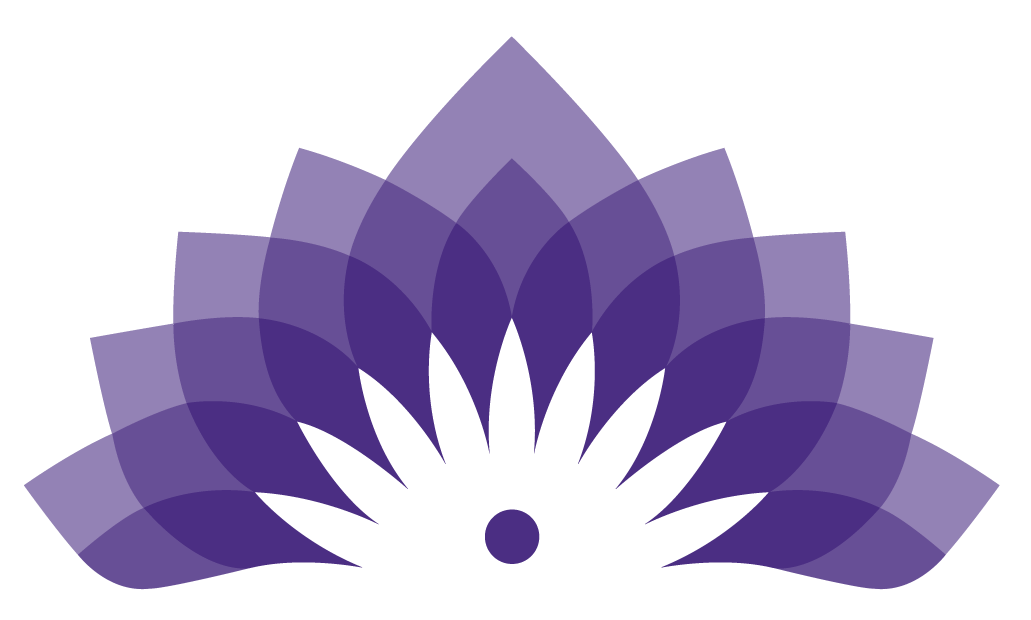
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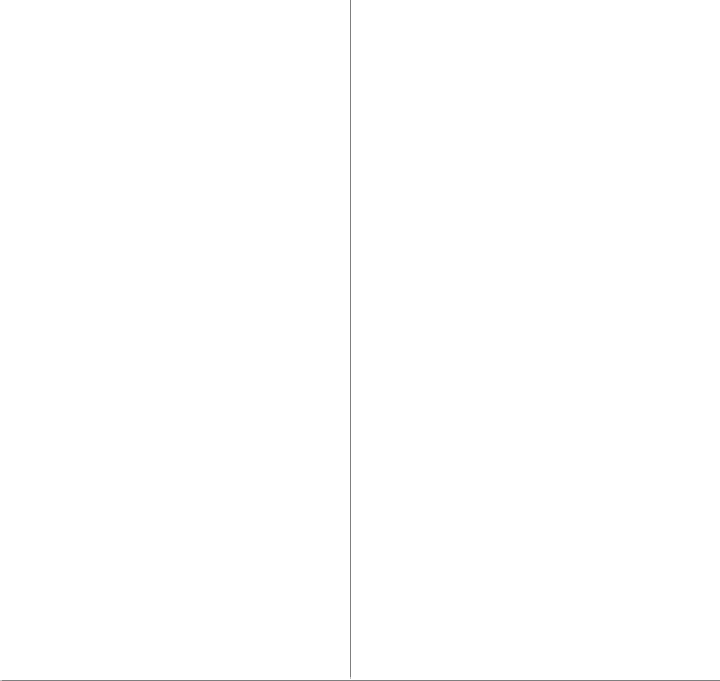
SOUTHEAST ASIA CENTER UNIVERSITY OF WASHINGTON

# APPLICATION FOR FY 2022 NATIONAL RESOURCE CENTERS PROGRAM & FY 2022 FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

**Assistance Listing Numbers 84.015A & 84.015B**

THE UNIVERSITY OF WASHINGTON SOUTHEAST ASIA CENTER

*Proposal for Comprehensive National Resource Center & FLAS, FY 2022-25*

1. ***Commitment to Subject Area***

**A1** Program Operation & Administrative Support 1

**A2** Support for Faculty & Instruction 1

**A3** Linkages with Institutions Abroad 2

**A4** Support for Students 3

1. ***Quality of Language Instructional Program***

**B1** Language Instruction within UW’s SEAP 4

**B2** Language Levels & Advanced Courses… 5

**B3** Language Faculty 6

**B4** Language Performance Measures 7

1. ***Quality of Non-language Instructional Program***

**C1** Quality & Extent of SEAP Course Offerings 8

**C2** Depth of Specialized Course Coverage 8

**C3** Teaching Faculty & Pedagogical

Training for TAs 9

**C4** Interdisciplinary Courses Offered 11

1. ***Quality of Curriculum Design***

**D1.1** Undergraduate Program 11

**D1.2** Graduate & Professional Programs 12

**D2** Student Advising 14

**D4** Study Abroad 14

1. ***Quality of Staff Resources***

**E1.1** SEAC Staff & Teaching Faculty 16

**E1.2** Professional Development Opportunities 18

**E1.3** Faculty & Staff Time Devoted to Students 19

**E2** Center Staffing & Oversight Arrangements 20

**E3** Non-discriminatory Practices 20

1. ***Strength of Library***

**F1.1** Holdings 21

**F1.2** Institutional Support: Collections 23

**F1.3** Institutional Support: Staff 23

**F2.1** Access to Other Collections 23

**F2.2** Access to UWL Collections 24

1. ***Impact and Evaluation***

**G1** Impact 25

**G2** Record of Placement in Areas of National Need 26

**G3** National Needs Addressed &

Dissemination of Information 28

**G4** Evaluation Plan 29

**G5** Access & Underrepresented Populations 31

1. ***Outreach Activities***

**H1.1** K-12 Outreach 32

**H1.2** Outreach to Post-Secondary Institutions 35

**H1.3** Outreach to Business, Media, & the General Public 36

1. ***Program Planning and Budget***

**I1.1** Proposed Activities Timeline 37

**I1.2** Effective Use of Resources & Personnel 40 **I2** Purpose & Quality of Planned Activities 41 **I3** Reasonableness of Costs in Relation to

Program Objectives 44

**I4** Long-term Impact of Proposed Activities on UG, Graduate & Professional Programs

…………………………………………..45

1. ***FLAS Awardee Selection Procedure***

**J1** Advertisement of Awards 47

**J2** Method of Application 48

**J3** Selection Criteria 49

**J4** Selection Committee 50

**J5** Timeline and Selection Priorities 50

1. ***Competitive Priorities***

**K** Extent to which Priorities are Served 51

APPENDIX A: COURSE LIST A

APPENDIX B: POSITION DESCRIPTIONS B

APPENDIX C: PROJECT PERSONNEL PROFILES C

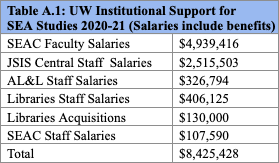
APPENDIX D: LETTERS OF SUPPORT D

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| Key to Acronyms | |
| AAS | Association for Asian Studies |
| AL&L | Asian Languages and Literature (Department at UW) |
| A&S | College of Arts & Sciences |
| ACTFL | American Council for the Teaching of Foreign Languages |
| ACTFL-OPI | ACTFL- Oral Proficiency Interview |
| AES | American Ethnic Studies (Department at UW) |
| ALC | Asian Law Center |
| ASDG | Asian Studies Course Development Grants |
| ASEAN | Association of Southeast Asian Nations |
| ASU | Arizona State University |
| AY | Academic Year |
| BAU | Bogor Agricultural University |
| CC | Community College |
| CCMTI | Community College Master Teacher Institute |
| CIBER | Center for International Business Education |
| CIFS | Center for Indonesian Field Study (at COCC) |
| COCC | Central Oregon Community College |
| COTSEAL | Council of Teachers of Southeast Asian Language |
| CORMOSEA | Committee on Research Materials on SEA |
| CRL | Center for Research Libraries |
| CTL | Center for Teaching and Learning |
| DGS | Director of Graduate Studies |
| DSO | Disability Services Office |
| EAC | East Asia Center (a UW NRC) |
| FC | FLAS Coordinator |
| FLTA | Fulbright Foreign Language Teaching Assistant |
| GEPA | General Education Provisions Act |
| GUAVA | Group of Universities for the Advancement of Vietnamese in America |
| HH | Hugo House |
| ILL | Interlibrary Loan |
| JSIS | Henry M. Jackson School of International Studies (at UW) |
| LCTL | Less Commonly Taught Languages |
| LLC | Language Learning Center (at UW) |
| MAIS | Master’s in International Studies |
| MD | Managing Director |
| MLIS | Master’s in Library and Information Science |

|  |  |
| --- | --- |
| MSI | Minority Serving Institution |
| NGO | Non-governmental Organization |
| NIU | Northern Illinois University |
| NRC | National Resource Center (Title VI) |
| NUS | National University of Singapore |
| OCA | Orbis Cascade Alliance |
| OEA | Office of Educational Assessment |
| OMA&D | Office of Minority Affairs and Diversity |
| SEA | Southeast Asia |
| SEAC | Southeast Asia Center |
| SEAM | Southeast Asia Materials Project |
| SEAP | Southeast Asian Studies Program |
| SEAS | Southeast Asian Studies |
| SEASSI | Southeast Asian Studies Summer Institute |
| SPS | Seattle Public School District |
| SPU | Seattle Pacific University |
| SSW | School of Social Work (at UW) |
| STEM | Science, Technology, Engineering and Math |
| TA | Teaching Assistant |
| TICFIA | Technological Innovation and Cooperation for Foreign Information Access |
| UG | Undergraduate |
| UN | United Nations |
| URM | Underrepresented Minority |
| USAID | United States Agency for International Development |
| US/Ed | United States Department of Education |
| UW | University of Washington |
| UWB | UW Bothell |
| UW-COE | UW College of Education |
| UW-IT | University of Washington Information Technology |
| UWL | University of Washington Libraries |
| UWT | UW Tacoma |
| WA | Washington State |
| WSCSS | Washington State Council for the Social Studies |

1. **Commitment to Subject Area *A1. Program Operation and Administrative Support.***

Demonstrating UW’s executive level investment in our NRC Centers, Vice Provost Jeffrey Reidinger has submitted a letter of support for our grant submission. UW provides comprehensive administrative support for six NRC Centers located in the Jackson School of International Studies (JSIS) which is the administrative home for SEAC. The College of Arts

and Sciences (A&S) currently offers JSIS full or partial financial support for 25 staff including a FLAS coordinator, who commit between 25-100% of their time to administering the NRC grants. UW’s commitment to SEAC will remain strong for FY 2022-25, with continued support for staff and significant funds for programmatic expenses provided by the Provost and A&S. For 2022-25, A&S has raised its support for the SEAC Managing Director position to 70% for the next four years. The UW provides approximately $107,590 each year in direct costs for support of SEAC office staff, and over $2.5M a year for JSIS fiscal, student services, and support staff. Four staff in the Department of Asian Languages and Literature (AL&L) provide admin support for undergraduate (UG) minors in Vietnamese and Indonesian Language and

Culture. Their salaries and benefits total more than

$326,000 annually. UW also supports the SEA collection in the Libraries with approximately

$130,000 in funding for materials and $406,125 for salaries and benefits per year. JSIS provides

marketing support for all SEAC outreach and will co-sponsor the Climate Change and Environmental Justice symposia (Item 31).

***A2. Support for Faculty and Instruction.*** Currently, the SEA Program (SEAP) has 42 faculty who teach Southeast Asia content and languages. Nearly all SEA content faculty are on state

supported salaries and 72% of them are tenured or on the tenure track. In AY 2022 UW will continue to support 100% FTE lines for Indonesian, Vietnamese, and Tagalog languages, and move 1 additional line in Vietnamese, seed funded with NRC support in AY 2018-21, onto state funding. All costs associated with the technological development of SEAC’s online Thai course will be absorbed by UW’s Language Learning Center. UW Graduate School will provide tuition waivers for the Fulbright Foreign Language Teaching Assistant (FLTA) to support Thai instruction. A&S and AL&L have supported Nazry Bahrawi, a new faculty member teaching Malay literature with a relocation incentive, workstation allowance, startup package, teaching release, summer salary, and search costs totalling $67,285. Each Department has a salaried curriculum coordinator who works with SEAC to schedule SEA content and language courses.

***A3. Linkages with Institutions Abroad.*** UW maintains at least 48 formal linkages with universities and government research institutions across SEA. Examples of student exchange agreements include those with National U of Singapore, U of Malaya, and Indonesia’s

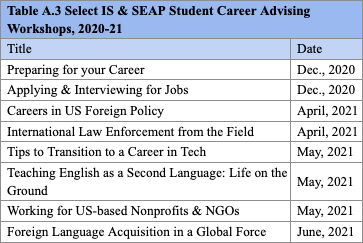
Airlangga U. On an annual basis Kyes partners with

Bogor Agricultural U in Indonesia, Mahasarakham U in Thailand, and the National U of Laos to run field schools in conservation biology and global health. UW’s School of Oceanography works with faculty at Pathein U in Myanmar to study sediment dispersal from the Irrawaddy River, and Academy of Science and Technology and National U. in Thailand. Education partnerships include student exchanges and professional training programs in Nursing, Architecture, Dentistry, and Business with

Chulalongkorn, Khon Kaen, Mahidol, Thammasat, and Chiang Mai Universities. The UW International Training and Education Center for Health (I-TECH) network provides health expertise and training programs in laboratory diagnostic services to the Ministry of Health of Cambodia. Linkages also underpin study abroad opportunities, including those we are

proposing to fund in FY 2022-25. Marwick will work with Viet Nam National U. in Hanoi, and Giebel has partnered with Hue U since 2007.

***A4. Support for Students.*** JSIS and A&S provided more than $172,000 in funding to SEA MA students through non-FLAS awards, tuition waivers, and TA stipends between Fall 2018 and Winter 2022. In the same period the UW Graduate School provided more than $100,000 in tuition waivers for SEAC’s FLTA in Thai language, and SEAC provided travel awards from

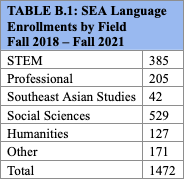
independent endowments to 16 graduate students for research and professional development opportunities. In AYs 2022-24 the

UW Information School will provide partial tuition waivers for a SEA scholar to train as a librarian while

concurrently pursuing an MLIS degree. In addition to the academic advising provided by individual programs and JSIS Academic Services, the Office of Career Services provides extensive support to all JSIS students and alumni. The director offers individual advising; regularly holds skills workshops (e.g., resume and cover letter writing, and navigating federal jobs applications); and hosts employer information sessions to connect students and alumni with organizations in a variety of professional fields, including diplomacy, global development,

trade, and tech. Table A.3 shows select career advising workshops held during AY 2020-21.

1. **Quality of Language Instructional Program *B1. Language Instruction within UW’s SEAP.*** The SEA language program teaches six Less Commonly Taught languages (LCTL) on

campus: Burmese, Indonesian, Khmer, Tagalog, Thai and Vietnamese. All of our instructors use ACTFL standards in their teaching. The language program serves UGs who anticipate using a SEA language to meet their long-term career goals, graduate and professional degree students seeking to develop significant speaking and reading/writing competence as future leaders and teachers, and SEA heritage students. Virtually all students specializing in SEA studies at UG

and graduate levels engage in language study. The SEA MA degree requires students to complete three years of language instruction; the UG SEA concentration requires two years (see

§D1). Tagalog, Khmer, and Vietnamese are our programs with highest enrollments. Enrollments in Tagalog at the beginning level

are frequently 50+ students, Intermediate Tagalog averages 10-12 students, and Advanced Tagalog averages 2 students per quarter. Beginning Khmer classes average 14 students. Due to high demand for Vietnamese, AL&L added a second instructor seed funded by the NRC grant in AYs 2020-22. The position will be fully funded by A&S beginning in AY 2022-23. Vietnamese now enrolls over 40 students per quarter in first-year courses, and averages 9 and 4 students per quarter in intermediate and advanced classes. Burmese averages 3 students per quarter across all levels, Thai averages 5 and Indonesian averages 11. Students in AL&L may pursue an UG minor in Indonesian or Vietnamese. A number of our students who complete three or more

years of language instruction at UW have undertaken part of their study through the Southeast Asian Studies Summer Institute (SEASSI) or at an overseas language program. Students have taken our new hybrid Thai program as part of study abroad preparation, and at the UG and

graduate levels. We have also taught students from U. of Hawaii in our hybrid Thai program.

***B2. Language Levels and Advanced Courses***. SEAC regularly offers three levels of instruction (Beginning, Intermediate, and Advanced) in Khmer, Indonesian, Tagalog and Vietnamese. One, or two combined, levels of Burmese are taught per year depending upon student interest and preparation. Thai is taught in our hybrid live-online mode at the Introductory level, and Intermediate and Advanced Thai are taught each year as individual courses, or as a combined split-level class, depending upon student interest and preparation. With this grant, we are applying for funds to develop a second year online curriculum to support Thai instruction and our FLTA (Budget items 60 and 59, see §I2). Advanced Khmer, Indonesian and Vietnamese are full-year offerings (as are Burmese and Thai when taught), and Advanced Tagalog is offered for one quarter per-year. Fourth year Vietnamese, Khmer, and Indonesian are often available when there is demand, and we have applied for a salary supplement for lecturers who are willing to take on this additional role (Item 4). Separate Heritage sections are available in Vietnamese, Tagalog, and Indonesian, and we are able to flexibly accommodate Heritage speakers within the Thai, Burmese, and Khmer programs. Our Indonesian instructor is on sabbatical in AY 22-23, and we have applied for partial funding to support a temporary replacement (Item 5). Budget constraints currently limit our offerings in Burmese and Thai to two levels adjusted to meet student demand, but demand is such in Khmer that we are seeking funding with this grant to permanently expand Khmer to three levels (Item 6). As SEAC continues our transition to a new model of Thai instruction, the introductory Thai series will be offered with alternating intermediate and advanced level offerings dependent upon student enrollment.

Advanced graduate students have the opportunity to use their language skills in content courses. Faculty in anthropology and history encourage the use of vernacular sources by students with the ability to do so, and MA students are encouraged to integrate these sources

into their thesis. Yin (JSIS), a poet himself, teaches Khmer literature in advanced Khmer.

Bahrawi (AL&L) will use Indonesian and Malay in his advanced classes. Outside of class, the Language Learning Center offers students free access to online streaming foreign language television and media content curated and annotated for language learners. In 2018, SEAC’s inaugural SEAxSEA film festival exhibited 26 films submitted from filmmakers across SEA in vernacular languages with English subtitles. In 2021 the number of films surpassed 40.

***B3. Language Faculty.*** UW employs six SEA language instructors, one each in Indonesian (Sandjaja), Khmer (Yin), Tagalog (Juan), and Burmese (Win), and two in Vietnamese (Turner and Nguyen). SEAC has consistently been awarded a FLTA to teach Thai for the past four years. Our Tagalog, Indonesian, and one Vietnamese instructor are currently supported by state funds, and our Khmer and Burmese instructors are supported by NRC funding. Our second Vietnamese instructor will move onto state funds in AY 2022-23. Among the language Lecturers, Turner (American Studies), Win (TESOL), and Nguyen (Linguistics) have PhD degrees, and Sandjaja and Yin each have two MA degrees. Juan is pursuing a MA degree. All of our FLTAs have had MA degrees. All of the instructors have participated in on-campus workshops on pedagogy and materials preparation, and most have been supported by SEAC and UW to travel to national-level training programs. Sandjaja, Turner, and Win are formally

ACTFL trained and certified. Turner taught language in Viet Nam, at Yale University, and at the

U.S. State Department. She has experience preparing National Defense Language Proficiency Tests, and in 2019-21 collaborated in a national-level project to produce Vietnamese oral proficiency guidelines. Turner is currently developing an advanced Vietnamese textbook with support from the Southeast Asian Language Council (SEALC). In AY 2022-23 Sandjaya will complete 10 intermediate-level chapters in her own Indonesian grammar textbook in

preparation. Since 2020, Sandjaja has delivered talks on language instruction for COTI, the

Council for the Teaching of Southeast Asian Languages (COTSEAL), the Embassy of Indonesia in San Francisco, the Association of Indonesian Americans, and Universitas Muhammadiyah Jakarta. Nguyen has taught Vietnamese in China and Thailand, and publishes on Vietnamese language acquisition and course design. Win has taught all levels of Burmese at SEASSI from 1995-2012 and in 2014 was SEASSI’s Burmese language coordinator. Yin, a published poet and author, was previously a Khmer instructor at Cornell.

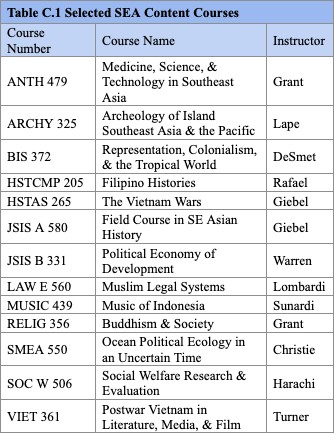
We have requested NRC funding for developing a hybrid Intermediate Thai course (Item 60). Our Thai instructor who will design this curriculum is our former Fulbright FLTA Unaree Taladngoen. She received her M.Ed. in Educational Linguistics and has worked since 2014 as an English Lecturer at Rajamangala U. in northern Thailand. She was an outstanding instructor who gave us substantial help to design our hybrid Introductory course in Thai. We will build on her success to design the hybrid Intermediate course we are proposing. We have also requested funding for an Indonesian/Vietnamese audio project to create, record and store listening comprehension material for elementary levels of these languages (Item 57).

***B4. Language Performance Measures.*** The SEAC language program is overseen by a faculty member from the Department of Asian Languages and Literature. During AY 2018-21 this was Indonesian Teaching Professor Sandjaja and in AY 2022-25 this will be Assistant Professor

Bahrawi. SEAC’s Language Coordinator is responsible for oversight of the language program and for working with faculty to develop performance-based assessment methods across UW SEA language programs. At UW, language students are evaluated on a weekly basis using grammar quizzes and writing assignments. Speaking evaluations are conducted through classroom discussion and paper presentations. Our Thai online program has daily quizzes and

tests to evaluate student progress iteratively. As part of our evaluation process, Thai language students will be formally assessed on an annual basis through Alta Language Services proficiency tests. The UW Language Learning Center (LLC) assists instructors in creating multimedia and web-based instructional and testing materials. It also has a language pedagogy specialist available to guide instructors in the production of high quality performance-based materials and assessments. Instructors have free use of classrooms equipped with computers and HD projection capability for synchronous online classes and conferences. Zoom technology allows UW-based language instructors to participate in international conferences. Russel Hugo, Assistant Director of the LLC who has a PhD in Linguistics has led technical development of our Thai online program including the process of student assessment.

1. **Quality of Non-Language Instructional Program *C.1 Quality and Extent of SEAP***

***Course Offerings.*** UW’s SEAP offers courses for UG and graduate students in A&S and in the

professional schools across campus (Appendix A). SEAP programming covers all eleven countries of SEA with particular strengths in Cambodia, Indonesia, the Philippines, Thailand, and Viet Nam. Specialized SEA-content courses are offered in 19 Social Science and Humanities departments and 10 Professional Schools.

***C2. Depth of Specialized Course Coverage.*** In A&S, SEAC offers

specialized SEA coverage in Archaeology (2 faculty), Anthropology (2 faculty), History (3 faculty), JSIS (9 faculty), Sociology (1 faculty), Music (1 faculty), Asian L&L (4 faculty), American Ethnic studies (4 faculty), Earth and Space Sciences (1 faculty), Social Work (1 faculty), Law (2 faculty), Marine Affairs (1 faculty), Interdisciplinary faculty at UW Bothell (2 faculty), Integrated Social Science (1 faculty), and Psychology (1 faculty), see (Appendix C). SEAP’s three historians (Giebel, Rafael, and Yang) specialize, respectively, on Viet Nam, the Philippines, and Singapore/Malaysia, and offer lower and upper division UG courses, and grad classes. Faculty who teach about SEA in Anthropology/Archaeology include Marwick, Lape, Lowe, and Grant. Faculty who teach museology are DeSmet, and Lape. Faculty who teach on Science and Technology in SEA include Lowe and Grant in Anthropology. Rafael and Giebel in History, and Henchy in the Libraries teach about colonialism. SEAP faculty teaching on SEA Islam include: Lape (early Islam in SEA), Lombardi (Islamic law), Robinson (political Islam),

Sunardi (Islamic music and dance) and Bahrawi (Islamic literature). SEAP faculty who focus on the environment include Lowe (Anthropology/JSIS), Christie (JSIS/Marine Affairs), Marwick (Anthropology), Licht (Earth and Space Sciences), Holtgrieve (Aquatic and Fisheries Science), and Curran (JSIS/Sociology). Callahan (JSIS) works on human rights and political science. The Asian Law Center (ALC) in the School of Law has faculty who do comparative work on SEA, including Lombardi (Egypt, Indonesia, Malaysia, Pakistan) and Eddy (Indonesia, Philippines), the ALC’s former Director. Sunardi teaches SEA music and dance and Ali teaches visual art.

***C3. Teaching Faculty and Pedagogical Training for Instructional Assistants***. SEAC has 36 non-language faculty who from AY2018-21 taught over 200 courses across a broad range of disciplines with class sizes ranging from 1 to 208, with a mean of 25 (Appendix A). Grant (Anthropology), who was hired with US/Ed seed-funding in 2014-17, is now tenured and

teaches on Cambodia with Harachi (Social Work), and Holtgrieve (Aquatic and Fisheries Sciences). Six faculty teach about Indonesia: Kyes (Primate Center/Psychology), Lape (Archaeology/museology), Lombardi (Islamic Law), Lowe (Anthropology/JSIS), Robinson (JSIS/Political Islam), and Sunardi (Musicology). Teaching on the Philippines are: Andresen (CHID), Bonus (AES), Christie (Marine Affairs), and Rafael (History). Curran (JSIS/Public Affairs), Kyes (Primate Center/Psychology), and Marwick (Archaeology) work on Thailand, and former FLTA Taladngoen will work on our Thai online curriculum. Giebel (JSIS/History), Hannah (Integrated Social Science), Henchy (History/library science), and Turner (AL&L/language), all work on Viet Nam. Callahan (JSIS) and Licht (Earth Sciences) teach about Myanmar. SEAC also has strong campus linkages with Professional Degree programs. SEAC core faculty members Curran (Public Affairs/JSIS), Christie (Marine Affairs/JSIS),

Holtgrieve (Aquatic and Fisheries Sciences), Lombardi (Law), Kyes (Primate Center), Lape and Marwick (Museology), Harachi (Social Work), and Rivin (Global Health and Asian Law) all bring important SEA content, language, and area expertise into the professional schools.

Pedagogy and diversity workshops are now regularly offered to faculty, teaching assistants (TAs), and staff on campus. New faculty are offered a week-long summer session on teaching and learning. The UW Center for Teaching and Learning (CTL) offers regular courses for faculty and TAs, evaluates classes, and works with faculty and TAs to improve teaching quality and pedagogy. Teaching assistants and readers assist with the larger SEA core courses. TAs are evaluated by students and faculty for every course that they teach. Individual departments provide teaching instruction for TAs. For example:Anthropology holds a required *TA Conference on Teaching and Learning* annually; History runs a pre-Autumn Quarter

day-long TA training session, and all new History TAs are required to take *HSTRY 570:*

*Teaching History*. TAs for whom English is a second language must pass *English for International Teaching Assistants*, a quarter-long, five-credit course that assists them with leading discussion sections and presentation skills. The SEAC Director of Graduate Studies also works with students on pedagogy.

***C4. Interdisciplinary Courses Offered.*** SEAP provides strong interdisciplinary preparation for students planning a career requiring specialized knowledge of SEA. General introductions to

SEA civilizations and cultures that use interdisciplinary materials and methods are offered at the UG level, in entry-level courses in History, Anthropology, JSIS, AL&L, American Ethnic Studies, and in Ethnomusicology, i.e.:*History of SEA* (Giebel), *Violence, Race, and Memory*, (Rafael), *Ethnography, Transnationalism, and Community in Island Southeast Asia/Asian America* (Bonus/Lowe), *Experiments in SEA* (Grant), *Archaeology of Mainland SEA* (Marwick), *Archaeology of Island SEA and the Pacific* (Lape), *Critical Filipino-American Histories* (Andresen), *Society and the Oceans* (Christie), *Critical Studies of Post-Viet Nam War SEA Americans* (Nguyen), Our new instructor (Bahrawi) in AL&L will teach *Speculative and Science Fiction of SEA* this winter and will develop four more SEA content course in the next year. Many of our courses are cross-listed in JSIS as well as in other departments and schools: for example, *SEA Activism and Social Engagement*, and *Violence, Myth, and Memory*.

Advanced interdisciplinary courses include: *The Study of Southeast Asia* (Lowe), *Politics and Change in SEA* (Callahan), *Field Course in SEA History* (Giebel/Rafael), *Visual Cultures of SEA and its Diaspora* (DeSmet). The interdisciplinary curriculum is also enhanced by courses offered in conjunction with JSIS/Marine Affairs and the Law School.

1. **Quality of Curriculum Design *D1.1 Undergraduate Program.*** Undergraduate courses in the SEAP are taught in many departments across A&S at UW, and are brought together and

integrated through the work of the SEAC. International Studies (JSIS) offers a BA in Asian Studies with a SEA concentration. UGs who choose this major must complete at least two years of SEA language study, in addition to two SEA discipline courses, three Asian civilization courses, and an additional 25 credits from a list of 40+ approved SEA elective courses from across A&S. Students take an UG SEA capstone proseminar or policy oriented Task Force course in their senior year under the guidance of a SEA faculty mentor. UG students may also minor in SEA studies via the JSIS Asian Studies SEA minor, and minors in Vietnamese and Indonesian Language and Culture offered through AL&L. All three minors require 30 credits of coursework and at least two years of SEA language study. Unique enrollment figures in courses with SEA content between Fall 2018 and Fall 2021 totaled 6029 (UG and Grad). These figures demonstrate the broad appeal of our program to students both inside and outside of JSIS.

Recently, the SEAC has drawn new students into the study of Southeast Asia through our previous NRC grant titled: *New Audiences: Bringing STEM disciplines and Heritage Learners into Southeast Asian Studies*. SEAC has also recently supported *Rising SEAS*, an effort by our undergraduates to bring under-represented SEA heritage students to the University and into our SEA programming. UW SEA students across departments have demonstrated a commitment to study of the region by pursuing Fulbright and other national scholarship competitions. Awardees in the Fulbright US Student Program include awards to Malaysia, Thailand, and Viet Nam in 2019, and to Cambodia, Malaysia, Thailand, and Viet Nam in 2020. Led by our Faculty Leadership Fellow, an external evaluator, and our Director of Academic Services in JSIS, the undergraduate curriculum will be evaluated and revised in year two of this NRC grant. ***D1.2 Graduate and Professional School Programs.*** SEAC established an MA in SEA Studies in 2010, offered in JSIS. The SEA MA requires 36 credits of coursework from at least two different

departments and advanced level proficiency in a SEA language. SEAC’s MA program is notable for the diversity of its students and the variety of perspectives they bring. We have improved our percentage of under-represented minority students from 50% to 80% of students (averaged over the past five years) who have accepted admission. We have taught a US Foreign Area Officer who was promoted to the rank of Major upon graduation; a student studying intra-ASEAN cooperation in the tourism sector who is seeking a career in ASEAN; and a student studying climate change and transnational ecological remediation in Laos, among others. Students may also pursue certificates in stand-alone programs or in connection with a concurrent degree in SEAS. Examples include a Global Business Certificate and an International Development

Certificate**.**

In 2014, JSIS added two new graduate programs to its offerings: a MA in Applied International Studies (MAAIS), an intensive 10-month graduate degree program designed for development experts, military, and business leaders; and a PhD program. The JSIS PhD program combines our strength and expertise in area studies with foundational fields such as Peace, Violence & Security. One current JSIS PhD student is focusing on the relationship between the (now defunct) political, economic and social liberalizations in Myanmar, while another PhD student is a former consular official at the Indonesian consulate in San Francisco. Our SEA Program is not limited to JSIS but spans a broad range of departments and schools. PhD Students who participate in SEAC and on whose committees SEAC faculty serve can also be found in the School of the Built Environment, Global Health, the Law School, Social Work, Anthropology, History, and the School of the Environment. UW graduate students have been recipients of significant national awards, evidence of the high quality of our graduate programs. Recent examples include PhD History candidate Katia Chaterji, awarded a Fulbright for research on

Islamic performance in Indonesia, and MA in Marine Affairs graduate Angela Gruz, who was awarded a Fulbright for research on gender and fisheries in central Java. Former SEAC FLAS Fellow Polly Woodbury (MA Social Work) received a Blakemore Fellowship for Khmer in 2021, and History PhD student Alvin Bui received a Blakemore Fellowship to study Chinese. Bui’s research about the experiences of ethnic Chinese in Viet Nam won the Viet Nam Studies Group 2020 Graduate Essay Prize.

***D2. Student Advising.*** SEAC faculty spend an average of 10-20% of their time providing academic and career advice to their students and serve on numerous student Undergraduate, MA and PhD committees. Collectively SEAC faculty have served on over 160 MA and PhD committees in the past five years. JSIS Academic Services employs a full-time Director of

Career Services who holds regular info sessions, alumni panels, and workshops about career preparation, provides internship advising, offers networking opportunities for current students and alumni, and maintains online job and internship postings and a resource library. SEAC uses NRC funds to support a Director of Graduate Studies (DGS) to oversee our MA program. The DGS regularly meets with graduate students, ensures that students are making progress toward degree requirements, deals with academic difficulties, and directs students to resources on campus appropriate to their intellectual interests. The DGS also pairs new applicants to the MA program with academic advisers. Led by our Faculty Leadership Fellow, the MA program will be evaluated and revised in year 1 of the NRC grant in anticipation of the retirement of our current DGS who also teaches required courses in the MA program.

***D3. Study Abroad.*** Study abroad programs are administered through the UW Office of Study Abroad in the Office of Global Affairs. The Office of Study Abroad has a staff of 12 who work with students at every stage, providing advice about types of programs, financing, and issues

surrounding cultural differences and identity abroad. This office also assists faculty to plan study abroad courses. For students abroad, a UW Travel Security Manager is on 24-hour emergency call and also assists students in non-emergency situations. Fiscal specialists oversee program review, ensuring that programs remain affordable for students and funds are spent appropriately. Pre-COVID, UW offered more than 400 different study abroad opportunities each year. 208 students (grad and UG) studied in SE Asia between fall 2018 and spring 2021, 207 of them went abroad before winter 2020, when UW put travel restrictions in place. These programs took place in six different SEA countries. The Study Abroad Office awarded $77,000 in scholarships to support student travel to SEA in AYs 2018-20. Other sources of funding are available from individual departments. UW provides application guides and advising for students applying for the US Department of State’s Gilman Scholarship, enabling more students with high financial need to participate in study abroad programs.

SEAC faculty lead annual study abroad programs to SEA for students from across the disciplines. From FY 2018-21 this included Bonus’ program in the Philippines in 2019, where students studied education, housing, governance, and public health, and Rafael’s program in the Philippines in 2018 and 2019 titled *Made in the USA* examining US colonialism in the Philippines. When COVID-19 interrupted international travel, Andreson led a program in Hawai’i studying parallels between the US experience there and the Philippines, and which visited a Filipino community and plantation site. After delays due to COVID-19, in Fall 2022 Marwick will offer the first of two planned archaeological field schools in Viet Nam. Students from Whatcom CC (an MSI) and UW will be joined by Vietnamese students for methods training and excavations as Nguom rockshelter, a site with evidence of early human settlement. Business students take advantage of the Foster School’s biannual exchange program with NUS.

In this NRC grant we support two study abroad programs to Viet Nam led by Giebel titled, *Building Peace in the Wake of War* (Item 42). Giebel regularly partners in Viet Nam with local NGO Peace Trees, working on the effects of unexploded landmines in Vietnamese society. We will support Harachi’s Social Work program which sends students to the Royal U. of Phnom Penh (Item 14), and Kyes’ Field Schools in Conservation Biology in Mainland SEA (Item 32). We will support Matthew Novak at Central Oregon CC who will take over Kyes’ Indonesia program on Tinjil Island and establish a new field site for US and Indonesian participants. Kyes is assisting with the transition (Item 30).

1. **Quality of Staff Resources. *E1.1 SEAC Staff and Teaching Faculty****.* Among SEAC staff, SEAC Director and Professor of Anthropology and International Studies Lowe researches environmental humanities and science and technology in Indonesia, and she is a leader in the study of boundaries between area and ethnic studies. Lowe led SEAC in its successful submission of a $1 million Henry Luce Foundation grant for the study of SEA in 2020. Managing Director Walstrom received an MA in International Studies from UW in 2017 and served as program coordinator for SEAC for over three years, preparing him for program administration, leading outreach, and meeting student needs. DGS Giebel is a historian of Viet Nam. SEA librarian Henchy holds a PhD in History (UW 2005) with a focus on the 1930s intellectual history of Viet Nam, and is Special Assistant for International Programs to the Dean of Libraries. SEA Arts Coordinator Sunardi is Associate Professor of Music and Chair of the Department of Dance, and teaches dance and music traditions of Indonesia. New Language

Coordinator Bahrawi is Assistant Professor of Literature and has taught for a decade in Singapore.

SEAC has 36 content faculty members with expertise and research interests in SEA. Two-thirds of our faculty devote 100% of their time to SEA research and teaching, and one-third devote 25-50% of their time to SEA issues. The following list selectively shows the variety and depth of faculty expertise on SEA (see §B3 for details of SEAC language faculty). In A&S, UW Bothell, and the Integrated Social Science Program: Bahrawi (AL&L) is a specialist in Malay and Islamic literature, and race and indigeneity in SEA; Bonus (AES) is Chair of AES, Director

of the UW Diversity Minor and Oceania and Pacific Islander Studies Minor, and teaches Filipino studies; Callahan (JSIS) teaches about Myanmar/Burma, consults on security and conflict issues in the region with Congress, the State Department, USAID, the United Nations, and European Union, and has offered her expertise to dozens of journalists and news organizations following the February 2021 military coup; Curran (Sociology/Public Affairs) works on migration and labor issues in Thailand, directs the Center for Studies in Demography & Ecology and is President of the Association of Population Centers; Daro Minarchek (Integrated Social Science) teaches online courses about natural resource use in SEA; DeSmet (UW Bothell) teaches interdisciplinary arts and sciences with a focus on SEAsian museology; Grant (Anthropology) studies medical anthropology and technology in Cambodia and recently received a Whiting Foundation grant for her work with the local Cambodian communty; Holtgrieve (Fisheries) conducts research on the Tonle Sap and Mekong river in Cambodia and directs UW’s Future

Rivers program; Lape (Anthropology/Burke Museum) does research on religious identity, trade, and cultural contact in Indonesia and Timor Leste and has contributed to the strengths of the archaeology program through a Luce Foundation grant; Licht (Earth and Space Sciences) studies sedimentology and tectonics in Myanmar; Marwick (Archaeology) specializes in evolutionary ecology and stone artifact technology in Burma, Thailand, Laos, and Viet Nam, and is Director

of UW’s Data Science Minor; Rafael (History) researches authoritarianism, teaches about comparative nationalism and colonialism, and is a former Guggenheim Fellow; Robinson (Anthro/JSIS) is a specialist on political Islam. In the Professional Schools: Christie (JSIS/Marine Affairs) teaches about community-based marine sanctuaries in Indonesia and the Philippines and has held a Pew Fellowship in Marine Conservation; Harachi (Social Work) was instrumental in establishing the first college-level social work program in Cambodia along with colleagues at the Royal University of Phnom Penh; Kyes (Psychology), head of Global Programs at the WA National Primate Research Center, teaches annual field schools in Indonesia, Laos, and Thailand; Lombardi (Law) teaches Islamic law of both the Middle East and SEA. ***E1.2 Professional Development Opportunities.*** The Center for Teaching and Learning (CTL) is a key campus resource that offers training in online and hybrid teaching methods and teaching evaluation, as well as guidance on inclusive teaching practices. SEAC’s former Outreach

Coordinator, Tikka Sears, is now Director of the Theater for Change program within the CTL, bringing her extensive SEA expertise to CTL’s work through the use of performance in training. UW IT regularly offers free workshops on teaching tools such as Canvas and Zoom, and digital creation tools for graphic design and audio/visual recording. UW’s Qualitative Research Methods Initiative offers free workshops on the qualitative data analysis software Atlas.TI, and CSDE offers workshops on statistical analysis using R. The UWL Open Scholarship commons offers a range of workshops and training opportunities using the digital humanities, publishing and data platforms that it hosts, including the Manifold ebook platform. A&S regularly offers sabbatical leave, research and teaching awards, and travel awards. The UW Royalty Research Fund provides competitive research grants to faculty, e.g. Grant 2017, Lin 2018, Nguyen 2021. The Simpson Center for the Humanities provides funding for research, writing, and curriculum

revision, e.g. Robinson 2018, Grant in 2019, and Nguyen 2021. The Office of Global Affairs sponsors the Global Innovation Fund to seed fund cross-continental faculty research and student learning experiences, e.g. Harachi 2018 and 2021, and Warren 2019. SEAC faculty regularly travel to SEA for research, teaching, program development, and professional meetings, and language faculty make professional and curricular development trips to SEA. Grant, Harachi, Henchy, Kyes, Lowe, Rafael, Sandjaja, Turner, and Win did so during FY 2018-21. SEAC language faculty attend yearly conferences and training workshops on language pedagogy; UW and SEAC underwrite their training from ACTFL.

SEAC proposes support for professional development activities in the FY 2022-25 grant cycle, including a SEAC Leadership Fellows program for faculty (Budget item 7), travel support for professional development work in SEA and the US (Items 12 and 17), travel support for faculty exchanges with IHEs in SEA (Item 13), and travel support for language instructors to attend trainings and workshops (Item 18).

***E1.3 Faculty and Staff Time Devoted to Students.*** Full-time teaching loads range from three to five courses per academic year for tenure line faculty, and 1-9 courses a year for language instructors; thesis and dissertation advising complements classroom instruction. The SEAC Director devotes approximately 60% of her time to teaching, mentoring, and advising students. SEAC’s Managing Director spends approximately 15% of his time advising students, and SEAC’s DGS spends on average 5-6 hours per week advising current and prospective grad students. One full-time and one 75% FTE advisor (Marts and Tatta) work with UG students, and one full-time advisor works with graduate students who wish to pursue one of the SEA tracks in JSIS. On average, SEAP faculty devote 40-60% of their time to the teaching, supervision and advising of students. The SEA librarian devotes approximately 10% of her time to preparing

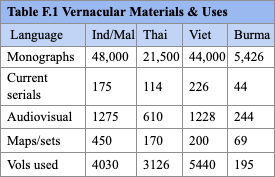
student library orientations, fielding inquiries from students, and maintaining a resource website for faculty and student research.

***E2. Center Staffing and Oversight Arrangements.*** The SEAC Director is appointed to a 3-5 year term by the Director of JSIS after conferring with SEA faculty. The SEAC Director reports to the JSIS Director and Divisional Dean of A&S. SEAC’s Managing Director (MD) reports to the SEAC Director and supervises SEAC office staff. The SEAC Director requests faculty volunteers as needed to work more closely on MA and Graduate programs, the SEA Language program, the SEA Arts program, and Diversity and Inclusion. Major decisions regarding the

SEAP curriculum, hiring, and new initiatives are reached according to a participatory process in SEAC faculty meetings with guidance from appropriate administrative and executive staff.

SEAC meetings are held for faculty and staff on a monthly basis during the academic year. Fiscal oversight is managed by the JSIS and A&S Business Offices.

***E3. Non-discriminatory Practices.*** The University of Washington is committed to increasing access to programs for students, staff and faculty regardless of race, ethnicity, gender, ability and sexual orientation, in strict accordance with GEPA Section 427 guidelines, a policy which SEAC strongly endorses (see §G5). JSIS established its own Diversity and Equity Committee to identify and implement school-wide initiatives on diversity and equity for faculty, staff and students. Managing Director Walstrom served on the committee in 2020-2021 while the committee drafted a new charter and integrated its work more closely with the JSIS Director. The committee’s primary focus is increasing student diversity. The committee holds monthly meetings during the academic year and offers regular training events for faculty and staff. Recent training topics have included disability allyship, and addressing microaggressions.

1. **Strength of Library *F1.1 Holdings.*** The UW Libraries (UWL) ranks among the top 10 US public universities for library support, with some 8.15 million print volumes, 1.35 million ebooks, 190,000 electronic journals, 625 licensed databases, and over 1.2 million locally digitized items supporting 5.5m library visits annually, and 92,000 items provided through Interlibrary Loan. The prominent SEA collection focuses on Cambodia, Burma, Indonesia, Thailand, Malaysia, Philippines and Viet Nam and includes over 210,000 titles published in the region, of which approximately 126,000 are in over 40 vernacular languages of SEA. Vietnamese holdings rank among the best in the US and include unique serials, Communist Party histories and colonial-era literature. Table F.1 reflects holdings in select regional languages. Of the estimated 390,000 library titles of relevance to SEA, 130,000 are English language monographs

for UG research (including 22,636 ebooks), while vernacular monographs, journals and items on microfilm, serve research and professional needs. A SEA Research Guide links to resources, including news, e-journals and licensed indexes, such as

*Bibliography of Asian Studies*, *Index Islamicus* and the *Computerized Index to Philippine Periodical Articles*, as well as freely available indexes from research libraries in SEA. There are 480 current subscriptions to regional print serials, another 25 published beyond the region, as print or electronic, and an estimated additional 350 e-journals of Asia regional interest. UWL subscribes to 8 SEA daily print newspapers, with an additional 47 contemporary dailies, 6 wire services and business reports available through licensed databases.

The Law Library provides access to additional electronic resources on Asia, and the Bothell and Tacoma campus libraries have complementary UG teaching collections. The

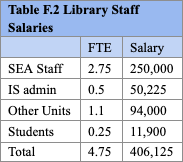
Government Publications Division has rich collections on SEA with over 1 million cataloged titles, particularly from the US colonial period in the Philippines. It provides specialized access to UN deposit items and online statistical resources through licensed databases such as AccessUN and DataPlanet. The Map Collection of 300,000 items includes historical mapping for Indonesia and Viet Nam. UWL Special Collections houses, and has digitized extensive photo and research collections from SEA scholars Peter Kundstater, Charles Keyes and Daniel Lev, and includes traditional manuscripts in Batak, Thai, Shan, Burmese and Mon. Other collections include 800 reels of Adrian Cowell’s historical footage from his documentaries on the Burmese opium trade, and documents from NY Times journalist Elizabeth Becker’s historic 1978 trip to Democratic Kampuchea. The latter was the focus of a multimedia installation which won the

Center for Research Libraries 2020 Primary Source Award, was on display at the Bophana Audiovisual Center in Phnom Penh and at Seattle City Hall for a Khmer community arts event; it provided a model for the LuceSea-funded initiative between UWL and SEAC highlighting the archive at the intersection of SEAsian studies and community memory work.

The excellence of the SEA collection is a reflection of its staff: SEA Section Head Henchy received the 2010 UW Distinguished Librarian Award and was recognized by the Vietnamese Ministry of Culture for her work preserving rare newspapers from the Vietnamese National Library. As Chair of the Translation Project Group of AAS, she was responsible for establishing the A.L. Becker Prize for Southeast Asian Literature in Translation in 2011. The renown of SEA collections, and active outreach to national and international research communities, is evidenced by the fact that over 50% of SEA reference inquiries are generated from off-campus. Online SEA Research Guides on UWL web pages, open to the greater teaching community, received 12,265 hits in the last 12 months. The Viet Nam Studies Group (AAS) web

page, hosted by UWL, attracted 16K sessions in the last year, showing UWL’s impact on the broader scholarly community. ***F1.2 Extent of Institutional Support: Collections.*** An estimated

$130,000 per annum is spent on SEA materials from UWL central funds. An average vernacular materials budget of $65,000 is augmented by central endowment and gift funding applications, and the SEA Julie Forbush Endowment, together accounting for an additional $10,000 average annually. ***F1.3 Extent of Institutional Support: Staff.*** $406,125 is spent annually on SEA

staffing. (Table F.2). Besides Henchy (1 FTE), a Library Specialist (.5FTE) processes materials, and our Thai cataloging Specialist (.5FTE) was supported by UWL to study 3 years of Thai at UW, SEASSI and in Thailand. Two other staff coordinate book and serial cataloging for SEA

and catalog Indonesian/Malay, and $20,000 is committed to outsourced cataloging for Vietnamese materials. UWL supports conference and biennial acquisitions travel at an annual average of

$4,000.

***F2.1 Access to Other Collections.*** UWL participates in 14 consortia, including the SEAWest consortium, which coordinates SEA purchasing through the Library of Congress. As an active member of the Center for Research Libraries (CRL), and its SEA Materials Project (SEAM), UWL has access to its estimated 10 million volumes, including some 3,000 unique items in the Thai National Collection (US/Ed funded), 260 Vietnamese newspaper titles filmed through a SEAM project headed by Henchy, and another 32,000 Indonesian titles from Library of Congress on microfiche. UWL is a founding member of the Global Press Archive, a private-public partnership based at CRL that has made 116 historical

SEA news titles openly available. The Orbis Cascade Alliance (OCA) of 38 Pacific Northwest 4-year colleges facilitates access to nearly 100 research databases. UWL catalog points to an

estimated 10 million items on SEA, including licensed articles and cataloged pdf files from the region. ***F2.2 Access to UWL Collections*.** UWL research guides, catalog and non-licensed web resources are freely accessible, including an increasing number of SEA resources digitized by UWL and those contributed to the HathiTrust preservation consortium. 37,250 items are lent annually through interlibrary loan (ILL). Collections and licensed electronic sources are available onsite, regardless of affiliation, and a UW Open Access policy mandates free availability of most published faculty articles. Local teachers enjoy borrowing privileges for all collections. SEA materials are shared with OCA and SEAWest member libraries; nearly 90% of OCA holdings on SEA are found in UWL (72% for Philippine titles).

UWL is committed to open access: collections digitized onsite in SEA are available in UWL’s institutional repository, including the Burma archive of journalist Bertil Lintner scanned

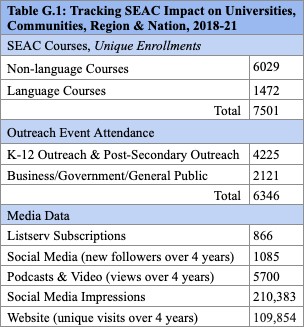
in Chiang Mai (UWL funding); Chinese-Indonesian documents scanned from private collections in Surabaya (US/Ed and UWL funding); archeological reports from Yogyakarta, Hanoi and

Bangkok (Luce Foundation funding), and 1960s Vietnamese Buddhist journals from Xa Loi Pagoda in Ho Chi Minh City (UWL funding). UWL has acquired digital files of the emergent Myanmar press and is currently digitizing in Cambodia the research files of journalist Michael Hayes, founder of the Phnom Penh Post (UWL and US/ED funding).

UWL is a founding and sustaining partner in the Committee on Research Materials on SEA (CORMOSEA) cooperative SEA Digital Library, seed-funded by US/Ed TICFIA and the Luce Foundation. UWL publishes the open access *Bulletin of the Indo-Pacific Prehistory Association*. Open access training was a key component of the Myanmar Library Training

Consortium funded by the Luce Foundation (Henchy P.I., with ASU and NIU), UWL 2013-17.

1. **Impact and Evaluation. *G1. Impact.*** Between fall 2018 and fall 2021, 4774 unique students accounted for 7,501 enrollments in SEAP and SEA language courses, and graduates went into careers in a wide range of fields in government service, business, and the non-profit and educational sectors. UW’s NRC Impact Project, modeled on the US/Ed survey distributed to 2010-14 FLAS recipients, measured the relationship between coursework and students’ global competitiveness upon graduation. It compiled data on the demographics, education, and early career trajectory of students who graduated between fall 2008 and summer 2016 and took at least 15 credit hours of coursework associated with each NRC at UW. Of graduates who had taken

15-29 hours of SEA coursework, 46% reported they were using their international knowledge or foreign language skills at work; the number rose to 48% for those who had taken at least 30

credit hours. Of respondents who completed 15-29 credit hours, 32.7% were in the private sector, 19% in nonprofits, and 7.8% became K-12 teachers. A total of 17% went into government service, of which 52% were at

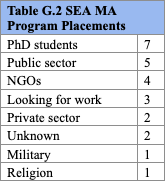
state/local levels, 24% were at the federal level, and 19% were in the military. 27% of students surpassing 45 SEA credits worked in higher education as faculty or administrators. Of the

4774 unique students that took SEA courses between fall 2018 and fall 2021, 908 completed 15 or more credit hours of SEA coursework. 280 Students completed 30 or more credits of SEA coursework, and 219 completed more than 45 credits of SEA coursework.

PhDs often gain tenured faculty appointments or go on to post-doctoral research work. Among others: Lin Hongxuan (2020, History) is a postdoctoral fellow with the Asia Research Institute at the NUS; Ulil Amri (2019, Anthropology) is a teaching fellow at Gonzaga University; Evi Sutrisno (2018, Anthropology) is a faculty member at Universitas Gadjah Mada, Yogyakarta; George Dutton (2001, History) currently directs the SEAC at UCLA.

By educating new generations of SEA scholars and researchers, SEAC’s impact has a multiplier effect. Based on registration sheets, participant surveys and digital records, over 6,000 people participated in SEAC outreach events in the last grant cycle, and even more received news and content about SEA through the SEAC newsletter, internet and social media streams.

The result is a growing network of SEA-informed global citizens across campus, the Pacific Northwest, and the nation.

***G2. Record of Placement in Areas of National Need.*** For a small program that began in 2010, the SEA MA program has a successful record of placement in areas of national need. Army Major Clifford Pederson (MA-SEA ’18) is a SEA Political Military Analyst at the Defense Intelligence Agency; Hoai Nguyen (MA-SEA ‘12) is assoc. director of UW’s Center for Human

Rights; Joseph Rubin (MA-SEA, ‘15) is a Medical and Social Services Interpreter at WA’s Dept. of Health & Social Services. Seven of our MA graduates are current PhD students who conduct advanced research on international topics, i.e.: Hunter Marston (2013) researches great power competition in SEA; James Pangilinan (2014)

studies disaster resilience and civilian-military collaboration in SEA and transnational contexts; Erin McAuliffe (2017) works on citizenship verification processes in Myanmar, Thailand, and the USA. Among SEAC’s FLAS awardees, placements produce high impact across a broader

range of sectors, i.e.: Long Tran (Vietnamese 2020) is a high school media studies teacher; Jace Reyes (Tagalog 2019) is a clinical support specialist working with mentally ill, homeless individuals in Seattle; Angela Cruz (Indonesian 2018) is a research associate and recent Fulbright fellow working at the intersection of fisheries science and international development.

In the FY 22-25 grant cycle we propose the following projects to increase placements in areas of national need. To support careers in education and international competence among educators we will underwrite stipends for One City Project’s dual language internship program, which places bilingual, bicultural UW undergraduates in Vietnamese-English dual language classrooms in the Seattle area (Item 23). In collaboration with the UW Center for Global Studies, East Asia Center, and South Asia Center we will partner with Seattle Pacific University’s (SPU) School of Education to bring Asia experts to speak at SPU’s Ed Talks series for pre-service teachers (Item 39, Letter of Support). Also with the above mentioned UW NRCs we will partner with the UWT and UWB Schools of Education to host panel discussions and professional development workshops for K12 administrators, pre-service and in-service teachers, about educational needs and best practices for Asian diaspora students (Item 35, Letter of Support). To provide avenues for students to pursue careers in the government and military we will provide

SEA country experts to mentor students in the biennial South China Seas Crisis Simulation, a diplomatic simulation involving UW students and US army cadets (Item 40). We will host the Navigating Global Careers speaker series in conjunction with the Jackson School’s annual careers and professional development course (Item 36), which will include talks on career pathways from professionals in the government, military, private and public sectors. Finally, to promote careers in business we will support a business outreach intern with the Cambodian American Community Council of Washington (Item 43).

***G3. National Needs Addressed and Dissemination of Information.*** SEAC’s efforts to address the national need for in-depth area and language education about SEA are reflected not only in our broad course offerings (Appendix A), but also in a diverse array of programming and information dissemination. The Defense Dept. specifies Burmese, Indonesian, Tagalog, Thai, and Vietnamese as languages critical to US national security; USAID and State Dept. have critical need for Khmer speakers. SEAC offers advanced level instruction in all of these languages.

In AYs 2018-21, many SEAC programs focused on critical areas such as national security, public health, human rights, and democratic reform in SEA. SEAC faculty are routinely invited to give briefings and lectures to think-tanks and federal agencies, and speak to the media. Since the February 2021 coup in Myanmar, Callahan has served as a panelist in programming by the BBC, NPR, and Brookings Institution, has authored several pieces for EastAsiaForum.org and has been quoted by outlets including Al Jazeera, Asia Times, The Atlantic, and the Wall Street Journal. In May 2021 Giebel published an op-ed on the 1898 Spanish-American War and a plaque in Seattle’s Volunteer Park that falsified the war’s history. Subsequently, SEAC is partnering with the Volunteer Park Trust to host an educational event on the war, to be held at the Seattle Asian Art Museum adjacent to Volunteer Park. In Harachi’s *Partnering for Health* project, UW students interested in medical social work or related hospital-based programs collaborate with the Social Work Unit at a hospital in Phnom Penh. Recent graduates have successfully pursued careers related to health services, government service, and private sector professions requiring SEA expertise (see G2 for information on placements).

In 2022-25 SEAC will strengthen its capacity to disseminate information by expanding our digital footprint. We will host the syllabi of Asian Studies Course Development Grant recipients on our website, live stream lectures and panel events via Zoom and YouTube, and host

films selected for our SEA x SEA Film Festival on Vimeo for on-demand streaming. Through our Reproducing Southeast Asia project we will create open-access e-books about museum objects and cultural identities with contributions from K-12 and undergraduate students, based on the model Bonus used to create the e-book *Critical Filipinx American Histories and their Artifacts*. We will host K-12 curricular materials developed in partnership with SPS on our website, and will raise awareness about these new materials through presentations at the Washington State Council for the Social Studies annual conference.

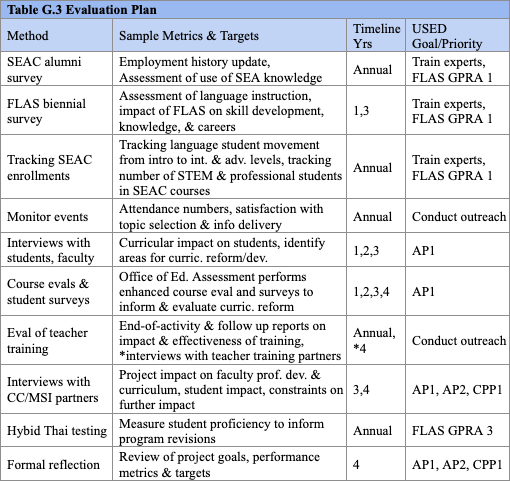
***G4. Evaluation Plan.*** SEAC will demonstrate the comprehensive and specific impact of our programs through an evaluation plan that measures outcomes and is targeted toward both our proposal theme *Southeast Asia in the World*, and toward major areas of activity that have long term implications for SEA studies at UW, and regionally. Our evaluation tools include baseline, process, and outcome type evaluations. Major areas of evaluation include: **1)** UG curriculum; **2)** graduate curriculum; **3)** language programs; **4)** outreach to K-12 and CC/MSIs. The goal of our evaluation plan is to provide longitudinal data and continuous feedback for iterative planning and program design, and to meet our public obligation to educate students, the general public, the military, government, media and business about SEA in a cost-effective way.

SEAC will leverage UW’s Office of Educational Assessment and employ independent scholars and UW Center for Teaching and Learning staff to evaluate our UG, Grad, and language programs. We will engage Alta Language Services in order to objectively measure the achievement of our Thai students and the quality of our hybrid curriculum. We will employ

Radial Global Advisory run by Mohamed Abdel-Kader, former deputy assistant secretary for international and foreign language education at the US Department of Education’s Office of Postsecondary Education, to evaluate our CC and MSI partnerships, and the impact of our

implemented curricular revisions. Our evaluation process will engage the work of the SEAC Leadership Fellows (Item 7), and course development plans (Item 9).

Focused peer reviews in years one, two, and three allow SEAC to consult with experts in

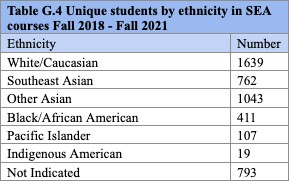
the field and compare SEAC norms to the standards set for international education nationally. Peer reviewers in years one and two will evaluate the UG and grad curriculum

respectively, to inform revisions carried out by SEAC Leadership Fellows. A peer review in year three will evaluate our language program including our FLAS process and results of awards. The results will be used to revise our program in consultation with Center for Teaching and Learning staff, and to communicate with administrators about our strategic needs, i.e.: a peer review was successfully used to convince A&S to endorse a mainland SEA hire in Anthropology in the FY 2014-17 grant cycle, and a Literature hire with Luce Funding in AL&L. One of the aims of our Language program review is to help move Khmer onto state funding. Throughout the process of

reviewing and revising curriculum, we will use UW’s Office of Educational Assessment to perform enhanced course evaluations (mid-quarter and end-of-term feedback, student surveys).

Our evaluation process builds on data gathered in the UW-funded NRC Impact Project between 2008-16, and related data collected by SEAC (including a comprehensive program evaluation in 2021) during the FY 2018-21 grant cycle. In order to ensure that implementation of evaluation methods occurs on a regular basis, the evaluation plan will occur steadily across the four-year grant cycle. (see Table G.3 for overview of eval plan).

***G5. Access and Underrepresented Populations.*** The UW is committed to increasing access to programs for students, staff, faculty, and the public regardless of race, ethnicity, gender, ability and sexual orientation, in strict accordance with GEPA Section 427 guidelines. UW’s 2020 freshman and transfer classes included the highest percentage of underrepresented minority (URM) students in UW history, at 22.6% and 26.1% respectively. In 2020, 31% of entering students were first generation, and 8.6% of undergraduates on the Seattle campus were SEA American. Across all three UW campuses the percentage of URMs among the undergraduate

population is steadily increasing. In JSIS in AY 21-22, 65% of undergraduate students are female and 13.4% are underrepresented minorities.

The UW’s Disability Services Office (DSO) provides assistance for disabled students, faculty, and staff, and SEAC has partnered with them to support a former SEA-MA student who is legally blind. Sign language interpreters for

hearing-impaired students and live readers for students with visual disabilities are available. UW Accessible Technology Services ensures students with disabilities have access to computers,

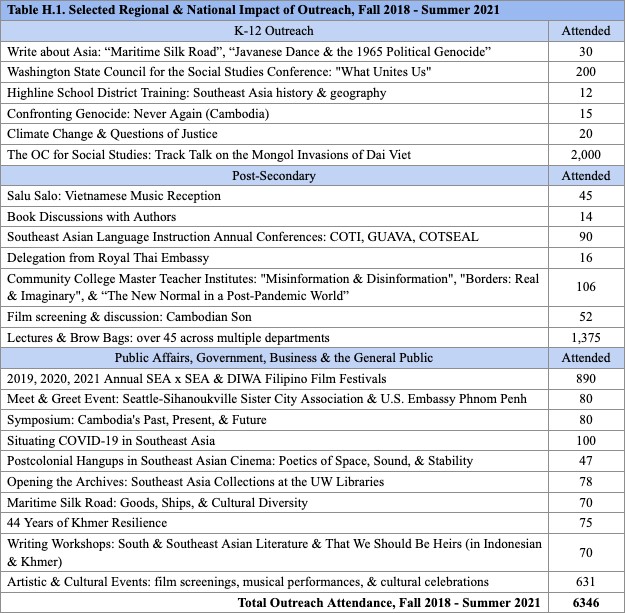
software, and specialized equipment. UWL now has an Accessibility Coordinator, and ensures that accessibility standards are met by all web-based resources and by database vendors.

The Osher Lifelong Learning Institute offers learning opportunities for people over the age of 50. Approximately 20 courses are offered annually for a fee of $55 or less. A free monthly lecture series occurs at a rotating list of venues, and the Institute facilitates study groups and special events. UW’s Access Program enables Washington State residents 60 years or older to audit UW undergraduate courses, and are only charged a $9 service and technology fee.

1. **Outreach Activities** Table H.1 reflects selected outreach programs from FY 2018-21 and impact as evidenced by attendance numbers. During COVIC, all events were held online which expanded the geographic reach of participants. Based on head-counts conducted by SEAC staff, sign-in sheets, participant surveys and digital records, SEAC reached more than 6300 individuals with expert content on SEA. 17 Of SEAC’s 42 faculty from 12 different departments and professional schools participated in SEAC outreach offerings.

SEAC coordinates many of its outreach offerings with five other UW NRCs housed in JSIS (known as Joint Outreach), with the Global Business Center (a US/Ed CIBER), and with the UW Libraries. The JSIS Joint Outreach board meets regularly to maintain linkages with educational and cultural institutions such as the WA State Council for Social Studies, World Affairs Council, National Consortium for Teaching About Asia, Seattle International Film

Festival, and Seattle Art Museum. ***H1.1 K-12 Outreach.*** Every year SEAC presents continuing education and teacher training workshops to assist 10-20 K-12 educators in Washington to bring SEA content into their classrooms. Presentations at state-wide and national K-12 conferences reach hundreds of educators. These presentations and workshops impacted nearly 2300 educators



in FY 2018-21. In FY 2022-25 SEAC will offer expert presentations and workshops to K-12 teachers, and work with the state of Washington’s largest school district (Seattle) to introduce a new curriculum about SEA. ***Continuing programs K-12:*** SEAC and UW’s Center for Global Studies, East Asia Center, and South Asia Center have a multi-year partnership with Highline Public Schools to offer a *Contemporary Global Issues Teacher Training Program*, including guest lectures and provision of curriculum guides, texts, and digital lessons to Highline teachers as part of their in-service training (Item 21; AP2; Letter of Support). Highline district educates

17,713 students with an extremely diverse demographic profile. 60.8% of Highline students qualify for free or reduced meals and 29.7% are categorized as English Language Learners. Vietnamese and Khmer are among the top eight languages spoken by Highline students. SEAC will also continue to send expert speakers to the *Washington State Council for the Social Studies* annual K-12 educator retreat to present new curriculum related to SEA. SEAC will continue to support *One City Project*, a Seattle-based NGO that places bilingual UW undergraduates in Vietnamese-English dual-language classrooms, and encourages graduate studies in education to become dual-language teachers (Item 23). In 2021, this process came to fruition when a former One City Project intern completed a MA in Teaching degree from UW and was hired as a Vietnamese-English dual language teacher in the Highline School district. ***New Programs K-12:*** We propose the following new outreach programs for FY 2022-25: **1)** SEAC will collaborate with Seattle Public School District (SPS) on the introduction of a new curriculum focusing on Filipinos and Filipino Americans offered as part of the SPS’s new Liberatory Studies program. The curriculum will include content on Philippine history, US-Philippine relations, and key Filipino and Filipino-American historical figures. SEAC will partner on the development of the curriculum, distribution of curricular materials, and teacher training (Item 25, AP1 and AP2, Letter of Support). **2)** Under the title *Reproducing SEA* and in collaboration with the Burke Museum, SEAC faculty will host workshops with K-12 students to examine the connections between museum objects from SEA, material life and cultural identity (Item 24, AP1). K-12 and UG students will contribute essays, poetry, and multimedia projects to digital books about these objects and identities, created using the UWL’s hosted open-access Manifold ebook platform.

***Faculty in K-12 outreach.*** SEAC’s diverse faculty strengthen K-12 outreach through their regular contributions. Kyes hosted “Animals and Your Health” exhibits at Seattle-area

elementary schools in 2017, 2018 and 2019. In 2021 Sunardi led the Saturday U. interview on Indonesian dance attended by teachers in the *Write About Asia* program. In spring 2022, Bahrawi will speak with teachers about Southeast Asian literature at Hugo House. In FY 2022-25 Andresen will lead the Philippines curriculum development collaboration with SPS. Bonus, DeSmet, and Henchy will contribute to the ebook project with K-12 students and UW undergraduates in our *Reproducing SEA* initiative. SEAC will continue to draw on faculty for our collaboration with the Highline School District, and for presentations at the Washington State

Council for Social Studies conference. ***H1.2 Outreach to Post-Secondary Institutions.*** Highlights of FY 2018-21 post-secondary outreach include a symposium on SEA archival collections in the UW Libraries, which featured presentations by SEAC faculty, graduate students, and archival experts and journalists from around the world. With film studies scholars from UW and Florida-Atlantic University, and Singaporean filmmaker Tan Pin Pin, SEAC hosted a discussion on the monograph *Postcolonial Hangups in Southeast Asian Cinema*. SEAC supported the *Community College Master Teacher Institute* (CCMTI), an annual workshop for CC educators that want to infuse their teaching with international content. CCMTI is sponsored through UW NRC Joint Outreach. In 2021, SEAC supported the Midwest Institute’s week-long

*Global Norms, Values, and Identity* workshop. CC faculty from 12 midwest colleges participated to revise their curriculum. SEAC faculty member Daro Minarchek presented. In May 2020 SEAC live-streamed a webinar on COVID in SEA to a worldwide audience of scholars and professional school students. SEAC will continue to offer educational and professional development for CC faculty, including the annual CCMTI (Item 34, CPP 1). We will deepen our relationship with Highline College via workshops and course development (CPP 1, Letter of Support). Our competitive *Asian Studies Course Development Grants* (ASDG) will enable CC

faculty around the country to augment existing courses, or develop new courses with SEA studies themes (Item 29, CPP 1). With our partners at Whatcom CC (an MSI), we will facilitate Marwick’s archaeological field school in Viet Nam (Item 28, CPP1). ***New Programs.*** Our work to provide outreach to Minority Serving Institutions (MSIs) and CCs includes: **1)** support for the Center for Indonesian Field Study (CIFS) at Central Oregon CC (Item 30, CPP 1, Letter of Support). In summer 2022 CIFS will host its inaugural field school in Pangandaran Nature

Reserve in Indonesia. **2)** partnering with the UW Bothell and UW Tacoma Schools of Education (both MSIs) to host workshops and panel discussions on the diasporic and transnational contexts of Asian Studies, for pre-service and in-service teachers (Item 35, CPP 1, Letter of Support).

***H1.3 Outreach to Business, Media and the General Public.*** Nearly all SEAC sponsored events on UW campuses are open to the public. Outreach to the military occurs through the biannual South China Seas Crisis Simulation, a partnership between the JSIS Master of Arts in Applied International Studies program and the US Army War College where SEAC provides country mentors and experts. UW students and army cadets form diplomatic teams representing countries in the region, and negotiate a settlement based on a conflict briefing (Item 40). The annual SEA x SEA film festival was founded in 2018 and has become one of SEAC’s flagship events. It showcases independent films from, and about SEA and its diaspora. In 2021 we responded to the COVID pandemic by shifting to a hybrid festival, hosting more than 40 films for on-demand streaming online, supplemented by a filmmaker panel discussion streamed live on YouTube, and closing night event in-person. The hybrid model produced dramatic results, with viewers from around the United States and more than 40 other countries participating in the festival. SEAC will continue to use a hybrid format for the SEA x SEA film festival during the FY 22-25 grant cycle (Item 38). SEAC supports outreach to a highly engaged Cambodian American community

through joint activities with the Cambodian American Community Council of Washington

(CACCWA), and the Seattle-Sihanoukville Sister City Association. In August 2019 we partnered with CACCWA to host a symposium titled *Cambodia’s Past, Present, and Future*, featuring former US Ambassador to Cambodia William Heidt. In summer 2021 we worked with the Seattle-Sihanoukville Sister City Association to meet with current US Ambassador to Cambodia

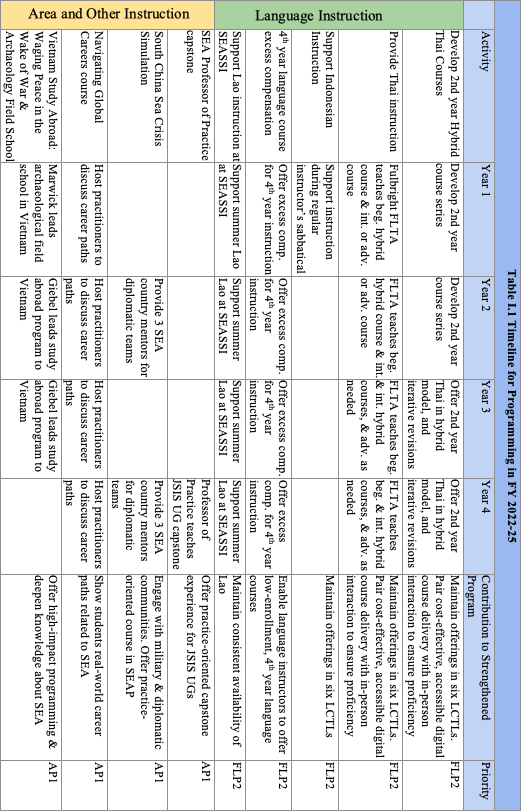
W. Patrick Murphy, including briefings from SEAC staff and faculty on Cambodia research and outreach at UW. During the FY 2022-25 cycle SEAC will provide funding for a UW UG to serve as the CACCWA business outreach intern, to assist with outreach and programming with the

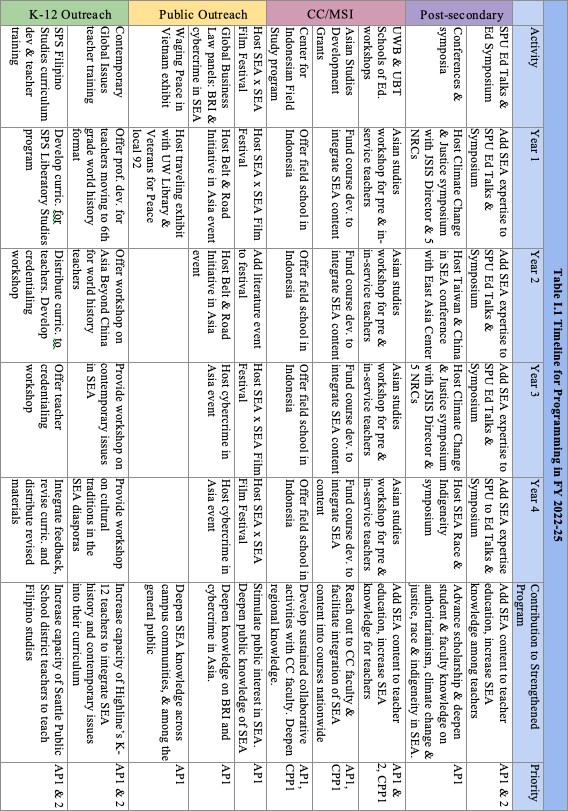
Cambodian business community in the Puget Sound (Item 43). ***Professional School Involvement.*** SEAC has a history of successful partnerships with professional schools such as Business, Law, Public Affairs, Marine Affairs, the Information School, and Social Work. In FY 2018-21, SEAC worked with UW’s Global Business Center (a US/Ed-funded CIBER) on its *Language and Culture Essentials* initiative to create online language instruction modules for business students studying abroad in SEA. Harachi’s *Partnering for Health* project is currently focusing on integrating social work into cancer care at Calmette Hospital in Phnom Penh, and involves UW graduate students. In the FY 2022-25 grant cycle, SEAC will provide funding to *Partnering for Health* faculty traveling to Cambodia (Item 14). With three other UW NRCs we

will partner with the Law School’s Global Business Law Institute to host panel events on China’s Belt and Road Initiative in Asia, and legal frameworks to address the rise in cyber crime originating in Asia (Item 44). Our current partnership with the Information School will result in the training of a Southeast Asian Studies librarian in AY 2022-24.

**I. Program Planning and Budget *I1.1 Proposed Activities Timeline.*** Table I.1 (below) provides a visual timeline for programs in language instruction; area and content instruction; and outreach

to teachers, post-secondary audiences, and the public.





**I1.2 *Effective Use of Resources and Personnel.*** SEAC has a strong track record of using resources and personnel effectively. Major successes of our last NRC grant include: seed funding a position in Vietnamese language which will move onto state funding in AY 2022-23;

re-inventing our Thai program by developing a first year Thai online curriculum that enabled us to sustain Thai at UW and recruit students from beyond UW; funding a temporary instructor position in cybersecurity in AY 2018-21 which will also move onto state funding in AY 2022-23; supporting 8 new CC courses through course development grants; and supporting a DGS who has doubled our SEA MA enrollments and increased the number of URM students in the MA from 50-80%.

SEAC relies on the established resources of JSIS, A&S, the UW Libraries, the Language Learning Center, the Offices of Global Affairs and Study Abroad, UW Performing Arts spaces, and the wider institution to support and implement our programming. JSIS employs a FLAS coordinator and 22 additional staff who support the NRCs (see Appendix C). Our effective use of resources also depends upon our collaborations with other NRCs at the UW. UW NRC collaboration was used to great effect in offering a *Navigating Global Careers* course in

2018-21; the same NRCs will continue this Career Development offering in 2022-25 (Item 36). The collaboration between SEAC and other UW NRCs also provides opportunities to pool resources, for example the annual CCMTI and the Community College Asian Studies Course Development Grants (Items 34, 29; see §H1.2). Center staff leverages connections with K-12 educators, community colleges, community organizations, and the international connections of our faculty and staff to expand impact and reduce required NRC funding costs for programming. NRC resources are used judiciously to effectively supplement, expand, and focus what is provided by this larger institutional context. For example, technical design for our hybrid

live/online intermediate Thai course will use expertise and resources of the UW LLC (Appendix C). LLC Asst. Director Russel Hugo will serve as the technical developer and then manage and maintain the courseware at no cost to SEAC.

***I2 Purpose and Quality of Planned Activities.*** Over the four years of the FY 2022-2025 NRC grant, SEAC will extend Southeast Asia area expertise and opportunity to students, faculty, and the community through our theme of *Southeast Asia in the World*. This guiding rubric helps us to understand Southeast Asia and generate debate on the region by exploring its broad global interconnections and deep local specificities. We will expand the reach of our programming to build enrollments, inform a wider public about SEA, and contribute more broadly to foreign area expertise. Our theme connects the work of SEAC to diasporic communities, histories, and concerns within Southeast Asian Studies, and enables us to understand Southeast Asia as globally significant and interconnected through international business and law, migration, governance, politics, health, technology, and the environment. We address US/Ed’s absolute priority of encouraging diverse perspectives by connecting to professional schools and the military, and by enabling us to attract under-represented heritage learners into SEA Studies, connecting them to histories of family origin through studies of SEA politics, culture, international trade, and early and modern history. We also connect to professional schools in

Business, Law, Public and Global Health, Public Affairs, the Information School, and Social Work. We address US/Ed’s absolute priorities of promoting service in areas of national need by supporting six priority languages, and supporting careers in diverse international fields, government, and the professions.

SEAC plans five areas of major activities for FY 2022-25 (see §H for planned outreach programming). We will: **1).** Grow our capacity to teach Thai language using a Fulbright

Language Teaching Assistant (FLTA), expand Khmer language, and teach Burmese and Indonesian, and tutor fourth year language students. **a).** During FY 2018-21, the SEAP transitioned to a new hybrid model of Thai instruction in which we developed Beginning Thai online working with the UW Language Learning Center and several native speaker instructors. We have successfully competed for a FLTA in each of the past four years to instruct Thai using our curriculum and to oversee the live component of the class. The online model allows the

FLTA to use our thoroughly vetted and standardized curriculum, saving them preparation time and ensuring high quality. In 2022-25, we will develop the online curriculum for intermediate Thai using the expertise of Unaree Taladngoen, a prior FLTA instructor who proved especially knowledgeable and adaptive in online curricular development. The Language Learning Center has agreed to again oversee the process, and we will apply for FLTAs to teach our Thai courses.

**b.)** SEAC began offering Khmer language in 2011 in response to UW Khmer student advocacy. Total annual enrollments have recently been as high as 74 students. Our current instructor is hired at a 75% FTE with a salary supplement to teach a third course. In AY 2022-23 we plan to rehire in the position and regularize it at 100% FTE. This will allow us to consistently support 3 levels of Khmer. **c.)** We will continue to teach Burmese, an important strategic language for our professional and graduate students. Our instructor, Win, formerly ran Burmese at SEASSI, and is adept at meeting student needs at multiple language levels. She teaches 1-2 levels a year depending upon the needs of current students. **d.)** We will contribute to the replacement salary of an Indonesian instructor during AY 2022-23 when our Indonesian instructor is on professional leave. **e.)** We will provide excess compensation to our contingent language instructors who agree to take on a student studying the 4th year or independent work in a SEA language. We will: **2).**

Fund faculty to integrate Southeast Asia content into Ethnic studies courses through a project

titled *Reproducing Southeast Asia* (Item 24). This project will transform the collegiate curriculum and extend to the K-12 environment. This initiative expands and enhances SEA studies by recruiting and attracting heritage students into our field. An example of the type of course we might fund is the “Southeast Asian Pasts and Futures” yearlong course taught by DeSmet in 2021-22 with Luce Foundation Funding. Courses that involve outreach to K-12 students will receive priority. We will: **3).** Support faculty-led study abroad programs, collaborating with CCs and MSIs : **a.)** Ben Marwick will teach an archaeological field school at Nguom rockshelter in Viet Nam. Marwick’s program is a collaboration between UW and Whatcom Community College, an MSI. Marwick will work with students and faculty at Whatcom to excavate a site with evidence of early human settlement, and he will train UW, Whatcom, and Vietnamese archaeology students in field and laboratory methods (Item 28;

CPP1). **b.)** Giebel will lead his course *Waging Peace in the Wake of War* in Viet Nam. Students will learn from communities near the former Demilitarized Zone in Viet Nam, and work with the NGO Peace Trees (Item 42). **c.)** SEAC will partner with the Center for Indonesian Field Study (CIFS) at Central Oregon Community College (COCC) to launch their field school in conservation biology (Item 30). SEAC faculty Kyes is helping with site selection and in-country logistics. We will: **4).** Support understanding of the role of a rising China in Southeast Asia. **a).** SEAC will provide three country mentors to guide teams representing SEA countries in a simulated diplomatic negotiation on issues in the South China Sea. The Crisis Negotiation course is a partnership between JSIS and the US Army War College. **b).** SEA faculty Lin and Center Director Lowe will collaborate with the East Asia NRC and Prof. Jeffrey Hou in Landscape Architecture to support a conference on the relationships between Taiwan and Southeast Asian nations against the background of a rising China. **c).** SEAC, along with the South Asia Center,

East Asia Center, and Center for Global Studies will collaborate with UW's Global Business Law Institute to host panel discussions and lecture series on the impacts of China's Belt and Road Initiative in Asia, and on international legal frameworks for addressing the growing problem of cyber crime throughout Asia. We will: **5.)** Support Area and Other Instruction. **a.)** To respond to the SEAC NRC external evaluation in 2021, and to impending retirements, we will establish a series of Leadership Fellowships. The reviewers observed the need to “provide continuity, new ideas, and the preservation of institutional memory along with shared responsibility.” SEAC will recruit three Fellows in each of the first three years of the grant, emphasizing diverse participation. Fellows will be responsible for leading FLAS award and MA admission committees with the Director of Graduate Studies (DGS) who is retiring in three years, revising the MA program curriculum, revising the undergraduate major, coordinating the language program (SEAC will no longer support a designated language coordinator), and initiating a project of their own choosing for SEAC (ie: lecture series or outreach). **b.)** SEAC will continue to support a DGS. This position has been highly successful in leading to student success and increasing student enrollments. **c.)** Also responding to our external evaluation and to the impending retirement of faculty who teach core courses in our MA program, SEAC will offer course development grants for instructors who will play a key role in reconfiguring our MA program. **d.)** With matching funding from JSIS, SEAC will invite a SEA scholar to teach a practice oriented course in year four of the grant. Examples of professionals we might attract are Lila Shahani, senior cabinet official in the Philippines with a portfolio focused on UNESCO, or Suraya Afiff, environmental advocate who helped found Indonesia's first environmental NGO. Please see section H for description of planned outreach activities.

***I.3 Reasonableness of Costs in Relation to Program Objectives.*** While the largest budget item

in our grant proposal is language instruction, we leverage institutional support as described above and continually work with administrators to transition salaries for language instruction to state funding. Both Indonesian and Tagalog language instruction were begun with Title VI funds but have been fully supported by UW since 2006 and 2011, respectively. In 2017, Indonesian moved away from temporary A&S funding onto permanent state funds, and one 1.0 FTE position in Vietnamese is fully funded by A&S. A second 1.0 FTE position in Vietnamese seed funded with NRC funds in grant years 2018-21 will move onto state funds in AY 2022-23. Language instructors who are on the NRC grant are paid at the College minimum based upon years of service. Our support for a replacement instructor in 2022-23 while our permanent instructor is on sabbatical is only 25% of actual costs, with the rest provided by Asian Languages & Literature.

The costs of Thai instruction based upon the hybrid live/online model we are implementing are significantly less than for a full time instructor. The cost of content courses supported by NRC funds, for example the practice oriented position in Year 4, are shared with JSIS (Item 10). Our arts programming relies heavily on contributions from the Department of Music, the Burke Museum, and the UW Libraries, which provides free exhibit and programming space.

Collaborations with other NRCs and UW departments maximizes the impact of outreach projects while keeping costs low. In addition, NRC funds are minimized when SEAP staff seek additional outside grants. The successful grant for the Fulbright FLTA to support Thai instruction is one example, and a $1million grant from the Henry Luce Foundation awarded in 2020 to support SEAC programming is another. Costs for Leadership Fellows, the DGS, course development grants, and specialized language instruction are all at less than half a month’s salary for tenure line faculty and one month of salary for language lecturers.

***I4. Long-term Impact of Activities on Undergraduate, Graduate, and Professional Programs.***

Our proposed activities connect across undergraduate, graduate, and professional programs, exposing students across the learning spectrum to advanced-level linguistic, academic, and policy-oriented skills and knowledge of the region. Our language programs, and our UG and MA degrees, give students permanent skills that they can use in SEA focused careers. Our online Thai program allows us to sustain Thai on campus over the long term. Our professional development and travel grants help language instructors and tenure line faculty to develop and enhance their expertise which creates enduring value for students and the community. We focus this funding toward assistant professors to support their efforts to gain tenure and remain at UW over the long term. Our support for library acquisitions helps leverage further support from Library state funds and ensures enduring Libraries commitment to high quality collections and

staff. Our outreach programs expand interest and develop enduring skill sets and curriculum for pre-service and in-service K-12 educators, drawing in new student generations and contributing to the long-term viability of the SEA field. We are developing our field study courses in partnership with two Community Colleges which will provide enduring learning for students and faculty there, and enduring connections for SEAC with regional CC educators. Our Taiwan in

SEA conference will enhance interchange of ideas and diversify perspectives while developing enduring collaborations and expertise across campus based on the role of China and Taiwan in SEA. Our support for Lao instruction, GETSEA, COTSEAL, and AIFIS help to build solid

institutions that support SEA learning across the US. For instance, Henchy will teach a GETSEA minicourse on SEA archives in spring ‘22. Our collaborations with the Law School, Information School, Business School, and School of Social Work connect us to the professions in a sustained way. By strengthening breadth and depth of coverage in area instruction and preparing students for careers in which they can use their training in SEA studies and languages, SEAC programs

ensure a long term impact across the working lives of participating students and the institutional lives of the departments with which we collaborate.

**J. FLAS Awardee Selection Procedure** In the 2018-21 grant period SEAC continued to receive consistent numbers of qualified FLAS applications, with increasing numbers of applicants from professional schools and departments such as Law, Global Health, and Social Work. Due to the growth of the SEA Studies M.A. program, and the growing number of UW professional school faculty working in SEA, we expect to see steady increases in application numbers in the coming years. In YR 1 of the grant we are requesting 11 AY FLAS awards - 9 graduate awards and 2 UG awards, and 3 summer awards for SEA languages. In YRs 2-4 we are requesting 10 AY FLAS awards - 8 graduate awards and 2 UG awards - and 3 summer FLAS awards for SEA languages. The reason for the difference between YR 1 and YRs 2-4 is that we have an unusually robust applicant pool of deserving and qualified students at the moment for next year’s graduate FLAS awards, and we expect a more normal pool in future years. All of SEAC’s six languages,

Burmese, Indonesian, Khmer, Tagalog, Thai and Vietnamese, are LCTLs (FLP 2).

***J1. Advertisement of Awards.*** The FLAS Fellowship is advertised all year in online and print formats. News about fellows and alumni is consistently posted to the Jackson School and SEAC websites, distributed through SEAC’s newsletter, and shared on social media. Postcards and informational brochures are available all year in advising offices and other locations across UW’s three campuses. The JSIS FLAS Coordinator (FC) reaches more than 1100 students annually through classroom visits and information sessions, and promotes FLAS to thousands more students via email and newsletters. SEAC staff and the FC have developed promotional videos that explain FLAS and the application process, which SEAC faculty share with their students.

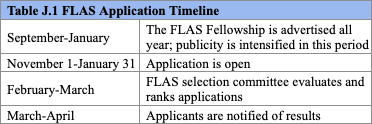
The FC works to attract the widest range of students possible by providing tailored promotional

materials and information sessions to departmental advisors throughout the university, thereby creating allies of the FLAS program that have a multiplier effect on the FC’s advising efforts. These efforts have produced clear results: from 2018-2021 SEAC received FLAS applications from students in 27 schools and departments, and 50% of the applicants were studying in professional schools.

When the application period opens, advertising efforts increase. Announcements are sent to students, faculty, and staff via email, newsletters, listservs and social media. Print flyers and posters are distributed across UW campuses in departmental offices, classrooms, dorms, and to student organization/support offices, including Study Abroad, Office of Minority Affairs, the Veterans Center, Disability Services, and the Offices of Graduate and Undergraduate Fellowship Advising. Print fliers are distributed at orientations and events. The SEAC Managing Director provides a media packet to all SEAC faculty for distribution to their students, which includes fliers with award and application information, links to informational websites and videos, and signup forms for mailing lists. All advertising directs students to the FLAS mailing list, a thoroughly tagged and segmented Mailchimp list that the FC uses for advising and promotion.

The FC hosts approximately 20 information sessions and visits nearly 70 classes annually. As of winter 2020 all information sessions and the majority of classroom visits are held online, but will go live again at the end of the Pandemic. The FC speaks at new student orientations and hosts tables with FLAS information at large events such as the autumn Dawg Daze celebrations that kick off the academic year, the UW Fellowships Fair and UW Study Abroad Fair. The FC also holds individual advising appointments.

***J2. Application Timeline and Selection Priorities.*** SEAC prioritizes meritorious students applying for advanced-level language study who are interested in government service and/or who

show potential in meeting critical national security needs. SEAC will award exclusively in LCTLs (FLP 2), and will prioritize awarding FLAS

fellowships to students with financial need (FLP 1). SEAC has a strong record of awarding FLAS fellowships in a manner that corresponds to the program’s competitive priorities. In the 2018-21 grant cycle 90% of SEAC’s FLAS fellows demonstrated financial need, and all were awarded for the study of LCTLs.

***J3. Method of Application.*** Students apply for FLAS fellowships through an online award management system, which is publicly available on the JSIS website; SEAC’s website also provides a link. The application follows best practices in accessibility and navigation, and is consistently refined based on student feedback received by the FC and SEAC’s MD. In 2020 a new feature was added based on student feedback, which alerts applicants when multiple

FLAS-granting centers offer fellowships in the language they are applying for. The application is organized clearly into the following pages: Profile; Academic Status and Career Goals; Educational Background; Financial Need Information; Recommendations; and Proposal.

Through these pages applicants provide information on their academic ability so the selection committee can award fellowships to students with high potential for academic achievement. The application also gathers information relevant to the FLAS priorities in order to facilitate selection based on them. Applicants must submit: **1)** transcripts from all universities attended; **2)** a list of career goals and previous employment; **3)** awards received; **4)** federal student aid report (SAR) or UW Office of Financial Aid offer letter (both include expected family contribution (EFC)); **5)** three letters of recommendation for grad students and two for UG students, including one for

both attesting to foreign language ability; **6)** a list of foreign languages spoken and at what level; and **7)** a statement outlining the proposed course of study and describing how it will facilitate the student’s academic and career goals. The FLAS Coordinator manages the application process and advises students on all steps of the application. Disability accommodation in the application process is provided by the Disability Services Office.

***J4. Selection Committee.*** The FLAS selection committee is established and Chaired by the SEAC DGS with oversight by the SEAC Director on an annual basis. The DGS appoints a committee of 3-4 from core SEAC faculty members that is balanced in terms of gender, ethnicity, country and language specialties, and disciplinary background, and includes a member of the language faculty. The Managing Director serves as an *ex officio* member without voting rights.

***J5. Selection Criteria.*** The Committee evaluates applications according to the following criteria:

**1)** potential for high academic achievement, as demonstrated by transcripts, letters of recommendation, and applicant statement; **2)** previous foreign language training and demonstration of ability to gain advanced proficiency in a foreign language; **3)** studying a priority LCTL; **4)** interest in pursuing government service and/or meeting a critical national security need; **5)** interest in pursuing a professional career; and **6)** financial need.

Since 2015 IFLE has collected data on financial need in FLAS reports. From 2015 to the present SEAC has awarded 91% of FLAS fellowships to students with financial need (FLP 1). 72% of our fellows identify as minority students and 8% are underrepresented minorities. 50% Of our recipients were students from professional schools and 100% were studying a priority LCTL. Awards were made to students in 7 departments and 10 professional schools.

# K. Competitive Preference Priorities Served: NRC and FLAS

1. ***NRC Competitive Preference Priority:*** SEAC will develop new partnerships with the UWB School of Educational Studies and UWT School of Education to host Southeast Asian studies symposia for faculty, pre-service and in-service teachers (Budget item 35; Letter of support).

Both UWB and UWT are MSIs. We will continue supporting a faculty-led study abroad program in Viet Nam, in collaboration with Whatcom CC, an MSI (see § I2 for details and budget item 28). SEAC will continue its robust partnership with Highline College to develop new Southeast Asian studies curriculum, and offer professional development opportunities to faculty (See letter of support from Highline). Highline College is an MSI. In collaboration with other UW NRCs, we will continue to support the annual Community College Master Teacher Institute, a professional development workshop for CC faculty (Item 34).

***K. 2a & 2b. FLAS Competitive Preference Priorities 1 and 2. FLAS Priority 1:*** Once FLAS applicants are determined to be qualified for an award, SEAC considers their financial need when ranking applicants. This screening process has been used for all FLAS applicants since 2015. Since that time 91% of FLAS fellowships have been awarded to students with financial need as indicated by the students' expected family contribution, as determined under part F of Title IV of the HEA and verified by the Federal Student Aid Report or UW Financial Aid Award letter. We will continue to consider financial need in this way when selecting awardees. ***FLAS Priority 2:*** SEAC will award 100% of its FLAS fellowships in less-commonly taught languages (LCTL). All of our SEA languages are LCTLs.