

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 # P015A140169 P015B140169

Univ of Wisconsin System/Regents

APPLICATION TO U.S. DEPARTMENT OF EDUCATION

COMPREHENSIVE NATIONAL RESOURCE CENTER
AND
FOREIGN LANGUAGE AND AREA STUDIES
FELLOWSHIP PROGRAMS

INTERNATIONAL EDUCATION PROGRAMS SERVICE
U.S. DEPARTMENT OF EDUCATION
WASHINGTON DC, 20202

2014-2018 TITLE VI NATIONAL RESOURCE CENTER PROPOSAL

CFDA No. 84.015A & 84.015B



Center for South Asia



THE UNIVERSITY
of
WISCONSIN
MADISON



OFFICE OF RESEARCH AND SPONSORED PROGRAMS

UW Reference # MSN177748

U.S. Department of Education

Director

National Resource Center and FLAS: Center for South Asia 2014-18

This proposal has been administratively approved on behalf of the Board of Regents of the University of Wisconsin System and is submitted for your consideration. Please keep our office advised as developments occur with regard to this application.

The appropriate programmatic and administrative personnel of each institution involved in this application are aware of the sponsor's grant policy and are prepared to establish the necessary inter-institutional agreement(s) consistent with that policy.

All costs cited conform to established institutional policies and procedures. Our DHHS Negotiated Rate Agreement can be found at <http://www.rsp.wisc.edu/rates/rates.pdf>. Website: <http://www.rsp.wisc.edu/>

A final agreement is contingent upon the successful negotiation of terms and conditions acceptable to the University of Wisconsin-Madison.

We ask that you use the University's above-referenced proposal number in any future correspondence.

Questions regarding administrative matters should be directed to:

PreAward Services by email: preaward@rsp.wisc.edu or by phone: (608) 262-3822.

Questions regarding the technical nature of this application should be directed to:

The Principal Investigator.

A handwritten signature in black ink that reads "Brenda Egan".

Brenda Egan, Interim Managing Officer, PreAward Services

6/27/14

Center for South Asia – University of Wisconsin – Madison

2014-17 NRC/FLAS proposal

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Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Board of Regents of the University of Wisconsin System

* b. Employer/Taxpayer Identification Number (EIN/TIN):

396006492

* c. Organizational DUNS:

1612021220000

d. Address:

* Street1:

Research & Sponsored Programs

Street2:

21 N. Park Street, Suite 6401

* City:

Madison

County/Parish:

Dane

* State:

WI: Wisconsin

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

53715-1218

e. Organizational Unit:

Department Name:

Division Name:

College of Letters & Science

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Lalita

Middle Name:

* Last Name:

du Perron

Suffix:

Title:

Associate Director

Organizational Affiliation:

Center for South Asia, UW-Madison

* Telephone Number:

608-262-3209

Fax Number:

* Email:

duperron@southasia.wisc.edu

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:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A;84.015B

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and -002

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Center for South Asia Title VI NRC and FLAS 2014-2017

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="2,078,530.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,078,530.00"/>

*** 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:
 Mark Sidel

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 are 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 Asia

University of Wisconsin - Madison

Section 427 of GEPA statement

CSA remains vigilant in providing equal access and treatment for eligible students and other project participants. To comply with Section 427 of GEPA, we have consistently followed a policy to promote the full realization of equal access and opportunities for minorities, women, and persons with disabilities. As part of the University of Wisconsin-Madison our Center adheres to the common values shared on campus and will act to defend them. We maintain an environment that is conducive to teaching and learning and that is free from intimidation for all. In its resolve to create this positive environment, the UW-Madison will ensure compliance with federal and state laws protecting against discrimination. In addition, the UW-Madison has adopted policies that both emphasize these existing protections and supplement them with protections against discrimination that are not available under either federal or state law. CSA works closely with various entities on campus to provide additional guidance and support, such as The Office of Equity and Diversity, Office of the Dean of Students, McBurney Disability Resource Center, and the LGBT Campus Center.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

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"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
Bengali (Bangala)	Y
Gujarati	Y
Hindi	Y
Malayalam	Y
Marathi	Y
Nepali	Y
Pashto (Pushto)	Y
Persian (Farsi)	Y
Punjabi	N
Sinhala (Sinhalese)	Y
Tamil	Y
Telugu	Y
Tibetan	Y
Urdu	Y

Abstract: Center for South Asia, University of Wisconsin – Madison

The Center for South Asia (CSA) at the University of Wisconsin-Madison has been an international, national, and state leader in the field of South Asian studies for over fifty years. With faculty in over twenty-five academic departments and a language program that teaches elementary through advanced levels of four modern and two classical languages in the academic year, we are one of the strongest South Asian programs in the United States. We are the host institution and organizing center for the South Asia Summer Language Institute, the flagship national summer program for South Asian languages. Our Annual Conference on South Asia is the most widely-attended scholarly gathering on South Asia in the world, strengthening scholarly dialogue and collaboration with South Asian institutions of learning. Our outreach program, which is focused on teacher training, is wide-reaching with measurable impact, and our extensive library collection covers all areas of South Asia. The Khorana-Bose program at UW-Madison is an international leader in scientific and educational exchange between the US and India.

Over the next four years the Center for South Asia will reach out far and wide to non-traditional audiences. During the proposed grant period, we will extend beyond the traditional strongholds of the arts and humanities and increase our focus on Health, Human Rights, and the Environment as key areas of engagement, to enhance our interdisciplinary networks, expand teacher training and activities that serve Minority Serving Institutions, and create new study abroad opportunities. We will work with traditionally under-represented groups whose own history can inform a broader understanding of South Asia and its diasporic communities, and focus on the educators of the future in our collaboration with the School of Education. We are leaders in the ongoing internationalization of the UW-Madison campus, and will build on and expand our strong collaborations with institutions in South Asia. As we strengthen existing activities such as the College Semester/Year in India and the Khorana-Bose programs, it is our aim that students from all fields and backgrounds should have the opportunity to spend time in South Asia, be it on a full-year program, a 6-week internship, or a 3-week faculty-led visit. Finally, we aim to have a career-driven advising service that will meet the students' career needs, whether in the field of education, government, business, science and technology, social services, or elsewhere.

In the next four years we will reach new audiences in our nationally-acclaimed teacher training programs: teachers at Minority Serving Institutions who will benefit from our extensive area expertise, students of education as they prepare to go into teaching, and even first-year undergraduates before they declare as student teachers. In this way we can promote the study of South Asia farther and wider than we ever have before.

The impact of our outreach program has been attested by, for example, the success of the South Asia Book Award, conceptualized by CSA and now part of the South Asia National Outreach Consortium. We will continue to conduct innovative outreach programs that cultivate knowledge about South Asia among K-16 students, the general public, the media, and business.

An extensive and collaborative evaluation plan accompanies our proposal. Four years ago we established a new and groundbreaking partnership with all the UW-Madison Area Studies Centers to create the evaluation alliance SWEPT (Standardized Wisconsin Evaluation Plan for Title VI). This is now followed by GLOWS (Global Learning Outcomes at Wisconsin Survey), as we continue to evaluate our programs, outreach, collaborations and other activities.

UW-Madison Center for South Asia Acronym List

AC	Advisory Committee
AIAS	American Institute of Afghan Studies
AIBS	American Institute of Bangladesh Studies
AIIS	American Institute of Indian Studies
AIPS	American Institute of Pakistan Studies
AISLS	American Institute of Sri Lankan Studies
ANHS	Association of Nepal and Himalayan Studies
AP	Absolute Priority
ASAS	Area Studies Alumni Survey
BULPIP	Berkeley-AIPS Urdu Language Program in Pakistan
CALS	College of Agriculture and Life Sciences
CIC	Committee on Institutional Cooperation
CMN	College of the Menominee Nation
CP1	Competitive Priority 1
CP2	Competitive Priority 2
CSA	Center for South Asia
CUWL	Council of University of Wisconsin Libraries
DIS	Division of International Studies
DPI	Department of Public Instruction
EFC	Expected Family Contribution
FIG	First-year Interest Group
GLOWS	Global Learning Outcomes at Wisconsin Survey
GLS	Global Legal Studies Center
GLS	General Library System
HRP	Human Rights Program
IAP	International Academic Programs
II	International Institute
IP	Invitational Priority
IWA	Institute of World Affairs
L&S	College of Letters & Science
LCA	Department of the Languages and Cultures of Asia
LCTLs	Less Commonly Taught Languages
LSS	Learning Support Services
MAC-CAE	Mid-Atlantic Consortium-Center for Academic Excellence
MC	Madison College
MSI	Minority Serving Institution
NCOLCTL	National Council of Less Commonly Taught Languages
SABA	South Asia Book Award
SALTA	South Asian Language Teachers Association
SANOC	South Asia National Outreach Consortium
SASLI	South Asia Summer Language Institute
SOAR	Summer Orientation, Advising and Registration
SWEPT	Standardized Wisconsin Evaluation Plan for Title VI Centers
TAP	Teacher Advisory Panel
UW-Madison	University of Wisconsin-Madison
WIOC	Wisconsin International Outreach Consortium
WTCS	Wisconsin Technical College System

1. INTRODUCTION AND COMMITMENT TO THE SUBJECT AREA

The Center for South Asia (CSA) at the University of Wisconsin – Madison (UW-Madison) is made up of a community of over 40 faculty and staff who reflect the diversity and contemporary global relevance of South Asian Studies (**Invitational Priority – IP**). UW-Madison and the CSA provide resources to enhance our understanding of the complexities of South Asia and increase the U.S. pool of experts on South Asia at the local, regional, and national levels through ongoing support of K-16 teacher training (**Absolute Priority - AP**), through specialized training of students in South Asian studies at the BA, MA, and PhD levels, through instruction in four modern and two classical South Asian languages in the academic year, by serving as the host institution for the South Asia Summer Language Institute (SASLI) as well as hosting the American Institute of Pakistan Studies (AIPS) and the American Institute of Bangladesh Studies (AIBS), by hosting and organizing the Annual Conference on South Asia, by continuously exploring new Study Abroad options for our students who have had the opportunity to study on our College/Semester Year in India program in Varanasi for some 40 years, and through a goal-oriented outreach program that focuses on K-12, business, and community training on the languages and cultures of South Asia.

Our primary goal for the next four years is to build on our existing strengths and networks to create an even stronger teacher-trainer program (**AP**), focused on pre-service as well as experienced teachers, especially in Minority Serving Institutions (MSIs) in the state of Wisconsin. To that end we will focus on a number of schools both within and without the University of Wisconsin – System who are recognized MSIs with Title III, Title V, or Community College status (**Competitive Priority 1 – CP1**) and increase our collaboration with the UW-Madison School of Education (**Competitive Priority 2 – CP2**).

A. Institutional Support: CSA is housed in the College of Letters & Science (L&S) which currently pays 100% of the Associate Director’s salary, 50% of the Assistant /Outreach Director’s salary, and compensates the Director for his Center duties. UW-Madison is increasingly committed to internationalizing the campus, as evidenced by the presence of a Vice-Provost for Globalization, who is also the Dean of International Studies. The Division of International Studies (DIS) envisions playing a larger role in the Area Studies Centers at UW-Madison in the next four years, resulting in greater institutional commitment to South Asian studies (most prominently by committing increased resources to the teaching of Hindi and Urdu at UW-Madison as well as by facilitating new language delivery methods), and by exploring increased long-term linkages with institutions abroad (see Table 1.2 below).

UW-Madison’s commitment of \$8 million to CSA’s subject area is shown in Table 1.1:

Table 1.1: Institutional Support for South Asian Studies			
Operation of the Center	Funding Source	Amount	% Institutional Support
Administrative salaries and benefits; technical support, supplies, equipment	L&S, DIS	\$ 434,000	92%
Teaching Staff	Funding Source	Amount	
Faculty salaries and benefits; recruitment	University colleges	\$ 4,875,000	95%
Faculty research leave (replacement instructors)	Graduate School	\$ 62,064	100%
Library Resources for the Subject Area	Funding Source	Amount	
Library salaries and benefits	Library	\$ 118,665	100%
Library acquisitions	Library	\$ 73,442	84%
Linkages with Institutions Abroad	Funding Source	Amount	
Study Abroad administration; scholarships	DIS	\$ 1,890,000	97%
Center Outreach Activities	Funding Source	Amount	
World Languages Day/WIOC	L&S,DIS	\$80,000	98%
Student Support	Funding Source	Amount	
FLAS tuition exceeding institutional payment	L&S, Graduate School, DIS, Law School	\$ 310,000	100%
Teaching Assistantships, Project Assistants, Pre-dissertation Travel	College	\$ 400,000	95%
	Grand Total	\$8,243,171	

UW-Madison has a number of faculty and staff who are 100% dedicated to South Asia,

as well as an increasing number of faculty and staff who are encouraged to incorporate South Asia into their research and teaching. CSA was given DIS funds in 2012 to support faculty travel, which resulted in new and exciting affiliations with CSA for faculty embarking on the study of South Asia. For example, we were able to fund Professor of Curriculum & Instruction Bernadette Baker to travel to South Asia for the first time to present a keynote paper at the University of North Bengal in Darjeeling, India. She will speak on her research in North India in our 2014-15 weekly lecture series which is open to all campus members and the general community. We plan to build on our existing network in the next four years, focusing both on core faculty at UW-Madison as well as on affiliated faculty in the UW-System, three of whose colleges are designated MSIs. A planned restructure of the Department of the Languages and Cultures of Asia (LCA) will lead to a number of new faculty lines, many of whom will cross regional boundaries to represent UW-Madison's vision of a truly global campus.

Madison's library system is the 11th largest research library in the US with total holdings in 2011-2012 (the latest year for which rankings are available) of 8.5 million volumes in 40 specialized libraries. The Library is ranked 25th overall by the Association of Research Libraries (ARL) Investment Index with more than \$24,000,000 in annual expenditures on collections and staffing. The South Asia Collection currently has a temporary bibliographer (Sandeep Kindo) after our previous bibliographer was promoted to a position elsewhere. Under new leadership at the Library a search for a permanent South Asia bibliographer is scheduled for Fall 2014.

Existing linkages with institutions in South Asia are facilitated through CSA's numerous memberships (with UW-Madison support) of American Overseas Resource Centers such as AIPS and AIBS (hosted at UW-Madison as described above), the American Institute of Indian Studies (AIIS), the American Institute of Sri Lankan Studies (AISLS), the American Institute of

Afghan Studies (AIAS), and the Association of Nepal and Himalayan Studies (ANHS). The Khorana-Bose Program at UW-Madison is a major exchange program in the sciences, named after the Nobel-prize winning UW-Madison alumnus Har Gobind Khorana. The objectives of the Khorana-Bose Program are to provide US and Indian scholars with a transformative educational experience, to engage partners in rural development and sustainable food security programs, and to facilitate mutually beneficial public-private partnerships between the US and India. The Khorana-Bose connection with the Rajiv Gandhi Charitable Trust in India has led to the inclusion of this Trust in a new faculty-led Global Health course which is likely to be in place by 2016 (see also p.13). A table with a select list of linkages to institutions in S Asia is below:

Table 1.2: CSA collaborations: select list of Institutions of Learning in South Asia		
Name of Institution	Place	Nature of Affiliation
Maharaja Sayajirao University	Vadodara, India	State Dept ARCPIP collaboration
Hazara University,	Mansehra, Pakistan	State Dept ARCPIP collaboration
Department of Archaeology, Peshawar University	Peshawar, Pakistan	Informal collaboration
Department of Archaeology, University of Punjab	Lahore, Pakistan	Informal collaboration
Banaras Hindu University	Varanasi, India	Study Abroad collaboration
Wildlife Institute of India	Dehra Dun, India	Alumni collaboration
National Institute of Engineering	Mysore, India	MoU in draft stage
Rajiv Gandhi Charitable Trust	Amethi, India	former MoU; outreach collaboration
Indian Institute of Technology (ITT-Bombay)	Mumbai	Khorana Program
Indian Institute of Chemical Technology	Hyderabad	Khorana Program
Indian Institute of Science Education and Research	Pune	Khorana Program
Indian Institute of Science, Bangalore	Bangalore	Khorana Program
National AIDS Research Institute	Pune	Khorana Program
National Institute of Mental Health and Neuro Sciences	Bangalore	Khorana Program
Public Health Foundation of India (PHFI)	Delhi	Khorana Program; alumni connection
St. Xavier's College, Bombay University	Mumbai	Khorana Program
TATA Institute for Fundamental Research	Mumbai	Khorana Program; other collaborations
The Energy and Resources Institute (TERI)	Delhi	Khorana Program; internships

CSA's active outreach program is supported by UW-Madison in its annual commitment to 50% of the Outreach Director's salary. The University also supports, both financially and in

kind, the Wisconsin International Outreach Consortium (WIOC), a collaboration between UW-Madison Area Studies Centers which also includes UW-Milwaukee and Madison College (MC).

UW-Madison has numerous opportunities for graduate students in the field of South Asia as described below in section B.

B. For FLAS, Institutional Support to Students : UW-Madison supports graduate students through out-of-state tuition remission, teaching, project and research assistantships, and various fellowships such as the International Institute Scott Kloeck-Jensen Award (a total of ~\$30,000 per year, many of which go to South Asian Studies graduate students). CSA uses endowment funds to sponsor an annual pre-dissertation travel competition for all UW-Madison graduate students of South Asia. This competition often attracts students who were not previously aware of CSA's activities, and so enhances our networks across Schools and Colleges. UW-Madison provides substantial institutional funding for students in MA and PhD programs who are focusing their studies on South Asia. With the current uncertainty regarding funding for the 2014-18 cycle, we were fortunate that the UW-Madison Graduate School in collaboration with the DIS and the College of L&S was able to guarantee funding for 45 graduate students in all area studies centers for the 2014-15 academic year, in case of non-renewal of FLAS funding. With this support all area studies centers including CSA were able to make awards to graduate students, ensuring both retention and attraction of highly qualified students.

Generous support from the Mellon Foundation and matching funds from DIS have allowed us to offer small (\$5,000) recruitment awards to selected graduate applicants in any department who propose to work on South Asia. Awardees who matriculate use the grant for pre-dissertation research or language learning in South Asia in the summer. We made five Mellon Graduate Recruitment Awards in 2013 and five in 2014.

In addition to the support described above, qualified graduate students are eligible for University Fellowships, Chancellor's Fellowships, Dissertator Fellowships, Advanced Opportunity Fellowships (for minority students), Vilas Fellowships, and Wisconsin Distinguished Graduate Fellowships. CSA students are able to secure funding from the American Overseas Research Centers programs for language study in Bangladesh, India, Sri Lanka, and, as a recent addition, in Pakistan through the Berkeley-AIPS Urdu Language Program in Pakistan (BULPIP). The newly expanded Fulbright-Nehru Fellowships in India and other South Asian countries are also available to advanced graduate students. On average 2 UW-Madison students travel to South Asia each year on Fulbright fellowships.

2. QUALITY OF CURRICULUM DESIGN

A. Undergraduate Instruction: UW-Madison ranked 11th among U.S. public institutions for 2013, according to U.S. News and World Report. In 2011, 2012 and 2013, the university ranked 19th among world universities, according to Shanghai's Jiao Tong University's Academic Ranking of World Universities. Our professors are nationally and internationally recognized teachers and scholars. With over 2,000 faculty members, a student-to-faculty ratio of 17 to 1, and just 29 students in the average class, students benefit from personalized education. UW-Madison ranks first among public universities in the number of professors who have won prestigious awards and grants.

Students of South Asia at UW-Madison can choose from over 85 courses in more than 25 departments to fulfill their major, minor, or certificate requirements.

The Department of Languages and Cultures of Asia (LCA) offers an Undergraduate Major, providing undergraduates the opportunity to pursue languages and non-language area studies as well as the flexibility to explore individual interests in South Asia, including study

abroad programs. The degree requirements are listed in Table 2.1 below.

Table 2.1 LCA- B.A. Requirements	
Languages and Cultures of Asia B.A. Option 1: Asian Language Track	<ul style="list-style-type: none"> - Introductory Course- choose one from 100, 101 or 273- 3 credits - Four courses in one LAC language- 12-16 credits - Capstone Seminar LCA 600- 3 credits - Additional elective courses chosen in consultation with the advisor to bring the total number of credits to 30 credits
Languages and Cultures of Asia B.A. Option 2: Asian Humanities Track	<ul style="list-style-type: none"> - Introductory Course-Choose from 100, 101, 273-3 credits - 2 area courses- 6-8 credits - Capstone seminar LCA 600- 3 credits - Additional elective courses chosen in consultation with the advisor to bring the total number of credits to 30 credits

The Undergraduate Certificate in South Asian Studies, administered through CSA, has been very successful and received a positive review from the College of L&S in 2009. Since its inception in 2003, 70 students have graduated with a Certificate in South Asian Studies.

Requirements for the Certificate are in Table 2.2 below.

Table 2.2 Undergraduate Certificate Requirements	
South Asian Studies Certificate	<ul style="list-style-type: none"> - 15 credits - 1 - Introductory course- 3 credits - 1 - Advanced - 500-level or above course -3 credits

UW-Madison offers a type of course cluster known as FIG: a first-year interest group. A FIG consists of a maximum of 20 incoming undergraduates who take three courses together in their first semester at UW-Madison. The professor of the main course, which only includes the FIG students, serves as a mentor to the students for that semester. The 2 other courses are often larger classes in which the 20 FIG students have their own section and TA. FIGs are an enormously popular way of encouraging new students to explore topics they might otherwise shy away from, and often include a language component. CSA Associate Director Lalita du Perron teaches a FIG “Musical Cultures of South Asia” which is linked with Cultural Anthropology and first-year Hindi. LCA Professor Gudrun Bühnemann teaches a popular FIG on yoga.

We plan a major curricular initiative with the School of Education for first-year undergraduates during the 2014-2018 grant period: a FIG for first-semester students who are

future K-12 social studies teachers and who therefore expect in their sophomore year to apply for admission to the School of Education. The faculty leader of the International Education FIG will be Margaret Hawkins, Professor of Curriculum & Instruction. The course will explore the history and current practices of integrating international studies into K-12 social studies curricula and classrooms, especially in light of common core and other curriculum developments. As part of the course FIG students will design an area studies module and teach a lesson on it in a Madison-area school under the supervision of an assigned, experienced teacher. The two other FIG courses taken by the group will be Cultural Anthropology and Human Diversity and World Regions in Global Context. The FIG will be offered every year, starting in Fall 2015. Title VI funds will be budgeted for two elements (the rest will be supported by the University): a Saturday colloquium in which we will bring six internationally experienced teachers from around the state to campus to share their knowledge and expertise with the FIG students, and a graduate student-hourly assistant to help Hawkins with logistics (**AP; CP2**)[*Budget (Bgt) 74/75*].

We will establish a 1-credit International Lectures course for undergrads, to incentivize students to internationalize themselves. A collaboration between all area and international studies centers at Wisconsin, this course would require students to attend a total of 10 lectures in a semester, offered by at least 3 different centers. Students would write short response papers for 5 of the lectures they attend, which would be graded by the relevant associate director.

CSA is involved in developing online courses to reach a wider audience than can be achieved in the traditional classroom. Associate Director Du Perron is designing a survey course “Introduction to South Asia” – a revamped version of a traditionally-taught class that has been available for over 50 years – which will first be taught in Spring 2015 and which will be open to all UW-System students, including three MSIs (**CP1**). Assistant Director Weiss has developed an

online course with the School of Library and Information Studies' Continuing Education: "Exploring South Asia through children's and young adult literature: developing programming for your library and classroom", aimed at K-12 teachers and librarians (AP). Du Perron and Weiss are both receiving training to become fully conversant with online teaching methods.

Training Options for Graduate Students: Graduate students who wish to focus on South Asia can do so through 41 faculty and staff in 26 departments who work on and teach about this region. CSA has awarded FLAS to a number of students in Professional Schools, most notably in the Law School whose students have gone on to make South Asia the focus of their professional lives. (For example, FLAS and UW-Law alumna Amy McGann is currently the Regional Advisor on Trafficking at U.S. Department of State. Other select examples are in Table 9.1) CSA's connection with the prestigious Nelson Institute of Environmental Studies (whose Director Paul Robbins is a UW-Madison alum and a South Asianist) and the Global Health Institute means that areas of collaboration to benefit graduate students are continuously explored.

LCA offers an MA that allows students to focus on advanced training in Languages and Literatures, Civilizations and Cultures or Religions of Asia (see Table 2.3). For doctoral students, LCA offers the same three options with additional course requirements (see Table 2.4).

Table 2.3 LCA- M.A. Requirements	
Lang & Lit Civ & Cult OR Religions Concentration	<ul style="list-style-type: none"> - 3 years of study of 1 language, or 2 years of 2 languages, offered by LCA - Two courses in Literature and/or Linguistics, one of which may be taken, if the advisor so advises, in either the Department of Linguistics or in the Department of Comparative Literature. - Two seminars or pro-seminars in the Department of Languages and Cultures of Asia. - Up to 3 credits in Research and Thesis (990) for preparation of thesis. - Additional courses in the Department of Languages and Cultures of Asia to bring the total to 24 credits. With prior approval in writing by the Graduate Programs Committee, courses with 25% or more Languages and Cultures of Asia content can be taken in other departments to bring the total to 24 credits. - MA thesis on a topic chosen in consultation with their MA adviser

Table 2.4 LCA-Ph.D. Requirements	
Lang & Lit Civ & Cult	<ul style="list-style-type: none"> - Minimum of 3 years of a major language, 2 years of a minor language/1 year of 2 minor languages

<p>OR Religions Concentration</p>	<ul style="list-style-type: none"> - Two courses in Literature and/or Linguistics - Four seminars or pro-seminars in LCA (At least 3 must deal with one or more languages and literatures.) - Additional courses in LCA to bring the total to 39 credits - 12 credits in PhD minor (outside LCA) - Preliminary Examination - Completion of written dissertation and oral defense.
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The Ph.D. Minor is an option for students to take courses in LCA or any other department with special focus on South Asia. For example an anthropology graduate student can take a Ph.D. Minor in LCA, History or Political Science to study with a specific professor and focus on South Asian Studies topics.

FLAS: In 2009 CSA organized its first Graduate Student Symposium where 2008-09 FLAS recipients presented papers on their research. This seminar, which has now been expanded to include undergraduate FLAS awardees and is thus known as the “Student Symposium”, provides a unique opportunity to evaluate the progress of our FLAS recipients; we will hold these FLAS symposia annually during the next four years. We also invite junior faculty to speak to the students about the process of finishing and publishing research, and will invite a prominent UW-Madison FLAS alum to speak to the students about their career trajectory [*Bgt 72*].

B. Academic and Career advising: UW has a strong tradition of student advising that begins with SOAR (Summer Orientation, Advising and Registration), when students are introduced to the University for the first time. CSA, LCA, and the Language Institute provide annually-updated informational materials on South Asian Studies that have drawn numerous undergraduates into language and culture classes, and into the UG Certificate program or the LCA UG Major. The World Language Consultant at SOAR is himself an LCA alumnus and former FLAS recipient of CSA.

Advising for the UG Certificate in South Asian Studies is done by the Assistant Director of CSA in consultation with the Director, Associate Director and affiliated Faculty. Since 2009

The Center for International Advising is a new cross-campus advising service for undergraduates interested in exploring the many international opportunities available to them at UW-Madison, and is staffed by advisers from the area studies centers, the Internship Office, the Language Institute, and International Academic Programs (IAP).

UW-Madison regularly invites government agencies to campus, and CSA has sponsored and facilitated talks from the Central Intelligence Agency and the National Security Agency. In response to the Global Learning Outcomes at Wisconsin Survey (GLOWS) in which alumni reported a desire to have had more region-specific career advising, CSA will hold numerous career events, both alone and in collaboration with other area studies centers at UW-Madison.

UW-Madison has numerous other options for students to receive academic advice, such as the Cross-College Advising Service which also has a career advice arm in its Exploration Center. The University officially recognized the need to formalize advising on campus by creating The Office of Undergraduate Advising in 2011.

Research and Study Abroad: A number of Study Abroad programs are available to students who want to experience South Asia first hand. Enrollments are shown in table 2.5 below.

Table 2.5. # of UW-Madison students travelling to South Asia on Study Abroad programs				
Program/Academic Year	2010-11	2011-12	2012-13	2013-14
CIEE Hyderabad	1	2	2	1
SIT Nepal	3	1	1	1
UW In India (Varanasi)	2	8	11	10
Program/Summer	2011	2012	2013	2014
UW Global Health Nepal	11	13	13	14
UW Global Health India	6	7	n/a	n/a
Alliance Pune	3	2	2	2

The UW-Madison College Year in India program was started in 1961, with a language-training site in Varanasi. In 2010 the program was, in response to student feedback, reconceptualized as “UW in India” to include semester-only options. The number of students attending the program has since increased significantly. The CSA Associate Director began

serving as the Faculty Liaison for the program in Varanasi in Spring 2010. She ensures that the academic standards of the credit-program meet UW requirements. Students from all US universities are able to attend. (Numbers in Table 2.5 only include UW-Madison students.)

The College Year in Nepal program which was suspended due to security issues has now been reopened in collaboration with SIT World Learning. In addition, several UW-Madison faculty and departments have established formal links to South Asian universities in order to carry out research and to provide resources to graduate students. Further study abroad and internship opportunities will become available through these connections (see Table 1.2).

Study Abroad at UW-Madison is encouraged by two scholarship programs: IAP General Study Abroad Scholarships (which are open to all, though students indicating financial need will be given preference), and the Study Abroad Scholars program for which at least one of the following criteria has to be met: first-generation college student; first time abroad; need-based; STEM majors (science, technology, engineering, and math); cumulative GPA above 3.8.

The International Internship Office at UW-Madison administers worldwide internships; India is ranked the 4th highest outside of the United States, after China, Germany, and Japan. In the past 4 years 19 UW-Madison students completed short-term internships in India. One such internship is the teaching internship at the Lady Andal Secondary School in Chennai, India. This internship was developed by CSA Assistant Director Weiss. From 2015 onwards, the breadth of the applicants will be widened to include pre-service student teachers in Schools of Education, and teachers interested in a global teaching experience. CSA will collaborate with the School of Education at UW-Madison and within the UW-System (including its MSI colleges) to promote the internship opportunity to students in teaching programs, as well to K-12 teachers who have participated in outreach programming or teacher training workshops (**AP**, **CP1** and **CP2**).

The Khorana-Bose program run by the College of Agriculture and Life Sciences (CALS) has been a scientific exchange program at UW-Madison since 2007 and is now expanding into the CIC. The program is currently exploring new opportunities for US students in India through discussions with the Secretary of the Science and Engineering Research Board of the Government of India. Table 2.6 shows the numbers:

	2010	2011	2012	2013	2014
India to UW-Madison	19	16	36	37	40
UW-Madison to India	3	4	4	6	n/a

UW-Madison students can also participate in study abroad programs run by American Overseas Research Centers and Fulbright in South Asia. For example, Urdu language training is available in Lucknow, India through AIIS and in Lahore, Pakistan through BULPIP, and Bengali is available in Dhaka through AIBS. With Title VI funding we aim to invite our faculty to travel to South Asia to explore further internship and study abroad opportunities for UW-Madison students [Bgt 57]. All students are allowed to participate on non-UW programs. During that time they do not maintain their registration on campus but transfer the credit back to UW-Madison.

In 2010 CSA established a 2-credit course *Perspectives on Global Health: South Asia* with the Center for Global Health. This course was offered in 2011 and 2012 and included a 3-week faculty-led trip to India. CSA is currently exploring ways of building on alumni relations in South Asia to include a wider variety of options for students on this course.

CSA and IAP have been working with the School of Education on an education-focused track in our Varanasi program. Professor Margaret Hawkins of the School of Education visited Varanasi last year and is currently exploring how her students' requirements could best be met while in India. One member of the combined area studies center leadership currently known as the International Institute (II) will serve on the School of Education Global Education Committee

to increase collaboration between the II and the School of Education (CP2).

Finally, the Peace Corps returned to South Asia in 2012 when it reopened its Nepal program. UW-Madison has a dedicated Peace Corps office, and in 2014 regained its position as the US's top producer of Peace Corps volunteers.

3. QUALITY OF THE APPLICANT'S NON-LANGUAGE INSTRUCTIONAL PROGRAM

A. Variety of Disciplines and Coverage of Countries: The CSA faculty are directly or indirectly linked to all major fields and disciplines in the University. Courses relating to contemporary, as well as historical South Asia, are taught by 41 faculty and staff in 26 departments (Appendix 2). UW-Madison offers 87 non-language courses in 26 departments that include at least 25% South Asia content.

Courses in Professional Schools and Programs: Courses with South Asia content are available in several of UW's professional schools, including Education, Law, Business, and, through the Global Health program, the School of Medicine and Public Health. The area studies centers at UW-Madison are in the process of establishing a position for an area-studies focused teacher education specialist. This position, placed in the Department of Curriculum & Instruction, will work with the Centers to provide sophisticated area studies curriculum development, courses for pre-service and in-service teachers, one course per semester, each semester focusing on a different region [Bgt 73].

B. Depth of Specialized Course Coverage: CSA faculty offer in-depth coverage of South Asia in courses in their respective programs and departments. LCA is responsible for South Asian language instruction and also administers the LCA Major and Minor (see tables 2.1, 2.2 and 2.4). Many departments and schools count more than one South Asianist among their faculty. Our Honorary Fellows Program (supported in-kind by L&S) regularly brings South Asianists to UW-

Madison, who share their expertise with our students in our weekly lecture series [*Bgt 71*] and in guest lectures in specific courses, allowing all students access to leading scholars in the field.

C. Interdisciplinary and cross-regional Courses: Many of the faculty who specialize in South Asia have joint appointments or teach interdisciplinary courses that meet the requirements of two or more departments. For example, courses taught in Religious Studies, Global Studies, International Studies, and International Business meet requirements in several departments including campus-wide breadth stipulations.

There are a number of interdisciplinary Centers and Programs on campus, such as the Center for the Humanities, which regularly features South Asia-focused events and hosts Fellows from South Asia. This Center also sponsors the Mellon Workshop series “New Media and the Global South” which focuses heavily on South Asia.

The recently-funded Human Rights Program (HRP) at UW-Madison combines a new research agenda with institutional innovation to deepen cross-regional and interdisciplinary research for faculty, as well as educational opportunities for students across campus. It seeks to create a cross-campus program using the momentum created by the Human Rights Initiative and the administrative and coordinating capacity of the Global Legal Studies Center (GLS). CSA Associate Director Lalita du Perron serves on the Steering Committee of the HRP.

UW-Madison’s interdisciplinary Reading Program Go Big Read has chosen *I am Malala* by Pakistani schoolgirl Malala Yousafzai as its 2014 book of focus. CSA is working with Go Big Read and the Library to provide comprehensive programming around this exciting choice to K-12 teachers and students (AP). We will organize training to offer high school and pre-service teachers analytical and critical perspectives to explore the book in their classrooms.

The interdisciplinary course *Perspectives on Global Health: South Asia* was developed

by CSA in 2010, and is offered by the Center for Global Health. It includes faculty from Medicine, Sociology, History, Law, Agriculture, Engineering, Environmental Studies and Political Science. This course is open to all upper-level UG and Graduate students, but targets pre-medical and medical students.

D. Sufficient numbers of non-language faculty: The 37 non-language faculty in South Asian studies are sufficient for our student numbers; however, we hope that with the restructuring of LCA additional hires will strengthen our broad regional expertise even further. Due to the relatively low teacher-students ratios in many South Asia focused classes, students receive excellent personalized support and training. Most faculty are willing to take on 699 “Directed Readings” classes, which allow students in-depth study with a professor with expertise in their particular area of interest.

Pedagogy Training for Instructional Assistants: LCA Pedagogy Specialist Erlin Barnard supervises, trains, and provides ongoing support to the South Asian language instructors. UW policy mandates that all instructional assistants undergo pedagogy training prior to the beginning of, and throughout, each semester. TAs for non-language instruction are provided additional guidance from faculty during the semester. CSA provides support for language instructors to participate in workshops, and has included this in the new funding cycle as well. The annual campus-wide Teaching and Learning Symposium provides an opportunity for the UW-Madison teaching and learning community to share best practices, and discuss new learning and teaching practices and theories in a forum dedicated to enriching the student learning experience.

4. QUALITY OF THE APPLICANT’S LANGUAGE INSTRUCTIONAL PROGRAM

UW-Madison prides itself on its overall campus-wide language instruction. According to data obtained through IPEDS (Integrated Postsecondary Education Data System, U.S. Department of

Education, Institute of Education Sciences), UW-Madison is the #1 university in the U.S. in undergraduates who major in a language (when first and second majors are taken into account).

A. Instruction in South Asian Languages

1. Languages Offered: Currently LCA offers 4 modern (Hindi, Urdu, Tibetan, and Persian) and 2 classical (Sanskrit and Pali) languages during the academic year. Hindi and Urdu have been funded 100% by CSA for over a decade. Recently, through persistent advocacy by the CSA Director and Associate Director, the Division of International Studies and the College of Letters & Science agreed to part-fund these important languages at UW-Madison. This partial support, and its increase which we hope to establish in the next four years, are represented in our 2014-18 NRC budget. At the present time all language learning in South Asian languages takes place on campus in a traditional classroom setting, but we are exploring online distance education with the UW-System Collaborative Language Program as well as with nationwide South Asia Area Studies Centers. Students have access to Bengali, Gujarati, Malayalam, Nepali, Panjabi, Pashto, Sinhala, Tamil, and Telugu during the summer at the SASLI consortium hosted at UW-Madison.

South Asia Summer Language Institute (SASLI): CSA has hosted SASLI since 2003, when it was developed by a joint action of the Title VI South Asia NRCs in cooperation with the US Department of Education. SASLI is a consortium external to UW-Madison, dedicated to training students, faculty, and professionals in the languages of South Asia. In 2014 7 modern languages (Bengali, Hindi, Pashto, Sinhala, Tamil, Tibetan, Urdu) and 1 classical language (Sanskrit) are being offered at the elementary and (for some languages) intermediate levels. CSA is directly involved in the management, development and improvement of language offerings at SASLI, and the CSA Associate Director serves as the Academic Director [*Bgt III*].

2. Student Enrollments: The enrollments in language courses are shown below; Hindi in

particular has seen a slight increase in recent years. With our newly-found institutional co-funding we hope to increase enrollments even further [*Bgt 27-37*].

Language	2012-13	2013-14
Hindi	70	76
Urdu	37	16
Tibetan	13	7
Persian	32	24

B. Levels of Language Training: Languages taught during the academic year are offered at four levels: years 1-3, and advanced readings, taught in the target language. During each semester special language conversation tables and community meeting groups are organized outside of class time for students at all levels to gain practice in speaking the target languages. During SASLI, most languages are only taught at the elementary and intermediate levels in order to encourage students to enroll in advanced training through programs in South Asia itself. CSA is exploring the possibility of establishing a dedicated learning community, a “language floor” for Hindi/Urdu, where students live together and aim to communicate in the target language. Such a floor would benefit from the oversight of the CSA Associate Director.

C. Availability and Training of Language Faculty: All elementary and intermediate level language teaching in LCA is by lecturers who are supervised by the pedagogy specialist (Erin Barnard). The CSA Associate Director (PhD in Hindi) has also greatly improved our language staffing. She has taught *Advanced Readings & Language in Hindi*, and is always available to teach Directed Readings in Hindi to both UG and graduate students.

An important aspect of language training in LCA is the presence of a full-time language pedagogy specialist, Dr. Erin Barnard, who coordinates training during the academic year. All language instructors are required to attend regular seminars on a variety of pedagogy topics that incorporate the latest methodologies for communicative and performance based teaching.

SASLI provides a one-week pedagogy workshop for instructors, facilitated by the CSA

Associate Director who serves as the SASLI Academic Director. This one-week training is followed up by weekly meetings during the summer program. SASLI often collaborates with the Arabic, Persian, and Turkish Language Immersion Institute during pedagogy week to optimize the exposure of language instructors to new methods of teaching and training.

As a result of regular pedagogical training, language instructors during the academic year and in SASLI are able to use new and varied teaching strategies based around performance, to ensure maximum exposure to the cultural context of language use. CSA also promotes awareness of programs and conferences such as the South Asian Language Teachers Association (SALTA) and the National Council of Less Commonly Taught Languages (NCOLCTL), and provides financial support for instructors to attend wherever possible [*Bgt 53*].

D. Quality and Assessment of Language Program: LCA language faculty, lecturers and the pedagogy specialist work closely together to implement the most effective and up-to-date teaching methods, with specific implementation of the communicative approach. All instructors use materials and classroom strategies designed to provide students with competency in reading, writing, speaking, and aural comprehension. In addition to in-class teaching, the development of computer-based exercises and the availability of online exercises, as well as newspapers and videos allow students to practice their language abilities anywhere on campus. Instructors are aided in these endeavors by Learning Support Services (LSS). The successful implementation of language conversation tables for each of the languages taught during the academic year has allowed students to interact with native speakers and improve their speaking and aural comprehension. CSA continues to assist in the logistics of arranging locations and times for the language tables. Teachers are encouraged to arrange extra-curricular activities to provide cultural context and an authentic setting for using the target language.

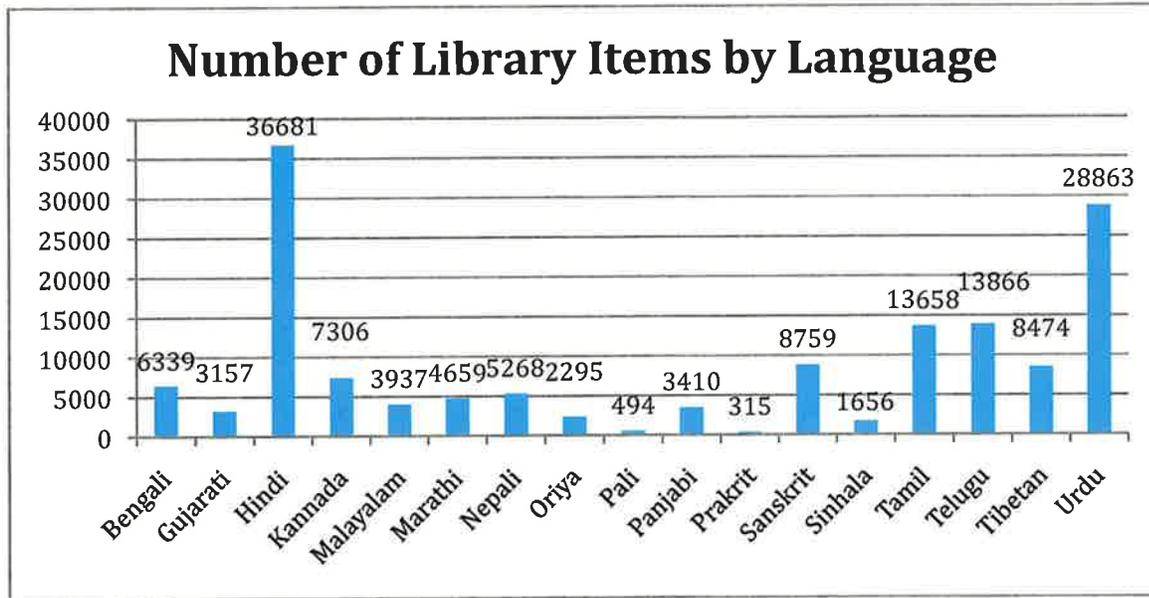
Students who wish to study languages at the intermediate and advanced levels must take language proficiency tests that have been developed by LCA and SASLI instructors. In the academic year, students in the PhD program must pass a language proficiency exam that is required as part of the preliminary exam process before advancing to dissertation candidacy.

5. STRENGTH OF LIBRARY

A. Library Holdings: In the past four years, the Library holdings for South Asia have increased to over 350,000 volumes with support from the University and from CSA [*Bgt 70*]. Almost half of the South Asian imprints (149,137) are in one of 17 South Asian languages (table 5.1). Current collecting focuses on Hindi, Urdu, Tibetan, Telugu, Pali, and Sanskrit acquired primarily through the U.S. Library of Congress Field Offices in New Delhi and Islamabad. The Library maintains over 1100 serial titles from South Asia with many related titles coming from the U.S. and Europe; subscriptions to these serials are becoming electronic-only as appropriate and when available.

The South and Southeast Asian video archive begun in the 1980s continues to be developed and nurtured (see <http://digital.library.wisc.edu/1711.dl/SEAvideo>). Over 90 high-use titles from this collection were converted from VHS tapes to more stable and usable DVD formats, and around 50 new “classics” were added (in part to support a new course on South Asian cinema). The libraries are also committed to documentaries from and about South Asia for use in both the classroom and research as well as in outreach efforts.

Table 5.1:



The South Asia Collection of the General Library System will be acquiring, in Fall 2014, the South Asia Archive database, developed by Taylor and Francis. This database contains millions of pages of digitized primary and secondary materials in a diverse range of subject areas on South Asia (humanities and social sciences) in a mix of English and vernacular languages dating back to the start of the 18th century, up to the mid-20th century. The total cost for this is \$60,000. UW-Madison will be the first U.S. institution to have this valuable resource for which various and relevant departments and schools, like the Law School, have agreed to cost-share.

Institutional Financial Support for Library: The General Library System (GLS) supports the South Asia collection with a personnel budget of ~\$110,000. The annual South Asia collection budget has remained relatively stable for the past 10 years with a slight increase in 2013/14 (annual allocation \$78,162). CSA also allocates funds for the acquisition of highly specialized resources. In addition to purchasing materials, the Library has benefited from donations of books, films, slides and other forms of media.

B. Cooperative Arrangements: The UW Libraries have a number of cooperative arrangements as set out in Table 5.1. For example, in 2010, with a collaborative arrangement with the Roja

Muthiah Research Library (Chennai), rare 19th and 20th century Tamil materials were catalogued.

Table 5:1 UW-Madison Library co-operative arrangements	
South Asia Microform Project (SAMP)	a consortium that seeks to preserve and make available rare materials from South Asia in micro-format
Urdu Research Library Consortium (URLC)	a consortium that purchases, preserves and makes available unique Urdu language materials within South Asia; to date URLC has purchased the Abdul Samad Khan Collection (currently housed in Hyderabad, India) and the Mushfiq Khwaja Collection (currently housed in Karachi, Pakistan)
Digital South Asia Library (DSAL)	from funding part of the <i>Guide to the Indexing of South Asian Periodical Literature</i> through which it is linked
Committee on Institutional Cooperation (CIC)	cooperation amongst the “Big Ten” universities and the Universities of Chicago and Illinois at Chicago
Council of University of Wisconsin Libraries (CUWL)	providing cooperation across the University of Wisconsin state system
Center for Research Libraries (CRL)	in addition to facilitating projects such as SAMP, this provides unique acquisitions and access services such as the “Demand Purchase” and “Shared Purchase” programs

The UW Library is taking the lead to develop deeper, more unique South Asia library collections at individual institutions, and thus to develop broader, more diversified resources at the national level through online tools and interlibrary loan improvements.

The UW Library is also actively trying to improve knowledge of and access to South Asian periodical literature. In 2005, the Library began a project with funding from multiple sources and through collaboration with the **Digital South Asia Library** that led to the development of the *Guide to the Indexing of South Asian Periodical Literature*. This freely available resource now contains over 10,000 entries in all South Asian languages (<http://digicoll.library.wisc.edu/SouthAsiaIndex/>). New projects targeting the actual indexing of South Asian periodicals were completed during the past four year cycle with supplemental grants from AIPS and the Gladys Krieble Delmas Foundation. The new, multilingual web-based index, the *South Asian Periodical Index* (SAPI) is online (<http://digicoll.library.wisc.edu/SAJournals/>). **Access:** The GLS collections are open to the public. In addition to long-standing agreements for affiliates of UW-System schools, borrowing privileges are extended freely to state, county and city employees, affiliates of local colleges, faculty from Wisconsin’s private colleges, and

Wisconsin K-12 educators. For a nominal annual fee, Wisconsin residents and corporations can also gain borrowing privileges. CIC-affiliated graduate students and faculty can avail themselves of reciprocal access and borrowing privileges. Furthermore, the GLS actively participates in regional and national interlibrary loan programs.

6. QUALITY OF STAFF RESOURCES

A. Teaching Faculty and other Professional Staff: CSA faculty have in the past four years produced 137 major publications and supervised 192 PhD and MA students. Appendix 2 evidences our faculty's high academic record, superior and broad-ranging language skills (many of our faculty boast 5 or more languages) and prolific publication record. Our faculty increasingly cross regional boundaries, within and without South Asia. Professor of Anthropology and former CSA Director J. Mark Kenoyer is an expert of archaeology in Pakistan and India, but is also involved in projects in China and Oman. A recent hire in the History Department, Viren Murthy, is explicitly trans-Asian in focus, specializing in the history of pan-Asian movements from Japan through India. CSA Director Mark Sidel is a Professor in the Law School with regional expertise in China as well as India. Many of our language teaching staff either hold PhDs or are doctoral dissertators, and all benefit from ongoing pedagogy to ensure their methods and standards are up-to-date (see page 16). **CSA Director:** Mark Sidel, Professor of Law, specializes in nonprofit and philanthropic organizations, and laws around human trafficking. His area expertise stretches from China into Vietnam and India. **CSA Associate Director:** Lalita du Perron (PhD in Hindi and South Asian Studies, SOAS, University of London) is the Faculty Liaison for the Varanasi Study Abroad program, and Academic Director of SASLI. She serves on the steering committee of the UW-Madison Human Rights program. **CSA Assistant Director:** Rachel Weiss (MA in South Asian Studies, UW-Madison) also serves

as Outreach Director, Undergraduate Advisor and FLAS Coordinator. She is fluent in Tamil and has studied elementary Hindi [*Bgt 19*]. **SASLI Administrative Director:** Laura Hammond (MBA- University of Wisconsin-Whitewater) serves as the U.S. Director for AIBS and AIPS. She has extensive work and travel experience in Bangladesh and Pakistan. **Language Pedagogy Specialist:** Erlin Barnard (PhD, Leeds Metropolitan University) supervises 12 language programs and instructors of Less Commonly Taught Languages (LCTLs). She provides training and consultation to the language instructors, observes language classes, and guides the instructors on language teaching materials, materials development, and teaching methods. **South Asian Bibliographer:** The interim bibliographer Sandeep Kindo holds a JSM from Stanford and is pursuing a PhD at UW-Madison. He has a professional background in Human Rights Law. There are three part-time administrative staff members in CSA: Outreach Assistant, Financial Specialist, and a student receptionist [*Bgt 8-17*].

Overseas and Professional Development Opportunities: CSA maintains membership in the American Institutes of Afghanistan, Bangladesh, Indian, Pakistan, and Sri Lankan Studies and the Association for Nepal and Himalayan Studies, providing opportunities for faculty to compete for overseas research grants. Other professional development opportunities are provided to CSA faculty through UW-Madison Course Development Grants and Sabbaticals. The Wisconsin Alumni Research Foundation funds many of our faculty for research and travel. UW-Madison also offers participation in specific teaching communities in which particular areas of teaching are explored. Recent examples are Blended Learning, and Teach Online. In the next four years CSA will fund travel to South Asia for faculty exploring internship and study abroad opportunities for UW-Madison students. CSA offers professional development opportunities for language instructors by funding participation in workshops such as the recent “Bridges to

Everywhere: Language Learning Collaborations” at the University of Chicago.

Teaching, Supervision, and Student Advising: CSA faculty in L&S are required to teach two courses per semester. Faculty are required to maintain office hours each week to meet with graduate advisees and students in their courses. Generally this will be a minimum of 4 hours per week or 60 hours per semester. MA and PhD advising involves regular meetings, and reading proposal and drafts: total advising time averages around 90 hours per semester per faculty.

B. Program Oversight Arrangements: The CSA Director is elected each year by CSA faculty, and appointed by the Dean of L&S. The Advisory Committee (AC) meets twice a semester and maintains email contact in the meantime. The AC consists of the Director, Associate Director (who is also the permanent language specialist), three elected faculty representatives (1 from a Professional School), and the South Asia bibliographer (ex-officio). The Conference Committee and FLAS Committee provide oversight of other CSA activities. For outreach, CSA is aided by a Teacher Advisory Panel (TAP), made up of four K-12 teachers, the international education consultant for the State of Wisconsin’s Department of Public Instruction (DPI), a faculty from the UW-Madison School of Education, and a CSA faculty member. TAP approves CSA’s outreach programming.

Oversight for Administration and Outreach: CSA is within the oversight of the Dean of L&S, and benefits from membership of the International Institute in the DIS. Research and Sponsored Programs has approved the enclosed Title VI budget proposal.

C. Nondiscriminatory Employment Practices: All position vacancy listings at UW-Madison include the following notice: “UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.” The application process for academic staff, civil service, faculty, or student positions is “blind” in

that no information is requested regarding race or ethnic minority, religion, gender, disabilities, or sexual orientation. Applicants are ranked and selected on qualifications only. All new hires include a written report to HR to show that we have complied with equal opportunity/affirmative action requirements. Our office currently employs 5 women, including 2 minority staff.

7. OUTREACH ACTIVITIES

CSA offers in-depth teacher training and classroom presentations to a wide network of K-12 teachers and students throughout Wisconsin and beyond, and is a leader in two exemplary outreach consortiums, the Wisconsin International Outreach Consortium (WIOC) and the South Asia National Outreach Consortium (SANOC). CSA Outreach Director Rachel Weiss is coordinator of both WIOC and SANOC. For over twenty years WIOC, comprised of 9 UW-Madison area studies centers, 1 UW-Madison CIBER, 2 UW-Milwaukee area studies centers, and Madison College, has dedicated resources to the training of teachers, pre-service educators, and students in the state of Wisconsin and the upper Midwest.

Tables 7.1 and 7.2 detail the impact of CSA programming in the last four years:

Constituent	Teacher Training	K-12	National Outreach Lending Library	Business	Newsletter	Concerts Exhibits Films	Public Lectures	Government Recruitment
# of Events	56	52	5	10	8	140	165	10
# of Participants	2845	5210	682	150	8000	8542	8404	216

Books		Films		
Institutions	Individuals	Institutions	Individuals	International
284	85	278	20	9

K-12 student-centered activities: Beginning in Year 2 of the grant, CSA and Wisconsin's other area studies centers will host *PEOPLE in the World*, a career readiness conference for 500 high school students who are participating in Wisconsin's award-winning PEOPLE program, designed

to prepare historically disadvantaged youth to enter college via programming that starts when they are in sixth grade and intensifies until they are high school seniors. *PEOPLE in the World* will serve PEOPLE program students in local school districts, as well as students from the Bad River, Ho-Chunk, Menominee, Lac Courte Oreilles, and Lac du Flambeau reservations. Students participating in *PEOPLE in the World* will attend a day of interactive sessions about world regions, led by area studies center faculty members, graduate students, and PEOPLE alumni. The first *PEOPLE in the World* will occur in spring 2016. Center funds will be used to help cover the cost of transporting participants to Madison for the event [Bgt 97].

Through the *International Roadshow: Reaching out to Rural School Districts in Wisconsin*, WIOC seeks to address the growing gap of education in Wisconsin's most rural school districts by providing training to K-12 students, teachers, and administrators in those areas. According to statistics from the Wisconsin DPI, 44% of Wisconsin's public school students attend rural schools, where people struggle to compete in the face of globalization. The *International Roadshow* will consist of three parts, all of which will be presented at each school:

- 1) **Personal Experiences/Listen!** Presenters will offer personal stories about their lives growing up in or studying, working, or living in another part of the world. The presenters will include returned Peace Corps volunteers, students who have taken part in UW study abroad programs and internships, and community members with international experience;
- 2) **Global Content/Learn!** These presentations will address various cultural, historical, and political aspects of the countries discussed during the personal experiences presentations. The presenters will be UW-System outreach associates, faculty, and graduate students. Finally, all of the students will come together for one shared experience in part 3)
- 3) **Performance/Live!** A cultural performance, in the form of dance, music, or storytelling, will wrap up the roadshow with a real-

life infusion of culture. Presentations will be grade-appropriate and will employ film and other visual aids in order to paint a vibrant picture of other regions of the world [Bgt 83].

The counties selected for the Roadshow have been chosen from the DPI's list of underrepresented rural communities participating in the Advancing Rural Wisconsin program. We anticipate that the Roadshow will reach hundreds of school children across parts of Wisconsin where communities tend to be relatively mono-ethnic and where children might not have many opportunities to learn about other cultures. Following each school visit, we will survey a sample group of students, teachers, and administrators to gauge how the content of the *International Roadshow* contributed to their overall knowledge, how it might lead to curricular changes or developments, and what they suggest we include in the future (see page 43).

The American Institute of Pakistan Studies has applied for a Dept of State Global UGRAD-Pakistan grant, which would bring students from Pakistan to study in UW-System colleges and elsewhere. The Pakistani students will visit local schools as part of their community service requirement. CSA would facilitate these visits in the state of Wisconsin [Bgt 85].

CSA will support an annual one-day *global workshop for high school students* hosted by the Institute of World Affairs (IWA), UW-Milwaukee. The program will engage students from disadvantaged socio-economic backgrounds to explore solutions to challenges facing them. For example, students will explore the global dimensions of issues prevalent in the Milwaukee area, including human trafficking, youth violence, and poverty. This event is part of a larger IWA goal to engage young people in Milwaukee as agents of change in the community and in the world. CSA will bring into the conversation issues that students in South Asia also face [Bgt 98].

CSA will continue to support programs such as World Languages Day and World Cinema Day [Bgt 87-88]. Both events bring high school students to Madison for one-day

programs related to language or film. CSA participates in student/teacher sessions at both events.

CSA teacher training activities (AP): In spring 2014 TAP members developed a questionnaire that was sent to 100 Wisconsin educators to explore what they needed most to teach South Asia in their classrooms. Based on the results CSA will focus teacher training in the next four years in areas set out in Table 7.3 [Bgt 91]. For the CSA teacher workshops, teachers will participate in a year-long professional development training which includes 2 full-day workshops during the year, a classroom visit from a member of CSA's TAP, 4 hours of independent work with the Outreach Director to develop teaching plans, participation in a 1-day best practices session, and a required final project for posting on the CSA Outreach Website (either in print or video). CSA will work with a member of the CSA faculty in the School of Education (Bernadette Baker, see page 3) to offer 4 credits per semester in a 699 Special Topics Course: *Teaching South Asia*.

Teacher Training Workshops at MSIs serving Education Colleges (AP and CP2): The state of Wisconsin has a number of institutions which meet the NRC-competition definition of MSI. These include the University of Wisconsin-La Crosse, Carthage College (Kenosha), the University of Wisconsin-Eau Claire, and Alverno College (Milwaukee). Each has a Department, or School, of Education. CSA will work with other UW-Madison area studies centers to hold annual internationalizing workshops on MSI campuses. The workshops, held over a weekend, will have a triple target audience: (1) education faculty members at the partner MSIs; (2) juniors and seniors majoring in education at the partner MSIs; and (3) K-12 teachers in the regions served by the MSIs. This collaboration will provide a connection for pre-service education students in the MSIs to teachers in their own area in an area studies / South Asian studies context, opening doors to lasting mentoring relationships and collaborations. The institutes will be as set out in Table 7.3. Please refer to the letter of support from Dr. Carmen Manning, Dean,

College of Education and Human Sciences, UW-Eau Claire (appendix 5)[Bgt 52].

K-12 teacher, school and public librarian training through the South Asia Book Award (SABA) - sponsored by SANOC, whose member institutions are Cornell University, Syracuse University, University of Texas at Austin, University of Washington, University of Wisconsin-Madison, and Yale University; new members in 2014-2018 may include Columbia University, University of Michigan, and University of Pennsylvania. Since 2009, SANOC has sponsored the SABA as its primary activity. Since 2012 two outstanding works on South Asia have been awarded, and honor titles have been recognized for their contribution to children’s literature. In determining the award, the national award committee (which includes three K-12 teachers, three children’s and youth librarians, and two area studies experts), evaluates each submission for the quality of story, cultural authenticity, and its potential for classroom use. Unique lesson plans have been written for many of the award titles and are a strong presence on the resource page at the SABA website. To-date more than 600 publishers, authors, academic institutions, and government agencies worldwide have been notified of the annual award and have received details about submission eligibility [Bgt 81-82].

To address the **AP** to provide teacher training SANOC will offer additional resources to SABA for K-12 teacher and librarian staff training. Members of the SABA award committee have agreed to present at national library and teacher conferences throughout the U.S. (see Table 7.3). Presentations discuss ways that the books can be used in library programs and the K-12 curriculum, and highlight how the award titles support common core and global competency.

Table 7.3: 2014-2018 Pre-service Education Students and K-12 Teacher Training Programming			
	CSA	WIOC/MSI	SANOC/SABA
Year 1	Ancient Civilizations: Teaching about South Asia’s Indus and Harappa Civilizations	Current Events in the Classroom: Handling Discussion of Conflict and Violence. Co-host: College of Education, UW-La Crosse	Michigan Library Association Conference (October 15-18, 2014); Washington State Council for the Social Studies Fall In-service (October 11, 2014); Wisconsin Library Association

			Conference (November 4-8, 2014); Washington State Council for the Social Studies K-8 Conference (February 2015); Wisconsin Council for the Social Studies (March 2015); New York Library Youth Services Conference (April 2015); Wisconsin Association of Public Libraries Annual Conference (May 2015)
Year 2	South Asia's Social Stratification: Exploring Caste and Gender	Teaching about Crimes against Humanity and their Prosecution. Co-host: Education Department, Carthage College	Conference presentations continued. (venues to be determined)
Year 3	Teaching South Asia through Literature and Film: expanding resources for classroom inclusion	Teaching about International Trafficking and its Cultural Contexts (Drugs, Weapons, People). Co-host: Department of Education Studies, UW-Eau Claire	Conference presentations continued. (venues to be determined)
Year 4	Teaching South Asia Religions—exploring communities and centers within Wisconsin	Best Practices in Developing a Global Studies Curriculum Unit. Co-host: School of Education, Alverno College	Conference presentations continued. (venues to be determined)

Post-secondary Outreach Initiatives: CSA has a strong commitment to outreach for technical colleges and two- and four-year colleges within Wisconsin. Ten members of our affiliated faculty are based at colleges within UW-System or at other colleges within Wisconsin.

The Community College Passport Program (CPI). MC, a two-year institution a few miles from our campus (with an annual unduplicated headcount enrollment exceeding 40,000 students; it also is the single leading feeder institution of two-year college transfer students to this university), is in the process of creating – with considerable input from CSA’s Rachel Weiss and MC’s Geoff Bradshaw – a 15-credit interdisciplinary passport program. This new Community College Passport Program will significantly expand course options for MC Global Certificate students by opening select CSA (and other Wisconsin area studies) courses to MC students. We will launch the Passport program with two resource fairs for prospective certificate students at MC and at UW-Madison in fall 2014 [Bgt 90]. We have designed and received approval for a streamlined and free application process for MC students to take our courses and

have them counted automatically on their MC transcripts.

Development of the Indigenous Studies Certificate Program at the College of the Menominee Nation (CMN) (CP1). In collaboration with WIOC, CSA has participated in the design of a major initiative to help our colleagues at CMN build a new certificate program in Indigenous Studies (see letter from Diana Morris, the Chief Academic Officer at the College of Menominee Nation in appendix 5), which will have four elements: (1) Each year in the grant cycle, at least one CSA faculty member will travel to CMN to make a presentation on ethnicity and the aspirations and challenges of minority peoples in a South Asian country [Bgt 54]; (2) In spring 2015, WIOC will host a conference in Madison on Global Indigeneity, which will feature presentations on comparative global indigeneity. CSA will sponsor participation in this conference by one faculty member and one student in the CMN Indigenous Studies certificate program [Bgt 93]. At least one talk at the Madison conference will treat the complexities of the concept of indigeneity in South Asia and one additional talk will draw comparisons between indigenous groups and tribes in South Asia and Native American experiences in the realm of land, resource rights and access. (3) In spring 2016 and spring 2017, we will sponsor participation by a CMN faculty member and a CMN Indigenous Studies certificate student to the annual conference of the United Nations Permanent Forum on Indigenous Issues, which is attended by indigenous peoples from around the world, including South Asia [Bgt 94]. (4) Finally, in Year 4 we have budgeted seed funding toward a curriculum development trip to India for one or two CMN faculty members, accompanied by one of our CSA India specialists [Bgt 95]. These and two other post-secondary initiatives are described in Table 7.4 below:

Table 7.4: 2014-2018 Post-secondary Programming	
1.	Community College Passport Program in collaboration with Madison College – providing increased South Asia area studies and language course offerings to MC students currently enrolled in a Global Certificate Program. Years 1-4.
2.	Development of the Indigenous Studies Certificate Program at the College of the Menominee Nation –

	providing increased South Asia content to course development and professional development of faculty. Years 1-4.
3.	Pedagogy support and training to Wisconsin Technical College System (WTCS) faculty and staff – participation in annual workshops at Madison College. Years 1-4. [Bgt 104]
4.	SE Wisconsin Internationalization Best Practices initiative - annual professional development/curriculum development workshops and quarterly webinars at Milwaukee-based 2- and 4- year institutions (including one MSI). Years 1-4. [Bgt 96]

We have been working with the travel organizer GEEO (“we help teachers explore the world!”) to establish a short-trip to India aimed at all K-16 teachers but especially those at MSIs and HCBUs. The “Legacy of Gandhi” tour will explore how Gandhian thought informed the civil rights movement in the United States (**AP** and **CP1**).

The Annual Conference on South Asia organized by CSA is in its 42nd year and is now the premier gathering of South Asian scholars in the world. In order for MSI teachers to connect with scholars of South Asia in a gathering that would not automatically be on their radar or for which they would be able to get funding, we will invite up to 4 teachers to the Conference each October. We will have a competitive application process with Professor Arlene Maclin of Morgan State University on the selection committee (**CP1**) [Bgt 105].

Business, media, and the general public: CSA understands that our programming can be out-of-reach to important segments of the Madison community due to challenges with transportation and parking. Madison’s south-side neighborhoods are among the most socio-economically disadvantaged in our region. In an effort to reach these communities, CSA has established strong ties with the Urban League of Greater Madison. In Spring 2014 CSA along with WIOC established the South Madison International Community Night that boasted a turnout of over 100 attendees, more than 75% of whom came from minority groups. In the next four years, CSA will continue programming in South Madison by supporting these activities: *International Family Fun Night* (Fall), focusing on storytelling, authors, and books, held at the Goodman Public Library (which promotes literacy programming for the South Madison community), and the

South Madison International Community Night (Spring), offering performances from around the world at the oldest all-black church in Madison, the Fountain of Life Family Worship Center.

Another new initiative for CSA will be to support the distribution of the awarded SABA books to an under-served institution within our community. CSA will work with the Mae Mitchell Multicultural Collection at the Goodman South Madison Branch Library, which provides resources, training and outreach to Madison's most under-served populations.

8. PROGRAM PLANNING AND BUDGET

A. Quality of Activities and Relationship to NRC Program purpose

CSA is a nationally and internationally recognized leader in teaching and research in South Asian studies. We provide outstanding training in modern languages of South Asia during the AY as well as in summer through the SASLI consortium, we have an extensive outreach program that includes numerous teacher-training activities (**AP**), and we organize and host the Annual Conference on South Asia that attracts professionals from across the globe. During the proposed grant period, we plan to reach beyond the traditional strongholds of the arts and humanities and increase our focus on Health, Human Rights, and the Environment as key areas of engagement (both to enhance our interdisciplinary networks and to create new study abroad opportunities for our students), to work with traditionally under-represented groups whose own history can inform a broader understanding of South Asia and its diasporic communities (**CP1**), and focus on the educators of the future in our training of students of education, pre-service, and in-service teachers through collaboration with the School of Education (**CP2**). We are leaders in the ongoing internationalization of the UW-Madison campus, and will build on and expand our strong collaborations with institutions in South Asia (**IP**). Finally, we aim to have a career-driven advising service that will meet the students' professional career needs, whether in the field of

education, government, business, science and technology, social services, or elsewhere. In order to continuously improve our programs and provide the highest-quality training, services, and activities, we have a comprehensive plan for ongoing evaluation to measure our effectiveness and investment of resources (see Section 9 below).

B. Development Plan and Strengthened Program: Based on the absolute and competitive priorities as well as the needs of the larger field of South Asian studies, we will expand prior offerings and incorporate new activities within the proposed grant period in the following ways. Amounts are for the first year with additional clarification for increases beyond inflation.

Absolute Priority: Teacher-training has been a primary focus of CSA for many years. Our Outreach Director Rachel Weiss has been in charge of these programs for over a decade and as such she has numerous connections among teachers and schools. Weiss is extremely well-respected in the K-12 community, and is an inexhaustible source of ideas. She conceptualized the South Asia Book Award (SABA) in 2012, and aims to now promote this increasingly visible award to schools and libraries serving underrepresented populations. We request **\$2000** to support travel to various Teacher Conferences to promote the SABA and to host the award ceremony at our Annual Conference (see p 30 in section 7) [*Bgt81-82*].

In collaboration with our peers at UW-Madison, we will hold a number of teacher-training workshops at MSIs in Wisconsin in the next four years, serving education faculty, students training to be teachers, and in-service teachers (also **CP1** and **CP2**). We request **\$300** to cover travel to these institutions [*Bgt 52*]. Additionally, we will continue to hold Madison-based teacher workshops in summer, and request **\$4,000** to be able to invite international speakers, thus enhancing the quality and impact of the training [*Bgt 91*]. Weiss is currently developing an online course through the School of Library and Information Studies' Continuing Education:

“Exploring South Asia through children’s and young adult literature: developing programming for your library and classroom”, aimed at K-12 teachers and librarians. We will measure the impact of this course and other teacher training activities in years 3 and 4 of the grant (section 9).

Competitive Priority 1: The Community College Passport Program is a collaborative project between UW-Madison Area Studies Centers and Madison College (MC), allowing MC students to take select courses at UW-Madison at no extra cost, as credit towards the MC Interdisciplinary Global Studies Certificate. We request **\$200** to support a resource fair at MC to make students aware of this new option [Bgt 90]. A further collaborative effort between UW-Madison Area Studies Centers is the development of the Indigenous Studies Certificate Program at the College of the Menominee Nation. We request **\$200** to support faculty travel to teach one class a semester in this innovative program [Bgt 54], **\$500** towards the Madison Conference on Global Indigeneity, **\$1000** to co-sponsor CMN faculty and staff travel to New York for the annual conference of the United Nations Permanent Forum on Indigenous Issues, and **\$2000** in year 4 to co-sponsor CMN faculty to travel to India on a curriculum development trip [Bgt 93-95].

For MSI teachers to attend our internationally-renowned Annual Conference on South Asia we request **\$3000** [Bgt 105]. Our interactions with Professor Arlene Maclin regarding the Conference alerted us to the lack of intermediate language opportunities for returned MAC-CAE (Mid-Atlantic Consortium-Center for Academic Excellence) students who travel to India in summer to study elementary Hindi or Bengali as part of their preparation for a South Asia-focused career in national security and intelligence. We will invite these students to apply for a CSA summer FLAS to build on their language skills at SASLI.

Competitive Priority 2: CSA and the other UW-Madison area studies centers in collaboration with the School of Education have established a First Year Interest Group (FIG) for prospective

teacher education students that will include a core course (“Introduction to Education in a Global Context”), participation in two introductory area studies courses, and a short-term study abroad opportunity. The goal of this FIG is to excite prospective teacher education students about an internationalized curriculum, and provide them a solid base for a double major or certificate in area studies before they enter the professional teacher education program in their junior year. We request **\$2000** to support this course [Bgt 74]. We also request **\$2000** to support the new position of an area-studies focused teacher education specialist in the School of Education [Bgt 73].

Maintaining Excellence: We request funds for administrative staff, to help us with the day-to-day running of the office (Jessica Pasker), an outreach assistant primarily aimed at MSIs and under-represented populations (Nkoyo Edoko-Ehet), and the assistant/outreach director (Rachel Weiss) as discussed below [Bgt 8-23]. For Hindi and Urdu we request higher funds at the start of the grant, decreasing in years 3 and 4 to reflect additional institutional commitment [Bgt 27-36].

We request **\$10,000** to invite speakers to our weekly lecture series [Bgt 71], **\$2,000** to support the International Roadshow [Bgt 83], and **\$5,000** to publish our annual News Report which invites alumni engagement [Bgt 84]. To support visiting Pakistani students on the AIPS Global UGRAD program to connect with local minorities we request **\$1,500** in years 2 and 3 [Bgt 85]. In order to achieve our goal of significantly strengthening our career advising service, the assistant director will attend a career advising training course in year 1 (**\$2,000**) [Bgt 89].

We request **\$12,000** (\$15,000 and \$17,000 in years 3 & 4 respectively to accommodate new hires) for faculty to travel to South Asia to strengthen existing linkages with educational institutions and explore internship and study abroad opportunities for our students [Bgt 57]. We will invite an successful alum of CSA to speak to our students at the annual Student Symposium (**\$1,000**) [Bgt 72].

Evaluation is the mainstay of our Center as we continuously incorporate feedback into our programming. In years 3 and 4 we increase the amount requested to allow for additional surveying of alumni of our teacher-training workshops **(\$4,000-\$10,000)** [*Bgt 109*].

The library collection at UW-Madison is a major attraction to incoming graduate students and faculty, and we in order for the South Asia collection to remain one of the best in the nation we request **\$10,000** [*Bgt 70*]. For general office supplies we request **\$5,000** [*Bgt 61*].

Our ongoing support of the SASLI consortium, hosted at UW-Madison through at least 2015, means that this flagship national summer language program can continue to provide South Asian language training of the highest caliber in summer **(\$8,000)** [*Bgt 111*].

Effective use of resources and personnel: The full-time Associate Director is paid 100% by the University. In addition to managing the Center, she develops and teaches courses in Hindi and South Asian studies, is the Faculty Liaison for the Study Abroad program in Varanasi, India, and serves as the Academic Director for SASLI. The full-time Assistant Director is also the CSA Outreach Director, and is paid 50% by the University. (We request **\$33,137 + \$11,432** in fringe from Title VI funds for her salary.) [*Bgt 20-23*]. We have a part-time financial specialist who is fully paid from University funds. In years 1 and 2 30% of Hindi and Urdu teaching is covered from institutional funds, and we have requested an increase in the University share to 60-70% in years 3 and 4. Title VI funding is thus maximized towards language teaching, teacher training, and outreach activities.

C. Cost of Proposed Activities: Our budget outlines a cost-effective approach to activities directly pertinent to our mission of serving the university, community, region, and nation as a center of excellence, including multiple activities addressing competition priorities. Title VI funds represent a small percentage of total funds spent on South Asian studies at UW-Madison,

yet Title VI is essential to our aim of increasing diversity of access.

D. Impact on Undergraduate, Graduate, and Professional Training Programs

Section 9 shows that CSA has had and will continue to have a profound impact on South Asian studies training at the university and beyond. We request funding as a Comprehensive Center including FLAS in order to strengthen the focus on South Asia in all areas of academic and professional development at UW-Madison.

Activity	2014-15	2015-16	2016-17	2017-18
Teacher Training at MSIs in collaboration with Education schools (AP)	College of Education, UW-La Crosse	Carthage College Education Department	Department of Education Studies, UW-Eau Claire	School of Education, Alverno College
Local South Asia-focused Summer Teacher workshops (AP)	Ancient Civilizations: Teaching about South Asia's Indus and Harappa Civilizations	South Asia's Social Stratification: Exploring Caste and Gender	Teaching South Asia through Literature and Film: expanding resources for classroom inclusion	Teaching South Asia Religions—exploring communities and centers within Wisconsin
Hindi and Urdu taught at all levels	70% Title VI support	70% Title VI support	Title VI support reduced to 30-40%	Title VI support reduced to 30-40%
Creating the Madison College Passport Program (CP1)	Select list of UW-Madison area studies courses available to MC students	Revise list and add new courses as relevant and appropriate	Revise list and add new courses as relevant and appropriate	Revise list and add new courses as relevant and appropriate
Creating a First Year Interest Group "International Studies and the K-12 classroom" (CP2)	Preparation of course	CSA part-funds instructor and support for a Saturday colloquium featuring presentations by in-service teachers	CSA part-funds instructor and support for a Saturday colloquium featuring presentations by in-service teachers	CSA part-funds instructor and support for a Saturday colloquium featuring presentations by in-service teachers
College of Menominee Nation (CMN) Indigenous Studies Certificate (CP1)	Travel of one S. Asia faculty to CMN. Participation of one CMN faculty and one CMN student in Madison conference on global indigeneity	Travel of one South Asia faculty to CMN. Participation of one CMN faculty and one CMN student in UN Permanent Forum on Indigenous Issues	Travel of one South Asia faculty to CMN. Participation of one CMN faculty and one CMN student in UN Permanent Forum on Indigenous Issues	Travel of one South Asia faculty to CMN. Participation of one CMN faculty and one CMN student in UN Permanent Forum on Indigenous Issues
1-credit UG course "International Lectures"	Prepare course	Market to all Undergraduates; start enrollment	Continue marketing; assess impact and make	Continue to assess impact and make required changes

			required changes	
Market the South Asia Book Award to MSIs (AP, CP1)	Visit various teacher conferences; distribute books to schools serving under-represented populations.	Visit various teacher conferences; distribute books to schools serving under-represented populations.	Visit various teacher conferences; distribute books to schools serving under-represented populations.	Visit various teacher conferences; distribute books to schools serving under-represented populations.
Online class through School of Library and Information Services (AP, CP2)	Preparation of syllabus; course is marketed to K-12 teachers and librarians	Course is taught and revised based on feedback	Course is taught and revised based on feedback. Alumni evaluations are incorporated into new course development.	Course is taught and revised based on feedback. Alumni evaluations are incorporated into new course development.

9. IMPACT AND EVALUATION

A. Impact on the university, community, region and the nation

UW-Madison has contributed to the pool of U.S. specialists on South Asia through the training of the following numbers of students

2010-2014	Bachelor's Degrees		Master's Degrees		Doctoral Degrees	
	Major	Certificate	Major	Minor	Major	Minor
# of students	27	60	29	9	29	15
# of disciplines	20	n/a	10	4	11	6

In the last five years, 58 students from across the nation have completed the UW-Madison UW-in-India program, including language study and completion of an individualized research project. LCA has improved the pool of U.S. language-specialists by training students in elementary to advanced levels of Hindi (353) and Urdu (164) in the academic year.

SASLI has contributed to the pool of language specialists in the last five years by training a total of 484 students in elementary to second-year levels of: Bengali (22), Gujarati (6), Hindi (185), Malayalam (3), Nepali (4), Pashto (26), Sanskrit (73), Sinhala (13), Tamil (39), Telugu (5), Tibetan (27), and Urdu (81). SASLI has trained a roughly equal number of undergraduate and graduate students in these languages.

Surveys of the past four years show that our Annual Conference has tremendous impact: 97% of respondents said they would return, and 96 % indicated that they would highly recommend the conference to others. 94% of respondents said they were very satisfied or satisfied with the quality of the panels. Our international impact is shown by the fact that 17% of attendees in the last four years travelled to Madison from abroad.

The SWEPT survey showed that of South Asia alumni, 19% are in government service, 23% work in private business, and 60% have careers in education.

Our outreach impact is shown in table 7.1. CSA regularly receives requests for impromptu outreach, and all CSA staff and faculty are willing to present to the community-at-large on South Asia-related topics of their expertise.

B. Equal Access Policies

Diversity is integral to the University's vision, which builds on pre-college programs and financial aid to recruit and retain students from under-represented groups, and uses post-doctoral fellowships and target-of-opportunity hiring to increase faculty and staff diversity. CSA remains vigilant in providing equal access and treatment for eligible students and program participants. To comply with Section 427 of GEPA, we have consistently followed a policy to promote the full realization of equal access and opportunities for minorities, women, and persons with disabilities. (Please also see our separate GEPA 427 statement.) Our Vice Provost for Diversity ensures that non-discriminatory practices are upheld at all levels at Wisconsin. The University also complies with Title IX and Clery requirements. Our Annual Conference on South Asia website includes information about our Title IX coordinator, and invites accommodation requests from people with disabilities. Our new summer FLAS marketing plan actively invites applications from under-represented students, especially at the intermediate level.

C. Comprehensive Evaluation Plan

Four years ago, with other Wisconsin area studies centers and funding mostly from the Division of International Studies and our provost's office, we created what we believe is the nation's premier model for Title VI impact and evaluation. Called the Standardized Wisconsin Evaluation Plan for Title VI Centers (SWEPT), and designed by UW-Madison sociology professor Ted Gerber, a specialist in survey design (and in Russian area studies), this plan led quickly to the completion of a pair of large-scale surveys to provide baseline data on which to base decisions about programming and measure performance. The first of the surveys, completed in Fall 2011, was the Area Studies Alumni Survey (ASAS), which questioned a random sample of 3,200 University of Wisconsin area studies alumni – persons who had graduated since 1990 having taken at least 15 credits in area studies and/or a LCTL. The second survey, completed in Spring 2013, was the Global Learning Outcomes at Wisconsin Survey (GLOWS), which surveyed *all* current Wisconsin sophomores and seniors to assess their global competence and interactions with NRCs. This was a web-based survey whose response rate was an excellent 22.3 percent (3,130 usable questionnaires were completed). Because these two surveys give us rich baseline data on alumni (the ASAS survey) and on students who were enrolled at Wisconsin in spring 2013 (the GLOWS survey), our NRC evaluation plan for 2014-18 is straightforward: (1) We will measure progress in selected key objectives by use of ASAS 1 and GLOWS 1 baseline data and the findings of replicated surveys, ASAS 2 and GLOWS 2, to be completed in Fall 2017 and Spring 2016, respectively. (2) In addition to replicating the graduate alumni and current undergraduate studies from the first round of SWEPT, SWEPT 2 will be expanded to incorporate an evaluation of the effectiveness of teacher training workshops. All participants in workshops co-sponsored by UW-Madison's area studies centers (including CSA) during the past 10 years

will be asked to take a brief web survey on whether and in what specific ways they introduced materials from the teacher training workshops into their courses and what obstacles or constraints (if any) limit their ability to do so. Previous evaluations of teacher training workshops have been limited to immediate subjective assessments of the quality of the programming on the last day of the activities. However, the true test of the effectiveness of teacher training workshops is whether the participants actually implement what they have learned in their courses. Accordingly, SWEPT 2 will obtain hard empirical data on the extent to which participants actually implement materials from the trainings. In turn, this data will inform planning future of workshops and efforts to improve the workshops to facilitate more effective classroom implementation.

Table 9.2 details our plan. There are parallels and some overlap between Table 9.2 and the NRC Performance Measure Forms (PMFs) appended to this application only because both derive from standard best practices in impact evaluation.

Recent responses to survey data. In response to the relatively low number of alumni who said they had been helped by CSA to find a job, we invited a number of alumni to campus to discuss options for area studies graduates. One was Amy McGann (see page 9), and one was Christopher Kolenda, (M.A. Modern European History, 1996), who has served four tours in Afghanistan. He led the team that produced the McChrystal assessment, and has been instrumental in reforming U.S. and coalition strategy for Afghanistan and Pakistan. He is now the President & CEO of Kolenda Strategic Leadership Consulting.

An earlier small-scale survey (2010) had indicated that many lecture attendees felt we placed too much emphasis on India. We now strive to fully represent all countries in South Asia in all our programming.

D. FLAS Undergraduate and Graduate Enrollments and Placements

Over the past four years we have seen an increase in the number of FLAS applicants who are applying to UW-Madison for professional degrees. Several of the students who were awarded FLAS Fellowships have gone on into careers or further studies pursuing South Asia as it relates to their ultimate goal. Some examples are given in Table 9.1. We would like to highlight two particular success stories as examples of how a UW-Madison FLAS has helped students become specialists in their field: United States Marine Corps veteran Sean Murphy received a FLAS (12-13) to study Persian as an undergraduate, double majoring in LCA and Anthropology. After graduating with honors from UW-Madison, Sean was accepted into Law School at Duke University where he has completed two internship programs: the Guantanamo Defense Clinic, and the Duke in DC program. Katie Jenkins was awarded her first FLAS (12-13) to study Pashto as an incoming MA student to the La Follette School of Public Affairs. In her second year of course work, Katie declared a second Major within La Follette, in Urban and Regional Planning, based on an interaction with an invited lecturer to CSA—Mr. Balasubramaniam Murali, Program Advisor in the United Nation’s Development Program (UNDP) Regional Bureau for Asia & the Pacific with responsibility for Afghanistan. At Mr. Murali’s encouragement Katie applied for a summer internship with the UNDP and worked on various projects related to redevelopment in Afghan refugee camps in Pakistan. Katie was awarded another FLAS (13-14) to study Persian.

Table 9.1 Examples of specialists as a result of FLAS			
Name	FLAS date / language	Study Program	Current career/Education
Sarah Calhoun	2009-10 Hindi	Library Science	Bibliographer, Yale University
Vijay Limaye	2010-11 Hindi	Nelson Institute for Environmental Sciences	Research assistant, School of Medicine and Public Health, UW-Madison
Simanti Lahiri	2007-09 Urdu	Anthropology	Asst Professor, Political Science, Univ of Alabama
Sarah Besky	2008-09 Hindi	Anthropology	Asst Professor, Anthropology, Univ of Michigan
Adam Auerbach	2008-2010 Urdu	Political Science	Asst Professor, School of

			International Service, American University
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E. National needs and dissemination to the public: Hindi, Persian, Tibetan, and Urdu are all Priority Languages, and South Asia is a Priority World Region for Title VI. Additional national need is indicated by the presence of Hindi and Urdu for the US Department of Defense, and Hindi for the Department of Health and Human Services. Hindi and Urdu are identified as having critical need by the Department of State. Since 2012 UW-Madison has been a host site for Project GO (Global Officer), a Dept of Defense initiative aimed at improving the language skills, regional expertise, and intercultural communication skills of future military officers. Project GO offers funding to ROTC students for summer domestic language study and academic-year and summer study abroad. The CSA Associate Director serves on the Steering Committee and the Selection Committee of Project GO. Our lecture series regularly includes speakers addressing issues of national security and strategy. In the past year we featured Christopher Kolenda, see page 43, as well as Robert Schaefer, Branch Chief for Central and South Asia, Department of Defense. All CSA lectures are free and open to the public and most are recorded and uploaded onto the internet, available to all.

Record of national need placement and efforts to increase the numbers: Our alumni records show that over 75% of graduate FLAS alumni continue into education, be that as teachers, lecturers, professors, or researchers. As all our FLAS languages address areas of national need, our track record is high.

With our Mellon-supported incoming graduate student incentives (see page 5) we are able to attract highly-qualified students of South Asia to UW-Madison, where they will then be eligible for FLAS and other graduate funding.

F. FLAS fellowships addressing national needs: In the last 4 years we have awarded 27

summer FLAS awards, 30 AY graduate FLAS awards, and 6 undergraduate FLAS awards for Hindi and Urdu, showing our impact on educating professionals in the languages in areas of national need. Among our alumni at least 5 have entered into government work, 3 into K-12 education, 6 into the non-governmental sector or professional jobs (law, library, and journalism), while the remainder have pursued academic careers and further studies.

National need placement and efforts to increase numbers: We take the proposed career of FLAS Fellowship applicants into consideration when ranking applicants for awards. The FLAS Committee considers the need to train those students who will terminate at the Master’s degree level and contribute to the needs of U.S. government and business, as well as education.

Table 9.2. Aspects of CSA Evaluation Plan using SWEPT surveys *also see appended PMF forms for additional goals					
Goal	Metric	Baseline	Baseline Data Source and Date	Target	Target Assessment Data Source and Date
Increase awareness of CSA among undergraduates	Undergraduates reporting some awareness of CSA	Current undergraduates: 28%	GLOWS 1, 2013 (undergraduates)	Undergraduates: 50%	GLOWS 2, 2016
Increase participation of <i>undergraduates</i> in CSA activities	Sophomores and seniors who know of CSA reporting participation in our lectures series	Current sophomores: 50% Current seniors: 24%	GLOWS 1, 2013	Sophomores: 70% Seniors: 40%	GLOWS 2, 2016
Increase percent of <i>undergraduates</i> rating quality of CSA activities as “good” or better	Undergraduates who have participated in an CSA activity rating CSA’s work “good” or better	Current sophomores and seniors: 84%	GLOWS 1, 2013	Sophomores and seniors: 90%	GLOWS 2, 2016
Increase percent of graduates employed in government or the military	CSA alumni reporting that they have ever had a job in government or military	All CSA alumni: 20%	ASAS 1, 2011	All CSA alumni: 25%	ASAS 2, 2017
Increase # of students who report being helped to look for a job	Undergraduates and alumni reporting they had been helped “somewhat” or more from CSA	Current undergraduates: 32% ALL CSA Alumni: 24%	GLOWS 1, 2013 ASAS 1, 2011	Undergraduates: 45% All CSA Alumni: 40%	GLOWS 2, 2016 ASAS 2, 2017

	looking for a job after graduation				
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10. FLAS AWARDEE SELECTION PROCESS

A. Advertisement, selection, priorities: The Title VI FLAS Centers at UW-Madison have collaborated to design and create a centralized website for the FLAS Fellowship: www.flas.wisc.edu. All potential applicants are directed to this site for the online application form, FAQs, and FLAS coordinator contact information. This website has greatly increased the visibility of the FLAS award across campus. UG and Graduate students from all disciplines and professional schools are eligible for CSA FLAS awards, and are encouraged to apply. The annual FLAS Fellowship competition is announced campus-wide through the all-campus advisers listserv and various websites: Graduate School Fellowships Office, Division of International Studies, CSA announcements listserv, faculty listserv), and student listservs. Flyers are sent out to CSA faculty to post in departments. New and incoming graduate students are encouraged to apply for FLAS funding by individual departments. Timing of Steps in the Selection Process: The notification of the annual FLAS competition and online application comes out in late Fall each year, with a deadline in early February. The review committee has access to the FLAS website to review and rank each applicant using standardized numerical ranking criteria (see table 10.1). The FLAS coordinator prepares a table of the total rankings that is then reviewed by the entire committee in a meeting no later than one month after the application deadline. A final ranking is made by the committee at this meeting.

Awards Corresponding to Competitive Priorities: CSA proposes to invite FLAS applications that meet the Competitive Priorities as follows. **FLAS Competitive Priority 1:** To assess the financial need of an applicant, the online application will request each student's

expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants will be encouraged to complete the online FAFSA to get their EFC number in time for the FLAS application deadline. (FLAS coordinators may later obtain confirmation of the EFC from the University's Office of Student Financial Aid.) The EFC number will be added into the committee's consideration of applicants after meritorious ranking has been finalized, all other things being equal. **FLAS Competitive Priority 2** : 100% of our FLAS languages in the AY are priority languages (Urdu and Hindi; Tibetan and Persian as they pertain to South Asia (**also IP**)). In recent years CSA's faculty base has increased significantly across disciplines and within the Professional Schools on campus. CSA faculty in these Schools serve on the FLAS Committee and advertise the Fellowships within their divisions.

Through communications with Professor Arlene Maclin at Morgan State University we established there is a lack of intermediate language opportunities for returned MAC-CAE (Mid-Atlantic Consortium-Center for Academic Excellence) students who travel to India in summer to study elementary Hindi or Bengali as part of their preparation for a South Asia-focused career in national security and intelligence. We will invite these students to apply for a CSA summer FLAS to build on their language skills at SASLI. This also pertains to **NRC CP1**.

B. How Students Apply: As of Spring 2010, all students apply directly through the UW FLAS website. The online FLAS application form has 5 sections: A) Identifying information: citizenship status, current academic program and professional school status, language and alternate language request, B) Education Information: previous degrees, stage of coursework, GRE scores, and transcripts (student are able to upload these documents directly to the site), C) Reference Letters: two letters of academic reference and one language reference are required and can be submitted online, D) Plan of Study: outlines their proposed language (1) and area studies

(1) courses for each semester, and E) Essay Questions: each applicant must answer four questions with short essays: 1) Previous Language Training, 2) Proposed Career Goals, 3) Explaining how language and area training will prepare the applicant for academic and career goals, and 4) Personal Statement: indicating how the proposed South Asian modern language will be relevant to their long term career goals. In the coming grant cycle the Committee will take the applicant’s EFC into consideration when making its final ranking.

C. Selection Criteria: The FLAS review committee for academic year and summer awards is made up of at least five CSA faculty members representing a variety of disciplines and language specialties. Committee members are rotated regularly to provide well-balanced evaluation coverage and to avoid preferential treatment for any one discipline or language. Each applicant is evaluated using five criteria (Table 10.1 below). For the proposed grant cycle, the review committee will also, in the final review, take into consideration applicants who have indicated high financial need, as described above. Under no circumstances are FLAS awards given solely because of an applicant’s language of study, discipline, or resident status. The selection criteria for CSA Academic Year and Summer FLAS are the same.

Table 10.1 FLAS Ranking Criteria	
Each applicant is ranked by the faculty reviewers based on the following criteria (1 being lowest)	
1. Academic Record - as demonstrated by undergraduate and graduate grades, GRE scores, and grade point average.	_____ (1-10)
2. Strength of Proposal - statement of purpose and overall application including student academic plan for language use.	_____ (1-10)
3. Relevance of Language for research and career goals – academic, government service, or professional field	_____ (1-10)
4. Academic Letters of Reference (two letters required)	_____ (1-5)
5. Language Referral (one letter required)	_____ (1-5)
Total (maximum 40)	_____

South Asia Summer Language Institute (SASLI) FLAS: The SASLI FLAS competition is advertised on the SASLI website and other media. Announcements are sent via email to the

SASLI mailing list, all South Asia NRCs , and advisers in national educational institutions.

Graduate students from all disciplines and from professional schools at any U.S. institution are eligible for the SASLI FLAS. The application is similar in format to other FLAS applications, and students apply by downloading an application packet from the SASLI website. The SASLI FLAS review committee includes; 1) the SASLI Academic Director, 2) a designated Language Representative to the SASLI Board of Trustees, and 3) a reviewer who comes from one of the NRC member institutions. We send eligible applications to the NRCs and they decide if they want to accept on an entirely voluntary basis.

Absolute and Competitive Priorities:

In the preceding 49 pages we have comprehensively described how the Center for South Asia at UW-Madison plans to address the Absolute Priority (AP), Competitive Priorities (CP), and Invitational Priority (IP) as required. The Narrative contains the letters **AP**, **CP1**, **CP2**, and **IP**, wherever there is a description of the priorities being met. These references are also included in the budget spreadsheet.

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

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

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.

Inscribed on a plaque near the foundation of Bascom Hall, the main administration building of the University of Wisconsin-Madison, which commands a view of the entire campus from atop Bascom Hill, are words that first appeared in 1894 in the minutes of an obscure meeting of the Wisconsin Board of Regents. This anonymously composed sentence, now famous, has been described through the years as “glorious” and “troubling.” It is the essence of this institution:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Here is a statement of courageous, fearless, resistance to cant, to fashion, to preconception, to ideology. Truth is real, it says. It must be sought. It often is found in grist and chaff and unexpected places.

It is neither grandiose nor impractical to employ this famous phrase to explain the diverse perspectives and wide range of viewpoints that are not only welcomed but encouraged by the PI, the faculty, and the staff of this center as it applies for designation as a National Resource Center in South Asian area studies. Whatever the reputation of the University of Wisconsin-Madison in the popular culture of America, the proud fact – all here understand this – is that Wisconsin’s actual hallmark and greatest asset is intellectual humility. We *seek* all viewpoints on the world region that is our focus because we are acutely aware of the limitations of our own knowledge. We bear in mind constantly and with a kind of dread the perils of hubris, self-satisfaction, and settled thought. In every wind we winnow.

In practical terms what does this mean? We hire the most qualified candidates without regard and with no attention whatsoever to their politics or their “take” on affairs or events in our region or current U.S. policies toward it. We are mindless of orthodoxies when we select scholars and others from across the nation, around the world, to speak on our campus, to our students, to our outreach constituents. In every setting we want to hear from well-informed people who have interesting and provocative things to say. We stifle nothing. In what serious university would serious people want otherwise?

Our faculty, we know, are not a monolith. Their political opinions, voting behaviors, and policy prescriptions run the gamut. Our students are in that phase of life when we *want* them to challenge conventional wisdom, including our own. There is no censorship here, open or oblique. Any observer from afar who thinks he or she sees such a thing needs to come closer, where fiercely conflicting opinions, usually politely expressed, are in every breeze that blows.

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.

The Center for South Asia (CSA) 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. Undergraduate and graduate students in our program will receive information and advising about career opportunities in government service, education, business, and the nonprofit sectors, where they can utilize their expertise in foreign languages and world regions. First, we partner with the UW-Madison Language Institute on its popular "Language for Life" lecture series, which features UW alumni using their world language expertise in a variety of careers, including government service and the nonprofit sector. Second, we partner with Marie Koko, the Government Careers Specialist in the College of Letters & Science Career Services office, to plan events where students learn about opportunities for applying their foreign language and area studies skills in government service. Third, every year CSA invites to campus representatives of federal agencies, including the U.S. Department of State and the NSA, to meet with our students and inform them about government service. In the next four years we will expand this program to include presentations by other Federal agencies with a demonstrated need for expertise in foreign languages and world regions. Finally, our students are able to participate in the Washington D.C. Semester in International Affairs, organized by the Division of International Studies at UW-Madison, which allows eligible students to hold a one-semester internship and to gain insight into the functioning of the government, business, or non-profit sectors.

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: The Board of Regents of the University of Wisconsin System, National Resource Center and FLAS Fellowships: Center for South Asia

Name of Authorized Representative (Typed): **Brenda Egan**

Title: **Interim Managing Officer** Telephone: **608-262-3822**

Signature: *Brenda Egan*

E-mail: **preaward@rsp.wisc.edu**

Date: **June 26, 2014**

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB

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

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known: WI-002	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: Ntl Research Ctr Pr, Foreign Language & Area Studies Fellowships CFDA Number, if applicable: 84.015A/B	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i> N/A	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i> N/A	
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 this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information 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: <u>Brenda Egan</u> Print Name: <u>Brenda Egan</u> Title: <u>Interim Managing Officer</u> Telephone No.: <u>608-262-3822</u> Date: <u>6/26/2014</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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	
University of Wisconsin - Madison	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Brenda Middle Name:
* Last Name: Egan	Suffix:
* Title: Interim Managing Officer, Sponsored Programs Office	
* SIGNATURE: Brenda Egan	* DATE: 6/26/2014

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 the 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. §1721 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Brenda Egan</i>	TITLE Interim Managing Officer
APPLICANT ORGANIZATION The Board of Regents of the University of Wisconsin System	DATE SUBMITTED 6/26/2014



Center for South Asia
University of Wisconsin-Madison

Appendix 1: Budget



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

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Board of Regents of the University of Wisconsin System

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	104,671	106,514	85,815	85,025		382,024
2. Fringe Benefits	32,304	34,005	27,219	27,780		121,307
3. Travel	13,500	13,500	18,800	20,800		66,600
4. Equipment						
5. Supplies	5,000	4,956	5,530	6,018		21,504
6. Contractual						
7. Construction						
8. Other	59,000	55,500	77,110	74,850		266,460
9. Total Direct Costs (lines 1-8)	214,475	214,475	214,475	214,473		857,898
10. Indirect Costs*	17,158	17,158	17,158	17,158		68,632
11. Training Stipends	288,000	288,000	288,000	288,000		1,152,000
12. Total Costs (lines 9-11)	519,633	519,633	519,633	519,631		2,078,530

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7 / 1 / 2013 To: 6 / 30 / 2017 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is _____%
- (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 %

Name of Institution/Organization

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)

Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED's website at:
<http://www.ed.gov/policy/fund/reg/edgar.html>

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary

U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.

If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect

Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary

Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions. if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:

- The specific costs or contributions by budget category;
- The source of the costs or contributions; and
- In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB

cost principle circulars are available on OMB's website at:
<http://www.whitehouse.gov/omb/circulars/index.html>

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at:
<http://www.ed.gov/fund/grant/apply/adpforms/adpforms.html>

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.
Paperwork Burden Statement

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. The valid OMB control number for this information collection is 1894-0098. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Center for South Asia, University of Wisconsin-Madison
Proposed Budget, Years 1-4, 2014 to 2018

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38	1. Personnel	Administrative	hourly rate	hrs/wk	weeks	fringe	Year				TOTAL
							1	2	3	4	
		Administrative staff [Assistant to administration] (100% Center activities)	11	15	47	\$ 318	\$ 7,755	\$ 7,755	\$ 8,460	\$ 8,460	\$ 32,430
		Year 1									
		Year 2									
		Year 3									
		Year 4									
		Outreach assistant	13.25	8	45	\$ 196	\$ 4,770	\$ 4,770	\$ 5,040	\$ 5,040	\$ 19,620
		Year 1									
		Year 2									
		Year 3									
		Year 4									
		Outreach Director Rachel Weiss	FTE:	base rate	Fringe		\$ 33,137	\$ 33,800	\$ 37,234	\$ 37,978	\$ 142,149
		Year 1	0.5	\$ 66,274	\$ 11,432						
		Year 2	0.5	\$ 67,599	\$ 11,999						
		Year 3	0.5	\$ 74,468	\$ 13,590						
		Year 4	0.5	\$ 75,957	\$ 14,242						
		Language	FTE:	base rate	Fringe						
		Hindi	0.70	\$ 42,149	\$ 10,179		\$ 29,504	\$ 30,094	\$ 17,541	\$ 15,655	\$ 92,795
		Year 1									
		Year 2									
		Year 3									
		Year 4									
		Urdu	0.70	\$ 42,149	\$ 10,179		\$ 29,504	\$ 30,094	\$ 17,541	\$ 17,892	\$ 95,031
		Year 1									
		Year 2									
		Year 3									
		Year 4									
		SUB-TOTAL SALARIES					\$ 104,671	\$ 106,514	\$ 85,815	\$ 85,025	\$ 382,024



**Center for South Asia
University of Wisconsin-Madison**

Appendix 2: CSA Faculty and Staff Profiles

Appendix 2: CSA Faculty and Staff Profiles

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Name, Title, Department	Mark Sidel, Professor, Law and Public Affairs; Director, Center for South Asia, UW-Madison
Education	J.D. Columbia University School of Law, 1985; M.A. Yale University, 1982; A.B. Princeton University, 1979
Academic Experience	Doyle-Bascom Professor, University of Wisconsin-Madison, 2011-present; Professor, University of Iowa, 200-2011; Visiting Professor, Harvard Law School, 2005-2006
Overseas Experience	Travel and research in south Asia
Languages/Proficiency	Chinese (5), Vietnamese (4)
University Service	Director, Center for South Asia, 2013-present; President, International Society for Third Sector Research (ISTR), 2008-2010; Board Member, Society of American Law Teachers (SALT), 2011-present; Chair, Association of American Law Schools (AALS) Nonprofit Law and Philanthropy Section, 2009-2010
Percent South Asia Effort	50%
Area Courses	Human Trafficking & Involuntary Servitude (L&CP 940); Nonprofit & Philanthropic Organizations (L&CP 940)
Specialization	Nonprofit and Philanthropic Organizations; Philanthropy and the Law; Human Trafficking and Involuntary Servitude; Contracts; Law and Society in Asia; Philanthropy and the Law; Torts; Trademarks
Recent Publications	2012: "State, Society and the Market in Contemporary Vietnam: Property, Power and Values;" 2011: "Choices and Approaches: Anti-Terrorism Law and Civil Society in the United States and the United Kingdom after September 11" in <i>University of Toronto Law Journal</i> ; "Civil Society and Civil Liberties" in <i>The Oxford Handbook of Civil Society</i> ; "The Impact of Anti-Terrorism Law and Policy on Civil Society Organizations in the United States" in <i>Terrorism and Public Health</i> ; "The "Federalization" Problem and Nonprofit Self-Regulation" in <i>Kentucky Law Journal</i>
Distinctions/Awards	Keynote, Department of State Democracy, Rule of Law and Labor conference on China, 2013; Keynote, Hebrew University of Jerusalem Conference on Global Philanthropy, 2013; Nonprofit Academic Award, American Bar Association Business Law Section, 2012
Dissertations in 5 years	4

Name, Title, Department	A. Aneesh, Associate Professor, Sociology and Global Studies, UW-Milwaukee
Education	Ph.D. Rutgers University, 2001; M.A. University of California, Irvine, 1996; B.A. Allahabad University (India), 1987
Academic Experience	2004-present: Associate Professor of Sociology and Global Studies, UW-Milwaukee; 2001-2004: Assistant Professor, Program in Science, Technology & Society, Stanford University
Overseas Experience	Field research in Delhi, Gurgaon and Noida
Languages/Proficiency	Hindi (5), English (5), Urdu (4), Sanskrit (4)
University Service	Member, Editorial Board, Sociological Theory, 2014-2016; Chair, Publications Committee and Newsletter Editor, Section on Global and Transnational Sociology, American Sociological Association, 2009-2012
Percent South Asia Effort	75%
Area Courses	Future Trends Capstone Seminar in Global Studies (Global 551)
Specialization	Globalization; citizenship; Labor Migration; Science and Technology; Social Theory; Media and Communication; Intellectual Property
Recent Publications	2014: "Natural Accent: How Language, Labor and Life Become Global"; 2013: "The Long 1968: Revisions and New Perspectives"; 2012: "Negotiating Globalization: Men and Women of India's Call Centers" in <i>Journal of Social Issues</i> ; 2011: "Beyond Globalization: Making New Worlds in Media, Art, and Social Practices" in <i>Sociological Forum</i>
Distinctions/Awards	Center for 21 st Century Studies: Research Fellow, UW-Milwaukee, 2014-2015; JNIAS Fellow (Jawaharlal Nehru Institute for Advanced Studies), Jawaharlal Nehru University, New Delhi, India, 2012-2013; Global Studies Research Fellow, 2010-2011
Dissertations in 5 years	3

Name, Title, Department	Aseem Z. Ansari, Professor, Biochemistry
Education	Ph.D. Northwestern University; Post Doc Harvard University & Whitehead Institute (MIT); B.Sc., St. Xavier's College, Bombay University
Academic Experience	Professor, Biochemistry, UW-Madison
Overseas Experience	Exchange programs with the Indo-US Science and Technology Forum (IUSSTF) and the Indian Department of Biotechnology (DBT)
Languages/Proficiency	Hindi (5), Urdu (5), German (4)
University Service	Founder, Khorana Scholars Program; Founder/Director, S.N. Bose scholars Program; Member, Genome Center of Wisconsin
Percent South Asia Effort	25%
Specialization	Control of gene expression and regulatory networks; synthetic biology and chemical genomics; targeting gene regulators to control cell fate and function (focus on stem cells and cancer cells)
Recent Publications	2012: "Cooperativity in RNA-Protein Interactions: Global Analysis of RNA Binding Specificity;" in <i>Eukaryot Cell</i> ; 2011: "A partner evokes latent differences between Hox proteins" in <i>Cell</i> ; Mapping <i>E. coli</i> RNA polymerase and associated transcription factors and identifying promoters genome-wide" in <i>Methods Enzymol</i>
Distinctions/Awards	Romnes Faculty Fellowship Award, University of Wisconsin-Madison, 2011; CAREER award, National Science Foundation, 2008-2013
Dissertations in 5 years	5

Name, Title, Department	Muhammad Farooq Asif, Lecturer, Languages and Cultures of Asia
Education	Ph.D. University of Leeds, UK, 2014; M.A., University of the Punjab, Lahore, Pakistan, 2002; B.A. University of the Punjab, Lahore, Pakistan, 1996
Academic Experience	2013-present: Lecturer, Languages and Cultures of Asia, UW-Madison 2005-2009: Lecturer, GC University Faisalabad, Pakistan
Overseas Experience	Field work in Pakistan
Languages/Proficiency	Urdu (5), English (5), Punjabi(4)
Percent South Asia Effort	100%
Area Courses	LCA 371; LCA 471; LCA 571
Specialization	Urdu
Recent Publications	2013: "Identification of gaps between reported and tested literacy rates in selected areas of district Faisalabad, Pakistan" in <i>International Journal of Academic Research and Reflection</i> ; "Philosophizing the Concepts "Teacher Training" and "Teacher Education"" in <i>European Journal of Research and Reflection in Educational Sciences</i> ; "Prospective Teachers' Beliefs about Concepts of Teaching and Learning" in <i>International Journal of Academic Research and Reflection</i> ; 2011: Community-school partnership in non-formal basic education: targets and successes in Pakistan" in <i>International Journal of Academic Research</i>

Name, Title, Department	Sumudu A. Atapattu, Associate Director, Global Legal Studies Center, Law School, UW-Madison
Education	Ph.D., University of Cambridge, UK, 1995. LL.M., University of Cambridge, UK, 1988
Academic experience	Associate Director, Global Legal Studies Center & Senior Lecturer, University of Wisconsin Law School, 2006-present
Overseas Experience	Research Projects in Sri Lanka
Languages/Proficiency	Sinhala (5), French (4), Spanish (3)
University Service	Member, expert consultation organized by UN Independent Expert on Human Rights and Environment, 2013; Advisory Committee, Climate Knowledge Project, UW-Madison; Coordinator, Human Rights Program, UW-Madison; Dissertation committee, Melissa Hatch; Affiliated faculty, Nelson Institute for Environmental Studies, UW-Madison; Board member, American Institute for Sri Lankan Studies; Advisory Board, Journal of Sustainable Development Law and Policy
Percent South Asia Effort	100%
Specialization	International Environmental Law, Human Rights Law, Climate change, and International Sustainable Development Law
Recent Publications	2014: "International Environmental Law and the Global South"; "The Significance of International Environmental Law Principles in Reinforcing and Dismantling the North South Divide" in <i>International Environmental Law and the Global South</i> 2015: "Human Rights Approaches to Climate Change: Challenges for International Law" in <i>Routledge</i>
Distinctions/Awards	Exceptional Achievement Award, Sri Lanka Foundation, USA, 2012

Name, Title, Department	Bernadette Baker, Professor, Curriculum and Instruction
Education	Ph.D. Curriculum and Instruction, University of Wisconsin-Madison, 1997; M.Ed. Deakin University, Australia, 1994; B.H.M.S. (Ed) University of Queensland, Australia, 1990
Academic Experience	Professor (tenured)
Overseas Experience	Australia, SE Asia, Europe and India
Languages/Proficiency	French (4) German (4)
Percent South Asia Effort	25%
Area Courses	Sociocultural Conceptions; Transnational Curriculum 1
Specialization	Teaching techniques, globalization, cultural politics of education
Recent Publications	2005 State formation, teaching techniques and globalization as aporia. Discourse: Studies in the Cultural Politics of Education, 26 (1), (pp. 47-79).
Dissertations in 5 years	2

Name, Title, Department	Michael Baltutis, Assistant Professor, Religious Studies, UW-Oshkosh
Education	Ph.D. University of Iowa, 2008; B.A. University of Wisconsin-Milwaukee, 1997
Academic Experience	2009-present: Assistant Professor, University of Wisconsin, Oshkosh; 2008-2009: Instructor, University of Northern Iowa; 2008-2009: Visiting Faculty, University of Iowa; 2006-2008: Instructor, Kirkwood Community College; 2001-2007: Teaching Assistant, University of Iowa
Overseas Experience	Research and travel in Nepal and India
Languages/Proficiency	Sanskrit (5), Nepali (5), Hindi (4), French (3); German (3)
University Service	Faculty Senate, 2014-2017; Academic Council for Interdisciplinary Studies, 2014-2016; Honors Council, University Honors Program, 2014-2017; Book Review Editor, International Journal of Hindu Studies, 2012-present
Percent South Asia Effort	100%
Area Courses	Hindu Myth and Ritual (RS 340); Buddhist Myth and Ritual (RS 354); Popular Religion in Asia (RS 358)
Specialization	South Asian religions
Recent Publications	2014: "Sacrificing (to) Bhairav: the apotheosis, death, and resurrection of a local Nepalese king" in <i>Not Quite Divine</i> ; "Constructing the new Nepal: Religious Billboards in Nepal's Second People's Movement" in <i>Himalaya</i> ; "Contesting and Contextualizing Islam in America: Teaching <i>Three Cups of Tea</i> " in <i>Teaching Religion and Literature</i> ; "Speaking Obscenely and Carrying a Big Stick: The Limits of Textuality in Kathmandu's Indraajatra Festival" in <i>Journal of Ritual Studies</i> ; 2013: "The Indraajatra festival of Kathmandu, Nepal" in <i>Contemporary Hinduism</i> ; "Domestic Doubles, Generic Cities and the Urban Uncanny: Constructing Home" in <i>Synecdoche, New York</i> and <i>Marwencol</i> ; "Advertising Royalty: Popularizing the Monarchy for Kathmandu's Middle Class" in <i>South Asian Popular Culture</i> ; 2011: "Reinventing Orthopraxy and Practicing Worldly Dharma: Vasu and Aśoka in Book Fourteen of the <i>Mahābhārata</i> " in <i>International Journal of Hindu Studies</i>
Distinctions/Awards	UWO Faculty Development Grant (Teaching) and Small Grant: "Religion and Culture in India and Nepal" study abroad program, 2014
Dissertations in 5 years	4

Name, Title, Department	Erlin Susanti Barnard, Pedagogy Coordinator for Less Commonly Taught Languages, Languages and Cultures of Asia
Education	Ph.D Leeds Metropolitan University, Leeds, UK, 2004; M.A. University of Hawaii at Manoa, Honolulu, HI, 1989
Academic Experience	Pedagogy Coordinator for Less Commonly Taught Languages, UW-Madison, 2003-present; Convener of Indonesian Program, National University of Singapore, Singapore, 1994-2002
Overseas Experience	Research and teaching in Singapore and Indonesia
Languages/Proficiency	Indonesian (5), English (5), Japanese (4), Mandarin (4)
University Service	Faculty Affiliate, Second Language Acquisition Program, 2008-present; Member, Department of Languages and Cultures of Asia Committee on Faculty Administration, 2005-present; Member, Language Institute Advisory Committee, 2005-present; Member, Arabic Persian Turkish Language Immersion Institute (APTLII) Selection Committee, 2013
Percent South Asia Effort	50%
Specialization	Less commonly taught languages
Recent Publications	2014: "Let's Speak Indonesian: Ayo Berbahasa Indonesia! A Communicative Testbook for Beginning and Intermediate Indonesian;" 2013: "Ayo Membaca: Indonesian Reading Lessons;" 2012: "Improving reading Proficiency via Interactive Online Lessons" in <i>Electronic Journal of Foreign Language Teaching</i> ; "Fundamentals of Language Teaching Methods" in <i>National Online LCTL Teacher Training Initiative</i>
Distinctions/Awards	Chancellor's Award for Excellence in service, University of Wisconsin-Madison, 2012
Dissertations in 5 years	5

Name, Title, Department	Ann T. Behrmann, Clinical Assistant Professor, Medicine and Public Health, UW-Madison
Education	Internship and Residency in Pediatrics, UW Hospital and Clinics 1978-1981; M.D., University of Cincinnati College of Medicine 1978; B.S., University of Kentucky 1973
Overseas Experience	Tibet, India
Languages/Proficiency	Spanish(4); French (3); Tibetan (2)
Percent South Asia Effort	25%
Specialization	Pediatrics
Recent Publications	2008: "Clinical Skills and Self-Efficacy After a Curriculum on Care for the Underserved," <i>Am J Prev Med</i> 34:5; 2007: "Web-Based Curriculum to Improve Medical Student Skills around Caring for the Underserved," <i>Ambulatory Pediatrics</i> ; 2006: "Caring for the Underserved: Blending Service Learning with a Novel Web-based Medical Student Curriculum," <i>Am J Prev Med</i> 31:4
Distinctions/Awards	University of Wisconsin – Madison Center for Global Health Travel Award for Research 2009; Special Recognition: Service to the Community, Madison Magazine Top Doctors 2006

Name, Title, Department	Rikhil R. Bhavnani, Assistant Professor, Department of Political Science
Education	Ph.D. Stanford University, 2010; M.A., Stanford University, 2008; M.Sc., London School of Economics and Political Science, 2003; Economics and Political Science, Yale University 2000
Academic Experience	Center for the Study of Democratic Politics, Princeton University; Center for Global Development, Stanford University; International Monetary Fund, Stanford University
Overseas Experience	Research in India
Languages/Proficiency	Hindi (5) Urdu (2) Sanskrit (1) French (3) German (4)
University Service	Secretary, Experimental Politics Section of the American Political Science Association; Mentor, UW Madison Chancellor's Scholarship Program; Guest Lecturer, Great World Texts Program
Percent South Asia Effort	100%
Area Courses	Political Economy of Development (PS 401), Political Inequality (PS401), Indian Politics in Comparative Perspective (PS 695), Political Economy of Development (PS 948), Political Inequality (PS 948)
Specialization	Comparative politics, Political representation, Political economy, Development, Corruption
Recent Publications	2014: Gandhi's Gift: Lessons for peaceful reform from India's struggle for democracy" in <i>The Economics of Peace and Security Journal</i> ; 2012: "Counting Chickens when they Hatch: Timing and the Effects of Aid on Growth" in <i>The Economic Journal</i> ; 2011: "Secondary Analyses of Experiments: Opportunities and Challenges" in <i>APSA-Comparative Democratization Newsletter</i>
Distinctions/Awards	UW-Madison Graduate School Fall Research Competition, 2011-2013; Royal Economic Society prize for best paper published in the <i>Economic Journal</i> , 2012; Marjorie Lozoff Graduate Essay Prize, Clayman Institute for Gender Research, 2010
Dissertations in 5 years	10

Name, Title, Department	Erica Bornstein, Associate Professor, Anthropology, UW-Milwaukee
Education	Ph.D. University of California, Irvine
Academic Experience	Associate Professor
Overseas Experience	Research in Africa and India
Languages/Proficiency	Hindi (5)
University Service	Faculty Coordinator, International Studies Program
Percent South Asia Effort	80%
Area Courses	Introduction to Anthropology-Culture and Society (Anthro 102); Lifeways in Different Cultures (Anthro 104); Peoples and Cultures of South Asia (Anthro 326); Anthropological Theory (Anthro 460)
Specialization	Non-governmental organizations; Humanitarianism; Philanthropy; Human rights; South Asia
Recent Publications	2014: "Stories of Poverty in India: an ethnographer reviews Katherine Boo's <i>Behind the Beautiful Forevers</i> " in <i>American Ethnologist</i> ; 2012: "Disquieting Gifts: Humanitarianism in New Delhi"; "Religious Giving Outside the Law in New Delhi" in <i>Sacred Aid</i> ; "Volunteer Experience" in <i>What Matters? Ethnographies of Value in a Not-So Secular Age</i> ; 2011: "Forces of Compassion: Humanitarianism Between Ethics and Politics"
Distinctions/Awards	ARNOVA (Association for Research on Nonprofit Organizations and Voluntary Action) best book award, 2013
Dissertations in 5 years	10

Name, Title, Department	Leslie Bow, Professor, English and Asian American Studies
Education	Ph.D. University of California, Santa Cruz, 1993; M.A. State University of New York, Buffalo, 1988; B.A. University of California, Berkeley, 1984
Academic Experience	Professor, Associate Professor, Assistant Professor
Overseas Experience	Korea, Japan, China
Languages/Proficiency	Korean (4) French (4)
Percent South Asia Effort	50%
Area Courses	As Am Lit, As Am Women Lit
Specialization	Asian American studies; comparative Ethnic studies; Asian American literature; feminist theory; critical race studies; popular culture; race and sexuality
Recent Publications	2010: "Partly Colored": Asian Americans and Racial Anomaly in the Segregated South"
Dissertations in 5 years	4

Name, Title, Department	Deborah Bradley, Assistant Professor, Music Education, Department of Curriculum and Instruction and School of Music
Education	Ph.D. University of Toronto, 2006; M. Music, University of Toronto, 1996; B. Music, University of Toronto, 1995
Academic Experience	Assistant Professor, Music Education, University of Wisconsin-Madison, Department of Curriculum and Instruction and School of Music, 2006-present; Instructor, Music Education, Faculty of Music, University of Toronto, 1997-2005
Overseas Experience	Canada, Europe
Languages/Proficiency	French (5)
Percent South Asia Effort	25%
Specialization	Race Issues in Music Education
Dissertations in 5 years	8

Name, Title, Department	Gudrun Bühnemann, Professor, Languages & Cultures of Asia
Education	Ph.D. 1980, University of Vienna
Academic experience	Professor Languages and Cultures of Asia (LCA) UW-Madison, 1999-present; Associate Professor LCA, 1994-1999; Assistant Professor LCA, 1992-1994
Overseas Experience	Research in Nepal
Languages/Proficiency	German (5), Sanskrit (5), French (4), Pali (4) Marathi (3), Hindi (3)
University Service	Department chair, LCA, 2010-2013
Percent South Asia Effort	100%
Area Courses	Gods and Goddesses of South Asia, Sanskrit and Asian Cultures, Meditation in Indian Buddhism and Hinduism, Yoga-Methods and Goals
Specialization	Sanskrit language and literature; Indic religions; Classical Indian Studies
Recent Publications	2014: "A dhāraṇī for Each Day of the Week: The saptavāra Tradition of the Newar Buddhists" in <i>Bulletin of the School of Oriental and African Studies</i> 77/1. 119-136; 2013: "Bhīmasena as Bhairava in Nepal" in <i>Zeitschrift der Deutschen Morgenländischen Gesellschaft</i> 163/2. 455-476; "Bhairava and the Eight Charnel Grounds: On the History of a Monumental Painting at the Jayavāgīśvarī Temple" in <i>Kathmandu. Berliner Indologische Studien/Berlin Indological Studies</i> 21. 307-326; 2012: "The Life of the Buddha: Buddhist and Śaiva Iconography and Visual Narratives" in <i>Artists' Sketchbooks from Nepal</i> ; "The Buddha's (Return) Journey to Lumbini (lumbinivatra)" in <i>Wiener Zeitschrift für die Kunde Sudasiens</i> 54: 121-150.; "Siva and Avalokitesvāna: On the Iconography and Date of the Golden Window and Golden Door of Patan's Royal Palace" in <i>Bulletin of the School of Oriental and African Studies</i> 75: 337-359
Dissertations in 5 years	2

Name, Title, Department	Preeti Chopra, Director, Center for Visual Cultures, Associate Professor, Department of Architecture, Urban History, and Visual Studies
Education	Ph.D., University of California, Berkeley, 2003; M.C.P., University of California, Berkeley, 1993; M.L.A., University of California, Berkeley, 1993; B. Arch., School of Architecture, Centre for Environment Planning and Technology, Ahmedabad, India, 1987
Academic Experience	Associate Professor of Architecture, Urban History and Visual Studies, Department of Art History, UW-Madison, 2013-present. Associate Professor of Architecture, Urban History and Visual Studies, LCA, and Design Studies Department, UW-Madison, 2010-2013
Overseas Experience	India
Languages/Proficiency	Hindi (5), Punjabi (3), Gujarati (2), French (2).
University Service	Director, Center for Visual Cultures, UW-Madison, 2013-14; Member, Resident Fellowships Committee, Institute for Research in the Humanities, 2012-2013; Chair, Elisabeth Blair MacDougall Book Award Committee, 2011-2012
Percent South Asia Effort	100%
Area Courses	Cities of Asia; Visual Cultures of South Asia; Modern South Asia: Spatial and Visual Cultures and Histories; Mapping, Making, Representing Colonial Spaces
Specialization	South Asian art; world architectural and urban history; postcolonial studies
Recent Publications	2014: "The Colonial Bombay Town Hall: Engaging the Function and Quality of Public Space" in <i>City Halls and Civic Materialism: Towards a Global History of Urban Public Space</i> 2012: "Free to move, forced to flee: the formation and dissolution of suburbs in colonial Bombay" in <i>Urban History</i> ; 2011: "A Joint Enterprise: The Creation of a New Landscape" in <i>Mumbai Reader</i>
Distinctions/Awards	Alternate, Senior Fellowship, 2013; Center for Advanced Study in the Visual Arts, 2013; Institute for Research in the Humanities, Resident Fellowship, 2009-2010; University of Wisconsin-Madison, Resident fellow, 2010
Dissertations in 5 years	10

Name, Title, Department	Connie Cordoba, Outreach Specialist, Dairy Science, College of Agriculture and Life Sciences
Education	2001: M.S., Dairy Cattle Reproduction University of Wisconsin-Madison 1991: M.S. Veterinary Medicine, <i>Universidad de Buenos Aires</i> , School of Veterinary Medicine, Argentina
Academic Experience	2010-present Outreach Specialist, Dairy Cattle Reproduction, Dairy Science Department; and Outreach Specialist, College of Agricultural and Life Sciences, Department of International Programs-Dairy Science Department. 2009-present Outreach Specialist, College of Agricultural and Life Sciences, Department of International Programs-Babcock Institute, UW-Madison
Overseas Experience	Latin America, Europe, India
Languages/Proficiency	Spanish (5), English (5), Portuguese (4), Hindi (2)
Percent South Asia Effort	50%
Area Courses	Dairy production
Specialization	Training subsistence women farmers in Uttar Pradesh, India in dairy animal management practices

Name, Title, Department	Aparna Dharwadker, Professor, English, Theatre & Drama
Education	Ph.D. 1990, Pennsylvania State University; M.A. 1977, Delhi University; B.A. 1975, University of Rajasthan
Academic experience	Professor English, Theatre and Drama UW-Madison, 2009-present; Associate Professor English, Theatre and Drama UW-Madison, 2004-2009; Assistant Professor Theatre and Drama, Languages and Cultures of Asia, UW-Madison, 2001-2004; Associate Professor English University of Oklahoma, 1998-2001; Assistant Professor English University of Oklahoma, 1991-1998
Overseas Experience	India, Germany
Languages/Proficiency	Hindi (5), Marathi (5), French (4), Middle English (3)
University Service	Member, Graduate Faculty Executive Committee, the Graduate School, UW-Madison 2012-14; Faculty Co-Advisor, Great World Texts in Wisconsin Program, Centre for the Humanities, UW-Madison 2012-13; Consultant reader, Journal of Dramatic Theory and Criticism 2013; Invited Member, Program Committee for 2013 Conference, American Society for Theatre Research 2013
Percent South Asia Effort	80%
Area Courses	Indian Writers Abroad (LCA 524); The English Novel in India (English 868); Modern Indian Theatre (Theatre & Drama 549); Theory and Practice in Modern Indian Theatre (Theatre & Drama 911);
Specialization	Modern and Contemporary Indian Theatre, Postcolonial Theatre, Comparative Modern Drama, Theatre Theory, Early Modern and Modern British Theatre, Diaspora Studies
Recent Publications	2011: "India's Theatrical Modernity: Re-Theorizing Colonial, Postcolonial, and Diasporic Formations" in <i>Theatre Journal</i> ; 2013: "Modernism, 'Tradition,' and History in the Postcolony: Vijay Tendulkar's Ghashiram kotwal (1972)" in <i>Theatre Journal</i>
Distinctions/Awards	Invited member of Nominations Committee, Yale University; Research Fellowship, International Research Centre, Freie Universität, Berlin
Dissertations in 5 years	10

Name, Title, Department	Vinay Dharwadker, Professor, Department of Comparative Literature and Folklore Studies
Education	PhD, University of Chicago, 1989
Academic Experience	Professor, Department of Languages and Cultures of Asia, UW-Madison, 2005-present; Associate professor, Department of Languages and Cultures of Asia, UW-Madison, 2001-2005; Associate Professor, Department of English, University of Oklahoma, 1995-2001; Assistant Professor, Department of English, University of Oklahoma, 1991-1995
Overseas Experience	Research and travel in India
Languages/Proficiency	Marathi (5), Hindi (5), Urdu (4), Sanskrit (4), Punjabi (3), Nepali (3), French (3), Urdu (3)
University Service	2012-present; Member, Mellon Postdoctoral Fellowships Committee, Institute for Research in the Humanities and Center for the Humanities, University of Wisconsin, 2010-2011
Percent South Asia Effort	100%
Area Courses	Advanced Readings in Hindi Literature (LCA 654); Seminar: "The Literatures of India" (LCA 666); Seminar: "Research and Writing in the Humanities" (LCA 666); Global Modernities (LCA 873); Theories of Narrative (LCA 873); Issues in Modern Theory (LCA 873)
Specialization	South Asian Studies; Literary studies, comparative literature, literary theory; Indian literatures and cultural history (all periods); Hindi, Marathi, Punjabi, Urdu, and Sanskrit languages and literatures; Epic, lyric, the novel, the short story; Modernity, modernism, cosmopolitanism, Diaspora, globalization
Recent Publications	2012: "The Norton Anthology of World Literature"; "Censoring the <i>Ramayan</i> " in <i>PMLA</i> ; "Constructions of World Literature in Colonial and Postcolonial India" in <i>The Routledge Companion to World Literature</i> ; 2011: "Diaspora and Cosmopolitanism" in <i>The Ashgate Research Companion to Cosmopolitanism</i> 2010: "A Draft of Excavations" and "Thirty Years Ago, In a Suburb of Bombay" in <i>Indivisible: An Anthology of Contemporary South Asian American Poetry</i>
Distinctions/Awards	Keynote Speaker, National conference on "The South Asian Short Story," Stanford University 2010; Keynote speaker, International conference on "The South Asian Short Story," University of Kent at Canterbury, UK, 2010;
Dissertations in 5 years	5

Name, Title, Department	Henry John Drewal, Professor, Art History, Afro-American Studies
Education	Ph.D Columbia University 1973; M.A. Columbia 1968; B.A. Hamilton College 1964
Academic Experience	Evjue-Bascom Professor Art History/Afro-American Studies UW-Madison, 1991-present; Professor/Assoc. Prof/Assistant Art Dept. Cleveland State University 1973-1991
Overseas Experience	Research and travel in Africa and India
Languages/Proficiency	English (5); Spanish (3); Portuguese (3); Yoruba (3)
Percent South Asia Effort	25%
Area Courses	Intro to African Art and Architecture (AH/AAS 241); Carnival Arts of the African Diaspora (AH 479); Curating Africa/African Diaspora Arts (AH 601-2)
Specialization	African and African Diaspora Arts (including several countries in Latin America and Caribbean and India)
Dissertations in 5 years	5

Name, Title, Department	Maggie Hawkins, Professor, Curriculum and Instruction, School of Education
Education	EdD ESL/Bilingual and Education, Literacy and Cross Cultural Communications MEd ESL/Bilingual and Program Administration, University of Massachusetts, 1988
Academic Experience	Director, ESL & Bilingual Programs; Associate Director, Interdisciplinary Ph.D. Program in Second Language Acquisition (in College of L&S)
Overseas Experience	Uganda, China, India
University Service	Chair, International Education Committee, School of Education
Languages/Proficiency	Swahili (2)
Percent South Asia Effort	25%
Area Courses	Learning Second Languages and Literacies; Cross-Cultural Perspectives on Home-School Relations ; Language, Cosmopolitanism and Education
Specialization	Languages and literacies in and out of school, including classroom, home, and community-based settings. Published work examines classroom ecologies, families and schools, language teacher education, global digital partnerships for youth, education in Uganda, and responses of non-gateway communities to new immigrant and refugee populations.
Recent Publications	2013 Framing Languages and Literacies: Socially Situated Views and Perspectives, editor. London: Routledge, 2013. With K. Nicoletti. "Media, Morality and Communication in Transglobal Education through a Cosmopolitan Lens." Harvard Educational Review [forthcoming]
Dissertations in 5 years	5

Name, Title, Department	Arlene P. Maclin, Advising Faculty, Executive Director, MAC-CAE Program & Adjunct Professor of Physics, Morgan State University
Education	Ph.D., Theoretical Condensed Matter Physics, Howard University, Washington, DC, 1974 ; M.S., Theoretical Nuclear Physics, University of Virginia, Charlottesville, VA, 1971 ; Post-Baccalaureate Fellow, Bryn Mawr and Haverford Colleges, Bryn Mawr, PA, 1968 ; B.S., Engineering Physics, cum laude, North Carolina A & T State University, Greensboro, NC, 1967
Academic Experience	2009-Present Executive Director, MAC-CAE Program and Adjunct Professor of Physics, Morgan State University, Baltimore, Maryland ; 2002-2009 Professor of Optical Engineering and Director, Intelligence Community-Center for Academic Excellence (IC-CAE), Norfolk State University, Norfolk, Virginia; 1998-2002 Technical Consultant to Dean of the College of Arts and Sciences, Howard University
Overseas Experience	Finland, Germany, India, South Africa, Nigeria
Percent South Asia Effort	25%
Specialization	Integrated Design Engineering and Activity-Based Learning; globalization of engineering curricula
Recent Publications	2011 Arlene Maclin, "The Quantum Mechanical Paintbrush", The International Review of African American Art, Vol 23, No.3, 2011. 2009 Arlene Maclin and Mathew Noel, "Nonlinear Magneto-optical Effects in Dielectrics Embedded with Ferromagnetic Nanoparticles, Proc. of the 2nd Annual Seminar on Theoretical Physics and National Development, African Journal of Physics, 2, pp.149-158, 2009. 2008 Defining the Role of Intelligence and Islamic Studies Programs for the 21st Century Workforce in America, (eds., Arlene Maclin and Camellia Okpodu), July 2008.
Distinctions/Awards	Mid-Atlantic Consortium-Center for Academic Excellence, Office of the Director of National Intelligence, \$1.8M, 9/12/2011-9/10/2016. ; International Travel Grant to Aalto University in Finland w/Morgan and Center for Integrated Access Networks (CIAN), University of Arizona, OISE-1042309, \$17,119. ; Internationally Diverse Education and Area Studies (IDEAS), Office of the Director for National Intelligence, 10/1/2006-9/30/2011, \$\$2.3M.
Dissertations in 5 years	3

Name, Title, Department	Lalita du Perron, Associate Director, Center for South Asia
Education	Ph.D. SOAS, University of London , 2000; B.A. SOAS, University of London, 1993
Academic Experience	2009-present: Associate Director Center for South Asia UW-Madison; 2002-2006: Post doctoral Fellow Dept of Music SOAS, Univ of London; 2000-2002: Research Fellow Royal Asiatic Society
Overseas Experience	India
Languages/Proficiency	Dutch (5); Hindi (5); Urdu (4); German (4); Sanskrit (3), Urdu (3); French (2)
University Service	CSA Conference Committee, 2009-present; CSA FLAS committee 2009-present; SITIAC 2010-2013; Title VI Ad Hoc Language Committee; TeachOnline@UW Learning Community
Percent South Asia Effort	100%
Area Courses	Music Cultures of South Asia (LCA 300); Advanced Readings in Hindi Language (LCA 654); Gender and Sexuality in South Asia (LCA 300); Perspectives on Global Health-south Asia (PHS 674)
Specialization	North Indian performance, Hindi and its dialects, gender
Recent Publications	2014: The Songs of Khayal (with Nicolas Magriel)" in Delhi: Manohar; "The language of seduction in courtesan performance" in <i>Music, Dance and Seduction</i> ; 2013: "The language of seduction in courtesan performance" in <i>Music, Dance and The Art of Seduction</i> , ed. Frank Kouwenhoven and James Kippen, Leiden: CHIME; 2010: "Sadarang, Adarang, Sabrang: Multi-coloured poetry in Hindustani music" in <i>Before the Divide: Hindi and Urdu Literary Culture</i>

Name, Title, Department	Thomas Eggert, Senior Lecturer, Nelson Institute for Environmental Studies, School of Business
Education	Ph.D. George Washington University-National Law Center
Overseas Experience	China, Vietnam, Columbia, Mexico
University Service	Executive Director of WI Sustainable Business Council; President, Board of WI Microfinance
Percent South Asia Effort	25%
Area Courses	International Finance; Sys Thinking & Sustainable Bus; Sustainability meets Entrepren; Ventur Capital and Green Entr
Specialization	Sustainability; Microfinance
Recent Publications	2014: "Wisconsin Can Still Lead on Renewable Energy"
Distinctions/Awards	National Collegiate Scholars Excellence in Teaching Award
Dissertations in 5 years	5

Name, Title, Department	Nisha Fernando, Professor, Division of Interior Architecture, University of Wisconsin-Stevens Point
Education	Ph.D. Architecture, University of Wisconsin-Milwaukee; B.S. (Honors) & M.S., Architecture, University of Moratuwa, Sri Lanka
Academic Experience	Professor
Overseas Experience	South Asia
Languages/Proficiency	Sinhala (5) Hindi (2) Sanskrit (2) French (4)
University Service	Chairs University Personnel Development Committee 2008-present
Percent South Asia Effort	25%
Area Courses	IA 160, 101, 200, 212, 301, 393, 411, 412, 415, 490
Specialization	Design pedagogy and design process in environmental design; universal design; socio-cultural aspects of environment-behavior interactions

Name, Title, Department	Anna M. Gade, Professor, Languages and Cultures of Asia
Education	Ph.D. The University of Chicago Divinity School, 1999
Academic Experience	Associate Professor, Department of Languages and Cultures of Asia and Religious Studies, University of Wisconsin-Madison, 2010-present; Senior Lecturer, Victoria University of Wellington, New Zealand, 2007-2009; Postdoctoral Fellow, Center for the Study of Religion, Princeton University, 1999-2000
Overseas Experience	Various courses taught in Indonesia and New Zealand
Languages/Proficiency	Arabic (5), Bahasa Indonesian/Malay (5), Dutch (4), German (4), Spanish (4), Khmer (3), Mandarin Chinese (3)
University Service	Panel Organizer, American Academy of Religion Annual Meeting, 2014; Director, Religious Studies, University of Wisconsin-Madison, 2013-2014; Co-chair, Qur'an Group, American Academy of Religion, 2010-present
Percent South Asia Effort	50%
Area Courses	Islam: Religion and Culture; Religion: Critical Perspectives; Sufism ; Introduction to the Qur'an
Specialization	Islamic Religion
Recent Publications	2012: "Tradition and Sentiment in Indonesian Environmental Islam" in <i>Worldviews: Environment, Culture and Religion</i> ; 2010: "Religious Biographies of the Prophet Muhammad in 21 st Century Indonesia" in <i>Cambridge Companion to Muhammad</i> ; "The Qur'an: An Introduction"
Distinctions/Awards	Vilas Distinguished Achievement Professorship, University of Wisconsin-Madison, 2013-2014; Vilas Research Associate Award, University of Wisconsin-Madison Graduate School, 2011-2013
Dissertations in 5 years	4

Name, Title, Department	Christine Garlough, Associate Professor, Gender and Women's Studies
Education	Ph.D. University of Minnesota, 2002; M.A. Hamline University, 1994; B.Sc., UW-Madison, 1989
Academic Experience	Since 2010-Associate Professor Assistant Professor of Rhetoric, Department of Communication Arts, University of Wisconsin-Madison, 2003-2010
Overseas Experience	Work with grassroots feminist organizations in Gujarat
Languages/Proficiency	Gujarati (3)
Percent South Asia Effort	100%
Area Courses	Gender and Women's Studies, Performance Studies
Specialization	Intersection of intercultural communication and rhetoric.
Recent Publications	2010: "Grassroots Political Communication in India" In <i>Sage Handbook of Political Communication</i> ; 2009: "Feminist Street Performance and Grassroots Advocacy in India: Combating Sex Selection Abortion," <i>Women Studies in Communication</i>
Dissertations in 5 years	4

Name, Title, Department	Shubha Ghosh, Professor, Law School
Education	Juris Doctor, Stanford Law School, 1994; PhD, University of Michigan, 1988; BA, Amherst College 1984
Academic Experience	Associate Director, Initiatives on Studies in Technology and Entrepreneurship (INSITE); Faculty, MSc in Biotechnology Program. 2008-present.
Overseas Experience	several month long research trips to India as part of affiliation with National Law School of India University, Bangalore
Languages/Proficiency	French (4), Bengali (4), Hindi (4), German (4)
University Service	Member, Copyright Policy Committee, University of Wisconsin, 2012-present; Series Editor, Creativity, Law & Entrepreneurship Series for Edward Elgar Publishing, 2009-present; Moot court Adviser, Saul Lefkowitz Moot Court, 2009-present; Giles Rich Moot Court, 2011; Coach and Judge for Cardozo Entertainment Law Competition; John Marshall IT Competition, 2010-present; Member, Student Exchange and Overseas Program Committee, 2010-present; Representative, Faculty Senate, University of Wisconsin Law School, 2008-present
Percent South Asia Effort	75%
Area Courses	Intellectual Property in Business Organizations; Patent Law; Copyright; Intellectual Property
Specialization	Law, Intellectual Property, Law & Development, Economic Development
Recent Publications	2013: "What the Law on Covenants Not To Compete Teaches about Differences in Civil and Common Law Approaches to Intellectual Property" in <i>Civil Law and Common Law Perspectives on Intellectual Property</i> ; "The Movement of Skilled Labor and Knowledge Across Borders" in <i>The Ashgate Research Companion to Migration Law, Theory and Policy</i> ; 2012: "Transactional Intellectual Property: Cases and Materials"; "Identity and Invention: The Culture and Ethics of Personalized Medicine Patenting"; 2011: "Creativity, Law, and Entrepreneurship"; "Understanding Intellectual Property"
Dissertations in 5 years	2

Name, Title, Department	Natalie Gummer, Professor, Philosophy and Religious Studies, Beloit College
Education	Ph.D. Harvard University, 2000
Academic Experience	Professor, Asian Religions, Beloit College, 2013-present; Associate Professor Asian Religions, Beloit College, 2007-2013; Assistant Professor, Asian Religions, Beloit College, 2001-2007
Overseas Experience	Travel to China
Languages/Proficiency	Sanskrit (5), Pali (5), Chinese (4), Tibetan (4), French (3), German (3)
University Service	External review team for Religious Studies department
Percent South Asia Effort	100%
Area Courses	Objects of Devotion (Religious Studies/Museum Studies)
Specialization	Mahāyāna Buddhism, South Asian religions
Recent Publications	2012: "Sacrificial Sutras: Mahayana Literature and the South Asian Ritual Cosmos" in <i>Journal of the American Academy of Religion</i> ; "Listening to the Dharmabhanaka: The Buddhist Preacher in and of the Sutra of Utmost Golden Radiance" in <i>Journal of the American Academy of Religion</i>
Distinctions/Awards	Underkoffler Award for undergraduate teaching, 2013
Dissertations in 5 years	1

Name, Title, Department	Anne R. Hansen, Associate Professor, Department of Languages & Cultures of Asia , Religious Studies Program
Education	PhD, Harvard University 1999; MA, Harvard University
Academic Experience	Professor
Overseas Experience	Research in Thailand, Cambodia
Languages/Proficiency	Khmer (4), Pali (4), French (4), Sanskrit (3), Thai (3)
Percent South Asia Effort	40%
Area Courses	Religion in Culture and History: The East; Introduction to Buddhism; Objects of Devotion
Specialization	History and development of Theravada Buddhism in South and Southeast Asia; Buddhist ethics; Pali and Khmer Buddhist literature; narrative and ethics; Buddhism and modernity; modern religious movements in Southeast Asia; Theravada in visual culture in Southeast Asia
Recent Publications	How to Behave: Buddhism and Modernity in Colonial Cambodia, 1860-1930. (Honolulu: University of Hawaii Press, 2007). At the Edge of the Forest: Essays on Cambodia, History and Narrative in Honor of David Chandler. Edited by Anne Ruth Hansen and Judy Ledgerwood. (Cornell University Southeast Asia Program Press, 2008). "Gaps in the World: Violence, Harm and Suffering in Khmer Ethical Narratives." In At the Edge of the Forest: Essays on Cambodia, History and Narrative in Honor of David Chandler. Edited by Anne Ruth Hansen and Judy Ledgerwood. (Cornell University Southeast Asia Program Press, 2008). "Modernism and Morality in Colonial Cambodia." In People of Virtue: Reconfiguring Religion, Power and Moral Order in Cambodia Today, edited by Alexandra Kent and David Chandler. (Stockholm: Nordic Institute for Asian Studies Press, forthcoming fall 2008). "The Image of an Orphan: Cambodian Narrative Sites for Buddhist Ethical Reflection." In Defining Buddhisms: A Reader (in the series Critical Categories in the Study of Religion) edited by Karen Derris and Natalie Gummer. (London: Equinox Press, 2007). Reprinted from the Journal of Asian Studies 62.3 (August 2003): 811-834.
Distinctions/Awards	Vilas fellowship, 2011-12; Faculty Development Fellowship, 2013
Dissertations in 5 years	10

Name, Title, Department	Lalita Pandit Hogan, Professor, English, University of Wisconsin-La Crosse
Education	Ph.D. State University of New York at Buffalo
Academic Experience	Professor
Overseas Experience	South Asia
Languages/Proficiency	English (5), Hindi (5), Sanskrit (4), Kashmiri (4), Bengali (3)
University Service	Faculty Senate's Joint Promotion Committee, University of Wisconsin-La Crosse, 2010-2012; Search and Screen Committees: English Department, 2010-2011;
Specialization	Comparative Aesthetics; Critical Theory; Shakespeare; Cognitive Theory and Emotion Studies; Indian Literature in translation (Bengali, Hindi, Sanskrit)
Recent Publications	2012: "Empathy, Liminality and Narrative Imagination in Rabindranath Tagore's "Living and the Dead" in <i>Journal of South Asian Studies</i> ; "At the Margins of Family Life: Abjection and Purification in Rabindranath Tagore's Binodini" in <i>The Poet and His World: Critical Essays on Tagore</i> ; 2011: "Emotion, Cognition and Aesthetic Form in Wishal Bhardwaj's Omkara and Shakespeare's Othello" in <i>Arts: A Scientific Matter</i> ; 2010: "Prophesying with Accents Terrible: Emotion and Appraisal in Macbeth" in <i>Towards a Cognitive Theory of Narrative Acts</i>
Distinctions/Awards	UW System Outstanding Woman of Color in Education, 2012; Departmental Exceptional Merit, 2011-2012; Exceptionally Meritorious, UW-L English Department Annual Merit Review, 2011

Name, Title, Department	James Jaffe, Professor, History- UW-Whitewater
Education	Ph.D., Columbia University, New York, N.Y., 1984 (Shepard B. Clough Distinguished Dissertation Prize, 1982-4); M.Phil., Columbia University, New York, N.Y., 1979; M.A., Columbia University, New York, N.Y., 1977; B.A., Antioch College, Yellow Springs, Oh., 1976.
Academic Experience	Professor (tenure)
Overseas Experience	U.K., India
Languages/Proficiency	English (5), German (5), French (4), Spanish (4)
Percent South Asia Effort	75%
Specialization	Modern Britain & Empire; Colonial Legal History
Recent Publications	2014 "Custom, Identity, and the Jury in India: 1800-1832," <i>The Historical Journal</i> , Vol. 57: No. 1 (March 2014), pp. 131-55. 2011 'Constructing Corruption: Narratives of panchayat justice under British rule during the early nineteenth century,' <i>Journal of Law and Social Research</i> , vol. 2: no. 1 (2011), pp. 61-76.
Distinctions/Awards	2012 Fulbright-Leeds University Distinguished Chair; Ford Foundation Visiting Professorial Fellowship, Centre for the Study of Law and Governance, Jawaharlal Nehru University

Name, Title, Department	Victor Jew, Lecturer, Asian American Studies Program
Education	Ph.D. UW-Madison, 1994; M.A. UW-Madison, 1983; B.A. University of California, Los Angeles, 1978
Academic Experience	Asian American Studies Program, UW-Madison, 2007-present; History Department Fellow, UW-Madison, 2004; Visiting Assistant Professor, UW-Madison, 2003-2004; Visiting Assistant Professor, Cornell University, 2000-2001; Lecturer, Michigan State University, 1992-2003
Overseas Experience	China, Thailand
University Service	Committee Assignment: University of Wisconsin-Madison Community Based Research and Service Learning Committee
Percent South Asia Effort	50%
Area Courses	Introduction to Asian American Studies (AAS 101); Asian America as Public Policymaking (AAS 001)
Specialization	History; Asian American History; U.S. Legal and Constitutional History
Recent Publications	2010: "The Anti-Chinese Massacre and Its Strange Career" in <i>The [Blackwell] Companion to Los Angeles</i>
Dissertations in 5 years	7

Name, Title, Department	Nancy Kendall, Associate Professor, Department Educational Policy Studies
Education	Ph.D. Stanford University, 2004; B.A. Brown University, 1996
Academic Experience	2012-Present, Associate Professor, Educational Policy Studies, UW-Madison; 2005-2012, Assistant Professor, Educational Policy Studies, UW-Madison; 2004-2005-Assitant Professor, Educational Leadership and Policy Studies, Florida State University
Overseas Experience	Malawi, Mozambique, Zimbabwe
Languages/Proficiency	Spanish (5), Portuguese (4), Chitumbuka (1), Chichewa (1)
University Service	School of Education International Education Committee
Percent South Asia Effort	25%
Area Courses	Education, Health and Sexuality; General Seminar: Transnational Curriculum Inquiry; Education in Developing Societies
Specialization	Global development education policies; political democratization and educational governance; structural adjustment and education; sexuality and HIV/AIDS education; childhood, vulnerability, and marginalization in education
Recent Publications	2012: "The Sex Education Debates"
Distinctions/Awards	UW-Madison Global Health Initiative Grant, 2011-2013; UW-Madison School of Education Community engaged Scholarship Award, 2012
Dissertations in 5 years	6

Name, Title, Department	Jonathan Mark Kenoyer, Professor, Department of Anthropology
Education	PhD, University of California, 1983
Academic Experience	Professor, Anthropology, U. W. Madison , 1999-present; Associate Professor, Anthropology, U. W. Madison, 1993-1998; Assistant Professor Anthropology and South Asian Studies, University of Wisconsin, Madison, 1985-1993
Overseas Experience	Research in India, Pakistan, Bangladesh, Afghanistan
Languages/Proficiency	Urdu (5), Hindi (5), Bengali (5), French (4), Italian (3), Pashto (2)
University Service	Center for South Asia, University of Wisconsin, Madison, Director, 2011-2013; South Asia Summer Language Institute, Director, 2011-14; Dept of Anthropology, U. of Wisconsin-Madison, Associate Chair, 2011
Percent South Asia Effort	100%
Area Courses	Archaeology of South Asia: The Indus Civilization (Anthro 310); Ancient Technology and Invention (Anthro 942); Archaeology of Early States and Empires of the Old World (Anthro 942); Anthropology and Archaeology of Afghanistan (Anthro 310)
Specialization	Archaeology and Anthropology of South Asia, India, Pakistan, Afghanistan, Bangladesh, Ancient Technology, Religion and Cultures of South Asia
Recent Publications	2014: "Ancient Cities of the Indus Valley Civilization"; "The Indus Civilization and Connections with Oman" in <i>Al Ghanjah Magazine</i> ; "New Perspectives on Stone Bead Technology at Bronze Age Troy" in <i>Anatolian Studies Journal</i> ; "Eye Beads from the Indus Tradition: Technology, Style and Chronology" in <i>Journal of Asian Civilizations</i> ; 2013: "Connections between the Indus Balley and Mesopotamia: Preliminary Results of Strontium Isotope analyses from Harappa and Ur" in <i>Journal of Archaeological Science</i> ; "Nondestructive Analysis of Dragonfly Eye Beads from the Warring States Period, Excavated from a Chu Tomb at the Shenmingpu Site, Henan Province, China" in <i>Microscopy and Microanalysis</i>
Distinctions/Awards	Archaeological Research and Cultural Heritage Program: India and Pakistan, 2012-2014; Chinese Academy of Sciences, Visiting Professorship of Senior International Scientists, Beijing, 2012-2013; Council of American Overseas Research Centers, Travel support to Afghanistan, 2012; Elected Member, American Academy of Arts and Sciences, 2011; Council of American Overseas Research Centers- Executive Committee, 2011-14; American Institute of Afghan Studies, Executive Committee, 2011-2014; American Institute of Bangladesh Studies, Treasurer, 2010-2013; Higher Education Commission, Government of Pakistan, Visiting Professorship at Quaid-i-Azam University, Islamabad, Fall 2013
Dissertations in 5 years	5

Name, Title, Department	Jampa Khedup, Lecturer, Languages & Cultures of Asia
Education	Ph.D. Sear Monastic University, 1997, M.A. Sera Monastic University, 1990
Academic Experience	2013-present: Lecturer Languages and Cultures of Asia UW-Madison 2006-present: Lecturer, South Asia Summer Language Institute (SASLI) 2005-2012: Associate Lecturer Languages and Cultures of Asia UW- Madison
Overseas Experience	South Asia, Mexico, Poland
Languages/Proficiency	Tibetan (5), English (4), Hindi (4), Kanada (3), Spanish (3)
University Service	Outreach, Center for South Asia
Percent South Asia Effort	100%
Area Courses	Advanced Readings in Tibetan; A Survey of Tibetan Buddhism (LCA 421)
Specialization	Tibetan Buddhism and Tibetan Language; Buddhist philosophy

Name, Title, Department	Sandeep Kindo, South Asia Bibliographer
Education	Ph.D. candidate, University of Wisconsin-Madison; JSM, Stanford Law School, 2008; LL.M. Notre Dame Law School, 2003; BA/LL.B, National Law School of India University, Bangalore, India, 2001
Academic Experience	Assistant Professor & Co-Director, Center of Human Rights Studies, Jindal Global University Law School, 2009-2011; Research Analyst, Stanford Economics Department, 2008; Legal/Research Assistant, Stanford Law School, 2007-2008; Lecturer, National Law School of India University, Bangalore, India, 2006-2007
Overseas Experience	Teaching experience in India
Languages/Proficiency	English (5), Hindi (5), Sanskrit (4)
University Service	Founder-President, Ford Foundation International Fellowships Program-India Alumni Network (IFPIAN), 2006-2007
Percent South Asia Effort	100%
Specialization	Modern and Legal Theory, South Asian History, Dharmashastra, and Sanskrit Language and Literature
Recent Publications	2013: "Legal Studies of XI and XII Grades;" 2011: "Teaching Methods in Modern Law Schools in India" in <i>Economic Times</i>
Distinctions/Awards	Chancellor's Fellowship, 2012; University Fellowship, 2011; Graduate Fellow of the Institute for Legal Studies, 2011-2013

Name, Title, Department	Shabnam Lotfi, Faculty Assistant, Languages and Cultures of Asia
Education	J.D. University of Wisconsin Law School, 2011; B.S. Pennsylvania State University, 2004
Academic Experience	Instructor, Persian, UW-Madison, 2008-present
Overseas Experience	Turkey, Iran
Languages/Proficiency	Persian
University Service	Lecturer, Asian Persian Turkish Language Immersion Institute (APTLII)
Percent South Asia Effort	50%
Area Courses	1 st , 2 nd , 3 rd , 4 th semester Persian
Specialization	Persian language course materials development to aligned with the Communicative Language Approach to foreign language instruction

Name, Title, Department	B. Venkat Mani, Associate Professor, Department of German
Education	PhD, Stanford University 2001; MA, Jawaharlal Nehru University, 1995
Academic Experience	Associate Professor, German, 2007-present, Assistant Professor, German, UW-Madison, 2001-2007
Overseas Experience	India, Germany
Languages/Proficiency	German (5), Hindi (5), Punjabi (5), Turkish (reading)
University Service	Director, Global Studies, UW-Madison
Percent South Asia Effort	25%
Area Courses	Introduction to World Literatures, Intro to 20 th century German Lit and Culture; Intro to 19 th century German Lit and Culture; Intro to German Lit (1784-2005)
Specialization	20 th century German literature and Culture; Turkish-German Literature
Recent Publications	2013: "What counts as World Literature?" in <i>Modern Language Quarterly</i> ; "Anti-Colonial Nationalism and Cosmopolitan 'Standard Time': Lala Har Dayal's Forty Four Months in Germany and Turkey" in <i>African, Asian, and Oceanic Negotiations of German Colonialism: Interactions, Resistance, and Memory</i> ; "Borrowing Privileges: Libraries and the Institutionalization of World Literature" in <i>Modern Language Quarterly: A Journal of Literacy History</i> ; 2012: "Dreaming in Foreign Tongues" in <i>Profession (PMLA)</i> ; 2011: "Transnational and Cosmopolitical Approaches to German Studies" in <i>TRANSIT: A Journal of Travel, Migration, and Multiculturalism in the German-speaking World</i> ;
Dissertations in 5 years	4

Name, Title, Department	Viren Murthy, Assistant Professor, History
Education	Ph.D. University of Chicago, 2007; M.A. University of Hawaii at Manoa, 1993; B.A. Lake Forest College, 1990
Academic Experience	2012-present: Assistant Professor Department of History UW-Madison 2008-2012: Assistant Professor Department of History University of Ottawa
Overseas Experience	Research in China, Japan and India
Languages/Proficiency	Chinese (5), Japanese (4), German (4), French (4)
Percent South Asia Effort	75%
Area Courses	Historicizing Popular Culture, East Asian Languages & Literature (HIS 228); East Asian Civilizations (EA 222); Japanese Civilizations (HIS 104); Globalization (HIS 284)
Specialization	Intellectual History, Marxism, Philosophy, Political Theory
Recent Publications	2012: "Transfiguring Modern Temporality: Zhang Taiyan's Yogacara Critique of Evolution" in <i>Modern China</i> , 38 (5), 2012, 483-522; 2013: "The Challenge of Linear Time: Nationhood and the Politics of History in East Asia" edited with Axel Schneider, Leiden: Brill 2013; 2014: "Global Historical Thought" edited with Andrew Sartori and Prasenjit Duara, London: Blackwell, 2014; "Looking for Resistance in All the Wrong Places: Chibber, Chakrabarty and a Tale of Two Histories" in <i>Forthcomin in Critical Historical Studies</i> , 2014
Dissertations in 5 years	2

Name, Title, Department	Irfan Omar, Associate Professor, Theology, Marquette University
Education	Ph.D. Temple University, 2001
Academic Experience	Associate Professor (2010-present)
Overseas Experience	India, SE Asia, Europe
Languages/Proficiency	Urdu (5), English(5), Hindi (4), Arabic(4)
University Service	Assistant Chair of Department of Theology, present; Member, Editorial boards of the <i>Journal of Ecumenical Studies</i> and the <i>Journal of Race, Ethnicity and Religion</i> , present
Percent South Asia Effort	100%
Specialization	South Asian and Islamic Studies
Recent Publications	2012: "The Judeo-Christian-Islamic Heritage: Philosophical and Theological Perspectives" 2010: "A Christian View of Islam: Essays on Dialogue by Thomas F. Michel, SJ"
Distinctions/Awards	Co-recipient of the Department of Education funded (UISFL Undergraduate International Studies and Foreign Language) grant

Name, Title, Department	Asifa Quraishi-Landes, Associate Professor, Law
Education	S.J.D. Harvard Law School, 2006; LL.M. Columbia Law School, 1998; J.D. University of California-Davis, 1992; B.A. University of California-Berkeley, 1988
Academic Experience	Associate Professor, University of Wisconsin Law School, 2012-present; Assistant Professor, 2004-2012
Overseas Experience	Guest lecturer in Italy, United Arab Emirates, Germany and Sweden
Languages/Proficiency	Arabic (5), Urdu (5), Spanish (3), French (3)
University Service	Chari Graduate Programs Committee; Faculty Advisor, Journal of Law, Gender and Society; Faculty Advisor, Middle Eastern Law Student Association;
Percent South Asia Effort	75%
Area Courses	Intro to Islamic Law (L&CP 940), Law and Contemporary Politics;
Specialization	Constitutional Law; Islamic Law
Recent Publications	2013: "Rumors of the Sharia Threat are Greatly Exaggerated: What American Judges Really Do with Islamic Family Law in Their Courtrooms;" "How to talk about Sharia" in <i>Islamic Horizons</i> ; 2012: "What is Sharia and is it Creepy?" in <i>Islamic Monthly</i> ; 2011: "What if Sharia Weren't the Enemy? Rethinking International Women's Rights Advocacy on Islamic Law"
Distinctions/Awards	Guggenheim Fellow, 2012
Dissertations in 5 years	6

Name, Title, Department	Paul Robbins, Director, Nelson Institute for Environmental Studies
Education	Ph.D. Clark University (1996); M.A. Clark University (1994); B.A. University of Wisconsin – Madison (1989)
Academic Experience	Director Nelson Institute for Environmental Studies, UW-Madison, 2012-present; Professor and Director, School of Geography and Development, University of Arizona, 2010-2012
Overseas Experience	Fieldwork in rural India; research in southern India
Languages/Proficiency	Hindi (1), French (1)
University Service	2013-2015 External Advisory Board Member, Center for Integrative Conservation Research, University of Georgia; 2013-2014 National Science Foundation, Geography and Spatial Sciences Review Panel, Washington D.C.
Percent South Asia Effort	50%
Specialization	Wildlife conservation; urban ecology; political ecology; mosquito management; environmental studies
Recent Publications	2014 “No Going Back: The political Ethics of Ecological Novelty,” in <i>Traditional Wisdom and Modern Knowledge for Earth’s Future</i> (pp. 108-118); 2013 “Global assemblages, resilience, and Earth Stewardship in the Anthropocene,” <i>Frontiers in Ecology and Environment</i> . 11(7): 341-347.
Distinctions/Awards	2014 The Robert Mc C. Netting Award from Association of American Geographers in recognition of distinguished research and professional activities in Cultural and Political Ecology; 2012 Senior Fellow the Breakthrough Institute, Oakland, CA
Dissertations in 5 years	4

Name, Title, Department	Uli Schamiolglu, Professor, Languages and Cultures of Asia
Education	Ph.D. Columbia University, 1986; M.A. Columbia University, 1980; B.A. Columbia College, 1979
Academic Experience	Professor Languages and Cultures of Asia (LCA), UW-Madison, 2000-present; Associate Professor LCA, UW-Madison, 1998-2000;; Assistant Professor Uralic and Altaic Studies, Indiana University-Bloomington, 1986-1989
Overseas Experience	Regular visits to Turkey (conferences), Tatarstan/Russia (conferences), Kazakhstan (conferences, consulting, teaching), and recently to Kyrgyzstan (conferences)
Languages/Proficiency	Kazan Tatar (5), Turkish (4), Uzbek (4), Kazakh (4), French (3), German (3), Russian (3), Hungarian (3), Arabic (2), Persian (2), Italian (2)
University Service	Chair, Central Asian Studies Program & Middle East Studies Program, UW-Madison, 2013; President, American Association of Teachers of Turkic Languages, UW-Madison, 2012-2014
Percent South Asia Effort	50%
Area Courses	Cultural and Imperialism Along the Silk Road (LCA 236); Literatures of Central Asia (LitTrans 314/214); An Introduction to Central Asia: From the Silk Route to Afghanistan (LCA/History 265); Proseminar in Central Asian History (LCA 640); Proseminar: Introduction to Turkic Linguistics (LCA 610)
Specialization	Medieval and modern social, economic, intellectual and cultural history of Central Eurasia; Islamic civilization in the Middle East and Central Eurasia
Recent Publications	2014: “The Plague in the Time of Justinian and Central Eurasian History: An Agenda for Research” 2012: “Approaches to Foreign Language Instruction in the United States and Europe” 2011: “The Black Death in the Golden Horde and the Later Golden Horde and its Consequences”
Distinctions/Awards	International Medal of the “World Congress of Tatars” for great services to the Tatar Nation, Kazan, Tatarstan/Russia, 2011
Dissertations in 5 years	10

Name, Title, Department	Kumkum Sangari, Professor of English and the Humanities, UW-Milwaukee
Education	PhD, Literature, University of Leeds (1990)
Academic Experience	Professor (tenure)
Overseas Experience	India, UK, Sri Lanka
Languages/Proficiency	Hindi (5) Bengali (5) Sanskrit (4) Urdu (2) French (4) German (4)
Percent South Asia Effort	75%
Specialization	Cultural and Literary Studies Women's Studies Feminist Theory Colonialism, globalization and transnationalism Transnational and world literature The locations of modernity
Recent Publications	2013: Trace Retrace: Paintings, Nilima Sheikh, <i>Tulika Books with Gallery Espace and Chemould Prescott</i>
Dissertations in 5 years	3

Name, Title, Department	Asha Sen, Professor, English Department, UW- Eau Claire
Education	PhD in English Literature, Purdue University, West Lafayette, 1996; M.A. in English Literature, Purdue University, West Lafayette, 1989; M.A. in English Literature, Bangalore University, India, 1986; B.A. (Hons). In English Literature, St. Xavier's College, Calcutta, India, 1984
Academic Experience	Professor (tenure)
Overseas Experience	India, UK, Spain
Languages/Proficiency	Hindi (5) Urdu (4) Bengali (4) French (4) Spanish (3)
University Service	Academic Program Director, Women's Studies, UW-Eau Claire
Percent South Asia Effort	75%
Area Courses	English 430/630 (Postcolonial Spirituality) English 459 (Literature of Black Britain) English 330 (Empire and the Postcolonial Novel) English 330 (Postcolonial Novel) Postcolonial Feminisms (English 430) Empire and the Twentieth Century British Novel (English 359) Introduction to English Studies (English 210) Introduction to World Literatures (FYE) (English 131): Literature of the Indian Subcontinent Representations of Women in Postcolonial Literature (Hons. 304) Introduction to World Literatures (English 331): Women Writers of the Indian Subcontinent Salman Rushdie
Specialization	South Asia literature; postmodern; postcolonial; 20 th century Brit Novel
Recent Publications	2011 "Looking Back, Looking Forward: Examining Pre-Colonial Identities in Mahesh Dattani's Dance Like a Man." <i>ARIEL: A Review of International English Literature</i> 41.2; "(Post) Colonial Allegories in Amitav Ghosh's The Shadow Lines. <i>New Literatures Review</i> . 9.
Distinctions/Awards	10-11 Sabbatical (Book Project on Postcolonial Spirituality) Summer Stipend for book project; UWEC University Research and Creative Activity grant (URCA), Fall 2010-Spring 2011
Dissertations in 5 years	2

Name, Title, Department	Hemant Shah, Professor, Department of Journalism and Mass Communication
Education	Ph.D. Indiana University, Bloomington, Indiana, 1987; M.A. Purdue University, West Lafayette, Indiana, 1982; B.A. University of California at San Diego, La Jolla, California, 1979
Overseas Experience	Fieldwork in India and Uganda
Languages/Proficiency	Gujarati (5)
Percent South Asia Effort	50%
Area Courses	Mass, Media and Minorities (South Asian Americans); International Communication
Specialization	Communication of minorities
Recent Publications	2011: "The Production of Modernization: Daniel Lerner, Mass Media and the Passing of Traditional Society"
Dissertations in 5 years	4

Name, Title, Department	Mitra Sharafi, Associate Professor, Law School
Education	Ph.D. Princeton University, 2006
Academic Experience	Research Fellow, Sidney Sussex College, Cambridge University, Cambridge, UK, 2005-2007; Assistant Professor, University of Wisconsin Law School, UW-Madison, 2007-2013; Associate Professor, University of Wisconsin Law School, UW-Madison, 2013-present
Overseas Experience	Research in India
Languages/Proficiency	English (5), French (5), German (4), Gujarati (4), Persian (4), Hindi (3), Latin (3)
University Service	Retentions Committee, UW Law School, 2010-2011; Appointments Committee, UW Law School, 2010-2011; Legal Studies Core Faculty Steering committee, UW Legal Studies, 2007-present; FLAS Award Committee, UW Center for South Asia, 2010-2011; Oakton Community College Faculty Area Mentor, UW Center for South Asia, 2010-2011;
Percent South Asia Effort	75%
Area Courses	Law and Colonialism
Specialization	South Asian legal history; the history of the legal profession; colonialism; law and religion; law and minorities; legal consciousness; legal pluralism; history of science and medicine
Recent Publications	2010: "The Slaves and Slavery of Marie Clair Chabert: Familial Black Slaveholding in Antebellum Louisiana" in <i>Journal of Civil Law Studies</i> ; "Colonial Paris and Law: A Cultural History , Government Fellowship Lectures;" "The Marital Patchwork of Colonial South Asia: Forum Shopping from Britain to Baroda" in <i>Law and History Review</i>
Distinctions/Awards	University of Wisconsin Vilas Life Cycle Professorship, 2012-2013; Institute for Advanced Study (IAS) Mellon Fellowship for Assistant Professors, 2011-2012;
Dissertations in 5 years	5

Name, Title, Department	Indu Sharma, Lecturer, Languages and Cultures of Asia
Education	2014- Ohio University, School of Media Arts and Studies, Athens Ohio. (Doctoral candidate); 2006 – M.A., International Affairs, Communication & Development Studies; 1996 Lady Irwin College, University of Delhi, India, Bachelor of Education, 1996.
Academic Experience	Lecturer in Hindi, languages & Cultures of Asia, University of Wisconsin Madison, Fall 2013 onwards; Instructor of record, Hindi Language at Ohio University, Fall 2005- continuing, Ohio University.
Overseas Experience	India
Languages/Proficiency	Hindi (5) English (5)
University Service	2013-2014 Outreach Assistant, Center for South Asia
Percent South Asia Effort	100%
Area Courses	1 st semester Hindi, 2 nd semester Hindi, 3 rd semester Hindi, 4 th semester Hindi
Specialization	Hindi language pedagogy; education systems in India
Distinctions/Awards	2014 Distinguished Teaching award, UW-Madison

Name, Title, Department	Gurindar S. Sohi, Professor, Computer Sciences
Education	Ph.D. University of Illinois, 1985;
Academic Experience	University of Wisconsin-Madison, 1985-present
Overseas Experience	India, China, SE Asia, Latin America
Languages/Proficiency	Hindi (5) Punjabi (5)
University Service	Department chair, Computer Sciences, 2004-2008
Percent South Asia Effort	10%
Specialization	Computer architecture; parallel computing; memory systems; performance evaluation
Recent Publications	2014: “Adaptive, Efficient Parallel Execution of Parallel Programs;” “Globally Precise-restartable Execution of Parallel Program;” 2013: “Holistic Run-time Parallelism Management for Time and Energy Efficiency;” 2012: “The Road to Parallelism Leads Through Sequential Programming”
Dissertations in 5 years	1

Name, Title, Department	François Victor Tochon, Professor, Curriculum & Instruction, French & Italian
Education	Ph.D. University of Ottawa, 1997; Ph.D. Laval University, 1990
Academic Experience	2000-present: Professor Curriculum & Instruction & French & Italian UW-Madison
Overseas Experience	
Languages/Proficiency	English (5), French (5), Spanish (4), German (4), Turkish (4)
University Service	President, International Network for Language Education Policy Studies (INLEPS), organizing Conferences in Shanghai (2012), Granada (2013), Taiwan (2014); Committee Chair, Capstone Certificate in World Language Education, 2012-2013; Committee chair, Confucius Institute Project, 2011-2012; Committee chair, Heading Graduate Studies in World Language Education, 2008-2014
Percent South Asia Effort	25%
Specialization	World language education and international education with a focus on deep language learning and cultural learning; language education policy studies; educational semiotics
Recent Publications	2014: "The Role of Semiotics in Language Education Inquiry" in <i>Proceeding of Sozopol Seminar Southeast European Center for Semiotics Studies</i> 2013: "Signs and Symbols in Education: Educational Semiotics" 2012: "The Deep Approach to Turkish Teaching and Learning" in <i>Research Report to the U.S. Department of Education</i> ; 2011: "Reflecting on the paradoxes of foreign language teacher education: a critical system analysis" in <i>Porta Linguarum</i> ;
Distinctions/Awards	American Educational Research Association for the Best Research Review Article of the Year, 2010; Erasmus Mundus for Fellow Award, 2010; International Excellence Award from the Campus of Excellence of the University of Granada, Spain, 2012; Award from the China Initiative for organizing the First Conference of the UW-Shanghai Innovation Office on Language Education Policy Studies, 2013
Dissertations in 5 years	20

Name, Title, Department	Sachin Tuli, Director, International Programs, UW Business School
Education	M.S. UW-Madison; B.B.A UW-Madison
Academic Experience	Lecturer
Overseas Experience	Marketing associate in India
Languages/Proficiency	Hindi (5) Bengali (2) Spanish (3)
University Service	Director, International Programs, 2006-present; Assistant director, CIBER, UW-Madison, 2002-2006
Percent South Asia Effort	50%
Area Courses	International Business
Specialization	International business marketing
Dissertations in 5 years	3

Name, Title, Department	Rachel Weiss, Assistant Director, Outreach Director, FLAS Coordinator, Undergraduate Advisor, Center for South Asia
Education	M.A, University of Wisconsin – Madison; B.A. University of Wisconsin-Madison
Academic Experience	Adviser FLAS and UG certificate
Overseas Experience	Research in India, Nepal
Languages/Proficiency	Tamil (5), Hindi (1), French (1), Nepali (1), Italian (1)
University Service	Chair, Committee for Academic Staff Issues (CASI) in College of Letters and Science (CL&S) 2010-2011; and Committee member (CASI) 2009-2012; Committee member Professional Development and Recognition committee in CL&S 2010-2013
Percent South Asia Effort	100%
Distinctions/Awards	2010-2011 College of Letters and Science, UW-Madison, Academic Staff Excellence Mid-Career Award

Name, Title, Department	Luke Whitmore, Assistant Professor, Religion, University of Wisconsin-Stevens Point
Education	2010 Ph.D. in West and South Asian Religions, Graduate Division of Religion, Emory University; Pardes Institute of Jewish Studies (Jerusalem) 2000-02; M.T.S. Harvard Divinity School (World Religions) 1996-99 ; B.A. Haverford College. Classical Languages (Greek and Latin) 1991-95
Academic Experience	Aug 2011 – present Assistant professor
Overseas Experience	India, Israel
Languages/Proficiency	Hindi (4) Sanskrit (3) Hebrew (3) Garhwali (spoken) Greek (reading) Latin (reading) French (reading) German (reading)
University Service	Religious Studies Coordinator (University of Wisconsin-Stevens Point) Fall 2013-present ; Chair of Merit Committee, Philosophy Department Fall 2013-present ; Dean’s Advisory Council, University of Wisconsin-Stevens Point 2011-2012
Percent South Asia Effort	100%
Area Courses	Religion 100 (Religions of Asia), Religion 340 (Buddhism) Religion 202 (Introduction to the Study of Religion), Religion 333 (Women and Goddesses in India), Religion 341 (Hinduism), Religion 321.1 (Pilgrimage and Place in South Asian Religions), Religion 321.2 (Researching Religion)
Specialization	Hindu place and pilgrimage. Visual culture and religion. Critical phenomenology. Theories of myth. Comparative religion. Ethnography of Religion. Special interests in Garhwali folklore and diaspora, and the interrelationship of narrative and memory with pilgrimage and religious travel in rabbinic and modern Judaism.
Recent Publications	2013 “In the Aftermath of the ‘Himalayan Tsunami’”, in Religion Dispatches. http://www.religiondispatches.org/archive/culture/7185/ ; 2012 ‘God’s Gateway: Identity and Meaning in a Hindu Pilgrimage Place by James Lochtefeld.’ Review for Oxford Journal of Hindu Studies. Vol. 5, No. 3, Sept. 2012; "The Challenges of Representing Shiva: Image, Place and Divine Presence in the Himalayan Hindu Shrine of Kedarnath" in Material Religion: The Journal of Objects, Art, and Belief. Volume 8, Number 2, June 2012
Distinctions/Awards	UW-System Fellowship, Institute for Research in the Humanities Scholarly Inquiry and Research at Emory Graduate Fellow (Tuition, Stipend, and Training in Academic Mentoring) 2014-2015

Name, Title, Department	Andre Wink, Professor, Department of History
Education	Ph.D., University of Leiden, 1984
Academic Experience	Professor
Overseas Experience	South and Southeast Asia
Languages/Proficiency	Marathi (5), Persian (5), Arabic (4), Sanskrit (3)
University Service	FLAS Committee, Center for South Asia, 2000-present; Associated Faculty, Center for Russia, East Europe and Central Asia, 1993-present; Associated Faculty, Middle East Studies Program, 1993-present; Advisory Committee, Center for South Asia, 2000-present
Percent South Asia Effort	100%
Area Courses	History of South Asia to the Present (History 142); History of Medieval India (History 448); Topics in South Asian History-“Empires of the East” (History 463); Buddhism in the History of South and Southeast Asia (History 621); Advanced Seminar in History (History 600); Pro-Seminar in Indian History (History 757); Seminar in History of India (South Asia)-“Empires of the East” (History 857)
Specialization	India and the Indian Ocean area in the medieval and early modern age
Recent Publications	Al-Hind: The Making of the Indo-Islamic World Al-Hind: The Making of the Indo-Islamic World, 3 Volumes (Leiden, Boston, Oxford, New Delhi, Abu Dhabi, 1990-2012, numerous editions).
Distinctions/Awards	2011-2014 Senior Fellow, Institute for Research in the Humanities, UW-Madison
Dissertations in 5 years	5

Name, Title, Department	Stephen Young, Assistant Professor, Geography and International Studies
Education	Ph.D. University of Washington, 2010; M.A. University of Edinburgh, 2002
Academic Experience	Assistant Professor 2011-present; Lecturer, Geography, University of Washington 2010-2011
Overseas Experience	Field work across India
Languages/Proficiency	Hindi (4) Spanish (2) French (1)
University Service	Conference Chair, Annual Conference on South Asia (2011 – present), Faculty Fellow, International Learning Community 2011-present; Committee member, CSA Advisory Committee 2010-present, Committee member, CSA FLAS committee 2010-present; Steering committee member for Development Studies program and Global Studies Program
Percent South Asia Effort	100%
Area Courses	Introduction to International Studies (IS 101), Economy and Society in India (IS 602); Global Poverty and Inequality (402)
Specialization	Economic change; economics; social media
Recent Publications	2014 “The Word on the Street: Rumor, “Race” and the Anticipation of Urban Unrest,” Political Geography 38, 1, pp. 57-67. 2014 “Jugad: Youth and Enterprise in India,” Annals of the Association of American Geography 104, 1, pp. 182-195. 2013 “Leveraging ‘Vision Mumbai’: Global Finance, the State and Middle-Class Politics,” in Participolis: Consent and Contestation in Urban Governance
Dissertations in 5 years	4



**Center for South Asia
University of Wisconsin-Madison**

Appendix 3: Course List

Dimensions of Material Culture (464) (Cross listed with Art, ArtHistory)	25	FA	3	9	35				
Genres-Asian Religious Writing (235) – (Cross listed LCA, RelSt)	25	SP	3		25		28		SP 2015
ENGLISH									
Survey of Asian American Lit (270) (Cross listed with Asian American St)	25	FA	3		11				
Indian Writers Abroad (524) (Cross listed with LCA)	100	SP	3	21	8				
World/Postcolonial Lit: Postcolonial Cultural Studies (868)	25	SP	3				16		
World/Postcolonial Lit: The English Novel in India (868) -	100	SP	3				11		
Sys Thinking & Sustainable Bus (601) (Cross listed with Gen Bus)-	25	SP	3	22	45	22	45		SP 2015
Internatnl Developmnt & Gender (644) - (Cross listed with Urban Planning)	25	SP	3	6	8				
Contemporary Topics: International Finance (765)	25	SP	2	37					FA 2014/SP 2015 FA
Contemporary Topics: Sustainability Meets Entrepren (765)	25	FA	1			6			2014/SP 2015 FA
Contemporary Topics: Venture Capital and Green Entr (765) -	25	SP	1	1					2014/SP 2015
GEOGRAPHY									
Economic Geography (510)	25	SP	4	2	18		8		
HISTORY (Hist)									
Intro to World History (130) -	25	SP	4				48		
History-S Asia to Present (142) -	100	FA	4		42		26		
Transnational/Comp Hstry (Hum): Pan- Asianism in History (229) -	25	SP	3	1	13				
Transnational/Comp Hstry (Hum): Traveling the World (229) -	25	SP	3	1	13				
Cen Asia: Silk Route-Afghan (265) - (Cross listed with LCA)	50	SP	3		23		27		SP 2015
Islamic Hist:Orig-Ottoman Empr (439) - (Cross listed LCA, RelSt)	25	SP	4	3	36		42		SP 2015
Modern India, 1860-1990 (450) - 100%	100	FA	4	2	28				
	100	FA	3	2	9		9		FA
Topics in S Asian History: Empires of the East (463)	100	SP	3			1	10		2014/SP 2015
Reading Seminar in History: Colonialism: S. Asia & Africa (500)	50	FA	3	1	4				
Law and Colonialism (502) -(Cross listed (Cross listed with Legal Studies)	25	SP	3	1	18				

Legal Pluralism (510) - (Cross listed with Legal Studies)	25	SP	3	1	47	1	42	SP 2015	
Advanced Seminar in History: South Asians in British Empire (600)	100	SP	3						
	100	FA	3			6		FA 2014/SP 2015	
Smr-Hist of India (S Asia) (857)	100	SP	3			2			
Intro to Global Cultures (209) -	25	FA	3		232	1	224		
Global Culture Capstone Smr (401)	50	SP	3		41		43		
INTERNATIONAL BUSINESS									
	25	FA	3		203		225		
	25	SP	3		179		125		
International Business (200)	25	SU	3		16			FA2014/SP2015	
	25	SP	1		137				
Contemporary Topics: International Perspectives (365)	25	FA	3		51			FA2014/SP2015	
INTERNATIONAL STUDIES									
	25	SP	3		67				
Intro to International Studies (101)	25	SP	4				60	FA2014/SP2015	
	100	SP	1				34		
Internl Learning Community Smr: Contemporary India (310) -	100	SP	1				29	FA2014/SP2015	
	50	FA	4		87				
	50	SP	3				49		
Global Poverty and Inequality (402)	50	SP	4		67		49	SP 2015	
	100	FA	3			2	13		
Econ & Soc in Contemp. India (602) -	25	FA	3		112		82		
Mass Media in Multicultrl Amer (162) -	25	SU	3		25			FA 2014	
Mass Media and Minorities (622) - (Cross listed with AsAmSt)	25	SP	4		21		18	SP 2015	
Crit & Cultr Stud-Mass Comm (839)	25	FA	3		8			FA 2014	
Topics in Mass Communication: Race, Ethnicity and Media - (Cross listed with AsAmSt)	25	FA	3				8		
	100	FA	4	1	5				
First Semester Pashto (333)	100	SU	4	5		1			
	100	SP	4	1	3				
Second Semester Pashto (334)	100	SU	4	5		1			
First Semester Sinhala (337)	100	SU	4	1	1	4			
Second Semester Sinhala (338)	100	SU	4	1	1	4			
First Semester Bengali (349)	100	SU	4	1	1	2	1		
Second Semester Bengali (350)	100	SU	4	1	1	2	1		
First Semester Hindi (353)	100	FA	4	2	26			FA 2014	
	100	FA	4			1	30		
	100	SU	4	11	10	10	9		
Second Semester Hindi (354)	100	SP	4	1	11				

	100	SP	4			1	19			
	100	SU	4	5	5	6	3	SP 2015		
First Semester Modern Tibetan (360)	100	FA	4			1	2	FA 2014		
	100	SU	4		2	3	1			
First Semester Nepali (361)	100	FA	4		1					
First Semester Persian (363)	100	FA	4	1	10	4	8	FA 2014		
First Semester Tamil (365)	100	SU	4	4	2	2				
Second Semester Tamil (366)	100	SU	4	4	2	2				
						<table border="1"><tr><td>2</td><td></td></tr></table>	2			
2										
	100	SP	4			1		SP 2015		
Second Semester Modern Tibetan (370)	100	SU	4		2	3	1			
	100	FA	4			2	2			
	100	FA	4		10					
First Semester Urdu (371)	100	SU	4	4	3	3		FA 2014		
	100	SP	4			2	2			
	100	SP	4		6					
Second Semester Urdu (372)	100	SU	4	4	3	3		SP 2015		
	100	FA	4	2	4					
First Semester Sanskrit (375)	100	FA	4			4	1	FA 2014		
	100	SU	4	4	3	6				
Second Semester Sanskrit (376)	100	SU	4	4	3	6				
Third Semester Asian Language: Third Semester Pali (401)	75	SP	4	5						
	100	FA	4		15					
	100	FA	4			1	7			
Third Semester Hindi (453)	100	SU	4	1	3					
	100	SP	4		14					
	100	SP	4				2			
Fourth Semester Hindi (454)	100	SU	4	1	3					
Third Semester Persian (463)	100	FA	4	1	5		6	FA 2014		
Fourth Semester Persian (464)	25	SP	4	1	6		4	SP 2015		
Third Semester Modern Tibetan (469)	75	FA	4		1			FA 2014		
Fourth Semester Modern Tibetan (470)	75	SP	4		1					
	100	FA	4				3			
	100	FA	4	1	5					
Third Semester Urdu (471)	100	SU	4	5	4	4	2	FA 2014		
Fourth Semester Urdu (472)	100	SP	4			1	1	SP 2015		
	100	SP	4		4					

	100	SU	4		1			
Third Semester Sanskrit (475)	100	SU	4	2	1	9	3	
Fourth Semester Sanskrit (476)	100	SU	4	2	1	9	3	
	100	SP	3		1			
	100	SP	3			2	6	
Sixth Semester Hindi (554)	100	SP	3	3	1			SP 2015
Fifth Semester Tibetan (557)	75	FA	4		4			FA 2014
Sixth Semester Tibetan (558)	75	SP	4		3			
Fifth Semester Persian (563)	50	FA	3	2	2		1	FA 2014
Sixth Semester Persian (564)	50	SP	3	2	2		1	SP 2015
	100	FA	3				2	
Fifth Semester Urdu (571)	100	FA	3		2			
	100	SP	3				2	
Sixth Semester Urdu (572)	100	SP	3	1	8			SP 2015
Seventh Semester Asian Language: Urdu (601)	100	FA	3	2				
	100	FA	3				1	FA 2014
Eighth Semester Asian Language: Urdu (602)	100	SP	3	1				
	100	SP	3				1	
	100	FA	3			4	2	
	100	SP	3			2		
	100	FA	3	1	3			
Advanced Readings in Hindi Lit (654)	100	SP	3	1	3			SP 2015
	100	FA	3	2		1	1	
Advanced Readings in Sanskrit (675)	100	SP	3	2				
Intro to Cultures of Asia (100) -	50	SP	3		47		51	FA 2014
Genres-Asian Religious Writing (235) - (Cross listed EAS, RelSt)	25	SP	3		8		4	SP 2015
Bascom Course: Culture & Imperialism - Silk Road (236)-	25	FA	3		20			
Civs of India - Classical Per (251) - (Cross listed with AsAmSt, Hist, Soc)	100	FA	4		8		3	
	100	SP	4		1			
	100	SP	4		1			
	100	SU	4		1			
Civs of India - Modern Period (252) - (Cross listed Geog, Hist, PoliSci, Soc)	100	FA	4		107	1	55	SP 2015
Topics in LCA: Gender/Sexuality in South Asia (300) -	100	FA	3		15		8	
Topics in LCA: History of Yoga (300) -	100	FA	3		11		5	
	100	FA	4			2	65	
Hinduism (355) - (Cross listed with RelSt)	100	SP	4		148			
	25	FA	3	2	26		26	
Literatures-Muslim Societies (357) - (Cross listed with LitTrans,RelSt)	25	SP	3	1	15		14	
Introduction to Buddhism (364) -	50	SP	3		3	5	37	

Smr:Topics in Comp Politics: Pol Inequal: Measure/ Cause/ Rem (948) -	50	FA	3			8			
Smr:Topics in Comp Politics: Religion and Politics (948) -	50	SP	3		10				
Global Health & Disease: South Asia (644) -	100	SP		23	12			SP 2015	
Intro Topics in Relig St (H): Love in Buddhist Lit & Art (200) – (Cross listed with EAS, LCA)	25	FA	3		20		17		
Intro Topics in Relig St (H): Topic: Rel Changes in Late Ant (200) – (Cross listed with EAS, LCA)	25	FA	3		86		17	FA 2014	
Introduction to the Qur'an (206) -	25	SP	4				10	SP 2015	
Religion-Hist&Culture: East (273) – (Cross listed EAS,LCA)	25	FA	3		35		46		
Studies in Religions of Asia: Comparative Religious Law (620) – (Cross listed with EAS, Law, LCA)	75	SP	3	1	2				
SOCIOLOGY									
Soc Structures-Muslim Society (614) - (Cross listed with LCA, RelSt)	75	SP	3		35				
THEATER AND DRAMA									
Contemp World Theatre & Lit (424) -	50	SP	3		36	5	23	SP 2015	
Survey: Theories of Drama (520) - (Cross listed with Eng)	25	FA	3	30	15				
Smr-Probs in Theatre&Drama (911) -	100	FA	3			9		FA 2014	



**Center for South Asia
University of Wisconsin-Madison**

Appendix 4: Performance Measures Forms

1. Project Goal #1 – Increase the Number of undergraduates at UW-Madison with proficiency in South Asian studies and languages								
2. Performance Measures	3. Activities	4. Data / Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
<p>A. Increase by 10% per year the number of students enrolled in the CSA Undergraduate Certificate</p> <p>B. Increase by 20% per year the Number of Undergraduates attending the CSA weekly lecture series.</p>	<p>A1. Actively recruit using QUERY to search for students who have close to the required number of credits and alerting them to the Certificate option</p> <p>A2. Promote the CSA UG Certificate in all classes with South Asia content</p> <p>A3. Promote the Certificate among South Asia Study Abroad students</p> <p>B1. Encourage CSA faculty to allow extra credit for attending CSA lectures.</p> <p>B2. Establish 1-credit course for Undergraduates to attend area studies lecture series</p> <p>B3. Promote awareness of CSA lecture series among all Undergraduates, especially in STEM fields</p>							

<p>C. Increase by 1 a year the Number of Internships in South Asia available to Undergraduates</p>	<p>C1. Hold annual competition for faculty to travel to South Asia to establish new internships</p> <p>C2. Work with International Internship office to produce a "best practices for establishing internships" document</p> <p>C3. Hold seminars in which returned interns talk about their experiences and explain what their needs are</p>						
<p>D. Increase by 10% per year enrollment in Hindi classes</p>	<p>D1. Continue to link South Asia FIGs to Hindi classes</p> <p>D2. Promote Hindi at SOAR</p> <p>D3. Develop new teaching materials to attract more students</p>						

1. Project Goal #2 –Develop Post-secondary collaboration with eligible MSIs to add South Asia into the curriculum (CP1)

2. Performance Measures	3. Activities	4. Data / Indicators	5. Frequency	6. Data Source	BL	T1	T2	T3
<p>A. Increase by 1 a year access to South Asia courses at MSIs</p> <p>B. Increase by 2 a year the number of South Asia-related resources at MSIs</p>	<p>A1. Contribute class openings to Madison College Passport Program</p> <p>A2. Offer the UW-Madison South Asia survey course (LCA252) to select MSIs</p> <p>A3. Develop Certificate of Indigenous Studies at College of the Menominee Nation</p> <p>A4. Market CSA summer FLAS to MAC-CAE consortium</p> <p>B1. Promote awareness of CSA's collection of films and publications for sale</p> <p>B2. Offer institutional discounts to MSIs wishing to purchase CSA films and publications</p> <p>B3. Produce a document which links a selection of CSA publications with others of particular relevance to MSIs</p>							

1. Project Goal #3 – Strengthen Pre-service and K-12 Teacher Training (AP) and Collaborations with Schools of Education (CP-2)

2. Performance Measures	3. Activities	4. Data / Indicators	5. Frequency	6. Data Source	BL	T1	T2	T3
<p>A. Increase by 10% per year the number of pre-service teachers participating in teacher training opportunities</p>	<p>A1. Design and deliver four content-specific Pre-service and K-12 teacher training workshops: Teaching South Asia: Ancient Civ (Yr 1), Social Stratification (Yr 2), Literature & Film (Yr 3), Religions (Yr 4) (UW-Madison)</p> <p>A2. Collaborate with four WI MSI Schools of Education to host Pre-service and K-12 teacher training workshops : Current Events (UW-La Crosse), Crimes against Humanity (Carthage), International Trafficking (UW-Eau Claire), Best Practices (Alverno)</p> <p>A3. Ensure that teacher training workshops are sufficiently marketed to pre-service as well as in-service teachers</p>							

B. Demonstrate that 60% of pre-service and classroom teachers surveyed over the four-year cycle report new South Asia content in their classroom teaching, as a result of teacher training opportunities

C. Develop one new collaboration per year with a School of Education (e.g. study abroad, school based internship)

B1. Development of online course for School of Library and Information Studies (UW-Madison)

B2. Support SABA Committee members to present annually at national professional development institutes and conferences for teachers and librarians

B3. Develop three new lesson plans per year for posting on CSA website

B4. Develop 4 new resources a year related to the SABA award

C1. Promote Lady Andal school-based internship opportunity to pre-service teaching students at MSI institutions

C2. Develop and promote First-Year Interest group at UW-Madison School of Ed



Center for South Asia
University of Wisconsin-Madison

Appendix 5: Letters of Support

1. Diana Morris, Ph.D., Chief Academic Officer, College of Menominee Nation
2. Dr. Carmen Manning, Dean, College of Education and Human Sciences, University of Wisconsin – Eau Claire
3. Jack E. Daniels, II, Ph.D., President, Madison Area Technical College



College of Menominee Nation

June 26, 2014

Guido Podestá
Vice Provost and Dean
Division of International Studies
University of Wisconsin-Madison

Dr. Podestá:

The College of the Menominee Nation is pleased to collaborate with the University of Wisconsin-Madison National Resource Centers to incorporate international and intercultural dimensions into our curriculum, especially as we develop our forthcoming Indigenous Studies Certificate. We enjoyed meeting with several NRC staff members here at the College earlier this month and we look forward to our work together.

Diana Morris, PhD
Chief Academic Officer
College of Menominee Nation

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105 Garfield Avenue, PO Box 4004
Eau Claire, WI 54702-4004

DATE: June 27, 2014
TO: Guido Podesta, Vice Provost/Dean, International Studies, UW-Madison
FROM: Dr. Carmen Manning
RE: UW-Eau Claire Participation in WIOC Grant

Beginning on July 17, 2014, I will be the Dean of the College of Education and Human Sciences at the University of Wisconsin-Eau Claire. UW-Eau Claire has been contacted by Rachel Weiss, Coordinator of the Wisconsin International Outreach Consortium (WIOC) (on behalf of the area studies centers at UW-Madison, UW-Milwaukee and Madison College,) about our interest in participating in workshops for in-service and pre-service teachers that focus on incorporating international content into curricula.

Participation in this grant will allow the teacher education program at UW-Eau Claire the opportunity to enhance and expand the international elements of the curriculum and teacher training experience. Enhanced globalization of the curriculum is a university-wide goal at UW-Eau Claire. Participation in this grant would provide a strong collaborative avenue for our teacher education program to work toward that goal.

UW-Eau Claire is especially eager to participate in new programming that has been established to offer training workshops and curriculum development institutes to pre-service and in-service teachers and to establish lasting and sustaining partnerships in the pursuit of global competency among our students and teachers in the Eau Claire district.

UW-Eau Claire is interested in hosting WIOC-sponsored critical teacher training to K-12 teachers and pre-service teachers at a biannual, thematic professional development trainings and follow-up best practice workshops. We understand that content expertise will be provided by faculty and staff of the UW-Madison area studies centers and the host institutions. Together the in-service and pre-service training and professional development program will foster a dynamic and sustainable network to further advance teaching and curriculum development.



MADISON
AREA | TECHNICAL
COLLEGE

June 24, 2014

Guido Podestá
Vice Provost/Dean, International Studies
268 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706

Dear Vice Provost Podestá ,

Madison College is extremely pleased to support the University of Wisconsin-Madison proposals for National Resource Centers for Foreign Language and Area Studies. As a former Title VI UISFL awardee, Madison College has regularly collaborated with UW-Madison NRCs as a partner in the Wisconsin International Outreach Consortium (WIOC). Existing collaboration includes partnerships for Chinese and Arabic languages at Madison College, joint development of faculty professional development workshops, and co-sponsorship of various global education events for students and the community.

As part of the most recent proposals for NRC collaboration, Madison College is excited to partner with UW area studies and language centers to create a new *Community College Passport* program to expand access to international studies and foreign language learning opportunities. Through this new initiative, students who are enrolled in the Madison College Interdisciplinary Global Studies Certificate will have the opportunity to enroll as special students in a broad range of UW-Madison courses in area studies and foreign languages. This initiative is designed to expand the depth and breadth of community college international learning, cultivate interest in completion of area studies and foreign language bachelor's degrees, and strengthen collaborative ties between Madison College and UW-Madison. Additionally, Madison College and UW-Madison Title VI NRCs plan to collaborate on a series of annual professional development workshops for faculty. These regional workshops are designed to help faculty in targeted disciplines to infuse global content into their curriculum, discuss best practices in international education pedagogy, and expose them to the resources of UW-Madison NRCs.

These partnerships build on a strong history of cooperation between our institutions, but also strengthen and deepen this collaboration in new and substantial ways. Madison College unequivocally supports these initiatives and the overall contribution that UW NRCs make in the Madison community and the greater world of global scholarship. Madison College commits to the staffing, coordination, and institutional support for the *Community College Passport* program and will be the host site and coordinating body for the faculty professional development institutes. We look forward to this and other opportunities for collaboration.

Sincerely,

Jack E. Daniels, III, Ph.D.
President