam • Masters essay under supervision of 2 faculty members
MBA/MA dual degree program	<ul style="list-style-type: none"> • 3-year course of study • All MA program requirements are satisfied concurrently with MBA requirements
Student-driven dual degree programs	<ul style="list-style-type: none"> • Course of study may vary • In addition to requirements of the graduate or professional school, students must satisfy requirements for the MA program
Graduate certificate in SA Studies	<ul style="list-style-type: none"> • Required core course SAS 501: Proseminar • 15 credits in SA courses • A maximum of 6 credits may also be used to satisfy other degree requirements • Breadth: students must take SA related courses in at least 3 different departments or schools • 1st year competency in a SA language, by course or proficiency exam

Building on the undergraduate Minor in Islamic Studies, the Islamic Studies Program plans to introduce a **new Graduate Certificate in Islamic Studies in 2016-17**, which will enable students to enroll in other UM graduate degree programs to develop interdisciplinary and cross-regional expertise on Islam, including Islam in SA.

(2.A-5) Appropriateness of Curriculum for Professional School Students and Others. In keeping with recent disciplinary trends in the humanities and social sciences, more PhD students (and faculty) are undertaking comparative cross-area studies. UM faculty from Business, Law, Public Health, Information, Music, Urban Design, Social Work, and Medicine have travelled to SA recently to supervise departmental graduate student research, conduct studies, guide students, and supervise professional internships. CSAS facilitates such linkages by working with other area programs, including other NRCs at UM. This integration into theoretical literatures and disciplinary and professional research increases the SA content in many non-area disciplinary and professional school courses at all academic levels, including but not limited to those taught by CSAS faculty.

(2.B-1) Academic and Career Advising. Academic and career advising are central to students' success. CSAS has a 0.33 FTE student services coordinator, who guides students through their program, monitoring their progress and keeping them abreast of funding and employment information. New students attend an orientation, after which they meet individually with the Center director. Academic advising continues with monthly meetings with the director and weekly meetings with the faculty advisor of the core SAS proseminar.

In addition to advising at the Center, both graduate and undergraduate students are encouraged to meet each semester with advisors in their home departments. As students near completion of the program, the focus of advising turns to discussions of continuing study and/or career placement. For graduate students, each department in the humanities and social sciences retains staff dedicated to placement, helping students transition into the next phase of their careers. Both graduate and undergraduate students also meet with counselors at the University career center. For students interested in education abroad, the overseas opportunities office offers

extensive resources, and the Ford School of Public Policy is 1 of 16 schools in the nation to have been selected by the State Department to host a Diplomat in Residence, who serves as an important recruiting contact for careers in the Foreign Service. CSAS is also committed to providing opportunities for students to engage in informal career development activities and networking. We are diligent in ensuring that our students (MA, PhD, and undergraduate as appropriate) have the opportunity to meet and speak with our invited guests and visiting artists.

(2.B-2) Arrangements for Students to Conduct Research and Study Abroad. To expand practicum opportunities available to undergraduates, CSAS secured a permanently endowed fund for the *Summer in South Asia* undergraduate fellowship program in 2009. Since 2006, students have designed their own fellowship/research programs with this fellowship. These student-initiated programs typically entail an internship with an NGO, corporation, or research institution and may also include preliminary research toward an honors thesis. Students receive advising on the design of the fellowship from Center staff and faculty advisors. So far, **49 undergraduates** (out of more than 184 applicants) representing 27 different subject areas have completed projects in SA as part of this program (9.E-1). We are proud of the impact of this program on its participants. For example, a 2012 alumna has taken her experience as a Fellow and started a non-profit called Sisu Global Health (www.sisuglobalhealth.com) which works to reduce the number of preventable rural deaths by creating adapted medical devices. This summer, an additional 8 undergraduate students have been awarded fellowships, and are conducting research projects with institutions across India (Delhi, Kalol, Ahmedabad, Kolkata, Bangalore, and Dharmasala).

Creating new opportunities for students to conduct research and study abroad has been a major effort at CSAS and UM as a whole. This year, the President's Office provided **\$487,000** to 6 schools/units including CSAS to foster such opportunities for students. With this support: LSA

and Engineering will support summer internships for undergraduate students with UM alumni in India; Nursing will send students to India for 3-week field experiences; Business will expand its Multidisciplinary Action Projects allowing undergraduate students to gain experience in India (this year's projects are at ICICI Bank, Mahindra AFS, Equitas Holdings, and the Ross School of Business-Office of India Initiatives); Law has established an externship program (the first students go this summer to the Alternative Law Forum in Bangalore); Art & Design, which already has a semester-long study abroad opportunity for its students at the Srishti School of Art, Design, and Technology, is developing a summer program to begin in 2015 for undergraduate and graduate students to study at the JJ School of Art in Mumbai and the National Institute of Design; and CSAS has established a recurring program to send UM undergraduate students to Delhi University during the summer to collaborate with student-faculty teams on "Innovation Projects," multidisciplinary research projects that engage a social concern. CSAS received an additional **\$40,000** from the Presidential India Initiative to facilitate these linkages across campus and to establish a UM semester-long study abroad program with Ashoka University as part of its broader collaboration (*NRC IP*).

Other units garnered support from the UM Provost's Office. The School of Information, for example, received **\$829,000** for the GIEP. The project sends interdisciplinary teams of UM graduate students to nonprofit, research, and educational organizations in India with the object of using information and technology skills to address a contemporary social concern. This year the GIEP is sending **19 students** to India to work on projects at 6 institutions: Jaaga Trust, Bangalore; Alternative Law Forum, Bangalore; National Institute of Speech and Hearing; Indian Institute for Human Settlements; and Digital Green (Delhi).

Medicine has also incorporated opportunities for students to study in India, particularly

through its relationship with AIIMS. That agreement allows UM medical students and surgical residents to spend up to a month at AIIMS for research and training. This year, UM students and residents did research and gained practical experience in the following AIIMS departments: medical records, orthopedics, general surgery, trauma, neurosurgery, and pediatric surgery.

These new programs complement established ones, such as the William Davidson Institute (WDI) Global Impact Internship Program for emerging market economies. The WDI, a unit of the Ross School of Business, has since 2010 provided approximately **\$340,000** to place **34 students** with businesses, nonprofits, and other organizations in India, Bangladesh and Bhutan. Similarly, the School of Social Work (SSW) has a mandatory field placement requirement, and is keen to send students to India for this component of their education. To this end, the SSW has established a relationship with the Srinivasan Services Trust. This summer 3 SSW students, 2 MA and 1 PhD, are gaining field experience with the Trust. The SSW is also in discussions with Madras Christian College to establish a student exchange that would allow UM SSW students the opportunity to study there.

The University's commitment to supporting graduate student research and study in SA is evident in its dedication of considerable funding and logistical support. Internally, the Rackham Graduate School has provided humanities research awards, pre-doctoral, and doctoral fellowships to students to conduct research in SA. The II provides research fellowships to students as well as tuition-shortfall support for FLAS fellowships. The sum total of this support has been prodigious: **\$126,000 in fellowships** to 23 students conducting research in SA and more than **\$450,000** in tuition support for FLAS recipients (1.B).

The II has staff dedicated to recruiting and advising applicants for Fulbright awards, which has contributed to UM's impressive history of producing Fulbright Fellows. In the last 4 years 20

UM students have successfully funded research and study in 3 SA countries under Fulbright fellowships, Fulbright-Hays Doctoral Dissertation Research Abroad awards, the National Security Education Program, David L. Boren Graduate Fellowships, Wenner-Gren Foundation Fellowships, Social Science Research Council International Dissertation Research Fellowships, American Institute for Indian Studies (AIIS) Fellowships, and American Institute of Pakistan Studies Fellowships (1.A-6).

Center faculty and staff also routinely advise students seeking external funding. Furthermore, several faculty members have organized projects involving undergraduate and graduate research in SA, in fields such as archaeology, urban design, music, and demography, with 1 faculty member receiving an II grant of \$10,000 each year to support this teaching endeavor.

(2.B-3) Facilitating Access to Other Language and Study Abroad Programs. UM's commitment to providing students with resources for study abroad is spearheaded by our Center for Global and Intercultural Study (CGIS). CGIS coordinates activities for the Michigan Global Academic Programs (academic year study abroad), Global Intercultural Experience for Undergraduates (summer study abroad programs), summer language study, Global Course Connections (extensions of courses taught during the semester at UM), and other organizations on campus. Between the years 2010-12 alone UM has sent **133 students** to study abroad for University credit in SA countries (this does not include the students who went on not-for-credit and other specialized programs). Summer FLAS funding has allowed a number of graduate students to enroll in AIIS programs in Chandigarh, Lucknow, and Tamil Nadu, and in the Tamil Program of the Pondicherry Institute of Linguistics and Culture. Individual students have also secured tutoring in Hindi and Kannada in India. UM also supports and encourages faculty led programs. For example, Stephen Rush, a faculty affiliate, has administered the Varanasi India

Program since 2009. He has led over **100 students** to India through this program and enhanced the SA presence in the Music Department.

UM is an active member of multi-campus collaborations to provide language training and research support in SA studies. The Center provides funding to and participates in governance of the South Asia Summer Language Institute (SASLI) located in Madison, Wisconsin. In 2014, 11 modern languages (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sinhala, Tamil, Telugu, Tibetan, Urdu) and 1 classical language (Sanskrit) are being offered at the elementary and intermediate levels. Each summer SASLI coordinates a week-long pedagogy workshop for the incoming instructional staff. Over the next grant cycle, SASLI will offer a workshop on translating the ACTFL and ILR proficiency testing scales to both the SASLI instructional staff and to the SA NRC leadership.

3. Quality of the Applicant's Non-Language Instructional Program

(3.A-1) Quality and Extent of Course Offerings in a Variety of Disciplines. The disciplinary breadth of CSAS is exemplified by the academic diversity of UM faculty associated with the Center and by the wide range of courses on SA offered across the University. Excluding language instructors, CSAS currently has 62 faculty associates at commitment levels ranging from 100% to 25%—39 in LSA and 23 in professional schools.

Further evidence of Michigan's commitment to SA is the hiring in recent years of 3 new senior faculty members. Leela Fernandes, who joined Women's Studies, is a major figure in the study of India's new middle-class and democratization, and of the impact on Indian politics of women and feminism; Pauline Jones-Luong, who joined Political Science, is a Central Asia specialist whose research includes the study of subnational identities, states transitioning from planned to market economies, and Islam, and whose teaching includes radical political Islam. The third

senior hire is eminent historian of modern India, Mrinalini Sinha. Sinha is a scholar of gender and colonialism in British India, a 2012 Guggenheim Fellow, and currently President of the Association for Asian Studies. In addition to these senior hires, UM has hired tenure track SA faculty in American Culture, ALC, English, History of Art, Political Science, and Public Health.

While India figures most prominently in the faculty's geographical areas of interest, UM has in recent years become a leading center for the study of Pakistan, with 4 faculty with research experience in Pakistan, all of whom are active in the field of Pakistan Studies and active with the American Institute of Pakistan Studies (including holding the office of Vice-President). UM also has particular strength in Afghanistan, Nepal, and Tibet; and Bhutan, Bangladesh, and Sri Lanka are also represented. Courses on SA offered at UM (see Appendix 2) range geographically across most of SA and temporally from the distant past to the contemporary era.

Table 3.1 (see below) identifies the 16 UM LSA departments and 7 UM professional schools that together offer 125 courses devoted entirely to SA, or with significant SA content (at least 25%, usually 50%). Also see Appendix 2. Table 3.2 (below) provides data on the degrees earned by students specializing in SA and the number of undergraduate majors in SAS. Summer, Fall, and Winter conferred degrees are combined in these numbers.

(3.A-2) Availability of South Asian Courses in Professional Schools. The UM Ross School of Business is consistently ranked among the best business schools in the world and is renowned for its distinguished faculty in the field of SA business. Established by the late C.K. Prahalad (d. 2010), the Ross India Initiative now has 12 associated faculty members, many with a significant SA research focus to draw upon in the classroom.

At the Law School, Vikramaditya Khanna regularly offers SA content courses. Most recently he offered a course that was 100% SA content: *Law & Economic Development: India* (100% SA)

his SA expertise to the architecture and urban design curricula through courses such as *The Modern City and its Afterlives in South Asia* and *The City, the Village and What Comes Next: Urban Questions in South Asia*. Drawing on Glover's expertise, among others, the Masters of Urban Design Program this year focused its program on Mumbai. This entailed 2 site visits to Mumbai by students and program faculty, and academic and studio courses on the city and its broader context to prepare students to produce MA theses (design).

TABLE 3.2: Degrees Conferred 2011-14					
Term year	2011	2012	2013	2014	TOTAL
PhD	9	5	4	0	18
MA Degrees	1	2	0	2	5
MA Certificates	1	1	1	0	3
SA Specialization BA Degrees	0	0	11	0	11
Undergraduate SAS Majors	17	16	7	0	40

In music, Meilu Ho specializes in Hindu and Muslim devotional music, while her colleague Stephen Rush has guided UM students to Varanasi on a Hindustani music immersion program. *The Environment and Development* and *Social Theory and the Environment* courses taught by Arun Agrawal in Natural Resources are informed by his investigations in India and Bhutan.

SA material is taught in other professional schools at UM as well. Table 3.1 lists the SA courses offered on this campus by 7 professional schools, including 3 which offer courses at the undergraduate level, while all 7 offer graduate level courses. 30 faculty members with appointments in 9 UM professional schools and 1 research institute are associates of the Center (Appendix 3). In many of these schools, courses not listed here are regularly offered with SA content (less than 25%).

(3.B) Depth of Specialized Course Coverage. UM is perhaps the premier center for the anthropological study of the subcontinent. In the Anthropology department, 5 professors teach SA culture: Department Chair Thomas Fricke works on Nepal; Associate Professor Matthew Hull works on both India and Pakistan; Professor Carla Sinopoli teaches South Asian archaeology;

Associate Professor Michael Lempert conducts research among Buddhist communities in India; and Assistant Professor Sarah Besky teaches courses on the environment and labor in SA. Complementing this strength in Anthropology, UM has excellent breadth and depth in its coverage of SA in the History department. 3 SA specialists offer a full curriculum of courses on SA history, from ancient to contemporary times: Professor Mrinalini Sinha (modern SA); Professor Juan Cole (early modern and modern SA); and CSAS Director and Associate Professor Farina Mir (modern SA). Complementing its impressive strengths in the Business School, UM is strong in Economics, where assistant professor Raj Arunachalam covers issues in development and the dowry system as well as political economy in Bangladesh. In Communication Studies Aswin Punathambekar teaches film, television, and new media studies. In Political Science, Professor Pauline Jones-Luong brings expertise on Afghanistan and Islam, and Brian Min on India. Leela Fernandes in Women's Studies and Ram Mahalingam in Psychology bring their strengths in gender and caste studies, respectively, to our social science offerings.

The teaching of SA related humanities has long been a special strength at UM; SA religions are a case in point. The program in Buddhist Studies is recognized as one of the strongest in the country and benefits from the leadership of 2006 Guggenheim Fellow and ALC Chair, Donald Lopez. Madhav Deshpande and Varuni Bhatia regularly teach courses on Hinduism. Courses on Sikhism are especially strong thanks to Associate Professor Arvind-Pal Mandair, who holds 1 of only 7 endowed chairs in Sikh Studies in North America. SA Islam is well-covered by CSAS director Farina Mir and by Juan Cole, who is widely recognized as one of the nation's preeminent experts on Islam in SA.

SA literature in translation and the literary theory of SA fiction and poetry are taught by Associate Professor Christi Merrill in Comparative Literature; Associate Professor Jennifer Wenzel,

Assistant Professor Madhumita Lahiri, and Zell Visiting Professors Tarfia Faizullah and V.V. Ganeshanathan in the English Department, and by Madhav Deshpande of ALC. In History of Art, Professor Daniel Herwitz is a leading expert of modern Indian art, and Assistant Professor Nachiket Chanchani teaches both survey and specialized courses on SA art. Faculty in Art & Design also engage in SA art theory and practice. Assistant Professor Osman Khan is both a practitioner and teacher of contemporary SA art practice, and Associate Professor Irina Aristarkhova brings expertise as both a critic and curator with deep engagements with contemporary Indian art practice.

(3.C) Interdisciplinary Courses. Many of the **125 non-language courses** devoted to SA at UM (Table 3.1) are interdisciplinary in content and approach. Interdisciplinary collaboration is paramount at UM and exemplified by UM's ISR, which involves undergraduate and graduate students in interdisciplinary training and mentorship programs, where they work closely with faculty (6.A- 3). 6 CSAS faculty associates (Arunachalam, Axinn, Barber, Fricke, Snow, and Thornton) are also ISR faculty associates. Many faculty members have appointments in more than one unit within LSA, teaching in both LSA and one of the professional schools and other departments. Graduate students are required to take courses taught in departments other than their own and undergraduate students are offered a selection of interdisciplinary courses and concentration paths within CSAS and other disciplinary departments (Table 3.1).

(3.D-1) Adequate Non-Language Faculty. See 3.A-1 for faculty quantified by specialty. For faculty strength as measured by outstanding publishing, fellowships, and awards, see Appendix 3. For research grantsmanship see 1.A-2. For outreach, consulting, and government service see Table 7.1.

(3.D-2) Pedagogy Training for Teaching Assistants. Graduate Student Instructors (GSIs)

are employed in large lecture classes to teach smaller discussion sections and are typically themselves working on a SA graduate degree. Departments usually require 16 hours of pedagogy training for first-time GSIs. This training is designed and executed with the help of the UM Center for Research on Learning and Teaching, which also offers more specialized pedagogy classes through the semester to which GSIs are assigned if gaps in their pedagogical preparation are noted. Seasoned GSIs occasionally have primary responsibility for area studies courses closely aligned with their area of expertise.

4. Quality of the Applicant's Language Instructional Program

(4.A-1) Extent of Language Coverage. UM is a major center for the teaching of SA languages. Three levels of Hindi and Urdu are taught each term. Punjabi and Tibetan are regularly taught at 2 levels, with first and second year Punjabi being taught in alternating years. Students can arrange for independent studies for third year study in both languages. Specialized or independent studies are also offered in Bengali, Gujarati, Marathi, and Rajasthani. Classical language instruction is available in Sanskrit, Persian, classical Tibetan, Prakrit, and Pali.

(4.A-2) Enrollments and (4.B-1) Levels. See Table 4.1 below.

TABLE 4.1 Enrollments in South Asian Languages at UM			
Language	Levels Offered	Enrollment 2012-13	Enrollment 2011-14
Hindi	3	145	466
Punjabi	2	25	64
Sanskrit	2	16	31
Tibetan	2	20	68
Urdu	3	73	226
Pashto	1	0	1
Total Enrollments		279	856

(4.B-2) Courses Taught in South Asian Languages. In addition to advanced courses and faculty directed independent study in SA languages and literatures, students with sufficient language proficiency frequently use primary SA language materials in their research for class papers and are expected to do so for MA and PhD theses.

(4.C-1) Availability of Sufficient Number of Language Faculty. ALC boasts 6 tenured/tenure-track professors: Madhav Deshpande, Donald Lopez, Arvind-Pal Mandair, Varuni Bhatia, Christi Merrill (who also has an appointment in the Department of Comparative Literature), and Nachiket Chanchani (who also has an appointment in the Department of History of Art). Of these Deshpande routinely teaches elementary or intermediate language classes but all are qualified and available to conduct advanced language tutorials and independent studies for interested students. Five specialists in language pedagogy are also employed as full-time lecturers: Behrad Aghaei, S. Ekhteyar Ali, Pinderjeet Kaur Gill, Ranjanpreet Nagra, and Sonam Tserig, all 5 of whom have multi-year renewable contracts governed by an agreement with the Lecturer Employees Organization (LEO). Together these 11 experts in language instruction are sufficient to cover existing instruction (Appendix 3). CSAS is requesting Title VI support for the addition of Bengali to our language offerings. CSAS is also requesting Title VI support to partner with CREES, CMENAS, and Indiana University to offer distance Uzbek instruction.

(4.C-2) Staff Language Pedagogy Training. Language instructors not only attend required UM workshops on teaching but also attend workshops held by AIIS, the American Council on the Teaching of Foreign Languages (ACTFL), the Center for Advanced Research on Language Acquisition (CARLA), and the South Asia Language Resource Center (SALRC); and are encouraged to take advantage of online resources like the Language Acquisition Resource Center. In 2013, CSAS in conjunction with other NRCs organized an Oral Proficiency Interview workshop for all SA language instructors. Ali and Gill have taken the ACTFL Oral Proficiency Interview in Urdu and Hindi, respectively, and both received the highest distinction: superior. Gill is now an ACTFL tester for Hindi, having completed the certification process. Language instructors actively seek out opportunities to improve their pedagogy. In the past year, for

example, Ali and Gill have participated in Language Acquisition Resource Center webinars on: task-based performance assessment, assessing vocabulary, developing rubrics for language assessment, and assessing speaking. All GSIs undergo mandatory training (3.D-2).

(4.D-1) Quality of the Program. Our language faculty contributes a wealth of experience and expertise to the university community and provides an extremely high quality program. Lopez teaches Tibetan literature, Merrill teaches Hindi and Rajasthani translation (she is the recipient of the 2012 A.K. Ramanujan Book Prize for Translation from the Association for Asian Studies for her translation of Vijaydan Detha's *Choubouli and Other Stories*), Mandair teaches Classical Punjabi, Bhatia teaches Bengali, and Chanchani teaches Gujurati (like Merrill, he is a published translator). Deshpande's highly acclaimed textbook, *Sanskrtasubodhini: A Sanskrit Primer*, has been reprinted 6 times and is currently used in the U.S., Europe, and Japan. CSAS is the publisher and copyright holder of the book and provides free access to the accompanying audio files via CSAS website. Ali, who holds a PhD from the Aligarh Muslim University, teaches Urdu and Hindi. Gill, who holds a PhD from Guru Nanak Dev University, teaches Punjabi and Hindi. Aghaei, who holds a PhD from the University of Texas, teaches Persian. Nagra teaches Punjabi and Hindi, while Tsering covers Tibetan. Lastly, we are requesting .50 FTE funding to hire a qualified instructor to teach Bengali, starting in Fall 2015.

(4.D-2) Quality of the Language Program: Performance-Based Instruction. In addition to the activities described in section 4.C-2, Ali serves as the Director of SA language programs. The Director creates a community for pedagogical discussion, consultation, and mentorship and is responsible for formal performance reviews and recommendations to the chair regarding re-appointment and hiring. Looking ahead, we plan to encourage faculty to teach in SASLI because of its emphasis on evaluation and performance-based instruction; to continue our involvement in

SALRC and support/implement the development of new “Standards-based Measurement of Proficiency” tests to measure all 4 basic skills (reading, writing, speaking, and listening) for Hindi, Urdu, and Punjabi, with our faculty and staff members participating in the development and beta-testing process; to encourage our faculty during the next 4-year period to utilize the UM Language Resource Center (LRC) and to maintain student portfolios to enhance students’ active roles in learning and offer guidance to instructors in assessing the effectiveness of their pedagogy; to develop an electronic curriculum for Hindi, Punjabi, and Urdu; and to support the ALC department in conducting an external review of its language programs in 2015-16.

(4.D-3) Quality of the Language Program: Adequacy of Resources. The state-of-the-art UM LRC supports work on language pedagogy, teaching methods, educational research, language acquisition, instructional technology, evaluation, and productivity. New resources for digitization facilitate the preparation of language pedagogy materials.

(4.D-4) Quality of the Language Program: Proficiency Requirements. The curricula are designed to develop students’ proficiency in the 4 basic language skills. First- and second-year language instruction involves 4 hours per week in the classroom and all advanced SA language courses involve 3 hours of classroom instruction per week. These courses emphasize content-based instruction and include substantial readings in journalistic, literary, and scholarly genres. Socio-cultural orientation increases the students’ familiarity with important cultural aspects of SA language use and production. Course materials stress active manipulation of a practical vocabulary in both formal and informal contexts.

5. Strength of Library

(5.A-1) Library Holdings, Museum Collections, and Archives. The SA collection is one of the recognized strengths of UM’s research library of over 7 million volumes. The SA

collection consists of approximately 350,000 titles, including over **111,000 volumes in SA languages** and 1,800 current serial titles. The collection is strong in the humanities and the social sciences, with notable secondary collections in other fields, including law, medicine, public health, architecture, natural sciences, and mathematics. Additionally, it encompasses manuscripts, microfilms, sets of research source materials, catalogues of other significant collections, and extensive musicology materials. A large and historically significant collection of maps is held in the Clark Library; the Film and Video Library is building a significant collection of feature films; and other significant holdings are located in the Law, Fine Arts, and Music Libraries.

The SA collection is defined geographically and culturally, covering the countries of the region and the SA diaspora. The collection is strong not only in English-language materials, but in Hindi and Hindi dialects, Urdu, Persian, Tamil, Bengali, Marathi, Sanskrit, Tibetan, Punjabi, and Rajasthani, with additional resources in approximately 20 other languages. Notable holdings include complete runs of several newspapers extending over 100 years; complete Census of India reports dating back to the 19th century; imperial and district gazetteers; archaeological surveys and epigraphical reports. One recent acquisition is a set of Afghan serials in Pashto from 1936-84 in microform. For recent newspapers of SA, the database PressReader is an excellent resource. The library has purchased the online version of the Times of India and the statistical database Indiastat to make electronic information concerning SA accessible to faculty and students.

Other collections include **10,000 images** in the Islamic Art Archive, the oldest photographic archive of Islamic art in the U.S. The Visual Resource Center of the Architecture & Engineering Library boasts 2,650 mostly-architectural images from Afghanistan, Bangladesh, India, Pakistan, Sri Lanka, and Tibet. The recently acquired Brilliant Collection in the Taubman Health Sciences Library is an archive on modern smallpox eradication efforts in India.

(5.A-2) Institutional Support. The SA Collection is supported by a staff with regional expertise. Staff manage the collections acquired from SA in relevant languages and distinctive subjects, solicit and accept purchase recommendations, catalogue new acquisitions, provide assistance to library collections, and offer formal instruction in bibliographic resources. Key staff members include the Librarian for SAS, a cataloger, and student assistants who perform other technical processing. UM Library support for staffing totals 2.75 FTE and \$151,000 in salaries and benefits. The UM Library easily spends over \$100,000 annually for SA collections. Of this amount, **\$92,604** has in the past been earmarked specifically for SA materials. This amount is supplemented by other one-time funds used to purchase items such as databases, microfilm sets and multimedia. See Table 1.1 for Library funding.

(5.B-1) Cooperative Initiatives. Researchers using the UM libraries enjoy access to almost all major research collections in North America and abroad, thanks to participation in the Online College Library Center. Additionally, UM is a dues-paying member as well as a regular evaluator and leader in the cooperative acquisitions projects overseen by the Center for Research Libraries, the South Asia Microfilm Project, the Committee on South Asian Libraries and Documentation, and the South Asia Cooperative Acquisitions Program. The latter initiative has been crucial in building a scholarly collection in a variety of languages and formats from different parts of SA. The library is actively involved in the Digital Dictionaries of South Asia project (through the CIC) and in the South Asia Information Access project (funded by a grant from the USED's Technological Innovation and Cooperation for Foreign Information Access program). In the latter project, the Library has been a leader in establishing the Open Archives Initiative as a medium for information sharing.

(5.B-2) Access to Michigan Collection The UM Library Web interface has undergone

several changes over the last few years with a great improvement in the usability of Mirlyn, the library catalog. The redesign has made it easier for scholars and students to access databases. While many databases/online resources have restricted usability, Mirlyn and other tools are accessible to researchers with internet access across the world. Most libraries in the UM Library system feature open stacks accessible to all individuals for onsite use; faculty and graduate students from other UM or CIC member institutions enjoy free guest borrowing privileges. Borrowing privileges for other guest users are available for a small fee. Both Google and Hathitrust continue to be major factors making materials in the UM Library accessible. These 2 repositories have made out-of-copyright materials openly accessible and copyrighted materials more visible to a widening network of users, both scholarly and casual. The digitization of the Library's holdings has allowed us to share our resources across the globe. The Library's Interlibrary loan processes have also continued to expand. There are many requests for SA materials (both in English as well as vernacular languages) generated annually. Over 70% of the SA collection is available for circulation through interlibrary loan within the U.S. and Canada.

UM Libraries and Museums have also endeavored to make resources available through online exhibitions. 3 recent examples of note are: "The Koelz Collection of Himalayan Art," drawing on the Museum of Anthropology Koelz Collection; "Smallpox Eradication in India, 1972-1977," drawing on the Brilliant Collection in the Taubman Health Sciences Library; and "Maps and Map-Making in India," drawing on the collection in the Clark Map Library.

6. Quality of Staff Resources

(6.A-1) Qualifications of Teaching Faculty and Professional Staff. Our 70 affiliated faculty members provide remarkable breadth and depth for Center organization and programmatic activities. UM's SA faculty members are distributed across 26 departments, in 10 different schools

and colleges, and 1 research institute (Appendix 3). Our faculty members are remarkably productive, as evidenced in their professional publications, honors, and research grants—\$134 million since 2010 from the National Science Foundation, National Institute of Health, National Endowment for the Humanities, Food and Agriculture Organization of the United Nations, Gordon and Betty Moore Foundation, the Bill and Melinda Gates Foundation, among others (1.A-2). They are also remarkably accomplished: 1 associate dean, 2 department chairs, and 12 named professorships. During the past 4 years, tenure-track faculty were added in 5 departments (3.B). The strength of our tenure-track faculty is further supplemented by full- and part-time language lecturers, research faculty, museum curators, visiting scholars from SA, and SA members of UM's prestigious Society of Fellows.

In addition to teaching and supervising students within their disciplinary homes, faculty also supervise CSAS MA students, participate in interdisciplinary teaching in our core SAS course (SAS 501), present in Center lecture series and public events, participate in CSAS teacher training and other outreach activities, and develop virtual and physical SA exhibitions using our rich museum collections (7.A-1).

Center staffing levels and organization have evolved over the past few years to a system of dedicated and shared staffing, with a total of 1.93 FTEs dedicated to SA (1.A-2; 6.B-2). Staffing is further enhanced by access to the broader expertise and resources of the II, collaborations with other UM area centers, and by paid temporary staff assistance from work-study students and from technical experts in fields such as graphic design.

(6.A-2) Professional Development Opportunities. UM provides valuable professional development opportunities for faculty, including annual awards and competitive grants for research, international travel, conferences, publication subvention, and conferences. Funds are

administered by individual departments and colleges, the II, the Office of the Vice President for Research, and the central university administration. Many of these units also support faculty travel in conjunction with student study abroad programs. Multiple CSAS faculty members have led student groups to SA in the last several years. A number of departments also have endowment funds that support faculty research. Junior faculty members in particular are priorities for early career funding, and are eligible for pre-tenure sabbaticals. Associate Professors in LSA are eligible for the Associate Professor Support Fund, intended to enhance research support at this rank, and to help faculty move expeditiously to the next rank.

(6.A-3) Time Commitments to Teaching, Supervision, Advising. Faculty commitments to SA teaching, supervision, and advising vary with their department and the nature of their appointment. Language faculty and most faculty members in the social sciences and humanities departments devote 100% of their effort to SA, while faculty in professional schools and the natural sciences devote from 25% to 50% of their effort to SA. In the context of a large research university a great deal of teaching occurs in the context of mentorship—of both graduate and undergraduate students. Our faculty associates work closely with students, conduct research with them, travel to the region with them, and publish papers with them, all outside of the classroom (2.B-2). These hours spent in mentorship are difficult to quantify; we have typically not attempted to factor this into our time commitments summarized in Appendix 3.

(6.B-1) Staffing and Oversight. Center faculty are actively involved in the programmatic and administrative activities of the Center. CSAS Director Mir is responsible for broad oversight of the Center mission, oversees student services, and is the primary advisor to the Center's MA students and to others seeking SA curriculum advice. She holds a PhD from Columbia University and a BA from Barnard College. She has published extensively on SA history and culture and

received both the Bernard S. Cohn Book Prize (2012) and the John F. Richard's Prize (2011) for her book, *The Social Space of Language: Vernacular Culture in British Colonial Punjab*. Mir has received a number of other awards including a Fulbright-Nehru Senior Research Fellowship in 2010-11. Along with her duties as Center Director, Mir teaches courses each semester that are 100% SA content and advises and mentors PhD students.

CSAS faculty nominate and elect a 4 member executive committee (EC), which advises the director. Faculty serve 2-year terms on the EC; the 2013-15 EC consists of Mir (ex-officio) and elected members Vikramaditya Khanna (Law), Leela Fernandes (Women's Studies), Matthew Hull (Anthropology), and Syed Ekhteyar Ali (ALC). The Director also solicits faculty members for ad hoc faculty committees for curriculum, FLAS fellowship awards, development, speaker series, and grant preparation (Appendix 3). In the past 4 years these committees have included, among others, faculty members drawn from the schools of Business; Law; Architecture & Urban Planning; Music, Theater & Dance; and Natural Resources.

(6.B-2) Staffing and Oversight: Administration and Outreach. CSAS has its administrative home in the II, and benefits from the organizational structure of the II's Director (a 3-year faculty position) and business manager (a permanent staff position). CSAS has further administrative assistance through unit manager, Gloria Caudill, who provides financial oversight. This 1.0 FTE position dedicates .20 FTE to CSAS, and is supported by UM. Audrey Buswell (MA, American University; 100% SA, Bgt., p. 1) is CSAS' full-time program administrator (1.0 FTE) and is responsible for Center management and outreach. Nancy Becker, student services associate (full-time position, .33 FTE dedicated to CSAS) manages our MA program, including applications, admissions, and graduate requirements for CSAS students. Lastly, we also have student assistance (part-time, 100% SA) for administrative support tasks.

The unit manager, programmer, and student services coordinator are supported by 3 professionals, all supported by UM: financial services processing and oversight (20% SA), communications and web support (20% SA), and administrative oversight (20% SA). In order to manage the outreach programs the Center plans to undertake in the coming years, including the World History and Literature Initiative (WHaLI), the World Music Initiative for K-12 educators, and the UM-University of Puerto Rico (UPR) Program for K-16 educators, we are requesting Title VI support for an evaluation and collaborative outreach assistant. This position would encompass these programs and also help coordinate evaluation (33% SA). In addition, we also request partial funding for a WHaLI coordinator from the School of Education (p.C32-34), as well as a UM-UPR program coordinator to manage logistics in Puerto Rico and Michigan (p. C35-36). Lastly, we are requesting additional support for a student fellowships assistant. This .50 FTE employee will manage undergraduate research and study abroad opportunities, and work with students to better enable their research and study in SA.

(6.C) Nondiscriminatory Employment Practices. Of the 70 CSAS faculty associates, 21 are female and 30 belong to an ethnic minority (Asian). Our currently seated EC includes 2 woman and 3 Asian-Americans. Lastly, of the current permanent staff who work directly on SA, 4 out of 5 are female. From the top down, UM requires non-discrimination in employment practices and has a determined commitment to diversity. Overall 42% of the UM regular, clinical, primary research and LEO faculty are women; overall 25% of the UM regular, clinical, primary research and LEO faculty are minorities; overall 71% of the UM staff are women; overall 20% of the UM staff are minorities. UM subscribes to USED's General Education Provisions Act and is Americans with Disabilities Act compliant.

7. Outreach Activities

(7.A) Elementary and Secondary Schools. The World History Initiative (WHI), a

collaboration of CSAS, other UM area study centers, and the School of Education (SOE), seeks to launch a new phase of this highly successful curriculum and professional development project for teachers of world history in Michigan. The WHI will continue to draw on resources of CSAS and other UM area study centers in collaboration with UM's SOE to plan and enact 3 day workshops to improve teachers' capacity to teach world history. Over the next 4 years, we will expand our services and outreach to transform the WHI into the World History and Literature Initiative (WHaLI), an initiative with broader content and a broader constituency. Before elaborating on changes in content and constituency, however, it is important to stress what has been successful in the WHI and why we want to extend its focus and reach.

Launched in 2010, the WHI is a consortium of **9 area and global studies centers** at the II and has active campus partners in the SOE, the Department of History, and the Eisenberg Institute for Historical Studies. It began as a strategic response to a critical need created when the state legislature added a year of World History and Geography to high school graduation requirements. In response, the University of Michigan created the WHI, a series of three day workshops in global history designed to deepen teachers' content and pedagogical knowledge, while expanding access to teachable resources.

Judging by attendance and our near-and far-term evaluations, we have successfully met our goals in helping teachers improve their approach to teaching world history. We typically receive an average of 75% of participants claiming the workshops were highly successful, 90% still use materials in teaching their students, and 80% have shared materials with their colleagues.

Encouraged by this success, we seek resources to transform the WHI into the WHaLI by: (1) broadening our scope to include global literatures, (2) inviting pre-service teachers and designing activities to enable them to work with practicing teachers, thus making the WHaLI more "inter-

generational,” (3) including minority-serving institutions and community colleges, such as the Henry Ford and Washtenaw Community Colleges, (4) using technology to reach teachers outside the immediate Ann Arbor area (*AP, NRC CPP 1 & 2*). In what follows, we describe each briefly.

(1) **Adding a focus on literature:** Over the next 6 to 8 workshops, we will widen our scope to include world literature. Aside from drawing more widely on the strengths of area centers’ faculty and departments at the University of Michigan, this will help secondary teachers engage in disciplinary or domain-specific literacy to meet the new demands created by the Common Core Literacy and College Readiness standards. As we did when making temporal-spatial scale central to our WHI work, future workshops will address questions that encourage teachers to use literature and art to help their students learn about the global past.

(2) **Special programs for pre-service teachers, teacher educators, and future university faculty:** While UM’s SOE faculty and students have used materials from the WHI in both the undergraduate and graduate sections of the teaching methods course *Educ. 432: Teaching and Learning History/Social Science in Secondary Schools*, we intend to include pre-service teachers of History and English Language Arts in at least half of our WHaLI workshops over the next 4 years. By inviting beginning teachers from area teacher preparation schools—such as UM, Eastern Michigan University, Oakland University, Michigan State University, Henry Ford and Washtenaw Community Colleges—to join with veteran secondary teachers in our workshops, we anticipate more opportunities to disseminate WHaLI materials and enhance the ways teachers use these materials. Further, over the last 2 workshops, we have prepared advanced graduate students in History, Area Studies and Education to participate in the WHI, providing experience and training for future university faculty to work in outreach to secondary schools (*AP*).

(3) **Expanding to include minority serving institutions and community colleges:** By

including pre-service teachers and faculty from Henry Ford, Washtenaw Community College, Wayne County Community College and Eastern Michigan University, the WHaLI will increase the service the WHI already provides to minority serving secondary schools, such as Detroit School for the Arts and Detroit's Western High School. Widening the pool of WHaLI participants and presenters will enrich every aspect of the initiative, helping to ensure that the resources both reach across and are useful in multiple contexts (*NRC CPP 1*).

(4) **Using technology to reach teachers outside the immediate area:** In the past, we have had a number of teachers travel from far regions of Michigan to attend WHI workshops. To increase our impact, in the coming cycle we will webcast the workshops to interested schools and teachers across the state, a first step toward extending the Initiative beyond Michigan.

In addition to funding for WHaLI, we are requesting funding to collaborate with the UM Department of Music Education (a teacher training program, *AP & NRC CPP 2*) to develop and implement a 2-course world music sequence. After completing these courses, which will be organized in collaboration with UM NRCs, K-12 music education students will be able to teach music of the different world regions. We request funds for faculty instruction of these courses in **years 1 and 3** of the grant, with the goal of institutionalizing the sequence as a requirement for all Music Education MA summer students. The 2-course sequence will allow all students in the 3-year summers-only MA program to complete the entire sequence. The proposed courses are: *Introduction to Music Cultures of the World 1*: Middle East and North Africa, South Asia, East Asia, Southeast Asia (taught in Yrs. 1 and 3) and *Introduction to Music Cultures of the World 2*: Europe, Native North America and Latin America, Sub-Saharan Africa (Yrs. 2 and 4). Courses will be taught by ethnomusicology faculty with specializations in several world areas and training in teaching introductory surveys on world music (*NRC CPP 2*).

Through the course, future educators in the MA program will produce lessons directed toward age groups appropriate to their experience and will be able to use these lessons immediately in their teaching curriculum. World music lessons offer an effective mode for introducing students to peoples and cultures using songs, rhythms, lyrics, and ideas encapsulated by foreign languages and cultural concepts. Where their interest is piqued, students will go on to pursue global interests in their future studies, most likely including language. Enrolled students in the summer-only MA program are current, active teachers, so we expect these courses to have immediate impact on K-12 curricula.

(7.B) Outreach to Postsecondary Institutions. As part of our commitment to creating a sustainable relationship with minority serving institutions (MSI), CSAS and other UM area studies centers are collaborating with Eastern Michigan University (EMU) to share 6 speakers and/or films per year. We will work with EMU faculty and staff to bring in speakers and organize events that will enhance the SA area studies program at both EMU and UM (Bgt., p.4, Yrs. 1-4). Through this sustained MSI collaboration, CSAS and EMU hope to attract a more diverse pool of students and faculty to SA area studies (*NRC CPP1*).

Furthering our commitment to creating sustainable links with MSIs, CSAS will collaborate with UM's Center for Latin American and Caribbean Studies (LACS), which has an established relationship with the Colleges of Education, Humanities, and Social Sciences at UPR, to establish a UM-UPR program in Puerto Rico (*NRC CPI &2, NRC IP*). UPR is a Title V institution and a public research university that serves an overwhelmingly Hispanic student body. The College of Education at the UPR trains thousands of teachers each year who go on to work in public and private schools in Puerto Rico. The proposed UM-UPR program will expand access to the area studies and language resources at UM to faculty and students at UPR, to in-

service teachers in the region around UPR, and to their K-16 students (*AP& NRC CPPI*).

In each of the next 4 years CSAS and several other UM area studies centers will send mixed delegations of area studies experts to UPR for K-16 professional and curriculum development workshops. These workshops will be organized around topics that cross multiple disciplines and incorporate different world regions: “Gender and Race” (Yr. 1), “Cultures of Violence” (Yr. 2), “Civil Society and Identity Politics” (Yr. 3), and “Political Struggles” (Yr. 4). Each 2-day workshop will include sessions for UPR faculty and students (including pre-service K-12 teachers) and in-service K-12 teachers from the surrounding San Juan metropolitan area. Instructional materials related to the workshops will be translated into Spanish and English and will be made available on a website for further use and dissemination.

Alongside these new programs, we will continue to provide expert faculty lecturers and support to summer programs at the Midwest Institute for International/ Intercultural Education (MIIE), a consortium of 188 2-year colleges across the nation, based at the Kalamazoo Valley Community College in Michigan (*NRC CPPI*). This collaboration has proved to be very fruitful as it serves both urban and rural community colleges that cater to an average population of at least **24% minority students**.

Beyond reaching out to institutions outside of UM, CSAS recognizes 22 SA related UM student groups and actively supports them by providing publicity, financial, and logistical assistance for their arts-related and educational activities. The Center’s collaboration with the Pakistan Students’ Association to co-host an annual Pakistan conference has been a particularly fruitful endeavor. A 2013 conference on Human Rights in Pakistan brought together scholars, journalists, lawyers, and activists and was a resounding success, with over **250** attendees. In 2014, the “Cultures of Activism: Arts and Expression in Pakistan” conference, which brought

together an arts activist (Sabeen Mahmud, Karachi), an urban planner and low-income housing specialist (Arif Hasan, Karachi), and one of Pakistan's most successful painters (Shazia Sikander), was similarly successful, with over **200** attendees. CSAS has had a similarly successful relationship with the South Asian Awareness Network. Their 2014 conference brought to campus, among others, Rafia Zakaria who works on Human Rights in Pakistan and Yalini Dream, an arts activist who works on issues of the Sri Lankan civil war and its impact. CSAS also sponsors and hosts professional development workshops and conferences for graduate students and faculty members and is the direct sponsor and host of an annual graduate-student film series (SA Film/Lecture Series, Bgt., p.4) and of the Kitabmandal SA student, faculty and community reading group.

(7.C) Outreach to Business, Media and the General Public. Our faculty members are regularly available to government, business, media, NGOs, and the general public when approached for consultation, advice or commentary. One prominent example of this kind of outreach is CSAS affiliate and former Director Juan Cole, who is a well-known voice on NPR and on PBS's *Lehrer News Hour* and has also appeared on a variety of major news and entertainment television shows. Cole also stands out as a public intellectual through his blog, *Informed Comment* (juancole.com), where he provides information and analysis about both SA and the Middle East. The blog has an immense impact with an average of **11,000 page views** each day. Table 7.1 below summarizes the outreach activities of our CSAS affiliates.

CSAS also supports the annual India Business Conference, held at the UM Ross School of Business, as well as the Asia Business Conference, each of which attracted 500 registrants this year. CSAS is also a significant sponsor, along with UM's East Asia NRC, of the annual Asia Law Society Symposium, a conference organized by UM law students.

TABLE 7.1: Faculty Outreach	
Organization	Faculty
U.S. and Other Government Agencies	Agrawal; Ahuja;
U.S. Department of Agriculture; U.S. Agency for International Development; U.S. Marine Corps; U.S. Government Census Bureau; U.S. Treasury Department; National Oceanic and Atmospheric Administration; U.S. Army (Fort Bragg); Government of Nunavut; National Museum of Singapore	Arunachalam; Batra; Ciorciari; Pascual; Cole
International Agencies	Anupindi;
Agence Française de Développement, France; Swedish Post Office, Sweden; Institut Catala de Ciències del Clima;	Aristarkhova; Batra; Min; Pascual
Business Outreach	
Bank of America; General Electric Company, Dade-Behring; Chrysler; Boeing Commercial Airplanes; Intel, Dell; Johnson and Johnson; General Motors; Ford Motor Company; Voltas Ltd, India; Hallmark Entertainment Inc.; Hewlett Packard; Microsoft Corporation; JP Morgan; International Business Machines; Nokia; Tatas, India; Bank of Finland; ITC Group International Business Division, India	Ahuja; Anupindi; Batra; Krishna; Pal; Ramaswamy; Rogers
Media Outreach	Cole; Gill; Lopez;
All Things Considered; Jim Lehrer News Hour; The Nation; The Colbert Report, The New York Times; New York Times Magazine; On the Media; Wall Street Journal; The Economist; CNN; Newsweek; BusinessWeek; Bloomberg; Al Jazeera; Radio France International; Slate; Christian Science Monitor; Los Angeles Times; The New Yorker; The Times of India; British Broadcasting Corporation; Time; The Huffington Post	Punathambekar; Batra; Ciorciari; Fernandes; Khan; Pascual
NGO Outreach	Ali; Agrawal;
Gates Foundation; National Science Foundation; American Council on the Teaching of Foreign Languages; National Council of Less Commonly Taught Languages; Society for Family Planning; American Association for the Advancement of Science; American Academy of Arts and Sciences; The World Bank	Arunachalam; Barber; Currie; Lopez; Sivadasan; Stern

8. Program Planning and Budget

(8.A) Funding Requests & the NRC Purpose Our requests aim to build on UM's current capacities and develop new areas of expertise. Along with SA Less Commonly Taught Language (LCTL) instruction, outreach, and evaluation, proposed activities address the absolute priority of teacher training as well as the competitive preference and invitational priorities. Below is an outline of our budget points. Please see the budget and Appendix 5 for further explanation of the timeline and funding requests.

1. Language Instruction. Our SA language program is robust. Urdu, Hindi, and Punjabi are entirely supported by UM, and we are no longer requesting Title VI support for these languages (Urdu was supported by Title VI during the past 4 years). To maintain the high quality and breadth of our offerings, we seek funds for a lecturer in Bengali (50% salary) (Bgt., p.1, Yrs. 2, 3, 4) and

Tibetan (33% salary, in partnership with the UM China center) (Bgt., p.1, Yrs. 1-4). In collaboration with other UM NRC applicants we request supplemental funding for distance Uzbek (Bgt., p. 5, Yr. 1) which is not offered at UM. To support continuous improvement of language pedagogy and proficiency assessment, we seek funds for instructors to attend off-campus workshops (e.g., ACTFL, AIIS, CARLA) (Bgt., p. 2, Yrs. 1-4). We also request support for administrative costs associated with the SASLI (Bgt., p.4, Yrs. 1-4, *FLAS CPP1 & 2*).

2. Area Studies Instruction. We seek partial support for instructional salary for our SAS 501 proseminar, required of all CSAS MA students (Bgt., p.1) (Yrs. 1-4).

3. Collaborative Outreach. CSAS seeks support for 7 cross-regional/global collaborations with other II centers and UM units: WHaLI (Bgt., p. 1, 2, & 3 Yrs. 1-4, *AP & CPP2*); UM-UPR workshops (Bgt., p. 1 & 3, Yrs. 1-4, *AP, CPP 1 & 2*); Eastern Michigan University Collaboration (Bgt., p. 4 (incorporated in the scholarly lecture series), Yrs. 1-4, *CPP 1*); MIIE (Bgt., p.3, Yrs. 1-4, *CPP 1*); Conference on Indigeneity (Bgt., p. 4, Yr 1); Central Eurasian Studies Society Conference (Bgt., p. 4, Yr. 2); States of Emergency Conference (Bgt., p.5, Yr. 4).

4. Expanding and Integrating South Asia into non-Area curricula. We seek funds to support a number of SA content conferences at UM, all organized by students: India Business Conference at Ross School of Business (Bgt., p. 5, Yrs. 1-4); Asia Business Conference at Ross School of Business (Bgt., p. 5, Yrs. 1-4); Asia Law Society Conference at the UM Law School (Bgt., p. 5, Yrs. 1-4); Students of Color at Rackham, professional development conference in the Rackham Graduate School (Bgt., p. 5, Yrs. 1-4). In each case we are requesting partial support for travel, lodging, publicity, and facility rentals.

5. Research. To extend UM's contributions to SA research, student training, and postsecondary outreach, we request funds for the following outreach initiatives, spearheaded by CSAS faculty

associates: Conference on New Media in South Asia (Bgt., p.4, Yr. 1); Reconsidering the India Forest Rights Act of 2006 Workshops (Bgt., p.3, Yr. 1 & 2); Protecting South Asia's Archaeological Heritage Conference (Bgt., p.3, Yr. 1).

6. Teacher Training/Outreach. We seek support for: WHaLI (see 8A.3 above, *AP* and *NRC CPP 2*); UM-UPR workshops (See 8A.3 above, *AP* and *NRC CPP1*); collaboration with Eastern Michigan University (See 8A.3 above, *NRC CPP1*) to support internationalization of community college curricula; MIIIE Professional Development Workshops (Bgt., p. 3, Yrs. 1-4, *NRC CPP 1*).

7. Other Outreach. We request modest funding for media and other outreach assistance (Bgt., p. 2 Yrs. 1-4), outreach advertising (Bgt., p. 1&2, Yrs. 1-4), and for maintaining and operating the NRC Web Portal (Bgt., p. 2, Yrs. 1-4). We request support for: a graduate student organized film series, culminating in screening and lecture by a director (Bgt., p. 4, Yrs. 1-4); and for a scholarly lecture series (10 visitors/yr, providing travel, accommodation, and professional service fees) (Bgt., p. 4, Yrs. 1-4).

8. Library. We request funds to acquire and process items to extend UM holdings on SA (Bgt., p. 2, Yrs. 1-4); for the Academic sharing program (to support visits by faculty at nearby colleges in Michigan, Ohio, and Indiana to use UM libraries for research or curricular development); and to enhance by 200-250 items our virtual museum exhibition of the Koelz collection, among the most important collections of Western Himalayan art in North America (http://webapps.lsa.umich.edu/umma/exhibits/Koelz_Collection_2010) (photography and web design and implementation) (Bgt., p. 2, Yrs. 1-4).

9. Travel. To support faculty and staff professional development, we seek modest funds for conference participation and NRC Directors' meetings. Overseas travel funds will strengthen

linkages with SA institutions and facilitate library acquisitions (Bgt., p. 2, Yrs. 1-4, *NRC IP*).

10. Staff. We request funds for salaries and fringe benefits for staff effort needed to carry out USED-funded activities. Since the II's establishment, UM has covered the Center director's compensation (Bgt., p.1&2, Yrs. 1-4).

11. Evaluation. We seek funds to hire a professional evaluation team, Formative Evaluation Research Associates, Inc., to develop and improve our evaluation plan (Bgt., p 5, Appendix 4, Yrs. 1-4). Additionally, we request funds to cover .25 FTE for an Evaluation and Collaborative Outreach Assistant to implement the evaluation plan and coordinate institute-wide outreach activities (Bgt., p. 1, Yrs. 1-4).

(8.B1-2) Timeline & Program Development. We provide a realistic timeline for project implementation and evaluation in Appendix 5. The budget we provide demonstrates how we will use our resources and personnel effectively. These activities would not be possible without Title VI funds and support that enhances our leveraging capacities within UM.

(8. C) Cost-effectiveness. We provide budget figures that reflect our best estimates of the costs for carrying out the proposed projects efficiently, and USED funds will leverage additional UM and other support to increase the local, regional, and national impact of these activities.

(8.D) Long-term Impact. Proposed funding requests will allow us to initiate new activities and strengthen existing ones. At the grant's end, we will have 1) enhanced language and area instruction, library resources, and outreach; 2) strengthened UM's SA language programs through sustained support to SA LCTLs, tutorials, and instructor professional development; 3) broadened teacher training to meet the need for globally-focused curricula; 4) increased collaborations with community colleges and MSIs; 5) augmented the supply of SA experts via undergraduate and graduate FLAS awards and increased recruiting efforts to identify quality professional school

applicants; and 6) bolstered capacities to evaluate Center and UM SA activities.

9. Impact and Evaluation

(9.A) Impact of CSAS Activities and Programs. Courses offered in undergraduate and graduate SA-focused degree and certificate programs have increased awareness and knowledge of SA through a large menu of language and area studies course options for students and a diverse pool of scholars, teachers, government officials, lawyers, businesspeople and others managing U.S. relations with SA. See Tables 3.1 and 3.2 for the enrollment breakdown and degrees conferred. A total of 5248 students were enrolled in SA oriented courses from 2011 to 2014. 72% of those were enrolled in liberal arts departments and 28% in professional schools. 73% of those were undergraduates while 27% were graduate students. A list of all UM SA-oriented courses offered beginning in 2011, with details on instructors, credit-hours, timing and enrollments, is presented in Appendix 2.

From Winter 2011-Winter 2014 a total of 18 PhDs were earned by students focusing on SA topics, in 8 different disciplinary departments and spanning a variety of fields: humanities, the social and natural sciences, as well as in the School of Natural Resources & Environment and the School of Architecture & Urban Planning. Between 2011-14 the Center conferred 5 MAs and 3 graduate certificates for students specializing in SA studies. The same period produced 11 undergraduate BAs in SA studies in ALC, and 40 undergraduate majors.

The University maintains a pool of highly qualified teacher/scholars and language instructors to train future specialists to advise and consult with government and private bodies and to help educate the public about SA. In the last 3 years, CSAS MA and PhD students were placed at institutions of higher learning including: Colorado College, Columbia University, Illinois State University, Rutgers University, Syracuse University, Yale University, University of Colorado,

Virginia Polytechnic Institute, University of Michigan, and the University of North Carolina. Overseas placements and research locations have included cities in Nepal, India, and Canada.

The Center's Friday afternoon scholarly lecture series, open to the general public as well as the UM community, attracts and impacts a diverse audience of 40-80 roughly every other week during the academic year. Attendance at CSAS lectures, conferences, exhibits, and film screenings totaled over 9,000 in the last 3 years. Attendance at CSAS co-sponsored conferences and at performances organized by other UM units and by CSAS student groups with direct, acknowledged, center support is many thousands more. This level of impact contributes to the growing profile of CSAS on campus. As a result, student groups are increasingly turning to CSAS for help, sometimes financial and sometimes logistical.

(9.B) Equal Access and Treatment. CSAS proactively recruits students for its MA program and scholars for academic sharing opportunities from under-represented groups. CSAS is also a strong advocate for diversity in faculty and staff hires and tenure-promotions: of CSAS faculty associates, 21 are female and 30 belong to ethnic minorities. The 4 members of the Center staff are women (6.C). Furthermore CSAS collaborates with the UM's Center for Educational Outreach, charged with increasing diversity on campus and increasing access to higher education through outreach initiatives directed toward under-represented groups in Michigan. UM lecture rooms are equipped with assistive listening systems. Closed-captioning for videotape projection is available in the II's main lecture room and is installed in other facilities upon request. UM's Adaptive Technology Computing Site accommodates IT needs of physically, visually, learning, and ergonomically impaired students, faculty, and staff.

(9.C-1) Evaluation Plan CSAS and other UM area centers will work with the independent and external evaluator, Formative Evaluation Research Associates (FERA), a 100% woman-

owned Michigan corporation, DUNS #083426965, in order to better fulfill our evaluation needs. FERA has experience providing services to nonprofits and their partners for 40 years. They have evaluated USED grants, Labor and Small Business Administration grants, universities, community colleges, K-12 institutions, and international projects. FERA will assist CSAS in achieving our overarching goals regarding serving national need for area studies and language training. We have worked with FERA to develop our performance measure forms (Appendix 4) and they will ensure that our evaluation process and outcomes are specific, measurable, attainable, realistic, and timely. They will use quantitative and qualitative methods including: 1) analysis of UM student records, courses, and certificate offerings; 2) review of student language proficiency test scores; 3) retrospective online surveys; 4) documentation of resources disseminated; 5) focus groups; 6) interviews and site visits; and 7) document review.

The Center and FERA have developed 3 project goals which will help to evaluate the major initiatives and outcomes of the overall project (detailed and outlined in Appendix 4):

1. Enhance SA area studies capacity at the UPR, Midwest community colleges, and among local Southeastern Michigan K-12 educators by disseminating SA area studies resources, providing professional development workshops and curriculum development opportunities to said institutions and educators (*AP & NRC CPP2*).
 - a. This goal will be measured by increasing by 50% the courses taught by K-16 educators (participating in professional curriculum development workshops) in Puerto Rico and by UPR faculty (*AP & NRC CPP 1 & 2*). This goal will also be measured by increasing the SA content in at least 4 courses in regional community colleges by the end of the grant cycle (*AP & NRC CPP1&2*). Lastly, by increasing by 10%, as compared to the preceding surveys, the number of K-12 teachers attending WHaLI workshops & world music courses

who report in follow-up surveys that they have incorporated workshops/course content in their teaching 1-year later (*AP & NRC CPP2*).

2. Contribute to meeting the national need for SA language and area experts (*GPRA Measure 3, 4 & 5*).
 - a. This goal will be measured by increasing the number of students studying SA languages by increasing the number of SA languages offered by 1 and increasing the dissemination of information of these languages to undergraduates (baseline will be measured in year 1 of the grant) (*GPRA Measure 3 & 5*). By encouraging placement of FLAS fellows into using language and area skills and in areas of national need after graduation (the baseline will be established in the first year of the grant) and increasing the portion of SA FLAS Fellows enrolling in intermediate and advanced priority languages (Hindi, Urdu, Punjabi, Tibetan, and Bengali) (*GPRA Measure 3*). Lastly by developing a new certificate in Islamic Studies with an emphasis on SA by the end of the grant cycle (*GPRA Measure 4*).
3. Increase scholarly collaboration and information flow between the United States and SA.
 - a. This goal will be measured by increasing opportunities for faculty to conduct research and attend conferences (baseline to be set in year 1 of grant) (*NRC IP*). Increase the opportunities students have to work and speak with our international guest lecturers (baseline to be set in year 1 of the grant). Lastly, by increasing the amount of collaboration between the Center and SA student groups and their international conferences and panels.

Additional evaluation is handled at the University level. Each SA course and instructor is reviewed yearly by students and the University administration. The University is also annually evaluated by an outside entity. Lastly, in evaluating areas of national need, the Center considers GPRA when considering languages and levels taught at UM. All of the SA languages offered at

UM, through CSAS, are considered priority languages. The Center will continue to offer these languages into the future.

(9.C-2) Response to Recent Evaluations. We continually make adjustments to our programs and activities and have recently undertaken a series of reforms and new initiatives. Examples include the WHaLI (7.A), increased enrollments in the language courses, and the maintenance of close connections with local SA communities to raise funds for additional language programs. We work with our students to issue online and in-person surveys to provide feedback so we can make meaningful changes to our program offerings.

(9.D) FLAS Impact—Enrollments and Placement. Enrollments in SA courses and BA graduates with SA credits have been robust in recent years. UM's contributions to the supply of specialists is evidenced by placement information for FLAS recipients in our 2013 survey (9.E-2). According to that survey, of the people who received one or more FLAS Fellowships during the 2013 surveyed period, 88% work in higher education and 12% in the private for profit and non-profit sector, which contributes to the national need for SA area experts.

(9.E-1) Information to the Public. CSAS posts audio and video files of lectures and teacher training workshops on our website, which has enhanced our capacities to disseminate information to the public. The Center also disseminates a yearly newsletter informing the public of faculty, student, and Center activities as well as highlights from the past year. Students participating in our *Summer in South Asia* undergraduate fellowship program report on their experiences as they occur via the program blog; after returning to Michigan they deliver presentations in a colloquium open to the public, organized by the Center. This colloquium has proved incredibly popular, drawing upwards of 50 students and community members in 2013.

(9.E-2) Placement of Graduates in Areas of National Need. Through our academic

programs, efforts to strengthen UM's SA language programs, student and faculty funding, teacher training, and outreach, CSAS makes significant contributions to meeting the nation's need for SA experts and expertise. CSAS has a strong record of placing students into postgraduate employment, education, or training in areas of national need. Of respondents in our recent 2013 survey, **88%** are currently pursuing careers in higher education, and 12% in the private for profit or non-profit sector. The wide range of areas of employment of our graduates indicates the utility and efficacy of the education the students receive. We will continue to encourage our students to go into areas of national need as well as provide information on career opportunities in these fields.

(9.F-1) Impact of FLAS Awards on National Needs & (9.F-2) Placement of FLAS Awardees in Areas of National Need. CSAS' record in awarding FLAS fellowships to address national needs is outstanding. The awards committee consistently gives awards to meritorious applicants planning to pursue careers in areas of need, and our 2013 survey confirms that a substantial share of FLAS recipients are indeed pursuing careers in these fields (9D). CSAS uses documented procedures and adheres to USED regulations and guidelines in the selection of FLAS fellowship recipients. We request approval to award FLAS fellowships for Hindi, Punjabi, Tibetan, Bengali, and Urdu. For the coming grant cycle CSAS requests 8 undergraduate academic year awards and 6 graduate level academic year awards, plus 4 graduate summer FLAS awards. This request is based on the continuously high number of qualified graduate and undergraduate student applicants. We hope to increase the number of undergraduate applicants to increase enrollments in all levels of our language classes. Unless otherwise noted all FLAS application schedule and procedure information below applies to both undergraduate and graduate students.

10. FLAS Awardee Selection Procedures

(10.A-1) Advertising the Awards. CSAS works closely with the other FLAS awarding centers within the II to coordinate the advertising and application process for FLAS. This cooperation ensures that the advertising is well-crafted and well-targeted and that the application process is streamlined, coherent and efficient for both students and staff. The competition is advertised via email groups, informational workshops, the CSAS website, and directly through the graduate coordinators of graduate and professional programs as well as language instructors for both graduate and undergraduate students on campus. We will expand our recruitment activities with the professional schools in order to increase applications for advanced language study from professional students. Aspiring UM students learn about FLAS early in the application process so that they are able to factor these opportunities into their decisions. Faculty and committee members who review applications for admission to UM departments and professional schools are also mindful to refer students who may be good candidates for FLAS but have not specifically applied for it. Professional school students in particular are sought.

(10.A-2) Schedule of Award Process. CSAS advertises FLAS awards beginning in the Fall term through the deadline on approximately February 1, each year. The academic committee begins reading and evaluating applications for both academic year and summer awards in early February. Applicants are ranked by each committee member and a master spreadsheet is prepared by the Center prior to a group meeting in late February. Selected candidates are notified in roughly early-March and given a reply deadline of April 15. Alternates are notified of their wait-list status in mid-March. For graduate students only, UM has historically provided additional funding required to cover any cost the FLAS award does not.

(10.A-3) Awards Corresponding to Announced Priorities. Please see 11.A.

(10.B) Application Process. The FLAS application is thorough and requires a 2-page application form, a statement of purpose, 2 letters of recommendation, a language report documenting ability to learn a foreign language, postsecondary transcripts, a CV and, from graduate students, GRE, GMAT, MCAT or LSAT scores. Students access the application from the Center website and complete it online.

(10.C-1) Selection Committee. The selection committee is composed of 3 faculty members appointed by the Center Director in consultation with the executive committee. Each committee is constituted with representation from the humanities, social sciences, and professional schools to ensure a broad range of academic expertise and experience. The currently seated committee includes, in addition to the Director, Professors Deshpande, Arunachalam and Ho, representing ALC, Economics, and Music, Theatre & Dance respectively.

(10.C-2) Selection Criteria. The evaluation process is undertaken by a committee of faculty appointed by the director of CSAS. Those faculty will be instructed to use a 3 step process: 1) rank applicants based on academic merit, including grades, test scores, letters of recommendation, and written essays as part of the application; 2) incorporate program priorities to re-rank the applicants. For instance, FLAS awards will need to be distributed among a set of languages rather than all awarded in one language, and all of the languages offered are part of the USED list of 78 priority languages; 3) adjust the rankings based on need as indicated by the estimated family contribution (EFC) (*FLAS CCPI*). CSAS will strongly encourage every student applying to fill out a FAFSA, and to have an EFC amount included as part of their application. The committee will be instructed to use the tier of need to give a final ranking when 2 or more applicants are roughly equal following the first 2 steps in the process. The first 2 steps were in

place for the rankings already for the academic year 2014-15. Beginning with the evaluation of applicants for 2015-16, the third step will be added.

11. Competitive Preference Priorities

CSAS has fulfilled the NRC and FLAS Competitive Preference Priorities in a number of different ways. Below is a list of the ways we plan to meet the proposed priorities:

TABLE 11.1 CSAS NRC and FLAS Priorities 2014-18		
Priority	Initiative	Page Number
NRC Competitive Preference Priority 1 <i>Activities with MSI institutions and community colleges</i>	University of Puerto Rico collaboration	p.C35, 36
	Midwest Institute for International and Intercultural Education collaboration	p.C36
	Eastern Michigan University collaboration	p.C35
NRC Competitive Preference Priority 2 <i>Activities with colleges of education, schools of liberal arts and sciences, post-baccalaureate teacher education programs, and teacher preparation programs</i>	World History and Literature Initiative	pp.C31-35
	World Music Initiative	pp. C34, 35
	UM-UPR Program	p.C35-36
NRC Invitational Priority <i>Projects that develop, maintain, or enhance linkages with overseas institutions of higher education or other educational organizations</i>	Ashoka University study abroad program	p.C12
	Presidential India Initiative	p.C3,12
	CSAS scholarly lecture series	p.C43
	GIEP School of Information Project	pp.C5,12
	School of Medicine Obama-Singh Initiative	p.C5
	UM-AIIMS Collaboration	pp.C4,13
	UM-Delhi University Innovation Project	pp.C4,12
	Reconsidering the India Forest Rights Act of 2006 Workshop	p.C40
	Protecting SA's Archaeological Heritage Conference	p.C40
	Conference on New Media in SA	p.C40
International Travel for faculty and staff	pp.C40,41	
FLAS Competitive Preference Priority 1 <i>Preference to undergraduate and graduate students who demonstrate financial need as indicated by the EFC</i>	CSAS plans to incorporate the use of financial need and EFC when awarding fellowship awards.	pp.C49, 50
FLAS Competitive Preference Priority 2 <i>Propose to make 25% or more of the academic year FLAS fellowships in any of the 78 priority languages</i>	All of the CSAS FLAS academic year fellowships will go toward the study of USED priority languages (i.e. Bengali, Hindi, Punjabi, Tibetan, and Urdu).	p.C49
FLAS Invitational Priority <i>Propose to award academic year fellowships in priority languages used in South Asia</i>	All of the CSAS FLAS academic year fellowships will go toward the study of USED South Asian priority languages (i.e. Bengali, Hindi, Punjabi, Tibetan, and Urdu).	p.C49



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

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization

University of Michigan / Center for South Asian Studies

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	85,423	101,917	104,033	104,177		395,550
2. Fringe Benefits	25,128	30,241	31,422	31,467		118,258
3. Travel	20,000	20,000	20,000	20,000		80,000
4. Equipment						
5. Supplies	18,250	18,250	18,250	18,250		73,000
6. Contractual						
7. Construction						
8. Other	67,350	53,850	46,850	48,850		216,870
9. Total Direct Costs (lines 1-8)	216,151	224,258	220,555	222,744		883,708
10. Indirect Costs*	17,292	17,941	17,644	17,820		70,697
11. Training Stipends	348,000	348,000	348,000	348,000		1,392,000
12. Total Costs (lines 9-11)	581,443	590,199	586,199	588,564		2,346,405

***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: 07/01/2014 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 55.5%

- (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)? The Restricted Indirect Cost Rate is 8% NRC, 0%

FLAS%

Name of Institution/Organization University of Michigan / Center for South Asian Studies		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 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

COMPREHENSIVE NATIONAL RESOURCE CENTER BUDGET: 2014-2018
UNIVERSITY OF MICHIGAN CENTER FOR SOUTH ASIAN STUDIES

NRC Budget Category	2014-15	2015-16	2016-17	2017-18
1. PERSONNEL				
A. Administrative				
Program Manager, Audrey Buswell [Narr. 6.B-2]	\$21,000	\$21,420	\$21,848	\$22,285
Fringe benefits at 31%	\$6,510	\$6,640	\$6,773	\$6,908
50% salary of 100% time on South Asia				
Evaluation and Collaborative Outreach Assistant, TBD [Narr. 6.B-2]	\$10,000	\$10,200	\$10,404	\$10,612.00
Fringe benefits at 31%	\$3,100	\$3,162	\$3,225	\$3,290
25% salary of 25% time on South Asia				
Student Services Coordinator, Nancy Becker [Narr. 6.B-2]	\$11,901	\$12,139	\$12,381	\$12,629.00
Fringe benefits at 31%	\$3,689	\$3,763	\$3,838	\$3,915
25% salary of 33% time on South Asia				
Student Fellowships Assistant, TBD [Narr. 6 B-2]	\$10,000	\$10,200	\$10,404	\$10,612
Fringe benefits at 31%	\$3,100	\$3,162	\$3,225	\$3,290
25% salary of 50% time on South Asia				
Administrative Subtotal (minus fringe)	\$52,901	\$53,959	\$55,038	\$56,138
B. Language Instruction				
Lecturer in Tibetan, Tsering [Narr. 4.D-1] [FLAS IP]	\$11,322	\$11,748	\$12,183	\$12,518
Fringe Benefits at 31%	\$3,510	\$3,642	\$3,777	\$3,881
1/3 Salary of 100% time on South Asia. In collaboration with the UM China Center.				
Lecturer in Bengali, TBD [Narr. 4.D-1] [FLAS IP]	-	\$16,650	\$17,183	\$17,656
Fringe benefits at 31%	-	\$5,162	\$5,327	\$5,473
2% +\$200 raise in year 3, 2.75% in year 4 per LEO contract. 50% Salary of 100% time on South Asia				
Language Instruction Subtotal (minus fringe)	\$11,322	\$28,398	\$29,366	\$30,174
C. Area and Other Instruction				
Interdisciplinary Graduate Course on South Asia (SAS 501) [Narr. 2.A-4 & 8.A]	\$7,000	\$7,340	\$7,687	\$7,898
Fringe benefits at 31% Fall course, SAS 501, Instructor TBA	\$2,170	\$2,275	\$2,383	\$2,448
World Music Initiative [Narr. 7.A] [AP, NRC CPP2]	\$2,100		\$2,100	
Faculty instruction of a summer course, "World of Music" for Music Education students enrolled in Music Education Masters Degree. Partial salary and 31% fringe contribution for 1 U-M faculty, TBA.	\$651	\$0	\$651	\$0
Area and Other Instruction Subtotal (minus fringe)	\$9,100	\$7,340	\$9,787	\$7,898
D. Outreach Personnel				
Student Assistance, TBD [Narr. 6.B-2]	\$3,600	\$3,600	\$3,600	\$3,600
Fringe benefits at 8%	\$288	\$288	\$288	\$288
50% salary of 100% time on South Asia				
WHaLI Coordinator, TBA [Narr. 6.B-2] [AP, NRC CPP2]	\$3,000	\$3,060	\$3,121	\$3,183
5 % of salary. Fringe benefits at 31%. Co-coordinates workshops and follow up curriculum development. Supervises pilot teaching and SOE review of curriculum units.	\$930	\$949	\$968	\$987
UM-University of Puerto Rico Program Coordinator [Narr.6 B-2] [AP, NRC CPP1]	\$3,000	\$3,060	\$3,121	\$3,184
14% of salary. Fringe benefits at 31%.	\$930	\$949	\$968	\$987

NRC Budget Category	2014-15	2015-16	2016-17	2017-18
Virtual Museum Collections [Narr. 5. B-2 & 8. A] 125 hours X \$20/hour. Fringe benefits at 10%. Digitization of Koelz collection. Year 1 to focus on the anthropological collection; year 2 to focus on the zoological collection.	\$2,500 \$250	\$2,500 \$250		
Outreach Subtotal (minus fringe)	\$12,100	\$12,220	\$9,842	\$9,967
Subtotal All Salaries	\$85,423	\$101,917	\$104,033	\$104,177
2. FRINGE BENEFITS				
A. Administrative	\$16,399	\$16,727	\$17,062	\$17,403
B. Language Instruction	\$3,510	\$8,803	\$9,103	\$9,354
C. Area and Other Instruction	\$2,821	\$2,275	\$3,034	\$2,448
D. Outreach	\$2,398	\$2,435	\$2,223	\$2,262
Subtotal Fringe Benefits	\$25,128	\$30,241	\$31,422	\$31,467
Salaries and Fringe Benefits Subtotal	\$110,551	\$132,158	\$135,455	\$135,644
3. TRAVEL				
A. Foreign Travel				
Estimated faculty/staff [Narr. 8.A] [NRC IP] Contribution to travel, lodging, meals, and incidentals for 3-4 U-M faculty/staff each year to develop and strengthen linkages, acquire library materials, receive language proficiency assessment training, and develop curricula.	\$9,000	\$9,000	\$9,000	\$9,000
B. Domestic Travel				
NRC Directors' Meetings and Professional Conferences [Narr. 8.A] Contribution to travel, lodging, meals, and incidentals for 12 U-M faculty/staff at \$500.	\$6,000	\$6,000	\$6,000	\$6,000
Prof. Development Workshops for Language Faculty [Narr. 8.A] Contribution to travel, lodging, meals, and incidentals for 5 lecturers at \$1000/each to attend language pedagogy workshops/conferences (e.g. ACTFL, OPI workshops, CARLA, SARLA, SASLI, etc.).	\$5,000	\$5,000	\$5,000	\$5,000
Travel Subtotal	\$20,000	\$20,000	\$20,000	\$20,000
4. SUPPLIES				
A. Library Acquisitions				
Books, limited edition publications, and electronic media [Narr. 8.A]	\$10,000	\$10,000	\$10,000	\$10,000
B. Office Supplies, Mailing, Communication, Copying [Narr. 8.A]				
Outreach Supplies	\$750	\$750	\$750	\$750
Newsletter Production (Graphic design, printing, mailing)	\$3,500	\$3,500	\$3,500	\$3,500
Outreach Materials production for conference and lecture series (Posters, brochure, and flyer design, printing, mailing, etc.)	\$2,750	\$2,750	\$2,750	\$2,750
Supplies for WHaLI , including books for distribution to teachers	\$1,000	\$1,000	\$1,000	\$1,000
NRC Web Portal [Narr. 8.A] Contribution to maintenance of web portal.	\$250	\$250	\$250	\$250
Supplies Subtotal	\$18,250	\$18,250	\$18,250	\$18,250

NRC Budget Category	2014-15	2015-16	2016-17	2017-18
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5. OTHER

A. Outreach to Elementary and Secondary Schools

World History and Literature Initiative for Teachers (WHaLI) [Narr.7-A]

WHaLI Curriculum Development Workshops [AP, NRC CPP2]

Presentations by faculty on world history and literature and new approaches to pedagogy to teachers during 3 day-long workshops. Teachers will develop curriculum units which will be vetted by faculty experts and then piloted in the teacher's classroom. The units will be refined and annotated by SOE researchers on how materials can be successfully used in various classroom environments. In collaboration with U-M area centers (Africa, East Asia, Latin America and the Caribbean, Middle East and North Africa, Russia and East Europe, South East Asia), and U-M's SOE. Professional service fee: 1 presenter at \$300: 2 workshops per year.	\$600	\$600	\$600	\$600
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WHaLI/UM-UPR Technology Support [AP, NRC CPP2]

World History and Literature Initiative and the UM-UPR program taping/editing/web development/online streaming.	\$500	\$500	\$500	\$500
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B. Outreach to Postsecondary Institutions

UM-University of Puerto Rico (MSI) Program [Narr. 7.B] [AP, NRC CPP1&2]

Presentations by faculty and advanced doctoral students on thematic content and new pedagogical approaches to teachers during annual 3-day long workshops. In collaboration with UM area centers (Africa, East Asia, Latin America and the Caribbean, Middle East and North Africa, Russia and East Europe, South East Asia). Stipend for lodging, meals, travel, and professional service fee for 2 presenters @ \$2500 each.	\$5,000	\$5,000	\$5,000	\$5,000
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Midwest Inst. for International Ed. Collaboration (MIIIE) [Narr. 7.B & 8.A] [NRC CPP1]

Support one MIIIE workshop per year with curriculum development modules on South Asia for Community College instructors. Funds will go toward the administration costs of MIIIE and the workshop.	\$2,500	\$2,500	\$2,500	\$2,500
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Reconsidering the India Forest Rights Act of 2006 Workshops [Narr. 8.A] (NRC IP)

Changing legal arrangements for managing Indian forests crystallized through the passage of the Indian Forest Rights Act in 2006. Hosted by the School of Natural Resources and the Environment , these two workshops will bring together scholars from South Asia and North America to examine the effects of the legislation on poverty (year 1) and the environment (year 2). Both workshops will also assess the likelihood of greater democratic decision making in resource governance as a result of the Act. Funds will be used for travel, lodging, professional service fee, ground transportation, and room rental costs.	\$5,000	\$5,000		
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Protecting South Asia's Archaeological Heritage Conference [Narr. 8. A] (NRC IP)

The Museum Studies Program (directed by South Asian archaeologist, Carla Sinopoli) will convene a group of leading heritage professionals from South Asia and the United States to present on their research and experiences and propose effective strategies for educating about and protecting South Asia's archaeological heritage. Funds will be used for travel, lodging, professional service fee, ground transportation, and room rental costs.	\$5,000			
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NRC Budget Category	2014-15	2015-16	2016-17	2017-18
<p>Conference on New Media in South Asia [Narr. 8.A] (NRC IP) The conference will focus on the everyday lived experiences of South Asian citizens in their interaction with different kinds of media: old and new, state and private, elite and popular, global and national. The conference will focus, in particular, on the impact of new and traditional media in stimulating or reconfiguring new forms of community; on political discourse and debate; policy and regulatory practices; on social relations and everyday life; on new forms of culture, leisure and entertainment; and on issues of identity along lines of gender, sexuality, and caste. Funds will be used for travel, lodging, professional service fee, ground transportation, and room rental costs.</p>	\$8,000			
<p>CSAS Scholarly Lecture Series [Narr. 6. A-1, 8.A, 9. A] (NRC IP) Professional service fees for approximately 10 speakers/yr estimated at \$300/each. Travel, lodging, meals, and incidentals for 10 speakers at \$1250/speaker.</p>	\$15,500	\$15,500	\$15,500	\$15,500
<p>South Asia Film/Lecture Series [Narr. 7.B] Professional Service fee for 1 presenter (usually a film director) at \$300. Domestic/international travel, lodging, meals, and incidentals for 1 presenter at \$1200.</p>	\$1,500	\$1,500	\$1,500	\$1,500
<p>SASLI [Narr. 2. B-3 & 8.A] (AP) Contributions toward the administrative costs of the South Asian Summer Language Institute held at the Univ. of Wisconsin, Madison.</p>	\$8,000	\$8,000	\$8,000	\$8,000
<p>South Asia Book Award [Narr. 7.A] Contribution toward the South Asia Book Award project to raise the profile of South Asia in children's literature.</p>	\$1,000	\$1,000	\$1,000	\$1,000
<p>Conference on Indigeneity [Narr. 8.A] Conference will engage the current state of indigenous peoples' movements and the prospects for a true re-tuning of global balances of power that currently disenfranchise a majority of indigenous communities. In collaboration with UM area centers (Africa, East Asia, Latin America and the Caribbean, Middle East and North Africa, Russia and East Europe, South East Asia). Funding for conference travel, lodging, room rental, per diem, and ground transportation costs.</p>	\$2,000			
<p>Central Eurasian Studies Society Conference [Narr. 8.A] Multi-day annual conference to be hosted one-time at UM. Conference will include at least 6 sessions, and expect roughly 200+ people to attend. Funds will go toward hotel arrangements, AV costs, film rental, travel costs, per diem, room rentals, and service fees. In collaboration with UM area centers (Middle East and North Africa, Russia and East Europe).</p>		\$2,000		

NRC Budget Category	2014-15	2015-16	2016-17	2017-18
Interdisciplinary Conference: States of Emergency: Disasters and the Politics of Hazard [Narr. 8.A] The central theme of this conference is the political and cultural role of, and historical transformations produced by, catastrophes ("natural" disasters). One of the unifying threads is the intersection of local stories with wider, especially cross-border, trans-regional, and transnational flows and connections, including a wide range of political, economic, social, and cultural networks and relationships. Specific disciplines of interest include: urban planning, environmental policy, political science, ethnic/class relations, economics, technical and scientific assistance, emergency relief and rebuilding, colonial/postcolonial politics, rhetorics of recovery, and literary or artistic retellings. In collaboration with U-M's International Institute and NRCs. Professional service fee for 1 presenter @ \$300 Funding for conference travel, lodging, room rental, per diem, and ground transportation costs @ \$1700 for 1 presenter.				\$2,000
Academic Sharing Program [Narr. 8.A] Travel, lodging, meals, incidentals, and duplicating costs.	\$1,000	\$1,000	\$1,000	\$1,000
Uzbek Language Collaboration [Narr. 4. C-1 & 8.A] Contribution to the multi-Center implementation of Uzbek language instruction. Funding will go toward professional service fee, travel, lodging, room rental, and per diem costs.	\$500			
Evaluation [Narr. 8.A & 9, C-1] Contribution to hire a professional evaluation company, Formative Evaluation Research Associates (FERA). In collaboration with U-M area centers (Africa, East Asia, Europe, Latin America and the Caribbean, Middle East and North Africa, Russia and East Europe, South East Asia).	\$8,000	\$8,000	\$8,000	\$8,000
C. Professional Development				
India Business Conference [Narr. 7.C & 8.A] Winter conference organized by students in Ross School of Business . Partial support for travel, lodging, publicity, facility rentals, and professional service fee.	\$1,500	\$1,500	\$1,500	\$1,500
Asia Business Conference [Narr. 7.C & 8.A] Winter conference organized by students in Ross School of Business . Partial support for travel, lodging, publicity, and facility rentals at \$500/year.	\$500	\$500	\$500	\$500
Students of Color (SCOR) Conference [Narr. 8.A] Winter conference organized by students in the Rackham Graduate School . Partial support for travel, lodging, publicity, and facility rentals at \$500/year.	\$500	\$500	\$500	\$500
Asia Law Society Symposium [Narr. 7.C & 8.A] Winter conference organized by U-M Law School Students. Partial support for travel, lodging, publicity, and facility rentals at \$750/year.	\$750	\$750	\$750	\$750
Other Subtotal	\$67,350	\$53,850	\$46,850	\$48,850
Total Direct Costs for Center Support	\$216,151	\$224,258	\$220,555	\$222,744
Indirect Costs at 8% of All Direct Costs	\$17,292	\$17,941	\$17,644	\$17,820
Total Center Support Requested	\$233,443	\$242,198	\$238,200	\$240,563
AP - Absolute Priority	FLAS CPP1 - FLAS Competitive Preference Priority 1			
NRC CPP1 - NRC Competitive Preference Priority 1	FLAS CPP2 - FLAS Competitive Preference Priority 2			
NRC CPP2 - NRC Competitive Preference Priority 2	FLAS IP - FLAS Invitational Priority			
NRC IP - NRC Invitational Priority	Narr. - Narrative			

FLAS Program Budget: 2014-2018
 University of Michigan Center for South Asian Studies

Farina Mir, CSAS Director

FLAS Budget Category	Rate	2014-15	2015-16	2016-17	2017-18
GRADUATE FLAS					
Academic Year Awards					
Subsistence Allowance	6 @ \$15,000/ea.	\$90,000	\$90,000	\$90,000	\$90,000
Institutional Payment	6 @ \$18,000/ea.	\$108,000	\$108,000	\$108,000	\$108,000
Academic Year Fellowship Subtotal		\$198,000	\$198,000	\$198,000	\$198,000
Summer Awards					
Subsistence Allowance	4 @ \$2,500/ea.	\$10,000	\$10,000	\$10,000	\$10,000
Institutional Payment	4 @ \$5,000/ea.	\$20,000	\$20,000	\$20,000	\$20,000
Summer Fellowship Subtotal		\$30,000	\$30,000	\$30,000	\$30,000
UNDERGRADUATE FLAS					
Academic Year Awards					
Subsistence Allowance	8 @ \$5,000/ea.	\$40,000	\$40,000	\$40,000	\$40,000
Institutional Payment	8 @ \$10,000/ea.	\$80,000	\$80,000	\$80,000	\$80,000
Academic Year Fellowship Subtotal		\$120,000	\$120,000	\$120,000	\$120,000
Total Proposed FLAS Budget		\$348,000	\$348,000	\$348,000	\$348,000

APPENDIX 2

COURSE LIST AND ENROLLMENTS

The following list includes enrollments for courses offered during 2011-2012, 2012-2013, 2013-2014, and anticipated course offerings in 2014-2015. Language courses are listed first and are sorted by language. Area studies courses follow, sorted by department or school. Cross-listed courses are noted where appropriate.

**Courses listed have 100% S4 content unless otherwise noted next to the course title.*

*** Courses with two asterisks are budgeted to be paid for by the NRC.*

	Course Number	Instructor	Term Offered	Contact Hrs/Wk	2011-2012 UG	2012-2013 UG	2013-2014 UG	2014-15 UG	Offered 2014-15		
ALC: Asian Languages											
Hindi											
1st year Hindi I	ASIANLAN 115	Siddiqi/Nagra	Fall	4	53	2	37	3	49	1	Y
1st year Hindi II	ASIANLAN 116	Siddiqi/Nagra	Winter	4	32	2	22	1	31	0	Y
2nd year Hindi I	ASIANLAN 215	Gill	Fall	4	33	2	31	1	16	2	Y
2nd year Hindi II	ASIANLAN 216	Gill	Winter	4	33	1	29	1	19	0	Y
Advanced Hindi I	ASIANLAN 417.001	Abhishkeka/Nagra	Fall	3	14	1	10	0	6	1	Y
Advanced Hindi II	ASIANLAN 418.001	Abhishkeka/Nagra	Winter	3	10	0	10	0	7	1	Y
Advanced Spoken Hindi I	ASIANLAN 454.001	Abhishkeka/Nagra	Winter	3	4	1	x	x	0	0	Y
Pashto											
Introductory Central Asian Language I: Introductory Pashto I	ASIANLAN 519.002	Northrup	Winter	4	x	x	x	x	0	1	
Persian											
Elementary Persian I	AAPTIS 141.001	Aghaei	Fall	4	8	2	8	4	9	3	Y
Elementary Persian II	AAPTIS 142.001	Aghaei	Winter	4	7	2	6	2	9	4	Y
Intermediate Persian I	AAPTIS 241.001	Aghaei	Fall	4	8	2	6	2	5	3	Y
Intermediate Persian II	AAPTIS 242.001	Aghaei	Winter	4	9	0	6	1	7	2	Y
Punjabi											
1st year Punjabi I	ASIANLAN 145.001	Gill	Fall	4	11	0	x	x	8	1	Y
1st year Punjabi II	ASIANLAN 146.001	Gill	Winter	4	13	0	x	x	5	1	Y
2nd year Punjabi I	ASIANLAN 245.001	Gill	Fall	4	x	x	12	0	x	x	Y
2nd year Punjabi II	ASIANLAN 246.001	Gill	Winter	4	x	x	13	0	x	x	Y
Sanskrit											
1st year Sanskrit I	ASIANLAN 151.001	Deshpande	Fall	4	x	x	7	2	x	x	Y
1st year Sanskrit II	ASIANLAN 152.001	Deshpande	Winter	4	x	x	4	0	x	x	Y
2nd year Sanskrit I	ASIANLAN 251.001	Deshpande	Fall	4	2	0	x	x	4	1	Y
2nd year Sanskrit II	ASIANLAN 252.001	Deshpande	Winter	4	2	0	x	x	4	1	Y
Independent Language Study	ASIANLAN 499.025	Staff	Fall	4	0	1	0	1	x	x	Y
Independent Language Study	ASIANLAN 499.025	Staff	Winter	4	x	x	0	2	x	x	Y

	Course Number	Instructor	Term Offered	Contact Hrs/WK	2011-2012	2012-2013	2013-2014	2014-15	Offered		
					UG	UG	UG	UG			
Tibetan (DOE funded)											
**1st year Tibetan I	ASIANLAN 165.001	Tsering	Fall	4	1	3	1	3	3	1	Y
**1st year Tibetan II	ASIANLAN 166.001	Tsering	Winter	4	1	1	0	2	2	3	Y
**2nd year Tibetan I	ASIANLAN 265.001	Tsering	Fall	4	5	0	2	2	0	2	Y
**2nd year Tibetan II	ASIANLAN 266.001	Tsering	Winter	4	5	0	2	2	2	2	Y
**Advanced Classical Tibetan I	ASIANLAN 469.001	Tsering	Fall	3	0	3	2	1	1	4	Y
**Advanced Classical Tibetan II	ASIANLAN 470.001	Tsering	Winter	3	0	3	1	1	4	1	Y
Independent Language Study	ASIANLAN 499.046	Staff	Fall	3	x	x	0	1	0	1	Y
Urdu											
1st year Urdu I	ASIANLAN 171.001	Ali	Fall	4	17	2	19	0	17	2	Y
1st year Urdu II	ASIANLAN 172.001	Ali	Winter	4	18	1	11	0	11	1	Y
2nd year Urdu I	ASIANLAN 271.001	Ali	Fall	4	9	1	12	1	12	0	Y
2nd year Urdu II	ASIANLAN 272.001	Ali	Winter	4	9	1	12	1	10	1	Y
Advanced Urdu I	ASIANLAN 471.001	Ali	Fall	3	5	3	4	2	11	2	Y
Advanced Urdu II	ASIANLAN 472.001	Ali	Winter	3	6	3	7	3	11	0	Y
Independent Language Study	ASIANLAN 499.024	Staff	Fall	4	x	x	0	1	x	x	Y
Uzbek											
** (Partially paid on NRC) Elementary Uzbek I	ASIANLAN 119.001	Staff	Fall	4	1	0	0	1	0	1	Y
American Culture											
Introduction to Asian/Pacific American Studies (25% SA)	AMCULT 214.001	Lawsin	Fall	3	x	x	32	0	49	0	Y
India as Imaginary Homeland: An Introduction to Cultural	AMCULT	Merrill	Winter	3	x	x	18	0	x	x	
Constructions of National Identity	276.001/ASIAN										
	276.001										
Topics in Ethnic Studies- The South Asian Diaspora in America	AMCULT 311.002	Basu	Winter	3	x	x	27	0	25	0	Y
Topics in Ethnic Studies- Writing Islam (33% SA)	AMCULT 311.006	Mattawa	Fall	3	3	0	x	x	x	x	
Asians in American Film and Television (25% SA)	AMCULT 353.001	Lawsin	Winter	3	x	x	x	x	10	0	
Asian/Pacific Islander American Women (25%SA)	AMCULT 363.001	Lawsin	Winter	3	x	x	x	x	3	0	
Anthropology (Archaeological)											
Early Civilizations (25% SA)	ANTHRACH 386.001	Sinopoli	Fall	3	x	x	x	x	35	0	
Archaeology of South Asia	ANTHRARC 407.001	Sinopoli	Fall	3	x	x	12	2	x	x	
Anthropology (Cultural)											
Topics in Sociocultural Anthropology- The Modern Corporation (25% SA)	ANTHRCUL 356.002/537.001	Hull	Winter	3	x	x	18	5	x	x	
Topics in Sociocultural and Linguistic Anthropology- Anthropologies of Insurgency (25% SA)	ANTHRCUL 458.003	McGovern	Fall	3	x	x	3	2	x	x	
Topics in Sociocultural and Linguistic Anthropology- Social and Environmental Justice in South Asia	ANTHRCUL 458.003	Besky	Winter	3	x	x	x	x	10	0	

	Course Number	Instructor	Term Contact					Offered			
			2011-2012	2012-2013	2013-2014	2014-15	2014-15				
			Offered	Hrs/Wk	UG	G	UG	G	UG	G	
Anthropology of South Asia	ANTHRUCUL 505.001	Hull	Winter	3	5	0	x	x	x	x	
Anthropological Approaches to Property and Property Rights (25% SA)	ANTHRUCUL 625.001	Kirsch	Winter	3	0	10	x	x	x	x	
Arabic, Armenian, Persian, Turkish, and Islamic Studies											
Introduction to Islam (25%SA)	AAPTIS 262.001	Knysh	Winter	4	x	x	x	x	44	0	Y
Visual Cultural Islam (25%SA)	AAPTIS 285.001	Gruber	Fall	4	x	x	x	x	7	0	Y
The History of Islam in South Asia	AAPTIS 325.001	Mir	Winter	4	x	x	x	x	25	0	
The History of Islam in South Asia	AAPTIS 325.001	Mir	Fall	4	x	x	18	0	x	x	Y
From Genghis Khan to the Taliban: Modern Central Asia (33% SA)	AAPTIS 340.001/HISTORY	Northrup	Fall	4	x	x	12	0	x	x	Y
	340.001										
The Rise of Messianism and the Pursuit of Justice in Islamdom (25% SA)	AAPTIS 467.001	Babayán	Winter	3	x	x	x	x	7	3	
The Rise of Islam (25% SA)	AAPTIS 462.001	Bonner	Winter	3	x	x	x	x	12	5	
Society and Culture in the Early Persianate (25% SA)	AAPTIS 591.002	Babayán	Fall	3	x	x	x	x	0	9	
Topics in AAPTIS- Graduate Colloquium in Central Eurasian History: Borders and Barriers, Conduits and Connections (30% SA)	AAPTIS 591.001	Northrup	Fall	3	x	x	0	1	x	x	
Architecture and Urban Planning											
The Modern City and its Afterlives in South Asia	ARCH 693.001	Glover	Winter	3	x	x	x	x	0	10	
The City, Village, and What Comes Next - Urban Questions in South Asia	UD 715.001	Glover	Spring	2	x	x	x	x	0	7	
ALC: Asian Studies											
Warrior Saints: Introduction to Sikhism	ASIAN 219.001	Mandair	Fall	3	x	x	x	x	12	0	
Introduction to Asian Religions (33% SA)	ASIAN 220.001	Bhatia	Winter	4	31	0	42	0	49	0	
Krishna Speaks: Bhagavad-Gita	ASIAN 223.001/RELIGION	Deshpande	Fall	3	x	x	35	1	x	x	Y
	223.001										
Introduction to Classical Hinduism (25% SA)	ASIAN 225.001	Deshpande	Winter	3	x	x	31	1	32	0	Y
Introduction to Tibetan Buddhism	ASIAN 231.001/RELIGION	Lopez	Winter	4	x	x	196	1	x	x	Y
	231.001										
Buddhism and Death (25% SA)	ASIAN 234.001/RELIGION	Brose	Winter	3	25	0	35	0	x	x	
	234.001										
Controversies in Contemporary India	ASIAN 336.001	Bhatia	Winter	3	x	x	x	x	25	0	
Introduction to South Asian Art: Home and the World	ASIAN 243.001/HISTART	Chanchari	Fall	3	x	x	x	x	40	0	Y
	243.001										

	Course Number	Instructor	Term Offered	Contact Hrs/Wk	2011-2012		2012-2013		2013-2014		Offered 2014-15
					UG	G	UG	G	UG	G	
Jesus Comes to Asia: Conversion and its Consequences (25% SA)	ASIAN 248.001/HISTORY 248.001/RELIGION 248.001	De la Cruz	Winter	3	37	0	35	1	x	x	
The History of Modern South Asia Culture and Society in Modern India Sacred Collectives: Nation and Religion in South Asia The Art of Yoga (30% SA) Religion and Violence in the Secular World (33% SA)	ASIAN 259.001 ASIAN 275.001 ASIAN 280.001 ASIAN 304.001 ASIAN 305.001/RELIGION 305.001	Mir/Sinha Bhata Bhata Chancharani Mandair	Winter Fall Fall Fall Fall	4 3 3 4 3	50 35 23 x 45	0 0 0 x 0	55 x x x x	0 x x x x	43 x x 24 30	0 x x 0 0	Y Y
What is Religion? (25% SA) Eat, Pray, Love: Devotional Traditions in South Asia	ASIAN 306.001 ASIAN 307.001/HISTORY 308.001/RELIGION 307.001	Mandair Bhata	Winter Winter	3 3	6 25	0 0	x x	x x	x 24	x 0	Y
Arts and Ideas of Modern South and Southeast Asia (50% SA) The History of Islam in South Asia The History of Islam in South Asia Violence, Nonviolence, and the Buddhist Traditions of Asia (25% SA)	ASIAN 308.001 ASIAN 324.001 ASIAN 324.001 ASIAN 329.001	Walton Mir Mir Auerback	Winter Winter Fall Fall	3 4 4 3	16 x x 7	0 x x 0	16 x 14 x	0 x 0 x	17 9 x 23	0 0 x 0	Y Y
Divided Loyalties, Divided Laughter: Understanding South Asia through Literary Humor (25% SA) Controversies in Contemporary India Languages of Asia (25% SA) Performing Arts in South and Southeast Asia (50% SA) The Lives of Buddha From India to Manga From Myth, through Mysticism, to Rationalism: Phases of Philosophical Thought in India Jr./Sr. Colloquium for Concentrators- Research: Theorizing Postcoloniality	ASIAN 330.001 ASIAN 336.001 ASIAN 367.001 ASIAN 373.001 ASIAN 380.001 ASIAN 380.001 ASIAN 381.002	Merrill Bhata Baxter Walton Auerback Deshpande Mandair	Fall Winter Winter Fall Winter Fall Fall	3 3 3 3 3 3 3	15 x 25 x x x 14	0 x 0 x x 0 0	x x 31 8 x x x	x x 0 0 x x x	x 25 x x 11 11	x 0 x x 0 0	Y
Approaches to Asian Studies Topics in Modern South Asia History Philosophy of Sikh Gurus Truth Claims in Indian Literature: Nonfiction Accounts of Gendered Discrimination Himalayas: An Aesthetic Exploration Buddhist Hagriographies (25% SA) Buddhist Tantra (25% SA) Telling Tales in the Indian Subcontinent Directed Readings in South Asian Studies Directed Readings in South Asian Studies	ASIAN 382.001 ASIAN 424.001 ASIAN 430.001 ASIAN 435.001 ASIAN 439.001 ASIAN 480.001 ASIAN 484.001 ASIAN 494.001 ASIAN 499.010 ASIAN 499.043	Mandair Sinha Mandair Merrill Chancharani Auerback Lopez Chancharani Deshpande Bhata	Winter Winter Winter Winter Winter Fall Winter Winter Fall Fall	3 3 3 3 3 3 3 3 4 4	x x 15 8 x 0 x x x x	x x 3 3 x 3 x x x x	x x x x x x x x 1 x	x x x x x x x x 0 x	6 x 0 12 24 x x 1 0	0 x 6 1 1 1 1	

APPENDIX 3

PROFILES FOR PROJECT PERSONNEL CENTER FOR SOUTH ASIAN STUDIES FACULTY

	<i>Page</i>
Farina Mir, Director of Center for South Asian Studies	F4
 AMERICAN CULTURE	
Sharmadip Basu, Lecturer I.....	F4
Manan Desai, Assistant Professor.....	F5
 ANTHROPOLOGY	
Sarah Besky, Assistant Professor.....	F5
Thomas E. Fricke, Chair.....	F6
Matthew Hull, Associate Professor.....	F6
Michael Lempert, Associate Professor.....	F7
Carla Sinopoli, Professor.....	F7
 A. ALFRED TAUBMAN COLLEGE OF ARCHITECTURE and URBAN PLANNING	
William J. Glover, Associate Professor.....	F8
 PENNY W. STAMPS SCHOOL OF ART and DESIGN	
Irina Aristarkhova, Associate Professor.....	F8
Osman Khan, Assistant Professor.....	F9
 ASIAN LANGUAGES and CULTURES	
Syed Ekhteyar Ali, Lecturer II.....	F9
Varuni Bhatia, Assistant Professor.....	F10
Madhav M. Deshpande, Professor	F10
Pinderjeet K. Gill, Lecturer I.....	F11
Donald S. Lopez, Arthur F. Thurnau Professor, and Arthur E. Link Distinguished University Professor of Buddhist & Tibetan Studies.....	F11
Arvind-Pal Mandair, Associate Professor and S.B.S.C Endowed Chair in Sikh Studies.....	F12
Ranjanpreet Kaur Nagra, Lecturer I.....	F12
Sonam Tsering, Lecturer I.....	F13
 STEPHEN M. ROSS SCHOOL OF BUSINESS	
Ravi Anupindi, David B. Hermelin Professor of Business Administration.....	F13
Rajeev Batra, Sebastian S. Kresge Professor.....	F14
Sugato Bhattacharyya, Associate Professor.....	F14
Aneel Karnani, Associate Professor.....	F15
Aradhna Krishna, Dwight F. Benton Professor of Marketing.....	F15
M.S. Krishnan, Accenture Professor of Computer and Information Systems.....	F16
M.P. Narayanan, Robert Morrison Hoffer Professor of Business Administration	F16
Venkatram Ramaswamy, Professor of Marketing.....	F17
Jagadeesh M. Sivadasan, Associate Professor	F17
 COMMUNICATIONS	
Aswin Punathambekar, Associate Professor.....	F18

COMPARATIVE LITERATURE

Daniel Herwitz, Frederick G.L. Huetwell Professor.....	F18
Christi A. Merrill, Associate Professor.....	F19

ECONOMICS

Raj Arunachalam, Assistant Professor.....	F19
Thomas Emil Weisskopf, Professor Emeritus.....	F20

ENGLISH

Tarfia Faizullah, Zell Visiting Professor.....	F20
V.V. (Sugi) Ganeshanathan, Zell Visiting Professor.....	F21
Madhumita Lahiri, Assistant Professor.....	F21
Jennifer Wenzel, Associate Professor.....	F22

GEOLOGICAL SCIENCES

Philip Gingerich, Professor.....	F22
Jeffrey Wilson, Associate Professor.....	F23

HISTORY

Juan R. I. Cole, Richard P. Mitchell Collegiate Professor of History.....	F23
Erik Linstrum, Assistant Professor.....	F24
Farina Mir, Associate Professor.....	F4
Mrinalini Sinha, Alice Freeman Palmer Professor of History.....	F24
Thomas R. Trautmann, Professor Emeritus.....	F25

HISTORY OF ART

Nachiket Chanchani, Assistant Professor.....	F25
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SCHOOL OF INFORMATION

Joyojeet Pal, Assistant Professor.....	F26
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INSTITUTE FOR SOCIAL RESEARCH

William G. Axinn, Professor and Associate Director of Population Studies Center.....	F26
Dirgha J. Ghimire, Associate Research Scientist, Population Studies Center.....	F27
Narayan Sastry, Research Professor, Population Studies Center.....	F27

LAW SCHOOL

Vikramaditya S. Khanna, William W. Cook Professor of Law.....	F28
Steven Ratner, Bruno Simma Collegiate Professor of Law.....	F28

SCHOOL OF MUSIC, THEATRE & DANCE

Judith O. Becker, Professor Emerita.....	F29
Meilu Ho, Assistant Professor.....	F29
Stephen Rush, Professor.....	F30
Susan Pratt Walton, Lecturer IV.....	F30

SCHOOL OF NATURAL RESOURCES AND THE ENVIRONMENT

Arun Agrawal, Professor.....	F31
William S. Currie, Associate Professor.....	F31

NEAR EASTERN STUDIES

Behrad Aghaei, Lecturer II.....	F32
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POLITICAL SCIENCE

Pauline Jones-Luong, Associate Professor.....	F32
Brian K. Min, Assistant Professor.....	F33
PSYCHOLOGY	
Ram Mahalingam, Associate Professor.....	F33
SCHOOL OF PUBLIC HEALTH	
Matthew Boulton, Professor and Associate Dean of Global Health; Professor.....	F34
Ritesh Mistry, Assistant Professor.....	F34
Jerome Nriagu, Professor Emeritus.....	F35
Rachel Campbell Snow, Associate Professor.....	F35
GERALD R. FORD SCHOOL OF PUBLIC POLICY	
John Ciorciari, Assistant Professor.....	F36
Susan M. Collins, Professor and Joan & Sanford Weill Dean of Public Policy.....	F36
Robert M. Stern, Professor Emeritus.....	F37
SOCIOLOGY	
Jennifer S. Barber, Professor and Associate Chair.....	F37
Arland Thornton, Professor.....	F38
WOMEN'S STUDIES	
Leela Fernandes, Glenda Dickerson Collegiate Professor of Women's Studies.....	F38
EVALUATORS	
Amy Fox McNulty, Senior Associate, Formative Evaluation Research Associates.....	F39
Karen Tice, President and Senior Partner, Formative Evaluation Research Associates.....	F39

Farina Mir Associate Professor, History Director, Center for South Asian Studies College of Literature, Science, and the Arts		PhD Columbia University, 2002 BA Barnard College, 1993
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100% Overseas Research Experience: India, Pakistan, England		
Research/Teaching Specializations: Colonial and postcolonial India; Pakistan; Early modern South Asia; Islam in South Asia	Number of Dissertations Supervised in Past 5 years: 1 Language Proficiency: Punjabi = 5; Urdu = 5; Hindi = 4; Persian = 3	
South Asia Courses Taught: The History of Modern South Asia; The History of Islam in South Asia; Gandhi's India; Mughal India; The Partition of British India: History, Literature, and Film; Publics in Colonial and Postcolonial India; Language and Nationalisms in Modern South Asia; Religion in South Asia; What is History?		
Recent Publications: Anshu Malhotra and Farina Mir, "Punjab in History and Historiography: An Introduction." <i>Punjab Reconsidered: History, Culture and Practice</i> . Eds. Anshu Malhotra and Farina Mir. New Delhi: Oxford University Press, 2012. xv-lviii. Anshu Malhotra and Farina Mir, eds. <i>Punjab Reconsidered: History, Culture and Practice</i> . New Delhi: Oxford University Press, 2012. Farina Mir. <i>The Social Space of Language: Vernacular Culture in British Colonial Punjab</i> . Berkeley: University of California Press, 2010; New Delhi: Permanent Black, 2010.		
Distinctions/Other Academic Experience: Bernard S. Cohn Book Prize, Association for Asian Studies (2012); John F. Richards Prize in South Asian History, American Historical Association (2011); Fulbright-Nehru Senior Research Fellowship (India; 2010-11); Excellence in Education Award, College of Literature, Science, and the Arts, U-M (2013); Class of 1923 Memorial Teaching Award, College of Literature, Science and the Arts, U-M (2010); Islamic Studies Program Research Grant, U-M (2011); Vice-President, American Institute of Pakistan Studies (elected; 2013-16); Councilor, Research, American Historical Association (elected; 2014-17); Member, South Asia Council, AAS (elected; 2012-14)		

Sharmadip Basu Lecturer, Department of American Culture College of Literature, Science and the Arts		PhD Syracuse University, 2011 MPhil Jawaharlal Nehru University, 2001 MA Jawaharlal Nehru University, 1999 BS University of Calcutta, 1997
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100% Overseas Research Experience: India		
Research/Teaching Specializations: Colonialism and Culture in South Asia; Social and Intellectual History of Bengal; Sound and Society; Theories of Subjectivity	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Bengali = 5, Hindi = 5, Nepali = 1	
South Asia Courses Taught: South Asian Diaspora in America; Introduction to Popular Indian Cinema; Anthropology of South Asia		
Recent Publications: Basu, S. (2012). Between Rock and a Hard place: Cultural politics of 1970s rock music in Calcutta." <i>South Asian Popular Culture</i> 10, no. 3 (2012): 285-294. Basu, S. (2008). When Sang the Hybrid Muse?: 'Fusion' Music in Late-Eighteenth Century India." <i>Of Matters Modern: Experience of Modernity in Colonial and Postcolonial South Asia</i> . eds. by Debraj Bhattacharya, 18-77. Calcutta: Seagull Books.		
Distinctions/Other Academic Experience: Outstanding Dissertation Award, Maxwell School of Citizenship and Public Affairs (2012); Graduate School Dissertation Award (2012); Goekjian Research Grant, Maxwell School (2003); Bharati South Asia Research Grant, Maxwell School, Syracuse University (2004)		

Manan Ramchandra Desai	
Assistant Professor, American Culture College of Literature, Science, and the Arts	PhD University of Michigan, 2011 MA University of Michigan, 2005 BS University of Michigan, 2002
Percent of Time Devoted to South Asia (teaching, research, or consulting): 75%	
Overseas Research Experience: N/A	
Research/Teaching Specializations: Postcolonial literature; South Asian Diaspora; Postcolonial theory; Shakespeare	Number of Dissertations Supervised in Past 5 years: 3 Language Proficiency: Marathi = 1
South Asia Courses Taught: Asian American Fiction; Tracing South Asian America; Literature of South Asia and Its Diaspora; Introduction to Asian American Literature	
Recent Publications: Desai, M. (2015 – Forthcoming). Caste in Black and White: Dalit Identity and the Translation of Africa American Literature. <i>Comparative Literature</i> , Winter 2015 66(1). Desai, M. (2014 - Forthcoming). Korla Pandit Plays America: Exotica, Racial Performance, and the Fantasy of Containment in Mid-Century Television. <i>The Journal of Popular Culture</i> .	
Distinctions/Other Academic Experience: UM Merit Fellowship (2007-09); American Institute of Indian Studies Year-Long Language Fellowship (2007-08); Foreign Language Areas Studies Fellowship (2005); Five-Time Consecutive Angell Scholar (1998-2001)	

Sarah Besky	
Assistant Professor, Anthropology College of Literature, Science, and the Arts	PhD University of Wisconsin-Madison, 2012 MA University of Wisconsin-Madison, 2006 BA Connecticut College, 2003
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%	
Overseas Research Experience: India, Nepal	
Research/Teaching Specializations: Labor; Environment ; Gender; Indian tea industry	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Nepali = 4; Hindi = 3; Tibetan = 2; Bengali = 1
South Asia Courses Taught: Social and Environmental Justice in South Asia; Food, Politics, and Environment; Peoples and Cultures of the Himalaya; Taste, Sense, and Aesthetics.	
Recent Publications: Besky, S. (2013). <i>The Darjeeling Distinction: Labor and Justice on Fair-Trade Tea Plantations in India</i> . Berkeley: University of California Press. Besky, S. (2010). Colonial Pasts and Fair Trade Futures: Changing Modes of Production and Regulation on Darjeeling Tea Plantations. <i>Fair Trade and Social Justice: Global Ethnographies</i> . New York: NYU Press, 97-122. Besky, S. (2008). Can a Plantation be Fair? Paradoxes and Possibilities in Fair Trade Darjeeling Tea Certification. <i>Anthropology of Work Review</i> . 29(1), 1-9.	
Distinctions/Other Academic Experience: Michigan Society of Fellows Postdoctoral Fellowship, (2012-15). Miller-Hitchcock-Weinstein Award (2012); Dor Bahadur Bista Prize (2011); ACLS Dissertation Completion Fellowship (2011-12); AIIS Junior Fellowship (2008-2009); Fullbright-Hays DDRA (2007-8).	

Thomas E. Fricke	
Chair, Department of Anthropology Senior Research Professor, Population Studies Center	PhD University of Wisconsin, Madison, 1984 MA University of Wisconsin, Madison, 1978 BA Moorhead State University, 1977
Percent of Time Devoted to South Asia (teaching, research, or consulting): 75% Overseas Research Experience: Nepal (many trips between 1981-2008)	
Research/Teaching Specializations: Social and Cultural Anthropology; Cultural Ecology; Culture and Morality; Demographic Anthropology; Demographic Transitions; Marriage; Family, Work, and Social Change; Kinship; Rural Transitions; Field Methods; Quantitative Analysis in Social Anthropology; Nepal; South Asia; Southeast Asia; United States	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Nepali = 4; Tamang = 2
South Asia Courses Taught: Peoples and Cultures of the Himalaya; Peoples and Cultures of South Asia; Current Research Issues in South Asian Ethnology	
Recent Publications: Fricke, T. (2011). Trautmann's gift: Dravidian Kinship as daana. In Cynthia Talbot, ed., <i>Perceptions of India and Its Pasts: Essays in Honor of Thomas R. Trautmann</i> . New Delhi: Yoda Press Fricke, T. (2008) Tamang conversions: Culture, politics, and the Christian conversion narrative in Nepal. <i>Contributions to Nepalese Studies</i> , 35(1), 35-62. Fricke, T. (2006) Imagining Yhebe: Of friendship and the field. <i>Michigan Quarterly Review</i> , 47(1), 197-217.	
Distinctions/Other Academic Experience: Senior Scholar, Research Fulbright (2005); Mellon Foundation Fellowship Grant in Anthropological Demography (1995); Fulbright-Hays Training Grant for Dissertation Research Abroad. Awarded for research in Nepal (1981).	

Matthew Hull	
Associate Professor, Anthropology College of Literature, Science and the Arts	PhD University of Chicago, 2003 MA University of Chicago, 1995 BA Princeton University, 1991
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100% Overseas Research Experience: Pakistan, India	
Research/Teaching Specializations: Sociocultural theory; Language, discourse, semiotics; Material culture; Science and technology; Corporations; Urban planning.	Number of Dissertations Supervised in Past 5 years: 7 Language Proficiency: Urdu = 5, Hindi = 5, Persian = 1
South Asia Courses Taught: Modern Corporation: From the East Indian Company to Wal-Mart; Language, Culture and Society in South Asia; Anthropology of South Asia	
Recent Publications: Hull, M. <i>Government of Paper: Materiality and Urban Bureaucracy in Pakistan</i> . University of California Press, 2012. Hull, M. Bureaucracy and Documents. <i>Annual Review of Anthropology</i> , 2012, 41: 251-67. Hull, M. Communities of Place, Not Kind: American Technologies of Neighborhood in Post-Colonial Delhi. <i>Comparative Studies in Society and History</i> , 2011, 53(4): 757-790. Hull, M. Democratic Technologies of Speech: From WWII America to Post-colonial Delhi. <i>Journal of Linguistic Anthropology</i> , 2010, 20(2): 257-282.	
Distinctions/Other Academic Experience: American Institute of Indian Studies Senior Fellowship (2014); Office of the Vice President for Research, University of Michigan, Research Fellowship (2009-10); American Institute of Pakistan Studies Senior Research Fellowship (2009-10); Michigan Society of Fellows Post-Doctoral Fellowship (2003-2005)	

Michael Lempert		PhD University of Pennsylvania, 2004
Associate Professor, Anthropology College of Literature, Science, and the Arts		MA University of Virginia, 1994
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%		
Overseas Research Experience: Tibet, India		
Research/Teaching Specializations: Linguistic Anthropology; Interaction; Semiotics; Social Theory; Stance and Affect; Religion; Tibet; South Asia	Number of Dissertations Supervised in Past 5 years: 5 Language Proficiency: Tibetan = 4	
South Asia Courses Taught: Language and Culture; Imitation; Discourse in Face-to-Face Interaction; Language in Society		
Recent Publications: Lempert, M. (2013). No Ordinary Ethics. <i>Anthropological Theory</i> . 13(4), 370-393. Lempert, M. (2012). Interaction rescaled: How monastic debate became a diasporic pedagogy. <i>Anthropology and Education Quarterly</i> . 43(2), 138-156. Lempert, M. (2012). <i>Discipline and Debate: The Language of Violence in a Tibetan Buddhist Monastery</i> . Berkeley: University of California Press. Lempert, M. and Silverstein, M. (2012). <i>Creatures of Politics: Media, Message, and the American Presidency</i> . Bloomington: Indiana University Press.		
Distinctions/Other Academic Experience: Clifford Geertz Prize in the Anthropology of Religion (2013); Rackham Graduate School Spring/Summer Research Grant (2012); Penn Writing Fellow (2005-06), Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship (2000-01)		

Carla Sinopoli		PhD University of Michigan, 1986
Professor, Anthropology College of Literature, Science, and the Arts		MA University of Michigan, 1979 BA State University of New York, 1978
Percent of Time Devoted to South Asia (teaching, research, or consulting): 85%		
Overseas Research Experience: India		
Research/Teaching Specializations: Archaeology of South Asia, Material Culture; Empires and Early States	Number of Dissertations Supervised in Past 5 years: 8 Language Proficiency: Spanish = 3; French = 1; Kannada = 1	
South Asia Courses Taught: Archaeology of South Asia; Topics in Archaeology: Ancient India; History and Archaeology; Archaeology of Empires; Early Civilizations; Gender and Archaeology; Archaeological Research Design; Material Culture		
Recent Publications: Sinopoli, C. (2013). <i>The Himalayan Journey of Walter N. Koelz</i> , Museum of Anthropology, Ann Arbor, 2013. Sinopoli, C. (2011). Human representation in the South Indian Iron Age: A view from Kadebakele. <i>Man in India</i> 91: 359-362. Sinopoli, C. (2008). <i>Ancient India in its Wider World</i> , ed. with G. Parker. Center for South Asian Studies, Ann Arbor, 2008. Sinopoli, C. and Morrison, K. (2007). <i>The Vijayanagara Metropolitan Survey</i> , Vol. 1, Memoir 41, Museum of Anthropology, University of Michigan, Ann Arbor, 2007		
Distinctions/Other Academic Experience: Senior Fellow- UM Society of Fellows; NEH Fellowship; Visiting Scholar, Academic Sinica, Taipei Taiwan; Distinguished Lecturer, Archaeological Institute, Stanford University		

William J. Glover Associate Professor, History and Architecture College of Literature, Science and the Arts Taubman College of Architecture and Urban Planning		PhD The University of California at Berkeley, 1999 MArch The University of Washington, 1992 BSc Stanford University, Geology 1983
Percent of Time Devoted to South Asia (teaching, research, or consulting): 75% Overseas Research Experience: Pakistan; India		
Research/Teaching Specializations Colonial and postcolonial architecture and urbanism; Nineteenth and twentieth century urban South Asia; Space; Social theory; Question of modernity	Number of Dissertations Supervised in Past 5 years: 3 Language Proficiency: Hindi = 4; Urdu = 4; Punjabi = 3	
South Asia Courses Taught: Cities in the Global South; Indian Civilization; Currents and Controversies in South Asian Scholarship; The Modern City and its Afterlives in South Asia; The City, the Village, and What Comes Next: Urban Questions in South Asia		
Recent Publications: Glover, W. (2013). The Troubled Passage from 'Village Communities' to Planned New Town Developments in Mid-Twentieth-Century South Asia. eds. Anne Rademacher and K. Sivaramakrishnan. <i>Ecologies of Urbanism in India: Metropolitan Civility and Sustainability</i> . Hong Kong: Hong Kong University Press, 2013, 93-118. Glover, W. (2012). <i>Relevant or Obsolete? Rethinking Area Studies in the U.S. Academy</i> , ed. William Glover and Kenneth Kollman. Ann Arbor: The University of Michigan, 2012. Glover, W. (2008). <i>Making Lahore Modern: Constructing and Imagining a Colonial City</i> . Minneapolis: University of Minnesota Press.		
Distinctions/Other Academic Experience: American Institute of Indian Studies/National Endowment for the Humanities Senior Research Fellowship, (2011-12); Winner of <i>American Institute of Pakistan Studies</i> Junior Book Award (2008)		

Irina Aristarkhova Associate Professor of Art and Design, Penny W. Stamps School of Art and Design		PhD Russian Academy of Sciences, 1999 MA University of Warwick, 1995 BA Moscow State University, 1992
Percent of Time Devoted to South Asia (teaching, research, or consulting): 30% Overseas Research Experience: Russia		
Research/Teaching Specializations: Feminism philosophy; Contemporary art; Feminist art	Number of Dissertations Supervised in Past 5 years: n/a Language Proficiency: Russian = 5	
South Asia Courses Taught: N/A		
Recent Publications: Aristarkhova, I. (2012). <i>Hospitality of the Matrix: Philosophy, Biomedicine, and Culture</i> . New York: Columbia University Press. Aristarkhova, I. (2012). Thou Shall Not Harm All Living Beings: Feminism, Jainism, and Animals. <i>Hypatia: A Journal of Feminist Philosophy</i> . 27(3). 636-50. Aristarkhova, I. (2012). Hospitality and the Maternal. <i>Hypatia: A Journal of Feminist Philosophy</i> . 27(1). 163-81.		
Distinctions/Other Academic Experience: Austrian Government Visiting Professorship Award (2008); Excellence in Teaching Award (2005)		

Osman Khan Assistant Professor of Art and Design, Penny W. Stamps School of Art and Design		MFA University of California, 2004 B.Sc Columbia University, 1995
Percent of Time Devoted to South Asia (teaching, research, or consulting): 50%		
Overseas Research Experience: Russia, Pakistan		
Research/Teaching Specializations: Sculptural and installation; Computational mediums; Social practices	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Urdu = 5; French = 4; Spanish = 4	
South Asia Courses Taught: Contemporary Sculpture; Integrative Project-Studio Time		
Recent Publications: Khan, O. and Hamera, J. (2014). Domestic(-ated) Desires. <i>The Drama Review. MIT Press Journals</i> . 2014. Khan, O. (2013). 72 Assignments: The Future of the Foundation Course in Art Design. <i>PCA Press</i> .		
Distinctions/Other Academic Experience: Taubman College of Architecture and Urban Planning, U-M, Research Grant (2013); Artistic Productions and Performances Grant, U-M (2013); Art Gallery Chair, SIGGRAPH (2012)		

Syed Ekhteyar Ali Lecturer II, Asian Languages and Cultures College of Literature Science and Arts		PhD Aligarh Muslim University, India, 1999 MPhil Aligarh Muslim University, India, 1996 MA Aligarh Muslim University, India, 1992 BA Aligarh Muslim University, India, 1990
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%		
Overseas Research Experience: India		
Research/Teaching Specializations: Linguistics, Phonology, Urdu	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 5, Urdu = 5	
South Asia Courses Taught: First Year Urdu I & II; Second Year Urdu I & II; Advanced Urdu I & II; Urdu, and First Year Hindi		
Recent Publications: Ali, S. (2007). Problems and Prospects of English Language Teaching in Yemen. <i>South Asian Language Review</i> , Vol. XVII, No.2, June 2007.		
Distinctions/Other Academic Experience: Teaching Excellence by The University of Science & Technology, Yemen (2007)		

Varuni Bhatia Assistant Professor, Asian Languages and Cultures College of Literature Science and Arts		PhD Columbia University, 2009 MPhil Jawaharlal Nehru University, India, 2000 MA Jawaharlal Nehru University, India, 2000 BA Jai Narayan Vyas University, India, 1996
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%		
Overseas Research Experience: India		
Research/Teaching Specializations: Contemporary India; Religion	Number of Dissertations Supervised in Past 5 years: 5 Language Proficiency: Hindi = 5, Bengali = 5, Sanskrit = 4	
South Asia Courses Taught: Introduction to Asian Religions; India Calling: Culture and Society in Modern India; Introduction to Hinduism; Eat, Pray, Love: Devotional Traditions in South Asia		
Recent Publications: Bhatia, V. (forthcoming). Six Blind Men and the Elephant: The <i>Bhagavata Purana</i> in Colonial Bengal. In Abhijit Gupta and Swapan Chakrabarty, eds., <i>Founts of Knowledge: Book History in India vol III</i> (New Delhi: Orient BlackSwan, Forthcoming). Bhatia, V. (2011). Images of Nabadwip: Place, Evidence, Inspiratio. in Anne Murphy, ed., <i>Time, History, and the Religious Imaginary in South Asia</i> (New York: Routledge, 2011). 167-185 Bhatia, V. (2010). Entries on <i>Bhagavad-Gita, Mahabharata, Ramayana</i> and <i>Upanishads</i> in Michael Suarez and H. R. Woudhuysen, (eds.), <i>Oxford Companion to the Book</i> , (Oxford University Press, 2010).		
Distinctions/Other Academic Experience: Charlotte W. Newcombe Doctoral Dissertation Fellowship, Woodrow Wilson National Fellowship Foundation (2008); AIIS Junior Fellowship (2004-5)		

Madhav M. Deshpande Professor of Sanskrit and Linguistics, University of Michigan		PhD University of Pennsylvania, 1972 MA University of Poona, Pune, India BA Fergusson College, Pune, India, 1966
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%		
Overseas Research Experience: India; United Kingdom		
Research/Teaching Specializations: Sanskrit; Hindu Studies; Indo-Aryan languages; Religion; Philosophical traditions of Hinduism and Buddhism	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 5; Sanskrit = 5; Marathi = 5; French = 2; German = 2	
South Asian Courses Taught: First and Second Year Sanskrit; Advanced Sanskrit; Introduction to Classical Hinduism; Krishna Speaks: The Bhagavadgita; Introduction to Indian Philosophy		
Recent Publications: Deshpande, M. (2013). Reviewing Hinduism: Religion, Violence and Non-Violence. <i>Classical and Contemporary Issues in Indian Studies: Essays in Honour of Trichur S. Rukamni</i> . eds. P. Pratap Kumar and Jonathan Duquette. Delhi: DK Printworld, 378-93. Deshpande, M. (2012). Underived Nominals as a Derivationally Productive Category in Panini. <i>Indian Grammars, Philology and History: Papers of the 12th World Sanskrit Conference [Helsinki], Vol.4</i> , eds. George Cardona and Madhav Deshpande. Delhi. Motilal Banarsidass, 101-109. Deshpande, M. (2012). Contextualizing the Eternal Language: Features of Priestly Sanskrit. Ideology and Status of Sanskrit: Contributions to the History of the Sanskrit Language, eds. Jan E.M. Houben, Delhi: Motilal Banarsidass, 401-436.		
Distinctions/Other Academic Experience: Recitational Variations of the Shaunakiya Atharvaveda Grant (2002); Sanskrit Knowledge Systems Project (2002)		

Pinderjeet K. Gill Lecturer, Asian Languages and Culture College of Literature, Science and the Arts		PhD Guru Nanak Dev University, 1997 BEd Guru Nanak Dev University, 1993 MPhil Guru Nanak Dev University, 1992 MA Guru Nanak Dev University, 1991 BA Guru Nanak Dev University, 1989
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100% Overseas Research Experience: India		
Research/Teaching Specializations: Folk Beliefs; Lore and songs of Punjab	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Punjabi = 5; Hindi = 5	
South Asia Courses Taught: First Year Hindi I/II; Second Year Hindi I/II; First Year Punjabi I/II; Second Year Punjabi I/II		
Recent Publications: N/A		
Distinctions/Other Academic Experience: N/A		

Donald S. Lopez, Jr. Chair, Department of Asian Languages and Cultures, Arthur E. Link Professor of Buddhist and Tibetan Studies		PhD University of Virginia, 1982 MA University of Virginia, 1977 BA University of Virginia, 1974
Percent of Time Devoted to South Asia (teaching, research, or consulting): 50% Overseas Research Experience: Tibet		
Research/Teaching Specializations: Buddhism; Tibetan Buddhism; Tibetan Language	Number of Dissertations Supervised in Past 5 years: 4 Language Proficiency: Tibetan = 5	
South Asia Courses Taught: The Buddhist Tradition in India and Tibet; Seminar in Buddhist Tantra; Seminar in Mādhyamika Philosophy; Seminar in the History of Religions; Seminar on the <i>Heart Sūtra</i> ; Introduction to Buddhism; Introduction to Tibetan Buddhism; The Hindu Tradition; Cultural History of Tibet; Tools and Methods in Buddhist Studies; The Buddhist-Christian Dialogue; Buddhist Hybrid Sanskrit; Classical and Spoken Tibetan (levels 1-4); Advanced Readings in Classical Tibetan; Tibetan Buddhism; History of Buddhist Studies;		
Recent Publications: Lopez, D. and McCracken, P. (2014). <i>In Search of the Christian Buddha</i> . W.W. Norton, 2014. Lopez, D. and Buswell, R. (2013). <i>The Princeton Dictionary of Buddhism</i> . Princeton University Press, 2013. Lopez, D. (2013). <i>Gendun Chopel: Tibet's First Modern Artist</i> . Serindia Publications, 2013. Lopez, D. (2013). <i>From Stone to Flesh: A Short History of the Buddha</i> . University of Chicago Press, 2013. Lopez, D. (2012). <i>The Scientific Buddha: His Short and Happy Life</i> . Yale University Press, 2012. Lopez, D. (2011). <i>The Tibetan Book of the Dead: A Biography</i> . Princeton University Press, 2011.		
Distinctions/Other Academic Experience: ACLS Collaborative Research Fellowship (2009); NEH Collaborative Research Grant (2007); John H. D'Arms Faculty Award for Distinguished Graduate Mentoring in the Humanities (2007); Getty Research Institute Visiting Scholar (2007); John Simon Guggenheim Memorial Fellowship (2006)		

Arvind-Pal Mandair Associate Professor, Department of Asian Languages and Cultures, S.B.S.C. Endowed Chair in Sikh Studies		PhD University of Warwick, UK, 1999 MA University of Warwick, UK, 1994 PhD Aston University, UK, 1989 B.Sc Aston University, UK, 1985
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%		
Overseas Research Experience: India		
Research/Teaching Specializations: Asian Religions; Sikhism; Philosophy	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 5, Punjabi = 5	
South Asia Courses Taught: Introduction to the Study of Asian Religions; Warrior Saints: Introduction to Sikh Religion, Culture, and Ethnicity; Philosophy of the Sikh Gurus; Religion and Violence in the Secular World		
Recent Publications: Mandair, A. (2015 - Forthcoming). "Transition and Religion" Book chapter for <i>Theory/Religion/Critique: Classic and Contemporary Approaches</i> (Columbia University Press), ed. Richard King. Mandair, A. (2015 - Forthcoming). "Hegel", book chapter for <i>THEORY/RELIGION/CRITIQUE: Classic and Contemporary Approaches</i> (Columbia University Press), ed. Richard King. Mandair, A. (2015 - Forthcoming). "Postcolonialism" book chapter for <i>The Oxford Handbook of Religion</i> , ed. Steven Engler, Oxford University Press. Mandair, A. (2014) "Sikh Philosophy" book chapter for <i>The Oxford Handbook of Sikh Studies</i> , ed. Pashaura Singh and Lou Fenech, Oxford University Press. Mandair, A. (2011). <i>Uneasy Repetitions. Method & Theory in the Study of Religion</i> , 23, 2011, pp. 175-89.		
Distinctions/Other Academic Experience: Hofstra University Cultural Center Major Conference Grant Recipient (2007); Faculty Fellowship, University of Michigan (2010)		

Ranjanpreet Kaur Nagra Lecturer, Department of Asian Languages and Cultures, College of Literature, Science, and the Arts		MA University of Michigan, 2010 BA California State University, 2008
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%		
Overseas Research Experience: N/A		
Research/Teaching Specializations: South Asian Languages; Punjabi; Hindi; Urdu	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Punjabi = 5; Hindi = 5; Urdu = 5	
South Asia Courses Taught: Beginner Hindi; Advanced Hindi		
Recent Publications: Nagra, R. (2011). British by Right, Punjabi by Heart: Diaspora Portrayals in Punjabi Films. <i>In Sikh Formation</i> . 7(2). August 2011.		
Distinctions/Other Academic Experience: Rackham Graduate School, Master's Research Grant, U-M (2010); FLAS Summer Language Fellowship (2009)		

Sonam Tsering	
Lecturer I, Department of Asian Languages and Cultures, College of Literature, Science, and the Arts	MA Institut National des Langues et Civilisations Orientales, 2010-Present BA University of London, 2005
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%	
Overseas Research Experience: N/A	
Research/Teaching Specializations: Tibetan language	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Tibetan=5
South Asia Courses Taught: Beginning Tibetan, Advanced Tibetan	
Recent Publications: N/A	
Distinctions/Other Academic Experience:: N/A	

Ravi Anupindi	
David B. Hermelin Professor of Business Administration Professor of Technology and Operations Stephen M. Ross School of Business	PhD Carnegie Mellon University, 1993 MS Carnegie Mellon University, 1989 ME Indian Institute of Science, Bangalore, India, 1984 BE Birla Institute of Technology and Science, Pilani, India
Percent of Time Devoted to South Asia (teaching, research, or consulting): 10%	
Overseas Research Experience: India	
Research/Teaching Specializations: Decision models; Commodity operations; Supply chain risk management; Sustainability; Emerging markets; Health market innovations in India and Africa	Number of Dissertations Supervised in Past 5 years: 2 Language Proficiency: Hindu = 5
South Asia Courses Taught: N/A	
Recent Publications: Anupindi, R. and London, T. (2012). Using the base-of-the-pyramid perspective to catalyze interdependence-based collaborations. <i>Proceedings of the National Academy of Sciences</i> . July 2012, Vol. 109, no. 31, 12338-12343. Anupindi, R., Devalkar, S., and Sinha, A. (2011). Integrated Optimization of Procurement, Processing, and Trade of Commodities. <i>Operations Research</i> , Vol. 59, no. 6, November 2011, 1369-1381. Anupindi, R., Aundhe, M. and Sarker, M. (2009). Healthcare Delivery Models and the Role of Telemedicine. <i>Indian Economic Superpower: Fiction or Future</i> , World Scientific, Singapore, Spring, 2009.	
Distinctions/Other Academic Experience: Program director, Master of Supply Chain Management Program (2007 – present); Chair, President's Advisory Committee on Labor Standards and Human Rights at the University of Michigan (2013); Grant from the Tauber Institute of Global Operations (2012); Grant from the Bill and Melinda Gates Foundation (2010); Grant from US Agency for International Development (2009)	

Rajeev Batra Sebastian S Kresge Professor of Marketing Stephen M Ross School of Business		PhD Stanford University, 1984 MS University of Illinois, 1980 MBA Indian Institute of Management, 1977 BA University of Delhi, 1975
Percent of Time Devoted to South Asia (teaching, research, or consulting): 10%		
Overseas Research Experience: N/A		
Research/Teaching Specializations: Brand equity; Global advertising; Marketing in emerging economies; Emerging Market companies	Number of Dissertations Supervised in Past 5 years: 4 Language Proficiency: Hindi = 5	
South Asia Courses Taught: Advertising Management; Marketing Research; Brand Equity; Sales Promotions; Database Marketing; International Marketing; PhD course on Behavioral Research in Advertising		
Recent Publications: Batra, R., Ahuvia, A. and Bagozzi, R. (2012) Brand Love. <i>Journal of Marketing</i> . 2012, 76, 1-16. Batra, R., Lenk, P. and Wedel, M. (2010). Brand Extension Strategy Planning: Empirical Estimation of Brand-Category Personality Fit and Atypicality. <i>Journal of Marketing Research</i> , 2010, 47 (2), 335-47. Batra, R., Wedel, M. and Pieters, R. (2010). The Stopping Power of Advertising: Measures and Effects of Visual Complexity. <i>Journal of Marketing</i> , 2010, 74, 48-60.		
Distinctions/Other Academic Experience: "Top Nominee" (Finalist) for "Best MBA Teacher" Award (2013, 2011, 2010, 2009, 1996); Runner-Up for the Maynard Award of the Journal of Marketing for "significant contribution to marketing theory and thought" (2013); Finalist for the MSI/Paul Root award of the Journal of Marketing Best Paper for Significant Contribution to the Practice of Marketing (2010)		

Sugato Bhattacharyya Associate Professor of Finance Stephen M Ross School of Business		PhD Harvard University, 1990 MBA Indian Institute of Management, 1980 B.Sc Calcutta University, 1977
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: India		
Research/Teaching Specializations: Corporate Finance; Capital Market Theory; Game Theory; Industrial Organization	Number of Dissertations Supervised in Past 5 years: 8 Language Proficiency: Hindi = 4; Bengali = 5	
South Asia Courses Taught: Advertising Management; Marketing Research; Brand Equity; Sales Promotions; Database Marketing; International Marketing; PhD course on Behavioral Research in Advertising		
Recent Publications: Bhattacharyya, S. and Nanda, V. (2013) Portfolio Pumping, Trading Activity and Fund Performance. <i>Review of Finance</i> , 2013. Bhattacharyya, S. and Nain, A. (2011). Horizontal Acquisitions and Buying Power: A Product Market Analysis. <i>Journal of Financial Economics</i> , 2011.		
Distinctions/Other Academic Experience: Best Lecturer, National University of Singapore; Award for Contribution to the PhD program		

Aneel Karnani Associate Professor of Strategy Stephen M. Ross School of Business		DBA Harvard University, 1980 MBA Indian Institute of Management, 1974 BTech Indian Institute of Technology, 1972
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: India		
Research/Teaching Specializations: Competitive Strategy; Strategies for Growth; Global Competition; Planning Process; Emerging Economies; Economic Development	Number of Dissertations Supervised in Past 5 years: 6 Language Proficiency: Hindi = 5	
South Asia Courses Taught: Corporate Strategy		
Recent Publications: Karnani, A. (2009) Romanticizing the Poor. <i>Stanford Social Innovation Review</i> , 7 (1), Winter 2009, 38-43. Karnani, A. (2009). Romanticizing the Poor Harms the Poor. <i>Journal of International Development</i> , Vol. 21(1), January 2009, 76-86 Karnani, A. (2008). Employment, not Microcredit, is the Solution. <i>The Journal of Corporate Citizenship</i> , Vol 2008, no. 32, 23-28.		
Distinctions/Other Academic Experience: Received the Teaching Excellence award (1991, 2001, 2006, 2007)		

Aradhna Krishna Dwight F. Benton Professor of Marketing Stephen M. Ross School of Business		PhD New York University, 1989 MBA Indiana Institute of Management, 1984 BA Delhi University, 1982
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: India, Singapore		
Research/Teaching Specializations: Sensory marketing; Cause Marketing; Pricing and other Exchange Mechanisms; Promotions; Experimental Economics	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 5	
South Asia Courses Taught: Pricing; Sensory Marketing; Sales Force Management; Introduction to Marketing, Market Research; Marketing Models; Experimental Economics; Sensation and Perception.		
Recent Publications: Krishna, A. (2012). An Integrative Review of Sensory Marketing: Engaging the Senses to affect Perception, <i>Judgment and Behavior. Journal of Consumer Psychology</i> . 22(3), 332-351. Krishna, A. (2011). Can Supporting a Cause Decrease Donations and Happiness?: The Cause Marketing Paradox. <i>Journal of Consumer Psychology</i> , 21(3), 338-45. Krishna, A., Elder, R., Caldara, C. (2010). Feminine to Smell but Masculine to Touch? Multisensory Congruence and its Effect on the Aesthetic Experience. <i>Journal of Consumer Psychology</i> , 20(4), 410-18.		
Distinctions/Other Academic Experience: Fellow of the Society of Consumer Psychology (2013); Docsig rating of #13 in productivity in marketing journals (2008-2012); Business Week 2012's Most Prominent Undergraduate Faculty at the Ross School of Business; Honorable Mention, William Davidson Award (2011); Finalist for Paul Green Award (2010)		

M. S. Krishnan	
Professor of Computer Information Systems and Technology and Operations Associate Dean, Global Initiatives Faculty Director of India Initiatives Stephen M. Ross School of Business	PhD Carnegie Mellon University, 1996 MS Carnegie Mellon University, 1993 MCA University of Delhi, 1987 BSc University of Delhi, 1984
Percent of Time Devoted to South Asia (teaching, research, or consulting): 50%	
Overseas Research Experience: India	
Research/Teaching Specializations: Information Technology and Business Innovation; Software Quality and Business Flexibility; Business Value of IT Applications; Information Infrastructure Management & IT Strategy; Information Infrastructure Management	Number of Dissertations Supervised in Past 5 years: 4 Language Proficiency: Hindi = 5
South Asia Courses Taught: Information Technology	
Recent Publications: Krishnan, M.S., Tafti, A., and Mithas, S. (2013). The Effect of Information Technology Enabled Flexibility on Formation and Market Value of Alliances. <i>Management Science</i> . (59)1, 2013, 207-25. Krishnan, M.S. and Saldanha, T. (2012). Organizational Adoption of Web 2.0 Technologies: An Empirical Analysis," <i>Journal of Organizational Computing and Electronic Commerce</i> . (22)4, 301-33. Krishnan, M.S., Subramanyam, R. and Ramasubbu, S. (2012). In Search of Efficient Flexibility: Effects of Software Component Granularity on Development Effort. Defects and Customization Effort. <i>Information Systems Research</i> . (23)3, 787-803 Krishnan, M.S., Ethiraj, S. and Ramasubbu, N. (2012). Does Complexity Deter Customer Focus? <i>Strategic Management Journal</i> . (33)2, 137-61.	
Distinctions/Other Academic Experience: President's Advisory Board, Carnegie Mellon University (2012); Senior Faculty Research Award, Ross School of Business (2008); Selected by Optimize and InformationWeek as one of the four power thinkers on Business Technology (2004)	

M. P. Narayanan	
Robert Morrison Hoffer Professor of Business Administration Stephen M. Ross School of Business	PhD Northwestern University, 1983 ME Indian Institute of Science, 1971 BE University of Madras, 1969
Percent of Time Devoted to South Asia (teaching, research, or consulting): 10%	
Overseas Research Experience: India	
Research/Teaching Specializations: Contract Theory; Asymmetric Information; Corporate Finance and Investments; Capital Structure; Takeover Financing; Divestitures; Managerial Myopia; Managerial Incentives; Corporate governance	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 4, Tamil = 5
South Asia Courses Taught: Managing Capital; Strategies for Growth	
Recent Publications: Narayanan, M.P., Anginer, D., Schipani, C., and Seyhun, N. (2012). Should Size Matter When Regulating Firms? Implications from Backdating of Executive Options. 15 N.Y.U. <i>Journal of Legislation & Public Policy</i> (15) 1-44. Narayanan, M.P. and Khoroshilov, Y. (2008). The role of profit-based and stock-based components in incentive compensation. <i>Journal of Financial Intermediation</i> (17) 357-378. Narayanan, M.P. and Seyhun, N. (2008). The dating game: Do managers designate option grant dates to increase their compensation? <i>Review of Financial Studies</i> (21) 1907-1945.	
Distinctions/Other Academic Experience: Executive Education Teaching Impact Award (Custom Programs) (2012); EMBA Teacher of the Year (2011); EMBA Teacher of the Year (2010); EMBA Commencement Speaker (elected) (2009)	

Venkatram Ramaswamy	
Professor of Marketing Stephen M. Ross School of Business	PhD University of Pennsylvania, 1989 BTech Indian Institute of Technology, 1984
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%	
Overseas Research Experience: India	
Research/Teaching Specializations: Customer experiences; Innovation; Communities, Networks; Exploring “next practices” in co-creation of value; Building information and communications infrastructure for consumer-company interactions	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 4, Tamil = 5
South Asia Courses Taught: Co-creating Value with Customers; Innovation and New Product Leadership; New Products Management	
Recent Publications: Ramaswamy, V. (2006). Co-Creating Experiences of Value with Customers: New Paradigm. <i>Tata Journal of Management</i> . 2006. Ramaswamy, V. (2006). Co-Creation Experiences: The Next Practice in Value Creation. <i>Journal of Interactive Marketing</i> . 2006. Ramaswamy, V. (2004). Co-creating Value with Customers. <i>Optimize</i> . 2004.	
Distinctions/Other Academic Experience: Winner of the <i>Price WaterhouseCoopers Award for Best Article</i> in MIT Sloan Management Review 2003 (2004); Awarded the Michael R. and Mary Kay Hallman Fellowship (2000); Awarded the Tauber Manufacturing Institute Fellowship (1999)	

Jagadeesh M. Sivadasan	
Associate Professor Stephen M. Ross School of Business	PhD University of Chicago, 2004 MBA University of Chicago, 1996 BTech Indian Institute of Technology, 1994
Percent of Time Devoted to South Asia (teaching, research, or consulting): 30%	
Overseas Research Experience: N/A	
Research/Teaching Specializations: Industrial Organization; Regulation; Productivity Growth International Economics; Labor Economics	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 4
South Asia Courses Taught: Applied Microeconomics	
Recent Publications: Sivadasan, J. and Balasubramanian, N. (2011). What happens with firms patent? New evidence from US manufacturing census data. <i>Review of Economics and Statistics</i> . February 2011. 93:1. 126-46. Sivadasan, J. and Becker, B (2010). The effect of financial development on the investment-cash flow relationship: cross-country evidence from Europe. <i>The B.E. Journal of Economic Analysis & Policy</i> . 10:1, Article 43.	
Distinctions/Other Academic Experience: Center for International Business Research Award (2005, 2008, 2011, 2012); NTT Research Fellowship (2006-2007); Mitsui Life Financial Research Center Grant- University of Michigan (2005); Referee: <i>Journal of Political Economy</i> , <i>Economic Journal</i> , <i>Journal of Law & Economics</i> , <i>Review of Economics & Statistics</i> , <i>International Journal of Industrial Organization</i> , <i>Journal of Industrial Economics</i> , <i>Canadian Journal of Economics</i> , <i>Journal of Asian Business</i> , <i>Journal of Law, Economics, and Organization</i>	

Aswin Punathambekar	
Associate Professor, Communication Studies College of Literature, Science and the Arts	PhD University of Wisconsin, 2007 MS Massachusetts Institute of Technology, 2003 MA University of Georgia, 2001 BE University of Allahabad, 1999
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%	
Overseas Research Experience: India	
Research/Teaching Specializations: Media and globalization; Geography; Digital/Mobile Media Cultures; South Asia, Media and diasporic identity; Television; Participatory culture; Citizenship.	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 4; Marathi = 4
South Asia Courses Taught: Understanding Media Industries; Global Media and Culture; Race and Ethnicity in Global Context; L.A., Bombay, Hong Kong: Cultural Industries in Transition; Crossing Borders: Globalization of Cultural Industries; Beyond Bollywood	
Recent Publications: Punathambekar, A. (2013). <i>From Bombay to Bollywood: The Making of a Global Media Industry</i> . New York University Press, 2013. Punathambekar, A. (2012). Television at Large. <i>South Asian History and Culture</i> . 2012. 3(4). Punathambekar, A. (2010). From IndiaFM.com to Radio Ceylon: New Media and the Making of the Bombay Film Industry. <i>Media Culture and Society</i> , 2010, 32(5): 841-855.	
Distinctions/Other Academic Experience: Society for Cinema and Media Studies Award for Best Essay (2012); Grant from Center for International Business Education, University of Michigan (2010-11); Rackham Faculty Grant (2008-09)	

Daniel Herwitz	
Frederick G. Huetwell Professor of Comparative Literature Director of Graduate Studies, Comparative Literature College of Literature, Science and the Arts	PhD University of Chicago, 1984 BA Brandeis University, 1977
Percent of Time Devoted to South Asia (teaching, research, or consulting): 20%	
Overseas Research Experience: India	
Research/Teaching Specializations: Art; Film; Music; South Asia	Number of Dissertations Supervised in Past 5 years: 3 Language Proficiency: N/A
South Asia Courses Taught: Theory and Aesthetics in the Avant Gardes; Hollywood's Invention of America; Modern Art Outside the Euro-American Sphere; Modern Literature in Dialogue with Film, Music, and Painting	
Recent Publications: Herwitz, D. (forthcoming, 2014). Nature that Lives in the Past: Xu Bing's Background Story. in <i>Xu Bing</i> , published in Mandarin by SDX, forthcoming 2014. Herwitz, D. (forthcoming, 2014). Richard Wollheim. <i>Second Edition of Encyclopedia of Aesthetics</i> , forthcoming Oxford Press, 2014. Herwitz, D. (forthcoming, 2014). The Curator's Hand and the Creator's Imprint. in <i>Curature</i> , Carolyn Hamilton and Pippa Skotnes, editors, Jacana Press, Cape Town, forthcoming 2014.	
Distinctions/Other Academic Experience: Visiting Fellowship, Humanities Research Centre, Australian National University (2013); Visiting Fellowship, Centre for the Humanities in Africa, University of Cape Town (2013); Andrew Mellon Visiting Research Fellow, University of Cape Town (2010)	

Christi A. Merrill	
Associate Professor, Comparative Literature College of Literature, Science and the Arts	PhD University of Iowa, 1999 MFA University of Iowa, 1999, 1993 BA University of Michigan, 1987
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%	
Overseas Research Experience: India	
Research/Teaching Specializations: South Asian literature; Postcolonial theory; Critical practice and theory of translation; Narrative humor; Hindi-Urdu literary history and language politics	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 5, French = 3, Rajasthani = 3, Urdu = 3, Sanskrit = 2, Latin = 2
South Asia Courses Taught: India as Imaginary Homeland: an introduction to cultural constructions of a national identity; The Truth Claims of Indian Literature: Nonfiction Accounts of Gendered Discrimination; South Asian Identity; Partition: Stories of violence and identity in twentieth-century South Asia; Divided Loyalties, Divided Laughter: Understanding South Asia through Literary Humor; Hindi Literature before Partition	
Recent Publications: Merrill, C. (2012). Postcolonial translation: the politics of language as ethical praxis. Carmen Millan-Varela and Francesca Bartrina, eds. <i>Routledge Handbook of Translation Studies</i> . London and New York: Routledge. 2012: 159-72. Merrill, C. (2011). The Lyricism of Violence: Faith in Revolution. <i>Boundary 2</i> . Vol. 38, no. 3, 119-45. Merrill, C. (2010). Human Rights Singular-Plural: Translating Dalit Autobiography from Hindi. Special Issue on Personal Narrative and Political Discourse guest edited by Sidonie Smith in <i>Biography</i> 33:1, 128-50.	
Distinctions/Other Academic Experience: National Endowment for the Humanities/American Institute of Indian Studies Senior Fellowship (2013-14); A.K. Ramanujan Prize for Translation, (2012); Human Rights Fellowship (2011-12); Institute for the Humanities Fellowship, (2006-07)	

Raj Arunachalam	
Assistant Professor Of Economics College of Literature, Science and the Arts	PhD University of California, 2007 MA University of California, 2004 MA University of California, 2001 BA University of Southern California, 1996
Percent of Time Devoted to South Asia (teaching, research, or consulting): 75%	
Overseas Research Experience: N/A	
Research/Teaching Specializations: Development Economics; Economic History; Political Economy	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: N/A
South Asia Courses Taught: Development Economics; Political Economy of Development; Classical Theories of Political Economy	
Recent Publications: Arunachalam, R. and Shah, M. (2013). Compensated for Life: Sex Work and Disease Risk. <i>Journal of Human Resources</i> , Spring 2013 48(2): 345-69. Arunachalam, R. and Shah, M. (2012). The Prostitute's Allure: The Return to Beauty in Commercial Sex Work. <i>B.E. Journal of Economic Analysis and Policy</i> , 12(1) Article 60.	
Distinctions/Other Academic Experience: Duke Young Economists Jamboree – Empirical Microeconomics (2009); Journal of Development Economics Award, UC Berkeley (2006); Scientific Evaluation for Global Action Graduate Fellow, UC Berkeley (2005-2007)	

Thomas Emil Weisskopf	
Professor Emeritus of Economics College of Literature, Science and the Arts	PhD Massachusetts Institute of Technology, 1966 BA Harvard University, 1961
Percent of Time Devoted to South Asia (teaching, research, or consulting): 35%	
Overseas Research Experience: India; Poland; Czechoslovakia; Hungary; Russia; Ukraine	
Research/Teaching Specializations: Political Economy; Comparative Economic Systems and Institutions; Macroeconomics; Economic Policy Issues; Economic Development and Political Change	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: French = 5; Russian = 3; German = 2; Spanish = 1
South Asia Courses Taught: N/A	
Recent Publications: Weisskopf, T. (2013). What Kinds of Economic Inequality Really Matter? <i>Indian Economic Review</i> . 48(1). Jan.-June 2013. 39-58. Weisskopf, T. (2011). Why Worry about Inequality in Booming Indian Economy? <i>Economic and Political Weekly</i> (Bombay, India). 46(47). November 2011. 41-51. Weisskopf, T. (2009). On Spreading the Wealth (a memo to President Barack Obama). <i>Tikkum</i> . 24(1). January 2009. 87-88. Weisskopf, T. (2007). Affirmative Action in Higher Education. <i>Seminar</i> . (New Delhi: India). No. 569, January 2007. 69-73.	
Distinctions/Other Academic Experience: U-M Center for South Asian Studies and the Residential College Grants (Research in India) (2009); U-M Horace Rackham Graduate School, and International Institute Grants (Research in India) (2000)	

Tarfia Faizullah	
Visiting Professor, Helen Zell Writers Program College of Literature, Science and the Arts	MFA Virginia Commonwealth University, 2009 BA University of Texas at Austin, 2006
Percent of Time Devoted to South Asia (teaching, research, or consulting): 60%	
Overseas Research Experience: N/A	
Research/Teaching Specializations: Creative Writing; Poetry	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Bengali = 5
South Asia Courses Taught: N/A	
Recent Publications: Faizullah, T. (2014). The Hidden Glossary of Solace. <i>The Kenyon Review</i> (2014). Faizullah, T. (2014). Self-Portrait as Slinky. <i>Best New Poets 2013</i> . Samovar Press/Meridian, 2014. Faizullah, T. (2012). This Never Wanting It To End: Hunger, Gymnastics, and the Shapely Lyrics. Los Angeles Review of Books, 2012.	
Distinctions/Other Academic Experience: Pushcart Nomination, <i>The Freeman</i> (2013); Pushcart Nomination, <i>Poet Lore</i> (2013); Best New Poets Anthology (2013); Vermont Studio Center Fellowship (2013); Kenyon Review Young Writers' Workshop Fellowship (2013)	

V. V. (Sugi) Ganeshanathan Delbanco Visiting Professor of Creative Writing		MA Columbia University, 2007 MFA Iowa Writers' Workshop, 2005 BA Harvard University, 2002
Percent of Time Devoted to South Asia (teaching, research, or consulting): 50%		
Overseas Research Experience: Sri Lanka		
Research/Teaching Specializations: the novel, short stories, creative nonfiction, South Asia, Sri Lanka, journalism, literature of war, political fiction	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Spanish = 3; Sri Lankan Tamil = 3	
South Asia Courses Taught: N/A		
Recent Publications: Ganeshanathan, V.V. (Forthcoming). An Agnostic or Maybe Atheist Hindu's Plea for Sanity, Or If That's Not Possible, Some Snacks. <i>Drunken Boat</i> . Ganeshanathan, V.V. (2013). The Authentic Outsider. <i>The Margins</i> , Sept. 19. Ganeshanathan, V.V., (2012). My mother is a singing fish (short story). <i>Unstuck</i> , no. 2. Ganeshanathan, V.V. (2008). <i>Love Marriage: A Novel</i> . New York, NY. Random House.		
Distinctions/Other Academic Experience: Long-listed for the Orange Prize (2009); Washington Post Book World Best of 2008; Barnes & Noble Discover Great New Writers Program (2008); Target Breakout Books Program (2008).		

Madhumita Lahiri Assistant Professor, English College of Literature, Science, and the Arts		PhD Duke University, 2010 BA Yale University, 2004
Percent of Time Devoted to South Asia (teaching, research, or consulting): 75%		
Overseas Research Experience: India, South Africa		
Research/Teaching Specializations: Postcolonial theory; South Asian literature and film; South African literature and film; gender and sexuality studies; film theory; diaspora studies	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Bengali = 5; English = 5; French = 3; Hindi = 5	
South Asia Courses Taught: Transnational Feminism; Literary and Cultural Theory; Modern World Literatures; Issues in World Literature; Global South Asia; Modern South Asia: Literature and Theory; Contemporary Culture in South Asia: Boys, Men, and Manly Men; Contemporary South Asian Literature in English		
Recent Publications: Lahiri, M. (Forthcoming). An Idiom for India: Hindustani and the Limits of the Language Concept. <i>Interventions: International Journal of Postcolonial Studies</i> . Lahiri, M. (2012). Best Sellers: India, Indians, and the British Reading Public. in Susheila Nasta, ed., <i>India in Britain, 1870-1950</i> . Basingstoke: Palgrave Macmillan, 34-148. Lahiri, M. (2012). Gandhian Fictions: Rereading <i>Satyagraha in South Africa</i> . <i>Social Dynamics</i> 38.1, 104-116. Lahiri, M. (2011). Crimes and Corrections: Bride Burners, Corrective Rapists, and Other Black Misogynists. <i>Feminist Africa</i> 15, 121-134.		
Distinctions/Other Academic Experience: Humanities Research Fellowship, University of Warwick (2014); Mellon Postdoctoral Fellowship, Department of English and Cogut Center for the Humanities, Brown University (2011-13); Teaching with Technology Award, Brown University (2011); Mellon/URC Postdoctoral Fellowship, Centre for Indian Studies in Africa, University of the Witwatersrand, Johannesburg, South Africa (2010-11); Women's Studies Dissertation Fellowship, Duke University (2009-10)		

Jennifer Wenzel Associate Professor, English College of Literature, Science and the Arts		PhD University of Texas at Austin, 1998 MA Indiana University, 1992 BA Austin College 1990
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: India, South Africa, United Kingdom		
Research/Teaching Specializations: World literatures in English; Postcolonial Theory; Postcolonial Ecocriticism	Number of Dissertations Supervised in Past 5 years: 1 Language Proficiency: N/A	
South Asia Courses Taught: Fictions of India, Global Bestsellers, Postcolonial Memoir, Postcolonial Theory		
Recent Publications: Wenzel, J. (2011). Consumption for the Common Good?: Commodity Biography Film in an Era of Postconsumerism. <i>Public Culture</i> . 23(3), 573-602. Wenzel, J. (2010). Literacy and Futurity: Millennial Dreaming on the Nineteenth Century South African Frontier. <i>Utopia/Dystopia: Historical Conditions of Possibility</i> , eds. Michael Gordin, Gyan Prakash, and Helen Tilley. Princeton UP, 2010. 45-72. Wenzel, J. (2009). Refashioning Sub-national Pasts for Post-national Futures: The Xhosa Cattel Killing in Recent South African Literature. <i>Nations and Their Histories: Construction and Representations</i> . eds. Susana Carvalho and Francois Gemenne, London: Palgrave, 2009. 223-36.		
Distinctions/Other Academic Experience: Honorable Mention for the Perkins Prize, International Society for the Study of Narrative, 2010; SC Davis Fellow, Department of History, Princeton (2005-2006)		

Philip Gingerich E.C. Case Collegiate Professor, Department of Paleontology Professor of Geological Sciences		PhD Yale University, 1974 MPhil Yale University, 1972 BA Princeton University, 1968
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: Geological field work in all provinces of Pakistan 1973-1981, 1991-2000.		
Research/Teaching Specializations: Rates of Evolution; Paleocene-Eocene; Whales; Primates	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Urdu = 1	
South Asia Courses Taught: N/A		
Recent Publications: Gingerich, P. D., M. Haq, I. S. Zalmout, I. H. Khan, and M. S. Malkani. 2001a. Origin of whales from early artiodactyls: hands and feet of Eocene Protocetidae from Pakistan. <i>Science</i> , 293: 2239-2242. Gingerich, P. D., M. Haq, W. v. Koenigswald, W. J. Sanders, B. H. Smith, and I. S. Zalmout. 2009. New protocetid whale from the middle Eocene of Pakistan: birth on land, precocial development, and sexual dimorphism. <i>PLoS ONE</i> , 4 (e4366): 1-20		
Distinctions/Other Academic Experience: Alexander von Humboldt Forschungspreisträger (Friedrich-Wilhelms-Universität, Bonn, Germany): research award for senior scientists (2005-2006); Paleontological Society Fellow; André Dumont Medal of the Belgian Geological Society, Louvain-la-Neuve (2005); American Academy of Arts and Sciences Fellow		

Jeffrey Wilson Associate Professor, Geological Sciences Associate Curator, Museum of Paleontology		PhD University of Chicago, 1999' MS University of Chicago, 1995 BA Kalamazoo College, 1991
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: Field research and museum research in India and Pakistan; Saudi Arabia; Jordan; Morocco; Egypt		
Research/Teaching Specializations: Paleontology; Evolution of Reptiles of the Mesozoic Era; Field and Museum Research with Computational Analyses of Evolutionary Relationships and Experimental Studies of Functional Morphology	Number of Dissertations Supervised in Past 5 years: 4 Language Proficiency: N/A	
South Asia Courses Taught: Dinosaurs & Other Failures; Evolution of Vertebrates; Analytical Paleontology		
Recent Publications: Wilson, J., Mohabey, D.M., and Sen, S. (2013). India's First Dinosaur, Rediscovered. <i>Current Science</i> . 104:34-37 Wilson, J. and Rogers, K. (2012). Sauropods; in M.K. Brett-Surman, T. R. Holtz Jr. and J.O. Farlow (eds.), <i>The Complete Dinosaur</i> . Second Edition. 444-481. Wilson, J. A., D. M. Mohabey, S. E. Peters, and J. J. Head (2010 in press). Predation on hatchling dinosaurs by a new snake from the Late Cretaceous of India. <i>PLoS Biology</i> .		
Distinctions/Other Academic Experience: Renowned for Field Research done in Indo-Pakistan over the past decade; Made significant discoveries including snake fossils named <i>Sanajeh indicus</i> in India (2010); Associate Editor of <i>Journal of Vertebrate Paleontology</i>		

Juan R.I. Cole Richard P. Mitchell Collegiate Professor of History College of Literature, Science and the Arts		PhD University of California Los Angeles, 1984 MA American University in Cairo, 1978 BA Northwestern University, 1975
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: Pakistan; Egypt; England; India		
Research/Teaching Specializations: Modern social, cultural, religious history of Egypt, Iraq, Iran, Afghanistan, Pakistan, India	Number of Dissertations Supervised in Past 5 years: 6 Language Proficiency: Arabic = 5; French = 4; Persian = 4; Urdu = 4; German = 3; Ottoman Turkish = 2; Uzbek = 1	
South Asia Courses Taught: Literature and Colonialism; Orientalism and Western Film; Mughal India		
Recent Publications: Cole, J. (2009). <i>Engaging the Muslim World</i> (New York: Palgrave Macmillan, Mar. 2009). Cole, J. (2008). The Taliban, Women and the Hegelian Private Sphere. <i>The Taliban and the Crisis of Afghanistan</i> (Cambridge, Ma.: Harvard University Press, 2008). 118-154 Cole, J. (2008). Islamophobia and American Foreign Policy. <i>Islamophobia and the Challenges of Pluralism in the 21st Century</i> , (Washington, D.C.: ACMCU Occasional Papers, Georgetown University, 2008).70-79.		
Distinctions/Other Academic Experience: Richard P. Mitchell Collegiate Chair, LSA, University of Michigan (2007-Current); Testified before US Congress on Issues on Iran, Afghanistan (2009); Regularly interviewed by NPR and other Green Visiting Chair, Texas Christian University, February (2009); Gates Lecturer, Grinnell College, September (2008); SSRC/ACLS Post-Doctoral Award, England, Summer (1986); Fulbright- Hays Islamic Civilization Postdoctoral Award, Egypt (1985-86); SSRC/ACLS Doctoral Fellowship, Pakistan, India, UK, (1981-83); Fulbright-Hays Doctoral Fellowship, India (1982)		

Erik Linstrum Assistant Professor Department of History		PhD Harvard University, 2012 AM Harvard University, 2009 AB Princeton University, 2006
Percent of Time Devoted to South Asia (teaching, research, or consulting): 50%		
Overseas Research Experience: India; United Kingdom		
Research/Teaching Specializations: Modern Britain; British Empire	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 5	
South Asia Courses Taught: Imagining Empire in Modern Britain; Violence, Imperialism, and Human Rights		
Recent Publications: Linstrum, E. (2013). The Politics of Psychology in the British Empire, 1898-1960. <i>Past & Present</i> 215 (May 2012): 195-233. Linstrum, E. (2010). Strauss's Life of Jesus: Publication and the Politics of the German Public Sphere. <i>Journal of the History of Ideas</i> . 71:4. 593-616.		
Distinctions/Other Academic Experience: Michigan Society of Fellows (2012-15); Clive Fellowship (2012); Ernest May Fellowship (2011-12); Mellon Fellowship (2010-11)		

Mrinalini Sinha Alice Freeman Palmer Professor, History Professor of English Language & Literature College of Literature, Science, and the Arts		PhD State University of New York at Stony Brook, 1988 MA State University of New York at Stony Brook, 1983 MA Jawaharlal Nehru University, New Delhi, 1982 BA Delhi University, 1980
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%		
Overseas Research Experience: India		
Research/Teaching Specializations: Modern South Asia; Colonial Indian History; British Imperial History; Modern World History; Gender Studies	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 5; Sanskrit = 3; Bengali = 4	
South Asia Courses Taught: Modern South Asia; Colonial India; India After Independence; Introduction to Indian Civilization; Gandhi and Indian Nationalism; Gandhi and King: Non-violent Change; Modern Indian Women's History; Capitalism, Colonialism, & Human Rights; British Empire; Comparative Third World Revolutions; Modern South and Southeast Asia; South Asian Historiography; Modern South Asia; Topics in Colonial Indian History; Imperialism: European Expansion and Global Response		
Recent Publications: Sinha, M. (2013). Whatever happened to the Third British Empire? Empire, Nation, Redux. <i>Writing Imperial Histories</i> . eds. Andrew Thompson. Manchester, UK: Manchester University Press, 7. Sinha, M. (2012). Projecting Power: Empires, Colonies and World History. <i>A Companion to World History</i> . eds. Douglas Northrop. Oxford: Wiley Blackwell. 258-271. Sinha, M. (2011). Historically Speaking: Gender and Citizenship in Colonial India. In <i>Terms of Gender: Joan Scott's Critical Feminism</i> . eds. Judith Butler and Elizabeth Weeden. Bloomington: Indiana University Press, 80-101.		
Distinctions/Other Academic Experience: President, Association for Asian Studies (2014); American Institute of Indian Studies Grant (2012); Fellowship: John Simon Guggenheim Memorial Foundation (2012); Joan Kelly Memorial Prize in Women's History (2007); Albion Book Prize (2007)		

Thomas R. Trautmann Professor Emeritus of History and Anthropology College of Literature, Science, and the Arts		PhD University of London, 1968 BA Beloit College 1962
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%		
Overseas Research Experience: India, United Kingdom		
Research/Teaching Specializations: Ancient India; Orientalist scholarship in India; History of Anthropology; Kinship; Ideas of Time and History Across Cultures; Anthropology in American culture	Number of Dissertations Supervised in Past 5 years: 1 Language Proficiency: Sanskrit=4; Tamil=2; French=4; German=2	
South Asia Courses Taught: Civilization of India; Formation of Indian Civilization; Classical India and the coming of Islam		
Recent Publications: Trautmann, T. (2012). <i>Arthashastra: The Science of Wealth</i> . New Delhi: Allen Lane (Penguin). Trautmann, T. (2011). <i>India: Brief History of a Civilization</i> . New York: Oxford U.P. Trautmann, T. (2009). <i>The Clash of Chronologies: Ancient India in the Modern World</i> . New Delhi: Yoda Press. Trautmann, T. (2009). <i>The Madras School of Orientalism: Producing Knowledge in Colonial South India</i> . New Delhi: Oxford University Press (edited).		
Distinctions/Other Academic Experience: Mellon Emeritus Fellowship		

Nachiket Chanchani Assistant Professor, History of Art College of Literature, Science, and the Arts		PhD University of Pennsylvania, 2012 MA University of Minnesota, 2007 M Phil Centre for Studies in Social Sciences, Calcutta, 2005 BA Muskingum College, 2004
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%		
Overseas Research Experience: India; United Kingdom		
Research/Teaching Specializations: South Asian and Himalayan art; Architecture; Visual culture	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 5; Gujarati = 5, Sanskrit = 2, French = 2	
South Asia Courses Taught: Home and the World: Introduction to South Asian Art; Art of Yoga; Himalayas: An Aesthetic Exploration; Ocean of Stories: Telling Tales in the Indian Subcontinent		
Recent Publications: Chanchani, N. (2013). The Camera Work of Ananda Kentish Coomaraswamy and Alfred Stieglitz. <i>History of Photography</i> . (37)2, 204-220. Chanchani, N. (2012). Telling Tales: The Freer <i>Vasanta Vilass</i> . <i>Artibus Asiae</i> . (72)1, 123-140. Chanchani, N. (2010), Gandhi's (In) fidelity: Some Reflections on Art Writing and Translation in Colonial India. <i>Art in Translation</i> (2)2, 239-252.		
Distinctions/Other Academic Experience: Smithsonian Institution Postdoctoral Fellowship (2012); Jawaharlal Nehru Trust for the Indian Collections in the Victoria & Albert Museum Fellowship (2012); Akshara Foundation Fellowship for the Study of Temple Architecture (2011); Asian Cultural Council Asian Artists and Specialists Fellowships (2010); University of Pennsylvania, History of Art Department, Goldman Grant (2010)		

Joyojeet Pal Assistant Professor of Information, School of Information		PhD University of California, Berkeley, 2008 MS University of California, Berkeley, 2004 MA University of California, Berkeley, 2002 BCom University of Mumbai, 1996
Percent of Time Devoted to South Asia (teaching, research, or consulting): 35%		
Overseas Research Experience: Japan, India		
Research/Teaching Specializations: Technology and Development; Assistive technology	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi = 4	
South Asia Courses Taught:		
Recent Publications: Pal, J. (2013). Assistive Technology for People with Vision Impairments: Engineering and Workplace Accommodation Challenges for Low-resource Environments. eds. Hymann, J., Stein, M.A., Moreno, G. <i>Disability and Equity at Work</i> . New York: Oxford University Press. Pal, J. (2013). Disability in Indian Cinema. eds. Mogk, M. <i>Different Bodies: Essays on Disability in Film and Television</i> . McFarland Press. Pal, J. (2013). Access Technologies and Accessibility in Low-and Middle-Income Countries. eds. Mansell, R., and Hwa, P. <i>International Encyclopedia of Digital Communication and Society</i> . Wiley-Blackwell.		
Distinctions/Other Academic Experience: Organization of American States Grant (2014); Unintended Consequences of Technology in Development, University of Michigan MCubed Grant (2014); University of Michigan Rackham Research Grant (2014); Computing Innovation Fellowship (2009-10)		

William G. Axinn Professor, Department of Sociology Research Professor, Population Studies Center and Survey Research Center College of Literature, Science and the Arts		PhD University of Michigan, 1990 MA University of Michigan, 1988 BA Cornell University, 1986
Percent of Time Devoted to South Asia (teaching, research, or consulting): 30%		
Overseas Research Experience: India, Nepal		
Research/Teaching Specializations: Demography, Family, Life Course, Research Methods, and South Asian Studies	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Nepalese = 5; Hindi = 2	
South Asia Courses Taught: N/A		
Recent Publications: Axinn, W.G., Ghimire D. J., and Williams, N. (2012). Collecting Survey Data During Armed Conflict. <i>Journal of Official Statistics</i> 28(2), 153-171. Axinn, W.G., and Ghimire, D.J. (2011). Social Organization, Population, and Land Use. <i>American Journal of Sociology</i> 117(1):209-258. Massey, D.S., Axinn, W.G., and Ghimire, D.J. (2010). Environmental Change and Out-Migration: Evidence from Nepal. <i>Population and Environment</i> 32(2):109-136.		
Distinctions/Other Academic Experience: Outstanding Publican Award, American Sociological Association Section on Again and the Life Course for the book <i>Marriage and Cohabitation</i> (2008); Reuben Hill Award, National Council on Family Relations (2002); Board of Directors, Population Association of America (1998-2000); National Science Foundation Young Investigator Award (1992)		

Dirgha J. Ghimire	
Research Associate Scientist, Population Studies Center Institute for Social Research	PhD University of Michigan, 2003 MA University of Michigan, 2001 BA Tribhuvan University, 1986
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100% Overseas Research Experience: Nepal	
Research/Teaching Specializations: Social Change; Family; Demography; Population and Environment; Research Methods; Development Planning and Implementation	Number of Dissertations Supervised in Past 5 years: 2 Language Proficiency: Hindi=5 Nepalese=5
South Asia Courses Taught: Mixed Method Data Collection Methods; Introduction to Survey Research	
Recent Publications: Ghimire, D. J., Chardoul, S., Kessler, R., Axinn, W., Adhikari, B. (2013). Modifying and Validating the Composite International Diagnostic Interview (CIDI) for Use in Nepal. <i>International Journal of Methods in Psychiatric Research</i> , 22(1): 71-81. Ghimire, D. J. and Axinn, W. (2013). Rural Agricultural Change and Fertility Transition in Nepal. <i>Rural Sociology</i> . 78(2): 229-252. Ghimire, D. J. and Axinn, W. (2010). Community Context, Land Use of First Birth. <i>Rural Sociology</i> . 75(3):478-573.	
Distinctions/Other Academic Experience: National Institute of Child Health and Human Development Innovation in the Measurement of Community Contextual Features (2013-15); National Science Foundation Grant (2012-15)	

Narayan Sastry	
Research Professor, Population Studies Center Institute for Social Research	PhD Princeton University, 1995 AM University of Pennsylvania, 1988 BS University of Kansas, 1986 BA University of Kansas, 1986
Percent of Time Devoted to South Asia (teaching, research, or consulting): 5% Overseas Research Experience: N/A	
Research/Teaching Specializations: Social and Spatial dimensions of health, development, and well-being of children and adolescents, both in the United States and less developed countries	Number of Dissertations Supervised in Past 5 years: 3 Language Proficiency: N/A
South Asia Courses Taught: N/A	
Recent Publications: Sastry, N. and Gregory, J. (2014). "The Location of Displaced New Orleans Residents in the Year after Hurricane Katrina". <i>Demography</i> . ePub ahead of publication. Sastry, N. and Gregory, J. (2013). "The Effect of Hurricane Katrina on the Prevalence of Health Impairments and Disability among Adults in New Orleans: Differences by Age, Race, and Sex". <i>Social Science & Medicine</i> . 80: 121-129. Sastry, N. (2012). "Neighborhood Effects on Children's Achievement: A Review of Recent Research" in <i>The Oxford Handbook of Poverty and Child Development</i> . Valerie Maholmes and Rosalind B. King (eds.) New York: Oxford University Press, 423-447	
Distinctions/Other Academic Experience: National Institutes of Health Traineeship in Demography (1990-1994); Dorothy S. Thomas Award, Population Association of America (1995)	

Vikramaditya S. Khanna William W. Cook Professor of Law Law School		SJD Harvard Law School, 1997 LLB Victoria University of Wellington, 1993 BCA Victoria University of Wellington, 1991
Percent of Time Devoted to South Asia (teaching, research, or consulting): 75% Overseas Research Experience: India		
Research/Teaching Specializations: Banking and Finance; Commercial Law; Corporate Law and Practice; International and Comparative Law; Law and Economics; Public Law and Regulatory Policy	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Hindi=5; Punjabi=5	
South Asia Courses Taught: Corporate Governance and Stock Market Development: India, China, and Other Large Emerging Markets; Securities Regulation; Law and Economic Development: India; Enterprise Organization		
Recent Publications: Khanna, V., Black, B., Carvalho, A., Kim, W., and Yurtoglu, B. (2014). Methods in Multicountry Studies of Corporate Governance (and Evidence from the BRIKT Countries). <i>forthcoming. Journal of Econometrics</i> . 2014. Khanna, V. and Varottil, U. (2012). Reforming the Corporate bonds Market in India. <i>NSE Annual Research Report, National Stock Exchange of India</i> . 2012. Khanna, V. and Varottil, U. (2012). The Rarity of Derivative Actions in India: Reasons and Consequences. <i>Derivative Actions in Major Asian Economies: Legislative Design and Legal Practice</i> . Eds. Harald Baum, Michael Ewing-Chow & Dan W. Puchniak). Cambridge University Press, 2012.		
Distinctions/Other Academic Experience: Recipient of the John M. Olin Faculty Fellowship for 2002-2003; Founder and current editor of the India Law Abstracts, White Collar Crime Abstracts		

Steven Ratner Bruno Simma Collegiate Professor of Law Law School		JD Yale Law School, 1986 MA Institut Universitaire de Hautes Etudes Internationales, 1983 AB Princeton University, 1982
Percent of Time Devoted to South Asia (teaching, research, or consulting): 10% Overseas Research Experience: Switzerland; Sri Lanka		
Research/Teaching Specializations: International law; International human rights; International criminal law; Ethnic and territorial conflict; Sri Lanka	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: N/A	
South Asia Courses Taught: Human Rights: Themes and Variations; Protect Human Rights in International Law; Counter-terrorism Strategies and International Law		
Recent Publications: Ratner, S. (2013). Ethics and International Law: Integrating the Global Justice Project(s). <i>5 International Theory</i> . 1-34. Ratner, S. (2012). Accountability and the Sri Lankan Civil War. <i>106 American Journal of International Law</i> . 795-808. Ratner, S. and Goodin, R. (2011). Democratizing International Law. <i>2 Global Policy</i> . 241-47.		
Distinctions/Other Academic Experience: Advisor, American Law Institute Restatement (4 th) of the Foreign Relations Law of the United States (2013-present); Member, Advisory Committee on International Law, U.S. Department of State (2009-present); Member, Board of Editors, <i>American Journal of International Law</i> (1998-2008)		

Judith O. Becker	
Professor Emerita School of Music, Theatre & Dance	PhD University of Michigan, 1972 MA University of Michigan, 1968 BMus University of Michigan, 1954
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%	
Overseas Research Experience: Burma, Indonesia, India, Sri Lanka	
Research/Teaching Specializations: Southeast Asian and Asian music; Javanese Gamelan Ensemble; Music in Culture; Music of Asia	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Indonesian = 3 Javanese = 1 French = 2
South Asia Courses Taught: Gamelan	
Recent Publications: Becker, J. (2004). <i>Deep Listeners: Music, Emotion, and Trancing</i> . Bloomington: Indiana University Press, 2004. Becker, J. (2004). <i>Gamelan Stories: Tantrism, Islam and Aesthetics in Central Java</i> . 1993. Reprint, Tempe: Arizona State University Press, 2004.	
Distinctions/Other Academic Experience: Charles Seeger Prize- Society of Ethnomusicology, 1967; John D'Arms Award (graduate student mentoring)- University of Michigan; Glenn McGeoch Collegiate Professorship of Music, 2000	

Meilu Ho	
Assistant Professor, Musicology School of Music, Theatre & Dance	PhD University of California, Los Angeles, 2006 MA University of California, Los Angeles, 1991 BA Stanford University, 1987
Percent of Time Devoted to South Asia (teaching, research, or consulting): 75%	
Overseas Research Experience: India, Malaysia	
Research/Teaching Specializations: South Asia, Temple-Classical and Hindu-Muslim relations; Malaysia, Trans-regional Studies, Music and Religion, Emotion, Hybridity; Power of Sound	Number of Dissertations Supervised in Past 5 years: 4 Language Proficiency: Malaysian = 5; Indonesian = 4; Hindi = 4; Urdu = 4; Braj Bhasha = 3
South Asia Courses Taught: Music of Asia II	
Recent Publications: Ho, M. (2013). Connecting Histories: Liturgical Compositions as Classical Compositions in Hindustānī Music. <i>Ethnomusicology</i> vol. 57, no. 2, 207-235. Ho, M. (2009). A True Self Revealed: Song and Play in Pushti Marg Liturgical Service. <i>The World of Music</i> . 51(2). 2009. VWB – Verlag für Wissenschaft und Bildung. Berlin. 23-43.	
Distinctions/Other Academic Experience: Research in India Grant, Office of the Senior Vice-Provost for Academic Affairs University of Michigan (2013); School of Music, Theatre & Dance Grant, University of Michigan (2012); Summer field research on the <i>Ghazal</i> of Malaysia grant, Office of the Vice-President for Research. University of Michigan, (2010)	

Stephen Rush Professor and Interim Chair of Performing Arts Technology School of Music, Theatre, & Dance		DMA University of Rochester, 1985 MM University of Rochester, 1983 BA Michigan State University, 1981
Percent of Time Devoted to South Asia (teaching, research, or consulting): 40% Overseas Research Experience: India; Sweden		
Research/Teaching Specializations: Music Technology; Jazz; Music Composition; Music Theory	Number of Dissertations Supervised in Past 5 years: 7 Language Proficiency: Kannada = 1, Spanish = 2	
South Asia Courses Taught: Digital Music Ensemble; Interdisciplinary Collaboration I; Analysis of Modernist Music		
Recent Publications: <i>Better Get It In Your Soul: What Liturgists Can Learn from Jazz.</i> (2008)		
Distinctions/Other Academic Experience: Guided 12 U-M students of voice, tabla, sitar, and violin on a Hindustani classical music immersion program in Varanasi (2006); Performed a Tour of India (Kolkata, Chennai, Varanasi and New Delhi), performing laptop/singing with sitarist Robert Newcomb (2005); Has performed premiers in five continents; Released over 25 CDs, four operas, chamber music, over 100 scores for dancers; Compositions recorded and performed worldwide by the Warsaw and Detroit Symphonies and members of the New York Philharmonic		

Susan Pratt Walton Lecturer, Department of Musicology Director of the UM Gamelan College of Literature, Science and the Arts Lecturer, School of Music, Theatre and Dance		PhD University of Michigan, 1996 MA University of Michigan, 1974 BA University of Michigan, 1969
Percent of Time Devoted to South Asia (teaching, research, or consulting): 50% Overseas Research Experience: Sumatra		
Research/Teaching Specializations: Ethnomusicology; Gender issues; Race and Ethnicity; Performance arts of South and Southeast Asia	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Indonesian=5 Javanese=3 Italian=2 Spanish=2	
South Asia Courses Taught: Cultural Confrontations in the Arts; Performing Arts of South and Southeast Asia Arts and Ideas of Modern South and Southeast Asia; Performing the Ramayana in South and Southeast Asia; Cultural Confrontations in the Arts; Writing and Performing Indonesian Gender		
Recent Publications: Walton, S. (2007). Aesthetic and Spiritual Correlations in Javanese Gamelan Music. <i>Journal of Aesthetics and Art Criticism</i> 65 (1): 31-41.		
Distinctions/Other Academic Experience: CSEA, Arts at Michigan, CWPS, and Residential College Grants (2013); CSEA, International Institute, UM Art Museum, North Quad, and Residential College Grants (2011)		

Arun Agrawal Professor of Natural Resources and Environment School of Natural Resources and the Environment	PhD Duke University, 1992 MA Duke University, 1988 MBA Indian Institute of Management, 1985 BA Delhi University, 1983
Percent of Time Devoted to South Asia (teaching, research, or consulting): 50%	
Overseas Research Experience: India, Nepal, Bhutan, Ethiopia, Vietnam, Yemen	
Research/Teaching Specializations: Environmental Governance; Political Economy; Community-based Conservation; Indigenous Knowledge; Decentralization; Local Governance; Institutional Analysis	Number of Dissertations Supervised in Past 5 years: 5 Language Proficiency: Hindi = 5
South Asia Courses Taught: Social Theory and Environment; Politics of Natural Resources; Politics of Development; Politics of Agrarian Societies; Analytic Comparative Politics; Politics and Change in South Asia; Introduction to Asian Politics; Indian Politics	
Recent Publications: Agrawal, A. (2013). Studying the Commons, Governing Common-pool Resource Outcomes. <i>Environmental Science and Policy</i> . 8(12). Agrawal, A., Perrin, N., Chhatre, A., Benson, C., and Kononen, M. (2012). Climate Policy Processes, Local Institutions, and Adaptation Actions: Mechanisms of Translation and Influence. <i>WIREs Climate Change</i> 3(6), 565-579. Agrawal, A. and Chhatre, A. (2011). Strengthening Casual Inference Through Qualitative Analysis of Regression Residuals: Explaining Forest Governance in the Indian Himalaya. <i>Environment and Planning A</i> . 43: 328-46.	
Distinctions/Other Academic Experience: Rights and Resources Initiative Grant (2013); NAMATI Grant (2013-16); John Simon Guggenheim Foundation Fellow (2011-12); Gates Foundation Grant (2011-13); Gordon and Betty Moore Foundation Grant (2011-13)	

William S. Currie Associate Professor School of Natural Resources and the Environment	PhD University of New Hampshire, 1995 MS University of Virginia, 1992 BS Brown University
Percent of Time Devoted to South Asia (teaching, research, or consulting): 5%	
Overseas Research Experience: Sweden	
Research/Teaching Specializations: Ecosystem ecology; Ecosystem modeling and simulation; Integrative modeling of social-ecological systems; Transdisciplinary research and teaching	Number of Dissertations Supervised in Past 5 years: 3 Language Proficiency: N/A
South Asia Courses Taught: Applied Ecosystem Modeling; Ecology: Science of Context and Interaction; Biofuels and Sustainability; Bio-based Carbon Mitigation and Biofuels; Modeling Coupled Human-Natural Systems; Ecosystem Modeling and Synthesis; Introduction to Environmental Analysis; Land Margin Interactions; Energetics	
Recent Publications: Currie, W.S., Goldberg, D., Martina, J., Wildova, R., Farrer, E., and Elgersma, K. (2014). Emergence of Nutrient-Cycling Feedbacks Related to Plant Size and Invasion Success in a Wetland Community-Ecosystem Model. <i>Ecological Modelling</i> . 282: 69-82. Currie, W.S. (2012). Energy Flow. <i>Oxford Bibliographies Online: Ecology</i> . Ed. David Gibson. New York: Oxford University Press. http://oxfordbibliographiesonline.com Currie, W.S. (2011). Unites of Nature or Processes Across Scales? The Ecosystem Concept at Age 75. (Tansley Review.) <i>New Phytologist</i> 190: 21-34.	
Distinctions/Other Academic Experience: Stockholm University – U. Michigan Faculty Exchange Award (2010); Stockholm Water Symposium Best Poster Award, (2001); Sigma Xi Dissertation Research Award (1995); NASA Training Grant Fellowship (1991 – 1995)	

Behrad Aghaei	
Lecturer II, Near Eastern Studies College of Literature, Science, and the Arts	PhD University of Texas at Austin, 2006 MA Allame Tabatabaei University, Tehran, 1993 BA Allame Tabatabaei University, Tehran, 1989
Percent of Time Devoted to South Asia (teaching, research, or consulting): 100%	
Overseas Research Experience: Hamedan, Iran	
Research/Teaching Specializations: Syntax & Morphology; Iranian Linguistics	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Persian=5; Arabic=2 ; Turkish=2
South Asia Courses Taught: Elementary Persian I/II; Intermediate Persian I/II	
Recent Publications: Aghaei, B. (2009). <i>Persian Listening: A Self-study and Classroom Guide</i> . Collaborator (by contribution) with Michael C. Hillmann. Dunwoody Press, Spring 2009. Aghaei, B. and Windfuhr, G. (2006). Criteria of Selecting Texts and Enhancements for Silent Reading of Persian? <i>MESA</i> . Boston, MA, November of 2006.	
Distinctions/Other Academic Experience: N/A	

Pauline Jones-Luong	
Professor of Political Science Director, Islamic Studies Program College of Literature, Science, and the Arts	PhD Harvard University, 1998 MS Harvard University, 1992 BA University of California at Berkeley, 1990
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%	
Overseas Research Experience: Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, Russia	
Research/Teaching Specializations: Institutional origin and change; Identity and conflict; Political economy of market reform; Politics of extremism and the resource curse in the former Soviet Union, especially Central Asia	Number of Dissertations Supervised in Past 5 years: 17 Language Proficiency: Russian = 4, Uzbek = 3, Turkish = 2, Tajik = 2
South Asia Courses Taught: Roots of Radical Political Islam; Islam, Society, and Politics in Central Asia	
Recent Publications: Luong, P.J. and Weinthal, E. (2010). <i>Oil is Not a Curse: Ownership Structure and Institutions in Petroleum-Rich Soviet Successor States</i> . Cambridge and NY: Cambridge University Press, 2010. Luong, P.J. and Weinthal, E. (2006). Rethinking the Resource Curse: Ownership Structure, Institutional Capacity, and Domestic Constraints. <i>Annual Review of Political Science</i> , 2006. Luong, P.J. and Weinthal, E. (2006). Combating the Resource Curse: An Alternative Solution to Managing Mineral Wealth. <i>Perspectives on Politics</i> 4(1): 35-53, 2006.	
Distinctions/Other Academic Experience: Carnegie Corporation of New York Research Grant (for project "Islam in Eurasia") (2011-14); Mellon Foundation Grant (for the project "Islamic Studies Virtual Curriculum Initiative") (2014-19)	

Brian K. Min	
Assistant Professor, Political Science College of Literature, Science, and the Arts	PhD University of California, 2010 MPP Harvard University, Kennedy School of Government, 2001 BA Cornell University, 1997
Percent of Time Devoted to South Asia (teaching, research, or consulting): 30%	
Overseas Research Experience: France, India, West Africa, and across Inuit lands in the Canadian Arctic.	
Research/Teaching Specializations: Development; Distributive politics; Public goods provision; Energy politics; Distribution of electricity	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: N/A
South Asia Courses Taught: Politics and Economics of Development	
Recent Publications: Min, B. and Golden, M. (2013). Distributive Politics Around the World. <i>Annual Review of Political Science</i> . 16, 73-99. Min, B., Gaba, K.M. Sarr, O.F., and Agalassou, A. (2013). Detection of Rural Electrification in Africa using DMSP-OLS Night Lights Imagery. <i>International Journal of Remote Sensing</i> . 34(22), 8118-8141. Min, B., Cederman, L.E., and Wimmer, A. (2010). Why Do Ethnic Groups Rebel? New Data and Analysis. <i>World Politics</i> . 62(1), 87-119.	
Distinctions/Other Academic Experience: World Bank Project Grant (2012), Gabriel A. Almond Award, Best Dissertation in Comparative Politics, APSA (2011); Swarr Prize, Best Graduate Student Paper, UCLA Political Science (2009); Best Article Award, Political Sociology Section, ASA (2007); Best Article Award, Comparative Historical Sociology Section, ASA (2007);	

Ram Mahalingam	
Associate Professor, Psychology Director, Honors Program, and Master's Program (ADP)	PhD University of Pittsburgh, 1998 Med University of Pittsburgh, 1994 BE Annamalai University, 1982
Percent of Time Devoted to South Asia (teaching, research, or consulting): 35%	
Overseas Research Experience: India; Canada; Australia; Czech Republic; Singapore	
Research/Teaching Specializations: Cultural Psychology; Immigration; Mindfulness; Mobile Phones	Number of Dissertations Supervised in Past 5 years: 14 Language Proficiency: Tamil = 5
South Asia Courses Taught: Introduction to Social Psychology; Cultural Psychology; Gender psychology, Cultural psychology of immigrants, Psychology of Mindfulness and Psychology of films; Structural Design, Soil Mechanics and Foundation Engineering; Structural Engineering	
Recent Publications: Mahalingam, R. & Rabelo, V. (2013). Ethics of doing immigrant research: An intersectional perspective. <i>New Directions for Child and Adolescent Development</i> , 141, 25-41. Mahalingam, R. (2012). Misidentification, Misembodiment: The paradox of being a model minority. <i>Sikh Formations</i> , 8(3), 299-304 Mahalingam, R., & Wachman, M. (2012). Culture, son preference, female feticide and infanticide: Implications for reproductive justice. In J. Chrisler (Ed.). <i>Gender and reproductive justice</i> 251-268 Mahalingam, R. (2012). Engendering model minority myth and Psychological well-being of Asian Americans. In Grigorinko, E. (Ed.). <i>Handbook of U.S. Immigrant and Education</i> 119-136 Mahalingam, R. (2011). Culture, context and the construction of masculinities: An intersectionality perspective. <i>Men & Masculinities</i> , 14, 255-257	
Distinctions/Other Academic Experience: Finalist, Provost's Teaching Innovation Prize, University of Michigan (2012); Excellence in Education Award, University of Michigan (2011); Fellow, American Psychological Association (2011); <i>Florence L. Denmark and Mary E. Reuder Award</i> for Outstanding International Contributions to the Psychology of Women and Gender from Division 52, American Psychological Association (2010); Faculty Fellow, Seminar on Alternate and Complimentary Medicine, Center for Integrative Medicine, University of Michigan (2009-2010);	

Matthew Boulton		MPH University of Michigan, 1991
Professor of Epidemiology, Associate Dean of Global Health School of Public Health		MD University of Nevada, 1987
		BS University of Nevada, 1983
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: India		
Research/Teaching Specializations: Global public health; Preventive medicine; Health promotion	Number of Dissertations Supervised in Past 5 years: 10	
	Language Proficiency: N/A	
South Asia Courses Taught: Public Health: Global Public Health		
Recent Publications:		
Beck, A.J. and Boulton, M. (2014). Predictors of Capacity in Public Health, Environmental, and Agricultural Laboratories. <i>Journal of Public Health Management and Practice</i> . 2013.		
Beck, A.J., Sarigiannis, A.N., Thomas, D., Montgomery, J.L., Boulton, M. (2013). Promoting Practice in Public Health Academia: Assessing Impact on Student Education. <i>Journal of Public Health Management and Practice</i> . 2013;19(3):205-12		
Wells, E.D., Sarigiannis, A., Boulton, M. (2012). Assessing Integration of Clinical and Public Health Skills in Preventive Medicine Residencies: Using Competency Mapping. <i>American Journal of Public Health</i> . 2012 Jun;102 Suppl 3:S357-67.		
Distinctions/Other Academic Experience: Pfizer Award for Excellence in Academic Public Health Practice (2012); Distinguished Partner Award (2012); Duncan Clark Award (2012); John J. Romani Award (2011); Distinguished Alumni Academic Advisory Board (2011)		

Ritesh Mistry		PhD University of California, Los Angeles, 2005
Assistant Professor School of Public Health		MPH University of California, Los Angeles, 1997
		BS University of California, Riverside, 1994
Percent of Time Devoted to South Asia (teaching, research, or consulting): 20%		
Overseas Research Experience: India		
Research/Teaching Specializations: Social determinants of health behavior; Youth tobacco use; Physical activity and food choice behaviors; Chronic diseases	Number of Dissertations Supervised in Past 5 years: 2	
	Language Proficiency: N/A	
South Asia Courses Taught: Program Evaluation in Health Education; Adolescent Substance Abuse Prevention		
Recent Publications:		
Mistry, R., Pednekar, M., Pimple, S., Gupta, P.C., McCarthy, W.J., Raute, L.J., Patel, M., Shastri, S.S. (2013). Banning tobacco sales and advertisements near educational institutions may reduce students' tobacco use risk: evidence from Mumbai, India. <i>Tobacco Control</i> .		
Mistry, R., McCarthy, W.J., de Vogli, R., Crespi, C.M., Wu, Q., Patel, M. (2011). Adolescent smoking risk increases with wider income gaps between rich and poor. <i>Health & Place</i> , 17(1), 222-29.		
Mistry, R., Galal, O., Lu, M. (2009). Women's autonomy and pregnancy care in rural India: a contextual analysis. <i>Social Science and Medicine</i> , 69(6), 926-933.		
Distinctions/Other Academic Experience: Center for Disease Control and Prevention Grant; National Institute of Health grant; Agency for Healthcare Research and Quality grant		

Jerome Nriagu	
Professor Emeritus Professor of Environmental Health Sciences School of Public Health	Dsc University of Ibadam (Meritorious), 1987 PhD University of Toronto, 1970 MS University of Wisconsin, 1967 BS University of Ibadam, 1965
Percent of Time Devoted to South Asia (teaching, research, or consulting): 50%	
Overseas Research Experience: India (arsenic exposure in drinking water and skin lesions in West Bengal); Nigeria (lead poisoning and malaria; water quality and health); South Africa (air pollution and asthma; lead poisoning); Jamaica (lead poisoning; cadmium exposure); Brazil (mercury poisoning from gold mining operations in the Amazonia) and Argentina (training on water quality assessment).	
Research/Teaching Specializations: Sources, behavior, fate and effects of metals in the natural and contaminated environments; Environmental justice and disproportionate exposure of communities to environmental pollutants; Environmental health problems in the developing countries	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Igbo = 5
South Asia Courses Taught: N/A	
Recent Publications: Nriagu, J.O., Martin, J., Smith, P., Socier, D. (2012). Residential hazards, high asthma prevalence and multimorbidity among children in Saginaw, Michigan <i>Science of the Total Environment</i> , 416, 53-61. Halder, D., Bhowmick, S., Biswas, A., Mandal, U., Nriagu, J.O., Guha-Mazumber, D.N., Chatterjee, D., Bhattacharya, P. (2012). Consumption of brown rice: a potential pathway for arsenic exposure in rural Bengal, India <i>Environmental Science & Technology</i> , 46, 4142-4148. Saraiva, M.C., Taichman, R.S., Braun, T., Nriagu, J., Eklund, S.A., and Burt. B. (2007). "Lead exposure and periodontitis in U.S. adults". <i>Journal of Periodontal Research</i> , 42(1), 45-52.	
Distinctions/Other Academic Experience: Institutional Collaboration Project in West Bengal, India funded by Trehan Foundation (2008-2009); Grant Editor-in- Chief of the journal, Science of the Total Environment; Awarded the first ever meritorious Doctor of Science degree by any Nigerian university for his work in environmental biogeochemistry; Fellow of the Royal Society of Canada	

Rachel Campbell Snow	
Associate Research Professor of Health Behavior and Health Education School of Public Health	Dsc Harvard School of Public Health, 1988 BA College of the Atlantic, 1981
Percent of Time Devoted to South Asia (teaching, research, or consulting): 30%	
Overseas Research Experience: Burkina Faso, Nigeria, South Africa, Nepal, India, Bangladesh, China	
Research/Teaching Specializations: International Reproductive Health, Policy and Planning; Gender, Human Rights, Sexually Transmitted Infections and Contraceptive Technology; Operational and Policy Challenges of Integrating HIV/AIDS into Reproductive Health Programs in Burkina Faso and South Africa; Social Impact of HIV/AIDS Epidemic	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: German=3; French=2
South Asia Courses Taught: The Challenge of HIV/AIDS: Strengthening Health Systems in Resource-Poor Settings; Population Change: Gender, Family & Fertility in Africa and Asia	
Recent Publications: Dako-Gyeke, P., Snow, R.C., Yawson, A.E. (2012). Who is Utilizing Anti-retroviral Therapy in Ghana: An Analysis of ART Service Utilization. <i>International Journal for Equity in Health</i> , 11:33. Snow, R.C., Asabir, K., Mutumba, M., Koomson, E., Gyan, K., Dzodzomenyo, M., Kruk, M., Kwansah, J. (2011). Key factors leading to reduced recruitment and retention of health professionals in remote areas of Ghana: a qualitative study and proposed policy solutions. <i>Human Resources for Health</i> , 9(13).	
Distinctions/Other Academic Experience: Founding Co-Editor-in-Chief, African Journal of Reproductive Health, 1996-2002.	

John Ciorciari Assistant Professor Gerald R. Ford School of Public Policy		DPhil University of Oxford, 2007 MPhil University of Oxford, 2002 MJ Harvard Law School, 1998 AB Harvard College, 1995
Percent of Time Devoted to South Asia (teaching, research, or consulting): 15%		
Overseas Research Experience: Cambodia		
Research/Teaching Specializations: Peacebuilding; International law; Values and Ethics	Number of Dissertations Supervised in Past 5 years: 5 Language Proficiency: French = 5; Italian = 3; Spanish = 3	
South Asia Courses Taught: N/A		
Recent Publications: Ciorciari, J. and Heindel, A. (2014) <i>Hybrid Justice: The Extraordinary Chambers in the Courts of Cambodia</i> . Ann Arbor, MI: University of Michigan Press, 2014. Ciorciari, J. and Heindel, A (2014). Experiments in International Criminal Justice. <i>Michigan Journal of International Law</i> . 35:2 (2014) 11-76.		
Distinctions/Other Academic Experience: Term member, Council on Foreign Relations (2010-15); Richard Holbrooke Fellow, Asia Society (2011-present); Bernard Schwartz Associate Fellow, Asia Society (2011)		

Susan M. Collins Joan & Sanford Weill Dean of Public Policy, Gerald R. Ford School of Public Policy Professor of Economics, College of Literature, Science and the Arts		PhD Massachusetts Institute of Technology, 1984 BA Harvard University, 1980
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: N/A		
Research/Teaching Specializations: International Development; International Macroeconomics and Finance; International Trade & Investment; Macroeconomics & Money	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: N/A	
South Asia Courses Taught: N/A		
Recent Publications: Collins, S. and Bosworth, B. (2008). Accounting for Growth: Comparing China and India. <i>Journal of Economic Perspectives</i> . 22:1. Collins, S. and Bosworth, B. (2006). Economic Growth in Puerto Rico. <i>The Puerto Rican Economy: Restoring Growth</i> , Washington D.C.: <i>Center for the New Economy</i> and <i>The Brookings Institute</i> .		
Distinctions/Other Academic Experience: Sloan Foundation Grant (2004-06); Ford Foundation Grant (1993-98); National Science Foundation (1992-94)		

Robert M. Stern		PhD Columbia University, 1958
Professor Emeritus, Economics and Public Policy		MBA University of Chicago, 1952
College of Literature, Science and the Arts; Gerald R. Ford School of Public Policy		BS University of California-Berkeley, 1958
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience:		
Research/Teaching Specializations: International Trade and Finance	Number of Dissertations Supervised in Past 5 years: 3	
	Language Proficiency: N/A	
South Asia Courses Taught: N/A		
Recent Publications:		
Stern, R. (2011). Trade in Financial Services—Has the IMF Been Involved Constructively? <i>Margin, The Journal of Applied Economic Research</i> . 2011.		
Stern, R., and Evenett, S. (2011). Condemned to Cooperate? The Ends and Means of the Latest Transatlantic Commercial Initiative and Its Relationship to the WTO. <i>World Scientific</i> . 2011.		
Stern, R. (2010). The WTO and India: Issues and Negotiating Strategies. Eds. Alokesh Barua. <i>The Orient Longman</i> . New Delhi, 2010.		
Distinctions/Other Academic Experience: Ford Foundation Faculty Research Fellow (1964-1965); Fulbright Fellow to the Netherlands (1958-59); Columbia University: University Fellow (1955-56); Economics Alumni Fellow (1956-57)		

Jennifer S. Barber		PhD Penn State University, 1997
Professor of Sociology		MA University of Chicago, 1994
College of Literature, Science, and the Arts		BS University of Wisconsin, 1992
Percent of Time Devoted to South Asia (teaching, research, or consulting): 50%		
Overseas Research Experience: Nepal		
Research/Teaching Specializations: Social Demography, Family Sociology, Social Psychology, Data Collection Methods, Social Statistics	Number of Dissertations Supervised in Past 5 years: 8	
	Language Proficiency: N/A	
South Asia Courses Taught: Introduction to Social Psychology; Senior Honors Thesis; Graduate Seminar in Social Psychology; Graduate Seminar in Fertility; Combining Data Collection Methods; Demographic Techniques; Seminar in Social Demography		
Recent Publications:		
Barber, J., Kusunoki, Y. Gatny, H., and Yarger, J. (2013). Young Women's Relationships, Contraception, and Unintended Pregnancy in the United States. Eds. Ann Buchanan and Anna Rotkirch. <i>Fertility Rates and Population Decline: No Time for Children?</i> Basingstoke, UK: Palgrave Macmillan.		
Jennings, E. and Barber, J. (2013). The Influence of Neighbors' Family Size Preference on Progression to High Parity Births in Rural Nepal. <i>Studies in Family Planning</i> . 44(1), 67-84.		
Barber, J. (2011). The Theory of Planned Behaviour: considering drives, proximity and dynamics. <i>Vienna Yearbook of Population Research</i> . 9:31-35.		
Distinctions/Other Academic Experience: William T. Grant Foundation Distinguished Fellow (2011)		

Arland Thornton Professor, Sociology Research Professor, Survey Research Center		PhD University of Michigan, 1975 MA University of Michigan, 1973 BS Brigham Young University, 1968
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience:		
Research/Teaching Specializations: Social Demography; Marriage; Cohabitation; Intergenerational Relations; Gender Roles; Childbearing; Divorce	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: N/A	
South Asia Courses Taught: Comparative Family Systems; Social Change; Sociology of Families and Kinship		
Recent Publications: Jayakody, R., Thornton, A., and Axinn, W. G. (2008). (eds.) <i>International Family Change: Ideational Perspectives</i> . Mahwah, NJ: Lawrence Erlbaum Associates, 2008. Thornton, A., Axinn, W. G., and Yu Xie. (2007). <i>Marriage and Cohabitation</i> . Chicago: University of Chicago Press, 2007.		
Distinctions/Other Academic Experience: NICHD grant (2008-present); Director, Population Studies Center (2003-2008); Goode Distinguished Book Award; Listed as ISI Highly Cited (2006-present); MERIT Award, National Institute of Child Health and Human Development (2001-2011); President, Population Association of America (2001)		

Leela Fernandes Professor of Women's Studies Literature Science and the Arts		PhD University of Chicago, 1994 MA University of Chicago, 1989 BSE University of Michigan, 1987 BA University of Michigan, 1987
Percent of Time Devoted to South Asia (teaching, research, or consulting): 25%		
Overseas Research Experience: Calcutta, India; Bangalore, India		
Research/Teaching Specializations: Comparative politics; Gender and Politics; Feminist Theory; Postcolonial Studies; Asian Studies/Third World Politics; Social Movements; Labor Studies	Number of Dissertations Supervised in Past 5 years: 8 Language Proficiency: French = 2, Hindi = 4	
South Asia Courses Taught: Gender and Sexuality in South Asia; Women, Politics and Society in India		
Recent Publications: Fernandes, L. (2013). <i>Transnational Feminism in the United States: Knowledge, Power and Ethics</i> . New York, NY, University Press, 2013. Fernandes, L. (2010). The Politics of Religious Conversion: Unsettling State/Civil Society Boundaries in India. <i>Religion and Politics</i> . 4(1) 2010, 1-28. Fernandes, L. (2010). The Violence of Forgetting: Poverty and Social Chance in Post-Liberalization India. <i>Critical Asian Studies</i> . 42(2) 2010, 265-72.		
Distinctions/Other Academic Experience: Michigan Society of Fellows, Senior Fellow (2013-17), American Council of Learned Societies, Contemplative Practice Fellowship (2006-07), Rutgers University, Faculty Fellow, Institute for Research on Women (2002-03)		

Amy Fox McNulty	
Senior Associate Formative Evaluation Research Associates	MA University of South Florida, 1998 BS Middlebury College, 1993
Percent of Time Devoted to South Asia (teaching, research, or consulting): 5%	
Overseas Research Experience: N/A	
Research/Teaching Specializations: Competitive Strategy; Strategies for Growth; Global Competition; Planning Process; Emerging Economies; Economic Development	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Spanish = 3; Turkish = 2
South Asia Courses Taught: Corporate Strategy	
Recent Publications: N/A	
Distinctions/Other Academic Experience: N/A	

Karin Tice	
President and Senior Partner Formative Evaluation Research Associates, Inc.	PhD Columbia University, 1989 MA Teachers College/Columbia University, 1982 BA Friends World College, 1978
Percent of Time Devoted to South Asia (teaching, research, or consulting): 5%	
Overseas Research Experience: N/A	
Research/Teaching Specializations: Strategic leadership; Evaluation design and implementation; Dissemination of evaluation findings; Teaching about evaluation	Number of Dissertations Supervised in Past 5 years: N/A Language Proficiency: Spanish = 5; Portuguese = 4; Catalan = 2; Kackchiquel = 2; Kuna = 2
South Asia Courses Taught: N/A	
Recent Publications: Tice, K. (2013). <i>Jewish Community Youth Foundation: Ten Years of Impact</i> . Princeton, NJ: Jewish Youth and Family Services. Tice, K. (2012). <i>The State of Opportunity? The Road Ahead for Michigan: Examining Access and Equity for Michigan's Young People, Cradle to Career</i> . Grand Haven: MI: Council of Michigan Foundations. Tice, K. (2012). <i>Advancing the Common Good: Baseline Health Evaluation Report (2009-2011)</i> . Denver, CO: Rose Youth Foundation.	
Distinctions/Other Academic Experience: N/A	

APPENDIX 4

PERFORMANCE MEASURE FORMS

<p>Project Goal Statement 1: Enhance South Asian area studies capacity at the University of Puerto Rico Rio Piedras, community colleges, and local Southeastern Michigan K-12 educators by disseminating South Asia area studies resources, providing professional development workshops and curriculum development opportunities to said institutions and educators.</p>	<p>Performance Measures:</p> <ol style="list-style-type: none"> Increase by 50% courses taught: a) by K-16 educators (participating in professional curriculum development workshops) in Puerto Rico; and b) by UPR faculty, into which South Asia area studies materials are incorporated by the end of the grant as compared to the established baseline data (AP & NRC CPP 1 & 2) (NARR. 7. B). 	<p>Activities:</p> <ol style="list-style-type: none"> Participate in annual professional and curriculum development workshop for K-16 educators at UPR to provide South Asia area studies resources and information. Create web resource for South Asian area studies materials in English and Spanish for curriculum development. Advertise Academic Share program to UPR faculty.
<ol style="list-style-type: none"> Increase South Asia content in MIIIIE participating community colleges and in at least four of their courses by the end of the grant cycle (AP & NRC CPP 1 & 2) (NARR. 7. B). 	<ol style="list-style-type: none"> Encourage incorporation of South Asian materials into community college courses, based on the community colleges present at MIIIIE. Co-sponsor curriculum development workshops for MIIIIE affiliated community colleges. 	
<ol style="list-style-type: none"> Increase by 10%, compared to immediately preceding surveys, the number of K-12 teachers attending WHaLI workshops & world music courses who report in follow-up surveys that they have incorporated workshops/course content in their teaching one year later. (AP & NRC CPP 2) (NARR. 7A). 	<ol style="list-style-type: none"> Organize twice-yearly WHaLI professional development workshops on UM campus focused on providing South Asian historical knowledge and world history and literature pedagogy training for K-12 teachers and pre-service education students. [NARR. 7.A] Create web resources for South Asian area studies materials and world history and literature pedagogy materials. Offer World Music course in Music Education department each year of the grant. Dissemination of information to graduates from Music Education program on concerts, workshops, and other pertinent and local world music activities. 	

Project Goal Statement 2: Contribute to meeting the national need for South Asian language and area experts.

<p>Performance Measures:</p> <ol style="list-style-type: none"> Increase the number of students studying SA languages by increasing the number of SA languages offered by one and by increasing the dissemination of information of SA languages to undergraduates. (GPPRA Measure 3 & 5) (NARR 4.D) Encourage FLAS Fellows to use language and area skills in areas of national need after graduation (baseline to be established in grant year 1) and increase the portion of South Asia FLAS Fellows enrolling in intermediate and advanced priority languages (Hindi, Urdu, Punjabi, Tibetan, and Bengali) (GPPRA Measure 3) (NARR 9.C-1, NARR 9.E-2). 	<p>Activities:</p> <ol style="list-style-type: none"> Recruit and hire a qualified Bengali language instructor. Offer Bengali at the beginner, intermediate, and advanced level Attend academic course fairs (i.e. Festival and Winterfest) to promote SA languages Send job announcements pertaining to areas of national need to undergraduate and graduate students. Provide assistance and advice to students looking to work in areas of national need. Develop comprehensive database to track CSAS graduates on their job placements, graduate school placements, etc. Develop a plan to keep in touch with alumni, so we can reach out to them again in the future to build the CSAS network. Promote language study and FLAS awards, including working with language instructors to encourage continued study of language and reaching out to students who study abroad in the region.
<ol style="list-style-type: none"> Develop and market a new certificate in Islamic Studies with an emphasis on South Asia by the end of the grant cycle. (GPPRA Measure 4) (NARR. 1. A-2). 	<ol style="list-style-type: none"> Develop a curriculum and requirements for certificate in Islamic Studies with emphasis on South Asia. Market certificate option to professional school students

Project Goal Statement 3: Increase scholarly collaboration and information flow between the United States and South Asia.

<p>Performance Measures:</p>	
<ol style="list-style-type: none"> Increase the number of opportunities faculty have to conduct research and attend conferences (baseline to be set in year 1 of grant) (NRC IP) (NARR. 1. A-4) 	<p>Activities:</p> <ol style="list-style-type: none"> Provide supplemental funding for travel to conferences and to conduct research.
<ol style="list-style-type: none"> Increase the number of opportunities students have to work with and speak with international guest lecturers (baseline to be set in year 1 of grant) (NARR. 9. A). 	<ol style="list-style-type: none"> Invite international guest lecturers to participate in bimonthly lecture series. Organize informal meetings for the students and guests to network and work together.
<ol style="list-style-type: none"> Increase the amount of collaboration between the Center and SA student groups on campus (base line to be set in year 1 of the grant) (NARR. 7. B). 	<ol style="list-style-type: none"> Encourage international student groups on campus to be participants in CSAS activities. Provide support for student groups to conduct international South Asia focused conferences, panels, lectures, etc.

APPENDIX 5

2014-18 GRANT BUDGET TIMELINE

CATEGORY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	PRIORITY(S)	UM Funding Contribution and Transistio
Administrative (Bgt., p. 1)						
Program Manager	√	√	√	√		50% funded by UM
Evaluation and Collaborative Outreach Assistant	√	√	√	√		UM Collaboration
Student Services Coordinator	√	√	√	√		50% funded by UM
Student Fellowships Assistant	√	√	√	√		UM Collaboration
Language Instruction (Bgt., p. 2)						
Bengali		√	√	√	FLAS IP	UM Collaboration
Tibetan	√	√	√	√	FLAS IP	UM Collaboration
Pedagogy workshops	√	√	√	√		
Area Studies Instruction (Bgt., p.2)						
World Music Initiative	√		√		AP, NRC CPP 2	UM Collaboration
SAS 501 Proseminar	√	√	√	√		
Outreach Personnel (Bgt., p. 3)						
Student Assistance	√	√	√	√		UM Collaboration
WHaLI Coordinator	√	√	√	√	AP, NRC CPP2	UM Collaboration
UM-UPR Program Coordinator	√	√	√	√	AP, NRC CPP1	UM Collaboration
Foreign Travel (Bgt., p. 4)						
Faculty/staff	√	√	√	√	NRC IP	
Domestic Travel (Bdt., p. 4)						
NRC Director's Meeting and Prof. Conferences	√	√	√	√		
Prof. Development Workshops for Lang. Faculty	√	√	√	√		
Library Acquisitions (Bdt., p. 4)						
Books, limited edition pubs, and electronic media	√	√	√	√		UM Collaboration
Office Supplies (Bdt., p. 4)						
Outreach Supplies	√	√	√	√		UM Collaboration
Newsletter Production	√	√	√	√		
NRC Web Portal	√	√	√	√		UM Collaboration
Outreach to Elementary and Secondary Schools (Bgt., p.5)						
WHaLI Curriculum Development	√	√	√	√	AP, NRC CPP 2	UM Collaboration
WHaLI Technology Support	√	√	√	√	AP, NRC CPP 2	UM Collaboration

Outreach to Postsecondary Institutions (Bgt., pp. 5, 6, 7)									
	UM-UPR Workshop	√	√	√	√		AP, NRC CPP 1&2	UM Collaboration	
	Central Eurasian Studies Society Conference		√					UM Collaboration	
	States of Emergency Conference					√		UM Collaboration	
	SASLI	√	√	√	√	√	NRC CPP 1		
	South Asia Book Award	√	√	√	√	√			
	Conference on Indigeneity	√						UM Collaboration	
	CSAS Scholarly Lecture Series	√	√	√	√	√		UM Collaboration	
	SA Film/Lecture Series	√	√	√	√	√			
	MIIIIE	√	√	√	√	√	NRC CPP 1 & 2	UM Collaboration	
	Academic Sharing Program	√	√	√	√	√		UM Collaboration	
	Uzbek	√					FLAS CPP 1 & 2	UM Collaboration	
	Evaluation	√	√	√	√	√		UM Collaboration	
	Reconsidering the India Forest Rights Act of 2006 Workshop	√	√	√	√	√			
	Protecting South Asia's Archaeological Heritage Conference	√							
	Conference on New Media in South Asia	√							
Professional Development (Bgt., p. 8)									
	India Business Conference	√	√	√	√	√			
	Asia Business Conference	√	√	√	√	√			
	Students of Color Conference	√	√	√	√	√			
	Asia Law Society Symposium	√	√	√	√	√			
√ = Budgeted to be paid for by NRC * Absolute Priority (AP) * NRC Competitive Preference Priority 1 (CPP 1) NRC Competitive Preference Priority 2 (CPP 2) * FLAS Competitive Preference Priority 1 (FLAS CPP1) * FLAS Competitive Preference Priority 2 (FLAS CPP2)									

Universidad de
Puerto Rico

June 17, 2014



Recinto de
Rio Piedras

Prof. Ken Kollman, Director
International Institute
University of Michigan
1080 S. University Ave., Suite 2660
Ann Arbor, MI 48109-1106

Dear Prof. Kollman:

I am writing to confirm our participation in the teacher training/outreach initiative, "University of Puerto Rico (UPR-Rio Piedras)-University of Michigan (UM) Partnership—Cross-Center Collaboration in Area Studies," proposed in the Title VI grant proposals of 7 units at the International Institute. This partnership promises to strengthen area-studies capacities in our university and K-12 communities at large.

We are delighted to collaborate in the curriculum and professional development activities that we have developed together with UM faculty and staff, and we look forward to continue working closely with UM's National Resource Centers over the next four years. This partnership provides invaluable opportunities to internationalize our curriculum to better serve our students and the broader K-12 community, exchange ideas, and strengthen linkages with the University of Michigan.

If you need any other information, please do not hesitate to contact me. I can be reached at 787-760-0000, extension 2178.

Sincerely,

Aurora Lauzardo, PhD
Acting Dean

Decanato de
Estudios Graduados
e Investigación

PO Box 21790
San Juan PR
00931-1790

787-764-0000
Exts. 2515 / 3617
Fax 787-763-6011

Correo electrónico:
misdeg@uprrp.edu

Página electrónica:
<http://graduados.uprrp.edu>



Susan A. Gelman, Interim Dean

Heinz Werner Distinguished University Professor
Professor of Psychology

June 23, 2014

United States Department of Education
International and Foreign Language Education
1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI program from the Center for South Asia Studies (SAS) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of South Asia.

Our college of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, administrative support for SAS, funding for language lecturers, and salaries for our outstanding faculty in South Asia Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and for the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely,

A handwritten signature in black ink that reads "Susan A. Gelman". The signature is written in a cursive style.

Susan A. Gelman
Heinz Werner Distinguished University Professor
Professor of Psychology
Interim Dean, College of Literature, Science, and the Arts

MIDWEST INSTITUTE for
International & Intercultural Education



P.O. Box 325
Oshtemo, Michigan 49077

June 8, 2014

Center for South Asian Studies
University of Michigan
1080 S. University, Suite 3624
Ann Arbor, MI 48109-1106

Dear U-M Center for South Asian Studies:

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for the CSAS Title VI proposal to the U.S. Department of Education for the 2014-2018 period.

Given our past successful collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting:

1. Organize several week-long workshops for community college faculty to develop curriculum modules for course-infusion.
2. Participation in the annual conferences of MIIE.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

Theo Sypris, Director

INFORMATION TO ADDRESS SECTION 427 OF GEPA

Center for South Asian Studies
University of Michigan

University of Michigan Nondiscrimination Statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY2014-2017**

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input checked="" type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program

Supplemental Information to Meet Statutory Requirements

Changes made to Title VI of the Higher Education Act of 1965, as amended (HEA) by the Higher Education Opportunity Act of 2008 (HEOA) require that NRC and FLAS applicants shall provide the information requested in section 602(e) of the HEA and listed below, with their applications for funding. You may use this form or separate pages that provide the descriptions to meet these requirements. Be advised that the pages needed to provide this information are not included in the page limit for the application narrative.

If the application is submitted on behalf of a consortium, include signed forms for the lead institution and for each partner institution.

Information Requirement 1 (3000 characters)

Diverse Perspectives in Funded Activities. Provide an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

See attachment A

Information Requirement 2 (3000 characters)

Areas of National Need. Provide a description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

See attachment B

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Michigan Center for South Asian Studies

Name of Authorized Representative (Typed): Stacey Althouse

Title: Managing Project Representative, DRDA Telephone: 734-936-1361

Signature:  E-mail: stacealt@umich.edu

Date: 

Attachment A:
DIVERSE PERSPECTIVES AND A WIDE RANGE OF VIEWS IN FUNDED ACTIVITIES

Center for South Asian Studies
University of Michigan

The University of Michigan Center for South Asian Studies has long been committed to presenting diverse perspectives and a wide range of views. The Center has consistently sought to provide information and stimulate informed discourse and debate on important issues about which there may be competing scholarly and/or political tendencies. This does not mean that every center activity dealing with a potentially controversial subject can, or should, present all relevant viewpoints. Individual programs may be more limited. But this does mean that no single perspective or viewpoint is given primacy in all or a disproportionate number of activities. This commitment to diversity guides not only academic and public outreach programming that focuses on contested issues in domestic and international politics; it also guides programming related to intellectual and pedagogic debates about teaching and research on South Asia. It reflects a concern for basic fairness, but beyond that, a fundamental belief of the center and the university that serious and balanced engagement with diverse viewpoints promotes political and social tolerance and the enduring values of good citizenship.

During the 2014-148 NRC and FLAS funding cycle, CSAS will employ procedures that have served it well in the past to assure that grant-supported activities reflect diverse perspectives. Decisions about programming on potentially controversial topics may be reviewed by the CSAS executive committee, which is composed of faculty members from a range of disciplines who, collectively, incorporate diverse perspectives about important issues related to the study of South Asia. When appropriate, input will also be sought from other faculty members and/or other centers or institutes with expertise pertaining to the activities being planned.

As part of the center's comprehensive evaluation plan exit surveys of individual programs (e.g., teacher training workshops, public outreach events) and annual audience surveys will include questions about coverage of diverse perspectives. To the extent that a particular program does not present diverse perspectives, whether by design or not, this feedback will be considered when planning other programs for the purpose of ensuring that diversity is achieved in relevant programs over the course of the semester or academic year. The center's new website (to be launched later this year) will include a comment form so that interested parties can provide feedback to the director and executive committee at any time. If, in rare instances, legitimate concerns are raised about the diversity of center programming related to a particularly controversial subject, assessments, and if appropriate recommendations, will be sought from qualified South Asia specialists both within and outside the University.

Attachment B:
GOVERNMENT SERVICE IN AREAS OF NATIONAL NEED AND IN OTHER EMPLOYMENT SECTORS

Center for South Asian Studies
University of Michigan

During the 2014-18 NRC and FLAS funding cycle, the University of Michigan and its Center for South Asian Studies will extend a strong record of placing graduates and FLAS Fellowship recipients in positions in government service, education, business, and nonprofit sectors. We will continue to encourage government service in areas of national need, as defined by the US Department of Education, and in areas of need in education, business, and nonprofit sectors by:

1. **giving** priority to support of South Asia priority LCTLs and strengthening U-M capacities in South Asian studies in our NRC funding requests and award of FLAS Fellowships;
2. **advising** students and disseminating job announcements about careers in areas of need;
3. **organizing** an Annual Career Forum that features U-M South Asia alumni/ae who are currently working or who have pursued careers in these sectors;
4. **collaborating** with other UM units on events such as the annual International Opportunities Fair that include recruiters from government agencies and on other presentations on careers in areas of need;
5. **continuing** efforts to recruit Foreign Area Officers and to involve U-M's Military Officer Education Programs (ROTC) in center activities by sending information about South Asia priority LCTL and areas studies courses and public events; and
6. **posting** links to the U.S Department of Education's reports on "Consultations with Federal Agencies on Areas of National Need" on the Center's website and blog.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Project Representative
APPLICANT ORGANIZATION The Regents of the University of Michigan	DATE SUBMITTED 4/20/2014

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
The Regents of the University of Michigan	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Stacey"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Althouse"/>	Suffix: <input type="text"/> * Title: <input type="text" value="Project Representative"/>
* SIGNATURE: <input type="text" value="Stacey Althouse"/>	* DATE: <input type="text" value="6/26/2014"/>

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: _____		7. * Federal Program Name/Description: _____ CFDA Number, if applicable: _____
8. Federal Action Number, if known: _____		9. Award Amount, if known: \$ _____
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name _____ Middle Name _____ * Last Name _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (Including address if different from No. 10a) Prefix _____ * First Name _____ Middle Name _____ * Last Name _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
* Signature: Completed on submission to Grants.gov Stacy E. Althouse		
* Name: Prefix _____ * First Name Stacey Middle Name _____ c/20/2014 * Last Name Althouse Suffix _____		
Title: Project Representative Telephone No.: 734-936-1361 Date: Completed on submission to Grants.gov		
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