

1. COMMITMENT TO THE SUBJECT AREA

A. Institutional Support

The Center for South Asia (CSA) at the University of Wisconsin-Madison continues to provide resources for a greater understanding of South Asia on the local, regional, and national levels in five significant ways: 1) through faculty teaching, research, and outreach in **18 disciplinary departments**; 2) by increasing the pool of U.S. South Asia experts through specialized training of students at the **BA, MA, and PhD** levels; 3) by increasing the U.S. pool of experts in South Asian languages through instruction in five modern languages and two classical languages in the academic year; 4) by serving as the **host institution** for the South Asia Summer Language Institute (**SASLI**), offering nine modern and one classical language each summer; and 5) through a goal-oriented **outreach program**.

Wisconsin's commitment of over **\$2,600,000 annually** to CSA's subject area is demonstrated in the following ways:

Operation of the Center	Level of Support	Funding Source	Amount
Administrative salaries and benefits (includes director, assistant director, grad coordinator, admin assts)	Annual	College, International Institute	\$ 450,105.00
Technical support	Annual	International Institute	\$ 72,500.00
Supplies and equipment	Annual	College	\$ 6,600.00
Capital equipment	Annual	College	\$ 5,000.00
Space and equipment for SASLI	Annual	College	In-kind
Technology staff support for SASLI	Summer	College	\$ 8,800.00
Facilities use for conferences and symposia	Annual	College, International Inst	In-kind
Language & AV labs	Academic Year	College	In-kind
University Lectures support	Annual	Graduate School	\$ 3,400.00
Anonymous Fund workshops	Annual	College	\$ 10,000.00
Program Strengthening grants	Annual	International Inst	\$ 15,000.00
		Total	\$ 565,605.00

Teaching Staff	Level of Support	Funding Source	Amount
Faculty salaries and benefits	Academic year and summer	College	\$1,179,749.00
Named professorships	Annual	Graduate School	\$ 20,000.00
Faculty research leave (replacement instructors)	Academic Year and Summer	Graduate School	\$ 62,064.00
Faculty conference travel	Academic Year and Summer	Graduate School	\$ 5,750.00
Faculty recruitment and retention	Academic Year	College, International Inst	\$ 10,000.00
		Total	\$1,277,564.00
Library Resources for the Subject Area	Level of Support	Funding Source	Amount
Library salaries and benefits	Annual	Library	\$ 114,193.00
Library acquisitions	Annual	Library	\$ 73,442.00
Library Indexing Project	Annual	International Inst	\$ 15,000.00
		Total	\$ 202,635.00
Linkages with Institutions Abroad	Level of Support	Funding Source	Amount
Study Abroad	Annual	International Studies	\$ 72,360.00
Membership AIIS	Annual	College	\$ 1,600.00
		Total	\$ 73,960.00
Center Outreach Activities	Level of Support	Funding Source	Amount
International Children's Literature Day	Annual	Anonymous Fund (College)	\$ 5,000.00
World Languages Day	Annual	College	\$ 30,000.00
Extended Day Course	Academic Year	College	\$ 41,145.00
		Total	\$ 76,145.00
Students in Fields Related to the Center's Teaching Program			
FLAS tuition exceeding institutional payment (11)	Academic Year	College, Graduate School, International Institute	\$ 135,385.00
Teaching Assistantships (9 departments, 13 appts)	Academic Year	College	\$ 227,500.00
Project Assistantships (3 programs)	Academic Year, Summer	College, International Studies	\$ 52,500.00
Work Study, Student Hourly (11)	Academic Year, Summer	College, International St	\$ 49,500.00
		Total	\$ 464,885.00

B. For FLAS, Institutional Support to Graduate Students

As the table above demonstrates, Wisconsin provides substantial institutional funding for graduate students in MA and PhD programs who are focusing their study on South Asia. In

addition to an academic year **supplement of \$135,385.00 for FLAS awards**, 27 students are able to secure some level of institutional funding. That number represents **two and one-half times the number of graduate students on FLAS**. Not included in the numbers above, are those students who are able to secure funding from the American overseas programs in Bangladesh, India, Pakistan, and Sri Lanka (AIBS, AIIS, AIPS, or AISLS) for overseas study, and Fulbright Fellowships. We estimate that between FLAS, Wisconsin, and American Institute funding, **90%** of graduate students are funded for study and research.

2. QUALITY OF CURRICULUM DESIGN

A. Undergraduate Instruction

Wisconsin offers two undergraduate majors in South Asian Studies, one in the Department of Languages and Cultures of Asia (LCA), and the other in the International Studies Major (IS), both located in the College of Letters & Science (L&S). These majors offer undergraduates the opportunity to pursue languages and non-language area studies, as well as the flexibility to explore individual interests in South Asia. The degree requirements are listed in **Table 2:1**.

Table 2:1	
Languages and Cultures of Asia B.A.	<ul style="list-style-type: none"> -The fourth semester of a language offered in the department, or its equivalent. No credit for the 1st-2nd semesters of that language. -LCA 100, Introduction to Cultures of Asia. -Two civilization courses from two of the three categories listed below: <i>Central and Southwest Asia, South Asia, Southeast Asia</i> -Additional elective courses chosen in consultation with the advisor to bring the total number of credits to 30 credits. -At least 15 credits should be in LCA content courses.
International Studies B.A.	<ul style="list-style-type: none"> -5th semester of one foreign language. -Core Course International Studies 301 -one course from the Global Security Option course list -one course from the American National Security course list -one course from the Mass Communication in Developing Countries course list -one course from the Global Commons course list -one course from the Social Behavior and Natural Resources course list -three to four courses as electives.

Many of the courses taught by Center for South Asia (CSA) affiliated faculty fulfill college wide **breadth requirements** or **composition** (Comp B) requirements. This means that students who are not majoring in South Asia are still exposed to topics related to South Asia and in this way the subject is gradually becoming well integrated into the overall education of larger numbers of undergraduates in the university as a whole. **Wisconsin's undergraduate program is rated 7th** among public universities and South Asian studies courses incorporate many of the exceptional features used to rank these universities, including study abroad, hands-on research, service-learning courses, honors programs, and internships.

During the last funding cycle, CSA developed a new **Undergraduate Certificate in South Asian Studies** that provides students who do not wish to major in this field the opportunity to take 21 credits of elective language and non-language courses to fulfill the certificate requirements. Since implementing the program in Fall 2004, **7** students have completed the certificate requirements and **8** are currently enrolled in the program.

In the new funding cycle, CSA will work in collaboration with the **Business School** and also the **ROTC Program** (Army, Navy and Air Force) to develop **South Asia Short Courses** that provide intensive language and culture training to prepare students and professionals who are interested in pursuing a career in international development, business, or **government service** (including **Homeland Security**). These courses will be taught through the University Extension as evening courses in order to attract additional enrollments from non-traditional students (returning adults and professionals) or during the Summer Session. Each course will include a basic introduction to a major language such as Hindi or Urdu (and Pashto in year 3 and 4) and script, along with overviews of major religious and cultural traditions. Students wishing to pursue further training would enroll in the normal semester long courses in their chosen field.

B. Training Options for Graduate Students

Graduate students wishing to focus on South Asia can do so in any of the eighteen departments where there are graduate faculty. Overall the graduate program at Wisconsin is **ranked 6th** in the nation with separate rankings for each college and department. Sociology is ranked 1st and many other departments are in the upper echelons compared to other universities. Each department has its own specific guidelines for course work relating to the discipline and specific topic. There are currently **58 graduate students in 11 departments** who are focusing on specific South Asia related topics. This number will be growing with the addition of at least three new faculty with South Asia focus in L&S. The History Department will begin a search for a **Modern South Asian Historian** in 2006, a **Persian or Islamic culture** position (i.e. South Asian history, literature, music, science, or religious traditions, particularly Sufism) will also be opened for a search (department to be determined), and an **Islamic Art Historian**, which would cover both the Middle East and South Asia.

LCA offers an MA and three PhD tracks that allow students to focus on South Asia (see **Table 2.2 and Table 2.3**).

Table 2.3 LCA MA Requirements	
	<ul style="list-style-type: none"> -3 years of language study - Two courses in Literature and/or Linguistics, one of which may be taken, if the adviser so advises, in either the Department of Linguistics or in the Department of Comparative Literature. -Two seminars or pro-seminars in the Department of Languages and Cultures of Asia. -Up to 3 credits in Research and Thesis (990) for preparation of thesis. -Additional courses in the Department of Languages and Cultures of Asia to bring the total to 24 credits. With prior approval in writing by the Graduate Programs Committee, courses with 25% or more Languages and Cultures of Asia content can be taken in other departments to bring the total to 24 credits. -MA thesis on a topic chosen in consultation with their MA adviser
Table 2.3 LCA Doctoral Requirements	
Lang & Lit Civ & Cult Or Religions Concentration	<ul style="list-style-type: none"> -Minimum 3 years of a major language, 2 years of a minor language -Two courses in Literature and/or Linguistics -Four seminars or pro-seminars in LCA <ul style="list-style-type: none"> At least 3 must deal with one or more languages and literatures. -Additional courses in LCA to bring the total to 39 credits.

	-12 credits in PhD minor (outside LCA) -Preliminary Examination -Completion of written dissertation and oral defense.
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The **Ph D Minor** is an option for students in **any department**, allowing them to study with professors who focus on **South Asia**. For example an Anthropology graduate student can take a Ph D minor in History or Political Science to study with a specific professor and focus on South Asian studies topics.

During the 2006-10 grant period, CSA will work with LCA and the College of Letters and Science to implement an ***Interdisciplinary MA in South Asian Studies***. The basic planning for this program was undertaken during the last funding cycle, and it will follow the same format as the LCA MA (see **Table 2.2 above**). This MA will require study in two or more departments or programs so that students may pursue a unique cross departmental degree in under-represented fields such as Business, Bio-Medical Sciences, Agricultural Sciences and various Military Sciences.

C. Advising

Wisconsin has a strong tradition of student advising that begins with **SOAR** (Summer Orientation, Advising and Registration), when undergraduates and transfer students are introduced to the University for the first time. CSA and LCA provide informational materials on South Asian studies which has drawn numerous undergraduates into language and cultures classes, and eventually the Undergraduate Certificate Program or the LCA undergraduate major. Throughout their academic career, undergraduates are provided advising through L&S, as well as by individual departments, programs and professional schools. The CSA **Assistant Director**, advises students in the Undergraduate Certificate in South Asian Studies, in consultation with the **Director** and **affiliated faculty**. With the implementation of the MA in South Asian Studies in

2007, graduate advising will be undertaken by the CSA **Director** and appropriate **affiliated faculty**. CSA faculty affiliates also do individual advising to students in their departments.

D. Study Abroad

Numerous study abroad programs are available to students who want to experience South Asia first hand. International Academic Programs offers the College Year in India program (first started in 1961), with language training sites in **Varanasi** and **Madurai**, and the Performing and Liberal Arts Program in **Kerala**.

Graduate students who need to study languages that are not currently offered in Madison can participate in study abroad programs run by **Overseas Research Centers**, in Pakistan, India, Bangladesh, or Sri Lanka. For example, Urdu language training is available in Lucknow through the American Institute of Indian Studies. CSA also has links to other campus departments and colleges where students can participate in South Asia related research both on campus and in South Asia, such as in the departments of Anthropology, Geography, Art History, History, Dance, etc. and the College of Education, the Business School (through CIBER), or the Medical School.

E. South Asia Summer Language Institute (SASLI)

One of the most important developments during the previous funding cycle was the establishment of the South Asia Summer Language Institute (**SASLI**) by a joint action of the Directors of the eleven Title VI South Asia National Resource Centers in cooperation with the US Department of Education. SASLI is dedicated to training students, faculty, and professionals in the languages of South Asia. Classes in nine South Asian languages were first offered in collaboration with CSA and the Department of LCA in 2003. SASLI consistently collaborates the **South Asia Language Resource Center** for **pedagogical training** of instructors, the

development of **Unicode fonts**, and the development of **pre- and post-testing assessment models**. CSA has been to host SASLI since 2003 and will continue through 2011.

3. QUALITY OF THE APPLICANTS NON-LANGUAGE INSTRUCTIONAL PROGRAM

A. Variety of Disciplines and Coverage of Countries

South Asian Studies at the Wisconsin is taught in **eighteen** different departments by **25 faculty** and one lecturer who are trained in multiple disciplines as well as inter-disciplinary approaches (see **Table 3.1**). Center affiliated faculty represent most major fields in the university and cover all of the countries of South Asia. The non-language courses include both general level undergraduate courses (large –100 level and small – 200-300 level) as well as graduate level courses that provide in depth study of specific topics. Courses with country or topic specific content are open to both undergraduates and graduates (300) and those courses open primarily to graduate students (400-900). Over 30 Courses with 100% South Asia content are included in the curricula of the departments with faculty specialists, and 45 courses with 25-75 % South Asia content are offered in 14 departments (see **Appendix 3 – Courses with South Asia Content**). The majority of courses cover India, but Pakistan and Afghanistan are also represented in courses on archaeology, anthropology, history, political science and religion. Nepal, Sri Lanka and Bangla Desh are also integral to the teaching of religious studies, political science, sociology, urban planning and journalism.

Table 3.1 Faculty by Discipline

Discipline	Faculty	Title
1. Art History	Henry Drewal	Professor
	Gautam Vajracharya	Lecturer (non-tenured)
2. Archeology	J. Mark Kenoyer	Professor
3. Consumer Science	See Paula Kantor (Women's Studies)	
4. Cultural Anthropology	Kirin Narayan	Professor
5. Business	Sanjay Jain	Assistant Professor
6. Communication Arts	Christine Garlough	Assistant Professor
	Shanti Kumar	Associate Professor
7. English	See Aparna Dharwadker (Theater)	

8. Folklore	See Kirin Narayan (Anthro)	
	See Christine Garlough (Comm Arts)	
9. History	Andre Wink	Professor
	Modern South Asian History	vacant
10. International Medicine	Suresh Chandra	Professor
	Cynthia Haq	Associate Professor
11. Law	Asifa Quraishi	Assistant Professor
12. Literature	V. Dharwadker	Professor
	M. Memon	Professor
	V. Narayana Rao	Professor
13. Religions	Gudrun Buhnemann	Professor
	Don Davis	Assistant Professor
	Charles Hallisey	Associate Professor
	Muhammad Memon	Professor
	Tibetan Buddhism	Visiting Asst Prof
14. Political Science	Aseema Sinha	Assistant Professor
15. Sociology	Joe Elder	Professor
16. Theater	Aparna Dharwadker	Associate Professor
17. Urban Planning	Preeti Chopra	Assistant Professor
18. Women's Studies	Paula Kantor	Assistant Professor
18 Disciplines	25 Faculty	10=Professor
	(1 vacancy)	4=Associate Professor
		9=Assistant Professor
		1=Non-tenure status

LCA has the largest concentration of South Asia related teaching staff with 8 faculty, 3 language lecturers, and 1 visiting lecturer. LCA is responsible for a broad range of content courses on South Asia (in art history, ancient history, linguistics, literary studies, religious studies, philosophy, history, political science, sociology and folklore studies), as well as all South Asian language instruction (see Section 4).

The university has **approved the addition of several new faculty** related to the South Asian area and these additions will greatly improve the already strong faculty that are present on campus. The Department of **History** will be searching for a new Historian of Modern South Asia (2006). **History and Law** are currently searching (2005) for a scholar in South Asian law, including Islamic law. Two new searches (home department to be determined) will begin in 2006 for faculty specializing in **Persian or Islamic cultures** to complement the Persian language teaching that has been going on in LCA for the past two years, and an **Islamic art historian** who

can cover both the Middle East and South Asia. The addition of these new positions will greatly enhance the quality and breadth of South Asia offerings and fits well with the priorities established for this grant cycle.

A clear need has been expressed by affiliated departments or faculty for new positions in **Geography, classical South Asian Art History and Civilizations, and South Asian Islam**. Due to retirements and recent departures of key faculty in Buddhist studies, it is highly likely that one or more positions in Buddhism of South Asia will be opened up to search. CSA has requested funds to provide seed money for one or more these positions and will also begin fundraising for endowments in these and other areas of need.

B. Courses in Professional Schools and Programs

Courses with South Asia content are available in several professional schools and programs, including Business, Communications, Economics, etc. (see **Appendix 3 Courses with 25-75% South Asia Content**). CSA also plans to **develop new courses on South Asian culture and language** that would be taught as short courses in the evenings or during the summer session. These courses will be designed to meet the needs of several types of students, including those in **Business** and **ROTC (Army, Navy, Air Force)**. The ROTC has recently been mandated to include culture courses focused on South Asia and other strategic regions in their curriculum. Local ROTC faculty have expressed an interest in working with CSA to develop appropriate 3 credit courses for their students but these courses would still be open to all students.

C. Depth of Specialized Course Coverage

All CSA affiliated faculty offer in-depth coverage of South Asia in their intermediate and graduate level courses. LCA has the highest concentrations of such courses including literary,

cultural and religious studies of India, Pakistan, Tibet, Nepal, Sri Lanka and Bangla Desh. Other courses in specific academic disciplines, such as history and political science, economics and sociology, anthropology and archaeology, communications, etc. are found in their respective departments. The **high quality of South Asian studies** at the university of Wisconsin is reflected in the number of **papers presented by graduate students and faculty** at the annual Conference on South Asia in Madison and at other national and international conferences, as well as the overall **publications** of the faculty (**See Appendix 2 “Faculty Biographies”**).

CSA also plays an important role in improving the quality of instruction by providing support for seminars and for bringing internationally renowned scholars to campus for our weekly **lecture series**. These scholars also give additional lectures for specific courses, allowing our undergraduate and graduate students access to leading scholars in the field. In the upcoming funding cycle this program will be continued. The tentative topics include **seminars** on international political economy, national security, religion and fundamentalism, and education. CSA also provides **films and course materials** that are used by multiple departments across campus, including the Teachers Education program (through WIOC) and Business School (CIBER).

In addition to CSA affiliated faculty, there are numerous faculty on the campus whose teaching extends into the areas of South Asia, such as M. Chamberlain (History) who teaches general introductory courses on Islam, and Flagg Miller (Anthropology) who teaches Islamic religious traditions, particularly the use of cassette taped sermons by people such as Osama Bin Laden. His research is currently focused on the analysis of such sermons and their impact on political movements and terrorist acts. This type of study is directly relevant to issues of **national**

and homeland security and our students are able to learn about these topics from leading scholars in the field and not just from textbooks.

D. Interdisciplinary Courses

Many of the faculty who specialize in South Asia have **joint appointments** or teach interdisciplinary courses that meet the requirements of two or more departments. Courses in South Asian Folklore taught in Anthropology, South Asian Art History is taught in the Art History Department, etc., meet LCA requirements in addition to those of their host department. Courses taught in Religious Studies, Global Studies, International Studies, and International Business meet requirements in several departments including campus-wide breadth requirements.

E. Pedagogy Training

The University of Wisconsin requires that all instructional assistants undergo **pedagogy training prior to the beginning of each semester** and also throughout the course of the semester. This is mandated by university policy as well as by the TA union. This training also includes sessions on how to recognize and deal with **sexual harassment** and how to be sensitive to issues relating to **religion and ethnicity**. TAs for non-language instruction are provided additional guidance from faculty during the course of the semester and each department has a specific **mechanism for maintaining and documenting this training**. In the past, CSA has provided support for language instructors to participate in workshops and pedagogy training and has included this in the new funding cycle as well.

4. Quality of Applicant's Language Instructional Program

A. Instruction in South Asian Languages

Languages Offered: Currently the Department of Languages and Cultures of Asia (LCA) offers five modern and two classical languages during the academic year. Modern languages include: Hindi, Urdu, Telugu, Tibetan, Persian; and classical languages are Sanskrit and Pali. Beginning in 2003, with the inauguration of the South Asian Summer Language Institute, (SASLI) LCA increased its language offerings to coordinate with the summer program. The additional languages include Bengali, Tamil, Malayalam, Marathi and Gujarati. Beginning in 2006, SASLI may start offering Pashto, and in 2007 is planning to offer Sinhala. By offering Pashto in the summer, the plan is to gradually build interest in this language and eventually begin offering it in the academic year (year 3 and 4). Depending on the hiring priorities of LCA, it is also possible that Sinhala may be introduced into the academic year curriculum with institutional support from the College of Letters and Science.

Student Enrollments: The enrollments in language courses during the academic year and summer are presented in **Appendix 3, page 73**. Based on the trajectory of the past three years, enrollments in both the academic year and summer are expected to rise. In collaboration with SASLI, LCA, and the International Institute, CSA has developed strategies to accommodate both increasing numbers of students and the addition of new languages.

B. Levels of Language Training

Levels of Language courses: Languages taught during the academic year are offered at four levels: first year, second year, third year, and advanced readings. Each semester special **language conversation tables** are organized outside of class time for students at all levels to

gain practice in **speaking the target languages**. During the summer SASLI program, most languages are only taught at the elementary and intermediate levels in order to encourage students to enroll in study abroad programs where they can get advance training through Overseas Resource Center programs in South Asia itself. Because Nepali and Tibetan language programs in Nepal were discontinued due to security issues, in 2005 SASLI offered third year instruction in these two languages. Third year will continue to be offered in any language not available in study abroad programs.

Area Studies courses in South Asian Languages. **Advanced reading courses** constitute the fourth level of language training and are taught in the target languages. Currently LCA has three courses taught in Urdu, Hindi, and Telugu; “Urdu Prose Fiction in the Indian subcontinent”; “Religious and Love Poetry in Medieval Hindi,” and “Proseminar, Classical Texts, Medieval Commentaries, Modern Theories in Telugu Literature.” Special readings courses taken as **independent studies** are available for students who need to read literary and historical texts that are relevant to their dissertation research.

C. Availability of Language Faculty and Teaching Staff

Language Faculty and Instructors. All language teaching in LCA is supervised by one of the tenure-line faculty and a pedagogy specialist who has been hired to monitor all of the less commonly taught languages offered in departments with LCTLs. During the past funding cycle, first and second year language classes were taught by various levels of instructors (**see Appendix 3**) including tenured faculty, lecturers, and LCA graduate students who were employed as Teaching Assistants. In 2005, with support from CSA and the College of Letters and Science, Urdu, Hindi, and Tibetan lecturers replaced the Teaching Assistants in order to provide higher quality instruction in these important languages.

Language Pedagogy. One of the most important improvements in language training in LCA has been the institutional support for a full time language pedagogy specialist, Dr. Erlin Bernard, who helps to coordinate language training during the academic year. SASLI offers a one-week pedagogy workshop organized by the South Asia Language Resource Center (SALRC) and SASLI, prior to the beginning of classes. Pedagogy training for SASLI instructors then continues with Dr. Robert Bickner, linguistic and pedagogy specialist, through support from the SALRC. Through both of these sets of pedagogy training, language instructors during the academic year and in SASLI now employ various teaching strategies to ensure maximum exposure to the cultural context of language use. They also have shifted successfully from grammar-based teaching to proficiency-based communicative approaches. Language instructors are developing innovative teaching materials to enhance spoken language abilities that are essential for future research, teaching, and careers in business and government

The results of this language pedagogy, during the summer and the academic year are seen in a **standardization** of course syllabi, **comparable course content** between languages taught at the first through advanced levels (speaking, listening, reading); the development of **entry and exit tests** for language skill evaluation; and the use of standard **Unicode fonts** for computer delivery of language exercises and tests. LCA and SASLI language courses make extensive use of the Desire2Learn / Learn@UW online course system for currently enrolled students and faculty. Each instructor uses this program to post the class syllabus, web links, audio/video files, dictations, handouts, study guides, alphabets, and/or conversation drills. In addition, LCA and SASLI websites are used to post the objectives/goals of each language course offered. The SASLI website also includes textbooks and faculty bios as well as short teaching demonstrations via video. SASLI is developing **language learning materials** in Unicode fonts that will become

available on the **public access** SASLI website and an Urdu video project is also in the development stages to be posted on the SASLI website upon completion.

D. Quality and Assessment of Language Program

Model of Instruction. There are many different ways to teach language, and LCA language faculty, lecturers and the pedagogy specialist work closely together to implement the **most effective and up to date methods**, with specific implementation of the **communicative approach**. All instructors use materials and classroom strategies designed to provide students with competency in **reading, writing, speaking, and aural comprehension**. With this new approach, after the first four weeks of elementary teaching, beginning students are able to carry on conversations, read basic texts in the target language script and comprehend simple conversation developed by the instructors. In addition to the in-class teaching, the development of **computer based exercises and the availability of online newspapers, videos**, etc, allow students to practice their language abilities anywhere on campus. The very successful implementation of **language conversation tables** for each of the languages taught during the academic year has allowed students to interact with native speakers and improve their speaking and aural comprehension. CSA continues to assist in the logistics of arranging locations and times for the language tables. When combined with the continued input from pedagogy training, these approaches have dramatically increased the quality and content of language instruction.

Adequacy of Resources for Language Teaching. With support from CSA and SLARC, academic year and SASLI instructors have been developing and refining numerous different types of language teaching materials. Newly developed and updated Elementary and Intermediate textbooks in Hindi (Virendra Singh and Mithilesh Mishra), Elementary Urdu (Ashok Rajput), all three levels of Nepali (Bhudendra Joshi), and Elementary and Intermediate

Gujarati (Babu Suthar) are available for teaching during the summer and the academic year. All of the languages taught during both sessions have access to language labs with audio, video, and web resources. It is our long-term goal to make all developed resources available to a larger public through the web. Instructors in the academic year also use web-based programs developed by other NRCs and SALRC, such as “A Door Into Hindi” (University of North Carolina) and various websites relating to Gujarati, Urdu, Tibetan and Nepali. In the next funding cycle CSA will continue to work with SASLI, SALRC and other consortium members to continue development of new and innovative teaching materials.

Language Proficiency Requirements. Students who wish to study languages at the intermediate and advance levels must take language **proficiency tests** that have been developed by **LCA and SASLI instructors**. At present there are no nationally accepted or standardized tests available for South Asian languages, but CSA is working with **SASLI and SALRC** to help develop such tests. SALRC has a timetable for developing tests in Hindi: 2005-2008, Urdu: 2006-2009, and Tamil: 2007-2010. LCA and SASLI language instructors will be collaborating with SALRC to **classroom test** these developments. In the academic year, students in the Ph D program must pass a language proficiency exam that is required as part of the preliminary exam process before advancing to dissertation candidacy.

5. STRENGTH OF LIBRARY

A. Library Holdings

Wisconsin’s General Library System (GLS) actively supports a significant South Asian collection that promotes and aids research at the campus, regional and national levels. As of January 2005, South Asian language holdings made up **47%** of the Library’s Asian language

collection and database statistics reveal that Library holds close to **140,000 titles** in the languages of South Asia, broken down by language in the table below:

A comparison of Wisconsin's South Asian language holdings with those of our CIC peers demonstrates our unique standing; we are second only to Chicago in terms of holdings and first among the public universities. Statistics also show that we have the strongest cataloged regional collections in the lesser taught Dravidian languages of Kannada and Telugu.

While the Library maintains South Asian language collections in **17 languages**, current collecting focuses on the following languages: Hindi, Nepali, Pali, Sanskrit, Telugu, Tibetan and Urdu, primarily vendored through the cooperative acquisitions program operated through the U.S. Library of Congress Field Offices in New Delhi and Islamabad.

Regardless of language, our South Asia subject collections are both currently and historically strong in the areas of the humanities and social sciences. The North American Title Count of 2001 (comparing all major research libraries of U.S. and Canada) lists Wisconsin's Library as having the strongest collection in the BL call number **range** (the class that includes Hinduism, Jainism, Sikhism, etc.), the second strongest national collections of Indo-Aryan and Dravidian languages and literatures (parts of PK and PL classes respectively), and the third strongest collection on Buddhism (BQ).

In the 1980s, the Library began a South and Southeast Asian **video archive**; this unique resource continues to be developed and nurtured. For example, in the FY 2004-2005 over 100 new Tamil language DVDs were added to the collection while a number of older Hindi language videos on VHS tapes were upgraded to more stable DVD formats.

The Library currently subscribes to over **1400 current serials** published in or directly concerned with South Asia, including a significant portion of governmental publications from all

South Asian regions. Where possible, the Library is focused on gaining **electronic access** to periodical literature; a rough estimate would suggest that the Library directly subscribes to 75 periodical titles of South Asian content in electronic format but this would not include the vast majority of electronic titles included in the electronic database aggregators.

B. Institutional and Financial Support

The General Library System supports the South Asia collection with an estimated personnel budget of **\$114,193**. This personnel budget includes: one FTE South Asia Bibliographer (originally supported by the CSA); one FTE original cataloger; one FTE copy cataloger; one FTE student cataloger; and one FTE student assistant. The annual South Asia collection budget has remained stable for the past 6-7 years; the 2004-2005 annual allocation was \$73,442. The Center also allocates funds for the acquisition of highly specialized resources; in the last grant cycle, the Center supplemented the GLS budget by \$6,000.

C. Cooperative Arrangements

In addition to the Library of Congress Cooperative Acquisitions Program referred to above, the Library also participates in the following cooperative arrangements:

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

In 2005, the Library began a new project to identify and evaluate the state of **periodical indexing** for South Asian material. Begun with \$15,000 funding from UW’s International

Institute (with an additional \$15-18,000 more expected from outside sources by the end of 2005), the *Guide to the Indexing of South Asian Periodical Literature* will be freely available on the Web in early 2006. It is intended that findings from this initial phase will inform a larger project for the actual indexing of South Asian periodical literature; external grants have already been submitted to begin this larger project.

Access to collections:

The General Library System's collections are open to the public. In addition to long-standing agreements for affiliates of UW-System schools, borrowing privileges are extended freely to state, county and city employees, affiliates of local colleges, faculty from Wisconsin's private colleges, and Wisconsin K-12 educators. For a nominal annual fee, Wisconsin residents and corporations can also gain borrowing privileges. CIC-affiliated graduate students and faculty can avail themselves of reciprocal access and borrowing privileges. Furthermore, the GLS actively participates in regional and national interlibrary loan programs.

6. Quality of Staff Resources

A. Teaching Faculty and other Professional Staff

The strength of CSA language and area studies faculty and professional staff can be demonstrated in the following tables:

CSA Affiliated Non-Language Faculty		
Faculty Titles	# of Faculty and Disciplines Covered:	
Professor	10	2-Anthro/Arch (1 also Folklore), 1-Art History, 1-History, 2-Literature (1 also Folklore), 1-Medicine, 1-Religions, 1-Sociology
Associate Professor	4	1-Comm Arts, 1-Medicine, 1-Religions, 1-Theater (also English)
Assistant Professor	8	1-Business, 1-Comm Arts, 1-Geology and Geophysics, 1-Political Science, 1-Religions, 1-Urban Planning, 1-Women's Studies (also Consumer Sci)
Lecturer	1	Art History
*Vacant or Authorized to search	5	1-Modern South Asian History, 1-Tibetan Buddhism, 1 Islamic Art History, 1-Law (Legal History of South Asia), 1-Persian / Islamic Culture

Academic Year - CSA Language Faculty and Instructors

Level	Language(s)	Instructor
Elementary	Hindi, Persian, Sanskrit, Telugu, Tibetan, Urdu	4-Lecturers; 1-Faculty (Sanskrit) 1-Teaching Asst (Telugu)
Second Year	Hindi, Malayalam, Persian, Sanskrit, Telugu, Tibetan, Urdu	4-Lecturers; 2-Faculty (Sanskrit, Malayalam), 1-Teach Asst (Telugu)
Third Year	Hindi, Persian, Sanskrit, Telugu, Tibetan, Urdu	4-Lecturers; 1-Faculty (Sanskrit) 1-Teaching Asst (Telugu)
Advanced Readings	Hindi, Persian, Sanskrit, Tibetan, Urdu	6-Faculty
SASLI (Summer) Language Instructors		
Elementary	Bengali, Gujarati, Hindi, Malayalam, Marathi, Nepali, Sanskrit, Tamil, Telugu, Tibetan, Urdu	11-Lecturers (up to 11 Faculty/Teaching Assts)
Second Year	Bengali, Gujarati, Hindi, Malayalam, Marathi, Nepali, Sanskrit, Tamil, Telugu, Tibetan, Urdu	10-Lecturers (up to 11 Faculty/Teaching Assts)
Third Year	Nepali, Urdu	2-Lecturers

CSA Professional Staff		
Director CSA Director SASLI	J. Mark Kenoyer	Faculty, Anthropology, 4 years prior experience as dept Chair, Pres. American Institute of Pakistan Studies
Assistant Director CSA Assistant Director SASLI Undergraduate Advisor	Sharon Dickson	Academic Staff; BA English, Univ of Wisconsin-Madison; 29 years administrative experience at Wisconsin; appointed 1981
Outreach Coordinator CSA	Rachel Weiss	Academic Staff; MA South Asian Studies; 9 years experience living and working in India; Fluent: Tamil, appointed 2001, currently studying Hindi
SASLI Student Services Coordinator	Laura Hammond	Academic Staff, BA Art; Univ of Washington-Seattle; travel/work experience in Indonesia, Italy, Taiwan, and U.K.; appointed 2002
Language Pedagogist	Erlin Barnard	Instructional Associate; PhD 2005 Univ of Singapore, appointed Fall 2004
Bibliographer	Mary Rader	Academic Staff, MA 2002, University of Texas at Austin, appointed Fall 2004

Overseas and Professional Development Opportunities: CSA maintains membership in the American Institutes of Bangladesh, India, Pakistan, and Sri Lankan Studies, providing opportunities for faculty to compete for overseas research grants. In addition, Wisconsin provides overseas travel funding for faculty on an alternate year basis. Professional development opportunities are provided to CSA faculty through Wisconsin course development grants and sabbaticals, each includes either a semester or a full academic year of leave. CSA faculty are also closely associated with the Wisconsin Office of International Academic Programs (study abroad) and contribute to the organization and implementation of programs in India. Faculty also serve as

on-site advisors to the programs. In the proposed grant period, we intend to offer professional development opportunities for language instructors through travel funding to participate in workshops offered by the South Asia Language Resource Center.

Teaching, Supervision, and Student Advising: CSA faculty in Letters & Science are required to teach 2 courses per semester. At the Associate Professor level, faculty may accept graduate students to supervise through the MA and PhD program. The number of students under supervision varies depending on department; the minimum is generally 3 MA and 3 PhD students in any academic year. Faculty are required to maintain office hours each week to meet with students in courses. Generally this will be a minimum of 4 hours per week or 60 hours **per** semester. MA and PhD advising can be averaged at 1 hour per week per student or approximately **90 hours per semester**.

B. Program Oversight Arrangements

The **CSA Advisory Committee** (AC) consists of the faculty Director, the Assistant Director, one elected faculty representative from Languages and Cultures of Asia, three elected faculty representatives from non-language departments, the Bibliographer, and the Outreach Coordinator. The Advisory Committee meets **monthly** throughout the academic year. Recent accomplishments of the Advisory Committee include a comprehensive statement of purpose and strategic plan for the Center, and internal and external assessment plans. CSA is within the oversight of the Dean of the College of Letters & Science, and benefits from membership in the International Institute.

In addition to the **faculty director**, there are **four professional academic staff**: Assistant Director, Bibliographer, Outreach Coordinator, and Student Services Coordinator (SASLI); there

are **three administrative staff**: Conference Coordinator/Receptionist, Web Designer, Financial Specialist; and one **student assistant** for CSA/SASLI.

C. Nondiscriminatory Employment Practices

All position vacancy listings at Wisconsin include the following notice: **“Wisconsin is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.”** CSA includes this notice in all position vacancy listings, and the application process for academic staff, civil service, faculty, or student positions is **“blind”** in that no information is requested regarding race or ethnic minority, religion, gender, disabilities, or sexual orientation. Applicants are ranked and selected according to qualifications only. Each hire includes a written report to Human Resources to show that we have complied with equal opportunity/affirmative action requirements.

7. OUTREACH

For the proposed grant period, we have developed a goal-oriented strategic plan to meet the needs of our three primary constituencies at the local, regional, and national levels.

A. Elementary and Secondary Schools

In the last four years we have concentrated on building a dynamic K-12 outreach and teacher-training program based on the following goals:

Constituent	Goals	Programs to Meet these Goals
K-12 Teachers	<ul style="list-style-type: none"> -Improve the quality of curriculum materials on South Asia in the elementary and secondary classroom. -Meet the needs of PI-34 Wisconsin Quality Educator Initiative; a program of Professional Development Planning for teachers. -Provide national access to teacher resources through the Web. -Train educators across the state to serve as mentors to their peers 	<ul style="list-style-type: none"> -Fulbright Hays Group Projects Abroad/Curriculum Development (at least 2 from 2006-2010) -Thematic Workshops (Bi-Annual) -International Children’s and Young Adult Literature Conference (Annual) -Presentations at Teacher Conventions (+10 annually) -Develop multi-media resources available on the Web. -Collaborate on WIOC annual thematic teacher workshops with NRC partners.

Pre-service teachers	-Collaborate with the School of Education for greater teacher-readiness to teach about South Asia	-With WIOC, collaborate on insertion of area courses in the new Global Perspectives requirement in the School of Education. -Contribute to a seminar on international curriculum for fifth year education students.
K-12 students	-Offer enhanced learning experiences for students so that they develop multiple perspectives about the people, culture, and history of ancient and modern South Asia.	-Continue invited presentations in area schools, offered by faculty, graduate students, and the Outreach Coordinator.
State-wide policy makers	-Assist the State Department of Public Instruction to interface with legislators and the general public.	-Outreach Coordinator maintains a working relationship with global educators around the state.

In Summers 2003, and 2005, CSA completed **Fulbright Hays Group Projects Abroad curriculum development programs** (GPA) that allowed **30** K-12 teachers from across the state the opportunity to travel to India for an in-depth, first-hand work-study experience. Each of these programs included **faculty** pre-departure training seminars on such topics as the Indus Valley, the pre-modern to modern history of India, the politics of South Asia, the diversity of South Asian religions, caste and class in India, and women's issues and perspectives. The result of each project has been partnership between the **CSA faculty** and Outreach Coordinator, and K-12 teachers for the development of multi-media curriculum materials. **CSA faculty** members have served as editors to the teacher curriculum projects. With the posting of the curriculum materials on the CSA web site, we have extended our **regional collaboration with teachers to the national level and beyond.**

Since 2001, CSA Outreach Coordinator Rachel Weiss has served as the Co-Chair of the **Wisconsin International Outreach Consortium** (WIOC), a consortium of 10 Madison and Milwaukee NRCs. She created and organizes the annual WIOC **International Children's and Young Adult Literature Conference** for elementary and secondary reading teachers that is held November each year. In an effort to internationalize state-wide reading curricula, award-winning

authors who represent different world areas are invited for an interactive workshop. Each year the *South Asia* author (**Suzanne Fisher Staples, Rukshana Khan, Deborah Ellis, and Uma Krishnaswami**) has spent the day prior to the event in **local schools** where they meet and interact with various level of students. In the past 4 years, more than **300** educators, pre-service teachers, and undergraduate and graduate students from Wisconsin and northern Illinois have attended the conference.

In the next funding cycle, **CSA** will also collaborate with the recently developed **WIOC/ Wisconsin School of Education** project to better prepare undergraduate pre-service teachers for teaching about the world. WIOC will work with students of large first-year education classes, such as “Introduction to Education,” to raise awareness of available introductory classes in area studies that might fulfill the **new Global Perspectives requirement in the School of Education**. Additionally, WIOC plans to create special discussion sections that cater to education students within large area studies classes, such as “Civilizations of Modern India,” and “Introduction to the Cultures of Asia,” courses taught by CSA faculty **Joe Elder**. In their fifth and final year at Wisconsin, student teachers will participate in a seminar to review their experiences and will work with Rachel Weiss, who will provide strategies on internationalizing their curricula.

In April 2005, WIOC sponsored the first **thematic cross-area workshop**, titled “Islam around the World.” CSA’s faculty member **Andre Wink** contributed to the planning of the workshop and gave an inter-active presentation, which also included faculty from the Wisconsin East Asia and Southeast Asia NRCs. More than **30 educators** from South-Central Wisconsin attended the workshop. Each participant received graduate credit for attending the 3-sessions, for which they wrote one lesson plan based on their learning outcomes. Future topics include:

Globalization and Trade in an Open Market, Health Issues Facing the Globe, Hot Topics: Immigration, Trans-Nationalism, and Terrorism, and Media Since 9/11. CSA **faculty** will be involved in all phases of these seminars.

B. Post-Secondary Institutions

CSA's plans to provide quality outreach to postsecondary institutions include:

Constituent	Goals	Programs to Meet these Goals
Post-Secondary Training	<ul style="list-style-type: none"> -To provide a forum for interaction among scholars of South Asia across the nation -To provide visual curricular materials -To provide collaboration among scholars at the local level, especially those not focused on South Asia 	<ul style="list-style-type: none"> -Annual Conference on South Asia -Documentary Film Series -Invited Lectures and Symposia

2005 marks the 34th year CSA has organized and hosted the **Annual Conference on South Asia** with a total participation of 500-550 **national** and international scholars. The conference provides a forum to bring together faculty from 2- and 4-year colleges and universities and research institutions. A minimum of 6 **CSA faculty** serve on the program planning committee for The Annual Conference.

The Center continues to produce and distribute over 35 **documentary videos nationally**, and to a lesser extent, internationally. Average annual sales total over 200 DVDs and videos. Recent acquisitions to the collection include: *Tulsidas and the Fire of the Veda*, and *Banaras Muharram and the Coals of Karbala*. A new service that CSA is developing is the web delivery of **free photographic images** of South Asia for educational use by schoolteachers in preparing powerpoints and other teaching materials. Many of these images have been donated to the Center by alumni and current faculty.

C. Business, Media, and the General Public

To meet the needs of our third group of constituents, CSA has set the following goals:

Constituent	Goals	Programs to Meet these Goals
Media and Business	<ul style="list-style-type: none"> -Provide conversational language and culture skills for business professionals. -Contribute to professional trade internships and business faculty professional development in technical schools -Provide informative and positive materials for media stories -Provide timely and accurate information to media regarding high profile activities in South Asia 	<ul style="list-style-type: none"> -A course in Hindi-Urdu for business evening MBA students (Collaboration with CIBER) -Collaborate with CIBER on pre-departure orientation for internships sponsored by the Wisconsin World Trade Center -Develop an NEH Summer Seminar or Fulbright Hays Group Project Abroad for technical school business faculty -Serve as a point of interaction between faculty and the media
Community and Civic Groups	<ul style="list-style-type: none"> -Provide meaningful interaction with the public to foster a greater understanding of the history and cultures of South Asia. 	<ul style="list-style-type: none"> -Offer a weekly lecture series that includes topics of interest to the general public -Co-Sponsor the Music of India Series with Indian Graduate Student Association -Collaborate with museums and community groups to offer performances and exhibits

In November 2004 and 2005 CSA co-sponsored an event with **Wisconsin CIBER**, and the **Madison International Trade Association** “Doing Business in India” for business owners in **Wisconsin** interested in doing business in the region. CSA will continue to partner with CIBER, the Centers for East Asia, Russia and Eastern Europe, and Latin American Studies to develop a business outreach program to be held in 2008 in conjunction with the UW-CIBER forum on the new world **economic powerhouses of Brazil, Russia, India, and China (BRICS)**.

CSA faculty have provided critical expertise for local and regional **media** and government, particularly in 2005 in response to the Tsunami in South and Southeast Asia. Faculty will continue to provide expertise to local, regional, and national radio stations, newspapers, and television stations such as the Wisconsin Public Radio program “Here on Earth.”

D. General Public

CSA will continue to offer a weekly lecture series of interest to the general public as well as the scholarly community. We will also continue to provide sponsorship of local public performances and exhibits that promote a better understanding of South Asian language and culture.

8. PROGRAM PLANNING AND BUDGET

A. Quality of Activities

Since 1959, the Center for South Asia (CSA) has maintained status as a nationally recognized center of high quality teaching and research in South Asian studies, specialized **training in modern foreign languages** of South Asia, and an extensive **outreach program** that includes **teacher training activities**. We have acquired such status through Wisconsin's strong commitment to South Asian language and area studies and by continuous funding from the U.S. Department of Education Title VI program. With NRC and FLAS funding from Title VI for the proposed grant period, 2006-2010, we will **strengthen our capacity to train experts in the less commonly taught languages and area studies** who will contribute to the needs of the U.S. government, academics, businesses, and institutions through improved programming in language instruction, area studies, and outreach. As noted in Section 9 "Impact and Evaluation," we have a deliberate plan of on-going evaluation to measure our effectiveness and investment of resources. Such evaluation will allow us to ensure that we provide only high quality activities.

B. Timeline

We have established the strengthening of ongoing activities and the incorporation of new activities within the proposed grant period as follows:

Language Instruction:

Year 1: An introductory course in Hindi-Urdu for business in India will be added.

Year 1: An introductory course in Hindi-Urdu for ROTC will be added (this will be expanded to Pashto in Years 3 and 4).

Year 1: Increased NRC partnership and institutional funding for Tibetan instruction from the elementary to third year levels. CSA contribution will be reduced from 47% to 33% in Year 1 of the grant period and will continue at 33% for Years 2, 3, and 4.

Years 1-4: CSA will continue 75% funding for Urdu instruction at elementary to third year levels. CSA will seek SALRC funding for an additional 25% funding for Urdu language materials.

Year 3: Increased institutional funding for Hindi from the elementary to advanced levels. CSA contribution to a Lecturer in Hindi will be reduced from 100% to 50% in Year 3.

Year 3: Pashto instruction will begin with 50% funding from the grant.

Years 1-4: CSA will provide funding for language instructors to attend SALRC-organized training workshops.

Area Studies

Year 1: With full institutional funding, searches will hire tenure-track faculty in modern South Asian History, Islamic Art History, Legal Studies, and Persian culture.

Years 1-4: CSA will provide seed funding for tenure-track positions in ancient art history, Islamic art history, cultural geography, and/or development.

Outreach

Year 1: The CSA Outreach Coordinator will contribute to the training of pre-service teachers through participation in the School of Education course "Introduction to Education."

Years 2 and 4: CSA will apply to the Fulbright Hays Group Projects Abroad for continued teacher training curriculum development projects (no NRC funds requested for these projects).

Years 1-4: CSA will develop instructional aids for K-12 teachers and post-secondary faculty such as curriculum units and multi-media materials.

Years 1-4: CSA will provide at least two teacher training workshops that are area-focused teacher workshops on the Madison campus and through the Annual Conference on South Asia. CSA will also contribute expertise and resources annually to thematically-focused workshops offered by the Wisconsin International Outreach Consortium (WIOC).

Years 1-4: CSA will provide at least one annual performance or exhibit accessible to the general public to increase understanding about South Asia,

C. Cost of Proposed Activities

Our proposed budget reflects careful selection of Title VI-funded activities to meet the objectives of the NRC and FLAS programs. To that end, we seek to offer **less-commonly taught languages** in both the academic year and summer that are relative to our faculty specialties and an effort to train specialists in a variety of South Asian languages as training for a variety of careers. For example, we are already negotiating greater institutional funding for **Hindi**, so that we may offer **Pashto** in the third and fourth year of the grant. We remain committed to offering **Urdu** at the elementary through advanced levels and to assisting in the continued study of modern **Tibetan** to complement a variety of disciplinary studies. We are requesting a part-time appointment for Hindi-Urdu so that we may develop and offer introductory courses to **ROTC** and **business students**. We are requesting travel funding for our language instructors so that they may attend **SALRC-sponsored** training workshops to remain on the cutting-edge of language teaching methods.

We have been successful in assisting our institution to expand **South Asian studies** to additional disciplines through seed funding for positions. Such funding resulted in our ability to

acquire a South Asia political scientist after many years without such a position. We are asking for seed money to contribute to tenure-track positions in **classical art history, cultural geography and/or development studies**. An important aspect of funding for area studies is continued strength in the **library collection**. We propose an annual contribution from Title VI for **special acquisitions** beyond the general library budget for South Asia collecting.

Teacher training activities are located in our highly successful outreach program. For the next four years we have developed a goal-oriented plan to increase our relationship with **K-12 and post-secondary teachers, for business and media, and the general public** throughout the state and Upper Mid-west Region. We request partial funding for an Outreach Coordinator and Outreach Assistant positions, with matching funding from **fee for service programs** (especially our well-known documentary film series). We request funding for WIOC and CSA teacher-training programs, performances, exhibits, and World Languages Day and will seek matching funding from the institution through specialized grants or external organizations.

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

We request funding as a Comprehensive Center, including FLAS, in order to strengthen focus on South Asia in Wisconsin academic programs at the **B.A., MA, and PhD** levels. We will do this specifically by **expanding our offerings in language and area studies** to include ROTC (B.A./B.S.) business students (B.A./B.S. and MA), education (B.A.) and area specialists (PhD) in a greater number of disciplines and career paths.

9. Impact and Evaluation

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

Wisconsin has *contributed to the pool of U.S. specialists on South Asia* through the training of **233** degree recipients in the last five years. This includes **138 Bachelor's, 64**

Master's, 1 J.D., and 30 PhD recipients who have completed a program of study including 15 credits or more of courses with emphasis on South Asia. All of the reported Master's and PhD students with 15 or more credits in South Asian studies will also have completed at least two years of language study, but more typically three or more years of language study, and a thesis or dissertation on South Asia.

In the last five years, **143 students** from *across the nation* have completed the Wisconsin **College-Year-In-India or College-Year-In-Nepal** program, including two years of language study and completion of an individualized research project in India or Nepal. The LCA has *improved the pool of U.S. language-specialists* by training **1,393 students** in Elementary to Advanced levels of Hindi (771), Sanskrit (118), Telugu (101), Tibetan (193), and Urdu (308) in the academic year.

Since 2003, CSA has served as host to the national language program **SASLI** (South Asia Summer Language Institute), contributing to the *U.S. pool of language specialists* in elementary to second-year levels of Bengali (13), Gujarati (10), Hindi (111), Marathi (3), Nepali (16), Sanskrit (6), Tamil (38), Telugu (7), Tibetan (18), and Urdu (24). Data collected from SASLI 2003, 2004, and 2005 indicates that SASLI has trained an equal number of undergraduate and graduate students in these languages.

CSA has made a considerable contribution to the *training of Wisconsin K-12 educators* through assistance from Fulbright-Hays Group Projects Abroad grants. Twenty-eight teachers have participated in two CSA sponsored 9-month curriculum development projects based on five weeks of experiences in India. These projects are now available on the CSA web site and linked to the Outreach World web site, expanding the contribution of CSA *teacher training to the*

nation and beyond. In addition, CSA has organized a minimum of two teacher-training workshops per year.

With the implementation of the Federal EELIAS web-based reporting system for NRC activities, CSA has developed a program of systematic data collection on participation rates for CSA sponsored events such as the Annual Conference on South Asia, invited lectures for both the academic and general community, performances and exhibits, and sales of the CSA documentary film series. For example, data on the Annual Conference on South Asia in 2003, 2004, and 2005, informs us that we are *impacting the nation* through participation of an average *583 post-secondary teachers and affiliates from 191 colleges, universities, NGOs, and federal programs*. We are using the data from all events as indices to expand or limit the dedication of CSA resources to these events.

Equal Access Policies

CSA remains vigilant in providing equal access and treatment for eligible students and other project participants. To comply with **Section 427 of GEPA**, we have consistently followed a policy to promote the *full realization of equal access and opportunities for minorities, women, and persons with disabilities*. For example, women represent 39% of the South Asia faculty at Wisconsin. Our 2005 Group Project Abroad included an African-American teacher participant. There are currently two graduate students with disabilities focusing their work on South Asia. Events are only scheduled in buildings that are handicap accessible. Our position vacancy listings and projects such as the Group Projects Abroad clearly include compliance with Section 427 of GEPA.

B. Evaluation Plan

As a National Resource Center and FLAS granting program, CSA has developed an educational and outreach program that directly addresses the GPRA objective to **contribute to the U.S. capacity to produce experts in less commonly taught languages and area studies capable of contributing to the needs of the U.S. government, academic, and business institutions.** To determine our contribution to the GPRA objective, we have developed a deliberate five-step *internal plan to measure our performance (including 2 external reviews now completed).*

Step 1	Define educational/programmatic goals and objectives
Completed	Strategic Plan developed. Goals identified: -Educational goals: to provide high quality disciplinary and area training to graduate and undergraduate students that will produce experts in less commonly taught languages and area studies who will contribute to the needs of the U.S. government, academic institutions, businesses, and the K-12 arena -Programmatic goals: to provide high quality outreach programming that will further understanding of the South Asian region for post-secondary faculty and students, K-12 teachers, business, media, and the general public
Step 2	Determine instruments and methods needed for assessing student and program achievement
Identified	Eleven instruments: -Student performance in language instruction based on pre and post testing. -Student enrollments in courses: language, area, and interdisciplinary. -Student placements; graduate and undergraduate. -Detailed attendance reports for outreach and invited lectures. -Detailed attendance reports for annual conference. -Surveys to determine user satisfaction: academic and outreach. -External peer evaluation (with financial assistance from the Dean). -External professional evaluation. -SASLI evaluation: to be completed by sister program SEASSI. -Level of institutional support. -SASLI annual reports including multiple data sets.
Step 3	Determine how results will be disseminated
Plan	-Ongoing Faculty Advisory Committee meetings (monthly) -Annual CSA report to be distributed to deans, faculty, and staff -Annual EELIAS reports to IEPS -Annual SASLI report to Board of Trustees (in place)
Step 4	Develop a timetable for assessment plan implementation
Plan	- October 2005, 2 External Peer Evaluations (completed); to establish a starting point for analysis of language, area, and outreach programming and administration -January 2006, submit assessment plan to Office of Quality Improvement for review and revision

	-March 2006, SEASSI evaluation of SASLI -Beginning in May 2007, submit an annual report to College and International Studies deans -Fall 2008, Professional External Evaluation to measure outcomes based on data accumulated from October 2005 to October 2008 -Every October, SASLI annual report (in place)
Step 5	Revise program based on results of assessments
	Ongoing

In Spring 2008 we will coordinate with other NRC/FLAS Centers at Wisconsin to carry out a **comprehensive external review** of all the Centers. Through support from International Studies and Programs, we will hire a **professional evaluation agency** to come to Madison for three days in order to evaluate our individual and combined effectiveness in teaching, research, and outreach. The agency will be contracted to produce an objective written report on the work of our Centers, focusing on quantifiable, outcome-measure-oriented data. This agency will also evaluate our data collection methods and make recommendations for improved procedures.

Implementing Evaluation Results regarding Graduate Students

In Spring 2005, we began a project to track the placements of **CSA FLAS awardees** since 1981. We have already identified placements of 100 (33%) of those students. From the sample of 100 graduate students receiving FLAS, our results tell us that **58%** of graduates have been placed in **faculty positions** in higher education within the United States; **20%** are placed in the **private sector** (notable professions: physicians, medical administration, businesses, and law); 10% are continuing studies; **5%** are placed in **NGOs**; 5% are unknown or out of the labor market; and **2% are in positions within the U.S. government**. In the proposed grant period, we will continue to develop this database.

We are also currently in the process of training in the new Wisconsin InfoAccess program (web-accessible data) that will allow us to **produce annual data reports on graduate placement**. Information that was only accessible to us via Wisconsin computer programmers,

will now be available to us through a variety of queries that can be produced in our office. We intend to implement data tracking into the existing administrative positions in our office so that we can maintain graduate placement data on an ongoing basis.

In Spring 2005, **FLAS Fellowship applicants** were required to provide information on their intended career. The faculty review committee was instructed to consider the need to train those students who will terminate at the Master's level and contribute to the needs of **U.S. government and business, as well as education**. This policy will remain in effect through the proposed grant period.

10. FLAS AWARDEE SELECTION PROCESS

A. Advertisement

Graduate students in **all disciplines and professional schools** are eligible for the Center for South Asia Foreign Language and Area Studies (FLAS) awards and are encouraged to apply. The annual FLAS Fellowship competition is announced locally via the Graduate School Fellowships Office, the Office of International Studies and Programs Fellowships Office, individual departmental newsletters and bulletin boards, and campus-wide e-mail announcements. Applications are also sent by individual departments to potential new students. We also post the application, instructions including eligibility, and a set of FAQs on our website.

CSA organizes and implements the **national FLAS awards** contributed by each South Asia NRC to **SASLI**. The greatest source of FLAS information for graduate students wishing to study in SASLI is the SASLI web site where the application form, instructions and eligibility, and FAQs can be found. SASLI provides complete information on application procedures, deadlines, and instructions for **SASLI FLAS to all South Asia NRCs** for dissemination to both their own graduate students and regionally.

B. How Students Apply

CSA Academic Year and Summer and SASLI Summer FLAS share the same application procedures. The FLAS application includes a form to complete with information on a) the **language** they wish to study, b) **undergraduate and graduate institutions** where they have studied, citing their **GPA**s, c) **GRE** scores, d) information on all **previous languages they have studied**, e) a **one-page statement of purpose** that clearly defines their need for South Asian modern language study, and f) an indication of their **future career plans**. Applicants must also provide a one-page **language reference** (for any previous language studied) that will demonstrate their ability to learn a language and/or their current proficiency in the language they are applying to study, and two **letters of academic recommendation**.

C. Selection Criteria

The primary criterion for receiving a FLAS award is **academic excellence** as demonstrated by previous undergraduate and graduate grades, GRE scores, and letters of recommendation. From the pool of high-ranking applicants, further selection is made based on the applicant's **need for language study, statement of purpose, and potential achievement** in their selected career. The faculty Review and Ranking Committee also seeks to establish a ranked list of awardees that will include applicants who have indicated that they will pursue a career in the **U.S. government or professional fields**. Under no circumstances are FLAS awards given because of an applicant's language of study, discipline, or resident status. The same selection criteria are used for **CSA Academic Year and Summer and SASLI**.

D. FLAS Selection Committee

The **CSA Review and Ranking Committee** for academic year and summer awards is made up of seven CSA faculty members representing a variety of disciplines and language

specialties. Committee members are rotated regularly to provide well-balanced evaluation coverage and to prevent preferential treatment for any one discipline or language.

The **SASLI Review and Ranking Committee** for Summer FLAS awards includes one faculty member from each SASLI member center. Applications are distributed to these persons in print form with instructions on ranking as described above. SASLI FLAS committee members are rotated regularly also to provide well-balanced evaluation of applicants and to prevent preferential treatment for any one discipline or language.

E. Awards Corresponding to Competitive Priorities

CSA and SASLI propose to invite FLAS applications that meet the FLAS Competitive Preference Priorities as follows:

FLAS Competitive Preference Priority 1: By offering elementary to advanced-level language study in the academic year in modern Hindi, Malayalam, Pashto, Persian, Tibetan, Telugu, and Urdu and at the elementary and second year levels for summer study in modern Bengali, Gujarati, Hindi, Marathi, Malayalam, Nepali, Pashto, Tamil, Telugu, Tibetan, and Urdu, and at the advanced level in Nepali and Tibetan.

FLAS Competitive Preference Priority 2: CSA and SASLI will give some preference to master's degree applicants who are more likely to pursue government service or enter a professional field.

E. Timing of Steps in the Selection Process

CSA and SASLI announce the annual FLAS competition and application materials in **early November** each year. Applications must be received by CSA and SASLI in **early February**. An additional two to three weeks are allowed for all materials to arrive. At the Review and Ranking Committee meeting, each member reviews each file separately ranking each applicant numerically. These numerical lists are then compiled into a collected ranked order

that is then reviewed by the entire Review and Ranking Committee. Tied ranks are resolved at that time. **Notification of final rankings** and the likelihood of an award are then made to applicants when FLAS funding is confirmed.

11. Competitive Priorities

Invitational Priority 1: The CSA Undergraduate Certificate in South Asian Studies (21 credits) strongly encourages at least two years of language study. Undergraduates are also able to study South Asia through the B.A. in LCA (30 credits) and will complete at least two years of language study in that program. Also, undergraduates will combine a disciplinary major with two years of South Asia language study that will meet the language breadth requirement in each of the schools and colleges at Wisconsin.

Wisconsin and CSA serve as host to SASLI. Based on past experience, we anticipate an average 50 undergraduates from across the nation will study South Asian languages in SASLI in every summer of the grant period.

NRC Invitational Priority 2: Faculty affiliated with CSA regularly offer courses to undergraduates and graduates that focus on or include the study of Islamic societies through such disciplines as anthropology, archeology, art history, history, language, literature, political science, sociology, and women's studies.

NRC Invitational Priority 3: The CSA Outreach Program will participate in pre-service teacher training in the School of Education through a specialized area studies curriculum course each year. Education students from the Madison campus and across the nation will also complete the Wisconsin College Year in India and Summer Performing Arts Program in Kerala.

NRC Invitational Priority 4: CSA will collaborate with the SALRC by sending language instructors to participate in SALRC-sponsored workshops and by application for materials

development projects. SASLI will collaborate with SALRC through pedagogical training of instructors every summer. SASLI will also collaborate with SALRC in the development and pre- and post-testing of student proficiency and the development of technological improvements to language instruction such as Unicode fonts. CSA will collaborate with the Wisconsin CIBER on the development of internship programs in India and through a Hindi-Urdu language and culture course for undergraduate and masters level students in business programs of study.

CSA collaborates with the American Overseas Research Programs in Bangladesh, India, Pakistan, and Sri Lanka (AIBS, AIIS, AIPS, and AISLS) to provide advanced training in South Asian languages and research opportunities for doctoral students and faculty.

NRC Invitational Priority 5: CSA will offer a variety of outreach activities to K-12 and postsecondary teachers, business, media and the general public such as teacher-training workshops, Group Projects Abroad, invited public lectures, the Annual Conference on South Asia, documentary film production and distribution, language and culture training, performances, and exhibits.

FLAS Competitive Preference Priority 1: CSA will offer 11 FLAS fellowships in the academic year in the less commonly taught languages Hindi, Pashto, Persian, Telugu, Tibetan, and Urdu. CSA and SASLI will offer summer FLAS fellowships in the less commonly taught languages Bengali, Gujarati, Hindi, Marathi, Malayalam, Nepali, Pashto, Tamil, Telugu, Tibetan, and Urdu.

FLAS Competitive Preference Priority 2: CSA and SASLI will include instructions for the FLAS Review and Ranking Committees that students seeking careers in government service and professional fields must be given some preference in the selection of awardees.