

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

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180134

Grants.gov Tracking#: GRANT12659986

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180134

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="The Regents of the University of California"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-6002123"/>	* c. Organizational DUNS: <input type="text" value="1247267250000"/>	
d. Address:		
* Street1:	<input type="text" value="c/o Sponsored Projects Office"/>	
Street2:	<input type="text" value="1608 Fourth Street, Suite 220"/>	
* City:	<input type="text" value="Berkeley"/>	
County/Parish:	<input type="text" value="USA"/>	
* State:	<input type="text" value="CA: California"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="94710-5940"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="CEN for Southeast Asia Studies"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="Erin"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Lentz"/>	
Suffix: <input type="text" value="JD"/>		
Title:	<input type="text" value="Contracts and Grants Officer"/>	
Organizational Affiliation: <input type="text" value="Sponsored Projects Office"/>		
* Telephone Number: <input type="text" value="(510) 643-2152"/>	Fax Number:	<input type="text" value="(510) 642-8236"/>
* Email: <input type="text" value="erin.lentz@berkeley.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:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

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

Add Attachment

Delete Attachment

View Attachment

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

UC Berkeley - UCLA Consortium for Southeast Asian Studies

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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="582,000.00"/>
* 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="582,000.00"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Regents of the University of California

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	68,203.00	55,469.00	56,129.00	57,738.00		237,539.00
2. Fringe Benefits	14,483.00	13,674.00	13,712.00	14,123.00		55,992.00
3. Travel	10,200.00	14,000.00	9,000.00	13,500.00		46,700.00
4. Equipment						
5. Supplies	4,500.00	6,000.00	5,500.00	5,500.00		21,500.00
6. Contractual	276,859.00	288,171.00	290,994.00	274,364.00		1,130,388.00
7. Construction						
8. Other	28,208.00	25,977.00	28,165.00	37,043.00		119,393.00
9. Total Direct Costs (lines 1-8)	402,453.00	403,291.00	403,500.00	402,268.00		1,611,512.00
10. Indirect Costs*	10,047.00	9,209.00	9,000.00	10,232.00		38,488.00
11. Training Stipends	169,500.00	169,500.00	169,500.00	169,500.00		678,000.00
12. Total Costs (lines 9-11)	582,000.00	582,000.00	582,000.00	582,000.00		2,328,000.00

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 %.

PR/Award # P015A180134

Name of Institution/Organization The Regents of the University of California	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.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Erin Lentz</p>	<p>TITLE</p> <p>Contracts and Grants Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The Regents of the University of California</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="DOED US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1239-UCB UCLA CSEAS NRC GEPA statement FIN

Add Attachment

Delete Attachment

View Attachment

University of California's Policies and Procedures on Equitable Access
Pursuant to GEPA 427

The University of California (UC) system has many policies and regulations in place to comply with all applicable federal, state, and local laws and regulations, as well as to meet the University commitment to positive values of equal opportunity, access, and a climate free from all forms of harassment, exploitation, or intimidation, as summarized here:

"The University of California, in accordance with applicable Federal and State Law, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment." (*From Nondiscrimination Policies and Procedures, <https://ophd.berkeley.edu/policies-and-procedures>*)

"Diversity is a defining feature of the University of California and we embrace it as a source of strength. Our differences — of race, ethnicity, gender, religion, sexual orientation, gender identity, age, socioeconomic status, abilities, experience and more — enhance our ability to achieve the university's core missions of public service, teaching and research. We welcome faculty, staff and students from all backgrounds and want everyone at UC to feel respected and valued." (*From <https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/diversity.html> as introduction to Regents Policy 4400: Policy on University of California Diversity Statement*)

In Part A, we list several specific policies with text excerpts of the articles most relevant to GEPA 427 and the NRC/FLAS program. These official policies are centered around (1) nondiscrimination and affirmative action, (2) nondiscrimination on the basis of sex, (3) nondiscrimination on the basis of disability and (4) provision of accommodation for accessibility. While some of the excerpts may read as repetitive due to the nature of policy language, it illustrates the university's commitment to a diverse environment free from discrimination. This commitment is borne out further by a wealth of guidelines, best practices, services, and resources that both UC Berkeley and UCLA have created to get to an inclusive environment with equal access for all.

INSTITUTIONAL POLICIES

There are three main policies that cover the different university constituents:

- University of California Policies Applying to Campus Activities, Organizations and Students (PACAOS)
- University of California Academic Personnel Manual (APM)
- University of California Personnel Policies for Staff members (PPSM)

As way of providing a detailed description of each policy, we include excerpts from the policy text of the articles most relevant to GEPA 427 and the NRC/FLAS program. This list is intended to highlight pertinent policies, but may not be exhaustive.

1. Nondiscrimination and Affirmative Action

1.1 Student-Related Matters

"The University is committed to a policy against legally impermissible, arbitrary, or unreasonable discriminatory practices. All groups operating under the authority of The Regents, including administration, faculty, student governments, University-owned residence halls, and programs sponsored by the University or any campus, are governed by this policy of nondiscrimination. The intent of the University's policy on nondiscrimination is to reflect fully the spirit of the law. In carrying out this Policy, the University also shall be sensitive to the existence of past and continuing societal discrimination." *(From PACAOS-20: Policy On Nondiscrimination, <https://policy.ucop.edu/doc/2710522/PACAOS-20>)*

"The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities." *(From PACAOS-APPENDIX C: Nondiscrimination Policy Statement For University Of California Publications Regarding Student-Related Matters, <https://policy.ucop.edu/doc/2710540/PACAOS-Appendix-C>)*

The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. The University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

1.2. Employment Practices

General. "The University prohibits discrimination against any person employed; seeking employment; or applying for or engaged in a paid or unpaid internship or training program leading to employment with the University of California on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected

veterans. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

In addition, the University prohibits harassment based on the above protected characteristics of an employee, applicant, paid or unpaid intern, volunteer, person participating in a program leading to employment, or person providing services pursuant to a contract.

If the harassment is sexual in nature, the University's Sexual Violence and Sexual Harassment (SVSH) policy will apply. Local SVSH resource information can be found at <http://sexualviolence.universityofcalifornia.edu/get-help/index.html>. This policy is intended to be consistent with applicable state and federal laws and University policies."

Affirmative action. "It is the policy of the University to undertake affirmative action, consistent with its obligations as a federal contractor, for minorities and women, for persons with disabilities, and for protected veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with federal regulations, written affirmative action plans will be prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans will be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated."

(From University of California – Policy Discrimination, Harassment, and Affirmative Action in the Workplace, <https://policy.ucop.edu/doc/4000376/DiscriminatioHarassmentAffirmAction>)

Similar language is also included in APM-035: Affirmative Action and Nondiscrimination in Employment (<https://www.ucop.edu/academic-personnel-programs/files/apm/apm-035.pdf>); PPSM-12: Nondiscrimination in Employment. (<https://policy.ucop.edu/doc/4010391/PPSM-12>); and PPSM-14: Affirmative Action (<https://policy.ucop.edu/doc/4010392/PPSM-14>)

Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

2. Nondiscrimination on the Basis of Sex

General Provisions. "Except as provided in Federal or State laws, no person may be excluded on the basis of sex from participation in, denied the benefits of, or discriminated against in any academic, extracurricular, research, or other program offered by the University. This includes: (a) sex discrimination in requirements or qualifications for any University-offered aid, benefit, or service; (b) providing different aid, benefits, or services or such aid, benefits, or services in a

different manner; (c) application of separate rules of appearance; (d) application of separate rules as to domicile for admission or out-of-State fee purposes; or (e) providing any assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees (for example, single-sex clubs not exempted in Section 150.40)."

"Programs in which the University requires or facilitates participation by its students, but which are not wholly operated by the University (for example, study abroad, clinical programs, student-teaching programs, internships) must be actively monitored to ensure that they do not contain violations of this Policy. If such violations occur and cannot be rectified, the program relationship must be terminated."

Admissions. "Except as provided in this Policy, no preference on the basis of sex can be given in the admission of students. This includes: (a) ranking of applicants separately by sex; (b) the use of quotas for one sex; or (c) the use of tests or other criteria which have disproportionately adverse effects on one sex. The prohibition against tests or criteria which have disproportionately adverse effects on one sex is not applicable when they are shown to validly predict success in the educational program in question and alternative tests or criteria are shown to be unavailable."

Educational Programs and Activities. "Except as provided in this Policy, all educational programs or activities offered by the University, including physical education, ROTC, and music classes must be offered without discrimination on the basis of sex."

Financial Aid. "It is the intent of this Policy that student aid funds administered by the University are awarded to men and women in a nondiscriminatory manner. A campus may not at its own discretion set aside any University-administered student aid funds in a manner that would result in discrimination on the basis of sex in the amount or type of aid received by University students on that campus. However, as provided in Federal and State laws, certain funds may be administered on a sex-restricted basis (see Section 153.22)."

(From 3.1.1 PACAOS-150: Student-Related Policy Applying To Nondiscrimination On The Basis Of Sex (<https://policy.ucop.edu/doc/2710535/PACAOS-150>))

3. Nondiscrimination on the Basis of Disability

3.1 General nondiscrimination

Faculty. "The University of California recognizes that academic appointees with disabilities are active and productive members of the University community, and the University is committed to providing reasonable accommodations to allow qualified academic appointees with disabilities to continue to contribute to the University's vital educational, research and public service mission. To this end, the University is committed to participating in the Interactive Process to determine and implement reasonable accommodations to the working environment (which do not cause an undue hardship), to assist academic appointees with disabilities in accommodating restrictions or limitations in the workplace." *(From 2.2.1 APM-711: University of California Resource Guide*

for Academic Appointees with Disabilities (<https://www.ucop.edu/academic-personnel-programs/files/apm/apm711.pdf>)

Staff. "The University provides reasonable accommodation to otherwise qualified employees who are disabled or become disabled and need assistance to perform the essential functions of their positions. The interactive process shall be used to determine what, if any, reasonable accommodation will be made." (From PPSM-81: Reasonable Accommodation, <https://policy.ucop.edu/doc/4010420/PPSM-81>)

Students. "In providing any aid, benefit, or service, the University may not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of disability [...]" (From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

3.2 Educational Programs, Services, and Activities

Examples under this part of the policy include:

"Qualified individuals with disabilities may not, on the basis of disability, be denied admission to the University or enrollment in University classes or participation in University programs, services, or activities, or be subjected to discrimination in the admissions process or in recruitment procedures."

"Qualified students with disabilities or participants with disabilities in University programs, services, or activities may not, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular activity, or other educational program, service, or activity offered by the University."

(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

3.3 Student Employment Practices

"The University may not discriminate against any qualified individual with a disability, on the basis of disability, in employment under any program, service, or activity, including any program, service, or activity that employs students with disabilities. Information concerning the University's employment policies as they apply to individuals with disabilities may be obtained from campus personnel offices or ADA/Section 504 Compliance Officers." (From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

4. Program Accessibility

"No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens." (*From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability* (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

UC Berkeley statement

Overall, the University's Strategic Plan for Equity, Inclusion, and Diversity specifically aims to achieve institutional change by embedding the principles of excellence, equity, and inclusion into every campus unit. At the heart of the plan is the public mission of the University of California — to welcome and serve all segments of California's population, and to conduct cutting-edge research, teaching, and public service in all disciplines, particularly in the fields that are most pressing for the economic, social, intellectual, and educational development of the state.

Pathways to Implementation

1. Responsible Units

There are several units on campus that are tasked with elements of creating an inclusive environment and ensuring equal access. Many of the policies are the responsibility of Human Resources, the Office of Ethics, Risk and Compliance Services, the Division of Equity and Inclusion, Undergraduate Studies, and the Center for Teaching and Learning, to name a few. However, the main goal is to cultivate that responsibility and capability of inclusiveness within each person on campus to create a welcoming and accommodating environment for all.

2. Going beyond compliance

The Office of Ethics, Risk and Compliance Services, includes the Office for the Prevention of Harassment and Discrimination (OPHD) and the Disability Compliance Office (DCO). These two offices go beyond mere compliance. Indeed, OPHD is tasked with resolving sex (Title IX) and race (Title VI) discrimination, harassment, and assault, *as well as* to help create and maintain a positive campus climate. The vision for the DCO is to "manage a robust compliance program that *reframes* legally-mandated disability-related physical and program access issues into self-regulatory good business practices that are based in universal design for the common good, rather than compliance and accommodation. The DCO collaboratively strives to maintain and promote an environment and culture of disability-related compliance, rooted in our campus mission of teaching, research, and public service consistent with the university Principles of Community, and the standing campus commitment to full inclusion."

3. Equity and Inclusion: From high-level administration to each unit

UC Berkeley's commitment related to the GEPA 427 intent is probably most noticeable in the Division of Equity and Inclusion (E&I). E&I is headed by the Vice Chancellor of Equity & Inclusion, Oscar Dubon, and provides leadership, accountability and inspiration to the campus in integrating equity, inclusion, and diversity into all aspects of university life. Their Campus Climate, Community Engagement & Transformation unit was created to "transform the campus experience for all students, staff, faculty and administration at UC Berkeley, focusing on reshaping and influencing policies and practices that increase opportunities, advance social justice and create equitable experiences for all groups, with a special focus on marginalized and underserved populations." This encompasses student, staff, and faculty diversity initiatives as well as a data collection and reporting effort. The following excerpt from the strategic plan provides a good framework of what UC Berkeley aims to do:

"The Pathway to Excellence, Berkeley's Strategic Plan for Equity, Inclusion, and Diversity, renews the campus's commitment to California, and to the world, to provide fair treatment, access, opportunity, and advancement for all. This is a commitment that lies at the heart of Berkeley's mission as a public university, and is a continuation of the campus's longtime role in advancing principles and policies for a democratic society. California's uniquely diverse demographics, combined with Berkeley's authentic desire to serve and learn from every sector of society, offers the University a chance to craft new models of institutional change. Our goal is to transform UC Berkeley into an equitable and inclusive academy of the highest caliber – one that fully honors the diversity of our students, faculty and staff, expands possibilities for those from underserved backgrounds and communities, and creates new fields of inquiry, knowledge, and exploration, with global reach and implications." (*From: https://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf*)

Examples of key initiatives include:

- Rallying of local stakeholders;
- The creation of prestigious student, faculty, and staff awards and effective policies and practices that recognize and incentivize the advancement of equity, inclusion, and diversity;
- A UC Berkeley staff performance management tool that incorporates "inclusiveness" as a core competency for performance evaluations; and
- Best practices, such as mentoring, cross-training for job skills, hiring-committee training, and accessible classroom materials and pedagogy; and
- Climate surveys.

UC Berkeley uses a multifaceted approach through a portfolio of programs and services at different levels and with different community groups on campus. For example, in addition to offering direct diversity consulting services, E&I also supports diversity planning within academic and administrative units by providing toolkits with step-by-step guidance to help the unit conduct their own strategic planning and assessment processes on equity, inclusion, and diversity. Each department or school at Berkeley has a Faculty Equity Advisor who is appointed by the department chair or dean and helps ensure that diversity and equity are considered in all aspects of the academic mission. As well as working within their own departments, they

participate in a campus-wide network to share strategies and collaborate on addressing common challenges. These faculty members have crucial roles in strategic planning, faculty recruitment and retention, graduate student admission and advancement, and the climate of equity and inclusion.

UC Berkeley also offers several activities and resources to help faculty and teachers create inclusive classrooms in the broader sense.

4. Services for People with Disabilities

The Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities describes the roles of various units and individuals at the university in ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by University policy. Responsible units include *the Academic Accommodations Policy Board*, which exists of at least two faculty members knowledgeable in the area of learning and disabilities; two professional staff members of the Disabled Student's Program; the campus Assistant Provost of Academic Compliance & Disability Standards; and the campus Disability Resolution Officer. This board is tasked with advising the Executive Vice Chancellor and Provost (EVCP) about policies and procedures related to the provision of academic accommodations for students with disabilities; recommending steps to be taken by the EVCP related to the provision of accommodations for instructors with disabilities, such as faculty, lecturers, graduate student instructors, etc.; developing mechanisms for increasing the understanding of the academic departments and faculty with respect to disabilities and their accommodation in an academic setting; and assisting the EVCP in resolving any disagreements with faculty that might arise concerning particular accommodations in an academic setting. Other people/units include the *Executive Vice Chancellor and Provost (EVCP)*, responsible for campus policies affecting persons with disabilities, and final determination of the appropriateness of a particular academic accommodation is the event of disagreement; the *Assistant Provost of Academic Compliance & Disability Standards*, serving as a resource to the EVCP and others; *Disability Specialists*, responsible for assessing a student's disability and nature of accommodations; the *Director of the Disabled Students' Program; Instructors; and Department Chairs and Deans*. (*Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities, <https://dsp.berkeley.edu/about/policies-guidelines/accommodations>*)

Direct services for people with disabilities include the Disability Compliance Officer as well as Campus Access Services, which provides mobility and communications access, and the Disabled Students Program (DSP), which supports students with disabilities and collaborates with the campus community to remove barriers to educational access and embrace the University's values of equity and inclusion.

UCLA Statement

The UCLA Chancellor's 504 Compliance Office (since 1992 the Chancellor's ADA & 504 Compliance Office) was created in 1986 by Chancellor Charles Young. Its continuing mission is to (1) coordinate and monitor campus compliance with requirements of Section 504 of the Rehabilitation Act of 1973 as amended, the provisions of the Americans with Disabilities Act of 1990; (2) provide guidance and evaluate efforts to improve access to campus facilities and programs; (3) develop procedures to identify and correct access deficiencies; (4) advise the campus community regarding compliance related issues and recommend appropriate remedial actions; (5) coordinate the implementation of the ADA transition plan; and (6) field complaints alleging campus noncompliance with ADA & Section 504.

The UCLA Committee on Disability (UCOD) was established in 1982 as an advisory group by the Chancellor. UCOD is comprised of students, faculty, staff, alumni, members of the UCLA Community, and ex-officio members. The Committee's charge is to analyze and identify problems, propose solutions, and make recommendations on matters of particular concern to persons with disabilities. To facilitate the Committee's functioning, the ADA & 504 Compliance Office reserves UCOD meeting rooms, provides courtesy parking for off-campus voting members, distributes meeting minutes and proposed agendas.

Pathways to Implementation

1. Equity, Diversity and Inclusion

The UCLA Office of Equity, Diversity, and Inclusion (OEDI) is headed by the Vice Chancellor for Equity, Diversity, and Inclusion Jerry Kang. The mission of the OEDI is to “build an equal learning and working environment, by holding everyone accountable to their professed ideals.”

Some of the core functions include:

- Connecting and communicating with internal and external constituencies through multiple media, providing clear information, prompt responses, informed analyses, and conceptual framings, and listening and learning with every engagement.
- Generating legally mandated reports; acting as a gatekeeper in faculty searches; investigating rigorously and objectively complaints of discrimination (including those triggered by sexual violence) and issuing written findings; training various communities to prevent discrimination and sexual violence from happening in the first place.
- Distributing resources to encourage recruitment and retention of faculty who further the Office’s mission; making human capital investments in such faculty; contributing resources to students, staff, and faculty for campus programming and initiatives that further the Office’s mission.
- Researching, testing, and re-engineering various practices and policies to promote equity, diversity, and inclusion; rationalizing, rebuilding, and rewriting internal procedures and manuals; conducting R&D and translating academic knowledge into pragmatic “best practices.”

- Advising, collaborating, and coordinating with administrators, deans, department chairs, Equity Advisors, student leaders, and staff leadership on the business of the University that touches upon equity, diversity, and inclusion.

The OEDI also oversees the Discrimination Prevention Office (DPO) and the Title IX Office. The DPO investigates reports of discrimination or harassment based on race, ancestry, national origin, religion, age, and other categories protected by law and University policy. The Title IX Office is responsible for UCLA's compliance with Title IX, including policies and procedures to prevent and respond to gender discrimination, sexual harassment, and sexual violence. The Title IX Office is the designated office to investigate claims filed against any member of the campus community.

2. Services for People with Disabilities

UCLA's Center for Accessible Education (CAE) facilitates academic accommodations for regularly enrolled, matriculating students with disabilities. The CAE provides access to the numerous educational opportunities available to students on our campus and empowers students to realize their academic potential. Their services are designed to meet the unique educational needs of regularly enrolled UCLA students with documented permanent and temporary disabilities. The philosophy and mission of the program is to encourage independence, assist students in realizing their academic potential, and to facilitate the elimination of programmatic and attitudinal barriers.

The Communications Technology Services provides service to deaf persons and others seeking UCLA campus and Center for Health Sciences information. The UCLA Medical Center Deaf Services Program also provides interpreters for patients at the Center for Health Sciences and Medical Plaza.

The Disabled Student Union empowers students with disabilities, increases the personal, social, and academic opportunities for students with disabilities, and develops resources to expand accessibility and awareness of disability-related issues throughout the campus community.

The Disabilities and Computing Program offers access to computers for independent and productive work for students, staff, and faculty with disabilities. The program offers state-of-the-art technology such as computers with voice synthesis, speech recognition, scanners, alternative keyboards and reading machines.

The Staff Affirmative Action Office (SAAO) provides assistance to staff with disabilities in dealing with discrimination complaints. They investigate and mediate internal complaints, including those filed with state and/or federal agencies. The SAAO provides diversity-awareness training with a focus on disabilities and conducts self-identification surveys to determine the number of University employees with disabilities.

Equitable Access and the Proposed Project under the National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Under the grants from the US Department of Education Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs, the UC Berkeley-UCLA CSEAS consortium is proposing the types of activities outlined below.

Support for Area Studies Instruction

UCLA proposes to add to the area courses of instruction in our world area. In order to make these courses accessible to all qualified students at the university, we will work with the Disabled Students' Program (DSP) to ensure that all students with disabilities have equal access. DSP services include academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, assistive listening devices, alternative media and proctoring services.

Except in the study of world areas to which they identify as heritage students, our area studies programs historically have had only a small percentage of underrepresented minority student populations, such as African-American, Hispanic, and Native American. We will work with our partner offices and diversity initiatives on our campuses to bring more attention to these programs for these students.

Support for Language Instruction

We propose to support and add to the courses of language instruction in our world area. The same services mentioned above under Area Studies Instruction apply to students enrolled in language courses. The Berkeley Language Center (BLC) provides faculty and students with state-of-the-art learning facilities and equipment. With these facilities, students with learning disabilities are able to take advantage of different learning technologies and media as well as to put in any additional study time needed to become proficient in a language. The UCLA Instructional Media Lab housed in the UCLA Powell Library also has facilities and has made technological accommodations in order for students with disabilities to more easily access the space and equipment needed to supplement their classroom language learning.

Campus Programs & Public Outreach

We propose to bring together faculty and graduate students from the University of California (UC) and California State University (CSU) systems throughout the course of the grant. These programs will include workshops, conferences and presentations by visiting faculty. As with the Area Studies Instruction and Language Instruction sections, we will work directly with teachers and students involved in these programs who need additional assistance or have special access requirements. Meetings, conferences and workshops will be held in wheelchair accessible buildings.

We will also support programs that reach out to the public, government officials, and business representatives to better inform these constituencies about issues in our world area relevant to them. In order to accommodate individuals who may have special accessibility needs, we will consult with our campus Disability Access Services offices, which provide information and assistance for individuals with disabilities who require access to participate in University sponsored non-course related programs or activities. We will always schedule events in wheelchair accessible buildings and rooms. We will place an accessibility contact statement on all publicity, including print ads, web pages, flyers, etc. The statement will provide an event contact and information about how to request accommodations such as sign language interpreting and real-time captioning. We will also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance. For web access issues, our two centers are following campus policies to make sure our websites are accessible for all.

K-14 Outreach & Language Pedagogy Training

We propose to provide projects that include teacher training activities on the world area of our consortium. In order to accommodate individuals who may have special accessibility needs, we will provide the services stated above in the Public Outreach section. Many of the services described in the Area Studies Instruction and Language Instruction sections are also suitable for assisting disabled teachers who come to our teacher training programs. These programs are always held in wheelchair accessible buildings and rooms.

In order to reach out to historically underserved minority populations, we will work with our partner community colleges in California to engage these instructors with our teacher-training programs.

Foreign Language and Area Studies Fellowships

We propose to provide fellowships to eligible students to become proficient in the languages of our world area, all of which are less commonly taught languages and national priority languages. The same services mentioned above under Language Instruction and Area Studies Instruction apply to students receiving these fellowships as they are required to enroll in language and international and area studies courses. Students will be able to secure assistance as needed through the relevant campus programs for equal access and inclusion.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION The Regents of the University of California	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Erin"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Lentz"/>	Suffix: <input type="text" value="JD"/>
* Title: <input type="text" value="Contracts and Grants Officer"/>	
* SIGNATURE: <input type="text" value="Erin Lentz"/>	* DATE: <input type="text" value="06/25/2018"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Pheng	<input type="text"/>	Cheah	<input type="text"/>

Address:

Street1:	Center for Southeast Asia Studies
Street2:	1995 University Ave., No. 520H
City:	Berkeley
County:	USA
State:	CA: California
Zip Code:	94704-2318
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(510) 642-3609	(510) 642-5035

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

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) #: 1 2 3 4 5 6

No Provide Assurance #, 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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

UC Berkeley (UCB) has been an important site for Southeast Asian Studies (SEAS) for many decades. At UCLA, SEAS was formally established in 1999. Shortly thereafter, the Center for Southeast Asian Studies at UC Berkeley and UCLA joined together as a consortium National Resource Center (NRC) for Southeast Asia. Both campuses have since benefited from substantial institutional, private, and community support for SEAS.

Both campuses offer undergraduate and graduate degree programs that support SEAS and that are strengthened by strong language training in Burmese (at UCB), Indonesian, Filipino, Khmer, Thai, and Vietnamese. Most SEA language courses, as well as non-language SEA-related courses offered in the humanities, social sciences and professional schools, often have higher enrollments than comparable courses at other US universities. UCB's library is one of the top-ranked public university libraries in the US, and its SEA collection is substantial. UCLA's SEA collection has expanded rapidly since 2000 and supports the research, teaching, and learning needs of faculty, students, and community users across many disciplines.

The great strength of our two campuses derives from the quality and range of our SEAS faculty, with expertise particularly strong in Indonesian Studies, Vietnamese Studies and Cambodian Studies. Indonesian Studies has been a focus at both campuses for many years, with several faculty with deep experience and numerous publications. Our Vietnam specialists also publish widely and serve on the editorial board of the *Journal of Vietnamese Studies*, published by the University of California Press. Cambodian Studies has emerged with the hiring of more faculty and an intensified focus on Khmer language instruction.

Our rankings as top public universities coupled with our strategic location in California with historic ties to the region allow us to attract a significant Southeast Asian and Southeast Asian-American student population. Our public outreach programming also benefits from major immigrant communities from Southeast Asia living in the state whose interests in the region are ongoing, while the state's business communities facing the Pacific Rim are also engaged with learning more about Southeast Asia. Our consortium is in an ideal position to act as a key hub of scholarship, research and engagement related to the region.

Our consortium's main goals for the next four years are to build an informal network of SEAS scholars in the state of California, strengthen SEA language pedagogy, and expand K-14 teacher training in SEAS. Our consortium proposes to develop new linkages with SEAS faculty and graduate students within the University of California (UC) and California State University (CSU) systems through faculty exchanges, graduate student workshops and conferences, thereby broadening the reach of our consortium to other state public universities.

The consortium will also expand SEA language teaching capacity and promote improved pedagogy for SEA language instructors. UCB will start offering Khmer at three levels as a Distance Learning course to UCLA and UC Irvine. In Year 2, UCB will begin offering Distance Learning Burmese to UCLA. The consortium will hold a series of language pedagogy workshops and conferences to train SEA language instructors and support K-12 teacher training and community college course development to integrate SEA-related content into the state curriculum, at the middle school and high school level, and for community colleges. These programs will be regularly assessed to ensure effectiveness and reach.

In addition, the consortium plans to expand our SEA library collections, help support the *Journal of Vietnamese Studies*, develop new courses (at UCLA), and host public programs that generate new knowledge and understanding about Southeast Asia. The consortium also seeks to

provide Foreign Language and Area Studies (FLAS) fellowships for graduate students and undergraduates planning to develop proficiency in Southeast Asian languages.

Scholarly exchange with other UCs and CSUs, most of which are Minority Serving Institutions, addresses NRC Competitive Priority 1. Collaborations with UCB and UCLA project offices for K-12 teacher training in world history meet NRC Competitive Priority 2. FLAS fellowship awards will emphasize financial need, responding to FLAS Competitive Preference Priority 1. In addition, all FLAS awards will be made to students studying priority languages, reflecting FLAS Competitive Preference Priority 2. All of the consortium's proposed activities are part of our mission to promote and expand SEAS within California and beyond, and to provide diverse perspectives and multiple viewpoints.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** 1235-UC BERKELEY - UCLA CONSORTIUM ON SOUTHEAST ASIAN

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UC BERKELEY - UCLA CONSORTIUM FOR SOUTHEAST ASIAN STUDIES
NATIONAL RESOURCE CENTER PROPOSAL

§ INTRODUCTION

UCLA and UC Berkeley (UCB) have worked together as a consortium National Resource Center for Southeast Asian Studies since 2000. Since its founding, the consortium has significantly enhanced Southeast Asian Studies (SEAS) on the UCB and UCLA campuses and become an important resource on Southeast Asia (SEA) for a large number of undergraduate and graduate students as well as communities in northern and southern California. The consortium has presented highly successful academic programs on diverse topics and in a range of different formats (conferences, workshops, symposia and speaker series); improved campus resources in the field (e.g., in the area of library acquisitions and K-14 outreach); provided specialized teacher training for graduate students and educators; and strengthened the quality, depth and accessibility of SEA language and area studies instruction. The size of our consortium's constituencies distinguishes our work from other SEA National Resource Centers (NRCs), with the reach of our programs enhanced significantly by our campuses being part of the integrated University of California (UC) system, which enrolls several thousand students of SEA heritage on ten campuses across the state. Our impact is measured by the number of undergraduates who enroll in our SEAS courses, by the quality and number of the graduate students we train, by public interest in our events, and by the K-14 teachers we reach through our teacher training programs. Our primary goal for 2018-22 is to further expand this impact by promoting an informal Southeast Asian Studies network within the UC and California State University (CSU) systems to be developed through faculty exchange and graduate student training; by holding a series of pedagogy workshops for Southeast Asian language instructors

based in CA as well as nationally, to include regular collaboration with UCLA's National Heritage Language Resource Center (NHLRC); by collaborating with teacher education programs at UCB and UCLA such as UCB's Office for Resources in International and Area Studies (ORIAS), UCB's History-Social Science Project and the UCLA History-Geography Project to engage an increased number of K-14 teachers and instructors in California to promote greater awareness of Southeast Asia and its peoples and societies; and by hosting public outreach events at both campuses to deepen understanding about Southeast Asia.

§ A. PROGRAM PLANNING AND BUDGET

California's political and economic significance for the nation derives in part from its strategic geographical position as a gateway to the Asia-Pacific region. Meanwhile, the state's connection to Southeast Asia specifically continues to be nurtured, in part, through the ongoing ties maintained with the region by its large Southeast Asian-American immigrant populations. Here, the cultural, religious and linguistic diversity of Southeast Asia makes the region a critical transcultural bridge to understanding the rest of Asia, as suggested by Singapore's hosting of the recent US-North Korea summit. The long-term vision of the plan proposed by the UCB UCLA CSEAS consortium draws on the connections between Southeast Asia and California to promote and strengthen California-based expert knowledge about the region. This effort will emphasize cross-cultural understanding and global literacy, two important factors in national diplomacy and US global business endeavors, and support broad attention to a range of perspectives and research findings, *directly relevant to Absolute Priority 1.*

§ A.I.A. Consortium Programs (Non-Language) The UCB UCLA CSEAS Consortium proposes a multi-faceted program intended to strengthen the position of our two campuses as hubs of California-based SEA expertise, through which both centers will utilize the breadth of

our resources and the commitment of our faculty to engage with colleagues, instructors and students at other state campuses in the dissemination of knowledge about SEA and to promote the exchange of new research, academic inquiry and new perspectives about the region.

A key emphasis during this grant period will be to foster a state-wide network of scholars in California working on SEA. Our main initiatives in this area involve 1) sponsoring SEAS faculty exchanges between UCB/UCLA and other UC and California State University (CSU) campuses, 2) holding two SEAS graduate student workshops for UC graduate students, 3) hosting two conferences highlighting current research in SEAS by UC and CSU faculty and graduate students, 4) supporting K-12 teacher training in world history through UCB and UCLA offices of the CA Subject Matter Project, and 5) supporting community college outreach through UCB's Office for Resources in International and Area Studies (ORIAS).

The emphasis on the state-wide network of scholars correlates with and draws on the knowledge resources of large Southeast Asian-American immigrant populations in California that are mirrored in enrollments at the state's public universities and community colleges. The collective historical memories of these groups contribute to our knowledge of how Southeast Asian nations have been shaped, enhance our understanding of Southeast Asian cultures and, more generally, stimulate public interest in SEA. Academic exchange, public programs, and teacher training will enable the UCB UCLA consortium to promote heightened cross-cultural understanding and improved literacy about SEA for California student populations, while also potentially generating new collaborations and connections, and reflective research on issues and themes of current interest and import. The dissemination of expert knowledge on SEA through California networks can in turn have significant implications for the national economy as the technology, creative and cultural industries

associated with Silicon Valley in northern California and the entertainment industry in southern California expand and attract human resources from the region.

UCB and UCLA propose to host SEAS faculty visits from other UC campuses in Year 1 and Year 2, after which this project will expand to include faculty from CSU campuses in Years 3 and 4. Faculty research focus and graduate student interest at UCB and UCLA will be key drivers in determining the UC or CSU faculty to be invited to each campus. During these exchanges, the visiting faculty will give a public lecture and meet with graduate students, either one-on-one, or through the means of a special seminar to discuss their research and writing. These visits will help expand understanding about SEA at UCB and UCLA, through the introduction of new perspectives presented by visiting faculty. The visiting faculty in turn will be exposed to the broad range of research interests in SEA generated in particular through the critical mass of UCB and UCLA graduate students working on the region. They will gain insights into the development and institutional support for SEAS at UCB and UCLA that they can bring back to their home campuses, while also building new connections with colleagues at UCB and UCLA that can potentially foster joint academic projects in the future. This sharing of resources and expertise across campuses will enable new networks of scholars and graduate students.

The UCB UCLA SEAS NRC currently maintains an online list of UC and CSU faculty who work on SEA (http://ieas.berkeley.edu/cseas/resources_california.html and <http://www.international.ucla.edu/cseas/article/193006>). In particular, there are academic communities in the UC system working on Southeast Asia at UC Riverside, UC Irvine and UC Santa Cruz. CSU campuses with several faculty working on SEA include San Francisco State University, Sacramento State University and CSU Monterey Bay.

Of the 10 UC campuses, 5 are designated Minority-Serving Institutions (UC Irvine, UC Merced, UC Riverside, UC Santa Barbara, and UC Santa Cruz). Of the 23 CSU campuses, 21 are Minority-Serving Institutions. Collaboration with other UCs and CSUs addresses NRC Competitive Preference Priority 1.

The consortium also proposes convening two graduate student workshops in Year 1 and Year 3, and holding two SEAS conferences in Year 2 and Year 4. The two workshops will mentor UC graduate students at the advanced research stage of their degree programs. The workshops will be led by Dr. David Szanton, an expert on the Philippines and former Executive Director of International and Area Studies at UCB, and will be modeled after the workshops he has run successfully for more than two decades for the Association for Asian Studies (AAS). These workshops will bring together graduate students from many UC campuses and across multiple disciplines, and are extremely valuable for the means by which they expose students, and attending faculty mentors, to new approaches in the field, and encourage the development of a cohort of junior scholars. By providing direct guidance and input to graduate students preparing to finish their degrees and secure academic jobs or otherwise bring their SEAS expertise into the work force, *these workshops directly respond to the NRC Absolute Priority 2.*

Conference themes in Year 2 and 4 will emphasize SEAS research being pursued by UC and CSU faculty and graduate students, with an initial proposed theme for the Year 2 conference being “Ethnicity and Community Identity in SEA.” This conference would explore the ways in which people are articulating, embracing, or contesting different forms and reconfigurations of personal or group identity as well as the political implications thereof. The conference theme tentatively proposed for Year 4 would address environmental issues in SEA, a region particularly vulnerable to ecological threats that are driven by global and local factors

ranging from the impact of urbanization and the demands of resource extraction to dam construction and overfishing. The conference would address these and other ecological and environmental challenges.

The conferences will provide coordinated and concentrated opportunities for UC and CSU faculty and students to share and disseminate current research approaches and findings, generating new ideas and perspectives to further develop the field of SEAS across California, while also supporting career development for graduate students and junior scholars. Each conference will also include a keynote address by a notable speaker from a university or educational institution in SEA to highlight issues of current, topical interest in the region.

Taken together, the graduate student workshops and the conferences will underpin the consortium's undertaking to organize stronger connections among SEA-focused faculty in California. This programming will also work to present a range of perspectives on current issues facing SEA by scholars from California and from SEA, through the encouragement of trans-Pacific connections with universities in the region. *Encouraging diverse views from the UC and CSU system and from SEA meets NRC Absolute Priority 1. Training graduate students in area studies meets Absolute Priority 2.*

Our consortium also seeks to provide partial support for the *Journal of Vietnamese Studies* (JVS) to help pay the graduate student who serves as the part-time managing editor. This journal, published by UC Press and managed by UCB CSEAS, is the only English-language peer-reviewed academic journal devoted to Vietnamese Studies. UCB CSEAS core faculty Peter Zinoman is a JVS founder and current co-Editor-in-Chief. UCLA CSEAS Director George Dutton was a founding member of the editorial board and has twice served as its Book Review Editor. Since its founding in 2006, JVS has become an important resource for

publishing new research about Vietnam, including differing perspectives on the country's past, present and future. It is also important for serving as a forum for new work by emerging scholars in Vietnam, providing them exposure to an international readership and connecting them to the global community of Vietnam researchers. By including a wide range of contributors from Vietnamese scholars in Vietnam to North American and European graduate students and researchers, JVS articles continue to reflect a range of views, *responding to Absolute Priority 1.*

§ A.1.B. Consortium Programs (Language Training) Our consortium seeks to promote our language-teaching capacities for the next four years, emphasizing in particular the successful ongoing program for teleconferencing Intermediate Khmer from UCB to UCLA as a Distance Learning (DL) course, which in 2017-18 was expanded to include students at UC Irvine (UCI). The consortium will continue this proven instructional model for the next four years, with Intermediate Khmer teleconferenced simultaneously from UCB to UCLA and UCI. The consortium will also begin offering teleconferencing of Introductory and Advanced Khmer in Year 1, at no additional cost.

NRC funding support for DL Intermediate Khmer involves partial funding of the salary and benefits for UCB-based Khmer language instructor Frank Smith, partial support for the DL office at UCLA, and funding for the instructor to travel once each semester between UCB and Los Angeles/Irvine to meet his students face-to-face. *The DL Khmer language instruction opportunity for UCI students addresses NRC Competitive Preference Priority 1, as UCI is a Minority Serving Institution.*

DL Khmer will also be offered to the University of Wisconsin-Madison, as part of an ongoing language exchange agreement – in which UCB receives DL Intermediate Thai from that campus and transmits DL Introductory and Intermediate Khmer there.

Building upon its DL Khmer course experience, the consortium proposes to offer Introductory Burmese from UCB as a Distance Learning course for UCLA students beginning in Year 2. NRC funding would cover the salary for UCB-based part-time Burmese language instructor Kenneth Wong, partial support for the DL office at UCLA, and travel for the instructor once each semester between UCB and Los Angeles. With the inclusion of DL Burmese, our consortium would be one of only a handful of academic institutions in the US that offer instruction in 6 national SEA languages.

§ A.I.C. Consortium Programs (Language Pedagogy) The consortium plans to host a range of language pedagogy workshops and conferences to promote improvements in SEA language instruction. The consortium will hold three language pedagogy workshops – one per year starting in Year 2, for SEA language instructors from CA high schools, community colleges and other UCs and CSUs under the direction of UCLA SEA language coordinator Gyanam Mahajan working in collaboration with the National Resource Center for Asian Languages at California State University-Fullerton (CSUF). These workshops will cover particular topics relevant to language instruction such as World Readiness Standards, Differentiated Instruction, Project-based and Task-based language learning, Extensive Reading project training, and Tech training for hybridization. A planning workshop will be held at UCB in Year 1, when UCB and UCLA’s experienced SEA language instructors will review current dilemmas and challenges facing language instructors in the state and map out a structured plan for the Year 2-4 workshops held at UCLA. *Development of the language pedagogy workshops responds to the*

NRC Absolute Priority 2. Collaboration with CSUF, a Minority Serving Institution, responds to Competitive Priority 1.

The consortium proposes to provide travel support to 3 SEA language instructors, from anywhere in the country, but with a preference for instructors from CA, to attend UCLA's National Heritage Language Resource Center (NHLRC) STARTALK annual summer workshops. These workshops require participants to complete three weeks of online assignments, followed by one week at UCLA for a hands-on workshop. The workshop goal is to develop a strong cohort of teacher/mentors in the field of heritage language instruction.

The consortium requests funding for travel support for language instructors to attend pedagogy workshops that will be developed over the next four years by the recently formed Southeast Asian Language Council (SEALC), composed of faculty and language instructors from US universities with significant SEA language programs, including UCB and UCLA. Potential workshop topics are: technology in the classroom, including guidance on the flipped classroom; training in American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency assessment; and coordinating the development of national standards for language-specific Oral Proficiency Guidelines.

As part of this national SEALC initiative, the UCB-UCLA consortium will host a two-day teacher training workshop on Heritage Language and Project-Based Language Learning (PBLL) at UCLA for SEA language instructors in 2020-21 (Year 3), to be co-organized with the national Council of Teachers of Southeast Asian Languages (COTSEAL). The workshop aims to equip SEA language teachers who teach heritage language learners with innovative teaching practices in PBLL and strategies on how to engage their students in project development. The consortium would fund 20 SEA language instructors from universities in the

US that offer SEA languages, with training sessions by UCB and UCLA's most experienced instructors as well as from UCLA's NHLRC.

The consortium also seeks travel funds to support sponsorship of a panel presentation by UCB and UCLA language instructors at the national NHLRC conference at UCLA in Year 4, possibly to include an instructor from a community college, UC or CSU who has participated in consortium NRC language pedagogy activities. The consortium also requests NRC funding to provide travel support for our language instructors to attend other professional development opportunities in the US and abroad. *Teacher training for language instructors to strengthen SEA language instruction directly responds to the NRC Absolute Priority 2.*

§ A.1.D. Other Consortium Programs The consortium is requesting 10 AY FLAS, 8 for graduate students and 2 for undergraduates, to be split equally between the two campuses. We also request 6 Summer FLAS, 3 for each campus. All of the SEA languages taught at UCB and UCLA are US Department of Education priority languages, therefore *100% of the consortium's FLAS awards fulfill the FLAS Program Competitive Preference Priority 2.*

Financial need is a criterion for all UCB and UCLA FLAS awards. UCB and UCLA applicants must complete a Free Application for Federal Student Aid (FAFSA) as part of the application process. The faculty selection committees on each campus will review the applicants' financial aid package summaries, and financial need will be a priority for both campuses' selection committees when deciding among viable applicants of equal merit. *The consortium's inclusion of financial need as a factor in deciding FLAS awards responds to FLAS Competitive Preference Priority 1.*

For this grant cycle, the consortium will expand its Summer FLAS award competition to include students at any UC and CSU campus who want to study a SEA language at the

Southeast Asian Studies Summer Institute (SEASSI) at the University of Wisconsin-Madison, a FLAS-granting institution, or who want to enroll in Intensive Intermediate Filipino, which is offered at UCB in its summer term.

§ A.I.E. Campus Programs As referenced in § A.I.B., UCB CSEAS requests funding for DL Khmer at 16% support and 33% support for Burmese instruction.

Introductory Burmese (Burmese I) was first offered at UCB in 2015-16, in response to demand from graduate students and faculty. For the new grant cycle, expanding on the current program of instruction, Burmese will be offered at UCB at the Intermediate level (Burmese II) in Years 1 and 3 and at the Introductory level (Burmese I) for Years 2 and 4. NRC funds would cover the salary for the part-time Burmese instructor. UCB proposes to begin offering Introductory Burmese as a Distance Learning course for UCLA students in Year 2 of the grant, at no additional cost, except for some travel expenses for the instructor. UCB also seeks funding to cover Advanced Vietnamese (Vietnamese III) at 17% support in 2018-19 (Year 1).

UCLA's Department of Asian Languages & Cultures (ALC) seeks partial funding to hire Graduate Student Instructors as readers for high-enrollment SEA language courses, to allow the instructors to focus more directly on student learning outcomes. UCLA also seeks to provide funds to support ALC language instructors who need to offer additional tutoring in advanced language instruction for FLAS awardees. Such funding will be an important supplement to UCLA's otherwise robust support for regular SEA language instruction, which is fully funded by the university in UCLA's instructional budget for ALC.

UCLA CSEAS requests NRC funding support for activities to promote the development of two new SEAS courses and to support a new course in Thai music for one quarter in 2018-19 (Year 1), which will make use of newly restored instruments owned by the university.

UCLA's Department of Ethnomusicology plans to secure additional funding to offer this course subsequently in each quarter of the academic year. NRC funds will provide travel support for UCLA CSEAS faculty for fieldwork in SEA or funds for materials acquisitions that will lead to new initiatives in area studies instruction. During the grant period, in addition, UCLA's ALC will create a new General Education course on South and Southeast Asian Cultures, with direct relevance to the mission of UCLA CSEAS, but with no NRC cost.

UCLA CSEAS also seeks funding to help support two conferences on its campus: the annual Going Global Graduate Student Conference hosted by its International Institute each spring, and the Southeast Asia Linguistics Society (SEALS) annual conference, which UCLA CSEAS proposes to host in 2022 (Year 4).

The Going Global Graduate Student Conference brings in a prominent keynote speaker to discuss a critical issue in international affairs, provides an opportunity for UCLA graduate students from different schools and colleges to present their research, and is a valuable contribution to their professional development. The SEALS conference will bring SEA language and linguistics scholars and graduate students from around the world to share their research and perspectives. *The Going Global conference presents different viewpoints on issues of global relevance, and as such responds to Absolute Priority 1. The graduate students participating in both conferences receive valuable support in area studies knowledge development, responding to Absolute Priority 2.*

§ A.1.F. Strengthening Library Holdings UCB CSEAS and UCLA CSEAS are committed to library excellence and request NRC funding support that will allow their campus libraries to acquire new vernacular and ephemeral materials from SEA. UCLA CSEAS also requests funds

to support travel by its SEA librarian to SEA for on-site collection development in Year 1, and for ongoing work to digitize particular SEA holdings for online access.

§ A.1.G. Outreach and K-14 Teacher Training UCB CSEAS and UCLA CSEAS propose to collaborate with their respective campus-specific programs that are part of the CA Subject Matter Project (CSMP), a network of 9 discipline-based projects that provide professional development for K-12 teachers in the state. CSMP was authorized by CA state statute in 1988 and re-authorized in 2011, and is administered by the UC Office of the President, working with CA's Department of Education, the State Board of Education, the Commission on Teacher Credentialing, the Instructional Quality Commission, and other state offices covering K-12 education. CSMP's work is directly tied to improving teacher preparation, with specific oversight at the state level by the relevant bodies that oversee standards and credentialing.

UCB CSEAS, working with other UCB NRCs, will support UCB's CA History-Social Science Project (UCBHSSP) to develop global history course outlines for the 6th, 7th and 10th grades. UCLA CSEAS, with other UCLA NRCs, will collaborate with UCLA's CA History-Geography Project (UCLAHGP) to establish a teacher training and curriculum development sequence to increase content resources for world history courses for these same grade levels. UCB's program will work with teachers in northern California, while the UCLA program will work with UCLA graduate students and classroom teachers in the Greater Los Angeles area. These plans respond to the newly implemented California State Social Studies Framework for world history. Both programs will develop new resources and curriculum materials that incorporate accurate and meaningful attention to area studies. *The consortium's collaborations with UCBHSSP and UCLAHGP addresses NRC Competitive Preference Priority 2.*

The UCBHSSP program will convene one working group of 4-6 teachers each year, eventually covering all three grade levels. Each working group will build up the architecture for their respective grade-level courses and will draft exemplar lessons to be refined at summer institutes convened from a wider cohort of teachers for their grade level. The course outlines for each grade, and the exemplar lessons, of which there will be 9 ultimately, will be posted to the UCBHSSP Global History webpage and so made available for all teachers.

UCLAHGP will hold a series of teacher training activities under the framework “Sites of Encounter in World History.” The project will convene training workshops for UCLA graduate students each spring, where they will be joined by experienced classroom teachers to develop content and pedagogy techniques. These pedagogy workshops will feed into annual summer institutes for 6th, 7th and 10th grade teachers from Greater Los Angeles. Graduate students who participated in the spring workshops will present curriculum content and lesson support for discussion and revision. Teachers who participate in the summer institutes and who develop a lesson assignment will receive professional development credits. Beginning in 2019-20 (Year 2), a cohort of 6-8 teachers will participate in curriculum development workshops during the academic year. The finalized content resources, lessons and curriculum plans will be posted to the UCLAHGP website for general access. UCLAHGP will monitor and evaluate usage of the curriculum units in the classroom as the program progresses.

UCB CSEAS and UCLA will support a new initiative of UCB’s Office of Resources for International and Area Studies (ORIAS) to work with a core group of community college instructors to create two online World History courses (pre-1500 and post-1500). The goal of this program will be for each course to be accepted to the state’s community college online course exchange (<http://ccconlined.org/oei-course-exchange>) and to gain approval for UC and

CSU system-wide articulation (for transferrable credit). CA's community college online course exchange currently includes 56 of the state's 114 community colleges, and is likely to expand further over the next several years. Both courses will be built in Canvass with Creative Commons licensing, making them widely accessible and adaptable. *Support for developing course content for community colleges responds to NRC Competitive Preference Priority 1.*

UCB CSEAS also proposes to support ORIAS's K-12 summer workshops, held at UCB each year, during which area studies content on specific themes is presented, and to support the annual ORIAS summer institute for community college instructors that focus on themes emerging in Global Studies. *K-14 teacher workshops respond to the NRC Absolute Priority 2.*

The consortium requests funds as well for public programs on each campus to promote SEAS. As with current public SEAS programs at UCB and UCLA (see §C.2. *National Need and Dissemination of Information*), the consortium will continue to bring forward speakers from different fields and career backgrounds to speak on topics that offer new insights and understandings about SEA. *This interest and emphasis responds to NRC Absolute Priority 1.*

The consortium seeks to ensure adequate support for consortium initiatives and will use NRC funds for outreach coordination and administrative support. The consortium also requests funds for travel between our two campuses and to the annual meeting of the Association for Asian Studies (AAS) where SEASSI and COTSEAL hold their annual board meetings, and where SEALC expects to convene annually to coordinate SEA language training programs.

§ A.2. Development Plan, Use of Resources and Personnel Planned activities are listed in the Performance Measures (*Appendix A*) and aligned with the detailed budget to show the distribution of consortial and campus-specific activities during the grant cycle.

UC/CSU faculty exchange will begin in Year 1, to continue for the four years of the program. The consortium's core faculty at each campus will determine at the start of each academic year which UC guest faculty (Years 1 & 2) or CSU guest faculty (starting in Years 3 & 4) to invite to campus for public lectures and research seminars with graduate students. The UC graduate student workshop scheduled for Year 1 will also lay the groundwork for expanding connections with other UC campuses, by highlighting the latest research being conducted on SEA. Language pedagogy training planning will also take place in Year 1, with UCB and UCLA language instructors convening to design a workshop program for Years 2-4. Language teacher training will be strengthened in subsequent years for consortium instructors through professional development travel support, support for participation in SEALC workshops, for participation and leadership at the COTSEAL/SEALC workshop in Year 3, and for a final panel presentation at the NHLRC conference in Year 4. Language teacher training for instructors in CA and nationally will be strengthened through the course of the grant cycle through the UCLA pedagogy workshops in Years 2-4, the COTSEAL/SEALC workshop in Year 3, and the regular provision of travel support for heritage language teachers to attend NHLRC STARTALK summer programs in Years 1-4.

As these programs unfold, our consortium will also be pursuing other joint and campus-specific projects that produce new area studies courses, Distance Learning best practices, peer-reviewed journal articles, K-14 outreach materials, online teaching modules and lessons, and strong library collections. These activities are of direct relevance to our mission to promote SEAS within California and beyond and to develop programming that address a wide array of viewpoints and ongoing debates.

Both Centers are adequately staffed to implement the proposed program. Outreach and language pedagogy programs will benefit from cooperative relationships with other area studies centers and language resource units on each campus and because of institutional support provided by the Centers' oversight divisions.

§A.3. Reasonableness of Program Costs For the four-year NRC program budget, the consortium is allocating 39% for language support, course development, and language pedagogy and capacity building; 35% for outreach coordination and public programs; 9% for UC and CSU-focused program initiatives; 7% for K-14 teacher training workshops; 6% for library support; 1% for evaluation (see §C for the planned evaluation program), and the remaining percentage for administrative support and other projects. We believe these budget allocations are reasonable and show effective use of resources.

§ A.4. Long-Term Impact of Proposed Program By the end of the grant cycle, the consortium will have intensified connections in SEAS with other UC campuses (of which 5 are MSIs), and CSU campuses (of which 21 are Hispanic Serving Institutions and 14 are Asian American and Native American-Pacific Islander Serving Institutions); further consolidated language instruction and capacities, including through Distance Learning connections; enhanced library holdings; improved capacity for K-14 educators to incorporate SEAS in their classrooms; presented SEAS public programs in southern and northern California; increased training for students pursuing careers in areas of need, and evaluated impact of SEAS programming. The benefits of these programs reach beyond UCB and UCLA to the rest of the UC system, to California as a whole, and through web-based outreach, to national and international audiences. Significant numbers of undergraduates and graduate students will have taken SEAS courses and studied SEA languages, many to advanced proficiency. Trained SEA area specialists will

have obtained degrees at the undergraduate and graduate level, and professionals will be equipped with SEA area expertise.

§ B. QUALITY OF STAFF RESOURCES

The consortium has 39 faculty, full-time lecturers, and staff who command at least one SEA language (excluding the language instructors) and have extensive research experience in SEA. Many faculty also have a mastery of one or more languages of the region's former colonial powers and/or of Mandarin, and in a few cases, of Chinese dialects spoken in SEA. Prestigious institutions and foundations including the Henry Luce Foundation, National Science Foundation, Social Science Research Council, Mellon Foundation, Ford Foundation, National Endowment for the Humanities, American Council of Learned Societies, MacArthur Foundation, Pew Charitable Trust, John Simon Guggenheim Memorial Foundation, and the Henry Frank Guggenheim Foundation have funded faculty research on both campuses.

UCB faculty have demonstrated excellence in a broad range of disciplines. CSEAS Chair Pheng Cheah (Rhetoric), a specialist on postcolonial literature from Indonesia, the Philippines, Singapore and Malaysia, recently authored a new book on postcolonial world literature, and is regularly invited to give keynote addresses in the US and internationally in the fields of SEA literature and cultural studies. Past CSEAS Chairs Penny Edwards (DSSEAS), the late Jeffrey Hadler (DSSEAS), and Peter Zinoman (History) were each awarded the Harry Benda Prize by the SEA Council of the Association for Asian Studies for their books, respectively, on Cambodian, Indonesian and Vietnamese history. Nancy Lee Peluso (Environmental Science, Policy & Management), the Henry J. Vaux Distinguished Professor in Forest Policy, was a Senior Fulbright Fellow in Indonesia in 2015, where her work on illegal gold mining in Indonesian Borneo was profiled by the Australian National University's New

Mandala blog (<https://youtu.be/wXpqonNyR6E>). She is a co-investigator, working with colleagues at the University of Hawaii-Manoa and the University of Indonesia, for a new National Science Foundation grant examining labor migration and its impact on land use in Indonesia. Aihwa Ong (Anthropology), the Robert H. Lowie Distinguished Chair in Anthropology, has authored widely-read works on globalization. Ben Brinner (Music) directs the Javanese and Balinese gamelan programs in his department, and is faculty chair of the Center for Jewish Studies. Catherine Ceniza Choy (Ethnic Studies) is the team leader for a UCB research team on Filipino migration in France and the US, the project director for a UCB interdisciplinary faculty group analyzing gender in Asia, and an Organization of American Historians Distinguished Lecturer for 2017-18. Sylvia Tiwon (DSSEAS) is an expert on modern Indonesian literature, and well-connected with Indonesia's activist communities working on social justice and women's rights. Khatharya Um (Ethnic Studies) is Chair of the Peace & Conflict Studies program in the new Global Studies major, and a member of the new Critical Refugee Studies Collective, a four-year initiative funded by UC Office of the President (UCOP). She authored a recent book on Cambodia and the Cambodian diaspora. She is leading an International Alliance of Research Universities (IARU) program for undergraduates in Thailand in summer 2018.

Jeroen Dewulf, Queen Beatrix Chair and Director of UCB's Dutch Studies program, offers courses on the literature of the Dutch East Indies (Indonesia). Karl Britto (French and Comparative Literature) teaches courses on French colonial literature that include works on Vietnam. Peter Jenks (Linguistics) conducts research on Thai, while Michael Mascuch (Rhetoric) is researching a project examining the use of photography by the Khmer Rouge. T.J. Pempel and Lowell Dittmer (Political Science) offer courses covering the politics of Asia

overall, including ASEAN issues. Two new tenure-track hires in Art History, Sugata Ray and Atreyee Gupta, cover developments in 20th century art in Southeast Asia in their courses.

UCB's language instructors are recognized as experts in pedagogy and/or literature. Khmer instructor Frank Smith is a leading expert in developing new materials for teaching Khmer, and well-known also for his development of Distance Learning methodologies. Vietnamese instructor Cam Nguyet Nguyen has published many translations. Filipino instructor Dr. Maria-Josephine Barrios is a well-known poet and playwright and scholar of Philippine literature. She has won many national literary awards in the Philippines, including a lifetime achievement award for her poetry in 2016.

UCLA faculty include CSEAS Director George Dutton (Asian Languages & Cultures) who teaches courses on SEA and Vietnamese history. His most recent book, *A Vietnamese Moses: Philippe Binh and the Geographies of Early Modern Catholicism*, published by UC Press in 2016, won the 2017 Premio Fundação Oriente book prize. He has previously served as Chair of the SEA Council of the Association for Asian Studies. Past UCLA CSEAS Director Michael Ross (Political Science) has published research on development issues affecting SEA countries, specifically Burma and Indonesia. Thu-huong Nguyen-vo (Asian Languages & Cultures; Asian American Studies) focuses on development issues and Vietnam. Robert L. Brown (Art History) is Curator of the South and SEA Collection at the Los Angeles County Museum of Art in addition to his teaching at UCLA. Geoffrey Robinson (History) has served as political and human rights analyst on Indonesia and Timor Leste. His new book, published by Princeton University Press, examines the 1965-66 mass killings in Indonesia. Lucy Mae San Pablo Burns and Victor Bascara (Asian American Studies) both work on the Philippines.

Bascara is chair of the department and a member of the Critical Refugee Studies Collective, the four-year initiative funded by UCOP.

Patrick Heuveline (Sociology) works on demography and population in Cambodia. Lieba Faier (Geography) conducts research on migration from the Philippines. Paul Barber (Ecology and Evolutionary Biology) studies marine biology in Indonesia, and collaborates frequently with colleagues in Indonesia. Steven Acabado (Anthropology) conducts archaeological research in the central Philippines. Michelle Caswell (Information Studies) published a book about archives and the Khmer Rouge in 2014.

UCLA professional school faculty members who work on SEA also have impressive qualifications. Roger Detels (Public Health) chairs the Department of Epidemiology and is Director of the large UCLA/Fogarty AIDS International Training and Research Program. Donald Morisky (Public Health) works on HIV/AIDS and tuberculosis in SEA. Robert McCann (Management) is the Associate Dean for Global Initiatives at the Anderson School of Management and works extensively on Thailand. UCLA Balinese gamelan instructor I Nyoman Wenten chairs the World Music Program at the California Institute of the Arts.

UCLA's language instructors are also highly skilled. Four language instructors hold PhDs: Jenjit Gasigitamrong (Thai), Nenita Domingo (Filipino), Thu Ba Nguyen (Vietnamese), and Juliana Wijaya (Indonesian). Vietnamese instructor Quyen Di Chuc Bui has authored several Vietnamese language textbooks and was a founder of the Teacher Training Summer Institutes for California's Vietnamese Community Heritage Language Schools. Juliana Wijaya has developed an "Indonesian Tutor" web program for the general public and is currently president of the Council of Teachers for Southeast Asian Languages (COTSEAL).

Center staff members are highly qualified SEA experts. Sarah Maxim, UCB CSEAS Vice Chair, has a PhD in SEA History and is fluent in Indonesian. Nguyet Tong, UCLA CSEAS Assistant Director, has an MA in Asian Studies and is fluent in Thai and Vietnamese.

Both campuses have abundant resources for professional development. Faculty have access to fellowships in on-campus or system-wide programs such as UCB's Townsend Center for the Humanities, the Hellman Fellows Fund, the UC Humanities Research Institute, UCOP's Multicampus Research Programs and Initiatives and UCLA's Art Initiative Grant from the Humanities Division. UCB faculty have access to \$4,000 annually in research and travel funds through the Berkeley Excellence Accounts for Research program. UCLA's Academic Senate regularly awards SEA faculty with competitive travel grants through its Council on Research.

At UCB, faculty teach 2 to 4 courses per year (two semesters); at UCLA the teaching load is 4 to 5 courses (over three quarters). Faculty supervise students and serve on graduate committees. Center Directors are released from one course per year. Faculty time spent advising students averages 4 to 6 hours per week.

§ B.2. Oversight, Representation and Staffing The UCB CSEAS is an Organized Research Unit (ORU) headed by a faculty Chair and managed by a Vice-Chair. An Executive Committee composed of 9 core faculty from the humanities, social sciences and one professional school meets with the Chair and Vice Chair during the year to supervise Center programs and intellectual direction. In 2017, CSEAS moved under the administrative umbrella of the Institute of East Asian Studies (IEAS), currently headed by China specialist Kevin O'Brien (Political Science). IEAS reports to UCB's Vice Chancellor for Research Randy Katz whose office provides development services and data collection. A central campus office manages financial services, human resources, grant management, and IT maintenance for campus research units.

UCLA's CSEAS is also an Organized Research Unit and is part of the International Institute, reporting to Vice Provost for International Studies and Global Engagement Cindy Fan. Internal oversight of the program takes place through the UCLA CSEAS Faculty Advisory Committee, which includes faculty from the humanities, social sciences, professional schools and the library. UCLA CSEAS staff capacity includes a Director, an Assistant Director, and a full-time Financial Manager (shared with other units). The Asian Studies Interdepartmental Program (IDP) program and Southeast Asian Studies minor are staffed by a full-time Student Affairs Officer and a part-time academic advisor. The International Institute provides centralized administration for finance and grant management, communications, personnel and payroll, IT and data collection, and oversees integration with UCLA's campus-wide systems for student affairs, space and equipment management, public affairs, and development.

§ B.3. Non-Discriminatory Employment Support for diversity is a fundamental cornerstone of the UC system, as enshrined in Regents Policy 4400. The UCB and UCLA campuses have a strong record of providing equal access and treatment from underrepresented groups. Overall, a majority of staff in the UC system are women, while 25% of staff at UCB and 38% of staff at UCLA are from underrepresented groups.

Among the consortium's core faculty, 6 at UCB and 7 at UCLA are women and/or minorities. Six key staff (Vice-Chair and Librarian at UCB and Assistant Director, Student Affairs Officer, Southeast Asian Arts Curator, and Librarian at UCLA) are women, and 4 of these are minorities. Lecturers native to SEA provide instruction in SEA languages and music. More than half of the current UCB CSEAS-affiliated graduate students working on SEA are women and/or minorities, while about 70% of UCLA CSEAS-affiliated graduate students are women and/or minorities.

Overall policies regarding diversity and inclusion are directed by the UC Office of the President (UCOP), overseen by UC President Janet Napolitano. UCOP highlights system-wide and campus-specific initiatives in these areas. Of particular concern are the critiques of faculty diversity at UC campuses, even as the student and employee base continues to be very diverse. UCB and UCLA are committed to improving the proportion of ladder-rank faculty hired who are women and/or are from underrepresented groups, and members of faculty search committees are required to participate in training that outlines how implicit and institutional biases influence recruitment pools and evaluation of candidates, and presents best practices for reducing the impacts of such biases.

Both campuses have also recently taken strong measures to uphold and enforce principles and regulations that prohibit sexual violence and sexual harassment.

§ C. IMPACT AND EVALUATION

The UCB UCLA SEA consortium program goals, as detailed in the consortium's Performance Measures (*Appendix A*), seek 1) to strengthen SEAS in CA public universities, 2) to expand pedagogy training and professional development for SEA language instructors 3) to strengthen K-14 teacher training to develop new curriculum and teaching modules for international and Southeast Asia-content specific course content, and 4) to leverage campus partnerships and connections to SEA academic institutions to increase educational opportunities for students and faculty to learn from diverse perspectives and viewpoints. The consortium's administrative staff will coordinate the collection of quantitative data in areas relevant to determining impact, such as student enrollments in language and non-language courses, graduate and undergraduate placements, numbers of people participating in public events, and numbers participating in the specialist K-14 educator programs.

In addition, the consortium will organize an external evaluation in Year 3, and contract an external evaluator with a background in SEAS to assess the success of the outreach to UC and CSU campuses, to determine also the most beneficial future direction of this engagement and statewide network building.

UCB will also support an external evaluation of the ORIAS and UCBHSSP programs, working with the other UCB NRCs, to be conducted annually through the grant cycle, by consultant Dr. Nancy Sato. Dr. Sato will develop evaluation instruments to track the level of engagement, satisfaction, and follow-up of program participants, and will solicit feedback on the quality of the resources, variety of activities, and program components and their linkages to the proposed goals. She will prepare and collect participant survey evaluations, and will conduct follow-up teacher interviews and observations of lesson implementation, in order to gauge the level of satisfaction, utility, and quality of the presentations and how to make them more relevant and effective for participants. She will write up her evaluation annually to provide useful feedback for subsequent professional development planning each year, and will prepare a final summative report.

Starting in Year 2, UCLA CSEAS, along with other UCLA NRCs, will work with the UCLAHGP team to clearly identify evaluation needs and coordinate evaluation efforts. UCLA CSEAS will assist UCLAHGP in the data collection and evaluation of classroom implementation of lesson plans, evaluation of UCLA graduate student pedagogy techniques, and monitoring the analytics of the curriculum units uploaded online. Assessment of teaching of lesson units will be done during classroom instruction using Swivel technology and surveys to gather data on student knowledge gained, content engagement, and culturally-responsive instruction. Adjustments and improvements will be made based on evaluation results.

§ C.I. Impact on the University, Community, Region and Nation Both UCB and UCLA are recognized nationally and internationally as major centers for the study of SEA, as each campus is particularly important for its role in supporting SEA research and instruction in northern and southern California. Both campuses attract high caliber graduate students seeking to pursue advanced study of SEA. Undergraduate course offerings for SEAS and SEA languages on both campuses draw large enrollments (*see Tables F.2 and G.1*). The number of graduate students engaged in SEA-based research on both campuses is very healthy (*see Table H.1*). Since 2010, 49 PhDs (in 18 departments and professional schools) on SEA topics have been awarded at UCB. UCLA has awarded 48 PhDs in SEA-related areas since 2010, also in a range of departments and professional schools.

Most recent UCB PhD graduates have found employment relevant to their training in SEAS. Of the 17 UCB PhDs awarded between 2014 and 2017, 5 graduates have secured tenure-track positions at research universities: Ohio University, American University, University of British Columbia, University of Hawaii-Manoa, and City University of Hong Kong. Two graduates have non-tenure track positions, and 3 have postdoctoral appointments or research positions at universities in the US. Three other graduates have returned to their home countries in SEA where they are now university faculty. Another graduate works for a start-up developing translation technology, and one is a social studies teacher at an independent school. Of the 23 UCLA PhDs awarded between 2014 and 2017, 4 graduates have been hired as tenure-track faculty at the following institutions: University of California-Santa Barbara, Cornell University, Duquesne University, and State University of New York-Buffalo and 6 others have postdoctoral or adjunct appointments at universities in the US and in SEA. One graduate serves as the Deputy Director of the Pasteur Institute in Ho Chi Minh City.

The book and teaching prizes won by UCB and UCLA faculty (*see §B*) illustrate the broad impact of their scholarship. The consortium's teacher workshops and development of online curriculum materials, such as a recent unit on genocide and the Khmer Rouge (<http://ucbhssp.berkeley.edu/content/understanding-genocide-khmer-rouge>) have assisted CA schools in building curricula that includes coverage of SEA for their K-14 students.

§C.2. National Need and Dissemination of Information All consortium and campus specific activities are intended to present publicly accessible and academically valuable contributions to support the study of SEA and contribute to increased understanding of this region, an area of national need. The UCB CSEAS and UCLA CSEAS websites (<http://ieas.berkeley.edu/cseas> and www.international.ucla.edu/cseas) provide information on courses and events, links to faculty pages and to resources such as the library, media sites, community organizations, other NRCs and overseas SEA centers, and SEA language programs and study abroad options. The UCB CSEAS site includes links to its Facebook page, where its e-newsletter and events are posted and to its popular Twitter feed (@CSEASUCB). The UCLA site features campus news stories concerning SEA and reports on CSEAS-sponsored activities. Both Centers regularly disseminate results of their events and conferences to the public through a variety of means, including their websites and newsletters, and often as podcasts or webcasts. The *Journal of Vietnamese Studies*, which is published by UC Press and managed by UCB CSEAS, is available by subscription in print and electronic editions and is hosted on JSTOR, the leading platform for academic journals.

In 2016-2017, UCLA CSEAS hosted or co-hosted 16 public lectures and discussions, 6 film screenings, and 2 book talks. UCLA CSEAS also held 2 conferences, one on land rights and displacement in Indonesia and the other on SEA cinema, and cosponsored 2 concerts with

musicians from Thailand and Myanmar and 2 community cultural festivals for Indonesia and the Philippines. UCB CSEAS hosted 16 public lectures and discussions and held a symposium on South Vietnam, featuring presentations by former South Vietnamese officials complemented by academic papers presented by advanced graduate students and faculty from different US universities.

§ C.3. Participation from Traditionally Underrepresented Groups In 2016, 18% of UCB undergraduates and 31.5% of UCLA's were from underrepresented minorities. UCLA's incoming 2016-17 undergraduate class, aside from white and Asian American students, is 23% Hispanic and 3% African American. Of UCB's total undergraduate enrollment, 29% are first-generation college students. In 2017-18, about 6% of UCB first-year students were either Vietnamese-American or Filipino-American, with these percentages being similar for UCLA's undergraduate student body.

UCB and UCLA both have campus offices that promote outreach to underrepresented students from middle school through community college to improve academic preparation and expand educational opportunities. UCB's Centers for Educational Equity and Excellence provide counseling and academic support for undergraduates from underrepresented groups and non-traditional students after they matriculate, and the Office for Graduate Diversity is available for graduate students. The Center for Educational Partnerships at UCB and the Early Academic Outreach Program at UCLA provide college preparatory programs for high school students, especially for low income and underrepresented student populations. SEA heritage student groups at UCB and UCLA provide peer-based counseling on campus and outreach to high schools for SEA heritage populations.

As with all UC and CSU campuses, UCB and UCLA admit significant numbers of transfer students from CA community colleges. The CA Master Plan for Higher Education of 1960 mandates that eligible graduates of community colleges be guaranteed transfer to the CSU or UC systems as third-year students to complete their degrees. Since transfer students are more frequently from minority or underrepresented groups, this policy promotes a more diverse student body, and guarantees access to higher education for a broad range of the state's population. UCB admitted 4,615 transfer students for AY 2017-18, of which about 24% identify with an underrepresented group. UCLA, which admitted 5,728 transfer students in Fall 2017 of which 91% came from community colleges, admits more community college transfer students than any university of its caliber in the US. Special programs and offices exist on both campuses to establish pathways and provide support for transfer students.

UCB efforts to promote diversity are spearheaded by Vice Chancellor for Equity and Inclusion Oscar Dubon Jr., Professor of Engineering. This office promotes a number of initiatives to create positive change in the campus climate. UCLA established the new position of Vice Chancellor of Equity, Diversity and Inclusion in 2014, held currently by Jerry Kang, Professor of Law and Asian American Studies. This office works to promote a more inclusive campus environment and to standardizing campus procedures that address disparities and bias.

The UC system is fully compliant with federal laws and regulation concerning non-discrimination in employment and encourages applications from underrepresented groups. UC continues to be at the forefront among US universities in mounting efforts to ensure diverse pools of applicants. Handicapped access at both UCB and UCLA generally exceeds federal standards, which encourages employment applications. All UCB CSEAS and UCLA CSEAS

public programs are held in buildings that are handicapped-accessible and arrangements to accommodate the hearing-impaired are made when needed.

§ C.4. *Comprehensiveness of Evaluation Plan* Both Centers systematically collect data to measure performance in areas such as student enrollments, graduate degrees, external funding for faculty, area studies students, and events attendance. At UCB this data collection is coordinated by the Vice Chancellor for Research Office, and at UCLA, by the International Institute. All of these measures monitor the relevance of our programs to our constituencies, as well as our effectiveness in broadening and deepening program impact. In addition, as constituent parts of a major public institution, the consortium and its faculty are subject to other regular, comprehensive evaluation processes. All UCB and UCLA professors are hired through search processes including rigorous review by campus peers. Departments and interdisciplinary programs at both campuses are subject to full-scale reviews on a regular basis. As ORUs, UCB CSEAS and UCLA CSEAS are reviewed by the UC Office of the President every 15 years.

UCB departments undertake an extensive self-study and a major external review every decade. Academic Program Reviews (APRs) are coordinated by the office of the Vice Provost for Academic and Space Planning, and overseen by a Program Review Oversight Committee whose members include faculty and top campus administrators. This office has recently instituted a new step in assessment, a mid-cycle check-in report for units to provide updates on their progress in addressing issues that arose from their most recent APR. These reports are intended to show a continual cycle of review in place at UCB to the university's accrediting body, the Western Association of Schools and Colleges (WASC). UCB departments also regularly conduct rigorous performance reviews of their tenure-track and tenured faculty. The CSEAS Chair is reviewed after a five-year term, the incumbent may be renewed once.

UCLA's process of academic evaluation of professors and departments is regular and rigorous. Assistant and associate professors are evaluated every two years. Unlike most universities, full professors continue to be evaluated every three years, including through an intensive review where letters are solicited from leaders in his/her field. UCLA departments are evaluated internally every four years by special Undergraduate and Graduate Review Councils. An external board conducts an evaluation every eight years that is submitted to the relevant Dean, with the department then required to respond in writing to all issues raised.

UC graduate teaching assistants, teaching associates and teaching fellows are evaluated on their effectiveness, teaching ability, professionalism, and scholarly promise. Graduate students are evaluated by students, faculty, and their home department after each course that they teach. All of these mechanisms are to ensure that UC is training and mentoring its graduate student educators to promote teaching excellence.

The UCB NRCs have systematically surveyed participants of the ORIAS K-14 summer workshops since 2011, which also regularly holds focus group discussions with an engaged cohort of community college instructors. The information from these surveys and discussions has been very useful in focusing the NRCs' attention to areas where growth and a wider impact can be encouraged. UCLA's NHLRC has regularly surveyed the participants in workshops and conferences and will update their survey of heritage language instruction at universities and community colleges in the coming year.

§ C.5. National Needs and Placement of Specialists The consortium continues to produce well-informed specialists in SEAS at the graduate level with highly-developed language skills, exemplifying how it is contributing to developing US citizens with advanced level language skills in response to national need. A large number of UCB and UCLA undergraduates have

also acquired advanced-level SEA language skills and understanding of the region through enrollment in SEA language and area studies courses.

UCB CSEAS tracks recent MA and PhD graduates and maintains a database of graduate SEAS alumni since 1960, while the SEA Librarian maintains a database on all PhD and MA SEAS degrees granted at UCB since 1906. UCB's online Campuswide/Alumni System tracks undergraduate degree holders. UCLA CSEAS tracks recent MA and PhD graduates and the IDP tracks its undergraduate majors. Ongoing evidence shows that UCB and UCLA are making vital contributions towards increasing the supply of SEA specialists, particularly in Indonesian Studies and Vietnamese Studies. For recent PhD placements, see § *C.1. Impact on the University, Community, Region and Nation.*

§C.6. FLAS Fellowships and Supply of Specialists Most FLAS recipients for 2014-18 are still completing or have just completed their undergraduate or graduate programs so placement data is not yet fully available. The consortium implements the US Department of Education FLAS placement survey at the mandated intervals. The consortium provides guidance in particular to graduate students as they pursue job placements and both centers regularly distribute job listings and postdoctoral fellowship announcements to campus constituencies.

§C.7. FLAS Fellowships and National Needs All consortium FLAS awards are made to students studying US Department of Education priority languages, which in turns reflects national needs as determined by other federal agencies. As of 2017, several agencies identified a number of SEA languages as being of critical importance for their operations – with Burmese, Indonesian, Tagalog, Thai and Vietnamese being the languages most frequently mentioned. UCB offers instruction through the advanced level for Indonesian, Tagalog/Filipino and Vietnamese, through the intermediate level for Thai, and for the introductory level for

Burmese. UCLA offers instruction through the advanced level for Indonesian, Thai and Vietnamese and through the intermediate level for Tagalog/Filipino.

§ D. COMMITMENT TO SOUTHEAST ASIAN STUDIES

UCB has had a significant commitment to the study of SEA languages, cultures, and societies since World War II. UCB’s Department of South and Southeast Asian Studies (DSSEAS) offers the only interdisciplinary SEAS PhD in the United States. The campus also has considerable strength in SEA faculty located in other departments and professional schools.

Table D.1: Annual Institutional Commitment to SEA at UCB and UCLA, 2016-17

	<u>UCB</u>	<u>UCLA</u>
Salary Support (including fringe)		
Language lecturers (100%)	\$654,636	\$649,096
Core ladder faculty	\$1,882,160	\$1,966,675
Affiliated ladder faculty (≥25%)	\$247,380	\$355,176
Other faculty (lecturers)	\$497,040	\$125,548
Campus administrative support	\$103,323	\$125,825
Center Administrative Staff	\$111,116	\$80,000
SEA Library & Museum Staff	\$141,603	\$226,064
<i>Subtotal salary commitment</i>	\$3,637,258	\$3,528,384
Non Salary Support		
Library acquisitions	\$150,000	\$74,000
Graduate fellowship support	\$1,260,000	\$1,232,000
<i>Subtotal non-salary commitment</i>	\$1,410,000	\$1,290,000
Totals by campus	\$5,047,258	\$4,818,384
Total Institutional Commitment	\$9,865,642	

UCLA’s commitment to SEAS, though more recent, is also strong. UCLA’s leadership secured funding and political support to establish the UCLA CSEAS within the UCLA International Institute in 1999, and has continued to support the center and promote the development of SEAS in the university’s educational mission. See Table D.1 for an outline of resources allocated by each campus towards SEAS.

§ D.1.A. Operational Support UCB provides the salary of the CSEAS Faculty Chair and substantial salary support for its Vice Chair. IEAS supports an office suite, while campus

administrative services provide support for human resources, budgeting and analysis, data collection and IT assistance. UCB's University Relations office supports fundraising efforts, while the Sponsored Projects Office (SPO) and Contracts and Grants Accounting oversee grant management. The Graduate Division provides one staff person to manage FLAS awards. The UCB Library funds 100% of the SEA Librarian.

UCLA provides the full salary of the CSEAS Faculty Director, a significant portion of the Assistant Director's salary, full salary for the shared Financial Manager and other finance officers, and a large IT staff. It also provides office space and covers operational and materials costs. UCLA funds the Fowler Museum of Cultural History's extensive SEA collection and its SEA arts curator, and the Young Research Library fully funds the salary of the SEA Bibliographer and partial salaries of related cataloguers. UCLA's Development Office provides 3 development specialists in the International Institute for fundraising efforts.

On both campuses, Balinese and Javanese gamelan ensembles have storage and rehearsal facilities provided by the departments of Music (UCB) and Ethnomusicology (UCLA). UCLA now also hosts a restored ensemble of Thai musical instruments. UC's enormous investment in information technology and multimedia classrooms and equipment also enrich SEAS, as does its attention to online course offerings, and support for teleconferencing courses.

§ D.1.B. Subject Area Teaching Staff In 2016-17, 23 UCB faculty or lecturers taught 25-100% non language SEA courses either full-time or part-time, and 8 lecturers taught SEA language courses. UCB covered salaries and benefits for all core and affiliated SEA ladder faculty, lecturers, and teaching assistants, except for the teaching staff for Introductory Burmese, Intermediate Khmer, Advanced Filipino and Advanced Vietnamese whose salaries

were partially covered by NRC funds. At UCLA, 18 faculty taught 25-100% non-language SEA courses either full or part-time, and 5 lecturers taught language courses. UCLA covers salaries and benefits for all core and affiliated ladder faculty, lecturers and teaching assistants. Since 2013, UCLA has added 7 new ladder faculty with a SEA research focus, including at the tenure-track level, Stephen Acabado (Anthropology), Jasmine Trice (Film, Television and Digital Media), Michelle Caswell (Information Studies) and Kian Goh (Urban Planning) and at the tenured level, Robert McCann (Management) and Helga Leitner and Eric Sheppard (both in Geography). UCB will hold a search for a new hire in SEAS in 2018-19 to fill the position left empty with the unexpected death in 2017 of past CSEAS Chair Jeffrey Hadler, an expert on Indonesia. UCLA's Dean of Humanities has recently approved a search for a new hire in SEAS in 2018-19 in Asian Languages & Cultures.

Institutional support for foreign language learning, aside from faculty salaries, comes through UCB's Berkeley Language Center (BLC) and UCLA's Center for World Languages. UCLA's campus is also home to the Title VI-funded National Heritage Language Resource Center (NHLRC), which contributes to improving expertise in language instruction.

The UC system provides competitive research and equipment grants for faculty. UCB and UCLA's SEA faculty routinely obtain campus research funds and have been awarded competitive campus grants. SEAS students and faculty have been very successful in securing funding from these sources.

§ D.1.C. Library Resources UCB's South and Southeast Asia Library (S/SEAL) receives university support for acquisitions and salary support for a full-time SEA librarian and cataloging assistance. The UCLA Library funds a full time SEA librarian, a shared SEA library staff assistant, and a part-time student assistant. (*see § E.*)

§D.1.D. Linkages with Institutions Abroad The UC system subsidizes many initiatives and programs designed to build linkages with institutions and individual scholars around the world, most notably its Education Abroad Program (EAP) (*see §H.4.*). UC supports the EAP headquarters at UC Santa Barbara and the individual campus offices and in-country offices.

Both UCB and UCLA also maintain international protocol and exchange offices that facilitate campus visits by foreign scholars, officials, and government dignitaries.

UCB CSEAS has a Memorandum of Understanding with the Center for Southeast Asian Studies at Kyoto University in Japan, to support the development of collaborative projects and cross-visits by faculty and students for research purposes. UCLA CSEAS has a Memorandum of Understanding with Ngurah Rai University in Bali, Indonesia to host UCLA undergraduate students for a cultural immersion summer program. UCB CSEAS core faculty Nancy Peluso and UCLA language lecturer Dr. Juliana Wijaya serve on the board of the American Institute for Indonesian Studies, a Council of American Overseas Research Center (CAORC) member institution with offices at Cornell University and in Indonesia.

§ D.1.E. Outreach UCB supports the Office of Resources for International and Area Studies (ORIAS) for K-14 teacher training and curriculum development. At UCLA, university facilities, administrative staff, office space, and other resources underwrite summer workshops for K-14 educators and other teacher-training activities.

§ D.1.F. Support for Qualified Students Both UCB and UCLA support undergraduate students with financial aid, such as Cal Grants, Pell Grants, Supplemental Educational Opportunity Grants, university grants, and work-study. A Georgetown University report in 2017 (<https://cew.georgetown.edu/cew-reports/pell20/>) noted that 36% of UCLA undergraduates and

31% of UCB undergraduates received Pell grants, which is one of the highest percentages for selective colleges in the US.

UCB graduate students receive financial support through university grants or fellowships (e.g., Berkeley Fellowships, Chancellor's Fellowships, Regents' Fellowships, or block grants to departments), extramural fellowships, teaching or research appointments (including fee and tuition remissions) or on-campus employment. Humanities and Social Science PhD students are eligible for Doctoral Completion Fellowships if they show satisfactory progress to degree completion. UCLA administers a range of graduate fellowships including the Research Mentorship award, the Cota Robles Scholarship, teaching assistantships, and dissertation-writing fellowships. UCB's Graduate Division supplements FLAS awards, and UCLA departments frequently cover university fees for FLAS recipients. For many years, UCLA CSEAS has administered privately-funded summer travel grants for research in Indonesia. UCLA recently begun administering the Julia and Ken Gouw Undergraduate Centennial Scholarship, established in 2017 through a gift match from UCLA's Chancellor's Office, for students to go to Indonesia for a summer study program. UCB CSEAS has also recently instituted a travel grant program for undergraduates and graduate students working on SEA, with funding support from its parent Institute of East Asian Studies (IEAS).

§ E. LIBRARY STRENGTH

UCB and UCLA have two of the strongest research libraries in the country, and are the core collections of the integrated UC library system, one of the largest systems in the world. The two libraries have combined holdings of more than 23 million titles and an integrated, online catalogue system.

§ E.I.A. Library Holdings and Financial Support The UCB Library contains over 11 million volumes of print and non-print materials. In the 2015-16 Association of Research Libraries Investment Index, which looks at annual expenditure, UCB's library was ranked eighth overall for all US research libraries, and third for public university libraries (after the University of Michigan and Pennsylvania State University).

UCB's South & Southeast Asia Library (S/SEAL) has its own reading room in the main Doe Library and contains a reference collection of over 4,000 items. UCB's Southeast Asia collections are strong in both western and vernacular language holdings, and features several special collections on SEA. The Bancroft Library holds materials on the Philippines deposited by David Prescott Barrows, who was Secretary of Education in the Philippines in the early years of US colonial administration and later UC's 9th President, as well as other invaluable archives on the Philippines collected in the early 20th century by UC scholars such as Alfred Kroeber and Bernard Moses. The McFarland collection holds materials from Siam collected from 1860 to 1950, while the Swift Family donated a priceless collection of Buddhist palm leaf manuscripts from Thailand. S/SEAL also recently became the home for the papers of Yale anthropologist Harold Conklin, who conducted fieldwork in the Philippines for more than five decades. Prof. Conklin, whose undergraduate degree was from UCB, instructed that his archive be left to the university after his death in 2016. S/SEAL also recently received the papers of the late Prof. Jeffrey Hadler, CSEAS core faculty and past CSEAS Chair, who died in 2017, along with an endowment fund to support preservation and cataloguing.

Along with collecting SEA materials through domestic and international commercial vendors, acquisitions trips, and exchange programs, the Library of Congress Cooperative Acquisitions Program on Southeast Asia (CAP-SEA), based in Jakarta, Indonesia, has played

an important role in UCB's acquisition of materials from SEA since its inception in 1964. The UCB library allocates a total of about \$110,000 per year to purchase materials in western and SEA languages from CAP-SEA and other vendors. UCB funds a full-time SEA librarian.

The UCLA Library, holding over 12 million volumes, ranked tenth in the 2015-16 Association of Research Libraries Investment Index, just behind Princeton. Since the creation of UCLA CSEAS in 1999, the SEA library collection has rapidly expanded, and is now one of only a dozen libraries in the US with a significant SEA collection. It holds approximately 125,000 volumes, with about 40% in vernacular languages.

While much of the UCLA's library materials are acquired through CAP-SEA, unique or uncommon items are often obtained through acquisitions trips by the SEA Librarian, including a trip to Indonesia, Malaysia, and Singapore in mid-2012 and to the Philippines in late 2013, with an emphasis at both times to seek out materials from local bookshops, government agencies, non-governmental organizations, cultural institutions, and individuals. UCLA's SEA Librarian plans another such acquisitions trip in 2019.

In the last five years, the UCLA Library has begun developing special collections in SEAS. It has the only Philippine zine collection in the U.S., which now includes approximately 400 items, and holds special photograph collections from early 20th century Philippines, and ephemera and other materials commemorating the recent passing of Thailand's king. The Library continues to supplement its collections through web archiving projects.

The UCLA Library funds a full-time SEA librarian, a shared SEA library staff assistant, and a part-time student assistant, and supports an acquisitions budget for SEA of \$74,000.

§ E.I.B. Accessibility and Availability of Materials The UCB and UCLA libraries are members of the Online Computer Library Center (OCLC) for online cataloging and interlibrary

loan services, partners of the Center for Research Libraries (CRL), and members of the SEA Materials Project (SEAM) administered by CRL, which aims to microfilm and digitize rare and/or at-risk materials and makes them accessible to its members. The UCB and UCLA SEA librarians are active members of the Committee on Research Libraries on Southeast Asia (CORMOSEA), the American Library Association, and the Asian/Pacific American Librarians Association (APALA). The UCB SEA librarian was SEAM Chair from 2011-17 and is current Chair of CORMOSEA's Subcommittee on Collection Development.

As members of CORMOSEA, the UCB and UCLA librarians collaborate with other librarians at institutions with major SEA holdings. The UCB and UCLA librarians are working to create research guides on specific Southeast Asian topics using the LibGuides platform to be linked on the CORMOSEA site. UCB's S/SEAL is a subscribing member of the Cornell Southeast Asia Newspaper and Journal Archive scheduled to become available in 2019-20.

The SEA collections at UCB and UCLA are readily accessible by the public, researchers, students, and faculty through Melvyl (the online catalog of the UC system) and OCLC WorldCat (a global online catalog), with each campus also having its own internal online catalog. SEAS research materials are available to students and researchers at UCLA and UCB through inter-library loan from all UC libraries and other academic libraries nationwide and some institutions worldwide. Both libraries cover inter-library loan fees for students and faculty. Paid online databases and electronic access to journals at UCB and UCLA are available to all on-campus affiliated library users.

UCB's S/SEAL website provides links to new acquisitions, electronic resources and bibliographic guides, and offers a subject-specific, web-based gateway to the SEA holdings at UCB, and to major libraries and SEA collections around the world. Similarly, the UCLA SEA

librarian maintains a website with extensive links to a wide range of publicly available digitized material including newspapers, news feeds, and digital map collections. The UCB Library is open to the public for a minimal fee, while the UCLA Library is open to the public for free.

§ F. Quality of Non-Language Southeast Asia Instructional Program

§ F.1. Program Quality and Breadth of Coverage In 2016-17, UCB and UCLA together

offered 99 non-language courses with at least 25% focus on SEA. Seventy-six of these courses

Table F.1: Number of UCB UCLA Non-Language SEAS Courses, 2016-17

Discipline/School	No. of Courses on SEA				Total
	UCB 100%	UCB <100%	UCLA 100%	UCLA <100%	
Academic Disciplines					
Anthropology		1	1		
Area Studies	23	4	5		
Art History			2	1	
Music	11				
Ethnic Studies	4	1	4	2	
Geography		1		2	
History	3		9		
Other		2			
Political Science	2				
Rhetoric		2			
Subtotal	43	11	21	5	80
Professional Schools					
Arts & Architecture			12		
Environmental Design		1			
Natural Resources		2			
Public Health				3	
Theater/Film/TV				1	
Subtotal	0	3	12	4	19
Totals					99

contained 100% SEA content while 19 courses with at least 25% SEA content were offered in UCB and UCLA professional schools (*see Table F.1*). Overall, for both campuses combined, more than 2,890 undergraduates enrolled in non-language courses with SEA content, indicating the high level of student interest in SEAS (*see Table F.2*). While some of

these courses are devoted to single-country topics, many cover two or more countries, reflecting the comparative character of SEAS at both campuses. It should be noted that the number of courses offered and total course enrollment data is affected by the different course schedules for UCB and UCLA, following UCB’s semester system of two sessions of 15-week

courses and UCLA’s quarter system of three sessions of 10-week courses during the academic year. Summer sessions on both campuses are shorter and more intensive.

UCB enrolled 1,492 undergraduates in courses with SEA content in 2016-17. Popular courses include “Politics of SEA” offered in Political Science, which usually has enrollments of 100 students each semester, the DSSEAS gateway courses on mainland and island SEA, the

Table F.2: UCB UCLA Enrollment in Non-Language SEAS Courses, 2016-17

Discipline/School	Enrollments					
	Undergrads		Total UG	Grads		Total Grad
	UCB	UCLA		UCB	UCLA	
<i>Academic Disciplines</i>						
Anthropology	0	69		8	1	
Area Studies	529	116		41	8	
Art History	0	316		0	2	
Music	275	-		4	-	
Ethnic Studies	108	138		3	4	
Geography	24	186		3	0	
History	34	379		5	3	
Other	49	0		0	0	
Rhetoric	24	n/a		4	n/a	
Political Science	297	0		0	0	
Subtotal	1,340	1,204	2,544	68	18	86
<i>Professional Schools</i>						
Arts & Architecture	n/a	194		n/a	12	
Environmental Design	32	n/a		0	n/a	
Natural Resources	120	n/a		9	n/a	
Public Health	0	3		0	32	
Theater/Film/TV	n/a	0		n/a	12	
Subtotal	152	197	349	9	56	65
Totals	1,492	1,401	2,893	77	74	151

course in Filipino-American history offered in Ethnic Studies and the Javanese gamelan courses offered each semester in Music.

At UCLA, there were 1,401 undergraduate enrollments in SEAS courses over three quarters in 2016-17. The History Department’s upper division SEA class

had 87 students in Fall Quarter 2016 and 200 students in Spring Quarter 2017 while a separate Philippine History course had 20 students. The Art History course on South and Southeast

Asian Art enrolled 247 undergraduates. The Geography course on South and SEA enrolled 86 students and the Southeast Asian Archeology course enrolled 70 students. Asian American Studies at UCLA has pioneered the integration of area studies with transnational perspectives. The number of UCLA students enrolled overall in SEAS courses in 2016-17 includes the 142 students enrolled in Asian American Studies courses with at least 25% SEA content.

§ F.2. Availability of Interdisciplinary Courses An interdisciplinary approach characterizes the consortium's major programs and most SEAS courses. At both campuses, introductory courses employ diverse methods and concepts from the humanities, cultural studies, and social sciences to introduce students to the field and the region. UCLA's International and Area Studies Interdepartmental Program (IDP) encourages an interdisciplinary focus, as does UCB's MA program in Asian Studies, the undergraduate minor in Global Policy and Practice, and a certificate program in Global Urban Humanities. As of 2017-18, UCB replaced the Asian Studies undergraduate major with a new Global Studies major. This new interdisciplinary major requires a focus on a world area, such as SEA.

Graduate studies in SEAS at UCB are highly interdisciplinary. SEA faculty regularly teach and advise students from different departments. Two SEA specialists from other departments (Peter Zinoman-History and Aihwa Ong-Anthropology) have joint membership in DSSEAS, involving them in SEAS curricular development and oversight and enabling them to admit graduate students through DSSEAS as well as their own departments. At UCLA, SEA specialist Thu huong Nguyen-vo has co-appointments in Asian American Studies and Asian Languages & Cultures.

§ F.3. *Non-Language Faculty and Instructional Training* The consortium mobilizes a sizeable staff of non-language faculty in SEAS, making it possible for the courses listed in Appendix B to be taught on a regular basis.

At UCB, all first-time Graduate Student Instructors (GSIs) must take a pedagogy course. The Graduate Division maintains the GSI Teaching and Resource Center, which offers a required teaching conference at the start of each semester for new GSIs, regular workshops on issues such as mentoring, grading, and syllabus preparation, courses on English language proficiency for international graduate students, and an intensive summer institute for advanced graduate students moving on the faculty appointments. This center also provides grants for course improvements, offers confidential consultations, and manages the campus teaching awards program for GSIs.

At UCLA, training for Teaching Assistants (TAs) takes place in academic departments and through the Office for Instructional Development (OID). In the departments, TAs meet with a faculty supervisor at least one hour per week. The OID offers subsidies for departmental training, seminars on basic teaching skills and the use of instructional technology, a campus-wide conference, and two quarter-long seminars for TAs and technology teaching assistant consultants, who train TAs in their respective departments.

§ F.4. *Depth of Specialized Course Coverage* Specialized course coverage at UCB is spearheaded through DSSEAS where the introductory courses on SEA are taught, as well as upper-division courses covering SEA literature, culture, and religion. Dedicated SEAS courses are also offered in History, Ethnic Studies, Music and Political Science, with interdisciplinary strength also built from courses offered in Anthropology, Buddhist Studies, Rhetoric, and

Environmental Science, Policy & Management. Dutch Studies regularly offers courses on Dutch Indies literature and on Dutch exploration in SEA.

At UCLA, History offers an introductory SEA course, upper division sequences on SEA history and Philippine history, a survey course on the history of Vietnam, and undergraduate and graduate SEAS seminars. A large number of SEAS courses are taught in Asian Languages & Cultures (ALC), which offers an upper-division Vietnamese history sequence, courses on modern SEA literature, contemporary religion, colonialism, and ethnic minority challenges in the region. A new course, “Slavery and Human Trafficking,” in Geography includes a case study of the Philippines. Other SEAS courses are offered in Ethnomusicology, Epidemiology, World Arts and Culture, and Art History. The “Thai Ensemble” course in Ethnomusicology has made a recent return to the UCLA course offerings. Many Asian American Studies courses are taught with a significant focus on the global diaspora of Southeast Asians. New courses here include “Writing and Cinema in Filipino” and “Philippines Fictions.”

§ G. QUALITY OF THE SOUTHEAST ASIA LANGUAGE INSTRUCTIONAL PROGRAM

§ G.1. Languages Offered and Enrollments The consortium provides great breadth in language offerings and features remarkable enrollments at both campuses, demonstrating high demand for SEA language study (*see Table G.1*). At UCB, 462 undergraduates enrolled in SEA language courses in 2016-17, while 785 undergraduate students were enrolled in SEA language courses at UCLA. UCB offers 6 SEA languages: Burmese, Filipino, Indonesian, Khmer, Thai and Vietnamese. UCLA offers Filipino, Indonesian, Thai and Vietnamese, with Intermediate Khmer as a Distance Learning course from UCB to UCLA via live teleconferencing. All of these languages are US Department of Education priority languages. On both campuses,

additional languages relevant for the scholarly study of SEA (e.g. Dutch, French, Portuguese, Spanish, Arabic, Sanskrit, Chinese) are available in multiple levels.

Table G.1: UCB UCLA SEA Language Course Enrollments, 2016-2017

Language/Level	Enrollments						Totals
	UCB UG	UCLA UG	Total UG	UCB Grad	UCLA Grad	Total Grad	
Burmese I	3	n/a	3	1	n/a	1	4
Sub-total	3	0		1	0		
Filipino I	181	221	402	0	6	6	408
Filipino II	68	30	98	1	2	3	101
Filipino III	22	n/a	22	2	n/a	2	24
Sub-total	271	251		3	8	9	
Indonesian I	26	46	72	3	0	3	75
Indonesian II	32	4	36	3	6	9	45
Indonesian III	4	16	20	3	2	5	25
Sub-total	62	66		9	8		
Khmer I	12	n/a	12	1	n/a	1	13
Khmer II	6	2	8	1	0	1	9
Khmer III	4	n/a	4	0	n/a	0	4
Sub-total	22	2		4	0		
Thai I	13	38	51	1	0	1	52
Thai II	6	3	9	2	2	4	13
Thai III	2	17	19	4	3	7	26
Sub-total	21	58		2	5		
Vietnamese I	45	261	306	0	1	1	307
Vietnamese II	24	43	67	2	1	3	70
Vietnamese III	14	104	118	2	1	3	121
Sub-total	83	408		4	3		
TOTALS	462	785		23	24		

The consortium is a member of the organizing board for the Southeast Asian Studies Summer Institute (SEASSI), the intensive summer SEA language program held at the University of Wisconsin-Madison. Between 2014 and 2017, a total of 4 UCB graduate students, 6 UCLA

graduate students and 7 UCLA undergraduates attended SEASSI for intensive language study to accelerate achieving higher level language proficiency.

§ G.2. Language Levels and Courses in Other Disciplines Four of the SEA languages taught at UCB (Indonesian, Filipino, Khmer and Vietnamese) are offered for three levels – introductory, intermediate and advanced. Thai is offered for two levels – introductory and

intermediate. In 2016-17, Advanced Thai was offered at UCB as a Distance Learning course sent from the University of Wisconsin-Madison. Introductory Burmese began to be offered at UCB in 2015-16. UCLA offers Indonesian, Thai and Vietnamese for three levels - introductory, intermediate and advanced. Filipino is offered for two levels - introductory and intermediate.

In 2016-17, UCLA offered one section of Introductory Vietnamese, as well as two sections of Introductory Vietnamese for heritage speakers, two sections of Advanced Vietnamese, and two sections of Introductory Filipino. During this same year, UCB offered two sections of Introductory Vietnamese, two sections of Intermediate Indonesian, four sections of Introductory Filipino (of which one section was exclusively an online course), and three sections of Intermediate Filipino (also with one section being exclusively online). UCB has also begun offering Introductory and Intermediate Filipino as intensive summer language courses through UCB Summer Sessions.

Of note regarding SEA language study at UCB and UCLA, as extrapolated from figures recently reported by the Modern Language Association on foreign language study in the US, UCB and UCLA together in Fall 2016 were jointly responsible for 18% of the US students studying Filipino and 22% of the students studying Indonesian (see *Modern Language Association, Language Enrollment Database*, https://apps.mla.org/flsurvey_search).

Some non-language graduate courses taught at UCB in History and DSSEAS include readings in SEA languages. The UCB SEA language instructors team teach a sophomore seminar on SEA film that includes screenings of SEA films in various national languages. UCB Filipino language instructor Dr. Maria-Josephine Barrios regularly teaches courses on Filipino performance and literature that include readings in the vernacular. UCLA's Thu-huong Nguyen-vo and Quyen Di Chuc Bui (Asian Languages & Cultures) teach a

Vietnamese Film and Literature course with optional readings in Vietnamese. Lucy San Pablo Burns (Asian American Studies) regularly teaches courses that include optional readings in Filipino. Graduate seminars on both campuses in History, and also in DSSEAS at UCB, encourage students to read vernacular works.

§ G.3. Language Faculty Coverage and Pedagogy Training Both campuses have sufficient faculty resources to teach their language courses. Vietnamese, Filipino, Indonesian and Khmer are taught at UCB by full-time instructors. UCB's three Filipino instructors are full-time lecturers: one has a PhD degree and one has an MFA degree. Advanced Indonesian is taught by a ladder faculty. Burmese and Thai are taught by part-time instructors. UCLA has full-time lecturers for Filipino, Indonesian, and Thai, two full-time lecturers for Vietnamese, and additional Teaching Assistants. Four of the full-time lecturers have PhD degrees.

The consortium's SEA language instructors have been in the forefront of the field of pedagogy in Less Commonly Taught Languages (LCTLs) for years. UCLA lecturers have been active in UCLA's National Heritage Language Resource Center (NHLRC), the Title VI-funded center dedicated to heritage language teaching, through conducting research and participating in professional workshops. Four UCLA lecturers gave presentations at the recent NHLRC conference on heritage and community languages, as did the UCB lecturers for Filipino, Khmer and Burmese. UCLA's Juliana Wijaya is past chair of the national Consortium for the Teaching of Indonesian (COTI), which has developed extensive Indonesian language testing methodologies and proficiency assessment tools.

§ G.4. Language Program Quality, Adequacy of Resources and Proficiency Requirements

SEA language programs at UCB and UCLA incorporate performance-based instruction.

Instructors teach integrated courses where content, knowledge and skills are applied to “real

world” situations, meaning that students make connections to their other content courses, engage in culture linked to the language, and interact with relevant language communities at their own level. Most courses assign performance-based tasks and projects. The SEA language instructors at both campuses are committed to undertaking quantifiable assessments of student learning and achievement of proficiency, even while recognizing that nationally accepted instruments for assessment are not thoroughly developed for SEA languages.

UCB’s Berkeley Language Center (BLC), under the direction of a faculty Director and full-time Deputy Director, is the primary support for language learning on the campus. The BLC maintains several high-tech classrooms, computer labs, a resource library, and provides full technical support at no cost for Distance Learning (DL) courses, including for the DL Intermediate Khmer course offered from UCB to UCLA and UCI.

UCLA's Center for World Languages coordinates language research, teaching and evaluation programs, and has been particularly strong in pioneering teleconferencing technologies for language instruction. It is the home of the NHLRC and the Language Materials Project, an online bibliographic database of teaching and learning materials for over 100 Less Commonly Taught Languages. The NHLRC’s mission is to develop effective pedagogical approaches to teaching heritage language learners. It publishes the *Heritage Language Journal*, an online-refereed journal dedicated to heritage language instruction.

UCB requires undergraduates to achieve language proficiency equivalent to the second semester college level. Separately, DSSEAS has a more rigorous language requirement for its majors that requires students to complete two years of language training. UCLA requires that all undergraduates fulfill one full year of language study or proficiency equivalent.

§ H. QUALITY OF CURRICULUM DESIGN

The large and dynamic undergraduate student population at UCB and UCLA, which includes many SEA heritage students with advanced language skills, makes it possible to design programs promoting high levels of language competence. UCB's and UCLA's highly-ranked graduate programs and strong SEA-focused faculty attract a significant number of highly motivated graduate students to MA and PhD study.

§ H.1. Topic Area Requirements and Quality of Undergraduate Instruction UCB

undergraduates major or minor in SEAS through the DSSEAS. DSSEAS offers SEA language courses as well as a range of non-language humanities-based interdisciplinary classes stressing perspectives on SEA from history, women's studies, cultural studies, religious studies, and literature. DSSEAS requires majors working on SEA to have two years of language training through intermediate-level proficiency and to take at least 44 course units, including a lower-division course sequence on the civilization of Island and Mainland SEA. Qualified students may write an honors thesis. The minor requires 5 upper-division courses. Undergraduates in other departments can minor in SEAS or, for some majors, specialize in SEA as a geographic area of concentration.

At UCLA, undergraduates interested in SEAS can pursue a degree in Asian Studies, which is a major within the International and Area Studies Interdepartmental Program (IDP), or a minor in SEAS in that same program. The Asian Studies major, in which students can focus on SEA as their region, requires intermediate-level study of one Asian language, 6 lower division core courses on Asia, which could be related to SEA, and at least 12 upper division courses, including a capstone senior seminar. The SEAS minor requires 3 lower division core courses and 5 upper division courses.

Aside from these current tracks for undergraduate study in SEAS, UCLA's Department of Asian Languages & Cultures (ALC), where UCLA CSEAS Director George Dutton is based, plans to add a humanities-focused major and minor in South and Southeast Asian Studies within the new few years. The plan includes developing a gateway course on South and Southeast Asian Cultures to serve as an entry point for majors. This course would be eligible for designation as a General Education course, meaning it would meet UCLA undergraduate distribution requirements and attract larger enrollments. Otherwise, undergraduates can focus on SEA currently by majoring in Asian Languages and Linguistics, Asian Humanities, Asian Religion or minoring in Asian Languages and Asian Humanities in ALC.

As major research universities, UCB and UCLA offer instruction by experts in the field. Lower division courses, in addition to lectures, have discussion sections supervised by graduate student teaching assistants who receive special training. Course quality is monitored by mandatory student evaluations and by examinations of syllabi and evaluation results as part of faculty promotion reviews. Language classes are visited by pedagogical experts who give feedback in the course of lecturer assessment and lecturers are evaluated by their department on an annual basis. At UCLA, in addition, ALC's SEA language coordinator Gyanam Mahajan supervises pedagogy and course development and instruction quality and standards.

§ H.2. Academic and Career Planning At both campuses, Center staff and disciplinary and professional school faculty advise students on courses, fellowships, study abroad, and intensive language programs, distribute job and fellowship announcements, and promote campus meetings that provide information about other grant opportunities. Many UCB centers and departments in the humanities and social sciences sponsor dissertation and proposal-writing workshops and topic-specific working groups for advanced graduate students. The Graduate

Divisions at UCB and UCLA provide information on postdoctoral fellowships. Both campuses have Career Centers that provide web-based information and on-site reference collections to support graduate and professional school applications as well as career planning for undergraduates and graduate students. These centers hold regular workshops and provide counseling for student job seekers. At UCLA, shared counselors in the IDP and EAP assist Asian Studies majors and SEAS minors in academic and overseas study planning. UCLA's ALC has a Student Affairs Officer to guide undergraduate students in their majors and minors. UCB's DSSEAS has a dedicated Student Affairs Officer to counsel undergraduates. The new UCB Global Studies major also has a Student Affairs Officer who specializes in Asian Studies, and who serves also as the counselor for MA students in Asian Studies.

§ H.3. Training for Graduate Students UCB graduate students affiliated with CSEAS come from 18 academic disciplines and 5 professional schools (*see Table H.1*). DSSEAS offers an MA and a PhD in SEAS and its courses also serve graduate students in the professional schools and in the social sciences and humanities. The Graduate School of Journalism and the Group in Asian Studies offer a 3-year joint MJ/MA degree in Asian Studies. Berkeley Law School offers a four-year joint JD/MA degree in Asian Studies. The Haas School of Business offers an emphasis in Global Management for the MBA degree and supports the International Business Development experiential learning program, which has included SEA-based projects. The Joint Medical Program, a five-year MS/MD degree program offered through UCB's School of Public Health and UC San Francisco School of Medicine, supports an area studies focus for the degree requirements fulfilled at UCB. The Department of Environmental Science, Policy & Management in the College of Natural Resources has three faculty with research experience in SEA in the major concentration in Society and Environment. The College of

Environmental Design offers a major in History, Theory and Society for the PhD in Architecture, and supports a concurrent MA degree in Global Studies for graduate students in Architecture or City & Regional Planning. The School of Public Health offers a Global Health

Table H.1 UCB UCLA Graduate Students in SEAS, 2016-17

Academic Disciplines		Professional Schools	
	UCB	UCLA	UCB
Anthropology	2	4	UCB Professional Schools
Art/Art History	1	2	Education
Asian Studies	2	1	Environmental Design
Buddhist Studies	1		Natural Resources
Comparative Literature	1	2	Public Health
Biology	2	8	Public Policy
English	1		TOTAL
Energy Resources	1		11
Ethnic Studies	4	8	UCLA Professional Schools
Folklore	1		Arts & Architecture
Geography		4	<i>Ethnomusicology</i>
History	9	2	3
Linguistics	2	3	Education & Information Studies
Music	1		<i>Information Studies</i>
Performance Studies	3		1
Political Science	2		Public Affairs
Rhetoric	1		<i>Public Policy</i>
Sociology	4	2	1
SEA Studies	9		<i>Urban Planning</i>
TOTALS	47	36	18

track for students pursuing the MPH or PhD, and the Masters in Development Practice offered through UCB's Graduate Division supports an area studies focus.

UCLA's School of Public Health offers MPH, DrPH, and PhD degrees with an International Health concentration, and supports a SEA focus. Since 2010, the Fogarty program on HIV/AIDS in Epidemiology has produced

12 MA theses and PhD dissertations on Cambodia, Indonesia, Thailand, and Vietnam. UCLA's School of Arts and Architecture has SEA-linked PhD programs in Ethnomusicology and Culture and Performance. Several UCLA FLAS fellowships for SEA language study have been

given in recent years to graduate students in professional school departments, including Information Studies; Urban Planning; Social Welfare; and Film, Television, and Digital Media.

The MA and PhD degrees in SEAS offered at UCB through DSSEAS require language competence in at least one secondary language as assessed after 2 years of language study, or with tested language ability. Both degrees require at least 10 courses. MA students advance to the PhD program after completing a thesis. PhD candidates must submit a field statement and have a dissertation prospectus approved by their dissertation committee at the time of their oral examinations. UCB also offers an MA in Asian Studies that includes a concentration in SEA. These students must develop proficiency in a SEA language and complete at least 5 upper division or graduate courses in their specialization.

The PhD programs in History and Music at UCB support a formal concentration in SEA. UCB History PhD students concentrating on SEA are encouraged to offer new courses on the region as instructors through the junior seminar program. Other departments - such as Anthropology, Architecture, City & Regional Planning, Comparative Literature, History of Art, Performance Studies, Political Science, Rhetoric and Sociology – also host graduate students working on SEA. UCB’s graduate programs are among the most highly ranked in the US, according to National Research Council and US News and World Report surveys. UCLA graduate programs also rank consistently high in these surveys. Graduate students from other UC campuses may attend UCB and UCLA for a semester or more to work with specific faculty and/or take language courses not available on their home campus.

UCLA does not offer interdisciplinary graduate programs in SEAS but currently has more than 50 graduate students studying SEA in 10 departments and 5 professional schools (*see Table H.1*). Several UCLA graduate programs support SEA concentrations, notably

History, Art History, Asian American Studies, Ethnomusicology, and in the School of Public Health. Most graduate degree programs require one foreign language and many require two.

Despite the slowing of hiring in higher education, both UCB and UCLA PhD students continue to secure tenure-track placements or prestigious postdoctoral positions at degree completion. For details on recent UCB and UCLA graduate student placements, see § C.1. *Impact on the University, Community, Region and Nation*. UCB and UCLA PhD students also continue to be successful in securing fellowships for dissertation research through the Fulbright-Hays program and other fellowship competitions.

§ H.4. Study Abroad The UC Education Abroad Program (EAP) supports two programs in SEA - at the National University of Singapore in Singapore and at Thammasat University in Thailand. EAP reports the 62 UC students went to SEA in 2016-17. UCB and UCLA students have also participated in the US State Department's Critical Language Scholarship program in Indonesia and the US-Indonesia Society summer language program in Indonesia.

In 2016-2017, UCLA's Anderson School of Management sent 44 MBA students for overseas study to Thailand, Singapore, and the Philippines. UCLA CSEAS has also been providing fellowships through external funding since 2009 for undergraduates and graduate students to study and conduct research in Indonesia. Since this program began, 50 undergraduate and graduate students at UCLA have received funding support. Through a new endowed scholarship, UCLA CSEAS will send 4 undergraduates to study abroad in Indonesia every summer. UCB's new travel grant program, begun in 2017, has so far supported 8 undergraduate and graduate students to travel for research work in SEA.

§ I. OUTREACH ACTIVITIES

Both Centers maintain active outreach programs: by facilitating development and distribution of K-14 curriculum resources (such as through summer workshops for K-14 teachers), by hosting speakers on SEA topics, by promoting SEA cultural performances, by managing campus SEAS websites and social media, by distributing regular e-newsletter updates, and by establishing links between campus resources and off-campus institutions, particularly with the media.

Consortium faculty contribute nationally to public understanding of SEA through their publications, by participation in national organizations and conferences, and by consulting with educational, government, and international institutions. Faculty members organize conferences and invite scholars for public lectures that are advertised widely through center and university websites, through email and social media, and with targeted mailings to business, media, educational, and community organizations.

The consortium also benefits from large public outreach entities such as UCB's Cal Performances and UCLA's Center for the Art of Performance, which often present SEA performing artists, and UCB's Pacific Film Archive and UCLA's Film and Television Archive, which screen SEA films. UCB's Music Department presents Indonesian gamelan concerts each semester. UCLA's gamelan ensemble presents a concert at the end of the academic year.

§ I.1.A. Elementary and Secondary Schools At UCB, CSEAS supports the Office for Resources in International and Area Studies (ORIAS) which organizes K-14 teacher workshops and working groups, supplemented by extensive web resources, as well as a regular e-newsletter and Twitter feed (@ORIASUCB). An ORIAS-sponsored World History Study Group for K-14 teachers meets once a month during the school year to discuss books in the

field. The evaluations conducted of ORIAS K-12 summer workshops generally report the teacher participants' interest and appreciation of the ORIAS program. (See §C.4)

UCLA CSEAS cosponsored a lecture demonstration, with UCLA's Center for the Art of Performance, on Balinese gamelan in 2017 for 80 middle-school students and their teachers from a magnet school in Greater Los Angeles. This event is available as a webcast on UCLA's International Institute's YouTube Channel (<https://youtu.be/UdLO3JNwq34>) as a free resource.

§ I.1.B. Post-Secondary Institutions UCB's ORIAS program has been working with community college instructors for the past few years to expand global studies course offerings and content depth. These workshops have involved instructors from two-year colleges throughout Northern California. UCLA CSEAS has funded instructors from Santa Monica Community College and Glendale Community College to attend the ORIAS Summer Institutes for Community College Teachers for the past few years.

§ I.1.C. Business, Media and General Public The consortium is a regular resource for the national and foreign media, nonprofits, trade councils, community groups and businesses in search of specific expertise on SEA. Consortium faculty and staff often participate in outreach programs offered by non-profit educational or arts organizations, such as the World Affairs Council, and in the Bay Area, organizations such as the Asia Foundation, the Asia Society, the San Francisco Public Library, and the Asian Art Museum. UCLA faculty Robert Brown, as a curator at the Los Angeles County Museum of Art, regularly contributes to public programs at the museum and around the US. Joanna Barrkman, Senior Curator of Southeast Asian and Pacific Arts at the UCLA Fowler Museum, coordinates SEA-related public programs for this museum. Other faculty are periodically consulted by the media, for current news analysis, and occasionally also as advisors for feature films and documentaries.

UCB CSEAS and UCLA CSEAS facilitate contact between overseas visitors and UC-based SEA experts, often working with SEA consulates in San Francisco and Los Angeles. UCB co-hosted a panel discussion with the Indonesian consulate in San Francisco in 2016 by Luhut Panjaitan, Indonesia's Coordinating Minister for Maritime Affairs, and a presentation by batik artist Dalmini, in 2017, tied to the annual San Francisco Tribal & Textile Art exposition.

UCLA hosted 43 international visitors in 2016-2017 from SEA including delegations from the Vietnamese Ministry of Education, Philippine Commission on Higher Education, Singapore Ministry of Education and the Deputy Secretary General of ASEAN. UCLA CSEAS has also hosted many SEA-based US Ambassadors, most recently the US Ambassadors to Vietnam and Singapore. Every year, UCLA CSEAS joins the Indonesian consulate in Los Angeles to support the Indonesian Culture show by UCLA's Indonesian Bruins Student Association and joins the Royal Thai Consulate in Los Angeles to support the annual Thai Culture show put on by UCLA's Thai Smakom. Both events are attended by hundreds of students and community members. UCLA CSEAS along with the UCLA Asian American Studies Center and the Pilipino Alumni Association of UCLA sponsor an annual outreach booth at the Southern California Festival of Philippine Arts and Culture. UCLA CSEAS also partners with the Los Angeles Indonesian Film Festival to co-host joint public events.

Both Centers have a regular speaker series on their respective campuses that often sponsor speakers from SEA. The UCLA CSEAS 2016 conference on land use in Indonesia featured presenters from universities in Indonesia and Singapore. In 2017, UCLA CSEAS hosted the Southeast Asian Cinemas Research Network Los Angeles Symposium where filmmakers from the Philippines, Vietnam, Thailand, and Indonesia spoke. UCLA CSEAS also recently hosted a talk by Dr. Mari Pangestu, the former Indonesian Minister of Tourism and

Creative Industries. UCB hosted the consortium SEAS conference on Migration and New Mobilities in 2018, which included a keynote address by Anis Hidayah from Migrant Care, an advocacy organization in Jakarta. The consortium SEAS conference in 2016, held at UCB, on “Making Southeast Asian Culture,” featured a keynote speech by Prof. Melani Budianta from the University of Indonesia. The consortium’s use of social media and web-based resources to promote events and engage with a wider audience is described in §C.2.

The range of speakers and themes presented by UCB CSEAS and UCLA CSEAS highlights the consortium’s ongoing intent to present a variety of views and perspectives on SEA, responding to NRC Absolute Priority 1.

§ J. FLAS AWARD SELECTION PROCEDURES

UCB CSEAS and UCLA CSEAS advertise the FLAS competition through e-announcements and newsletters, and work with their respective Graduate Divisions and departmental academic counselors to provide FLAS information to entering graduate students and continuing students and to campus departments. Initial FLAS announcements are made each fall, when online applications are posted. UCB Academic Year and Summer FLAS applications are reviewed by three faculty from the UCB CSEAS Executive Committee. UCLA Academic Year and Summer FLAS applications are reviewed by four UCLA SEA faculty. Each committee assesses their own applicant pools, focusing on applicants’ academic background and achievement, financial need, recommendation letters, and relevance that SEA language acquisition has to his/her academic program. Awards are announced in April.

§ K. COMPETITIVE PREFERENCE PRIORITIES

The consortium’s proposed program addresses the NRC and FLAS Competitive Preference Priorities. The consortium meets NRC Competitive Preference Priority 1 with its

plan to develop linkages with SEAS faculty and graduate students across the UCs and CSUs, many of which are Minority-Serving Institutions. There are three main components to this program: 1) sponsoring SEAS faculty exchange between UCB/UCLA and other UC and CSU campuses, 2) holding two SEAS graduate student workshops for UC graduate students, and 3) hosting two conferences to present current research in SEAS by UC and CSU faculty and graduate students.

The consortium meets NRC Competitive Preference Priority 1 by offering Distance Learning Intermediate Khmer as a course for students at UC Irvine and working with the National Resource Center for Asian Languages at California State University-Fullerton on language pedagogy training. Both universities are Minority Serving Institutions.

The consortium also meets NRC Competitive Preference Priority 1 through its support for the UCB Office for International and Area Studies (ORIAS) program to create two online World History courses for the state's community college online course exchange. UCB CSEAS meets NRC Competitive Preference Priority 1 with its support for the annual ORIAS summer workshops for community college instructors.

The consortium meets NRC Competitive Preference Priority 2 through its support for K-12 teacher training in world history through UCB and UCLA project offices of the CA Subject Matter Project.

In response to FLAS Competitive Preference Priority 1, demonstrated financial need will be a preference priority in determining UCB and UCLA FLAS awardees. Since all SEA languages taught at UCB and UCLA are priority languages as determined by the US Department of Education, 100% of the consortium's FLAS awards will be for priority languages, thereby meeting FLAS Competitive Preference Priority 2.

Other Attachment File(s)

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$243,000 Year 2: \$243,000 Year 3: \$243,000 Year 4: \$243,000

FLAS Request

Year 1: \$339,000 Year 2: \$339,000 Year 3: \$339,000 Year 4: \$339,000

Type of Applicant

- Single institution _____
- Consortium of institutions
 - Lead Center for Southeast Asia Studies, University of California-Berkeley
 - Partner 1 Center for Southeast Asian Studies, University of California-Los Angeles
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input checked="" type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Burmese, Filipino/Tagalog, Indonesian, Khmer, Thai, Vietnamese

**UC Berkeley – UCLA Consortium for Southeast Asian Studies
National Resource Center Proposal**

List of Acronyms and Abbreviations

AAS	Association for Asian Studies
ACTFL	American Council for the Teaching of Foreign Languages
AIFIS	American Institute for Indonesian Studies
ALC	Asian Languages & Cultures Department (UCLA)
APALA	Asian/Pacific American Librarians Association
APR	Academic Program Review
AY	Academic Year
BLC	Berkeley Language Center
CA	California
CAORC	Council of American Overseas Research Centers
CAP-SEA	Library of Congress Cooperative Acquisitions Program on Southeast Asia
CORMOSEA	Committee on Research Materials on Southeast Asia
COTI	Consortium for the Teaching of Indonesian
COTSEAL	Council of Teachers of Southeast Asian Languages
CRL	Center for Research Libraries
CSEAS	Center for Southeast Asian Studies (UCB/UCLA)
CSMP	California Subject Matter Project
CSU	California State University
CSUF	California State University-Fullerton
DL	Distance Learning
DSSEAS	Department of South and Southeast Asian Studies (UCB)
EAP	UC Education Abroad Program
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies fellowships
GSI	Graduate Student Instructor (UCB)
IARU	International Alliance of Research Universities
IDP	Interdepartmental Program (UCLA)
IEAS	Institute of East Asian Studies (UCB)
IT	Information Technology
JVS	<i>Journal of Vietnamese Studies</i>
LCTL	Less Commonly Taught Languages
LOC	Library of Congress
LRC	Language Resource Center
MSI	Minority Serving Institution
NHLRC	National Heritage Language Resource Center (UCLA)
NRC	National Resource Center
OCLC	Online Computer Library Center
OID	Office for Instructional Development (UCLA)
ORIAS	Office of Resources for International and Area Studies (UCB)
ORU	Organized Research Unit
PBLL	Project-Based Language Learning

SEA	Southeast Asia
S/SEAL	South and Southeast Asian Library (UCB)
SEALC	Southeast Asian Language Council
SEALS	Southeast Asia Linguistics Society
SEAM	Southeast Asia Microform Project
SEAS	Southeast Asian Studies
SEASSI	Southeast Asian Studies Summer Institute
SPO	Sponsored Projects Office (UCB)
TA	Teaching Assistant (UCLA)
UC	University of California
UCB	University of California-Berkeley
UCBHSSP	University of California-Berkeley History-Social Science Project
UCI	University of California-Irvine
UCLA	University of California-Los Angeles
UCLAHGP	University of California-Los Angeles History-Geography Project
UCOP	University of California Office of the President
VCRO	Vice Chancellor for Research Office (UCB)
WASC	Western Association of Schools and Colleges

**UC Berkeley - UCLA Consortium for Southeast Asian Studies
National Resource Center Proposal
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- Randy Katz, Vice Chancellor for Research, University of California-Berkeley
- Prasenjit Duara, Oscar Tang Professor of East Asian Studies and Director of Global Asia Initiative, Duke University
- Gene Block, Chancellor, University of California-Los Angeles
- Robin Garrell, Vice Provost for Graduate Education and Dean of the Graduate Division, University of California-Los Angeles

UC BERKELEY - UCLA CONSORTIUM FOR SOUTHEAST ASIAN STUDIES NATIONAL RESOURCE CENTER PROPOSAL

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.

1.) 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; and

The Center for Southeast Asia Studies at UC Berkeley and the Center for Southeast Asia Studies at UCLA as research units within the University of California system are non-partisan and non-denominational and as such, always welcome intellectual debate, diverse perspectives and a wide range of viewpoints. This commitment applies in teaching, research and public outreach activities and programs.

As stated in its official policy, the University of California “is committed to assuring that all persons may exercise the constitutionally protected rights of free expression, speech, assembly, and worship.” The university is also “committed to upholding and preserving principles of academic freedom” and has updated its policies in recent years to include students’ freedom of scholarly inquiry to ensure that “[f]or students to develop a mature independence of mind, they must be free in the classroom to express a wide range of viewpoints in accord with standards of scholarly inquiry and relevance to the topic at hand.”

The NRC-supported programs of the UC Berkeley-UCLA Consortium for Southeast Asian Studies over the past eighteen years have shown the intent to promote a range of viewpoints concerning Southeast Asia and the study of its peoples and cultures. In addition, the two campuses’ undergraduate and graduate-level courses on Southeast Asia are designed to provide deep knowledge and multiple perspectives on the region that will be of value to students in their professional lives.

The four-year program proposed by the consortium for NRC funding for 2018-22 continues this aim of presenting and supporting diverse views and promoting a lively exchange of ideas. Proposed consortium activities will explore new perspectives on Southeast Asian Studies by faculty and graduate students at our two campuses and from other campuses in the University of California and the California State University systems through faculty exchanges, graduate student workshops and conferences. These activities allow students and scholars from many different disciplines and backgrounds to share their research with the intention of generating debates and conversations about many issues in international and area studies. The proposed program will also help support the *Journal of Vietnamese Studies*, a peer-reviewed academic journal that regularly presents a range of new research by scholars on topics concerning Vietnamese history, culture and politics, including re-examinations of the Vietnam War era from multiple viewpoints. Consortium outreach programs will expose K-14 teachers to a variety of approaches in understanding Southeast Asia and train them to integrate diverse perspectives into

**UC BERKELEY - UCLA CONSORTIUM FOR SOUTHEAST ASIAN STUDIES
NATIONAL RESOURCE CENTER PROPOSAL**

their teaching of world regions. Our proposed programs will also invite academics from Southeast Asia as keynote speakers at consortium conferences and for regular speaker series to encourage a representation of a wide range of views. Pedagogy training for Southeast Asian language teachers will highlight emerging theories of language learning and how to integrate heritage language speakers effectively into the classroom, so as to insure an inclusive teaching environment.

2.) A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors.

The UC Berkeley-UCLA Consortium for Southeast Asian Studies will encourage government service in areas of national need, as identified by the US Department of Education, as well as service in areas of need in the education, business and non-profit sectors by:

- 1) Language training through the advanced level in Indonesian, Khmer and Vietnamese at both campuses, through the advanced level in Thai at UCLA, and through the advanced level in Filipino at UC Berkeley. All of these languages have been identified by the U.S. Department of Education as Priority Languages for national needs.
- 2) At UC Berkeley, training students in the MA program in Asian Studies that allows an emphasis in Law or Journalism. Most graduates of this program continue on to careers in the non-profit sector, education, journalism and law. At UCLA, training MA and PhD students in Public Health, Public Policy, and Education, with most graduates of these programs continuing into careers in the non-profit sector, with state or federal institutions or as health professionals.
- 3) Organizing outreach activities to train new and veteran teachers about Southeast Asia, and working with them to bring global perspectives into their classrooms, to be accomplished through summer workshops, year-around working groups, and outreach to community colleges.
- 4) Public programming will include speakers from a wide spectrum of professions in academia, higher education, non-profit sectors and international organizations to expose students to different areas of need and encourage them to pursue careers where knowledge and understanding of global concerns is relevant and of value.

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 Regents of the University of California, Berkeley / Center for Southeast Asia Studies

Name/Title of Authorized Representative (Printed): Title: Erin Lentz

Signature:

Date:

Telephone: 510-643-2152

Email: erin.lentz@berkeley.edu

APPENDIX A: Performance Measures, 2018-2022

Project Goal Statement 1: Strengthen Southeast Asian Studies in California through building networks with other state public universities with a focus on Minority Serving Institutions

Performance Measure	Activities	Data/Indicators	Frequency	Data Source	Baseline		
					BL	T1	T2
1. 24 graduate students from the UC system will be provided mentorship and training to increase capacity and career readiness in Southeast Asian Studies for professions in areas of national need	UCB-UCLA will hold graduate student workshops open to students at any UC campus	No. of student participants	Every other year	CSEAS data	0	12	
2. UCB-UCLA NRC will foster academic exchange with faculty and graduate students from other UC and CSU campuses	NRC SEAS conferences will be held in 2020 and 2022	No. of UC and CSU students and faculty presenters	Every other year	CSEAS NRC data	0	0	
	UCB and UCLA will each host faculty members from the UC system in YR 1 and 2 and from the UC or CSU system in YR 3 and 4 for public lectures and workshops with graduate students	No. of UC and CSU faculty hosted	Academic year	CSEAS data	0	4	
	UCB-UCLA Summer FLAS awards will be open to any UC or CSU student either to attend SEASSI at the University of Wisconsin-Madison or enroll in Intensive Intermediate Filipino at UCB Summer Sessions	No. of students awarded Summer FLAS	Annually	SEASSI data	0	1	

3. UCB and UCLA will each host at least 12 Southeast Asian-focused academic lectures and events annually	Each campus hosts an annual speaker series	No. of events	Academic year	CSEAS NRC data	12	24
	UCB and UCLA will distribute regular e-newsletters about Southeast Asia-related programming during the academic year aimed at spreading information to academic institutions in CA and beyond	No. of newsletters	Academic year	CSEAS NRC data	45	75

Project Goal Statement 2: Expand opportunities for pedagogy and content knowledge training and professional development for Less Languages (LCTLs) for Southeast Asia

Performance Measure	Activities	Data/Indicators	Frequency	Data Source	Baseline &		
					BL	T1	T2
1. UCB and UCLA language instructors will receive professional development in teaching Southeast Asian languages	UCB and UCLA SEA LCTL instructors will receive travel support for professional development	No. of instructors receiving travel support	Annually	CSEAS NRC data	5	9	
	UCB-UCLA instructors will receive travel support for collaborative language pedagogy workshops or training conferences initiated by SEALC (Southeast Asia Language Council)	No. of instructors receiving travel support	Annually	CSEAS NRC data	0	4	
	UCB-UCLA language instructors will organize a panel at the UCLA National Heritage Language Conference	No. of instructors in attendance	Once	NHLRC data	0	0	
2. The consortium will train K-16 Southeast Asian language instructors	The consortium will organize teacher training workshops for SEA language instructors from UC, CSU, community college and high school campuses in pedagogy and teaching strategies, at UCLA	No. of instructors trained	Annually	CSEAS NRC data	0	0	
	The consortium will sponsor K-16 SEA language instructors, with a preference for CA-based instructors, to attend UCLA's National Heritage Language Resource Center (NHLRC) STARTALK summer workshops	No. of instructors trained	Annually	NHLRC data	0	3	
		No. of CA-based instructors trained	Annually	NHLRC data	0	1	

	UCB-UCLA will hold a heritage language pedagogy workshop in collaboration with COTSEAL (Council of Teachers of SEA Languages) and the Southeast Asia Language Council (SEALC)	No. of instructors trained	Once	CSEAS NRC data	0	0	
3. The consortium will support Distance Learning courses for two SEA languages to increase access to language instruction and student enrollment	UCB will maintain support for the Distance Learning Intermediate Khmer course to UCLA and expand DL instruction to the Introductory and Advanced levels	No. of UCB and UCLA students enrolled	Annual	University data	5	8	
	Distance Learning Khmer will include students at UC Irvine for all levels of instruction	No. of UCI students enrolled	Annual	University data	2	3	
	UCB will offer Distance Learning Introductory Burmese to UCLA in YR 2 and YR 4; and Distance Learning Intermediate Burmese in YR 3	No. of UCB and UCLA students enrolled	Annual	University data	0	0	

Project Goal Statement 3: K-14 teachers and instructors will develop new curriculum and teaching modules for international and Social Science course content for expanded impact (community colleges) and to respond to new state curricular changes (K-12)

Performance Measure	Activities	Data/Indicators	Frequency	Data Source	Baseline		
					BL	T1	T2
1. Teacher training in international and area studies will be provided to K-12 teachers	UCB's NRC-funded Office of Resources in International and Area Studies (ORIAS) will hold summer workshops and small group workshops for K-12 teachers	No. of teachers trained	Annually	ORIAS data	18	25	
	UCB's CA History-Social Science Project (HSSP), a state-mandated teacher preparation program, will hold teacher training workshops to create new area studies modules for K-12 teachers, Yrs 1-3	No. of instructors trained	Annually	CA-HSSP data	0	10	
	UCLA's CA History-Geography Project (HGP), a state-mandated teacher preparation program, will hold teacher training workshops to create new area studies modules for K-12 teachers	No. of instructors trained	Annually	CA-HGP data	0	20	
2. Teacher training in international and area studies will be provided to community college instructors	UCB's NRC-funded Office of Resources in International and Area Studies (ORIAS) will hold summer workshops for community college instructors	No. of instructors trained	Annually	ORIAS data	15	22	

3. The consortium will support creation of online international and area studies content courses and/or course modules for middle school, high school and community college instructors	UCB's NRC-funded Office of Resources in International and Area Studies (ORIAS) will facilitate creation of two online World History courses for the Online Exchange, California's community college online course exchange	No. of online instructional units created and made available on Canvass platform	Once	ORIAS data	0	10	
		No. of World History courses submitted for approval to the California Online Exchange	Once	ORIAS data	0	0	
	UCB's CA History-Social Science Project (HSSP) will post Global History course outlines and lesson plans developed for 6th, 7th and 10th grades responding to the state's new curricular framework	No. of course outlines posted	Once	HSSP data	0	3	
		No. of lesson plans posted	Annually	HSSP data	0	0	
	UCLA's CA History-Geography Project (HGP) will post Global History lesson units developed for 6th, 7th and 10th grades responding to the state's new curricular framework	No. of lesson plans posted	Annually	HGP data	0	0	

Project Goal Statement 4: Promote diverse perspectives, viewpoints, and debates on issues in international affairs relevant to Southeast Asia by strengthening ties with campus partners focused on world regions and with Southeast Asian academic institutions

Performance Measure	Activities	Data/Indicators	Frequency	Data Source	Baseline		
					BL	T1	T2
1. UCB UCLA will promote ties with Southeast Asian academic institutions and other educational organizations to encourage campus presentations covering a wide range of views	UCB and UCLA will host 10 speakers annually from Southeast Asia	No. of speakers from Southeast Asia	Annually	CSEAS NRC data	6	10	
2. The consortium will train graduate students for careers in academia, government, and non-profit sectors through exposure to diverse approaches and perspectives	UCLA will support the annual International Institute Going Global Graduate Student Conference where students will learn from many different fields and debates on critical issues in international studies	No. of students trained	Annually	UCLA CSEAS data	0	20	
	The consortium UC graduate student workshops will include students and guest speakers from a range of disciplines in the humanities and social sciences	No. of disciplines represented per workshop	Every other year	CSEAS NRC data	0	5	
3. UCLA will support new SEAS content courses to encourage new curriculum development in different disciplines	UCLA will create a new general education SEAS content course in Asian Languages and Cultures	Course created	Once	CSEAS NRC data	0	0	
	UCLA will create new SEAS content courses from different departments	No. of courses created	Every other year	CSEAS NRC data	0	0	

Appendix B
UCB - UCLA Southeast Asia Content Courses

COURSE LISTING INDEX

Discipline/Department/School	Page
Anthropology	1
Area Studies	1
Art History	3
Dance/Music/Theater	3
Environmental Design	4
Ethnic Studies/Asian American Studies	5
Geography	6
History	6
Linguistics	7
Natural Resources/Ecology	7
Other	7
Political Science	7
Public Health/Health Sciences	8
Rhetoric	8
LANGUAGES	8

Color Code	
UC Berkeley	
UCLA	

Appendix B
UCB - UCLA Southeast Asia Content Courses

Courses are 100% Southeast Asia (SEA) content unless otherwise noted. Courses with less than 100% SEA include readings and lectures ranging from 25-50% SEA content. Units are contact hours/term. Course nos. listed with C or M are cross-listed courses.											
Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	Courses & Enrollments 2016-17			20
								UG	Grad	Total	
Anthropology											
B	Anthro	141	X	Comparative Society: The New Humanitarianism	Ong, A	4	F				
B	Anthro	250X	X	Assemblage and Neoliberalism	Ong, A	4	S				
B	Anthro	250C	X	Globalization	Ong, A	4	S	1	7	8	
LA	ANTHRO	118		SEA ARCHAEOLOGY	ACABADO, S.B.	4	S	69	1	70	
Area Studies											
B	ASIANST	10A	X	Introduction to Asia	Chang, C	4	F	147	0	147	
B	ASIANST	201	X	Proseminar	Ong, A	4	F	0	10	10	
B	ASIANST	201	X	Proseminar	Ong, A	4	S	0	10	10	
B	SSEASN	R5A		Self, Representation, Nation	Collins, R	4	F	19	0	19	
B	SSEASN	R5A		Self, Representation, Nation	Scalice, J	4	F	24	0	24	
B	SSEASN	R5A		Self, Representation, Nation	Hewitt, M	4	F	18	0	18	
B	SSEASN	24		Freshman Seminar: Southeast Asia by Mail	Edwards, P	1	F				
B	SSEASN	39		Fr/Soph Seminar: Filipino Spirituality in Philippine Art and Literature	Barrios, MJ	2	F				
B	SSEASN	84		Soph. Seminar - Southeast Asian Film	Barrios; Smith; Tran	2	F	12	0	12	
B	SSEASN	10A		Intro to Mainland Southeast Asia	Edwards, P	4	F	44	0	44	
B	SSEASN	120		Islam, Gender and State in Southeast Asia	Tiwon, S	4	F				
B	SSEASN	130		Articulation of the Female in Indonesia	Tiwon, S	4	F	5	0	5	
B	SSEASN	137		Islam & Society in SEA	Hadler, J A	4	F	13	2	15	
B	SSEASN	250		Southeast Asia: History & Theory	Hadler, J A	4	F	0	5	5	
B	SSEASN	250		Gender & Sexuality in Colonial SEA	Edwards, P	4	F	0	4	4	
B	SSEASN	250		Crime Friction: Detecting Modernity in Southeast Asia & Empire - new course	Edwards, P	4	F				
B	SSEASN	250		Fashioning Gender and Embodying Resistance in Southeast Asia	Edwards, P	4	F				
B	SSEASN	375	X	Methods in South and SEA Studies	Faruqui, M	4	F	0	7	7	

Appendix B
UCB - UCLA Southeast Asia Content Courses

Courses are 100% Southeast Asia (SEA) content unless otherwise noted. Courses with less than 100% SEA include readings and lectures ranging from 25-50% SEA content. Units are contact hours/term. Course nos. listed with C or M are cross-listed courses.											
Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	Courses & Enrollments 2016-17			C
								UG	Grad	Total	
B	SSEASN	R5B.1		Under Western Eyes: Historical Fictions of Southeast Asia	Collins, R	4	S	22	0	22	
B	SSEASN	R5B.2		Under Western Eyes: Art, Nationalism and Revolution	Scalice, J	4	S	21	0	21	
B	SSEASN	R5B.3		Under Western Eyes: Free Speech and Censorship of Film and Performance in Southeast Asia	Winet, E	4	S				
B	SSEASN	R5B.4		Under Western Eyes: Revolution and Historical Imagination	Scalice, J	4	S	18	0	18	
B	SSEASN	10B		Peoples and Cultures of Island SEA	Siapno, J	4	S	31	0	31	
B	SSEASN	10B		Peoples and Cultures of Island SEA	Tiwon, S	4	S				
B	SSEASN	24		Freshman Seminar: Daring Divas	Edwards, P	1	S	8	0	8	
B	SSEASN	39.1		Fr/Soph Seminar: SEA Performing Arts	Aban; Lunde, Barrios	2	S	12	0	12	
B	SSEASN	39.2		Fr/Soph Seminar: The Short Story in the Philippines, Indonesia, Malaysia and Singapore	Llagas; Tiwon	2	S	17	0	17	
B	SSEASN	39.3		Fr/Soph Seminar: Contentious Politics and SEA Literature	Barrios; Tran	2	S	10	0	10	
B	SSEASN	120		Buddhism and Social Change in SEA and Sri Lanka	Edwards, P	4	S	15	0	15	
B	SSEASN	129		Mainland Southeast Asian Literature	Edwards, P	4	S				
B	SSEASN	150		Southeast Asian Mythology	Tiwon, S	4	S	23	1	24	
B	SSEASN	250		Buddhist Movements of SEA and Sri Lanka	Edwards, P	4	S	0	2	2	
B	SSEASN	294		Methods in South and SEA Studies	Edwards, P	4	S				
B	SSEASN	120		Philippines Myths and Legends	Barrios, MJ	4	SUM	21	0	21	
B	SSEASN	148		Philippines Cultural Politics	Barrios, MJ	4	SUM	25	0	25	
B	SSEASN	160		Philippines: History, Culture, Performance	Barrios, MJ	4	SUM	24	0	24	
B	SSEASN	R5B		Under Western Eyes: Revolution and Historical Imagination	Scalice, J	4	SUM				
LA	SE ASIAN	M20	X	STUDY OF WRITING	SMOAK, J	4	w				
LA	SE ASIAN	70		MODERN SE ASIAN LIT	DUTTON, G	4	S	34	1	35	

Appendix B
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Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	Courses & Enrollments 2016-17			C
								UG	Grad	Total	
LA	SE ASIAN	135		RELIGION & SOCIETY IN SE ASIA	DUTTON, G	4	S	27	5		
LA	SE ASIAN	140		ZOMIA - UPLAND SE ASIA	DUTTON, G	4	S	20	1	21	
LA	SE ASIAN	170A		COLONIAL & CULTURE IN SEA	DUTTON, G	4	F				
LA	INTL AREA STDS	31		INTRO TO SE ASIA	WOODS, DL	5	SUM	15	1	16	
LA	INTL AREA STDS	191		MODERN CAMBODIA	HEUVELINE, P	4	S				
LA	VIETNAM STDS	40		WAR IN VIETNAMESE POP CULTURE	NGUYEN-VO, T.	4	F				
LA	VIETNAM STDS	M155		VIETNAM CINEMA & LIT	NGUYEN-VO, T.	4	S	20	0	20	
LA	VIETNAM STDS	180A		VIETNAM UNTIL 1858	DUTTON, G	4	W				
Art/Art History											
B	HIST ART	36	X	Asia Art + Architecture, 1800-present	Gupta, A	4	F				
B	HIST ART	37	X	Asia Art + Architecture, ca. 1945-present	Gupta, A	4	F				
B	HIST ART	192A	X	Art Across the High Seas: Maritime Trade and the Global	Ray, S	4	F				
B	HIST ART	192A	X	Europe in Asia: The Visual Culture of Colonialism, 1500-1850	Ray, S	4	F				
B	HIST ART	192A	X	Saying "No" to Imperialism, Visualizing Freedom	Gupta, A	4	S				
LA	ART HISTORY	31	X	ARTS - INDIA & SE ASIA	BROWN, R.L.	5	S	247	1	248	
LA	ART HISTORY	156		ARTS OF SE ASIA	BROWN, R.L.	4	S	64	1	65	
LA	ART HISTORY	156		ARTS OF SE ASIA	CHAU, MK	4	SUM	5	0	5	
LA	ART HISTORY	185	X	BUDDHA IN ART, HIST, RELIGION - new	BROWN, R.L.	4	S				
Dance/Music/Theater											
B	Music	140		Javanese Gamelan-Intermediate	Midiyanto, M	2	F	24	0	24	
B	Music	140		Javanese Gamelan-Beginning	Midiyanto, M	2	F	30	0	30	
B	Music	140		Javanese Gamelan-Beginning	Midiyanto, M	2	F	24	0	24	
B	Music	146B		Balinese Gamelan	Gold, L	2	F	22	1	23	
B	Music	139		Music in Bali and Java	Gold, L	4	S	42	0	42	
B	Music	140		Javanese Gamelan-Intermediate	Midiyanto, M	2	S	28	0	28	

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Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	Courses & Enrollments 2016-17			20
								UG	Grad	Total	
B	Music	140		Javanese Gamelan-Beginning	Midiyanto, M	2	S	29	1	30	
B	Music	140		Javanese Gamelan -Beginning	Midiyanto, M	2	S	24	1	25	
B	Music	146B		Balinese Gamelan	Gold, L	2	S	24	1	25	
B	Music	140		Javanese Gamelan-Beginning	Midiyanto, M	2	SUM	13	0	13	
B	Music	140		Javanese Gamelan-Intermediate	Midiyanto, M	2	SUM	15	0	15	
B	Performance Studies	R1A.3	X	Performances of Cosmopolitanism, Diversity and Belonging	Nambiar, A	4	S				
LA	ETHNOMU	20C	X	MUSIC OF ASIA	REES, H.M.	5	F				
LA	ETHNOMU	91B		MUSIC OF BALI	WENTEN, I.N.	2	F	7	0	7	
LA	ETHNOMU	91B		MUSIC OF BALI	WENTEN, I.N.	2	W	10	0	10	
LA	ETHNOMU	91B		MUSIC OF BALI	WENTEN, I.N.	2	S	3	1	4	
LA	ETHNOMU	91H		MUSIC OF JAVA - new course	WIMBOPRASETYO, D	2	S				
LA	ETHNOMU	91Z		MUSIC OF THAILAND - new course	ADLER, SI	2	F	2	0	2	
LA	ETHNOMU	91Z		MUSIC OF THAILAND - new course	ADLER, SI	2	W	6	0	6	
LA	ETHNOMU	91Z		MUSIC OF THAILAND - new course	ADLER, SI	2	S	2	1	3	
LA	ETHNOMU	161B		ADV MUSIC OF BALI	WENTEN, I.N.	2	F	40	2	42	
LA	ETHNOMU	161B		ADV MUSIC OF BALI	WENTEN, I.N.	2	W	50	2	52	
LA	ETHNOMU	161B		ADV MUSIC OF BALI	WENTEN, I.N.	2	S	46	1	47	
LA	ETHNOMU	161H		ADV MUSIC OF JAVA - new course	WALUJO, D	2	S				
LA	ETHNOMU	161M		ADV MUSIC OF THAILAND - new course	ADLER, SI	2	F	3	1	4	
LA	ETHNOMU	161M		ADV MUSIC OF THAILAND	ADLER, SI	2	W	9	2	11	
LA	ETHNOMU	161M		ADV MUSIC OF THAILAND	ADLER, SI	2	S	16	2	18	
LA	DANCE	12		BEG JAVANESE DANCE - new course	HARJITO, T	2	S				
Environmental Design											
B	CityPlan	110	X	Introduction to City Planning	Wade, M	4	SUM	32	0	32	
B	CityPlan	291	X	Populism, Art and the City	Luger, J	4	S				

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Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	Courses & Enrollments 2016-17			20
								UG	Grad	Total	
Ethnic Studies/Asian American Studies											
B	ASAMST	20	X	History of Asians in the US	Choy, C C	4	F				
B	ASAMST	24	X	Asian American History in American Musicals - new course	Choy, C C	1	F				
B	ASAMST	124		Filipino American History	Choy, C C	4	F	32	0	32	
B	ASAMST	125		Contemporary Issues of SEA Refugees	Um, K	4	F	29	0	29	
B	ASAMST	131		War, Exile, and Longing and the Southeast Asian Diaspora	Um, K	4	F	22	0	22	
B	ASAMST	126		SEA Migration & Community Formation	Um, K	4	S				
B	ASAMST	175		Contemporary Narratives on the Philippines and the United States	Barrios, MJ	4	SUM	25	0	25	
B	ETH STUD	240	X	Critical Refugee, Diaspora, and Transnational Studies	Um, K	4	F				
B	ETH STUD	250	X	Gender and Trans-Pacific Studies	Choy, C C	4	F	0	3	3	
LA	ASIA AM	19		FRESHMAN SEMINAR	BURNS, LM	1	W				
LA	ASIA AM	40	X	ASIAN AM MOVEMENT	BASCARA, V.	5	F				
LA	ASIA AM	97		PILIPINO CULTURE NIGHT	BASCARA, V.	4	S				
LA	ASIA AM	111	X	ASIAN AMERICANS & WAR	BASCARA, V.	4	S	55	1	56	
LA	ASIA AM	121	X	ASIAN AMERICAN THEATER	BURNS, LM	4	S	6	0	6	
LA	ASIA AM	133		PILIPINO AMERICAN EXPERIENCE	BURNS, LM	4	W	14	0	14	
LA	ASIA AM	134		VIETNAMESE AMERICAN EXPERIENCE	NGUYEN-VO, T.	4	S	48	1	49	
LA	ASIA AM	140SL	X	ASIAN AM & PAC ISLNRD LEARNING - new	CHENG, S	4	S				
LA	ASIA AM	M171D		US-PHILIPPINE RELATIONS	SALMAN, M.	4	S	8	0	8	
LA	ASIA AM	M173		VIETNAMESE CINEMA & LITERATURE	NGUYEN-VO, T.	4	S	7	2	9	
LA	ASIA AM	187C		SEA REFUGEES COMMUNITIES - new	CHEA, J	4	F				
LA	ASIA AM	191B		PHILIPPINES FICTION - new course	BURNS, LM	4	W				
LA	ASIA AM	M191F	X	ASIAN AM LITERATURE	BANERJEE, N	4	W				
LA	ASIA AM	200D		ASIAN AM LIT & CULTURE	BURNS, LM	4	F				

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Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	Courses & Enrollments 2016-17			C
								UG	Grad	Total	
Geography											
B	Geography	C112	X	Development and Underdevelopment	Hart, G P	4	S	24	3	27	
LA	GEOGRAPHY	4	X	REGIONAL DEV & WORLD ECON	SHEPPARD, E	4	W				
LA	GEOGRAPHY	141	X	PROSPERITY, POVERTY, 3D WORLD	SHEPPARD, E	4	S				
LA	GEOGRAPHY	143	X	POPULATION - WORLD	LEITNER, H	4	W				
LA	GEOGRAPHY	145	X	SLAVERY & HUMAN TRAFFICKING	FAIER, L	4	W	100	0	100	
LA	GEOGRAPHY	151	X	CITIES & SOCIAL DIFFERENCE	LEITNER, H	4	F				
LA	GEOGRAPHY	185	X	SOUTH & SE ASIA	MILLER, JE	4	S	86	0	86	
History											
B	History	111C		History of Vietnam	Zinoman, P	4	F	16	0	16	
B	History	280F	X	History of Nationalism in Asia	Zinoman, P	4	F	0	5	5	
B	History	280F		Vietnam War Controversies	Zinoman, P	4	F				
B	History	280F		Culture, Language and Power in SEA	Zinoman, P	4	F				
B	History	111A		Modern Southeast Asia	Zinoman, P	4	S	18	0	18	
B	History	111A		Premodern Southeast Asia	Zinoman, P	4	S				
B	History	111D		Vietnam at War	Zinoman, P	4	S				
LA	HISTORY	9E		SE ASIAN CROSSROADS	PIRANI, C	4	S	9	0	9	
LA	HISTORY	97D	X	AMERICANS & EMPIRES	SALMAN, M.	4	W				
LA	HISTORY	97M		THE VIETNAM WARS	ROBINSON, G.	4	W				
LA	HISTORY	M144C		US-PHILIPPINE RELATIONS	SALMAN, M.	4	S	15	0	15	
LA	HISTORY	176A		SE ASIA TO 1815	ROBINSON, G.	4	F	87	0	87	
LA	HISTORY	176B		SOUTHEAST ASIA 1815 ON	ROBINSON, G.	4	S	200	0	200	
LA	HISTORY	176C		PHILIPPINE HISTORY	SALMAN, M.	4	W	20	0	20	
LA	HISTORY	176E		VIETNAM PAST & PRESENT	WOODS, D.L.	4	SUM	26	0	26	
LA	HISTORY	191M		GENOCIDE IN SEA	ROBINSON, G.	4	W	9	0	9	
LA	HISTORY	191M		HUMAN RIGHTS IN SEA	ROBINSON, G.	4	S	13	0	13	
LA	HISTORY	201T		PHILIPPINES POLITICAL CULTURE	SALMAN, M.	4	S				
LA	HISTORY	201T		MODERN INDONESIAN HISTORY	ROBINSON, G.	4	S	0	3	3	

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Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	UG	Grad	Total	20
Linguistics											
LA	LINGUISTICS	251A	X	PHONETICS & PHONOLOGY	ZURAW, KR	4	F				
LA	LINGUISTICS	251B	X	PHONETICS & PHONOLOGY	ZURAW, KR	2	F				
Natural Resources/Ecology											
B	ESPM	168	X	Political Ecology	Peluso, N L	4	S	120	2	122	
B	ESPM	253	X	Readings in Political Ecology	Peluso, N L	4	S	0	7	7	
B	ESPM	260	X	Governance of Global Production	O'Rourke, D	3	S				
LA	ECOL&EVOL BIOL	109	X	INTRO TO MARINE SCIENCE	BARBER, P.	4	F				
Other											
B	Buddhist Studies	C50	X	Introduction to Buddhism	Sharf, R	4	F	25	0	25	
B	Dutch Studies	C164		Dutch Literature of the Indies	DeWulf, J	4	S				
B	French	251	X	Francophone Literature	Britto, K	4	S				
B	Gender Studies	126	X	Film, Feminism and the Avant-Garde	Trinh, MH	4	F	24	0	24	
B	Global Studies	150Q	X	Gender, Labor and Love in Asia	Chang, C	4	F				
B	Global Studies	110Q	X	Asia in Global Context	Po, L	3	S				
LA	CLUSTER	20CW		SEA REFUGEE EXPERNCE - new course	CHEA, J	6	S				
LA	FILM TV	106C	X	AFR, ASIAN, LAT AM FILM - new course	TRICE, J	4	S				
LA	FILM TV	218	X	CULTURE, MEDIA, SOCIETY - new course	TRICE, J	4	S				
LA	FILM TV	276	X	NON WESTERN FILM - new course	TRICE, J	4	S	0	12	12	
LA	INTL DEV STDS	191	X	POPULATION & DEVELOPMENT	HEUVELINE, P	4	W				
LA	MANAGEMENT	458		BUSINESS IN THAILAND	MCCANN, RM	4	W				
Political Science											
B	Political Science	144	X	US Foreign Policy Towards Asia	Pempel, TJ	4	F				
B	Political Science	149E		Politics of SE Asia	Zook, D C	4	F	162	0	162	
B	Political Science	149E		Politics of SE Asia	Zook, D C	4	S	135	0	135	

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Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	UG	Grad	Total	20
B	Political Science	191	X	Comparative Politics in Asia	Dittmer, L	4	S				
LA	POLI SCI	240B	X	COMPARATIVE POLITICS	ROSS, ML	4	W				
Public Health/Health Sciences											
LA	COM HLT	M294	X	SOCIAL BEHAV FACTORS AIDS	MORISKY, D.E.	4	W	3	8	11	
LA	EPIDEM	293	X	INTL HIV & AIDS SEM	DETELS, R.	4	F	0	13	13	
LA	EPIDEM	293	X	INTL HIV & AIDS SEM	DETELS, R.	4	S	0	11	11	
LA	HEALTH POL	249	X	GLOBAL HEALTH FRAMEWORKS - new	PONCE, N	4	W				
Rhetoric											
B	Rhetoric	127	X	Novel, Society and Politics	Cheah, P	4	F				
B	Rhetoric	139	X	Visual Witnessing	Mascuch, M	4	F	24	0	24	
B	Rhetoric	240	X	Layers of the World: Law, History, Political Theology	Esmeir, S	4	F	0	4	4	
B	Rhetoric	C240D	X	Theories of the World and World Lit	Cheah, P	4	S				
SOUTHEAST ASIAN LANGUAGES											
B	Burmese	1A		Introductory Burmese	Wong, K	5	F	3	1	4	
B	Burmese	1B		Introductory Burmese	Wong, K	5	S	4	0	4	
B	Burmese	100A		Intermediate Burmese	Wong, K	5	F				
B	Burmese	100B		Intermediate Burmese	Wong, K	5	S				
B	Khmer	1A		Introductory Khmer	Smith, F J	5	F	7	1	8	
B	Khmer	1B		Introductory Khmer	Smith, F J	5	S	5	0	5	
B	Khmer	100A		Intermediate Khmer	Smith, F J	5	F	3	1	4	
B	Khmer	100B		Intermediate Khmer	Smith, F J	5	S	3	0	3	
B	Khmer	101A		Advanced Khmer	Smith, F J	5	F	1	0	1	
B	Khmer	101B		Advanced Khmer	Smith, F J	5	S	3	0	3	
B	Filipino	1A		Introductory Filipino	Aban, C	5	F	17	0	17	
B	Filipino	1A		Introductory Filipino	Aban, C	5	F	16	0	16	
B	Filipino	1A		Introductory Filipino	Aban, C	5	F	19	0	19	

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Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	Courses & Enrollments 2016-17			C
								UG	Grad	Total	
B	Filipino	1B		Introductory Filipino	Aban, C	5	S	20	0	20	
B	Filipino	1B		Introductory Filipino	Aban, C	5	S	21	0	21	
B	Filipino	1B		Introductory Filipino	Aban, C	5	S	17	0	17	
B	Filipino	1A		Introductory Filipino	Aban, C	5	SUM				
B	Filipino	W1X		Introductory Filipino Online - new course	Barrios, MJ	5	F	41	0	41	
B	Filipino	W1Y		Introductory Filipino Online - new course	Barrios, MJ	5	S	30	0	30	
B	Filipino	100A		Intermediate Filipino	Llagas, K	5	F	19	1	20	
B	Filipino	100A		Intermediate Filipino	Llagas, K	5	F	8	0	8	
B	Filipino	100B		Intermediate Filipino	Llagas, K	5	S	22	0	22	
B	Filipino	100A		Intermediate Filipino	Aban, C	5	SUM	9	0	9	
B	Filipino	W100A		Intermediate Filipino Online - new course	Barrios, MJ	5	F	10	0	10	
B	Filipino	W100B		Intermediate Filipino Online - new course	Llagas, K	5	S	9	0	9	
B	Filipino	W101A		Advanced Filipino Online - new course	Barrios, MJ	3	F	11	1	12	
B	Filipino	W101B		Advanced Filipino Online - new course	Barrios, MJ	3	S	11	1	12	
B	Filipino	101A		Advanced Filipino	Barrios, M J	3	F				
B	Filipino	101B		Advanced Filipino	Barrios, M J	3	S				
B	Malay/Indo	1A		Introductory Indonesian	Lunde, N K	5	F	16	2	18	
B	Malay/Indo	1B		Introductory Indonesian	Lunde, N K	5	S	12	1	13	
B	Malay/Indo	100A		Intermediate Indonesian	Lunde, N K	5	F	14	1	15	
B	Malay/Indo	100A		Intermediate Indonesian	Lunde, N K	5	F	14	1	15	
B	Malay/Indo	100B		Intermediate Indonesian	Lunde, N K	5	S	18	2	20	
B	Malay/Indo	210A		Malay Letters and Oral Traditions	Tiwon, S C	4	F	0	2	2	
B	Malay/Indo	210B		Malay Letters and Oral Traditions	Tiwon, S C	4	S	4	1	5	
B	Thai	1A		Introductory Thai	Chowchuvech, S	5	F	8	1	9	
B	Thai	1B		Introductory Thai	Chowchuvech, S	5	S	5	0	5	
B	Thai	100A		Intermediate Thai	Chowchuvech, S	5	F	3	1	4	
B	Thai	100B		Intermediate Thai	Chowchuvech, S	5	S	3	1	4	
B	Thai	100A		Intermediate Thai DL via Univ Wisconsin	Patcharin, P	5	F				
B	Thai	100B		Intermediate Thai DL via Univ Wisconsin	Patcharin, P	5	S				
B	Thai	101A		Advanced Thai DL via Univ Wisconsin	Patcharin, P	3	F	2	2	4	
B	Thai	101B		Advanced Thai DL via Univ Wisconsin	Patcharin, P	3	S	0	2	2	

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Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	Courses & Enrollments 2016-17			20
								UG	Grad	Total	
B	Vietnamese	1A		Introductory Vietnamese	Tran, H	5	F	15	0	15	
B	Vietnamese	1A		Introductory Vietnamese	Tran, H	5	F	17	0	17	
B	Vietnamese	1B		Introductory Vietnamese	Tran, H	5	S	13	0	13	
B	Vietnamese	100A		Intermediate Vietnamese	Tran, H	5	F	16	1	17	
B	Vietnamese	100B		Intermediate Vietnamese	Tran, H	5	S	8	1	9	
B	Vietnamese	101A		Advanced Vietnamese	Nguyen, C	3	F	3	1	4	
B	Vietnamese	101B		Advanced Vietnamese	Nguyen, C	3	S	11	1	12	
LA	FILIPNO	1		INTRO FILIPINO	DOMINGO, N.P.	5	F	57	3	60	
LA	FILIPNO	1		INTRO FILIPINO	DOMINGO, N.P.	5	F	21	1	22	
LA	FILIPNO	2		INTRO FILIPINO	DOMINGO, N.P.	5	W	54	1	55	
LA	FILIPNO	2		INTRO FILIPINO	DOMINGO, N.P.	5	W	20	0	20	
LA	FILIPNO	3		INTRO FILIPINO	DOMINGO, N.P.	5	S	69	1	70	
LA	FILIPNO	4		INTERMEDIATE FILIPINO	DOMINGO, N.P.	5	F	7	1	8	
LA	FILIPNO	5		INTERMEDIATE FILIPINO	DOMINGO, N.P.	5	W				
LA	FILIPNO	155		FILIPINO CINEMA & LIT	DOMINGO, N.P.	5	S	23	2	25	
LA	INDO	1		INTRO INDONESIAN	WIJAYA, J.	5	F	20	0	20	
LA	INDO	2		INTRO INDONESIAN	WIJAYA, J.	5	W	12	0	12	
LA	INDO	3		INTRO INDONESIAN	WIJAYA, J.	5	S	14	0	14	
LA	INDO	4		INTERMED INDONESIAN	WIJAYA, J.	5	F	1	3	4	
LA	INDO	5		INTERMED INDONESIAN	WIJAYA, J.	5	W	2	2	4	
LA	INDO	6		INTERMED INDONESIAN	WIJAYA, J.	5	S	1	1	2	
LA	INDO	100A		ADVANCED INDONESIAN	WIJAYA, J.	4	F	12	1	13	
LA	INDO	100B		ADVANCED INDONESIAN	WIJAYA, J.	4	W	4	1	5	
LA	THAI	1		INTRODUCTORY THAI	GASIGITAMRONG, J	5	F	18	0	18	
LA	THAI	2		INTRODUCTORY THAI	GASIGITAMRONG, J	5	W	12	0	12	
LA	THAI	3		INTRODUCTORY THAI	GASIGITAMRONG, J	5	S	8	0	8	
LA	THAI	4		INTERMEDIATE THAI	GASIGITAMRONG, J	5	F	3	1	4	
LA	THAI	5		INTERMEDIATE THAI	GASIGITAMRONG, J	5	W	0	1	1	
LA	THAI	6		INTERMEDIATE THAI	GASIGITAMRONG, J	5	S				
LA	THAI	100A		ADVANCED THAI	GASIGITAMRONG, J	4	F	3	1	4	

Appendix B
UCB - UCLA Southeast Asia Content Courses

Courses are 100% Southeast Asia (SEA) content unless otherwise noted. Courses with less than 100% SEA include readings and lectures ranging from 25-50% SEA content. Units are contact hours/term. Course nos. listed with C or M are cross-listed courses.											
Campus	Dept/School	No.	25-50% SEA	Course Title	Instructor	Units	Term	Courses & Enrollments 2016-17			20
								UG	Grad	Total	
LA	THAI	100B		ADVANCED THAI	GASIGITAMRONG, J	4	W	5	1	6	
LA	THAI	100C		ADVANCED THAI	GASIGITAMRONG, J	4	S	9	1	10	
LA	VIETNAMESE	1		INTRO VIETNAMESE	NGUYEN, T.B.	5	F	25	0	25	
LA	VIETNAMESE	1A		INTRO VIET-HERITAGE	NGUYEN, T.B.	5	F	45	0	45	
LA	VIETNAMESE	1A		INTRO VIET-HERITAGE	NGUYEN, T.B.	5	F	22	0	22	
LA	VIETNAMESE	2		INTRO VIETNAMESE	NGUYEN, T.B.	5	W	24	1	25	
LA	VIETNAMESE	2A		INTRO VIET-HERITAGE	NGUYEN, T.B.	5	W	49	0	49	
LA	VIETNAMESE	2A		INTRO VIET-HERITAGE	NGUYEN, T.B.	5	W	9	0	9	
LA	VIETNAMESE	3		INTRO VIETNAMESE	NGUYEN, T.B.	5	S	20	0	20	
LA	VIETNAMESE	3A		INTRO VIET-HERITAGE	NGUYEN, T.B.	5	S	67	0	67	
LA	VIETNAMESE	4		INTERMED VIETNAMESE	BUI, C.V.	5	F	16	0	16	
LA	VIETNAMESE	5		INTERMED VIETNAMESE	BUI, C.V.	5	W	14	1	15	
LA	VIETNAMESE	6		INTERMDT VIETNAMESE	BUI, C.V.	5	S	13	0	13	
LA	VIETNAMESE	40		WAR IN VIET POP CULTURE	NGUYEN-VO, T	5	F				
LA	VIETNAMESE	100A		ADVANCED VIETNAMESE	BUI, C.V.	4	F	21	1	22	
LA	VIETNAMESE	100B		ADVANCED VIETNAMESE	BUI, C.V.	4	W	15	0	15	
LA	VIETNAMESE	100B		ADVANCED VIETNAMESE	BUI, C.V.	4	W	15	0	15	
LA	VIETNAMESE	100C		ADVANCED VIETNAMESE	BUI, C.V.	4	S	17	0	17	
LA	VIETNAMESE	100C		ADVANCED VIETNAMESE	BUI, C.V.	4	S	16	0	16	
LA	VIETNAMESE	M155		TOPICS - VIET CINEMA & LIT	NGUYEN-VO, T	4	S	20	0	20	
				TOTALS				4,168	202	4,338	

Appendix C

UCB Associated Faculty

Table of Contents

Aban, Cynthia -- Lecturer, South & Southeast Asian Studies.	1
Barrios, Maria-Josephine -- Lecturer, South & Southeast Asian Studies.	1
Brinner, Benjamin -- Professor, Music.	2
Britto, Karl -- Associate Professor, French.	2
Carter, Shane -- Coordinator, Office of Resources for Intl&Area Studies.	3
Chang, Crystal -- Lecturer, Global Studies.	3
Cheah, Pheng -- Professor, Rhetoric.	4
Chowchuvech, Supatra -- Lecturer, South & Southeast Asian Studies.	4
Choy, Catherine Ceniza -- Professor, Ethnic Studies.	5
Collins, Rebekah Linh -- Lecturer, South & Southeast Asian Studies.	5
Davis, Dylan -- Associate Director, Institute of East Asian Studies.	6
DeWulf, Jeroen -- Associate Professor, German.	6
Dittmer, Lowell -- Professor, Political Science.	7
Edwards, Penelope -- Associate Professor, South & Southeast Asian Studies.	7
Esmeir, Samera -- Associate Professor, Rhetoric.	8
Farales, Gina -- FLAS Coordinator, Graduate Fellowships Office.	8
Faruqui, Munis -- Associate Professor, South & Southeast Asian Studies.	9
Gold, Lisa -- Lecturer, Music.	9
Gupta, Atreyee -- Assistant Professor, History of Art.	10
Hadler, Jeffrey (deceased) -- Associate Professor, South & Southeast Asian Studies.	10
Hart, Gillian -- Professor, Geography.	11
Hewitt, Megan -- Graduate Student Instructor, South & Southeast Asian Studies.	11
Jenks, Peter -- Assistant Professor, Linguistics.	12
Kaiser, Mark -- Associate Director, Berkeley Language Center.	12
Kern, Richard -- Director, Berkeley Language Center.	13
Llagas, Karen -- Lecturer, South & Southeast Asian Studies.	13
Luger, Jason -- Lecturer, City & Regional Planning.	14
Lunde, Ninik -- Lecturer, South & Southeast Asian Studies.	14
Luu, Trinh -- Graduate Student Researcher, Center for Southeast Asia Studies.	15
Mascuch, Michael -- Associate Professor, Rhetoric.	15
Maxim, Sarah -- Vice Chair, Center for Southeast Asia Studies.	16
Midiyanto, M. -- Lecturer, Music.	16
Nambiar, Aparna -- Graduate Student Instructor, Theater, Dance & Performance Studies.	17
Nguyen, Cam Nguyet -- Lecturer, South & Southeast Asian Studies.	17
O'Brien, Kevin -- Director, Institute of East Asian Studies.	18
Ong, Aihwa -- Professor, Anthropology.	18
O'Rourke, Dara -- Associate Professor, College of Natural Resources.	19
Peluso, Nancy Lee -- Professor, College of Natural Resources.	19
Pempel, T.J. -- Professor, Political Science.	20
Peyasantiwong, Patcharin -- Lecturer, Asian Languages & Cultures (Wisconsin).	20
Po, Lanchih -- Adjunct Associate Professor, Global Studies.	21
Ray, Sugata -- Assistant Professor, History of Art.	21
Reinhard, Rachel -- Director, History-Social Science Project.	22
Sato, Nancy -- independent consultant,	22
Scalice, Joseph -- Lecturer, South & Southeast Asian Studies.	23
Sharf, Robert -- Professor, East Asian Languages and Cultures.	23
Shih, Virginia Jing-yi -- Librarian, South & Southeast Asia Library.	24
Siapno, Jacqueline -- Lecturer, South & Southeast Asian Studies.	24

Smith, Frank -- Lecturer, South & Southeast Asian Studies.	25
Szanton, David -- independent consultant,	25
Tiwon, Sylvia -- Associate Professor, South & Southeast Asian Studies.	26
Tran, Hanh -- Lecturer, South & Southeast Asian Studies.	26
Trinh, Minh-Ha -- Professor, Gender and Women's Studies.	27
Um, Khatharya -- Associate Professor, Ethnic Studies.	27
Wade, Matthew -- Graduate Student Instructor, City & Regional Planning.	28
Winet, Evan -- Lecturer, South & Southeast Asian Studies.	28
Wong, Kenneth -- Lecturer, South & Southeast Asian Studies.	29
Zinoman, Peter -- Professor, History.	29
Zook, Darren -- Lecturer, Political Science.	30

Aban, Cynthia

Title: Lecturer **Tenure Status:** Non tenured **Theses Supervised:**

Department: South & Southeast Asian Studies **Academic Experience:**

Percent Affiliated: 100 Lecturer, South & Southeast Asian Studies, UC Berkeley (2011-present); Lecturer, Special Languages Program, Stanford University (2012); Instructor, Psychology, University of Pangasinan, Philippines (1986-88)

Education:
B.S., Psychology, University of the Philippines, 1985

Courses Taught: 2

Specialization: Philippine language and music

Overseas Exp: Philippines, Germany

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Filipino-5, German-3

Distinctions: Musician/songwriter - Ang Grupong Pendong (1990-present)

Recent Publications: Colloquial Filipino (Routledge, 2018)

Barrios, Maria-Josephine

Title: Lecturer **Tenure Status:** Non Tenured **Theses Supervised:**

Department: South & Southeast Asian Studies **Academic Experience:**

Percent Affiliated: 100 Lecturer, South & Southeast Asian Studies, UC Berkeley (2008-present); Lecturer, Asian Languages and Cultures, University of Michigan (2007-2008); Research Fellow, Asia Research Institute, Singapore (2006); Associate Professor (tenured), Filipino and Philippine Literature, University of the Philippines (2003-06)

Education:
Ph.D., Philippine Literature, University of the Philippines, 1998
M.A., De La Salle University, 1990
B.A., University of the Philippines, 1983
LANGUAGE PEDAGOGY: Extensive publications on Philippine language; Ph.D. in Philippines literature

Courses Taught: 3

Specialization: Philippine literature and theater; Tagalog language

Overseas Exp: Philippines, Japan, Taiwan

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Tagalog-5

Distinctions: Lifetime Achievement Award, National Commission on Culture and the Arts, Philippines (2016); UC Berkeley Distinguished Teaching Award (2013); Golden Book Award from Book Development Association, Manila, 2012; University of the Philippines Centennial Award 2008; Weaver of History award, Govt. of the Philippines, 1999

Recent Publications: 6, including Concise Tagalog Dictionary, with Nenita P. Domingo and Romulo Baquiran Jr. (Tuttle, 2017)

Brinner, Benjamin

Title: Professor**Tenure Status:** Tenured**Theses Supervised:** 7**Department:** Music**Academic Experience:****Percent Affiliated:** 75

Chair, Center for Jewish Studies, UC Berkeley (2016-present); Chair, Music, UC Berkeley (2009-2016); Professor, Music, UC Berkeley (2007-present); Visiting Professor, Colorado College (1999-2001); Associate Professor, Music, UC Berkeley (1995-2007); Assistant Professor, Music, UC Berkeley (1988-1995)

Education:

Ph.D., Music, UC Berkeley, 1985

M.A., Music, UC Berkeley, 1979

B.A., Hebrew University, 1977

Courses Taught: 2**Specialization:** Javanese and Balinese gamelan, SEA performing traditions, cognitive aspects/ performer interaction and music**Overseas Exp:** Indonesia, Israel**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Indonesian-4, Hebrew-4, Javanese-3, German-3, French-3**Distinctions:** ASCAP Deems Taylor Book Award, 1995**Recent****Publications:****Britto, Karl**

Title: Associate Professor**Tenure Status:** Tenured**Theses Supervised:****Department:** French**Academic Experience:****Percent Affiliated:** 25

Associate Professor, French and Comparative Literature, UC Berkeley (2002-present); Assistant Professor, French and Comparative Literature, UC Berkeley (1998-2002)

Education:

Ph.D., French, Yale University, 1998

B.A., Harvard University, 1988

Courses Taught: 1**Specialization:** Modern French and Francophone literatures and cultures**Overseas Exp:** France, Hong Kong, Vietnam**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French- 5**Distinctions:** Distinguished Teaching Award, UC Berkeley (2008)**Recent****Publications:**

Carter, Shane

Title:	Coordinator	Tenure Status:	Theses Supervised:
Department:	Office of Resources for Intl&Area Studies	Academic Experience:	
Percent Affiliated:	25	Coordinator, Office of Resources for International and Area Studies/ORIAS (2015-present); Social Studies department head (2011-14) and teacher (1997-2014), Drew School, San Francisco; teacher, Newtown (CT) Public High School (1996-99)	
Education:	M.A., Graduate School of Education, Fairfield University, 1997 B.S., Georgetown University, 1993		

Courses Taught:**Specialization:** K-14 outreach in internationalizing curriculum content**Overseas Exp:** China, England, Mexico**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French-4, Spanish-2**Distinctions:** Author, interactive quizzing platform, WW Norton (2015-present); Data manager, Libby Schaaf for Oakland Mayor campaign (2014)**Recent Publications:****Chang, Crystal**

Title:	Lecturer	Tenure Status:	Non tenured	Theses Supervised:
Department:	Global Studies	Academic Experience:	Lecturer, Global Studies, UC Berkeley (2013-present); Lecturer, Dominican University of California (2013-14); Visiting Assistant Professor, Mills College (2013)	
Percent Affiliated:	25	Lecturer, Global Studies, UC Berkeley (2013-present); Lecturer, Dominican University of California (2013-14); Visiting Assistant Professor, Mills College (2013)		
Education:	Ph.D., Political Science, UC Berkeley, 2011 M.A., Political Science, UC Berkeley, 2005 M.A., Intl Relations & Pacific Studies, UC San Diego, 2000 B.A., Stanford University, 1997			

Courses Taught: 2**Specialization:** Asian politics, gender and development**Overseas Exp:** China, France**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin-4, French-4, Spanish-3**Distinctions:****Recent Publications:**

Davis, Dylan

Title:	Associate Director	Tenure Status:	Theses Supervised:
Department:	Institute of East Asian Studies	Academic Experience:	
Percent Affiliated:	10		Associate Director, Institute of East Asian Studies, UC Berkeley (2018-present); Korea Country Representative, Asia Foundation (2015-18); Program Director, Center for Korean Studies, UC Berkeley (2011-15)
Education:	B.S., Baldwin Wallace University, 2003		

Courses Taught:**Specialization:** International development and international relations in Asia, research administration**Overseas Exp:** Korea, Japan, China, Mongolia, Vietnam, Cambodia, Indonesia, Myanmar, Thailand, India, Nepal**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean-4**Distinctions:** Asia Foundation Presidential Award (2017); Mansfield Foundation Scholar, US-Korea-Japan Working Group (2015-16); Meritorious Honor Award, U.S. Embassy Seoul (2011)**Recent****Publications:****DeWulf, Jeroen**

Title:	Associate Professor	Tenure Status:	Tenured	Theses Supervised:	4
Department:	German	Academic Experience:			
Percent Affiliated:	25				
Education:	Ph.D., University of Bern, 2007 M.A., University of Porto, 1998 B.A., University of Ghent, 1994				

Courses Taught: 2**Specialization:** Dutch literature and politics**Overseas Exp:** Europe, Brazil**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Dutch-5, English-5, German-5, Portuguese-5, French-4, Spanish-4**Distinctions:** Clague and Carol Van Slyke Article Prize, New Netherland Studies (2015, 2016); Louisiana History President's Memorial Award (2015); Hendricks Award of the New Netherland Institute (2014)**Recent Publications:** The Pinkster King and the King of Kongo: The Forgotten History of America's Dutch-Owned Slaves (University Press of Mississippi, 2017)

Dittmer, Lowell

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 4
Department: Political Science **Academic Experience:**
Percent Affiliated: 25 Assistant Professor- Professor, UC Berkeley (1973-present)
Education:
 Ph.D., Political Science, University of Chicago, 1971
 M.A., University of Chicago, 1967
 B.A., Utah State University, 1965

Courses Taught: 1
Specialization: Contemporary politics of East and Southeast Asia
Overseas Exp: China, Hong Kong, Taiwan, Singapore, Malaysia, Europe, Russia
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Chinese-4, German-4, French-3
Distinctions: Editor, Asian Survey (2001-present); Visiting Research Professor, East Asian Institute, National University of Singapore (2016); Visiting Distinguished Research Professor, Academia Sinica (2014)

Recent Publications: 2, including Co-editor, Southeast Asia and China, with Chow Bing Ngeow (World Scientific, 2017)

Edwards, Penelope

Title: Associate Professor **Tenure Status:** Tenured **Theses Supervised:** 8
Department: South & Southeast Asian Studies **Academic Experience:**
Percent Affiliated: 100 Associate Professor, South & Southeast Asian Studies, UC Berkeley (2008-present); Chair, South & Southeast Asian Studies, UC Berkeley (2010-13); Chair, Center for Southeast Asia Studies, UC Berkeley (2009-10); Assistant Professor, South & Southeast Asian Studies, UC Berkeley (2006-08); Academic Advisor, Centre for Khmer Studies, Cambodia (2002-06); Research Fellow, Centre for Cross Cultural Research, Australian National University (1999-2002)
Education:
 Ph.D., History, Monash University, 1999
 M.Phil., University of Oxford, 1992
 B.A., University of London, 1985

Courses Taught: 6
Specialization: Cultural and political history of Cambodia and Myanmar
Overseas Exp: Cambodia, Thailand, Myanmar, France, Australia
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Khmer-4, French-4, Burmese-2, Mandarin-2
Distinctions: Board member, Center for Khmer Studies (2007-16); Member, AAS Southeast Asia Council (2009-14); Faculty Award for Outstanding Mentorship of Graduate Student Instructors, UC Berkeley (2013); Winner, AAS Harry J. Benda Prize (2009)

Recent Publications: 3, including "Watching the Detectives: the Elusive Exile of Prince Myngoon of Burma" in Exile in Colonial Asia: Kings, Convicts, Commemoration, edited by Ronit Ricci (University of Hawaii Press, 2016)

Esmeir, Samera

Title: Associate Professor**Tenure Status:** Tenured**Theses Supervised:** 3**Department:** Rhetoric**Academic Experience:****Percent Affiliated:** 15

Associate Professor, Rhetoric, UC Berkeley (2013-present); Assistant Professor, Rhetoric, UC Berkeley (2006-13)

Education:

Ph.D., Politics, New York University, 2005

LL.M., New York University

Courses Taught: 1**Specialization:** Legal and political theory, Middle East and Indian Ocean world**Overseas Exp:** Egypt, England, France**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Arabic-5, French-2**Distinctions:** ACLS Fellow (2017)**Recent****Publications:****Farales, Gina**

Title: FLAS Coordinator**Tenure Status:****Theses Supervised:****Department:** Graduate Fellowships Office**Academic Experience:****Percent Affiliated:** 15

FLAS Coordinator, Graduate Fellowships Office, UC Berkeley (2001-present)

Education:

B.A., UC Davis, 1991

Courses Taught:**Specialization:****Overseas Exp:****Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):****Distinctions:****Recent****Publications:**

Faruqui, Munis

Title: Associate Professor **Tenure Status:** Tenured **Theses Supervised:** 8

Department: South & Southeast Asian Studies **Academic Experience:**

Percent Affiliated: 25 Director, Institute of South Asia Studies, UC Berkeley (2017-present); Sarah Kailath Chair of Indian Studies, UC Berkeley (2017-present); Associate Professor, South & Southeast Asian Studies, UC Berkeley (2012-present); Assistant Professor, South & Southeast Asian Studies, UC Berkeley (2005-12); Assistant Professor, History, University of Dayton (2002-05)

Education:

Ph.D., History, Duke University, 2002

M.Phil., History, University of Cambridge, 1992

B.A., Oberlin College, 1990

Courses Taught: 1

Specialization: Islam in Asia, South Asian history

Overseas Exp: Pakistan, India, England

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Urdu-5, German-3, Hindi-1

Distinctions: Distinguished Teaching Award, UC Berkeley (2014)

Recent Publications: Co-editor, Expanding Frontiers in South Asian and World History, with Richard Eaton, David Gilmartin and Sunil Kumar (Cambridge University Press, 2013)

Gold, Lisa

Title: Lecturer **Tenure Status:** Non tenured **Theses Supervised:**

Department: Music **Academic Experience:**

Percent Affiliated: 75 Lecturer, Music, UC Berkeley; Visiting Professor, Ethnomusicology, San Francisco Conservatory of Music (2004-2013); Visiting Associate Professor, Colorado College (2003-04)

Education:

Ph.D., Music, UC Berkeley, 1998

M.A., Music, UC Berkeley, 1988

B.A., UCLA, 1980

Courses Taught: 2

Specialization: Music, ritual and theater in Bali and Java

Overseas Exp: Indonesia, Israel

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Indonesian-4, Balinese-2

Distinctions: Coordinator and Member, Gamelan Sekar Jaya; Member, Gamelan Sari Raras, UC Berkeley

Recent Publications:

Gupta, Atreyee

Title: Assistant Professor **Tenure Status:** Tenure track **Theses Supervised:**

Department: History of Art **Academic Experience:**

Percent Affiliated: 20 Assistant Professor, History of Art, UC Berkeley (2017-present); Curator of South and Southeast Asian Art, Minneapolis Museum of Art (2016-17); Fellow, Max Planck Institute at the Forum Transregionale Studien, Berlin (2014-16); Goethe Fellow, Haus der Kunst Museum, Munich (2013-14)

Education:

Ph.D., Art History, University of Minnesota, 2011

M.A., Art History, University of Minnesota, 2005

B.A., Art History and Aesthetics, University of Baroda, 2002

Courses Taught: 2

Specialization: Art and architecture of South and Southeast Asia

Overseas Exp: India, Germany, Hong Kong

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):

Distinctions: Predoctoral Fellow, Getty Institute (2010-11)

Recent Publications:

Hadler, Jeffrey (deceased)

Title: Associate Professor **Tenure Status:** Tenured **Theses Supervised:** 8

Department: South & Southeast Asian Studies **Academic Experience:**

Percent Affiliated: 100 Associate Professor, South & Southeast Asian Studies, UC Berkeley (2009-17/death); Chair, South & Southeast Asian Studies, UC Berkeley (2014-16); Chair, Center for Southeast Asia Studies, UC Berkeley (2011-14); Assistant Professor, South & Southeast Asian Studies, UC Berkeley (2000-09)

Education:

Ph.D., History, Cornell University, 2000

M.A., History, Cornell University, 1997

B.A., Interdisciplinary Studies, Yale University, 1990

Courses Taught: 3

Specialization: Islam in Southeast Asia, cultural history of island Southeast Asia

Overseas Exp: Indonesia, Malaysia, Netherlands, France, Japan

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Indonesian-4, Dutch-3, Japanese-1

Distinctions: Board member, American Institute for Indonesian Studies (2012-17/death); AAS Southeast Asia Council (2010-12); AAS Harry Benda Prize for Southeast Asian Studies (2011)

Recent Publications: Muslims and Matriarchs: Cultural Resilience in Indonesia through Jihad and Colonialism (Cornell University Press, 2008)

Jenks, Peter

Title: Assistant Professor **Tenure Status:** Tenure Track **Theses Supervised:** 4
Department: Linguistics **Academic Experience:**
Percent Affiliated: 15 Assistant Professor, Linguistics, UC Berkeley (2012-present)

Education:

Ph.D., Linguistics, Harvard University, 2011
M.A., Linguistics, UC San Diego, 2006
B.A., Linguistics, Dartmouth College, 2004

Courses Taught: 1**Specialization:** Thai and Austronesian languages**Overseas Exp:** Thailand, Myanmar**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Thai-4, Spanish-3, German-3**Distinctions:****Recent** 3, including**Publications:** "Clefts and anti-Superiority in Moken", with Kenneth Baclawski Jr., Journal of the Southeast Asian Linguistics Society 9 (2016)**Kaiser, Mark**

Title: Associate Director **Tenure Status:** **Theses Supervised:**
Department: Berkeley Language Center **Academic Experience:**
Percent Affiliated: 10 Associate Director, Berkeley Language Center, UC Berkeley (1996-present);
Associate Professor, Illinois State University (1992-1996); Assistant Professor,
Illinois State University (1986-1992)

Education:

Ph.D., Slavic Languages, University of Michigan, 1989
M.A., Slavic Languages, University of Michigan, 1983
B.A., University of Wisconsin-Madison, 1976

Courses Taught:**Specialization:** Russian, language teaching and learning, language teaching technology**Overseas Exp:** Russia, Eastern Europe**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Russian-4**Distinctions:****Recent****Publications:**

Kern, Richard

Title: Director
Department: Berkeley Language Center
Percent Affiliated: 5
Education:
 Ph.D., French, UC Berkeley, 1988
 M.A., French, UC Berkeley, 1983
 B.A., UC Santa Cruz, 1979

Tenure Status: Tenured
Theses Supervised:

Academic Experience:
 Professor, French, UC Berkeley (2013-present); Associate Professor, French, UC Berkeley (1999-2013); Director, Berkeley Language Center, UC Berkeley (2006-present); Director, Summer Institute of French and Francophone Studies, UC Santa Barbara (2006-present); Assistant Professor, French, UC Berkeley (1992-1998); Assistant Professor, University of Texas at Austin (1988-1992)

Courses Taught:

Specialization: French, language learning theories and methods
Overseas Exp: France
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): French-5

Distinctions: Associate Editor, Language Learning & Technology (2001-08, 2011-present); Faculty Advisor/Principal Investigator, East Bay World Language Project (2008-present)

Recent Publications: 2, including
 Language, Literacy and Technology (Cambridge University Press, 2015)

Llagas, Karen

Title: Lecturer
Department: South & Southeast Asian Studies
Percent Affiliated: 100
Education:
 M.F.A., Warren Wilson College, 2007
 B.A., Ateneo de Manila University, 1999

Tenure Status: Non tenured
Theses Supervised:

Academic Experience:
 Lecturer, South & Southeast Asian Studies, UC Berkeley (2015-present)

Courses Taught: 2
Specialization: Philippine language and literature
Overseas Exp: Philippines
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Tagalog-5

Distinctions: Certified Court Interpreter, California (2005-present); Hedgebrook Writer in Residence (2010); Elizabeth George Foundation award (2010)

Recent Publications:

Luu, Trinh

Title: Graduate Student Researcher **Tenure Status:** **Theses Supervised:**
Department: Center for Southeast Asia Studies **Academic Experience:**
Percent Affiliated: 100 Managing Editor, Journal of Vietnamese Studies (2014-present)
Education:
 Ph.D. candidate, Comparative Literature, UC Berkeley
 B.A., UC Irvine

Courses Taught:**Specialization:** Vietnamese literature, Vietnamese modernism**Overseas Exp:** Vietnam**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Vietnamese-5**Distinctions:** Fulbright-Hays Doctoral Dissertation Fellowship (2015-16)**Recent Publications:** "State Socialism and the Legal Subject in Doi Moi Literature," Journal of Vietnamese Studies 11: 3-4 (2016)**Mascuch, Michael**

Title: Associate Professor **Tenure Status:** Tenured **Theses Supervised:** 5
Department: Rhetoric **Academic Experience:**
Percent Affiliated: 25 Assistant to Associate Professor, Rhetoric, UC Berkeley (1990-present); Chair,
 Rhetoric, UC Berkeley (2003-09)
Education:
 Ph.D., History, University of Cambridge, 1989
 B.A., English, UC Berkeley, 1983

Courses Taught: 1**Specialization:** Autobiography, photography as witness esp. for Khmer Rouge period**Overseas Exp:** England, Cambodia**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):****Distinctions:** Associate Dean, Arts and Humanities, UC Berkeley (2002-06)**Recent Publications:**

Maxim, Sarah

Title: Vice Chair
Department: Center for Southeast Asia Studies
Percent Affiliated: 100
Education:
 Ph.D., History, Cornell University, 1992
 M.A., History, Cornell University, 1987
 B.A., Southeast Asian Studies, Yale University, 1982

Tenure Status:
Theses Supervised:
Academic Experience:
 Vice Chair, Center for Southeast Asia Studies, UC Berkeley (2003-present)

Courses Taught:
Specialization: Urban studies in SEA, colonial history of SEA
Overseas Exp: Indonesia, Malaysia, Singapore, England, France, Spain, Austria, Italy
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Indonesian-4, French-3, Burmese-1
Distinctions:

Recent Publications:

Midiyanto, M.

Title: Lecturer
Department: Music
Percent Affiliated: 100
Education:
 M.A., Lewis & Clark College
 Studies in Music, Indonesian Art Institute
 Music degree, Indonesian Conservatory of Traditional Art

Tenure Status: Non tenured
Theses Supervised:
Academic Experience:
 Lecturer, Music, UC Berkeley (2004-present); Learning Associate, Bates College;
 Instructor, Music, Lewis & Clark College; Instructor, Embassy of the Republic of
 Indonesia, Washington D.C.; Teaching Assistant, Indonesian Art Institute

Courses Taught: 2
Specialization: Javanese gamelan, Javanese wayang (shadow puppet)
Overseas Exp: Indonesia
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Indonesian-5, Javanese-5
Distinctions:

Recent Publications:

Nambiar, Aparna

Title: Graduate Student Instructor **Tenure Status:** **Theses Supervised:**

Department: Theater, Dance & Performance Studies **Academic Experience:**

Percent Affiliated: 25 Graduate Student Instructor, Theater, Dance & Performance Studies (2017-present)

Education:
 Ph.D. candidate, Theater, Dance & Perf Studies, UC Berkeley
 M.A., Intl Performance, University of Warwick
 M.A., Theatre Studies, University of Amsterdam
 B.S., Life Sciences, National University of Singapore

Courses Taught: 1

Specialization: Theater, performance, dance in SEA

Overseas Exp: Singapore, Netherlands, England

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Tamil-4, Malay-2

Distinctions:

Recent Publications:

Nguyen, Cam Nguyet

Title: Lecturer **Tenure Status:** Non tenured **Theses Supervised:**

Department: South & Southeast Asian Studies **Academic Experience:**

Percent Affiliated: 100 Lecturer, South & Southeast Asian Studies, UC Berkeley (1998-2005, 2015-present)

Education:
 M.A., Asian Studies, UC Berkeley, 2002
 B.A., English, Hanoi National University

Courses Taught: 1

Specialization: Vietnamese language and literature

Overseas Exp: Vietnam, France, Germany

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Vietnamese-5, French-2

Distinctions:

Recent Publications:

O'Rourke, Dara

Title: Associate Professor **Tenure Status:** Tenured **Theses Supervised:** 2

Department: College of Natural Resources **Academic Experience:**

Percent Affiliated: 25 Associate Professor, Environmental Science, Policy and Management, UC Berkeley (2008-present); Assistant Professor, Environmental Science, Policy and Management, UC Berkeley (2003-08); Assistant Professor, Urban Studies and Planning, MIT (1999-2003)

Education:

Ph.D., Energy and Resources, UC Berkeley, 1999

M.S., Energy and Resources, UC Berkeley, 1995

B.S., Massachusetts Institute of Technology, 1989

Courses Taught: 1

Specialization: Environment, labor, industrialization

Overseas Exp: Thailand, Vietnam, Indonesia, Myanmar, China, South Korea

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Vietnamese-2, Thai-1

Distinctions: Chancellor's Faculty Award for Academic Service

Recent Publications: "The Science of Sustainable Supply Chains," Science 344:6188 (2016)

Peluso, Nancy Lee

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 13

Department: College of Natural Resources **Academic Experience:**

Percent Affiliated: 100 Henry J. Vaux Distinguished Professor in Forest Policy, UC Berkeley (2010-present); Chair, Society & Environment, College of Natural Resources, UC Berkeley (2009-15); Professor, Environmental Science, Policy & Management, UC Berkeley (2001-10); Chair, Center for Southeast Asia Studies, UC Berkeley (2001-03); Associate Professor, Environmental Science, Policy & Management, UC Berkeley (1997-2001); Assistant-Associate Professor, School of Forestry & Environmental Studies, Yale University (1992-96)

Education:

Ph.D., Rural Sociology, Cornell University, 1988

M.S., Rural Sociology, Cornell University, 1983

B.A., Friends World College, 1978

Courses Taught: 2

Specialization: Political ecology, agrarian environments, environmental violence

Overseas Exp: Indonesia, Malaysia, Thailand, Hong Kong, China, France

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Indonesian-4, Javanese-2, French-4, Dutch-1

Distinctions: Primary Investigator, NSF Grant "Labor Migration and Effects of Remittances and Commodity Enclosures on Industrial Agriculture and Forest Landscapes" (2017-2021); Co-Director, Berkeley Workshop on Environmental Politics (2004-14); UC Berkeley Sarlo Award for Graduate Student Mentoring (2012); Fellow, John Simon Guggenheim Foundation (2006)

Recent Publications: 3, including "The remittance forest: Turning mobile labor into agrarian capital", with A.B. Purwanto, in Singapore Journal of Tropical Geography 39:1 (2018)

Po, Lanchih

Title: Adjunct Associate Professor**Tenure Status:** Non tenured**Theses Supervised:****Department:** Global Studies**Academic Experience:****Percent Affiliated:** 15

Adjunct Associate Professor, International and Area Studies/Global Studies (2006-present); Associate Professor, Peking University (2001-06)

Education:

Ph.D., City and Regional Planning, UC Berkeley, 2001

M.S., National Taiwan University, 1993

B.A., National Taiwan University, 1989

Courses Taught: 1**Specialization:** Urbanization and development in Asia**Overseas Exp:** China, Taiwan**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese-5**Distinctions:****Recent****Publications:****Ray, Sugata**

Title: Assistant Professor**Tenure Status:** Tenure Track**Theses Supervised:****Department:** History of Art**Academic Experience:****Percent Affiliated:** 20

Assistant Professor, History of Art, UC Berkeley (2012-present); Lecturer, History of Art, UCLA (2011); Lecturer, Asian Languages and Cultures, University of Michigan (2009)

Education:

Ph.D., Art History, University of Minnesota, 2012

M.Phil., History, Centre for Studies in Social Sciences, India

M.A., Art History, University of Baroda, 2002

B.A., History, University of Calcutta

Courses Taught: 2**Specialization:** Modern art in South and Southeast Asia**Overseas Exp:** India, Germany**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):****Distinctions:** Margaret Sevcenko Prize in Islamic Art and Culture (2015)**Recent****Publications:**

Reinhard, Rachel

Title:	Director	Tenure Status:	Theses Supervised:
Department:	History-Social Science Project	Academic Experience:	
Percent Affiliated:	10	Director, CA History-Social Science Project, UC Berkeley (2013-present);	
Education:		Director, Alumni Affairs, Teach for America Bay Area (2010-13); Peace Corps,	
Ph.D., History, UC Berkeley, 2005		Guizhou University, China (2009-10); Assistant Professor, SUNY Cortland (2005-	
M.A., History, UC Berkeley, 2000		08)	
B.A., History, Barnard College, 1996			

Courses Taught:**Specialization:** US history, K-12 teacher training, curriculum standards and frameworks**Overseas Exp:** China**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):****Distinctions:****Recent****Publications:****Sato, Nancy**

Title:	independent consultant	Tenure Status:	Theses Supervised:
Department:		Academic Experience:	
Percent Affiliated:	10	Consultant on curriculum, evaluation and teaching, including for UC Berkeley,	
Education:		UCLA Confucius Institute, San Mateo County Office of Education, America China	
Ph.D., Social Studies Education, Stanford University, 1991		Exchange, William and Flora Hewlett Foundation (2003-present); Project	
M.Ed., Evaluation Training, Stanford University, 1991		Manager, School of Education, Stanford University (1994-97, 2001-02);	
B.A., Psychology, Harvard University, 1975		Multicultural Program Developer, Children's Museum of Boston (1978-82)	

Courses Taught:**Specialization:** K-14 educational programs evaluation, curriculum consulting, international education**Overseas Exp:** China, Japan**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese-2**Distinctions:** Board of Trustees, Odyssey Middle School, San Mateo CA (2010-present)**Recent****Publications:**

Scalice, Joseph

Title: Lecturer **Tenure Status:** Non tenured **Theses Supervised:**

Department: South & Southeast Asian Studies **Academic Experience:**

Percent Affiliated: 100 Lecturer, South & Southeast Asian Studies, UC Berkeley (2017-present)

Education:
 Ph.D., South & Southeast Asian Studies, UC Berkeley, 2017
 M.A., South & Southeast Asian Studies, UC Berkeley, 2009
 B.A., Interdisciplinary Studies, UC Berkeley, 2006

Courses Taught: 3

Specialization: Philippine history and literature

Overseas Exp: Philippines

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Filipino-5

Distinctions: Outstanding Graduate Student Instructor (2014); Fulbright IIE Scholar, Philippines (2010)

Recent Publications: 2, including "Reynaldo Ileto's 'Pasyon and Revolution' Revisited, A Critique," Sojourn 33:1 (2018)

Sharf, Robert

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 4

Department: East Asian Languages and Cultures **Academic Experience:**

Percent Affiliated: 15 Professor, East Asian Languages and Cultures, UC Berkeley (2003-present);
 Associate Professor, University of Michigan (1995-2003); Assistant-Associate
 Professor, McMaster University (1989-95)

Education:
 Ph.D., Asian Languages & Cultures, University of Michigan, 1988
 M.A., University of Toronto, 1981
 B.A., University of Toronto

Courses Taught: 1

Specialization: Buddhism in Asia

Overseas Exp: China, Japan, Korea, Taiwan

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Chinese-4, Japanese-3, French-3

Distinctions:

Recent Publications: 2, including "Is Mindfulness Buddhist? (And Why It Matters)," Transcultural Psychiatry 52:4 (2016)

Smith, Frank

Title: Lecturer **Tenure Status:** Non tenured **Theses Supervised:**

Department: South & Southeast Asian Studies **Academic Experience:**

Percent Affiliated: 100 Lecturer, South & Southeast Asian Studies, UC Berkeley (2008-present); Khmer Language Coordinator, Southeast Asian Studies Summer Institute (SEASSI) (1990, 1993, 1996-97, 2000-16); Heritage Language Program Facilitator, SEASSI (2001-09)

Education: **LANGUAGE PEDAGOGY:** Khmer language textbook developer, trainer of Khmer language instructors for SEASSI

M.L.S., Simmons College, 1994

B.A., University of Wisconsin, Madison, 1988

Courses Taught: 3

Specialization: Khmer language and literature; Thai/Lao language and culture

Overseas Exp: Thailand, Vietnam, Laos, Cambodia

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Khmer-5, Thai-4, Lao-4, Vietnamese-3

Distinctions: President, COTSEAL (2014-17)

Recent Publications: 2, including
Thang Lao: Beginning Lao Study Guide (2007; revised 2017)

Szanton, David

Title: independent consultant **Tenure Status:** **Theses Supervised:**

Department: **Academic Experience:**

Percent Affiliated: 100 Executive Director, International and Area Studies, UC Berkeley (1991-2001); Staff, Social Science Research Council (1975-1991); Humanities Program Officer, Ford Foundation (1970-75)

Education: Ph.D., Anthropology, University of Chicago, 1970

Courses Taught:

Specialization: Philippine arts and culture; Indian folk arts

Overseas Exp: Philippines, India, Thailand, Indonesia, South Africa

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Filipino-1

Distinctions: President, Ethnic Arts Foundation (2010-present)

Recent Publications:

Tiwon, Sylvia

Title: Associate Professor **Tenure Status:** Tenured **Theses Supervised:** 6

Department: South & Southeast Asian Studies **Academic Experience:**

Percent Affiliated: 100 Associate Professor, South & Southeast Asian Studies, UC Berkeley (1995-present); Assistant Professor, South & Southeast Asian Studies, UC Berkeley (1986-1995)

Education:

Ph.D., South & Southeast Asian Studies, UC Berkeley, 1985

M.A., Stanford University, 1978

Doctorandus, University of Indonesia, 1976

B.A., Christian University of Indonesia, 1968

Courses Taught: 6

Specialization: Indonesian literature, gender and cultural studies

Overseas Exp: Indonesia, Timor Leste, Singapore, Netherlands

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Malay/Indonesian-5

Distinctions:

Recent Publications: 2, including
 "Warsini! Are you not tired standing in the factory? A Reflection on Women's Labour Pedagogy," Jurnal Perempuan 21:3 (2016)

Tran, Hanh

Title: Lecturer **Tenure Status:** Non tenured **Theses Supervised:**

Department: South & Southeast Asian Studies **Academic Experience:**

Percent Affiliated: 100 Lecturer, South & Southeast Asian Studies, UC Berkeley (2005-present); Language instructor, National University of Social Sciences and Humanities, Vietnam (1992-93)

Education:

M.A., South & Southeast Asian Studies, UC Berkeley, 2010

B.S., National University of Social Sciences & Humanities, 1992

Courses Taught: 2

Specialization: Vietnamese literature and poetry, Vietnamese art history

Overseas Exp: Vietnam, Thailand

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Vietnamese-5

Distinctions: Reviewer, Vietnamese language, American Council on the Teaching of Foreign Languages (2013-14)

Recent Publications: 3, including
 Editor, Vietnamese translation of "Democratic Transitions - Conversations with World Leaders", edited by S. Bitar and A. Lowenthal (JHU Press, forthcoming)

Trinh, Minh-Ha

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 8
Department: Gender and Women's Studies **Academic Experience:**
Percent Affiliated: 25 Professor, Rhetoric and Gender and Women's Studies, UC Berkeley

Education:

Ph.D., University of Illinois at Urbana-Champaign, 1977
M.Mus., University of Illinois at Urbana-Champaign, 1976
M.A., University of Illinois at Urbana-Champaign, 1973
B.A., Wilmington College, 1972

Courses Taught: 2**Specialization:** Feminist theory, film theory and production**Overseas Exp:** Vietnam, Japan, China, Europe**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Vietnamese-5, French-5, German-2, Spanish-2**Distinctions:** Retrospective film festival, ICA London and Hong Kong Arts Centre (2018), Women's Caucus for Art Lifetime Achievement Award (2012), Trailblazers Award at MIPDOC, Cannes (2006); fellowships from the Guggenheim Foundation, the National Endowment of the Arts, the Rockefeller Foundation, the American Film Institute, The Japan Foundation, and the California Arts Council**Recent Publications:** Film - 'Forgetting Vietnam' (2015)**Um, Khatharya**

Title: Associate Professor **Tenure Status:** Tenured **Theses Supervised:** 7
Department: Ethnic Studies **Academic Experience:**
Percent Affiliated: 85 Associate Professor, Ethnic Studies, UC Berkeley (2002-present); Chair, Peace and Conflict Studies (2014-present); Director, Berkeley Study Abroad Program (2006-14); Assistant Professor, Ethnic Studies, UC Berkeley (1991-2002)

Education:

Ph.D., Political Science, UC Berkeley, 1990
M.A., Political Science, UC Berkeley, 1983
B.A., UC San Diego, 1982

Courses Taught: 2**Specialization:** International relations and foreign policy in Southeast Asia, comparative politics and community studies**Overseas Exp:** Singapore, Cambodia, Thailand, China**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French-5, Khmer (spoken)-5, (written)-2, Thai-3**Distinctions:** Faculty committee, UC Critical Refugees Studies program (2017-present)**Recent Publications:** 2, including

From the Land of Shadows: War, Revolution and the Making of the Cambodian Diaspora (NYU Press, 2015)

Wade, Matthew

Title: Graduate Student Instructor **Tenure Status:** **Theses Supervised:**
Department: City & Regional Planning **Academic Experience:**
Percent Affiliated: 25 Graduate Student Instructor, City Planning, College of Environmental Design, UC Berkeley (2016-present)
Education:
Ph.D. candidate, City & Regional Planning, UC Berkeley
M.A., International Affairs, New School University, 2010
B.A., English, Indiana University, 2003

Courses Taught: 1
Specialization: Urban development and city planning in Southeast Asia, esp. Indonesia
Overseas Exp: Indonesia, Singapore, Europe
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Indonesian-4; Spanish-4
Distinctions: Outstanding Graduate Student Instructor, UC Berkeley (2014)

Recent Publications:

Winet, Evan

Title: Lecturer **Tenure Status:** Non tenured **Theses Supervised:**
Department: South & Southeast Asian Studies **Academic Experience:**
Percent Affiliated: 100 Lecturer, South & Southeast Asian Studies, UC Berkeley (2015-present)
Education:
J.D., UC Hastings College of the Law, 2012
Ph.D., Drama, Stanford University, 2001
M.A., University of Wisconsin-Madison
B.A., Vassar College

Courses Taught: 2
Specialization: Human rights, performance and the arts in Indonesia
Overseas Exp: Indonesia
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Indonesian-4
Distinctions:

Recent Publications:

Zook, Darren

Title: Lecturer**Tenure Status:** Non tenured**Theses Supervised:****Department:** Political Science**Academic Experience:****Percent Affiliated:** 25

Lecturer, Political Science; Global Studies, UC Berkeley (1998-present)

Education:

Ph.D., History, UC Berkeley, 1998

M.A., History, UC Berkeley, 1991

B.A., University of Texas-San Antonio, 1988

Courses Taught: 1**Specialization:** Human rights, international relations, security issues in Asia**Overseas Exp:** Southeast Asia, South Asia, East Asia, Europe**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Tamil/Hindi/Urdu-4, German-4, Japanese-2**Distinctions:****Recent****Publications:**

Appendix C

UCLA Associated Faculty

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Faier, Lieba -- Associate Professor, Geography.	10
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Albuero, A. Jade

Title: Librarian **Tenure Status:** **Theses Supervised:****Department:** Library**Academic Experience:****Percent Affiliated:** 100

Librarian for Southeast Asian Studies, UCLA (2008-present)

Education:

M.L.S., University of Maryland, College Park, 2006

M.A., Memorial University of Newfoundland, 2002

B.A., English, UC Berkeley, 1994

Courses Taught:**Specialization:** Filipino/Filipino-American history and culture, library/information studies**Overseas Exp:** Philippines, Cambodia, Singapore, Thailand, Vietnam**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Cebuano/Bisaya-5, Tagalog-5**Distinctions:** Philippine Studies Group Advisory Board, AAS Southeast Asia Council (2016-present); Joint Conference of Librarians of Color Awards & Scholarships Committee (2017-18); Asian/Pacific American Librarians Association President (2012-13); American Library Association Scholarship & Study Grants Committee (2011-13)**Recent** 2, including**Publications:** "Research and Publication Practices of Asian Studies Faculty at UCLA: Challenges and Opportunities for Library Support Services," with T. Bialock., et al., Report for UCLA Library (2018)**Banerjee, Neelanjana**

Title: Adjunct Professor **Tenure Status:** Non tenured **Theses Supervised:****Department:** Asian American Studies**Academic Experience:****Percent Affiliated:** 25

Lecturer, Asian American Studies, UCLA (2016, 2018-present)

Education:

M.F.A., Creative Writing, San Francisco State University, 2007

B.A., English, Oberlin College, 2006

Courses Taught: 1**Specialization:** English literature, Third World Studies, creative writing**Overseas Exp:****Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):****Distinctions:** Managing Editor, Kaya Press (2012-present); Blue Mountain Center Artist Residency (2012); PEN Oakland/Josephine Miles Award (2012); Northern California Book Award 2011**Recent****Publications:**

Caswell, Michelle

Title: Associate Professor **Tenure Status:** Tenured **Theses Supervised:**

Department: Information Sciences **Academic Experience:**

Percent Affiliated: 25 Associate Professor, Archival Studies, Graduate School of Education and Information Studies, UCLA (2018-present); Assistant Professor, Archival Studies, Graduate School of Education and Information Studies, UCLA (2013-18)

Education:

Ph.D., Library & Info Studies, Univ. Wisconsin-Madison, 2012

MLIS, University of Wisconsin-Milwaukee, 2008

MTS, Harvard University, 1999

B.A., Columbia University, 1997

Courses Taught:

Specialization: Archival theory and practice; Information ethics, politics of accountability; collective memory of violence

Overseas Exp: Cambodia

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Khmer-3

Distinctions: Fellows Ernst Posner Award for Best Paper Published in American Archivist, Society of American Archivists (2016); Waldo Gifford Leland Award for Best Publication, Society of American Archivists (2015); Eugene Garfield Award for Best Dissertation, Association for Library and Information Studies Education (2013)

Recent Publications: 4, including Archiving the Unspeakable: Silence, Memory, and the Photographic Record in Cambodia (University of Wisconsin Press, 2014)

Chau, Mya

Title: Teaching Assistant **Tenure Status:** **Theses Supervised:**

Department: Art History **Academic Experience:**

Percent Affiliated: 100 Teaching Assistant, Art History, UCLA (2014-present)

Education:

Ph.D. candidate, Art History, UCLA

M.A., Art History, UCLA, 2014

B.A., History of Art, UC Berkeley, 2008

Courses Taught: 1

Specialization: Pre-modern Asian and Southeast Asian art, Cham art

Overseas Exp: Vietnam, Indonesia, France, China

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Cantonese-5, Vietnamese-4, French-4

Distinctions: UCLA Eugene V. Cota Robles Fellowship (2012-18); Blakemore Freeman Fellowship (2014-15)

Recent Publications: "Interrelationships in South and Southeast Asian Art: Cham Female Iconography, Buddhist Inscriptions and the Buddha Image," in Explorations: A Graduate Student Journal of Southeast Asian Studies 12 (2014)

Detels, Roger

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 25

Department: School of Public Health **Academic Experience:**

Percent Affiliated: 50 Professor of Medicine, Division of Infectious Diseases, UCLA School of Medicine (2005-present); Professor of Epidemiology, UCLA School of Public Health (1973-present); Chair, Epidemiology, UCLA School of Public Health (2001-05); Dean, UCLA School of Public Health (1980-85); Head, Division of Epidemiology, UCLA School of Public Health (1972-80); Associate Professor of Epidemiology, UCLA School of Public Health (1970-73)

Education:

M.D., New York University, 1962

M.S., University of Washington, 1966

B.A., Harvard University, 1958

Courses Taught: 2

Specialization: Epidemiology of immune disorders, epidemiology and control of HIV infection in SEA & China

Overseas Exp: Cambodia, Myanmar, Philippines, Thailand, Vietnam, China, India, Laos, England, Hungary

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Japanese-1

Distinctions: Principal Investigator, Los Angeles Center of the Multicenter AIDS Cohort Study (1983-present); Program Director, UCLA/Fogarty AIDS International Training and Research Program (1998-2013); Award for Outstanding Achievement in Intl Cooperation Programs on HIV/AIDS Programs in China, Chinese Ministry of Health (2011)

Recent Publications: 4, including
 "Community mobilization to reduce drug use, Quang Ninh, Vietnam" with HT Nguyen et al. in American Journal of Public Health (January 2015)

Diaz, Daniel

Title: Director **Tenure Status:** **Theses Supervised:**

Department: History-Geography Project **Academic Experience:**

Percent Affiliated: 10 Director, CA History-Geography Project, UCLA (2018-present); Associate Director, CA History-Geography Project, UCLA (2014-18); Social Studies Teacher, El Rancho (CA) High School (2002-14)

Education:

Ed.D., University of Southern California, 2013

M.A., Teacher Education, Claremont Graduate University, 2003

B.A., History, Whittier College, 2001

Courses Taught:

Specialization: US history, geography, K-12 teacher training, underachievement and learning outcomes

Overseas Exp:

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Spanish-4

Distinctions: Founder and Director, Project Deviate (2013-present); Teacher of the Year, El Rancho High School, Pico Rivera CA (2008)

Recent Publications:

Erickson, Christopher

Title: Senior Associate Vice Provost & Director **Tenure Status:** Tenured **Theses Supervised:** 18
Department: International Institute **Academic Experience:**
Percent Affiliated: 10 Senior Associate Vice Provost & Director, UCLA International Institute (2013-present); Professor, Anderson School of Management, UCLA (2002-present); Associate Professor, Anderson School of Management, UCLA (1997-2002); Assistant Professor, Anderson School of Management, UCLA (1991-97)
Education:
 Ph.D., Economics, Massachusetts Institute of Technology, 1990
 B.A., Yale University, 1986

Courses Taught:

Specialization: Labor relations in the Philippines, negotiation, comparative industrial relations, collective bargaining, wages & labor standards

Overseas Exp: Singapore, Philippines, Europe

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Filipino-1

Distinctions: Senior Associate Dean, Anderson School of Management, UCLA (2007-12); Director, UCLA-National University of Singapore Global Executive MBA (2003-12)

Recent Publications:**Faier, Lieba**

Title: Associate Professor **Tenure Status:** Tenured **Theses Supervised:** 3
Department: Geography **Academic Experience:**
Percent Affiliated: 15 Associate Professor, Geography, UCLA (2011-present); Assistant Professor, Geography, UCLA (2007-11)
Education:
 Ph.D., Anthropology, UC Santa Cruz, 2003
 M.A., UC Santa Cruz, 1996
 B.A., UCLA, 1993

Courses Taught: 1

Specialization: Migration and spatial relations in Asia

Overseas Exp: Japan, Philippines

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Japanese-4, Filipino-3, French-1, Hebrew-1

Distinctions:

Recent Publications: 2, including
 "Ethnographies of Encounter," with Lisa Rofel, Annual Review of Anthropology 43 (2014)

Goh, Kian

Title: Assistant Professor**Tenure Status:** Tenure Track**Theses Supervised:****Department:** Urban Planning**Academic Experience:****Percent Affiliated:** 15

Assistant Professor, Urban Planning, School of Public Affairs, UCLA (2016-present); Assistant Professor, Urban Landscape, Northeastern University (2015-16); Lecturer/Studio Critic, Design, University of Pennsylvania (2010-11); Adjunct Lecturer, Architecture, Washington University in St. Louis (2009); Adjunct Professor, Architecture, New York Institute of Technology (2006)

Education:

Ph.D., Urban & Environmental Planning, MIT, 2015

M.Arch., Yale University, 1999

B.A., Mathematics, College of Wooster, 1996

Courses Taught:**Specialization:** Urban ecological design, spatial politics, climate change, urbanization and adaptation strategies**Overseas Exp:** Indonesia, Singapore, Netherlands**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese-3**Distinctions:** Founding Partner, SUPER-INTERESTING! architecture firm (2005-present); Point Foundation Scholar (2011-15); Building Brooklyn Award (2012)**Recent** 3, including**Publications:** "Tsunami + 10: Housing Banda Aceh After Disaster," with Lawrence J. Vale and S. Shamsuddin, Places Journal (2014)**Harjito, Triwi**

Title: Teaching Assistant**Tenure Status:****Theses Supervised:****Department:** World Arts and Culture/Dance**Academic Experience:****Percent Affiliated:** 100

Teaching Assistant, World Arts and Culture/Dance, UCLA (2017-present)

Education:

Ph.D. candidate, World Arts and Culture/Dance, UCLA

M.A., Asian Studies, Cornell University, 2007

B.A., Anthropology, New York University, 2001

Courses Taught: 1**Specialization:** Javanese dance traditions**Overseas Exp:** Indonesia, Singapore**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Indonesian-5, Javanese-5, Spanish-3**Distinctions:****Recent****Publications:**

Mahajan, Gyanam

Title: Language Program Coordinator **Tenure Status:** Non tenured **Theses Supervised:**

Department: Asian Languages & Cultures **Academic Experience:**

Percent Affiliated: 50 South and Southeast Asian Languages Program Coordinator, Asian Languages & Cultures, UCLA (2005-present); Senior Lecturer, Asian Languages & Cultures, UCLA (1994-present)

Education: **LANGUAGE PEDAGOGY:** Ph.D. in Linguistics, extensive teacher training in second language instruction, and heritage language learning

Ph.D., Psychology and Linguistics, Brandeis University, 1997

M.A., Linguistics, University of Southern California, 1987

M.Phil., Linguistics, University of Delhi, 1982

B.A., University of Delhi, 1978

Courses Taught:

Specialization: Heritage language acquisition and teaching, phonetics and phonology, languages across curriculum

Overseas Exp: India, France, Thailand, Japan, Germany, Netherlands

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Hindi-5, Urdu-4

Distinctions: Board member, National Collaborative Standards Board, National Standards Committee K-16 for Hindi, ACTFL

Recent Publications: Introductory Hindi-Urdu (Routledge, forthcoming)

McCann, Robert

Title: Professor **Tenure Status:** Tenured **Theses Supervised:**

Department: Anderson School of Management **Academic Experience:**

Percent Affiliated: 25 Professor of Management, Anderson School of Management, UCLA (2010-present); Associate Dean of Global Initiatives, Anderson School of Management, UCLA (2011-15); Associate Professor of Clinical Management Communication, Marshall School of Business, University of Southern California (2005-10); Visiting Assistant Professor, Visiting Lecturer of Communication, University of the Thai Chamber of Commerce [Bangkok] (1995-2004)

Education:

Ph.D., Communication, UC Santa Barbara, 2003

M.A., Applied Linguistics, UCLA, 1992

B.A., International Studies, Emory University, 1985

Courses Taught: 2

Specialization: International business, brand management, labor negotiation

Overseas Exp: Thailand, Laos, Vietnam, South Korea, China, Japan, Taiwan, Australia

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Thai-3

Distinctions: Chair, UCLA Thailand Executive Committee (2014-present); Principal Investigator, CIBER, UCLA (2012-14); Dean's commendation for excellence in teaching, UCLA (2011, 2010); USC Marshall MBA Golden Apple Teaching Award (2008)

Recent Publications: 3, including "A Cross Cultural Investigation of Age Stereotypes and Communication Perceptions of Older and Younger Workers in the USA and Thailand," with Shaughan A. Keaton, Educational Gerontology 39:5 (2013)

Miller, Joel

Title: Lecturer **Tenure Status:** Non Tenured **Theses Supervised:**

Department: Geography **Academic Experience:**

Percent Affiliated: 25 Lecturer, Geography, UCLA (2013-present)

Education:

Ph.D., Geography, UCLA, 2013

M.Arch., Southern California Institute of Architecture, 1997

B.A., Asian Studies, Connecticut College, 1992

Courses Taught: 1

Specialization: Rural-to-urban migration, informal settlement and construction

Overseas Exp: Mongolia

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Mongolian-2

Distinctions:

Recent

Publications:

Morisky, Donald E.

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 19

Department: School of Public Health **Academic Experience:**

Percent Affiliated: 40

Education:

Ph.D., Johns Hopkins University, 1981

M.S., Johns Hopkins University, 1977

M.S.P.H., University of Hawaii, 1972

B.S., University of Arizona, 1968

Courses Taught: 1

Specialization: Public health program planning, implementation & evaluation; community health sciences; HIV/AIDS

Overseas Exp: East Asia, India, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, Vietnam

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Filipino-4, Ilocano-3, Bicol-4, Spanish-2, German-2, Japanese-3, Mandarin-1

Distinctions: Distinguished Career Award, Public Health Education and Health Promotion of the American Public Health Association (2014)

Recent 55, including

Publications: "The Malaysian Medication Adherence Scale (MALMAS): Concurrent Validity Using a Clinical Measure among People with Type 2 Diabetes in Malaysia," with Wen Wei Chung et al. PLoS ONE 10:4 (2015)

Pirani, Cenan

Title: Lecturer **Tenure Status:** Non Tenured **Theses Supervised:****Department:** History**Academic Experience:****Percent Affiliated:** 25

Lecturer, History, UCLA (2016-present)

Education:

Ph.D., History, UCLA, 2016

M.A., Historical Studies, New School for Social Research, 2004

B.A., Social and Behavioral Sciences, CSU Monterey Bay, 2002

Courses Taught: 1**Specialization:** South Asian history, colonialism, Indian Ocean World, military history**Overseas Exp:** Portugal, Sri Lanka**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Portuguese-4**Distinctions:****Recent****Publications:****Ponce, Ninez**

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 11**Department:** School of Public Health**Academic Experience:****Percent Affiliated:** 25

Director, Center for Health Policy Research, UCLA School of Public Health (2018-present); Professor, UCLA School of Public Health (2014-present); Associate Professor, UCLA School of Public Health (2008-14)

Education:

Ph.D., Health Services, UCLA, 1998

M.P.P., International Development, Harvard University, 1988

B.S., Nutrition and Food Sciences, UC Berkeley, 1984

Courses Taught: 1**Specialization:** Racial/ethnic disparities in health access and care, health insurance and acculturation.**Overseas Exp:** Philippines, Vietnam**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Filipino-5**Distinctions:** Associate Director, Asian American Studies Center, UCLA (2011-13); Dean's Distinguished Professor, UCLA School of Public Health (2009)**Recent****Publications:** 3, including "Association between spending on social protection and tuberculosis burden: A global analysis," with A. Siroka and K. Lonnroth, Infectious Diseases 16:4 (2016)

Rees, Helen

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 9
Department: Ethnomusicology **Academic Experience:**
Percent Affiliated: 15 Professor, Ethnomusicology, UCLA (2007-present); Chair, Ethnomusicology, UCLA (2011-16); Assistant to Associate Professor, Ethnomusicology, UCLA (1997-2007); Assistant Professor, Music, University of South Florida (1994-1997)
Education:
 Ph.D., Music, University of Pittsburgh, 1994
 M.A., University of Oxford, 1991
 B.A., University of Oxford, 1987

Courses Taught: 1
Specialization: Ritual music of China, cultural heritage policies and practices in Asia
Overseas Exp: China, Taiwan, Germany
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Mandarin- 4, French-4, German-2, Dutch- 2
Distinctions:

Recent Publications:

Robinson, Geoffrey

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 7
Department: History **Academic Experience:**
Percent Affiliated: 100 Professor, History, UCLA (2009- present); Director, Center for Southeast Asian Studies, UCLA (2002-05); Director, Southeast Asia Program, UCLA (1997-99); Associate Professor, History, UCLA (1999-2009); Assistant Professor, History, UCLA (1996-99)
Education:
 Ph.D., Government, Cornell University, 1992
 M.A., University of British Columbia, 1982
 B.A., McGill University, 1978

Courses Taught: 3
Specialization: Southeast Asian history, human rights in Southeast Asia
Overseas Exp: Indonesia, Timor Leste, Sweden, Philippines, Papua New Guinea, England
Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Indonesian-4, Dutch-3, French-3, Swedish-2
Distinctions: Political Affairs Officer, UN Mission in East Timor (1999); Head, Southeast Asia Research Unit, Amnesty International (1989-1995)

Recent Publications: 3, including
 "The Killing Season: A History of the Indonesian Massacres, 1965-66" (Princeton University Press, 2018)

Ross, Michael L.

Title: Professor**Tenure Status:** Tenured**Theses Supervised:** 10**Department:** Political Science**Academic Experience:****Percent Affiliated:** 50

Professor, Political Science, UCLA (2009-present); Director, Center for Southeast Asian Studies, UCLA (2008-13); Associate Professor, Political Science, UCLA (2004-09); Assistant Professor, Political Science, UCLA (2001-04); Assistant Professor, Political Science, University of Michigan (1996-2001)

Education:

Ph.D., Politics, Princeton University, 1996

M.A., Princeton University, 1992

B.A., UC Santa Cruz, 1984

Courses Taught: 1**Specialization:** Political economy of natural resource exploitation and management, Southeast Asian politics**Overseas Exp:** Yemen, Senegal, United Arab Emirates, Europe, Indonesia, Malaysia, Thailand, Myanmar**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Indonesian, French, German, Spanish (varied levels of proficiency)**Distinctions:** Member, UN Sustainable Development Solutions Network (2013-present); Member, US Extractive Industries Transparency Initiative Advisory Committee (2013-15); Winner, Heinz Eulau Award for Best Article in the American Political Science Review (2009)**Recent** 3, including**Publications:** "Global progress and backsliding on gasoline taxes and subsidies," with Chad Hazlett and Paasha Mahdavi, Nature Energy 2:1 (2017)**Salman, Michael**

Title: Associate Professor**Tenure Status:** Tenured**Theses Supervised:** 5**Department:** History**Academic Experience:****Percent Affiliated:** 75

Associate Professor, History, UCLA (1999-present); Assistant Professor, History, UCLA (1991-99)

Education:

Ph.D., History, Stanford University, 1993

M.A., Stanford University, 1986

B.A., Tufts University, 1983

Courses Taught: 3**Specialization:** Philippine history, U.S.-Philippine relations**Overseas Exp:** Philippines**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Filipino-1**Distinctions:****Recent****Publications:**

Sheppard, Eric

Title: Professor **Tenure Status:** Tenured **Theses Supervised:** 23**Department:** Geography**Percent Affiliated:** 25**Education:**

Ph.D., Geography, University of Toronto, 1976

M.A., Geography, University of Toronto, 1974

B.Sc., Geography, Bristol University, 1972

Academic Experience:

Humboldt Professor, Geography, UCLA (2012-present); Professor Emeritus, Geography, University of Minnesota; Regents Professor, University of Minnesota (2008-12); Professor, Geography, University of Minnesota (1986-2008); Associate Professor, Geography, University of Minnesota (1980-86); Assistant Professor, Geography, University of Minnesota (1976-1980)

Courses Taught: 1**Specialization:** Economic geography, urban geography**Overseas Exp:** Singapore, Indonesia, England, Netherlands, Australia, Austria**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** German-4**Distinctions:** President, Association of American Geographers (2012-13)**Recent** 4, including**Publications:** "A tale of two GPEs: Decentering macro-geopolitics," and "From Kampung to Condos? Contested accumulations through displacement in Jakarta," with Helga Leitner in *Environment and Planning A: Economy and Space* 50:2 (2018)**Smoak, Jeremy**

Title: Senior Lecturer **Tenure Status:** Non Tenured **Theses Supervised:****Department:** Near East Languages & Cultures**Percent Affiliated:** 15**Education:**

Ph.D., Near Eastern Languages & Cultures, UCLA, 2007

M.A., Near Eastern Languages & Cultures, UCLA, 2003

M.A., Biblical Archaeology, Wheaton College, 1999

B.A., History, Azusa Pacific University, 1997

Academic Experience:

Senior Lecturer, Near East Languages & Cultures, UCLA (2008-present)

Courses Taught: 1**Specialization:** Writing and literary traditions, Biblical texts and literature, Middle East religions**Overseas Exp:** Israel**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Hebrew-4**Distinctions:** EPIC-Mellon Grant, UCLA (2017); Distinguished Teaching Award, UCLA (2016)**Recent****Publications:**

Subrahmanyam, Sanjay

Title: Professor**Tenure Status:** Tenured**Theses Supervised:** 11**Department:** History**Academic Experience:****Percent Affiliated:** 20

Distinguished Professor and Irving and Jean Stone Endowed Chair in Social Sciences, Professor of History and Doshi Chair of Indian History, UCLA (2005-present); Founding Director, Center for India and South Asia, UCLA (2005-11); Professor of Indian History & Culture, University of Oxford (2002-04); Directeur d'études, Ecole des Hautes Etudes en Sciences Sociales (1995-2002); Professor, Delhi School of Economics, University of Delhi (1993-95)

Education:

Ph.D., University of Delhi, 1987

M.A., University of Delhi, 1982

B.A., University of Delhi, 1980

Courses Taught:**Specialization:** Economic and imperial history of India and the Indian Ocean world**Overseas Exp:** Europe, India, Singapore**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Tamil-5, Hindi-5, French-4, Portuguese-4, Spanish-3, German-3, Dutch-2**Distinctions:** Chair in Early Modern Global History, College de France (2013); Kluge Chair in Countries and Cultures of the South, Library of Congress (2013); John Simon Guggenheim Fellowship (2011-12); Infosys Humanities Prize (2012); Editorial Board, Cambridge History of the World; Editorial Board, The Indian Economic and Social History Review; Editorial Board, Journal of Early Modern**Recent Publications:** Editor, Merchant Networks in the Early Modern World, 1450–1800, rev. edition (Routledge, 2016)**Tong, Nguyet**

Title: Assistant Director**Tenure Status:****Theses Supervised:****Department:** Center for Southeast Asian Studies**Academic Experience:****Percent Affiliated:** 100

Assistant Director, Center for Southeast Asian Studies, UCLA (2017-present); Coordinator, Contemporary China Initiative, East Asia Program, Cornell University (2014-17)

Education:

M.A., Asian Studies, Cornell University, 2014

B.A., International Development Studies, UCLA, 2011

Courses Taught:**Specialization:** Thai popular culture, Vietnamese history**Overseas Exp:** Vietnam, Thailand, Philippines, China**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Vietnamese-5, Thai-4**Distinctions:** Activist Award, UCLA International Institute (2011)**Recent****Publications:**

Trice, Jasmine Nadua

Title: Assistant Professor **Tenure Status:** Tenure track **Theses Supervised:**

Department: School of Theater, Film and Television **Academic Experience:**

Percent Affiliated: 75 Assistant Professor, Film, Television and Digital Media, UCLA (2013-present);
Lecturer (UK system), Ideas & Exposition Program, National University of Singapore (2010-13)

Education:

Ph.D., Communication and Culture, Indiana University, 2009

M.A., Communication and Culture, Indiana University, 2002

B.F.A., Florida State University, 2001

B.A., English, Florida State University, 2001

Courses Taught: 3

Specialization: National and transnational cinema, new media and culture, contemporary SEA cinema

Overseas Exp: Philippines, Singapore

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Filipino-5, French-2

Distinctions: Co-investigator, The Southeast Asian Cinemas Research Network, Arts and Humanities Research Council, UK (2016-present);
Teaching Excellence Award, National University of Singapore (2013)

Recent Publications: 4, including
"Location shooting in 'the Wild East': Risk and masculinity in Hollywood productions in the Philippines," Feminist Media Studies 17:6 (2017)

Wenten, I Nyoman

Title: Adjunct Associate Professor **Tenure Status:** Non tenured **Theses Supervised:**

Department: Herb Albert School of Music **Academic Experience:**

Percent Affiliated: 100 Adjunct Assistant to Associate Professor, Herb Alpert School of Music, UCLA (2000- present); Chair, World Music, California Institute of the Arts (2010-present)

Education:

Ph.D., Ethnomusicology, UCLA, 1996

M.F.A., Music, California Institute of the Arts, 1974

B.A., Indonesian Academy for Art and Dance, 1968

Courses Taught: 1

Specialization: Balinese gamelan and theater

Overseas Exp: Extensive touring for performances around the world

Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Indonesian-5, Balinese-5, Javanese-3

Distinctions: Director, Gamelan Burat Wangi, CalArts (1972-present); Director, Gamelan Giri Kusuma, Pomona College

Recent Publications:

Woods, Damon L.

Title: Lecturer**Tenure Status:** Non tenured**Theses Supervised:****Department:** History**Academic Experience:****Percent Affiliated:** 75

Lecturer, History, UCLA (2005-present); Lecturer, Asian American Studies, UC Irvine (2004); Lecturer, Asian Studies, CSU Long Beach (2002-06); Lecturer, History, UC Irvine (1996-2001)

Education:

Ph.D., History, UCLA, 1995

M.A., History, UCLA, 1991

B.A., Master's College, 1988

Courses Taught: 1**Specialization:** Philippine history, Southeast Asian history and religion**Overseas Exp:** Philippines**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Filipino-4, Ilocano-4, Latin-3, Spanish-2**Distinctions:****Recent** 4, including**Publications:** The Myth of the Barangay and Other Silenced Histories (University of the Philippines Press, 2017)**Yamamoto, Magdalena**

Title: Student Affairs Officer**Tenure Status:****Theses Supervised:****Department:** International Institute**Academic Experience:****Percent Affiliated:** 10**Education:**

B.A., Iberian Studies, Warsaw University, 1986

Courses Taught:**Specialization:****Overseas Exp:** Poland, Spain**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Polish-5, Spanish-3**Distinctions:****Recent****Publications:**

Zuraw, Kie Ross

Title: Professor**Tenure Status:** Tenured**Theses Supervised:** 5**Department:** Linguistics**Academic Experience:****Percent Affiliated:** 75

Professor, Linguistics, UCLA (2017-present); Associate Professor, Linguistics, UCLA (2009-17); Assistant Professor, Linguistics, UCLA (2002-09); Visiting Assistant Professor, Linguistics, MIT (2001-02); Assistant Professor, Linguistics, University of Southern California (2000-02)

Education:

Ph.D., Linguistics, UCLA, 2000

M.A., Linguistics, UCLA, 1996

B.A., McGill University, 1994

Courses Taught: 2**Specialization:** Phonology, phonetics, lexicalization, Austronesian languages, esp. Tagalog, Palauan, Malagasy, Javanese**Overseas Exp:** Oceania, Philippines, France**Language Comp (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French-4, Spanish-3, Filipino-2, Korean-1**Distinctions:****Recent** 6, including**Publications:** "Variable component interaction: data from Tagalog nasal substitution," with Heather Newell et al., in *The Structure of Words at the Interfaces* (Oxford University Press, 2017)

UNIVERSITY OF CALIFORNIA LOS ANGELES
STUDENT WORKER POSITION DESCRIPTION

Working Title: Reader, Southeast Asian Language Courses, Department of Asian Languages and Cultures
Pay Rate: 25% time/10-12 hours a week - \$15-\$16/hr

POSITION SUMMARY

Readers who assist with the reading and grading of students' papers and exams and may include limited advising and demonstration work related directly to grading. These duties are performed under the guidance and supervision of faculty members who are vested with the sole and final responsibility for grading policies and procedures in the assigned course.

Special readers are advanced graduate students who assist the faculty member who is teaching the course with the grading of students' papers and exams in upper division and graduate-level courses.

Readers will assist with any of the following language courses: Filipino, Indonesian, Thai, and Vietnamese.

REQUIRED QUALIFICATIONS

Enrolled in at least 12 units at UCLA. Appointed on an hourly basis. Readers must have earned at least a B in the course for which they are reading. 3.0 GPA. Expertise is required in Asian Languages and Cultures suitable for the instructional level of the course as assigned.

**UNIVERSITY OF CALIFORNIA LOS ANGELES
STUDENT WORKER POSITION DESCRIPTION**

Working Title: Programming Assistant, Center for Southeast Asian Studies
Pay Rate: 25% time/10-12 hours a week - \$15/hr

Immediate Supervisor's Name and Job Title: Nguyet Tong, Assistant Director, Center for Southeast Asian Studies

POSITION SUMMARY

Assist the CSEAS Assistant Director with campus programming and other Center activities. Develop databases for Center data on events, fellowships, and alumni. Help with social media and publicity on campus and community.

- Meet with the CSEAS Assistant Director to go over weekly duties and assignments.
- Attend weekly public lectures and events. Staff Center events to help with logistics.
- Post about upcoming events and activities on the Center's social media accounts.
- Distribute digital publicity material to campus and community partners.
- Update CSEAS website with new events postings, photos, and news articles.
- Follow UCLA news sources to gather articles related to Southeast Asia.
- Research and gather a weekly list of events on campus and in LA related to Southeast Asia.
- Assist with coordinating workshops, conferences or symposiums scheduled during the quarter.
- Take photos at events and edit them for publishing online and on social media.
- Create an archive of information about past events, scholarships recipients, and alumni.
- Write short blurbs about Center events.
- Assist CEAS Assistant Director on other administrative and programming tasks.

REQUIRED QUALIFICATIONS

Enrolled in classes at UCLA. Office experience, a flair for social media and an interest in international affairs and Southeast Asian Studies. Experience planning events on campus. Good writing & computer skills, including Word, Excel, and some photo editing or design skills.



OFFICE OF THE VICE CHANCELLOR FOR RESEARCH
119 CALIFORNIA HALL #1500

BERKELEY, CALIFORNIA 94720-1500

June 11, 2018

U.S. Department of Education
International and Foreign Language Education Office

To Whom It May Concern:

As the Vice Chancellor for Research at the University of California, Berkeley, I write to express my strong support for the National Resource Center/Foreign Language and Area Studies grant proposal submitted by Professor Pheng Cheah. UC Berkeley's Center for Southeast Asian Studies (CSEAS), headed by Director Cheah, will serve as the lead institution in a consortium with the Center for Southeast Asian Studies at UCLA, headed by Director George Dutton.

CSEAS at UC Berkeley is one of ten long-established campus Organized Research Units (ORUs) devoted to aspects of international and area studies. CSEAS constituents can be found across the campus, in many colleges and departments. The cross-sectional nature of their work and programming is a key virtue of the ORUs, which are intended to serve the entire campus, as well as the state of California at large.

I believe that the NRC/FLAS project proposed by the UC Berkeley-UCLA CSEAS consortium will serve the Department of Education well. UC Berkeley has a long record of attention to Southeast Asia and to Southeast Asian Studies. UC Berkeley graduates include many prominent Southeast Asian academics, politicians and public intellectuals, including human rights lawyer Todung Mulya Lubis, now Indonesia's Ambassador to Norway, who was last year's recipient of the university's Elise and Walter A. Haas International Award, the highest award given to international alumni.

CSEAS and its UCLA CSEAS partner have developed a fruitful collaboration that takes heed of California's size and place along the Pacific Rim to promote public events and conferences, to mount workshops and provide training opportunities for graduate students working on the region, to support innovative language learning programs, and to sponsor language pedagogy training for Southeast Asia language instructors on both campuses.

The consortium's new NRC/FLAS project seeks to expand its impact by developing new links to faculty and students at the other eight campuses in the University of California system, as well as to campuses in the California State University system, and to undergird support for K-14 teacher education in global and area studies. This project is an important one and would be a well-justified investment of federal funds.

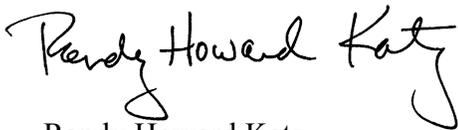
Prof. Cheah has impressive academic credentials with a significant publication record that is further supported by his personal background in the region, having grown up in Malaysia. His interest in

cultural issues in the region, as well as to the politics and policies developed by the Association of Southeast Asian Nations (ASEAN) in this realm, will be a crucial element informing the proposed NRC/FLAS project.

UC Berkeley is well positioned to carry out and support the activities of the proposed NRC/FLAS project. In addition to the ORU structure, oversight provided by my office, and the considerable infrastructure for management of federal grants, we have the faculty, students, and resources to conduct research, teacher training, public outreach and teaching of lesser-taught languages. Indeed the goals of the NRC program align perfectly with the "teaching, research, and public service" mission of the University of California. We are committed to serving the national need for increased numbers of specialists with expertise in foreign languages and training in diverse cultures.

I hope you will consider funding this proposal.

Sincerely,

A handwritten signature in black ink that reads "Randy Howard Katz". The signature is written in a cursive, flowing style.

Randy Howard Katz
Vice Chancellor for Research

DUKE UNIVERSITY
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27708-0719

DEPARTMENT OF HISTORY
216 CARR BUILDING

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17:01

Department of Education
International and Foreign Language Education Office

To Whom It May Concern:

I am writing to offer my strong support for the University of California-Berkeley and University of California-Los Angeles proposal to secure U.S. Department of Education support for a consortium National Resource Center for Southeast Asia, with its outline of programs proposed for 2018-22 under the leadership of Prof. Pheng Cheah, UC Berkeley's Chair of the Center for Southeast Asia Studies.

UC Berkeley has been an important site for Southeast Asian Studies for more than a century, beginning from several prominent faculty working in the Philippines in the 1900s, leading decades later to the official establishment of the Center for Southeast Asia Studies itself in 1960. UCLA's Center for Southeast Asian Studies is of more recent vintage, having been formally established in 1999, but has grown rapidly since that time in breadth of faculty, course offerings and outreach. Both campuses offer undergraduate and graduate degree programs that support a concentration in Southeast Asia, and have particular strengths in Indonesian Studies and Vietnamese Studies. These programs are strengthened by strong language training on both campuses in Indonesian, Filipino, Khmer, Thai, Vietnamese, and (newly added at UC Berkeley), in Burmese.

As a top research university, UC Berkeley is intent on supporting faculty and students and on providing resources for building and maintaining academic programs. Such administrative support and the university's emphasis on academic excellence mean that CSEAS is well able to allocate federal resources fairly and wisely in the interests and expectations of the U.S. Department of Education.

Both campuses have the means to carry out the program proposed for National Resource Center support. This program seeks to broaden access and scholarship on Southeast Asia at the two campuses, to the other campuses in the University of California system and to campuses in the California State University system. The program emphasizes scholarly exchange, graduate student training, the teaching of critically important Southeast Asian languages, provision of pedagogy training for language instructors, and outreach to middle school and high school teachers, and to community college instructors in the state.

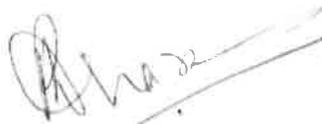
Prof. Pheng Cheah's record of publications and intellectual rigor will provide key guidance here, as already exemplified through his accomplishments as CSEAS Chair for the past three years at UC

Berkeley. I have known Pheng for 13 years, since we both participated in an international conference on Chinese diasporic and exile experience at the University of Zürich in 2005. Pheng is a leading scholar in the field of postcolonial and world literature. He was born in Malaysia and educated in Malaysia, Singapore, Australia and the U.S., and speaks Bahasa Malaysia and Bahasa Indonesia, Cantonese, Hokkien and Mandarin. He has published widely on postcolonial literature from Southeast Asia, human rights issues in Southeast Asia, and is an authority on cosmopolitanism. In my capacity as former director of the Asia Research Institute at the National University of Singapore, I oversaw his research as a visiting research professor that led to his 2016 monograph on world literature. He was an active participant in the research cluster on inter-Asia connections that I led and attracted many important scholars of Southeast Asia in the area. His leadership in the field of literary and cultural studies in Southeast Asia was well-recognized.

In his capacity as CSEAS chair at UC Berkeley, Pheng has organized thematic workshops and international conferences with a significant range of presenters, including featuring junior scholars from Southeast Asia, and has hosted an intriguing range of academics and public intellectuals. He has maintained an active and warm collaborative relationship with his counterpart at UCLA, Prof. George Dutton, and together, both have promoted a positive and engaged attention to Southeast Asian Studies in their work and attention to other scholars.

I urge the U.S. Department of Education to see the merits of this consortium's work, and to recognize Prof. Cheah's intellectual expertise in understanding both current interests in Southeast Asia, as well as future directions for academic research and public engagement.

Sincerely,



Prasenjit Duara 杜贊奇
Emeritus Professor, University of Chicago

&

*Oscar Tang Professor of East Asian Studies
History Department,
Director, Global Asia Initiative
226 Carr Building, Duke University
Durham, NC 27708-0719*

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LOS ANGELES, CALIFORNIA 90095-1405

June 7, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
400 Maryland Avenue SW, Room 3E200
Washington, DC 20202

To Whom It May Concern:

UCLA is pleased to endorse the work of the Southeast Asia National Resource Center (NRC) program on our campus. Its contributions to teaching and research are invaluable, as are its outreach activities for K-12, the business community, and the general public of greater Los Angeles. In particular, NRC and FLAS funding enhance UCLA's capacity for offering instruction in less commonly taught languages at advanced levels, and provide opportunities for students to attain high levels of proficiency in languages that are essential to our national security and global competitiveness.

UCLA also supports the NRCs' collaborative response to the forthcoming grant cycle's competitive priority regarding the expansion of access to international and area studies, and language instruction at community colleges and minority serving institutions. We look forward to the development and implementation of this important initiative.

I can also attest to the leadership skills and acumen of project director Professor George Dutton, who has led the program at UCLA over the two most recent grant cycles.

Title VI funded programs and activities continue to have a long-term impact on UCLA's capacity to train specialists in areas of national need, from which not only our university benefits, but our country does as well. We look forward to continuing the vital work that the Department of Education Title VI programs so importantly facilitate.

Sincerely

A handwritten signature in black ink that reads "Gene D. Block".

Gene D. Block
Chancellor

cc: Scott Waugh, Executive Vice Chancellor & Provost
C. Cindy Fan, Vice Provost for International Studies
Chris Erickson, Senior Associate Vice Provost & Director, International Institute

Robin L. Garrell, Professor of Chemistry & Bioengineering
University of California, Los Angeles Box 951419
Los Angeles, CA USA 90095-1419
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17 May 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
400 Maryland Avenue SW, Room 3E200
Washington, DC 20202

**Re: Letter of Support For the UC Berkeley-UCLA
Title VI Foreign Language and Area Studies Proposal**

To Whom It May Concern,

I am pleased to write this letter of support for the UC Berkeley-UCLA Title VI Foreign Language and Area Studies (FLAS) proposal. As Vice Provost for Graduate Education and Dean of the Graduate Division, I can attest to the importance and effectiveness of interdisciplinary graduate training at UCLA and the particular value that FLAS support provides in helping our graduate students gain a better mastery of foreign languages along with advancing area studies expertise. Our graduate students are better prepared in meeting the challenges of a global environment and positioning them for future success as academics, serving in government or international agencies and/or engaging in work that advances American understanding of other countries.

As a designated National Resource Center on Southeast Asia under the U.S. Department of Education's Title VI program, the UCLA Center for Southeast Asian Studies is well qualified and situated in advancing the role of FLAS support with particular focus on the recruitment of applicants, selection of awardees and administering of fellowships centered on the Southeast Asia region. The center draws upon a rich pool of distinguished faculty across UCLA as well as administrators who are committed to the success of this proposal.

The UCLA Graduate Division provides matching funds for US-based pre-doctoral training grants, including Department of Education FLAS awards to encourage submission of training grant proposals and fellowship applications, and to amplify the impact of these awards. Should the proposal be funded, the Graduate Division will provide annual supplement support at a level corresponding to 15% of the annual direct graduate student support (fellow stipend, tuition/fees) provided by the Department of Education in each year of the program to designated UCLA graduate students. These funds may be used to support additional awardees, to defray the cost of in-state tuition/fees not covered by the program, or to top-off pre-doctoral awardee stipends in the academic year or summer.

I fully endorse this proposal and look forward to a positive outcome. I stand ready to support the UCLA Center for Southeast Asian Studies in deepening the worth of the FLAS fellowship to the center and graduate education at UCLA.

With best regards,



Robin L. Garrell
Professor of Chemistry and Bioengineering
Vice Provost for Graduate Education and Dean of the Graduate Division

cc: Samuel Bersola, Assistant Vice Provost, Graduate Division
Ana Lebon, Assistant Dean of Fellowships & Financial Services, Graduate Division
Maianh Nguyen, Director of Budget & Personnel, Graduate Division
Sherman Chew, Manager of Fellowships & Financial Services, Graduate Division

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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**UC Berkeley-UCLA Consortium for Southeast Asian Studies
National Resource Center
Budget Justification**

PERSONNEL:

Outreach – Outreach coordinator will commit 20-25% of salary, at 20,644 for YR1, \$18,153 for YR2, \$17,768 for YR3 and 18,301 for YR4.

Language Instruction - TBD – Vietnamese III – 1st year at 17% of salary, at \$11,257.

Language Instruction - TBD – Khmer II – Lecture 16% of salary, at \$15,562 per year with a 3% increase of pay per year.

Language Instruction - TBD –Burmese I– Lecture 33% of salary for YR2 and YR4. At \$18,787 and 19,932 consequently, exempt from Benefits.

Language Instruction - TBD –Burmese II– Lecture 33% of salary for YR1 and YR3. At \$18,240 and 19,351 consequently, exempt from Benefits.

GSR - Publications –Graduate Student Researcher II – at \$25/hour, at approximate 100 hour/year, exempt from Benefits.

FRINGE BENEFITS:

The [composite fringe benefit rates](#) for fiscal year 2017-18 have been approved. See below. FY 2018 rates should be applied to UC personnel costs that will occur during this time period. Projected rates (FY19-FY21) are estimates for planning purposes, only (e.g., multi-year budgeting, financial aid planning, contract and grant proposal submissions, etc.) and are subject to change.

UCB Composite Benefit Rates (effective 7/1/2017)

CBR Rate Group	Approved	Projections for Planning Purposes --- ---->		
	FY18	FY19	FY20	FY21
Academic	40.0%	40.0%	40.0%	40.0%
Staff	48.0%	48.0%	48.0%	48.0%
Limited	16.0%	16.0%	16.0%	16.0%
Students (Graduate and Undergraduate)	0.0%	0.0%	0.0%	0.0%

For more information, please see: <http://www.spo.berkeley.edu/policy/benefits/benefits.html>

TRAVEL:

Total domestic travel budget of \$46,700 is requested for the entire project period.

Administrative Travel: Estimated 8 trips from UCB to UCLA of \$500 per year. NRC Directors' meeting for year 1 at \$1,000. And estimated 8 trips to AAS, YR1, Denver at \$1,000; YR2 Boston at \$3,000; YR3 Seattle at \$2,000; and YR4 TBD at \$3,000

Language Travel: Professional development conferences for UCB language instructors (travel/lodging, estimate 3-5 trips/year) at \$3,000 YR1, \$5,000 for YR2, \$4,500 for YR3 and \$4,000 for YR4.

COTSEAL/SEALC workshops for UCB language instructors (travel/lodging, estimate 3-5 trips/year) at \$2,000 YR1, \$3,500 for YR2 and \$3,000 for YR4.

NHLRC Conference, panel presentation, 4 UCB instructors to UCLA (travel/ground transport) at \$1,000 for YR4.

UCB-UCLA language training planning workshop, with 5 UCLA instructors to UCB (travel/lodging) at \$1,500 for YR1.

DL instructor UCB-SoCal (Khmer) 2 trips/year to UCLA/UCI at \$1,200 for each year.

DL instructor UCB-UCLA (Burmese) - 2 trips/year to UCLA at \$800 each for YRs 2, 3 and 4.

SUPPLIES:

Supplies and expenses budget of \$21,500 is requested for the entire project period and will be used solely for the benefit of the research project as follows:

Total Year 1: \$4,500 total for Library acquisitions, office supplies, copying, materials and communications.

Total Year 2: \$6,000 total for Library acquisitions, office supplies, copying, materials and communications.

Total Year 3: \$5,500 total for Library acquisitions, office supplies, copying, materials and communications.

Total Year 4: \$5,500 total for Library acquisitions, office supplies, copying, materials and communications.

OTHER DIRECT COSTS:

Total Other Direct Cost budget is \$119,393 for the entire project period.

Outreach – Total \$72,433 - UCB ORIAS K-14 workshops (Speaker fees, travel, materials) at

\$18,000. UCB SSHP K-12 workshops (Speaker fees, travel, materials) at \$20,000. And Campus Public Programs (Speaker fees, travel/lodging) at \$34,433

Language Program – Total \$4,000 - UCB-UCLA language training workshops for UCs/CSUs/community colleges (Travel/lodging for estimated 7 participants, per year, at UCLA) at \$2,000 total for years 2, 3 and 4. COTSEAL/SEALC Conference - Travel/lodging for 20 US-based SEA (language instructors, at UCLA) at \$2,000 for YR3

Non-Language Program – Total \$36,360 - UC/CSU faculty lectures/seminars at \$8,160 (travel/lodging). UC Grad Workshops at \$6,500 (travel/lodging) and \$2,000 (moderator professional service fee) for YR 1. UC Grad Workshops at \$1,500 (travel/lodging) for YR 3. UC CSU SEAS Conferences - Travel/lodging for 14 UC/CSU faculty/grad - students to attend two-day conference, at UCLA at \$2,550 (travel) for YR2 and at UCB at \$10,750 (domestic travel/lodging), \$2,200 (foreign travel for keynote speaker) and \$2,700 (for foreign keynote speaker lodging/prof. service fee) for YR4.

Evaluation – Total \$6,600 - External Consultant in YR 3, for UCB K-14 programs external consultant YR 1-4

TRAINING STIPENDS:

Total FLAS budget - Student payment budget for a total of \$678,000 is requested for the entire project period and will be used solely for the benefit of the research project as follows:

The FLAS budget requests 5 academic year awards each year for graduate students, at \$18,000 each for institutional payment and \$15,000 each Subsistence Allowance, one award each academic year for undergraduates at \$10,000 institutional payment and \$5,000 Subsistence Allowance, and three summer awards for graduates and undergraduates each year at \$5,000 each for institutional payment and \$2,500 each for Subsistence Allowance.

SUBAWARDS:

Total UCLA budget of \$1,130,387 for the entire project period.

Personnel: \$138,431 – covering student assistants, Outreach Coordinator, Graduate Student Instructors and Instructional Support, Distance Learning Coordinator, and Thai music lecturer

Fringe: \$59,065 (UCLA actual costs)

Travel: \$65,100

Supplies: \$20,750

Other Direct Costs: \$135,530 – for Outreach, Language Program, Non-Language Program, and Evaluation

FLAS budget: \$678,000

INDIRECT COSTS:

Per the sponsor's policy, indirect costs have been limited to 8% of total modify direct costs. UC Berkeley's federally negotiated indirect cost rate agreement can be found at:
<https://spo.berkeley.edu/policy/fa2017.pdf>

UCB-UCLA CONSORTIUM SOUTHEAST ASIAN STUDIES
National Resource Center
2018/19 to 2021/22

					2018-2019			2019-2020			2020-2021			2021-2022
<i>Fringe Benefits</i>														
					UCB	UCLA	Totals	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB
1. PERSONNEL														
A. Administrative (§ A.1.G., p. 15)														
1. Student Assistants (non work-study)					\$0	\$3,333	\$3,333	\$0	\$3,809	\$3,809	\$0	\$2,381	\$2,381	\$0
at @\$15/hour (approx. 100-140 hours/year)														
<i>fringe</i> \$167 \$190 \$119 \$119														
Subtotal A					\$0	\$3,333	\$3,333	\$0	\$3,809	\$3,809	\$0	\$2,381	\$2,381	\$0
B. Outreach (§ A.1.G., p. 15)														
1. Outreach Coordinator UCB					\$20,644	\$0	\$20,644	\$18,153	\$0	\$18,153	\$17,768	\$0	\$17,768	\$18,301
15-20% salary														
<i>fringe</i> \$8,258 \$7,262 \$7,108 \$7,321														
2. Outreach Coordinator UCLA					\$0	\$23,484	\$23,484	\$0	\$24,189	\$24,189	\$0	\$24,914	\$24,914	\$0
40% salary														
<i>fringe</i> \$12,071 \$12,433 \$12,806 \$13,190														
Subtotal B1 thru 2					\$20,644	\$23,484	\$44,128	\$18,153	\$24,189	\$42,342	\$17,768	\$24,914	\$42,682	\$18,301
C. Language Instruction														
(\$ A.1.B., pp. 7-8; p. 11)														
1. Vietnamese III Instructor (YR1)					\$11,257	\$0	\$11,257	\$0	\$0	\$0	\$0	\$0	\$0	\$0
50% of salary														
<i>no fringe</i>														
2. Khmer II Instructor					\$15,562	\$0	\$15,562	\$16,029	\$0	\$16,029	\$16,510	\$0	\$16,510	\$17,005
(Distance Learning YR 1-4)														
16% salary														
<i>fringe</i> \$6,225 \$6,412 \$6,604 \$6,802														
3. Burmese I Instructor					\$0	\$0	\$0	\$18,787	\$0	\$18,787	\$0	\$0	\$0	\$19,932
(Distance Learning YR 2, 4)														
100% salary														
<i>no fringe</i>														
4. Burmese II Instructor					\$18,240	\$0	\$18,240	\$0	\$0	\$0	\$19,351	\$0	\$19,351	\$0
(Distance Learning YR 3)														
100% salary														
<i>no fringe</i>														
5. ALC Instructional Support					\$0	\$2,857	\$2,857	\$0	\$2,857	\$2,857	\$0	\$2,857	\$2,857	\$0
Graduate Student Instructor														
at \$35/hour (approx. 85 hours)														
<i>fringe</i> \$143 \$143 \$143 \$143														

UCB-UCLA CONSORTIUM SOUTHEAST ASIAN STUDIES
National Resource Center
2018/19 to 2021/22

	Fringe Benefits				2018-2019			2019-2020			2020-2021			2021-2022
	Y1	Y2	Y3	Y4	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB
6. ALC Instructional Support					\$0	\$1,089	\$1,089	\$0	\$1,089	\$1,089	\$0	\$1,089	\$1,089	\$0
Instructor, for independent adv lang study at \$35/hour (approx. 45 hours)														
fringe	\$411	\$411	\$411	\$411										
7. Distance Learning Coordinator					\$0	\$1,651	\$1,651	\$0	\$1,981	\$1,981	\$0	\$1,981	\$1,981	\$0
2-3% salary														
fringe	\$849	\$1,018	\$1,018	\$1,018										
Subtotal C1 thru 7					\$45,059	\$5,597	\$50,656	\$34,816	\$5,928	\$40,744	\$35,861	\$5,928	\$41,789	\$36,937
D. Non-Language Instruction														
(§ A.1.E., p. 12)														
UCLA Thai music course														
50% salary					\$0	\$4,899	\$4,899	\$0	\$0	\$0	\$0	\$0	\$0	\$0
fringe	\$1,851	\$0	\$0	\$0										
Subtotal D					\$0	\$4,899	\$4,899	\$0						
E. Publications (§ A.1.A., p. 6)														
Managing editor, <i>Jnl of Vietnamese Studies</i>					\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500
Graduate Student Researcher II at \$25/hour (approx. 100 hours/year)														
no fringe														
Subtotal E					\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500
TOTAL SALARIES					\$68,203	\$37,313	\$105,516	\$55,469	\$33,925	\$89,394	\$56,129	\$33,223	\$89,352	\$57,738
2. FRINGE BENEFITS														
<i>UCLA and UCB Benefits</i>														
Staff					\$0	\$13,086	\$13,086	\$0	\$13,642	\$13,642	\$0	\$13,943	\$13,944	\$0
Academic					\$14,483	\$2,405	\$16,888	\$13,674	\$554	\$14,228	\$13,712	\$553	\$14,265	\$14,123
TOTAL BENEFITS					\$14,483	\$15,491	\$29,974	\$13,674	\$14,196	\$27,870	\$13,712	\$14,496	\$28,208	\$14,123
3. TRAVEL														
A. Administrative Travel														
(§ A.1.G., p. 15)														
1. Estimate 8 trips UCB-UCLA					\$500	\$500	\$1,000	\$500	\$500	\$1,000	\$500	\$500	\$1,000	\$500
2. NRC Directors' meeting					\$1,000	\$1,000	\$2,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0

UCB-UCLA CONSORTIUM SOUTHEAST ASIAN STUDIES
National Resource Center
2018/19 to 2021/22

	2018-2019				2019-2020			2020-2021			2021-2022			
	Y1	Y2	Y3	Y4	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB
<i>Fringe Benefits</i>														
3. Est. 8 trips to AAS (YR1, Denver; YR2, Boston; YR3, Seattle; YR4, TBD)					\$1,000	\$2,000	\$3,000	\$3,000	\$3,000	\$6,000	\$2,000	\$3,000	\$5,000	\$3,000
B. Language Travel (§ A.1.C., pp. 8-10)														
1. Professional development conferences <i>Travel/lodging, estimate 3-5 trips/year</i>					\$3,000	\$6,000	\$9,000	\$5,000	\$6,000	\$11,000	\$4,500	\$6,000	\$10,500	\$4,000
2. COTSEAL/SEALC workshops <i>Travel/lodging, estimate 3-5 trips/year</i>					\$2,000	\$3,000	\$5,000	\$3,500	\$3,000	\$6,500	\$0	\$0	\$0	\$3,000
3. NHLRC Conference, panel presentation <i>Travel/lodging, 4 UCB instructors to UCLA</i>					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
4. UCB-UCLA lang training planning workshop <i>Travel/lodging, 5 UCLA instructors to UCB</i>					\$1,500	\$1,500	\$3,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. DL instructor UCB-SoCal (Khmer) <i>2 trips/year to UCLA/UCI</i>					\$1,200	\$800	\$2,000	\$1,200	\$800	\$2,000	\$1,200	\$800	\$2,000	\$1,200
6. DL instructor UCB-UCLA (Burmese) <i>2 trips/year to UCLA</i>					\$0	\$0	\$0	\$800	\$800	\$1,600	\$800	\$800	\$1,600	\$800
C. Non-Language Travel - Foreign Travel UCLA area studies courses, research trips (§ A.1.E., p. 12) <i>Est. 2 trips @\$2,000/ea</i>					\$0	\$2,000	\$2,000	\$0	\$2,000	\$2,000	\$0	\$0	\$0	\$0
D. Library Travel - Foreign Travel (§ A.1.F., p. 13) Vernacular Materials Collection <i>Estimate 1 trip @ \$5,000</i>					\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL TRAVEL					\$10,200	\$21,800	\$32,000	\$14,000	\$16,100	\$30,100	\$9,000	\$11,100	\$20,100	\$13,500
4. SUPPLIES														
A. Library Acquisitions (§ A.1.F., p. 12)														
1. UCB Main Library					\$4,000	\$0	\$4,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000
2. UCLA Main Library					\$0	\$3,000	\$3,000	\$0	\$6,000	\$6,000	\$0	\$6,000	\$6,000	\$0
B. Office Supplies, Copying, Materials and Communication (§ A.1.G., p. 15) Center Operation & Communications					\$500	\$750	\$1,250	\$1,000	\$1,000	\$2,000	\$500	\$750	\$1,250	\$500
TOTAL SUPPLIES					\$4,500	\$3,750	\$8,250	\$6,000	\$7,000	\$13,000	\$5,500	\$6,750	\$12,250	\$5,500

UCB-UCLA CONSORTIUM SOUTHEAST ASIAN STUDIES
National Resource Center
2018/19 to 2021/22

					2018-2019			2019-2020			2020-2021			2021-2022	
<i>Fringe Benefits</i>															
					UCB	UCLA	Totals	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB	
					Y1	Y2	Y3	Y4							
5. OTHER															
A. Outreach (§ A.1.G., pp. 13-15)															
1. UCB ORIAS K-14 workshops					\$4,500	\$0	\$4,500	\$4,500	\$0	\$4,500	\$4,500	\$0	\$4,500	\$4,500	
<i>Speaker fees, travel, materials</i>															
Addresses Absolute Priority 2															
2. UCB SSHP K-12 workshops					\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	
<i>Speaker fees, travel, materials</i>															
Addresses Competitive Priority 2															
3. UCLA History-Geog K-12 workshops					\$0	\$6,500	\$6,500	\$0	\$6,500	\$6,500	\$0	\$6,500	\$6,500	\$0	
<i>Speaker fees, travel, materials</i>															
Addresses Competitive Priority 2															
4. Campus Public Programs					\$7,268	\$7,512	\$14,780	\$9,987	\$5,969	\$15,956	\$8,725	\$4,885	\$13,610	\$8,453	
<i>Speaker fees, travel/lodging</i>															
Addresses Absolute Priority 1															
Subtotal A1 thru 4					\$16,768	\$14,012	\$30,780	\$19,487	\$12,469	\$31,956	\$18,225	\$11,385	\$29,610	\$17,953	
B. Language Program (§ A.1.C., pp. 8-10)															
1. UCB-UCLA lang training workshops					\$0	\$0	\$0	\$1,000	\$2,000	\$3,000	\$500	\$2,500	\$3,000	\$500	
for UCs/CSUs/community colleges															
<i>Travel/lodging for estimated 7 participants per year (YRS 2-4), at UCLA</i>															
Addresses Competitive Priority 1															
2. UCLA NHLRC STARTALK summer workshops					\$0	\$3,000	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$3,000	\$0	
for K-16 heritage language teachers															
<i>Travel/lodging for 3 participants per year</i>															
Addresses Absolute Priority 2															
3. COTSEAL/SEALC Conference					\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$13,000	\$15,000	\$0	
<i>Travel/lodging for 20 US-based SEA language instructors, at UCLA</i>															
Addresses Absolute Priority 2															
Subtotal B1 thru 3					\$0	\$3,000	\$3,000	\$1,000	\$5,000	\$6,000	\$2,500	\$18,500	\$21,000	\$500	

UCB-UCLA CONSORTIUM SOUTHEAST ASIAN STUDIES
National Resource Center
2018/19 to 2021/22

	Fringe Benefits				2018-2019			2019-2020			2020-2021			2021-2022
	Y1	Y2	Y3	Y4	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB
C. Non-Language Program														
<i>(§ A.1.A., pp. 2-6)</i>														
1. UC/CSU faculty lectures/seminars					\$2,040	\$2,040	\$4,080	\$2,040	\$2,040	\$4,080	\$2,040	\$2,040	\$4,080	\$2,040
<i>Travel/lodging to/from home campuses to/from UCB/UCLA, estimate 4 trips/year</i>														
Addresses Competitive Priority 1														
2a. UC Grad Workshops at UCB (YR1), UCLA (YR3)					\$6,500	\$1,500	\$8,000	\$0	\$0	\$0	\$1,500	\$6,500	\$8,000	\$0
<i>Travel/lodging for 8 grad students to UCB (YR 1) and to UCLA (YR 3). NOTE: No cost for 4 UCB grad students to attend YR 1, no cost for 4 UCLA grad students to attend YR 3</i>														
Addresses Absolute Priority 2														
2b. UC Grad Workshops					\$2,000	\$0	\$2,000	\$0	\$0	\$0	\$0	\$2,000	\$2,000	\$0
<i>Prof. service fee for workshop moderator</i>														
3a. UC CSU SEAS Conferences					\$0	\$0	\$0	\$2,550	\$10,750	\$13,300	\$0	\$0	\$0	\$10,750
<i>Travel/lodging for 14 UC/CSU faculty/grad students to attend two-day conference, at UCLA (YR 2) and UCB (YR 4)</i>														
Addresses Competitive Priority 1														
3b. UC CSU SEAS Conferences - Foreign Travel					\$0	\$0	\$0	\$0	\$2,200	\$2,200	\$0	\$0	\$0	\$2,200
<i>RT airfare for keynote speaker from SE Asia</i>														
Addresses Absolute Priority 1														
3c. UC CSU SEAS Conferences					\$0	\$0	\$0	\$0	\$2,700	\$2,700	\$0	\$0	\$0	\$2,700
<i>Ground transport/lodging/prof. service fee for keynote speaker from SEA</i>														
4. UCLA Going Global Grad Student Conf					\$0	\$500	\$500	\$0	\$500	\$500	\$0	\$500	\$500	\$0
<i>(§ A.1.E., p. 12)</i>														
<i>Speaker fee, facilities support</i>														
5. UCLA Digital Library project					\$0	\$0	\$0	\$0	\$3,000	\$3,000	\$0	\$3,000	\$3,000	\$0
<i>(§ A.1.F., p. 13)</i>														
<i>Materials, web support</i>														

UCB-UCLA CONSORTIUM SOUTHEAST ASIAN STUDIES
National Resource Center
2018/19 to 2021/22

	Fringe Benefits				2018-2019			2019-2020			2020-2021			2021-2022
	Y1	Y2	Y3	Y4	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB
6. SEALS Conference (§ A.1.E., p. 12) <i>Travel/lodging, facilities support</i>					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal C1 thru 6					\$10,540	\$4,040	\$14,580	\$4,590	\$21,190	\$25,780	\$3,540	\$14,040	\$17,580	\$17,690
D. Evaluation (§ C., pp. 24-26)														
1. External Consultant, UCB K-14 programs <i>Prof. service fee</i>					\$900	\$0	\$900	\$900	\$0	\$900	\$900	\$0	\$900	\$900
2. External Consultant - Impact Assessment <i>Prof. service fee, travel/lodging</i>					\$0	\$0	\$0	\$0	\$0	\$0	\$3,000	\$3,000	\$6,000	\$0
Subtotal D1 thru 2					\$900	\$0	\$900	\$900	\$0	\$900	\$3,900	\$3,000	\$6,900	\$900
TOTAL OTHER					\$28,208	\$21,052	\$49,260	\$25,977	\$38,659	\$64,636	\$28,165	\$46,925	\$75,090	\$37,043
TOTAL DIRECT COSTS					\$125,594	\$99,406	\$225,000	\$115,120	\$109,880	\$225,000	\$112,506	\$112,494	\$225,000	\$127,904
INDIRECT COSTS @ 8%					\$10,047	\$7,953	\$18,000	\$9,209	\$8,790	\$18,000	\$9,000	\$9,000	\$18,000	\$10,232
TOTAL JOINT CENTER COSTS					\$135,642	\$107,359	\$243,000	\$124,330	\$118,671	\$243,000	\$121,506	\$121,494	\$243,000	\$138,136

UCB-UCLA CONSORTIUM SOUTHEAST ASIAN STUDIES
National Resource Center
2018/19 to 2021/22

<i>Fringe Benefits</i>					2018-2019			2019-2020			2020-2021			2021-2022	
Y1	Y2	Y3	Y4		UCB	UCLA	Totals	UCB	UCLA	Totals	UCB	UCLA	Totals	UCB	
FLAS Fellowship Budget															
ACADEMIC YEAR FLAS															
1. 8 graduate awards each year															
Institutional Payment (@\$18,000 each)					\$72,000	\$72,000	\$144,000	\$72,000	\$72,000	\$144,000	\$72,000	\$72,000	\$144,000	\$72,000	
Subsistence Allowance (@\$15,000 each)					\$60,000	\$60,000	\$120,000	\$60,000	\$60,000	\$120,000	\$60,000	\$60,000	\$120,000	\$60,000	
2. 2 undergraduate awards each year															
Institutional Payment (@\$10,000 each)					\$10,000	\$10,000	\$20,000	\$10,000	\$10,000	\$20,000	\$10,000	\$10,000	\$20,000	\$10,000	
Subsistence Allowance (@\$5,000 each)					\$5,000	\$5,000	\$10,000	\$5,000	\$5,000	\$10,000	\$5,000	\$5,000	\$10,000	\$5,000	
TOTAL FOR ACADEMIC YEAR					\$147,000	\$147,000	\$294,000	\$147,000	\$147,000	\$294,000	\$147,000	\$147,000	\$294,000	\$147,000	
SUMMER FLAS															
6 awards each year															
Institutional Payment (@\$5,000 each)					\$15,000	\$15,000	\$30,000	\$15,000	\$15,000	\$30,000	\$15,000	\$15,000	\$30,000	\$15,000	
Subsistence Allowance (@\$2,500 each)					\$7,500	\$7,500	\$15,000	\$7,500	\$7,500	\$15,000	\$7,500	\$7,500	\$15,000	\$7,500	
TOTAL FOR SUMMER					\$22,500	\$22,500	\$45,000	\$22,500	\$22,500	\$45,000	\$22,500	\$22,500	\$45,000	\$22,500	
TOTAL JOINT FLAS FELLOWSHIPS					\$169,500	\$169,500	\$339,000	\$169,500	\$169,500	\$339,000	\$169,500	\$169,500	\$339,000	\$169,500	
TOTAL NRC AND FLAS BUDGET					\$305,142	\$276,859	\$582,000	\$293,830	\$288,171	\$582,000	\$291,006	\$290,994	\$582,000	\$307,636	