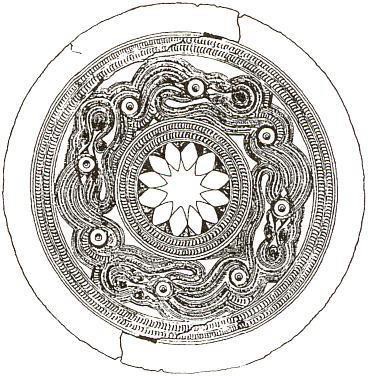
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**APPLICATION FOR COMPREHENSIVE NATIONAL RESOURCE CENTER**

**(NRC & FLAS) 2022-2026**

CENTER FOR SOUTHEAST ASIAN STUDIES

University of Wisconsin-Madison

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Appendix A Bio-Profiles of Faculty, Staff, & Consultants Appendix B. Course Offerings & Enrollments, 2020-2023 Appendix C Letters of Support from Project Partners Appendix D Relevant Position Descriptions

# LIST OF ACRONYMS USED IN NARRATIVE

AAE Agricultural & Applied Economics, Department of (UW, CALS) AAS Association for Asian Studies

ACTFL American Council for the Teaching of Foreign Languages AIFIS American Institute for Indonesian Studies (AORC, Indonesia) ALC Asian Languages & Cultures, Department of (UW) (Sec 2) ASAS Area Studies Alumni Survey (SWEPT, UW) (Sec 7)

AY Academic Year

BTAA Big Ten Academic Alliance (upper Midwest consortium) CALS College of Agriculture & Life Sciences (UW)

CKS Center for Khmer Studies (AORC, Cambodia)

CLS Critical Languages Scholarship (US State Department) CMN College of Menominee Nation (Wisconsin) (Sec 8)

CORMOSEA Consortium on Research Materials for SE Asia (AAS) (Sec 6) COTS Council on Thai Studies (consortium)

COTSEAL Council of Teachers of SE Asian Languages (national) (Sec 2) CSEAS Center for SE Asian Studies (UW)

DL Distance Language (Sec 2)

FIG First-year Interest Group (UW undergraduate program) (Sec 8)

GETSEA Graduate Education & Training in SE Asia (Luce-funding consortium) (Sec 3) GHI Global Health Institute (UW)

GLOWS Global Learning Outcomes at Wisconsin Survey (SWEPT, UW) (Sec 7) IAP International Academic Programs (ID, UW Study Abroad Office)

IB International Business

ID International Division (UW)

IES Institute for Environmental Studies, Gaylord Nelson (UW)

IFLI Indonesian Flagship Language Initiative (NSEP/Boren program at UW) IIP International Internships Program (ID, UW)

IS International Studies (UW undergraduate degree program) L&S Letters & Sciences, College of (UW)

LCTL Less Commonly Taught Language (Sec 2) LPO Language Program Office, (ID, UW)

NSEP National Security Education Program (US Defense Department) SEAC SE Asia Council (AAS)

SEAiT Southeast Asian Images & Texts (CSEAS-UW digital resource) (Sec 6) SEALC SE Asian Language Council (Luce-funded national consortium, at UW) SEARG SE Asia Research Group (UW, CSEAS, graduate student organization) SEASSI SE Asian Studies Summer Institute (CSEAS, UW) (Sec 2)

SWEPT Standardized Wisconsin Evaluation Program for Title VI (IRIS, UW) (Sec 7) UW University of Wisconsin-Madison

WDPI Wisconsin Department of Public Instruction (Sec 8)

WIRC Wisconsin International Resource Consortium (ID, IRIS, UW) (Sec 8) WISLI Wisconsin Intensive Language Institute (ID, UW) (Sec 2)

# INTRODUCTION

In 2023 CSEAS celebrates its 50th anniversary. During this half-century, SE Asia has undergone significant transformation. An area once considered remote, poor, and conflict-ridden has emerged as a leading world region, setting global standards for success in growth and development, despite the economic influence of China. However, the transformation remains incomplete. Even as middle classes expand and amenities such as schools and health care become almost ubiquitous, progress remains uneven, contested, and vulnerable. Inclusive and sustainable development is a work in progress, and in several countries the goals of representation, voice, and security remain uncertain—or, as in Myanmar, are receding.

Looking to these challenges in 2021, CSEAS imagined and created a major project on social justice in SE Asia. Supported by a $1.26m multiyear grant from the Luce Foundation, this project will create 3 new faculty positions, sustain student and faculty research, and engage in awareness-raising through internships, workshops, public events and more—both in the US (including diasporic communities) and in the region itself. These activities will build on thematic links common to all world regions as well as deepening and disseminating region-specific knowledge and understanding. This wealth of resources and energy has the potential to galvanize engagement in the US and beyond and to construct a legacy of knowledge for the future.

As an NRC, CSEAS serves the vital function of making SE Asia accessible through language training (SEASSI & SEALC); outreach programs; academic exchanges; collection, preservation, and dissemination of written and archival materials; and above all, by supporting a thriving global community of interest. These functions have of course been severely impacted in the past 2 years. The Covid-19 pandemic has devastated study abroad, field research, and all other activities related to our ability to move across the globe and meet in person with colleagues and collaborators. However, the total impact of these restrictions has been mitigated by technological advances and altered practices. Ironically, this has created some significant new opportunities. The rise of cheap and accessible internet-based communication resulted, for

example, in SEASSI going global, enrolling the 2 largest cohorts since the 1990s (140 in 2020; 168 in 2021). Because classes were remote, we were able to bring these students together with 25-30 instructors distributed across the entire US from Hawai’i to Boston, and around the world from Jakarta and Canberra to Paris and London. Once the pandemic is finally contained, new opportunities will have emerged, and older forms of interaction can be renewed.

# INSTITUTIONAL COMMITMENT TO SE ASIAN STUDIES

The internationalization of our university has been a major component in UW's strategic plan for over 3 decades. UW administrators have demonstrated deep commitments to interdisciplinary teaching and research, language study, international programs, and overseas linkages. Most of these initiatives have been centered in the International Division (ID) and the College of Letters & Sciences (L&S), where 2 deans provide substantial support for: International Academic Programs (IAP, managing over 200 study abroad programs); International Internships Program (IIP, coordinating expanding overseas internships); the undergraduate International Studies (IS) degree program (with 325 majors in 2021); the Institute for Regional & International Studies (IRIS, since 2016 providing oversight and resources for UW’s area studies centers); the Wisconsin Intensive Summer Language Institute (WISLI) and the Language Program Office (LPO), since 2018, coordinating support of summer intensive language programs; and the Language Institute (providing support for LCTL pedagogy & proficiency evaluation). ID & L&S cover the salaries of all center directors and associate directors, 3 major administrators who coordinate international programming and administration for advising, student fellowships (including FLAS), and fiscal management. International programs in professional schools also have strong support from recent chancellors, including the School of Education’s participation in the International Alliance of Leading Educational Institutes, the Law School’s East Asia Legal Studies Center, the School of Medicine’s Global Health Institute (GHI, since 2005), and the international policy program of the La Follette School of Public Affairs. CSEAS is linked to all these programs and benefits from linkages with each as indicated throughout this application.

In addition to supplying substantial office space (including conference & lecture rooms with full technical capacities), internet access, software support, language labs, and DL facilities, UW provides CSEAS staff, faculty, and students with substantial financial support. Between 2018 and 2021, for example, 9 of our core faculty (see Sec 5.A) received $277,130 in research grants from various UW-Madison sources. The estimated contributions and percent of total expenditures compared to Title VI for SE Asian studies in 2021-22 are summarized in **Table 1.1**.

|  |  |  |
| --- | --- | --- |
| **TABLE 1.1 ESTIMATED UW CONTRIBUTIONS TO SE ASIAN STUDIES, 2021-22** | | |
| *Category of UW Support* | *UW Contribution* | *Percent of Total* |
| **CSEAS Permanent Staff** | 214,803 | 81% (see Sec 5) |
| **CSEAS Operating Costs (ID)** | 130,105 | 100% |
| **Non-Language Core Faculty &Teaching Staff** | 1,277,900 | 100% (see Sec 3) |
| **Language Core Faculty & Teaching Staff** | 193,293 | 59% (see Sec 2) |
| **SE Asian Studies Summer Institute (SEASSI 2021)** (Includes: salaries for teachers & administrators & cost for supplies, equipment, technical support, and activities) | 504,960 | 95% (see Sec 2) |
| **Library** (Includes: salary of SEA librarian & assistants; acquisitions & cataloguing budgets; internet & major online access) | 255,500 | 97% (see Sec 6) |
| **Outreach** (Includes: IRIS support; staff salaries; grants for lectures, workshops, performances, conferences & internet access) | 87,200 | 70% (see Sec 8) |
| **Overseas Linkages** (Includes: IAP/Study Abroad; IIP/Internships, L&S,  CALS, IES, & GHI support for faculty/student research/travel awards & visiting scholars; ID/IRIS support for advancement initiatives) | Programs  suspended by Covid | (see Sec 4.D) |
| **Student Financial Assistance** (Includes: Grad School, CSEAS, ID/IRIS, L&S, & dept fellowships, recruitment grants, teaching, project, & research assistantships; SEASSI tuition waivers) | 1,584,033 | 79% (against FLAS) |

UW’s commitment is most clearly demonstrated in support for faculty recruitment, promotion, retention, and replacement. In 2015-16, we lost 2 core faculty in the Department of Asian Languages & Cultures (ALC). In response, L&S and ID worked successfully with CSEAS and the relevant departments to provide significant financial resources for 3 new hires by 2017: 2 tenured associate professors (Haberkorn in ALC & Ho in C&I), and 1 faculty associate (Jung in Political Science), with the latter leveraged by Title VI funds (2014-18) of CSEAS. At the same time, 4 core faculty were granted tenure (Baird in Geography, Choy in Dance, Ho in Education, & Kim in Anthropology) and UW provided critical support for the retentions of Bowie (Anthropology) and Hansen (History), as well as supporting the hires of 2 adjunct faculty (Kozel in AAE & Geran in

Human Ecology. (see App A). In 2019-20, CSEAS lost 3 more faculty, 1 each in Anthropology, History, and Political Science. After 2 years of negotiations, leveraged again by our Title VI funds (2018-22), ID contributed 2 years of salary support that secured $600,000 from the $1.26m Luce Foundation grant to hire 3 new tenure-track assistant professors: 2 in Fall 2022 (1 in History & 1 in Anthropology, with the latter combined with IS), and in 1 in Fall 2023 (in ALC). (see Sec 5.A).

Strong UW support for SEASSI (since 2000) has also been demonstrated by authorizing significant tuition waivers to students with financial needs; in 2020 & 2021, for example, a total of 91 out of 308 SEASSI participants received $210,033 in waivers that made it possible for them to enroll in the institute. Moreover, with an endowment administered by UW, CSEAS annually funds

6 one-semester fellowships and 6-10 SE Asia graduate student research grants. These achievements confirm 2 important factors: the commitment of UW-Madison to our SE Asia program and the importance of Title VI funds to leverage critical support. Though UW covers the large majority of CSEAS program costs, Title VI and FLAS remain critical to support our academic year language instruction and outreach initiatives, as well as to leverage university and external support for faculty and programming. (see Sec 9.A).

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

UW was the top-ranked public university (2nd overall) among *The Most Innovative Colleges for Foreign Language Learning for 2018* (TheBestCollege.org) and the 3rd most popular college (among 1,250) for foreign languages (*College Factual*, 2022). Language instruction is at the forefront of our program, with CSEAS playing a critical role in 2 significant areas: as the host of SEASSI since 2000 and as the administrator of SEALC since 2018 (see below).

* 1. **Language Offerings & Teaching Staff**. UW offers 5 SE Asian languages each semester: Filipino, Hmong, Indonesian, Thai, and Vietnamese; all are FLAS languages and are administered by ALC. Instructional levels and hours per week are listed in **Table 2.1**. In addition to 4 class hours, all 1st- and 2nd-year instruction includes 2 hours a week at informal language tables where students interact with native speakers. All BA and MA graduates in SE Asian Studies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TABLE 2.1: FLAS LANGUAGES – LEVELS & HOURS/WEEK** | | | | |
| **Language** | **1st Year / Hours** | **2nd Year / Hours** | **3rd Year / Hours** | **4th Year / Hours** |
| Filipino | 4 | 4 | 3 (tutorial) | - |
| Hmong | 4 | 4 | 3 | - |
| Indonesian | 4 | 4 | 3 | 3 |
| Thai | 4 | 4 | 3 | 3 |
| Vietnamese | 4 | 4 | 3 | - |

are required to complete 4 semesters in a SE Asian language. Over 90% of MA recipients reach advanced (3rd- or 4th-year) proficiency, which is also the case for all UW doctoral students conducting research in SE Asia. In 2020-2021, 218 UW students were enrolled in our 5 language programs. (see App B for language enrollments).

SE Asian language instruction is supervised by Barnard, a highly experienced teacher and recognized authority on LCTL teaching pedagogy, proficiency testing, and materials development for SE Asian languages. (see App A & Sec 2.C, below). Instructional level courses are handled by well-trained and experienced instructors, all of whom are native speakers: Filipino: Nicolas; Hmong: C Lee; Indonesian: Suryani and Barnard; Thai: Surasin; and Vietnamese: Dinh. (see App A). Since 2015, UW funds cover the salaries of all levels of Thai and Hmong, advanced Indonesian, and advanced Vietnamese; the instructors for 1st- and 2nd-year Filipino, Indonesian, and Vietnamese have been supported by Title VI funds. (see Bgt 1.2 for Title VI requests for 2022-26). For the past 4 years, instruction in Indonesian, Thai, and Vietnamese has benefited from Fulbright Foreign Language Teaching Assistants (FLTAs) funded by the State Department (IIE).

**Distance Language Instruction**. For 2 decades, UW has utilized existing technologies for distance language (**DL**) instruction, both during the AY and summers. Under the supervision of Barnard, ALC deploys distance instruction in all 5 SE Asian languages. Since 2012, we responded to demands from the BTAA to deliver distance instruction to students in our consortium. The most intensive efforts to deliver LCTLs through distance technologies took place at SEASSI 2020 and 2021, when Covid necessitated 2 highly successful programs of completely remote instruction. (see 2.B below). During her presidential incumbency of AAS (2016-20), Bowie (see App A)

concentrated her executive initiative to compile a major survey of Asian LCTLs taught across the U.S., with an emphasis on those offering distance programs; this valuable resource, *AAS Language Database*, designed, compiled, and maintained at UW under the supervision of Lucht (see App A), is accessible on the AAS and CSEAS websites. With continued support from AAS, this resource is used to link students to institutions with distance capacities. (see Table 7.1, row 7 for user data).

**Content Courses in SE Asian Languages**. Despite impediments to offering content courses in SE Asian LCTLs, this objective is met in 2 ways: (1) advanced-level language courses that are content- focused (especially 4th-year Thai & Indonesian); and (2) incorporating SE Asian language materials into readings for advanced students in graduate seminars offered by our core faculty (Baird, Bowie, Gade, Haberkorn, Hansen, Kim, & A McCoy. (see Apps A & B).

* 1. **Summer Intensive & Advanced Overseas Language Training.**

**SE Asian Studies Summer Institute (seassi.wisc.edu).** Since its establishment in 1983, SEASSI has played a central role in SE Asian studies nationally, Administered by CSEAS since 2000, the institute has provided performance-based language instruction to 2,787 students (429 were UW students, and 474 studied at the advanced level). In addition, SEASSI serves as the focal point for implementing pedagogical innovations, providing a venue for developing language materials, proficiency guidelines, and distance technologies, keeping American language specialists in contact with language developments in SE Asia and establishing critical linkages among students, faculty, and scholars in the field of SE Asian studies. As such, SEASSI has always worked closely with COTSEAL and is now a pedagogical laboratory for SEALC (see below), with Rafferty and Barnard deeply involved in teacher-training and evaluation of instruction. (see App A). Initially focused on graduate students, SEASSI has attracted an increasing number of undergraduates (889 since 2000, over 30% of the participants). SEASSI alumni represent a substantial portion of the post-1983 generation of specialists on SE Asia by holding key faculty posts at American universities and by serving government agencies (including the military) and non-government organizations**.**

As the host of SEASSI (1994-95 & since 2000), CSEAS has provided critical leadership in its development. CSEAS administrators (Moore as coordinator, Barnard & Rafferty as language directors, & Cullinane as administrative director) devote considerable energy to the successful planning and operation of the summer institute, and UW’s administration (L&S, ALC, & ID) provide critical institutional support, in particular for tuition waivers, credit offerings, and use of major facilities. Our AY language teachers and affiliated scholars play major parts in SEASSI instruction: Dinh, Gonzaga, Hnin Tun, C Lee, Sok, Surasin, & Wulandari (as coordinators, respectively, for Vietnamese, Filipino, Burmese, Hmong, Khmer, Thai, and Indonesian) and Suryani and Nicolas (as Indonesian and Filipino instructors). (see App A). All SEASSI language coordinators and instructors are fully integrated into the initiatives of SEALC, with SEASSI hosting COTSEAL’s summer workshops, and with Rafferty and Barnard regularly involved in teacher- training and the development of materials and proficiency guidelines through summer and AY year workshops. (see Sec 2.C below). In addition to working to build a solid financial base for the institute, CSEAS remains committed to SEASSI’s high-quality instruction, using the communicative classroom approach that effectively integrates pedagogical activities and materials, including relevant computer-aided and internet-based resources. Having pioneered distance instruction in 2012, SEASSI is committed to expanding its capacity to increase access to SE Asian LCTLs, as successfully demonstrated at the fully remote institutes in 2020 and 2021.

**Wisconsin Intensive Summer Language Institute & Language Program Office.** SEASSI has benefited further from the launching of WISLI (in 2017) and LPO (in 2021), both initiatives of UW’s ID. WISLI and LPO are intended to consolidate, strengthen, and expand UW’s summer intensive language instruction. They provide access to increased internal and external funding to support UW’s on-going commitment to the study of LCTLs and coordinate and fund the major assessment activities related to all UW’s summer language programs, including IFLI.

**Indonesian Flagship Language Initiative (ifli.wisc.edu).** The 2 most critical accomplishments of the new administrative units (WISLI & LPO) have been to attract ROTC students through Project

GO and to launch IFLI (both for Indonesian), with these programs utilizing SEASSI as the established training site for summer intensive instruction. In late 2017, the National Security Education Program (NSEP) and IIE approached UW to propose that CSEAS (in affiliation with UW’s South Asian Flagship Languages Initiative, SAFLI) establish a program for Indonesian, utilizing SEASSI as the summer host and Universitas Negeri Malang as the program’s in-country host. Our IFLI program was launched at SEASSI 2018 and by the end of its fourth year (SEASSI 2021) the program had trained 40 Boren/NSEP fellows. This is a great opportunity for SE Asia programs, with Indonesian being the first strategic language of our region selected for “flagship” status. While the in-country part of the program has been disrupted by Covid, the SEASSI component has prospered and is fully prepared to proceed.

**Advanced Overseas Language Training**. Changes made in 2011 in funding priorities for Fulbright GPA programs have reduced the number of effective overseas language programs in SE Asia. While individual summer programs exist at various SE Asian institutions, most of these are not well articulated with US-based programs developed by NRCs through COTSEAL and SEALC or with the standards maintained by SEASSI. The major exception is the US State Department’s Critical Language Scholarship (CLS) program for Indonesian, which like IFLI, is located at Malang, resulting in considerable synergy among the expanded teaching staff that serves both programs and in increasing collaborative efforts to improve instruction, materials, and assessment. Without adequate programs in SE Asia, SEASSI, even for Indonesian, has taken on a greater significance in terms of performance-based instruction, especially at the advanced level.

* 1. **Performance-Based Language Instruction & Evaluation.** SE Asian language instruction at UW, both AY and at SEASSI-IFLI, is deeply committed to performance-based instruction and the development of proficiency in all 4 skill areas: oral production, listening, reading, and writing, while emphasizing Project-Based Language Learning (PBLL) at all levels. All students are evaluated through the Integrative Assessment Model (IPA) to measure all 3 modes of communication: interpretive, interpersonal, and presentational, with performance exams given at the start and end of

each semester, all based on the best available national proficiency guidelines, Rafferty and Barnard are ACTFL-certified proficiency testers, with Dinh, C Lee, Nicolas, Surasin, and Suryani active in COTSEAL and SEALC where they are well integrated into national efforts to design language- specific oral proficiency guidelines and to develop effective proficiency-based teaching materials for Filipino, Indonesian, Vietnamese, Thai, and Hmong. (see App A). In addition, our language instructional program has also been enhanced by the support of UW’s Language Institute, which works with AY & SEASSI teachers to improve materials development and the implementation of proficiency evaluations in collaboration with ALC and WISLI.

For over 2 decades, Rafferty and Barnard (see App A) have worked closely with colleagues across the US and overseas on a wide range of pedagogical initiatives aimed at strengthening the field of SE Asian language instruction, initially for Indonesian and, since 2014, for all the major national languages of SE Asia. Rafferty has taken the lead to develop performance-based materials (including textbooks) and oral proficiency guidelines for Indonesian, supervising 6 major grants since 1997 (totaling over $1.3 million: 5 IRS & 1 NSEP), often in collaboration with Barnard and specialists at other NRCs. In 2014, Rafferty led the national effort to establish a SE Asia National Language Resource Center (NLRC) aimed at professionalizing the field of SE Asian language teaching by developing critical projects in collaboration with SE Asian language teachers at NRCs and in association with COTSEAL. While the effort to launch an NLRC for SE Asian LCTLs failed, Rafferty in collaboration with SE Asian NRCs pursued these critical initiatives in 2014-22 through our Title VI programming, resulting in SEALC.

**SE Asian Language Council**. Conceptualized at the 2018 annual meeting of AAS, SEALC was launched as a 5-member council headed by Prof. A. Cohn of Cornell University to establish a coordinated national effort to support critical initiatives in SE Asian language instruction through COTSEAL, SEASSI, and all the SE Asia NRC language programs. The council enlisted Rafferty to design and submit a proposal to the Luce Foundation, which was funded and launched in 2019 as a 5-year ($1.1m) grant (Professional & Materials Development for SE Asian Language Instruction,

known as SEALC) mandated to organize professional and materials development opportunities for instructors in North America, working to institutionalize support for SE Asian language teaching by organizing collaborative projects, resource sharing, and support for SE Asian language programs at its stakeholder institutions. Rafferty (as PI & Director) and Barnard (as a leading pedagogist) play central roles in implementing these initiatives; in addition, the project is housed at UW and administered by Doty, the CSEAS Administrative Specialist. (see App A).

Through SEALC initiatives, 4 language-focused groups were reestablished for Filipino (CAF), Indonesian (COTI), Thai (CATI) & Vietnamese (GUAVA), and a new group established for Burmese (ATOM). Since 2019, with additional support from NRCs and in collaboration with COTSEAL, SEALC convened 4 national SE Asian language pedagogy workshops that provided training in 5-6 SE Asian languages (Burmese, Filipino, Indonesian, Khmer, Thai, & Vietnamese), impacting 10-13 US-based institutions (see Table 7.1). Building upon these initial projects, SEALC has proposed 4 major events for the next 3 years. (see Table 2.2 below). CSEAS has committed to host the first of these workshops and seeks Title VI funding to support our involvement, as well as requesting funding to send up to 3 of our language instructors to the subsequent SEALC events. (see Bgt 1.3; 3.1.d; 5.2; & 8.2.a-b).

|  |  |  |  |
| --- | --- | --- | --- |
| **TABLE 2.2 SEALC WORKSHOPS, 2022-2026** | | | |
| **Date** | **Host** | **Event** | **Goal & Activity** |
| Spring 2023 | UW-Madison | 3-day workshop, 30 participants – reading  materials development | Provide training on the development of proficiency-based reading lessons. Follow-up workshop in Fall 2023 at  UCLA. |
| Spring 2024 | Arizona State University | 3-day workshop, 30 participants – listening proficiency assessment | Provide training on the development of listening assessment instruments. Follow-up workshop in late Spring 2024 or Fall 2024 at TBD institution. |
| Spring 2025 | Cornell University | 3-day workshop, 50  participants – SEALC summative event | Review the 5-year accomplishments of SEALC and  coordinate with COTSEAL/NRCs/stakeholders to continue efforts beyond the Luce grant period. |
| Fall 2025 | TBD | 3-day workshop, 30 participants – listening materials development | Provide training on developing listening materials. Follow-up workshop in Spring 2026 at TBD institution. |

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

The CSEAS instructional program continues to be comprehensive, providing multidisciplinary BA and MA degrees, an undergraduate certificate program, and a PhD minor in SE Asian Studies. In 2020-21, these programs were based on 5 languages and 53 non-language courses offered in 19 departments (14 in L&S, 2 in CALS, & 3 in professional schools); 24 of these courses had 50% or more SE Asia content. The program has 26 core faculty and teaching staff (with 3 new assistant professors by Fall 2023) and 46 consulting faculty and affiliated scholars, who form strong concentrations of SE Asian research and teaching. (see 5.A). The program is strengthened by the excellence of UW's departments, with 42 graduate programs in the top 10 nationally, including Geography, History, Political Science, Sociology, and Education (*US News & World Report*, 2022). (for faculty, see Sec 5.A & App A; for course information, see App B). The CSEAS faculty and staff are involved in 2 interrelated non-language programs: a) degrees and courses in L&S; and b) in CALS and professional school programs.

* 1. **Degrees & Courses in L&S.** The SE Asia BA degree and certificate programs and most core faculty and course offerings are located in L&S. While strong disciplinary training forms the basis of departmental programs, core SE Asia faculty incorporate multidisciplinary materials into their courses and stress language training as an integral part of area specialty.
     1. **Interdisciplinary Study & Degree Programs in SE Asian Studies**. CSEAS directly serves 2 groups of students: a) undergraduate majors, certificate students, and concentrators; and

b) graduate students concentrating on the study of SE Asia. (see Sec 4 for additional information pertaining to degree and certificate programs and study abroad).

**Undergraduate Majors & Certificate Students.** The undergraduate program has 3 objectives:

(1) to insert SE Asia into the general curriculum through courses with a range of disciplinary approaches; (2) to provide a concentration on SE Asia through language, area courses, and study abroad; and (3) to provide high-quality multidisciplinary BA and Certificate programs (see Sec 4.A for program requirements). At present there are 10 BA majors registered in ALC (where the

program has been located since 2018); 351 BA degrees (since 2000) and 78 certificates (since 2010) have been awarded in SE Asian Studies. Since 2015, 280 undergraduates have participated in study abroad and internship programs in SE Asia and since 2020 over 4,800 students have taken SE Asian language and area courses. (see Sec 4.D & App B).

**Graduate Students Concentrating on SE Asia**. CSEAS works closely with 2 categories of graduate students: a) those seeking the MA in SE Asian Studies; and b) those seeking advanced degrees (MA, MS, PhD) in L&S, CALS, and professional school departments. Since 2010, 56 students have graduated with the MA in SE Asian Studies; 13 students are currently enrolled, and 6 have accepted entry in Fall 2022. (see Sec 4.B). Since 2010, 66 PhDs and 39 MAs (in 23 departments) have been awarded to graduate students specializing on SE Asia, particularly in History (13 PhDs, 6 MAs), Anthropology (10 PhDs, 9 MAs), Geography & Sociology (both with 7 PhDs), Economics and Development Studies (5 PhDs); during the same period, the PhD Minor in SE Asian Studies has been awarded to 12 doctoral students, despite the fact that many departments no longer require a minor (see Table 7.1 for additional data & evaluation). These graduate students constitute an integral part of our Center’s community, participate in our activities, and compete for CSEAS, FLAS, university-wide, and external grants. The quality of graduate training is exemplified by the success of UW doctoral students in obtaining external grants for research in SE Asia (since 2010 16 Fulbright-IIE, 19 Fulbright-Hays-DDRA; 8 Boren/NSEP, 5 SSRC Pre-Dissertation & Dissertation, 2 Charlotte Newcombe, & 1 NSF).

For more than 20 years CSEAS has sponsored and supported the SE Asia Research Group (SEARG), composed of MA and PhD students across our university specializing on SE Asia; this officially recognized student organization meets regularly and since 2018 has convened 2 symposia on the state of SE Asian studies in the US. SEARG maintains its own online newsletter and frequently sponsors events related to research conducted by its members, as well as informational sessions pertaining to fellowships, conferences, and area and

disciplinary publications; SEARG members are routinely involved in the selection of our Center’s Friday Forum lecture series and frequently participate in outreach workshops.

* + 1. **SE Asia Course Offerings**. As noted, CSEAS offered 53 courses in 2020-21.

**Courses for Undergraduate Students**. There are 3 varieties of courses for undergraduates: **survey** courses taught by core and/or consulting faculty, **gateway** or introductory courses taught by core faculty (50-100% SE Asia content), and **capstone** seminars and upper division courses for majors and certificate students. For these courses, see Table 3.1 & App B.

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| **TABLE 3.1. UNDERGRADUATE COURSES** (See App B) | |
| **Survey** | AAE/Econ 374; ALC 100, 236, 267, 300; Anthro 100, 104, 322; Asian Am 101, 160, 161; Curric 292;  Envir St 270, 337, Geog 337, 340; Hist 160, 161, 267; IB 200; IS 101; Rel Stds 267; Soc 170 |
| **Gateway** | ALC 244, 246, 308, 403; Anthro 310, 330, 350; Asian Am 240, 246; Comm Arts 310; Geog 244, 358;  Hist 244, 246, 308, 319, 375; Poli Sci 244; Rel Stds 206, 308, 370; Soc 244 |
| **Capstone** | AAE/Econ 473; ALC 630; Anthro 900; Asian Am 540; Curric 975; Comm Arts 470; Envir St 557;  Geog 500, 557; Hist 458, 600, 706; IS 401, 601; Pub Affs 974; PHS 645, 714 |

The primary gateway courses (all multidisciplinary) are History 244 (*Introduction to SE Asia*, crosslisted in 4 other departments & offered every fall, with 70-90 students); History 246 (*SE Asian Refugees of the Cold War*, crosslisted in 2 other departments & offered every spring, with 70-100 students); and History 319 (*Vietnam Wars*, taught each fall) and History 308 (*Introduction to Buddhism*, crosslisted in 2 other departments & offered in fall), both with 60-70 students; all 4 have permanent TA assignments. In addition, there are, on average, 30-50 lecture courses and 5-10 seminars available to undergraduates each year.

**Courses for Graduate Students.** Substantial SE Asia course offerings are also available to graduate students (see Table 3.2 below), including **introductory** courses (often overlapping with upper division undergraduate courses); and **advanced** courses that establish close working relationships with core faculty, particularly for seminar papers, theses, and dissertations. Beyond the core courses, are a wide variety of others with at least 25% content offered by core and consulting faculty. These course offerings will be considerably increased with the hiring of 3 new assistant professors in by Fall 2023. (see 5.A, p.19-20).

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| **TABLE 3.2. GRADUATE COURSES** (See App B) | |
| **Introductory** | AAE/Econ 374; ALC 308, 403; Anthro 330, 350; Asian Am 540; Comm Arts 310; Geog 340, 358;  Hist 308, 319, 375. 458; PoliSci 322, 328 |
| **Advanced** | AAE/Econ 473; ALC 630; Anthro 900, 940; Comm Arts 470; Curric 975, Envir St 557, Geog 500,  557, 930; Hist 706, 755; IS 401, 601; PHS 714, 645 |

**Courses & Multidisciplinary Concentrations**. Both undergraduate and graduate offerings provide in-depth study in social science and humanities fields; at present there are 13 students in the CSEAS MA degree program, 13 doctoral students in Anthropology, 11 in History, 7 in Education, 3 each in Geography, ALC, Political Science, and English, 2 each in Economics (AAE), Public Affairs, and Sociology, and 1 in Art History, all disciplines that traditionally attract graduate students with SE Asia interests. In addition, new courses have been developed and others reoriented to reach students with multidisciplinary interests in SE Asia. A major effort of this kind has been our focus on the religions of SE Asia, in particular Buddhism (Hansen & Bowie: Hist 308 & 267 & Antho 330) and Islam (Gade: Envir St 270 & Relig St 206), a concentration supported by other faculty and courses, including Baird on Buddhism (Geog 358) and Haberkorn on religion and social movements in SE Asia (ALC 630), all supplemented by language offerings by Barnard, Hnin Tun, Suryani, Surasin, and Dinh, and the continued participation of Rafferty and Cowell, as well as Easum, Gillogly, Harr Bailey, Jordt, and McGovern (emeritus & affiliated faculty: see App A). The study of these religious and textual traditions is greatly enhanced by instruction in critical doctrinal languages (Arabic, Sanskrit, and Classical Chinese) and by the efforts of Ashmun to make library and digital resources available to these faculty and students. This concentration has also led to highly successful K-14 teacher workshops on “socially engaged religion” in SE Asia and UW’s continued involvement in the Theravada Civilizations Group (particularly Hansen, Bowie, & their doctoral students).

**Collaboration with GETSEA**. Since its establishment in 2020, GETSEA (based at Cornell) has taken the lead in collaborative NRC activities involving our faculty and graduate students, especially its initiatives (with SEALC) to support distance language instruction and in offering

online mini-courses. We join our NRC colleagues in asking for Title VI funding ($1,500) to assist in offering a GETSEA mini-course in Year 3 of this grant cycle. (see Bgt 8.11).

**Instructional Assistants**. All large-enrollment courses (over 50 students), including several SE Asia content-courses, make effective use of teaching assistants (TAs) in carrying out instructional objectives. L&S, the Graduate School, and departments invest heavily in the professional development for TAs. All new TAs are required to participate in a day-long pedagogical training from faculty and experienced TAs, with specialized workshops available periodically throughout the year. All TAs also receive specific training on issues of diversity, discrimination, and harassment, as well as on mandatory practices for working with students with disabilities. TAs are closely monitored by faculty and are evaluated twice each semester by their students and departmental teaching mentors.

* 1. **CALS & Professional School Programs**. CSEAS makes a concerted effort to incorporate CALS and professional school faculty and students into our area-focused training programs. Our approach to working with these critical programs aims at promoting the study of SE Asia by forging constellations of research, teaching, and study abroad with specific scholars and programs in each of these colleges. In this way, CSEAS has found effective ways to integrate consulting faculty into SE Asian initiatives and programming. While long-standing relationships exist with international business and education (especially C&I), our most active constellation at present is with the Medical School’s multidisciplinary Global Health Institute (**GHI**), reflecting the strong commitment of our faculty for over 35 years. In 2005, with the launching of the GHI, an effective collaboration of Medical School faculty across departments (including Population & Health Sciences, Nursing, & Pharmacy) established UW’s first global public health degree program, resulting in the expansion of international research and teaching that incorporated study abroad programs in SE Asia. Building upon their previous professional experiences in SE Asia, several of these faculty (including Conway, Roll, & Solheim) developed field courses (especially in Thailand: PHS 645 & Microbio 304) and inserted significant content on SE Asia into their

courses. CSEAS core faculty (Bowie, Coxhead, Nobles, & Ho) consult on these courses, work with their students, and utilize these programs for their own students with interests in public health; these courses have been integrated into the BA, MA, and certificate programs of CSEAS. (see Sec 4.D, Tables 5.1 & 5.2, & App A & B).

Another long-standing constellation focuses on the broad multidisciplinary study of the environment, based in the Institute of Environmental Studies (IES) with extensive links across campus. Since the 1980s, CSEAS faculty have been at the forefront of efforts to develop a global perspective for IES. In 2002, IES was reorganized as the Gaylord Nelson Institute with a renewed and expanded global mission, 4 interdisciplinary research centers, newly reconstituted undergraduate and graduate degree (MS & PhD) and certificate programs, and a vigorous plan to link faculty and students in L&S and CALS departments to purposeful endeavors that reach from the lakes and prairies of Wisconsin to the forests, rubber plantations, and dam construction sites of Laos, to the crane habitats of the Mekong Basin, to the rivers and fishing communities of northwestern Thailand, to the long-closed eco-zones of northern Myanmar, to the coffee and palm oil plantations of Java, Sumatra, and Malaysia, and to precarious urban landscapes of towns and cities across SE Asia; these and other projects involve Allendorf, Baird, Coxhead, Gade, Gibbs, Ho, Olds, and Schneider, all part of the CSEAS network of scholars. (see App A). The move of Gade from ALC to IES, where she conducts research on the interaction between religion and the environment in Indonesia (“green Islam”), has facilitated these important multidisciplinary initiatives. Since 2010, the IES research and study array has produced over 40 MA/MS and 27 PhD degrees involving SE Asia, with many of the graduates of these programs establishing careers in government (state & federal) and the non-profit sector.

# QUALITY OF CURRICULUM DESIGN

Sections 2 (language), 3 (non-language), and 5 (staff) provide additional information on instructional programs for undergraduate and graduates students.

* 1. **Undergraduate Degree Programs**. ALC, in close collaboration with CSEAS, administers (since 2018) a **BA degree in Asian Studies (SE Asia named option)**. This multidisciplinary program requires 25 credits (at least 8-9 courses) on SE Asia (distributed in humanities & social sciences) and a minimum of 2 years of SE Asian language study. Students balance survey and gateway courses with appropriate advanced courses and a capstone seminar. In addition, CSEAS administers a **Certificate in SE Asian Studies** for students with any major, allowing them to demonstrate a concentration on SE Asia by completing 15 credits (4 to 5 content courses), including up to 6 credits of language study. Study abroad in SE Asia is encouraged and overseas courses routinely satisfy requirements. (see Sec 4.D). The SE Asian Studies Certificate works in close collaboration with the IS major, one of the top ten L&S undergraduate programs.
  2. **Graduate Degree Programs.** The CSEAS-administered **MA in SE Asian Studies** requires 30 credits, or 10 core courses (including 2 research seminars), a minimum of 2 years of SE Asian language proficiency, and an oral exam by 3 core faculty based on an advanced research paper. In addition, CSEAS administers a **PhD Minor in SE Asian Studies** for doctoral students across the university, including those in professional degree programs. The PhD Minor requires 12 credits of core SE Asia courses outside the student's discipline. As noted in Section 3, the advanced study of SE Asia (at the MA & PhD level) is supported in all humanities and social science departments. Though both undergraduate and graduate programs continue to be concentrated in the social sciences and humanities, strong linkages have been developed in CALS, global health, environmental studies, international business, and education. (see Sec 3.B).
  3. **Career Advising**. Career counseling is embedded in UW’s advisory services, with each school or college maintaining a career services office. The most effective for our students is the L&S Career Services Office, which maintains easily accessible career advising that incorporates regular alumni engagement to convey transferable skills from courses, certificates, and majors to jobs. CSEAS also collects information on career relevant opportunities, which are disseminated to our majors through bi-weekly electronic mailings, regular postings on the CSEAS website,

and through on-going advisory services provided by CSEAS (Cullinane) and by IRIS program staff. In addition, CSEAS joins other NRC colleagues and UW programs in regular "career fairs" that invite government, business, and private sector employers to meet students.

* 1. **Study Abroad & Internship Programs**. (For overseas language programs, see Sec 2.B, p.8). While the Covid pandemic devastated study abroad programs nationally, UW remains deeply committed to its past achievements as 2nd among public universities (4th overall) for semester-long participation in study abroad (based on data for 2019-20). Formal study abroad programs at UW are centrally administered through IAP. In 2010, UW’s International Division established the International Internship Program (IIP) to develop overseas internships for UW undergraduates. IAP and IIP programs for SE Asia have concentrated on Thailand, Singapore, and Indonesia. Nearly all students completing the BA and MA degrees in SE Asian Studies (before 2020) participated in study abroad programs or research experiences in SE Asia. Since 2015, 280 undergraduates studied abroad or had internships in SE Asia and 16 of our 20 MA recipients conducted research in SE Asia.

In 2018, with start-up assistance from the Luce Foundation and IAP, CSEAS, in collaboration with the University of Minnesota, launched a new one-month (for credit) study abroad program focused on Hmong communities of northern Thailand. As a part of our Hmong Studies Consortium (established in 2009), this initiative is directed by Baird and M Lee (see App A) and held 2 successful summer programs (2018 with 12 students and 2019 with 9 students), with the 2020-22 programs canceled due to Covid; this and other programs will be restored in 2022-23 and will be enhanced by UW and Luce Foundation support for a 5-year program of joint research in collaboration with scholars in northern Thailand concentrated on social justice initiatives and the study of Hmong communities; this opportunity will also be incorporated into our new Hmong Studies initiative with Madison College (see Sec 8.B). In Summer 2022, our new Luce-funded project on Social Justice in SE Asia will also launch the first 2 of our year-long internships with 2 activist newspapers in Thailand, *Isaan Record* (in Khon Kaen) and *Prajathai*

(in Bangkok), intended to provide UW students with intimate knowledge of political conditions and valuable experiences with deeply committed Thai journalists.

Two other programs based in Thailand, though disrupted by Covid, are scheduled to resume. In 1998, CALS established a study abroad program at Mahidol University focused on biodiversity, environmental studies, and development economics. Since 2008, the most active of these programs is managed by Roll (see App A) in the Bacteriology Department. In 2016, Roll moved this program to Mae Fah Luang University in Chiang Rai and, since its launching, over 100 UW students (until 2020) spent the summer working on projects under joint supervision of Roll and his Thai colleagues and participated in an annual forum on development and public health. In addition to their scientific work (Microbio 304), the UW students live with their Thai counterparts and take a course (ALC 300) taught by UW doctoral students and concentrated on the culture and history of northern Thailand, including excursions to public health clinics, Buddhist temples, and museums. The other Thai program was developed by faculty in UW’s Medical School, in particular those networked through the Global Health Institute (especially Conway & Solheim, see App A). Between 2008 and 2019, they offered a field course in Thailand (PHS 645) linked to 2 spring survey courses on infectious diseases (PHS 644 & 714); UW students take a 2-week, faculty-led study tour to selected clinics, hospitals, and research laboratories in Thailand, where they receive first-hand exposure to Thai medical and health practices; over 50 students have participated in this program, with their credits applying to UW’s Global Health Certificate. While these programs were postponed during 2020-22, both will be reestablished when travel is permitted. (see Sec 3.B).

# QUALITY OF STAFF RESOURCES

* 1. **CSEAS Key Personnel**. SE Asian studies at UW is built around 74 specialists affiliated with CSEAS: 26 core faculty and teaching staff (including our SE Asia Librarian), 46 consulting faculty and affiliated scholars, and 2 administrative staff (see App A; Table 1.1 & Sec 5.C below). In 2021, Title VI funds were used to leverage university and Luce Foundation support

for the hires of 3 tenure-track assistant professors, 2 in Fall 2022 (History & Anthropology-IS) and 1 in Fall 2023 (ALC); since these new assistant professors have not yet been selected, they are not included in the discussion below. (see also Sec 1, p.3-4).

**Core Faculty & Core Teaching Staff**. Core faculty teach SE Asia content courses, supervise and advise undergraduate and graduate students, and/or pursue research and publish on SE Asia, while core teaching staff serve as critical language and area instructors. Core faculty and teaching staff are distributed in L&S (18), CALS (2), Education (2), and 1 each in Human Ecology, Law, Medical School & the Library; 13 core faculty are tenured, 3 others are tenure track, 3 are permanent faculty associates, 3 are senior lecturers, 2 are lecturers, 1 is an adjunct lecturer, and 1 is the permanent senior librarian. All core faculty and teaching staff hold advanced degrees (20 PhDs; 1 MFA, & 5 MAs), teach core language and area courses, and most serve as advisors for BA, MA, and PhD students in SE Asian studies. The appended bio-profiles (App A) testify to the high quality of our core faculty: 2 hold chaired positions (A McCoy & Sidel); 3 have served in leadership positions in AAS (Bowie as President; Haberkorn & Hansen as Chairs of SEAC; Hansen as President of Midwest Conference on Asian Affairs); 4 have served as departmental chairs (Coxhead, Gade, Hansen, & Olds); all have received major grants for SE Asian research. The current CSEAS director, Ian Baird, is a full professor in Geography with 35 years of field research and residence in SE Asia. (see App A).

**Consulting Faculty & Affiliated Scholars**. CSEAS is enriched by 21 **consulting** faculty (including 4 emeritus professors), who provide significant support for our program by collaborating in research and advising and/or offering courses with at least 25% SE Asia content. We also work with 25 **affiliated scholars** (mostly from neighboring universities), all of whom are major SE Asia specialists (including 5 SEASSI language coordinators), who give presentations at UW and participate in research, instructional, and/or outreach projects; 11 of these are part of our Hmong Studies Consortium (HSC, see below). The contributions of these faculty and scholars are highlighted throughout this application and each is described in

Appendix A (Bio-Profiles). Core faculty, teaching staff, and the librarian determine the primary direction of the program by forming concentrations of language, discipline, resources, and area expertise in research, teaching, and advising, with important contributions made by consulting faculty (**CF**) and affiliated scholars (**AS**). The result is 4 strong SE Asian regional concentrations outlined in **Table 5.1**.

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| **TABLE 5.1. SE ASIA CONCENTRATIONS OF CORE & CONSULTING FACULTY** | |
| **Indonesia**  **Malaysia Singapore** | **CORE**: Ashmun, Barnard, Choy, Coxhead, Cullinane, Gade, Geran, Ho, A McCoy, M McCoy, Mukerjee, Nobles, Olds, Suryani; **CF**: Chopra, Cowell, Gibbs, Jung, Rafferty, Tanumihardjo, Tuli; **AS**: Wulandari |
| **Philippines** | **CORE**: Ashmun, Coxhead, Cullinane, Gonzaga, Ho, Lagman, A McCoy, M McCoy, Nicolas; **CF**: Cheng, Doeppers, Jew |
| **Thailand Cambodia Laos**  **Myanmar** | **CORE**: Ashmun, Baird, Bowie, Coxhead, Cullinane, Gade, Geran, Haberkorn, Hansen, Jew, Kim,  C. Lee; Surasin; **CF**: Allendorf, Cheng, Chopra, Conway, Jew, Roll, Solheim, Winichakul; **AS**: Chunsaengchan, Easum, Gillogly, Harr Bailey, Hnin Tun, Inthaly, Jordt, M Lee, McGovern, Pratoomchat, Sok |
| **Vietnam** | **CORE**: Ashmun, Coxhead, Cullinane, Hong, Jew, Kim, Kozel, A McCoy, Dinh, Sidel; **CF**: Cheng, Tuli; **AS**: Bradley, Gillogly, Phan |

In addition, the expertise of core and consulting faculty and affiliated scholars supports 10 multidisciplinary approaches to the study of SE Asia, as outlined in **Table 5.2**. (see also App A).

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| **TABLE 5.2. CSEAS DISCIPLINARY CONSTELLATIONS** | |
| **Economic Development** | **CORE**: Baird, Bowie, Coxhead, Kozel, A. McCoy, Mukerjee, Olds, Sidel,  **CF**: Seidman, Tuli; **AS**: Gillogly, Phan Pratoomchat |
| **Education** | **CORE**: Ho, M. McCoy, Olds; **CF**: Hawkins; **AS**: DePouw, P Lor, Phan |
| **Environmental Studies** | **CORE**: Baird, Coxhead, Gade, Nobles; **CF**: Allendorf, Gibbs, Schneider |
| **Ethnography & Social Change** | **CORE**: Baird, Bowie, Gade, Geran, Haberkorn, Hansen, Kim, Nobles; **CF**: Chopra, Seidman; **AS**: Gillogly, Hutchinson, M. Lee, Leepreecha, Pha |
| **History** | **CORE**: Baird, Cullinane, Hansen, Kim, A. McCoy; **CF**: Cheng, Chopra, Jew. Winichakul; **AS**: Bradley, Easum, Hillmer, M. Lee |
| **Literature & Media** | **CORE:** Bowie, Gade, Haberkorn, Hansen, Lagman, M. McCoy; **CF**: Cowell, Rafferty; **AS**: Ogdan, Chunsaengchan |
| **Politics & International Affairs** | **CORE**: Baird, Coxhead, Cullinane, Geran, Haberkorn, Kozel, A. McCoy,  M. McCoy, Sidel; **CF**: Jung, Winichakul; **AS**: Bradley |
| **Population & Global Health** | **CORE**: Bowie, Coxhead, M Lor, Nobles; **CF**: Conway, Kozel, Solheim;  **AS**: Pratoomchat, Vang |
| **Religion** | **CORE**: Baird, Bowie, Gade, Jung, Hansen; **CF**: Cowell; **AS**: Jordt, McGovern |
| **Visual & Performing Arts** | **CORE**: Chopra, Choy, Gade, Haberkorn, Hansen, C Lee; **AS**: Chunsaengchan |

Beyond these disciplinary and regional clusters, several other multidisciplinary collaborations have been established, including those in global health and environmental studies (see Sec 3.B, p.16, & 4.D), transnational religious studies (see Sec 3.A.2, p.14), and language pedagogy (see Sec 2.C). The most developed of these is our Hmong Studies Consortium (**HSC**), created in collaboration with Minnesota in 2009 in response to interest by Hmong American students & residents, and increasing emphasis on the study of interactions between highland communities and lowland states and societies in SE Asia. Initially funded by the Luce Foundation, HSC, co-chaired by Baird and M Lee (Minnesota), focuses on research and the preservation of Hmong resources in the upper Midwest. HSC sponsors 10-15 lectures annually and has convened 4 international conferences (2 in Madison in 2011 & 2015, Minneapolis in 2013, & Chiang Mai in 2017). Now in its second decade, the consortium supports 4 UW courses (Asian Am 240, 540; Geog 358; Hist 246) and has trained (since 2015) 4 MA and 4 PhD graduates concentrating on aspects of Hmong studies. In summer 2018, CSEAS launched a new study abroad program focused on the highlands of Thailand, with Baird and M Lee as faculty directors & in close collaboration with Leepreecha (see App A) at Chiang Mai University. (see Sec 4.D). In the next 4 years, HSC will be at the forefront of our center’s partnerships with Madison College. (see Sec 8.B). At present, the HSC comprises: Ashmun, Baird, Cullinane, C Lee, and M Lor (core faculty), Moua (consulting faculty), and DePouw, Hillmer, Hutchinson, M Lee, Leepreecha, P Lor, Ogden, Pha, Thao, Vang, and Vue (affiliated scholars). (see App A). Since 2021, with a grant from the Luce Foundation, CSEAS has formed a dynamic new multidisciplinary cluster concentrated on **social justice** in SE Asia, comprising Ashmun, Baird, Bowie, Choy, Gade, Geran, Haberkorn, Hansen, Ho, C Lee, A McCoy, M McCoy, and Sidel (core faculty); Jung, Lopez, Moua, Seidman, and Winichakul (consulting faculty); and Bradley, Gillogly, Jordt, and Wulandari (affiliated scholars). (see Sec 4.D, & App A).

* 1. **Professional Development: Research & Overseas Linkages**. CSEAS core faculty avail of ample opportunities to pursue research and linkages in SE Asia. UW departments and colleges

provide substantial funding for field research (including sabbatical leave), conference participation, and the pursuit of institutional links abroad (see Table 1.1 for current UW commitments). Appendix A documents the quality of our core faculty. Since 2005 every member of the core faculty has traveled to SE Asia. In addition, CSEAS faculty play major roles in the 2 American Overseas Research Centers in SE Asia, the Center for Khmer Studies (**CKS**) and the American Institute for Indonesian Studies (**AIFIS**); Hansen has served as board member of CKS and Gade has been on the AIFIS board since 2011 and AIFIS’s current director in Jakarta is Dr. Yosef Djakababa (PhD, History, UW-Madison, 2001). UW graduate students conducting field work in Indonesia and Cambodia routinely affiliate with these overseas institutes, as well as with long-standing UW partners elsewhere in SE Asia (Philippines, Singapore, Thailand, & Vietnam). (see App A). Given the success of the AIFIS-sponsored annual conferences at Michigan State University, we seek Title VI support for UW’s participation in this event. (see Bgt 8.10).

* 1. **Administration of CSEAS**. CSEAS is administered by a tenured faculty director (3-year term), an associate director, an outreach coordinator, and an administrative specialist, supported by 1-2 graduate student project assistants. The current director, Baird, has significant teaching and research experience in SE Asian studies and maintains strong affiliations with academic institutions and civil society organizations, especially in Thailand, Cambodia, and Laos. The associate director, Cullinane, with a PhD in SE Asian history and considerable research and publications on the Philippines, has administered SE Asia programs (including SEASSI) for over 40 years, teaches 2 core courses, and has served as an elected member of SEAC and chair of the Philippine Studies Group of AAS. The outreach coordinator, M McCoy, with a PhD in Communications and a Wisconsin state teaching credential, has conducted research in Indonesia and teaches 2 SE Asia content courses in Communication Arts. The Administrative Specialist, Doty, with a BA in Religious Studies, was a Boren (IFLI) fellow with advanced proficiency in Indonesian, based on in-country study. (see App A). CSEAS also receives support from 3 IRIS assistant directors and 2 LPO administrators, including Moore, Coordinator of SEASSI, and

Lucht, Director of WISLI. (see App A). Partial Title VI support is sought for our outreach coordinator (42%) and our administrative specialist (25%). (see Sec 9.A & Bgt 1.1.c, 1.3.a).

**Faculty Oversight**. CSEAS is supervised by a faculty director, presiding over executive and steering committees. All core faculty and teaching staff make up the Steering Committee (26 members), which meets 2 times each semester. Tenured faculty make up the Executive Committee (13 members). In addition, two 3-member rotating committees comprised of tenured faculty, one for Fellowships and one for Education, select all recipients of FLAS and CSEAS fellowships (the former) and handle admissions and curriculum matters pertaining to the MA program (the latter); *ad hoc* Steering Committee members also oversee library and outreach operations. The Center’s successful UW Press series (*New Perspectives in SE Asian Studies*) is overseen by 7 core faculty.

**Faculty Supervision & Advising**. All core faculty engage in supervision and advising of students in their departments. Academic advising for CSEAS's certificate and MA programs (see Secs 3 & 4) is shared by Cullinane (25%) and relevant members of the faculty. As students develop disciplinary and country concentrations, core faculty serve as their academic advisors and supervise research and preparation of interdisciplinary oral defense projects, each devoting 5-10% of their regular academic duties to advising students concentrating on CSEAS degrees.

**Equal Access of Under-represented Groups**. CSEAS complies fully with Section 427 (GEPA) in faculty-staff employment, student access, and the allocation of FLAS fellowships. Relevant commitments and data are reported in our appended GEPA statement. (see also Sec 7.C).

# STRENGTH OF LIBRARY

UW’s SE Asia collection is among the top 5 in the US and is embedded in the nation's 9th largest research library system, according to the Association of Research Libraries (ARA, 2020), with over 9 million titles in 40 specialized collections. The Library is ranked 27th by ARA in terms of annual expenditures on collection and staffing (nearly $18 million). Library resources are easily accessible through an electronic catalog (over 40 million inquiries annually) and through an

efficient interlibrary loan service (3rd-ranked nationally), enhanced by extensive and open access digital resources. UW’s library system maintains the largest staff of area studies bibliographers

(9) in the U.S. The SE Asia collection is managed by Larry Ashmun (see App A), the full-time Distinguished SE Asia Librarian, who is also a member of the CSEAS Steering Committee.

* 1. **Staff, Acquisitions, & Cataloguing Support**. The SE Asia collection is strongly supported by UW, which covers the librarian’s salary, all acquisition and cataloguing personnel assigned to SE Asia materials, and occasional student assistants, with a base acquisition fund (2020-21) of over $65,000 (see Table 1.1). Library support for the SE Asia collection has remained constant despite recent budgetary cuts; in addition, the Library regularly supports the acquisition and preservation of special collections on SE Asia (see below). Although overall UW support for the SE Asia collection is substantial and includes comprehensive acquisition of Western-language materials and the costs for Library of Congress (LC) participation, the purchase of vernacular materials from SE Asia escalates annually. Continued Title VI support is requested for specific acquisitions (SE Asian vernacular materials not well-covered by LC, especially from Myanmar & Laos). (see Bgt 5.1).
  2. **Existing Collection**. The SE Asian library holdings consist of over 172,051 monographs (with about 35% in SE Asian languages), over 14,000 serials (with 36% in SE Asian languages), over 4,500 microform titles, over 2,500 video cassettes and DVDs comprising the SE Asia Video Archives (feature films, theater performances, & TV footage); and over 1,500 music cassettes, records, and CDs, nearly all available in digital format. The overall collection is especially strong for Indonesia, Philippines, and Thailand, with additional strengths for Cambodia, Malaysia, Singapore, and Vietnam, and with increasing emphasis on Laos and Myanmar; UW maintains the country’s largest collection of materials pertaining to the study of the Hmong (see Sec 5.A, p.21-22). Ashmun aggressively works to expand archival and digital collections relevant to the study of SE Asia, among them the extensive collection of the U.S. Committee for Scientific Cooperation with Vietnam (1984-2013) acquired from the estate of our late Public Health

Professor, Judith Ladinsky, and the collection of Fr. Ives Bertrais (French missionary in Laos & Thailand, 1948-2005), consisting of diaries, journals, photographs and copious correspondence (over 3,000 letters) with Hmong parishioners in the Romanized Popular Alphabet, the script that he and 2 other missionaries devised in the mid-1950s. To make these and other collections electronically accessible to researchers, the UW Library Digital Collections Center has incorporated *Southeast Asian Images & Texts* (SEAiT), a digital museum initiated in 1997 by A McCoy and CSEAS. Over the years, SEAiT has expanded into an impressive array of special collections of SE Asia materials, all accessible on the CSEAS website. At present, UW’s holdings of the radio archive (broadcast reels, digital audio tapes, & related documents) of the UN Transitional Authority in Cambodia (UNTAC, 1992-93) are being organized and digitized through a CORMOSEA project funded by the Luce Foundation (SE Asia Digital Library). Ashmun continues to negotiate donations of significant SE Asia collections that, like the UNTAC and Bertrais collections, require considerable effort to prepare for digitizing. While UW has sufficient resources for digitizing these collections, the library lack pertinent staff to prepare them for digitization; as such, we request Title VI funds to hire a library assistant to process these collections for digitization to make them widely available to researchers. (see Bgt 8.7).

* 1. **Services: Cooperative Activities & On-Line Capabilities**. The UW Library is committed to cooperative collection development and cataloguing and is a leader in designing and utilizing electronic systems to improve accessibility to resource materials. The electronic catalog provides a fully integrated, internet-accessible system that performs a wide range of functions from searching to interlibrary loan orders. Microcomputer laboratories located throughout campus permit users to access over 1,000 electronic journals and over 300 electronic resources (bibliographies, magazines & newspapers). Through the BTAA, the member major libraries of our consortium share resources through the Virtual Electronic Library, permitting faculty, students, and public libraries to have direct access to UW's online catalog and circulation system.

Ashmun also plays a major role in disseminating information about our SE Asia holdings and online resources, in particular to enhance teaching and faculty/student research. Classroom services have been streamlined through electronically accessible course readings and online sites for accessing course-related materials (including video & photo images). Ashmun fills over 500 formal reference requests each year, prepares and circulates guides on recent acquisitions and special collections, conducts resource orientations for students in SE Asian courses and participants at SEASSI, and presents 30-40 collection and resource tours each year; in addition, he participates in CSEAS K-16 outreach workshops, informing teachers about valuable resources in UW’s collection. Ashmun is also actively involved in the collaborative efforts of LC and AAS (especially, CORMOSEA), as well as in the regional collection development initiatives of BTAA and the Center for Research Libraries.

# IMPACT & EVALUATION

1. **A. Impact on University, Community, Region, & Nation**. Inspired by the *Wisconsin Idea* of research, teaching, and public service, CSEAS serves its constituents as a source of first-rate SE Asia knowledge production, training, and outreach. In assessing our impact CSEAS employs institutional mechanisms required by UW, post-event assessments and enumerations, and the SWEPT surveys created processed by our nationally recognized survey center.

**What is SWEPT?** In 2010, UW’s area centers, with support from ID and the Provost’s office, developed a highly effective model for Title VI impact assessment and evaluation, the **Standardized Wisconsin Evaluation Plan for Title VI** (SWEPT), conducted by the Wisconsin Survey Center. For over a decade, this plan has developed 2 replicable surveys: **Global Learning Outcomes at Wisconsin Survey** (GLOWS) and **Area Studies Alumni Survey** (ASAS). **GLOWS** targets all sophomores and seniors at 3-year intervals to measure the on- campus impact of our programming and performance and to determine strengths and weaknesses in efforts to make necessary changes. Three GLOWS surveys have been completed (1 in 2012- 13; 2 in 2016-17, & 3 in Spring 2022, delayed by Covid) with the data from the last not yet

available. The results of the first 2 have been incorporated into our previous evaluation plans. GLOWS-4 will be administered in Spring 2025. **ASAS** targets all the alumni of UW’s area centers to obtain data to assess the impact of their UW area training (language & area studies, FLAS & other fellowships, advising, & program activities) and to compile quantifiable data on the careers and international engagements of alumni at various stages of their post-university lives. The ASAS surveys are administered at 10-year intervals, with ASAS-1 completed in 2011 and ASAS-2 in 2021. Both surveys are utilized to assess the impact of our programs and to inform our efforts to re-focus on-going programs and design new ones.

**ASAS-2 Results**. With 94 respondents, 80% of whom were fellowship recipients of the Center (including FLAS), ASAS-2 delivered particularly useful data, having assessed our program during the past 20 years as “very” to “extremely” effective in: the quality of the Center and its faculty (80%); providing an intellectual home for students (75%); preparing them for careers (70%); providing them with usable non-language skills after graduation (65%), and providing them with usable language skills after graduation (60%). ASAS-2 also revealed that over 30% of those surveyed had found employment in “government, military, and business,” while nearly 60% were employed in “education.” While the former category of assessments is very positive, the latter reveal that our graduate students (especially those obtaining PhDs) have found careers in “education” (60%) rather than “government” (16%). In part this is unavoidable, since UW is considered an institution concentrated on the production of scholarly specialists (mostly PhDs) on SE Asia who pursue academic careers. As in our previous application (2018), we again express our commitment to prioritize recruitment for our certificate and MA programs on students interested in seeking employment in government. The impact of these efforts, launched in 2018, will not be properly assessed until we implement ASAS-3.

**Beyond SWEPT**. SWEPT surveys are deployed in combination with many other evaluations of our on-campus and outreach activities that are routinely assessed from data on UW enrollment and graduation, library acquisitions, and those collected by CSEAS on students, alumni,

outreach, fellowships, SEASSI participants, and SEALC initiatives. Quantitative and qualitative evaluations of CSEAS are on-going. Entry and exit performance tests are administered for all SE Asian language courses (AY & SEASSI), using the IPA model and emphasizing the PBLL. (see Sec 2.C). Student evaluations of all course offerings are mandatory and widely disseminated, with CSEAS core faculty generally receiving marks above 4.0 on a 5-point scale. All UW faculty submit annual activity reports that include teaching evaluations, services on and off campus, advising, and scholarly production. The 4 faculty committees of CSEAS engage in on-going evaluation of every aspect of our program. In addition, ID and L&S require regular 10-year reviews of all degree programs. Our undergraduate Certificate program (launched in 2010) underwent a self-study in 2016, setting program goals that have been assessed annually since that time. In 2018-20, the MA program in SE Asian Studies underwent a thorough evaluation, starting with a 30-page self-study & followed by a semester-long assessment by a 3-member faculty committee appointed by ID and reviewed by 2 Deans (L&S & ID). After interviews with faculty, students, and staff, the L&S Dean informed CSEAS that “the review committee was impressed with the quality of the program.” CSEAS routinely gathers considerable data on all our activities, most of which are annually reported to IFLE. All these internal assessments remain integral to our current evaluation plan.

The impact of the Center’s training programs in SE Asia are also detailed in Sections 2 (language programs), 3 (non-language programs), 4 (degree & certificate programs), and 8 (outreach activities), with course and enrollment data provided in Appendix B. **Table 7.1** below summarizes selected activities and impacts that we measure on a regular basis and includes assessments that derive from SWEPT (both GLOWS & ASAS).

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| **TABLE 7.1. SELECTED RECENT IMPACT ON UW, REGION, NATION** | | |
| **Activity** | **Impact** | **Indices** |
| (1) High quality training of undergraduates (BA & certificate) & graduate students (MA | Increased number of UW- trained alumni develop knowledge of SE Asia for government, business, | Since 2000, CSEAS has granted 351 BA & 87 MA degrees in SE Asian Studies, & 124 PhDs to students conducting research on SE Asia; since its start (2010), 85 SE Asia certificates have been awarded; in 2020-22 over 6,000 |

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| & PhD) in SE Asian Studies.  **Sec 3 & 4; App B** | education, and non-profit sector employment. | undergraduates & 142 graduate students enrolled in SE Asia courses; & in 2015-20, 263 undergraduates studied abroad in SE Asia. SWEPT/ASAS-2: over 70% reported the program  to be “very” to “extremely” effective. |
| (2) Training students for SE Asia-oriented jobs where SE Asia language & area skills are significant.  **Sec 2 & 3** | SE Asia graduates placed in careers in the field for which they were trained. | SWEPT/ASAS-2: over 65% reported that SE Asian area expertise & 60% reported that SE Asian language skills from the program were “very” to “extremely” effective in their jobs; with nearly 40% in government, business & military & 60% in education. |
| (3) Performance-based instruction in SE Asian LCTLs for graduate & undergraduate students. **Sec 2; App B** | Increased number of students obtaining critical skills in SE Asian LCTLs for professional, government & academic careers. | Since 2000, there were 2,765 UW student enrollments in SE Asian languages (2,336 in AY & 429 at SEASSI); since 2000, SEASSI has trained 2,787 students, with 454 at advanced levels (in 8 strategic SE Asian LCTLs, plus Hmong). See SWEPT/ASAS-2 data above on effectiveness of language training. |
| (4) FLAS fellowships awarded to train graduates to advanced proficiency in strategic LCTLs.  **Sec 1, 2, & 10** | Well-trained SE Asia specialists take priority LCTLs to advanced levels before commencing careers. | In 2018-21, UW awarded 81 FLAS fellowships (26 AY; 55  SEASSI), 40 at advanced levels (12 AY; 28 SEASSI); SWEPT/ASAS-2: reported that over 30% of FLAS recipients found employment in government, military, & business & about 60% entered careers in education; 56% reported the use of language skills in their employment. |
| (5) SEALC-COTSEAL  SE Asia teacher-training workshops & initiatives with AY & SEASSI instructors of major US- based programs.  **Sec 2.C** | Major contribution to professionalization & training of SE Asian language teachers in critical areas of pedagogy, including designing oral proficiency guidelines (OPG). | Convened 3 national workshops (45 SE Asian language teachers, 7 languages, 22 institutions) at UW-Madison (Fall 2019 on designing OPG) & 2 at UCLA (Fall 2020 & Spring 2021, on heritage/project-based language instruction & academic publishing of language instructional materials); provided support for 3 Vietnamese materials development projects & supplemental funding for post-SEASSI instruction in SE Asian languages. |
| (6) Outreach programs: general activities & teacher-training initiatives (K-16 teachers & students, including community colleges & MSIs).  **Sec 8** | Information & analysis of SE Asia widely disseminated; K-12 & post-secondary teachers trained in SE Asia curriculum. | 2018-22 outreach data involving SE Asia: collaborative events: 56 performances/school visits (reached 2,874+ students and teachers); 7 teacher workshops (reached 331 teachers); 4 social studies teachers conferences (reached over 500); 9 book clubs (112 attended), 4 film showings (387 attended), 2 visits by CMN staff & students to Global Stds Symposium for Best Practices in International Ed at MSIs (Vanderbilt & Florida International U) |
| (7) CSEAS accessible resources & information on SE Asia.  **Sec 5** | Provide valuable online resources for students, teachers, researchers, & general public. | CSEAS resources consulted (1/1/2019-1/30/2022): SEASSI (23,324 users, 85,648 pageviews, from 37 countries); Hmong Stds Consortium (3,214 users, 8,065 pageviews); AAS Language Database (3,331 users, 12,323 pageviews; SE Asia librarian fields 500-600 inquiries & conducts 30-40 library resource tours annually. |

All these data yield 2 clear conclusions: (1) that the impact of our undergraduate and graduate training programs, initiatives for K-16 teachers and faculty at minority serving institutions, and other outreach programs has been significant at the university, state, and regional levels (see Sec

1. ; and (2) that students graduating from our programs have used their training, including language, to obtain careers that contribute to the nation’s priority needs in education, business, policy-making, and national security.

**7.B. Project Goals & Evaluation Plans for 2022-2026**. In the next grant cycle, as noted, SWEPT will administer GLOW-4 (Spring 2025), with this survey building upon the published results of GLOWS-3 and adjusted as necessary to changing conditions. In addition, SWEPT will introduce a new component, **ICONS** (Impact of COVID19 on NRCs Study). ICONS will be administered to attendees at all CSEAS and SEARG events and activities. It will be conducted in 2023, 2024 & 2026 with the objective to assess how pandemic-related shifts in programming have affected the experiences of participants in NRC programs, with the 2023 results serving as the benchmark data to use in efforts to adjust programming, with the later surveys assessing these adjustments. Below is a summary of our evaluation plan for 2022-26, addressing our 7 primary program goals. (see Sec 9.A). Baseline data for these goals are located in the Indices provided in Table 7.1 above.

***Goal 1: Increase number of SE Asia specialists to meet national needs***. To assess our goal of increasing undergraduate participation in CSEAS, we will use data from GLOWS-3 (goal: increase awareness 10% among seniors) and from UW enrollment records (goal: increase SE Asia Certificates 15%). We will use UW enrollment and graduation records, CSEAS alumni records, and ASAS-3 data to assess post-graduation employment of MA and PhD recipients affiliated with CSEAS. The goal is to deploy FLAS funding to recruit MA students with the aim of increasing post-graduate SE Asia-related employment specifically in the government, as well as in business, education, and nonprofit sectors. (see Secs 7.A, p.28; 9.A.1; & 10).

***Goal 2: Increase number of SE Asian language learners and DL capacities***. We will use UW enrollment and FLAS data to assess our impact on increasing the number of students obtaining skills in SE Asian languages (goals: increase language enrollments and advanced proficiency 10%); CSEAS alumni data and ASAS-3 to assess post-graduate placement in careers using SE

Asian LCTLs; and BTAA/ALC and SEASSI enrollment records to assess the ability to increase DL learning opportunities. The goals are to increase summer enrollment and AY enrollment by 10%. (see Secs 2.A-B; 9.A.2).

***Goal 3: Improve language-teaching pedagogy toward professionalizing SE Asian language instruction***. Pursuing our long collaboration with COTSEAL and, since 2019, with SEALC, we will use participation data from workshops and language pedagogy programs; ACTFL assessment measurements; and employment placements of trained SE Asian language instructors. The goals are to develop the teaching skills of SE Asian language instructors across the US and their abilities to implement performance-based instruction and assessments. (see Secs 2.C & 9.A.3).

***Goal 4: Assist in internationalizing the curriculum at MSI and community colleges***. A variety of measures will be used to assess the effectiveness of these efforts, including: participation in curriculum-based outreach collaboration with CMN; participation in 4-year curriculum project on Hmong Studies with MC; development of new content-focused teacher-training workshops, and enrollment data relating to enhancements of the on-going program to integrate MC students into UW SE Asia courses (Passport Program). (see Secs 8.B & 9.A.4).

***Goal 5: Enhance SE Asia curriculum materials for K-12 classrooms*** in collaboration with WIRC and WDPI; use post-workshop surveys and lesson plans uploaded to the WiseLearn database to assess impact of workshops & seminars in developing state-aligned lesson plans & professional learning materials for a new resource hub (“Teaching on Genocide”), mandated by new Wisconsin Act 30, and related initiatives. (see Secs 8.A & 9.A.5).

***Goal 6: Enhance K-14 teacher-training programs***. We will use CSEAS outreach program’s established assessment protocols to evaluate K-14 in-service teachers (participation records; workshop and training feedback), and the pre-service First-year Interest Group (FIG) will include course evaluation and enrollment records (Curric 292), C&I enrollment & graduation

records, and CSEAS & School of Education workshop records to measure student participation in relevant summer intensive workshops. (see Secs 8.A-C; 9.A.5; & 9.A.6).

***Goal 7: Increase Library acquisitions & digital collections.*** We will use Library acquisition records to document increased collection development, and the Librarian’s records and assessments of the number of special collections digitized for open access during this time- period. (see Secs 6.B & 9.A.7).

**Use of Recent Evaluations to Inform Current Plan**. CSEAS relies on performance assessments to improve programming and inform project planning in areas of national need. Two examples of this are as follows. **(1)** Data from SWEPT (GLOWS & ASAS), confirm that CSEAS has been successful in building a community of affiliated graduate students (both MA & PhD), but has been less successful in attracting unaffiliated undergraduate students. Although CSEAS attracts undergraduates through gateway courses, GLOWS-1 & -2 data indicate that we need to develop more effective mechanisms to recruit students into our program and to make them aware of employment opportunities, especially in government service (**see Goal 1 above**). In response, CSEAS is collaborating with IRIS to develop more effective social media outreach and communication mechanisms and is coordinating with IS to increase enrollment in the CSEAS certificate. **(2)** Financial barriers have prevented students in MC **Passport Program** from enrolling in UW’s area courses as originally intended. We have addressed this in 2 ways: MC has obtained external funding to support its students and the UW partners have found more direct ways to support international studies at MC, including the CSEAS-MC initiative to develop a Hmong Studies program at MC. (see Goal 4 above & Sec 8.B.2).

**Launch Impact Evaluation of SEASSI (1983-2023).** Summer 2023 will mark the 40th anniversary of SEASSI (see Sec 2.B), which since its establishment has trained over 5,000 students in 9 SE Asian languages at 3 levels. Anecdotal evidence has long emphasized SEASSI’s broad impact on the field of SE Asian Studies. Having been the host of SEASSI for 25 of these 40 years, CSEAS is committed to assess its impact, not only in language instruction but also in

training area specialists, as well as its pedagogical impact on the field. Based on available reports and records of the SEASSI programs since 1983, we will carry out a comprehensive evaluation of the institute, both to assess its significance and to serve as a databank to seek continued funding to secure its future.

**7.C. Equal Access of Under-Represented Groups**. Diversity is integral to UW’s master plan, and CSEAS complies fully with Section 427 (GEPA) in employment, and student and public access, as the following illustrate: (1) targeted curriculum development support to faculty and students at CMN, a major Tribal College in Wisconsin; (2) on-going collaboration with MC’s faculty and administration to internationalize course offerings and teacher-training activities; and

(3) continuing support for under-represented groups in FLAS and CSEAS Fellowships awarded in 2018-2022 (37% were women & 51% were from under-represented groups). Relevant data for faculty are reported in our attached statement on Section 427 of GEPA. Efforts to improve our performance in these areas will be reflected in GLOWS-4 (2022) and ASAS-3 (2031).

**7.D. How Activities Address National Needs and Inform the Public**. CSEAS serves the nation as an exemplary leader in building expertise in SE Asian LCTLs, including at the advanced level, through our AY programs and intensive summer institutes (SEASSI and IFLI), and through our 20-year commitment to developing and professionalizing SE Asian language teaching across the country by serving as the host for SEALC (see Secs 2.C & 9.A.3). Our leadership in the field of Indonesian language instruction has been recognized by the selection of SEASSI as the site for the first IFLI (see 2.B). CSEAS is equally committed to training the next generation of SE Asia specialists to serve government, business, education, and non-profit sectors (see Table 7.1, Indices 1-4). Guided by the *Wisconsin Idea*--that all knowledge developed by UW belongs to the public, CSEAS works toward this objective via a first-rate, archive-rich website, dozens of presentations annually on diverse topics, on-going collaborations with minority-serving institutions, and a highly professional and accessible national language institute.

**Post-Graduate Employment, Education, & Training in Areas of National Needs**. ASAS-2 reported that 18% of CSEAS alumni held jobs in government and military. In addressing this situation in our last proposal, we moved to increase our initiatives to attract more undergraduate students to SE Asia Studies from the IS program and to expand our MA program to increase the number of students inclined to government service, including emphasizing MA students in the awarding of FLAS fellowships. (see Sec 10). We remain committed to these initiatives in the next cycle and anticipate that our efforts will also be enhanced by participation in IFLI.

**FLAS Awards & National Needs**. As stated in Section 10, CSEAS is committed to use FLAS fellowships to recruit students to our MA program and to increasing the number of students at advanced proficiency in a SE Asian priority LCTLs, with an additional objective being to increase the number of SE Asia specialists trained for careers in government, business, and non- profit sectors. ALC and SEASSI will also continue pre- and post-proficiency testing for all FLAS recipients as an on-going evaluation of our language programs.

# OUTREACH ACTIVITIES

CSEAS is committed to a comprehensive outreach program that meets and exceeds the stated absolute and competitive preference priorities. Our outreach program is supervised by the CSEAS steering committee, implemented by a professional outreach specialist, and emphasizes best practices and measurable impact outcomes. Since 2011, the CSEAS Outreach Coordinator has been M McCoy (see App A), who holds a PhD in Communications and a Wisconsin Secondary Teaching Credential; she has advanced proficiency in Indonesian and an established scholarly record in her field (see App A). Under her management, SE Asia outreach initiatives span a wide range of activities that include in-service training workshops for K-16 teachers, curriculum development projects with the Wisconsin Department of Public Instruction (WDPI) and Madison College (MC), and regular lectures and events (on & off campus) featuring scholars, students, and representatives of local media, government, and business. CSEAS

organizes its outreach in 2 ways: through center activities organized independently by M McCoy and collaboratively through activities organized with WIRC.

**WIRC**. Building upon the Wisconsin International Outreach Consortium (WIOC, 1993-2016), UW’s area centers established (in 2020) the Wisconsin International Resource Consortium (WIRC). Administratively supported by IRIS, WIRC assists UW’s area centers in carrying out activities by coordinating programs to deliver effective outreach activities with, among others, WDPI, MC, and other MSIs in Wisconsin, UW's School of Education, and community organizations, including a continued commitment to World Languages Day (bringing 500 secondary students & 50 teachers to campus to highlight UW’s extensive language programs).

* 1. **Outreach to K-12 Schools in Wisconsin**. CSEAS outreach to K-12 schools takes several forms: faculty, staff, and graduate student presentations (as “outreach ambassadors”) in response to direct requests from teachers (for performances & classroom visits) and in-service teacher- training workshops and initiatives in collaboration with WIRC and WDPI.
     1. **Summary of Recent Initiatives (2018-2022)**. Despite the difficulties presented by the Covid pandemic, CSEAS completed all its major outreach obligations in 2018-22, including 3 professional development workshops attended by 44 teachers from across the state, hosted in collaboration with WDPI and the Wisconsin Council on the Social Studies Ashbrook Scholars program. The most heavily attended CSEAS-sponsored event was the highly publicized visit to campus by Kim Phúc (“The Girl in the Picture”) and photographer Nick Ut in Spring 2019, coinciding with the 47th anniversary of the 1972 napalm bombing in Trang Bang, Vietnam. This marquee event was attended by over 425 people featuring the telling of their remarkable story, followed by a catered reception attended by 52 community leaders, members of veterans organizations, local media representatives, the former mayor, founders of the Madison-based My Lai Project, and UW faculty, students and staff. This event was linked to an earlier professional development workshop on “The Terrors of War: Iconic Images in Teaching” (May 2019) and followed by 2 related book club discussions of Ms. Phúc’s memoir, sponsored in collaboration

with the Wisconsin Public Library and Grace Episcopal Church (June 2019). These events received state-wide media coverage from the *Wisconsin State Journal* (front-page for 2 days), Wisconsin Public Radio, the *Milwaukee Journal Sentinel*, *Inside UW*, and *NBC News.* In addition, CSEAS collaborated on 3 other major K-12 professional development workshops: “The Growing Crisis of Refugees & Statelessness” (a 4-week workshop in Fall 2020 with MC & Harper College educators & invited specialists), “Cyber-Capabilities & Accelerating Global Change” (Spring 2021), and “Empowering Educators to Teach on Genocide” (Spring 2022, in collaboration with WDPI & WIRC). CSEAS also sponsored 56 presentations and performances for K-12 students and teachers, joined our colleagues in offering 37 curriculum development projects (also including community colleges), and participated in 2 additional professional development workshops: “Building Global Communities: A Conversation around Immigration” (Fall 2018) and “Global Girlhood: Wisconsin to the World!” (Fall 2020) held at Alverno College (a Wisconsin MSIs), also reaching pre-service teachers in Milwaukee.

* + 1. **Proposed Initiatives for 2022-26**. In the next 4 years, CSEAS will continue successful programs and implement new initiatives aimed at K-14 in-service teacher training, expand our partnership with MC and pursue on-going initiatives with CMN. (**S**ee Table 9.1 & Sec 7.B, goal 4-6). These activities are summarized below.

**CSEAS K-14 In-Service Teacher-Training Workshops**. Building on past successes, CSEAS will convene 4 SE Asia-focused K-14 teacher-training workshops, each focusing on current issues aimed at assisting teachers to develop appropriate teaching strategies and materials, as follows: Year 1, “Celebrating SE Asian Immigrants in Wisconsin” (as part of a new 4-year collaboration with MC, see below), Year 2, “The Growing Crisis of Refugees & Statelessness,” Year 3, “Global Youth Movements in SE Asia,” and Year 4, “Human and Drug Trafficking in SE Asia.” These workshops will be energized by 2 recent initiatives: a new state law (Act 30) passed with strong bipartisan support that requires public schools to teach on the Holocaust and other genocides at least once in grades 5-8 and at least once in grades 9-12 (see below) and the

recent resolution of the Wisconsin Association of School Boards to insert curriculum and promote teacher training on “the history, culture, and contributions of Asian Americans.” **CSEAS Collaboration with WDPI on Act 30**. CSEAS will partner with the WDPI to launch a broad new curriculum and professional development project for in-service K-12 teachers to meet the mandates of Act 30 (“teaching about genocide”), making it possible for CSEAS to provide SE Asia content that K-12 teachers can incorporate directly into their curricula, potentially reaching many teachers and thousands of students over the next few years. To help teachers locate reliable resources on genocides, the WDPI has asked CSEAS to collaborate on several new initiatives in the next NRC cycle. In Year 1 we will co-sponsor with WDPI another professional development workshop on “Empowering Educators to Teach on Genocide” and begin working with master teachers on implementing appropriate curriculum in the next 3 years. With core faculty and several critical graduate students affiliated with CSEAS, we will concentrate on the genocides in Cambodia and Myanmar.

**WIRC K-14 In-Service Teacher-Training Workshops & Initiatives**. CSEAS will join WIRC in convening 4 collaborative professional development workshops. In Year 1 and Year 3 these workshops will be planned and convened in close association with WDPI and its social studies coordinators, focusing on K-12 teachers. In Year 2 and Year 4 these workshops will be planned and convened in collaboration with MC and will focus on training community college educators. Preliminary discussions with WDPI and MC administrators have identified a number of potential themes for these workshops, among them “Migration & Citizenship,” “Globalization & Endangered Cultures,” “Technology & Democracy,” and “Visual Cultures & the Media.” Along with support for and participation in the above workshop, CSEAS will collaborate with WIRC to convene World Languages Day, World Appreciation Day, the South Madison International Night, Badger Rock Community Asia Night, Flavors of the World, and World Cinema Day.

**WIRC Global Learning Summit.** CSEAS will also collaborate with WIRC and WDPI to host a bi-annual Global Learning Summit to offer lectures and book studies for secondary teachers and

students on global themes. The 2022 summit will partner with UW-Milwaukee to focus on sustainable development and provide career and service-learning sessions for students and teachers, along with a book study and keynote by Ariel Tichnor-Wagner of Boston University on her 2020 publication, *Becoming a Globally Competent School Leader*.

**WIRC Global Children’s Literature Celebration.** CSEAS will also collaborate with WIRC to host the bi-annual "Global Children's Literature Celebration" (alternating with the Global Learning Summit). We will partner with MC to recruit pre-service K-14 teachers and librarians and supply participants with award-winning books and opportunities to hear talks by authors and specialists on children’s literature. In addition, MC education majors enrolled in UW’s new “Teacher Education Pathway” program will be able to use this event to develop materials for their portfolios and future curricula on relevant themes. This initiative aligns with MC’s goals to

1) internationalize education, 2) diversify narratives in the classroom, and 3) develop culturally responsive teaching. (this initiative meets the Competitive Preference Priory, see Sec 11). **Impact & Evaluation**. CSEAS & WIRC are committed to improving efforts to evaluate the impact of our major outreach activities. We will continue to consult with teachers during and after workshops and encourage teachers to uploaded pertinent lessons plans onto WDPI’s WiseLearn state archive, assuring our goal to create 30 lesson plans for 4 inquiry-based units, resulting in actionable plans to meet these instructional needs.

* 1. **Services to Postsecondary Teachers & Institutions**. CSEAS and its faculty serve their colleagues at postsecondary institutions and MSIs in many significant ways. CSEAS on its own and with WIRC colleagues will organize symposia and content-focused workshops to bring UW’s international expertise into the service of new and on-going initiatives at 2- and 4-year colleges and universities in our region. Two of these institutions, CMN and MC, remain at the center of our efforts to sustain productive partnerships launched in 2014. (see Sec 11).

**8.B.1 Recent & On-Going Initiatives**. For more than a decade, CSEAS in collaboration with UW’s NRCs has partnered with CMN’s Sustainable Development Institute (SDI) to establish

linkages with the UN Forum of Indigenous Peoples, international scholars at UW, and our university’s faculty and staff committed to linking CMN to global knowledge on indigeneity. These initiatives have resulted in a fruitful relationship that continues to be vibrant & dynamic. An equally successful relationship has developed with MC, Wisconsin’s largest and most active community college. In the past decade, CSEAS has worked persistently to assist in the internationalization of MC’s courses and programs. CSEAS initiatives have to date concentrated on specific curriculum development projects, including course development grants, participation in teacher-training workshops targeting community college teachers, and the Passport Program (providing access to UW courses & certificates by MC students). All these initiatives have been successful, but have, more importantly, led to new areas of interaction.

**8.B.2. Proposed Initiatives for 2022-26**. CSEAS will develop 3 major priority projects, **with each meeting the Competitive Preference Priority**. (see Sec 11).

**Continued Partnership with College of Menominee Nation (CMN)**. CSEAS, in collaboration with UW’s area centers and IES, will build on our decade-long partnership with CMN’s SDI to deliver appropriate international curriculum and to facilitate liaisons between CMN faculty and staff and international scholars aimed at fostering better understanding of global indigeneity, including participation in the UN Forum for Indigenous Peoples. In addition, Dr. Rakhmat Hidayat (Universitas Negeri Jakarta), a CSEAS Fulbright-funded visiting scholar (2021), will invite faculty and students from CMN to interact with Indonesian indigenous communities during the coming grant period, with CSEAS closely involved in this initiative.

**Madison College Hmong Studies Curriculum Development**. In Fall 2021, CSEAS was requested by MC to partner with them on a 4-year effort to establish a Hmong Studies program. This collaboration will build upon the CSEAS Hmong Studies Consortium (HSC, since 2009) and will include regular consultation, faculty training, instructional support, and travel with the project outcomes aimed at the development courses (including Hmong language), a regional experiential learning program, and study abroad opportunities. The result is intended to integrate

MC into the larger initiatives of HSC and to insert curriculum about Hmong culture, history, and language into the Wisconsin system of communities colleges.

**Madison College Passport Program**. CSEAS and UW’s area centers will work to further develop the potential of the Passport Program, intended to make UW’s international resources more accessible to the students in MC’s Global Studies Certificate program and facilitate the recruitment of these students into internationally focused degree programs at UW.

* 1. **Pre-Service Teacher Training.** Given the success of our collaboration with UW’s pre- service teacher-training programs of C&I, we will continue one of its most effective initiatives, the Globalizing Education FIG (Curric 292, Anthro 104, & IS 101), which was offered each fall of 2018-2021. (see App B). A FIG is an innovative undergraduate initiative implemented by L&S over 2 decades ago; FIGs link 3 courses into a cluster focused on a single theme, in this case “globalizing education.” Its primary constituents are 20 incoming-undergraduates planning careers as K-14 educators. It is taught by Hawkins (see App A) and collaborates very closely with the area centers and with a wide range of programs and initiatives relating to on-going NRC outreach activities with K-14 institutions and teachers, as well as with other international programs on the UW campus. This class not only provides these future social studies teachers with important international links and content, but also opens pathways to other students, including graduate students, who are pursuing a wide range of careers in education (clearly demonstrated in ASAS-2). Moreover, the NRC support for the graduate teaching assistant for this course is an important contribution to the training and maintenance of one of our area studies specialists. (see Section 9.A.6; & Bgt 8.6).
  2. **Services to Campus, General Public, Business, & Media**. CSEAS actively offers effective outreach to our campus and community, and responds regularly to meet local, national, and international media inquiries. Regular CSEAS outreach to campus and the general public is carried out through the **Friday Forum Lecture Series** (pre-Covid: 30-60 in attendance weekly; increasing to 60-100 remotely during Covid); all lectures are recorded and made available on

YouTube. In addition, CSEAS core faculty respond regularly to requests from government and media for information relating to SE Asia. The CSEAS website (seasia.wisc.edu) also provides critical links to significant resources developed by UW faculty for scholars and postsecondary teachers, including SEAiT, SEALC, SEASSI and HSC. (see Table 7.1).

# PROGRAM PLANNING & BUDGET

CSEAS is committed to continuing its leadership in SE Asian Studies. This leadership will continue to be demonstrated in all the priority areas of national interest: (a) the cross-disciplinary training of specialists prepared for service in government, education, business, and non-profit sector; (b) the delivery of high-quality, performance-based, language instruction to students with a wide range of learning objectives; and (c) the concerted effort to make these programs available to K-16 educators and to the faculty and students of minority-serving institutions and community colleges within our region. The breadth and depth of our programming ensures that students, educators, and community participants experience a wide range of perspectives and views and generate debates on SE Asia. In carrying out these goals, we will draw upon long- established institutional commitments to our program and will seek specific funding from the US Department of Education to enhance and further develop our capacity.

* 1. **Quality & Relevance**. The projects and initiatives proposed in this application are relevant to the stated priorities and intended to develop a high-quality SE Asia national resource center. In pursuing these objectives, we seek Title VI funds to strengthen our administrative capacity with 3 partial salary requests: a) 42% for our Outreach Coordinator (M McCoy), b) 25% for our Administrative Specialist (Doty), and c) to contribute (Years 1 & 2) to a shared assistant for events and logistics for IRIS; and for administrative and outreach travel to AAS and other local and national conferences (see Bgt 1.1.c, 1.3.a, 1.3.b, 3.2.a) and for supplies (mainly books) and copying costs for our outreach initiatives (see Bgt 5.2). In addition, we continue to seek partial salary support for 3 of our 6 language instructors: 66% (down from 75%) for Vietnamese, 66% for Indonesian, and 66% for Filipino, and for our contribution, along with other SE Asia NRCs,

to Lao instruction at SEASSI and at NIU in the academic year. (see Bgt 1.2, 8.9). In 2022-2026, CSEAS will focus on the 8 major goals outlined below, with **Table 9.1** providing a timeline for these projects, all of which are explained in the indicated sections.

* + 1. **Increase the number of SE Asia specialists to meet national needs** (no cost). This goal has 3 initiatives: a) to work with UW’s undergraduate IS program to increase the number of SE Asia certificate recipients; b) to work with IAP, UW study abroad office, to increase participation of undergraduate certificate students in overseas experiences in SE Asia; and c) to increase FLAS and CSEAS Fellowships for MA applicants as a recruitment initiative; all aimed at strengthening programs that have demonstrated potential to prepare our graduates for careers in government, business, and the non-profit sector. (see Secs 3.A-B; 4.A-D; & 7.B, goal 1).
    2. **Increase SE Asian language learners & distance language (DL) capacities** (no cost) during the AY and summer (SEASSI & IFLI). In cooperation with ALC, WISLI, BTAA, and partner institutions across the US, the objectives are to a) improve promotional activities, and b) further develop high-quality DL programs to bring our excellent LCTL programs to a larger number of learners. (see Secs 2.A-B & 7.B, goal 2).
    3. **Improve language-teaching pedagogy toward professionalizing SE Asian language instruction** in the US. In collaboration with SEALC, COTSEAL and other SE Asian NRCs, we will work to improve the quality of instruction and to develop and disseminate instructional materials and oral, listening, and reading proficiency guidelines for SE Asian strategic languages. (see Secs 2.C & 7.B, goal 3). To achieve this goal, CSEAS, under Rafferty and Barnard, will host a national workshop in Year 1 and support participation of our instructors in 3 other workshops in Years 2, 3, and 4. (see Bgt 3.2.b & 8.8).
    4. **Expand partnerships & develop new initiatives with minority-serving institutions**, specifically, CMN and MC. The objectives are to enhance the study of SE Asia through expanding ongoing programs with CMN, collaborating with MC to develop its Hmong studies program, as well as to strengthen our Passport Program with MC. (see Secs 7.B, goal 4 & 8.A-

B). For Title VI requests in support of these initiatives (including travel). (see Bgt 3.2.b, 8.1, 8.2.a-b).

* + 1. **Develop SE Asia curriculum materials for K-12 in-service teachers**. In collaboration with WDPI and K-12 master teachers, we will produce, through workshops and focused seminars, SE Asia social studies curricular materials and teaching units to respond to Wisconsin Act 30 (to teach on genocide) and make these available on the WDPI’s WiseLearn database. (see Secs 7.B, goal 5 & 8.A-B). For Title VI requests in support of these initiatives (including supplies), see Bgt 5.2, 8.4, 8.5.
    2. **Enhance K-14 pre-service teacher-training at UW**. The objective is to strengthen our pre-service program with UW’s C&I by supporting the *Globalizing Education* FIG (First-year Interest Group) offered to UW undergraduates pursuing K-14 social studies teaching credentials. (see Secs 7.B, goal 6 & 8.C). For the Title VI request in support of this initiative, see Bgt 8.6.
    3. **Support Library collection: acquisition of vernacular materials & digitizing special collections**. We will deploy Title VI funds to continue to acquire SE Asian vernacular books and serials beyond those in Western languages and those acquired through the Library of Congress program, as well as to hire a summer assistant to work with our librarian (Ashmun) to process major collections and prepare them for digitization and incorporation into UW’s open access digital library, *SE Asia Images & Texts* (SEAiT). (see Sec 6.B; 7.B, goal 7; & Bgt 5.1, 8.7**).**
    4. **Implement the Standardized Wisconsin Evaluation Plan for Title VI (SWEPT)**, now in its 12th year. In collaboration with other UW NRCs, we will launch 2 SWEPT surveys: our 4th undergraduate evaluation (GLOWS-4) and a series of new assessments to measure the impact of the Covid pandemic on our programs (ICONS). (see Sec 7.A & Bgt 8.3**).**
  1. **Development Plan & Timeline**. The plans for new ventures, the growth of on-going projects, and careful maintenance of time-tested activities and programs described throughout this proposal demonstrate efficient use of personnel and resources to yield a strengthened center by grant's end. **Table 9.1** provides a timeline for implementation of the above goals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TABLE 9.1. TIMELINE OF NEW SE ASIA INITIATIVES** | | | | |
| Activity | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| (1) Increase number of | Partner with IS & IAP | Promote certificate | Continue partnership | Continue all |
| SE Asia specialists to | to promote SE Asia | partnership with IS | with IS major & | initiatives; assess |
| meet national needs. | certificate; use FLAS & | major & increased | increased study | previous 3 years; |
| **Secs 3.A; 7.B; 9.A.1;** | CSEAS Fwps to recruit | study abroad students; | abroad students; | develop new |
| (no cost). | MA applicants. | continue recruitment | continue recruitment | strategies to reach |
|  |  | fwps for MA apps. | fwps for MA apps. | these objectives. |
| (2) Increase SE Asian | Partner with ALC & | Continue partnership | Implement UW fee | Assess offerings in |
| language learners: AY, | BTAA (for AY) & | with ALC & WISLI to | for service DL | DL; assess AY, |
| SEASSI, IFLI, & post- | WISLI & NRC | increase DL instruction | instruction; expand | SEASSI, IFLI, MC |
| secondary institutions; | colleagues (for | for AY (BTAA & | DL partners (BTAA, | offerings to plan |
| develop capacities & | SEASSI) to increase | special students) & | SEASSI & other | future initiatives; |
| fee structures for | promotional initiatives; | SEASSI; expand IFLI; | institutions); | explore new DL |
| offering SE Asian | expand IFLI; locate | launch Hmong at MC | strengthen Hmong | partnerships; & |
| LCTLs by DL. **Secs** | new partners for DL |  | program at MC | institutionalize MC |
| **2.A-B; 9.A.2** (no cost). | swaps, including K-16 |  |  | Hmong program |
|  | institutions. |  |  |  |
| (3) Through SEALC | Partner with SEALC & | Partner with SEALC & | Partner with SEALC | Partner with |
| workshops, improve | COTSEAL to convene | COTSEAL to organize | & COTSEAL to | SEALC & |
| language-teaching | national pedagogy | participation of UW | organize | COTSEAL to |
| pedagogy & | workshop; assess | language instructors in | participation of UW | organize |
| professionalizing SE | workshop & circulate | SEALC workshops & | language instructors | participation of |
| Asian language | results through SEALC | in assessment & | in SEALC | UW language |
| instruction. **Secs 2.C;** |  | circulation of results | workshops & in | instructors in |
| **9.A.3; Bgt 3.2B, 8.8** |  | through SEALC. | assessment & | SEALC workshops |
|  |  |  | circulation of results | & in assessment & |
|  |  |  | through SEALC. | circulation of |
|  |  |  |  | results through |
|  |  |  |  | SEALC |
| (4) Expand SE Asia | Plan curriculum | Implement curriculum | Continue curriculum | Continue CMN |
| partnerships with | initiatives with CMN; | initiatives with CMN; | initiatives with CMN | curriculum |
| CMN, MC. | launch Hmong Studies | pursue on-going | & consolidate | initiatives & |
| **Secs 8.A-B; 9.A.4; Bgt** | collaboration & | Hmong Studies | Hmong Studies | consolidate Hmong |
| **8.1, 8.2A, 8.2B** | Passport Program with | initiatives with MC, | initiatives with MC, | Studies initiatives |
|  | MC | including course & | including course & | with MC & assess |
|  |  | language instruction | language instruction | course & language |
|  |  |  |  | instruction |
| (5) Conduct thematic | Conduct 2 workshops | Conduct 2 workshops | Conduct 2 | Conduct 2 |
| K-12/14 teacher- | (1 with WIRC); partner | (1 with WIRC); partner | workshops (1 with | workshops (1 with |
| training workshops & | with WDPI on | with WDPI on | WIRC); partner with | WIRC); partner |
| develop SE Asia | seminars to design | seminars to design | WDPI & master | with WDPI & |
| curriculum materials | lesson plans to meet | lesson plans to meet | teachers to place | master teachers to |
| with WDPI & K-12 | new curriculum needs | new curriculum needs | lesson plans for Act | place lesson plans |
| master teachers for Act | from Act 30 (teaching | from Act 30 (teaching | 30 on WDPI | for Act 30 on |
| 30 initiatives on | about genocide). | about genocide). | WiseLearn archive | WDPI WiseLearn |
| WiseLearn. **Secs 8.A;** |  |  | (target 10). | archive (target 10). |
| **9.A.5; Bgt 5.2, 8.4, 8.5** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (6) Support & participate in pre- service FIG course at UW School of Education. **Secs 8.C; 9.A.6; Bgt 8.6** | Support & participate UW C&I pre-service FIG course on Globalizing Education (Curric 292). | Support & participate UW C&I pre-service FIG course on Globalizing Education (Curric 292). | Support & participate UW C&I pre-service FIG course on Globalizing Education (Curric 292). | Support & participate UW C&I pre-service FIG course on Globalizing Education (Curric 292). |
| (7) Continue support for SE Asia Library acquisitions; support digitizing projects for SEAiT. **Sec 6.B; 9.A.7; Bgt 5.1, 8.7** | Consult with librarian on acquisitions & to hire assistant to prepare special collections for digitizing. | Consult with librarian on acquisitions & to hire assistant to prepare special collections for digitizing. | Consult with librarian on acquisitions & to hire assistant to prepare special collections for digitizing. | Continue acquisitions & digital projects & assess future needs and directions; promote SEAiT |
| (8) Implement 2 SWEPT impact & evaluation surveys. **Sec 7.A-B; 9.A.8; Bgt 8.3.** | Design & implement ICONS-1 (impact of Covid) | Implement ICONS-2 (assess post-Covid programs) | Implement GLOWS- 4 (undergraduate survey of programs) | Implement ICONS-3 (assess post-Covid programs) |

* 1. **Cost Effectiveness**. The CSEAS budget presents a cost-effective plan for strengthening SE Asian studies programming to serve UW faculty and students, the community, the region, and the nation. The above timeline displays careful planning to realize objectives at a sensible cost by deploying strategic collaborations and making effective use of our existing resources.
  2. **Impact**. Several sections of this proposal emphasize how CSEAS will continue to have a significant long-term impact on SE Asian studies through its commitment to area and language training programs for undergraduate, graduate, and professional students (see Secs 1, 2, 3, 4, & 7.B), for SE Asian language instructors nationwide (see Sec 2.C & 7.B), and for K-16 teachers and students, including those at MSIs and 2-year colleges (Sec 7.B & 8.B), and offer a comprehensive and innovative evaluation plan to assess this impact. (see Sec 7).

# FLAS SELECTION CRITERIA & PROCEDURES

CSEAS supports 5 FLAS languages during the AY and an additional 3-4 during the summer at SEASSI; 8 of these are strategic languages (Burmese, Filipino, Indonesian, Javanese, Khmer, Lao, Thai, & Vietnamese) and the 8th (Hmong) is the largest Asian heritage language in the Wisconsin-Minnesota area. In 2018-22, CSEAS was allocated 7 graduate and 2 undergraduate FLAS awards during the AY, and 10 in the summer (all for SEASSI) and we are requesting the

same level of support in 2022-2026 (**see FLAS Budget**). During the 2018-22 AY, 26 graduate awards (out of 49 applicants) and 3 undergraduate awards (out of 10 applicants) were made; during the 3 summers (2019-21), 55 awards were made (from 103 applicants), with unspent FLAS from AY carried over to SEASSI. As stated in our last application, we committed to increasing FLAS awards for students at the MA level; as such, in 2018-22, 50% (13 of 26) of our graduate AY FLAS awards were granted to MA students, while 41% (12 or 29) of our AY awardees were from under-represented groups and 52% (15 of 29) of the AY awardees studied at the advanced level. During the 3 SEASSI programs (2019-21), with support from other NRCs, 155 FLAS awards were offered to students (39% of the total enrollment of 402); 39% of the FLAS awards offered by UW for students at SEASSI 2020 and 2021 were granted to students at the advanced level.

AY FLAS fellowships at UW are administered by CSEAS with the assistance of the IRIS Awards Office, which manages payments and coordinates publicity (including social media promotion); evaluation and selection of awardees are administered by the CSEAS Fellowships Committee. Since 2010, the FLAS application is via a secure online system accessible to CSEAS evaluators; applications are available in October, with an early February deadline, and notifications made in mid-March. Fellowships are advertised widely on the CSEAS website, in all L&S and professional school departments, and by the Graduate School; all applicants to CSEAS's MA program are routinely encouraged to apply. Data from GLOWS-2 indicated that less than 20% of undergraduates surveyed (2016) were aware of FLAS fellowships; these data led to increased efforts to publicize FLAS to undergraduates, including through social media networks. While undergraduate recruitment remains a problem in the AY, it is rapidly increasing at SEASSI. Undergraduate recruitment for FLAS has also been negatively impacted by regulations that prevent our inability to offer these awards to students at the first-year level.

The CSEAS Fellowships Committee is a rotating body consisting of 4 core faculty from different disciplines and country specialties in order to insure broad representation. Each member

ranks applicants based on the following criteria: 40% on academic record (transcripts & 3 recommendations); 40% on the appropriateness of language study as outlined in the statement (with preference for intention to reach advanced proficiency & for MA applicants with a stated preference for a career in government service); 10% on the degree to which the applicant can demonstrate financial need; and 10% for applicants coming from an under-represented group. Recipients cannot be native speakers of the language studied, and all are required to take at least one additional area course each semester during the award period.

Financial need is determined by the student’s expected family contribution (EFC) as indicated by the Free Application for Federal Studies Aid (FAFSA). Applicants are advised to complete the online FAFSA and to report their EFC score on their application form, allowing our evaluators to incorporate this information into the final assessment. Applicants will also be encouraged to indicate if they are from an under-represented group, which is already indicated for applicants to the Graduate School. During summers (for SEASSI), FLAS applicants are also assessed according to the above selection criteria.

# MEETING COMPETITIVE PREFERENCE PRIORITIES

**NRC Competitive Preference Priority**. This priority will be met by 2 innovative and sustainable post-secondary collaborations, both long-standing partnerships: (1) with the College of Menominee Nation (CMN), a Wisconsin-based federally registered Tribal College and (2) with Madison College (MC), Wisconsin’s largest community college, linked with other two-year institutions across the state. These partnerships will be carried out through specific SE Asia initiatives and through those pursued in collaboration with other NRCs at UW. Our partnership with CMN has been and will continue to be concentrated on 2 major global themes of great significance to our partner: sustainable development and indigeneity, with CSEAS and other UW NRCs working closely with CMN’s Sustainable Development Institute. CSEAS has used its Title VI and institutional resources to bring faculty and students of CMN into direct contact with indigenous scholars from SE Asia and representatives at the UN Forum of Indigenous Peoples

and US-based national forums on teaching about diversity; in addition, we have participated in efforts to insert SE Asia content into CMN courses. All these initiatives will be continued in the next grant cycle, including an effort to collaborate with the CSEAS visiting scholar, Dr. R. Hidayat, to organize a study tour for CMN faculty to interact with indigenous communities in Indonesia. (see Sec 8.B.2). Our partnership with MC will expand considerably in the next cycle. While we will work with other UW NRCs to streamline the Passport Program and to collaborate on a range of K-14 workshops, our primary initiative will be to respond to MC’s request for CSEAS to assist them in the development of a Hmong Studies Program that will include teacher training, course development in both area and language instruction, and in linking MC to the network of scholars in our Hmong Studies Consortium (established in 2009). For additional information on these programs see 5.A, p.21-22; 7.D, & 8.A-B. Not only do these initiatives directly meet the competitive preference priority, but they provide CSEAS with exciting opportunities to continue our partnerships with 2 dynamic institutions in our region.

**FLAS Competitive Preference Priority 1**. CSEAS will meet this competitive preference priority by incorporating financial need in the evaluation of FLAS fellowship applicants, as we have done for over a decade. See Section 10 above for information about how financial need is factored into our FLAS selection process for both AY and SEASSI.

**FLAS Competitive Preference Priority 2**. CSEAS will meet this competitive preference priority by being committed to award at least 90% (17 of 19) of the requested number of AY and summer FLAS fellowships to students taking strategic SE Asian languages (Filipino, Indonesian, Thai, & Vietnamese in AY, as well as adding Burmese, Khmer, & Lao in the summer at SEASSI). (see Sec 2.A-B & 10).

It is also significant to note here that CSEAS is in full compliance with both the NRC absolute priorities, as outlined below.

**NRC Absolute Priority 1** has been and will be accomplished in 2 ways: (1) As clearly outlined in our attached statement, CSEAS programs and activities will continue to reflect diverse

perspectives and a wide range of views that generate debate on SE Asia, as well as on its international relations and its relations with the US; this will be accomplished through careful attention to the selection of speakers and materials from multidisciplinary and politically and culturally diverse perspectives, and through continuing to emphasize open discussion at all activities. (2) Based on careful assessments of past outcomes, CSEAS will focus on the expansion of our AY training programs (the undergraduate Certificate and the graduate MA program in SE Asian Studies) and AY and summer language programs (especially SEASSI & IFLI) to encourage students to pursue careers in government services, while continuing to promote careers in education, business, and non-profit sectors. (see relevant parts of Secs 2.A-B. 3.A-B. 4, 7.B, goals 1 & 2, & 9.A.2-3; & App A & B).

**NRC Absolute Priority 2.** CSEAS will meet this priority in 2 distinct areas of programming, in particular: (1) offering 4 SEALC workshops aimed at improving the quality of SE Asian language instruction and working to professionalize and strengthen this field of instruction in the US (see Secs 2.C, 7.B, goal 3; Table 7.1, & 9.A.3); and (2) convening 7 K-16 in-service teacher- training workshops aimed at providing curriculum focused on SE Asia. (see Secs 7.B, goal 5 & 6, 8.A-C, 9.A.5-6). See also our attached statements on the statutory requirements.