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# COMMITMENT TO THE SUBJECT AREA

The University of Washington (UW) is one of the world's most innovative and internationalized public universities and maintains a substantial commitment to global engagement through campus­ wide initiatives that add international dimensions to teaching, learning, research, and service. The UW ranks among the top 10 in U.S. News and World Report's Best Global Universities, is second among university recipients of federal research funding, and is fifth overall among all U.S. universities in research expenditures. A $2 million Carnegie Corporation grant to the International Policy Institute (IPI), affiliated with the Center for Global Studies (CGS), helps engage UW expertise with policy challenges to promote national needs.

* 1. **Commitment to Program Operation:** The university's commitment to international studies (IS) and CGS is impressive and growing. The UW has recently announced it will increase its support of the Managing Director (MD) and Outreach Director salary (Shekleton) from 55% to 70%. The UW also now covers 100% of the Evaluation and Data Manager (Craig) position (up

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| **Table A.1 UW Annual Financial Support for International** & **Global Studies** |
| ***lcGs Operations*** l1s1s Administrative Staff I $551,995 |
| leas Managing Director I $75,184 |
| ***IINTERNATIONAL STUDIES SALARIES*** |
| Area & Language Faculty Salaries | $11,734,577 |
| ***luwL·***,***bran***.***es*** |
| internat.ional Studies Librarian • • • I I $80,062 |
| Internat10na S tud'1es L,'b rary Acquis1t1ons $ 1,500,0001 |
| Subtotad $l,SS0,062 |
| ***UW Student Support***1 |
| l1s1s GraduateTA/RA Support I I $280,845 |
| IGlobal Opportunity Scholarships & related $ l,098,850study abroadawards I |
| Subtotal $1,379,695 |
| *Total UW Support!* **$15,321,513** |

from 80%), while CGS pays only 12% of the**I**

FLAS Manager's salary. UW provides

support for the CGS Director (Meyers) with a $6,000 research fund, a I-course reduction

annually, and

1/2

month of

summer sa1aryI !

annually. The UW also covers 50% of the IS 1

Program Coordinator (Dobrovolny) and 25% of the CGS Program Coordinator (Choksi).

UW fully funds 25 additional staff positions I

1

that support CGS and other Jackson School of International Studies (JSIS) units for budgeting,

administration, technology, career advising, and student services. UW covers 100% of costs for an IS librarian and other IS library resources. This amounts to over $15 million per year, as well as

~$740,000 for the Language Leaming Center (LLC) (§B). (See Table A. **l).**

* 1. **Commitment to Teaching Staff:** In addition to over 394 UW faculty who work in part or in whole in the field of IS, UWdevotes a world-class full-time permanent faculty of 45 professors ***solely*** to International Studies. JSIS has hired 10 new permanent faculty since 2016 and will hire a new professor of practice that will start in fall 2022. The UW is regularly creating new faculty positions in international studies-related disciplines, including permanent full-time language teaching positions. In 2018, for instance, the UW took over the full cost of the associate teaching professors for Portuguese and Kazakh, positions seed funded by CGS. Faculty may avail of several competitive opportunities, such as Royalty Research Fund grants, Bridge Funding program, and Simpson Center for the Humanities awards, as well as regular paid sabbatical.
	2. **Commitment to Library:** The Association of Research Libraries ranked UW Libraries as one of the top ten public research libraries in the nation (2018-19) with over 9 million books and academic journals. Approximately $1.5 million of its $19 million annual acquisitions budget is dedicated to international studies. See Section F. for details.
	3. **Commitment to Linkages with Institutions Abroad:** The UW maintains over 350 active international agreements, including 30 university-wide student exchanges in 22 countries on 6 continents. The UW is #8 of US doctoral universities in terms of the number of students participating in study abroad and offers over $1,000,000 in Global Opportunities Scholarships to students each year. Through its Global Innovation Fund, the UW provides over $1,000,000 in seed funding annually for global faculty research and exchanges; conferences and workshops; study abroad programming; and international strategic collaboration.
	4. **Commitment to Outreach Activities:** The UW has a strong and enduring commitment to public engagement, including supporting the outreach efforts of CGS and other UW NRCs. UW President Cauce states: "As a public research university in a state dependent on international trade and collaboration, (UW) is proud of its long history of outstanding global engagement through faculty and research networks. The Title VI programs of (USED) are vital to the success of our mission." The UW provides support for CGS staff conducting outreach, but also the JSIS web and communications specialists who help the center promote activities and IS knowledge to a national community. JSIS provides direct funding for many of the joint outreach programs it co-organizes with CGS and the other UW NRCs. In 2020, the UW announced its Carnegie Community Engagement Classification, a reflection of the university's strong public outreach mission. CGS leverages these efforts by regularly partnering with campus units that maintain strong public outreach programs.

**A.6 Commitment to Students:** The UW is strongly committed to student access and success. The University of Washington gives out about $400 million in financial aid to undergraduate students per year, with over 52% of students receiving some form of financial aid. Just under 50% of Pell Grant-eligible applicants for 2018-19 study abroad programs were offered a Global Opportunities Scholarship. JSIS additionally offers over ten scholarships and internship funds to support study and internship abroad opportunities. JSIS also maintains a writing center for students, and the Odegaard Undergraduate Library Writing and Research Center provides similar resources for students from across campus. The Language Leaming Center (LLC) provides support for student foreign language learning, including FLAS students. UW graduate students benefit from a range of resources and support. JSIS provides nearly $300,000 to TA/RA salary support each year, while the UW supplements all TA/RA positions with tuition waivers. All students, including FLAS

awardees, whose fellowships or scholarships over $5,000 are eligible for in-state tuition. Teaching assistants participate in orientations and workshops offered by the Center for Teaching and Leaming (CTL).

# QUALITY OF LANGUAGE PROGRAM

CGS partners with UW Language Leaming Center (LLC) to provide professional development training for LCTL faculty and promote cross-campus dialogues on the value of, and best practices in, language acquisition and teaching. CGS also invests in language curriculum development (both online and traditional) and teacher training in collaboration with WA State Office of the Superintendent of Public Instruction (OSPI), ACTFL, WA State Coalition for International Education, and Washington Association For Language Teaching (WAFLT). CGS and the LLC develop annual reports and maps of language education offerings, enrollments and competency testing in K-12 schools across the state with the Mapping and Enhancing Language Learning (MELL) project.

* 1. **Extent of Language Instruction:** The UW offers 43 modern languages, of which 38 were

offered and enrolled in during 2020-2021. Thirty-four are DE priority LCTLs indicating substantial UW commitment to language learning, pedagogy, and research (Table B.1). Seventeen languages are offered at the 3+ level, including 14 LCTLs. In 2020-21, 10,348 students enrolled in 614 live language courses at UW; classes in 5 more languages are available by request. Of the more than 2,600 students who studied abroad and received credit in 2018-19, more than 81% pursued foreign language study or had an irnrnersive language experience in a non-English speaking country. Advanced LCTL offerings at UW include Arabic, Chinese, Hindi, Indonesian, Kazakh, Korean, Japanese, Khmer, Persian, Portuguese, Russian, Tagalog, Urdu, and Vietnamese. Language classes utilize a variety of in person, online, and hybrid instruction formats. UW is also

exceptional m offering Inuktitut and a summer Nepali program. The UW LLC 1s actively working to expand access to language courses inter-institutionally, with the goal of improving equity and enrollments. This is especially crucial for less commonly taught languages.

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| **Table B.1: Language Faculty, Courses,** & **Enrollments 2020-2021** |
| **Language** | **#Instructors #Courses** | **Enrollment** |
| American Sign Language | 5 | 9 | 727 |
| American Indian-Salish | 1 | 3 | 32 |
| Arabic | 3 | 11 | 181 |
| Bengali |  | 6 | 11 |
| Bosnian,Croatian,Serbian,Montenegrin | 1 | 3 | 20 |
| Burmese | 2 | 3 | 9 |
| Chinese | 16 | 43 | 780 |
| Czech | 0 | 0 | 0 |
| Danish | 3 | 6 | 42 |
| Estonian | 2 | 4 | 0 |
| Finnish | 2 | 6 | 24 |
| French | 22 | 21 | 1460 |
| German | 23 | 79 | 632 |
| Greek (Modern) | 2 | 3 | 43 |
| Hebrew (Modern) | 3 | 8 | 128 |
| Hindi | 4 | 8 | 35 |
| Icelandic | 0 | 1 | 0 |
| Indonesian |  | 7 | 24 |
| Inuktitut | 1 | 3 | 12 |
| Italian | 8 | 15 | 274 |
| Japanese | 26 | 66 | 1765 |
| Kazakh |  | 6 | 10 |
| Khmer | 1 | 9 | 53 |
| Korean | 8 | 13 | 644 |
| Latvian | 2 | 10 | 16 |
| Lithuanian | 3 | 8 | 12 |
| Norwegian | 3 | 6 | 90 |
| Persian | 3 | 17 | 75 |
| Polish | 2 | 5 | 13 |
| Portuguese | 4 | 7 | 144 |
| Russian | 4 | 19 | 216 |
| Slovenian | 1 | 3 | 5 |
| Spanish | 52 | 141 | 2206 |
| Swahili | 1 | 10 | 117 |
| Swedish | 2 | 6 | 72 |
| Tagalog | 2 | 8 | 153 |
| Thai | 1 | 2 | 16 |
| Turkish | 2 | 10 | 35 |
| Ukrainian | 2 | 3 | 12 |
| Urdu | 4 | 10 | 41 |
| Uyghur | 1 | 3 | 0 |
| Uzbek | 0 | 0 | 0 |
| Vietnamese | 3 | 13 | 219 |
| **Total** | **228** | **614** | **10,348** |

* 1. **Language Courses in Other Disciplines:** Language study is interwoven throughout other disciplines. For example, CGS has supported Exploration

Seminars m Business

Portuguese and new course

development m Business

Russian. CGS has helped develop the UW's MOODLE course in Kazakh as well as 17-

part Inuktitut online language learning module. A new pilot project offers a certificate in cybersecurity focused on Russian language and culture. Business Spanish is taught regularly at the

UW, and we are partnering with EAC and GBC to develop Chinese for professionals. Independent study arrangements allow students to access other LCTLs and to work remotely or in the field while conducting research. Using MOODLE, an online Course Management System, UW supports 67 MOODLE courses with 2,000 students in a variety of languages including: Japanese **(11),** Russian (7), Inuktitut (1), French (10), German (4), Italian (5), Yakima/Sahaptin **(1),** Hindi (3), Kazakh (1), and STARTALK/GenCyber/Russian Language for Cybersecurity (Dept. of State) (3). Additional language courses are offered using the CANVAS LMS.

* 1. **Faculty Availability, Expertise & Pedagogy Training:** In the teaching of foreign languages, UW employs 20 full professors, 22 associate professors, 14 assistant professors, 30 associate teaching professors, 25 assistant teaching professors and 18 lecturers; in addition, UW employs over 60 instructional assistants. UW language instructors are ACTFL, OPic and WPT trained, share their expertise at conferences, and develop teaching materials for LCTLs. Foundational language pedagogy classes appropriate for performance-based instruction are provided to all language instructors. CGS sponsored four UW language faculty to participate in the 2020 ACTFL conference, and supports CC and K-12 pedagogy training through sponsorship of workshops such as the UW STARTALK Heritage Language Symposium, an annual gathering oflanguage teaching colleagues from the University of Washington and around the state for the purpose of discussing heritage language learning. All UW language programs have at least 1 faculty coordinator. Web­ based testing offers pragmatic, assessment of proficiency with no location-based testing restrictions. Each year 20-25 ACTFL Language Exit Requirement exams are proctored. Last year the LLC tested Amharic, Bulgarian, Cantonese, Nepali, Oromo, Punjabi (Eastern), Samoan, Somali, Tagalog, Tigrinya, among many others.
	2. **Performance-Based Instruction:** All UW modem language instruction is performance-

based and aims to increase students' proficiency in all three communication modes: Interpersonal, Interpretive, and Presentational, with special emphasis on Interpretive Reading, Presentational Speaking, and Presentational Writing. Students are required to use the subject language in multiple contexts which may involve research, interviews, on and off campus presentations, and functional language use. Students demonstrate use of language and cultural knowledge in communicative tasks and are evaluated in accordance with ACTFL standards. The LLC provides a space for proctored language testing in the center, and has begun to develop placement tests for language programs that can be proctored online (through MOODLE) or at the LLC, at no cost for the program or the students.

* 1. **Adequacy of Resources:** The LLC provides resources and leadership to world language study to enhance language acquisition pedagogy, expand performance-based proficiency testing, and develop a large spectrum of hybrid/blended language courses. The LLC has received more than

$5 million in UW support and outside grants. LLC services include computer-assisted language learning (CALL) training and technological support, two desktop-computer classrooms with room cameras and microphones for distance learning, one active learning classroom with room cameras and microphones for distance learning, one lab dedicated to self-study and testing, a media production studio, a media conversion and archiving suite and a smaller remote teaching and learning room. LLC offers all students free access to SCOLA, a digital resource that includes streaming and archived content for many less-commonly taught (and represented) languages where good authentic content is extremely difficult to find online.

* 1. **Language Proficiency Requirements:** High school students need 2 years of high school credit of the same world language for admission to a 4-year college in Washington state. Students whose native language is not taught in school can satisfy the college admissions requirement

through the World Language Credits Program and receive a Certificate ofBiliteracy sponsored by OSPI. FLAS awardees must be tested for proficiency before and after their FLAS fellowship, and all JSIS area studies majors must demonstrate competency in a foreign language through the second-year college level before graduating.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

**C.1 Quality, Extent, and Depth of Course Offerings:** The 333 non-language faculty in CGS offer IS training in one of the most diverse curricula of any university. (Table C.1) In 2020-21,

I UW students had access to 598 international studies courses representing over 30 disciplines, in 25 units across three campuses, with

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| **Table C.1. Summary of CGS Faculty** - **Core and Affiliate** |
| **CGS** | Non-Language Faculty | Language Faculty | **Total** | InDisciplinar y Units | In Inter-disciplinary Units |
| Core | 134 | 23 | **157** | 36 | 125 |
| Affiliate | 199 | 38 | **237** | 98 | 135 |
| **All CGS****Faculty** | **333** | **61** | **394** | **134** | **260** |

total graduate and undergraduate enrollments exceeding 27,000, representing a 15% increase from

2017 (Table C.2). UW students completed 12,799 enrollments in 131 courses with IS content in ten UW professional schools (Built Environments, Public Affairs, Environment, Information, Business, Law, Public Health, Social Work, and the Business Schools at UW Bothell and UW Tacoma). Specialized programs such as the undergraduate Certificate of International Studies in Business and Global Health Pathway allow pre-professional and professional school students to gain in-depth exposure to global issues.

**C.2. Non-Language Faculty Strength and Expertise:** A total of 394 UW instructors and researchers, housed in 45 units across 18 colleges and 3 campuses, connect to CGS through their teaching, research, and service. Of these, 333 are non-language faculty (Table C.1). The CGS core non-language faculty (134) conduct research in themes highlighted by CGS, provide service to academic and administrative committees, participate in outreach activities, and/or receive course

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| --- | --- | --- | --- |
| **Table C.2 Summary of Non-Language Courses:****Colleges/College-Level units** | **\*CAPITALIZED** = | I | development support1..:rom CGS. In addition,199 affiliate non- language faculty are connected to CGS through teaching and research in IS. A total of 82% of core non- language faculty work in interdisciplinary units.**C.3. Pedagogical** |
| ***UWUnit\**** | ***Number of Area******Courses*** | ***Enrollments****2020\_21* |
| **UW Seattle** |  |
| Anthropology | 25 | 2100 |
| BUILT ENVIRONMENTS | 5 | 282 |
| Communications | 5 | 107 |
| Comparative History of Ideas | 8 | 66 |
| DANIEL J. EVANS SCHOOL OF PUBLIC AFFAIRS | 16 | 745 |
| Economics | 9 | 339 |
| ENVIRONMENT | 18 | 3752 |
| Gender, Women, and Sexuality Studies | 13 | 365 |
| Geography | 11 | 1119 |
| History | 22 | 622 |
| INFORMATION SCHOOL | 2 | 258 |
| Jackson School oflnternational Studies | 279 | 3995 |
| Law, Societies, and Justice | 14 | 1261 |
| MICHAEL J. FOSTER SCHOOL OF BUSINESS | 16 | 2699 |
| Near Eastern Languages and Civilizations | 6 | 172 |
| Political Science | 32 | 2834 |
| Scandinavian Studies | 10 | 136 |
| SCHOOL OF LAW | 25 | 647 |
| SCHOOL OF PUBLIC HEALTH | 34 | 2,841 | **Training for TAs:** CGS, UW Graduate School and CTL support TAs on theiracademic Journey. TA |
| SCHOOL OF SOCIAL WORK | 8 | 531 |
| Sociology | 9 | 424 |
| **UW Bothell** |  |
| BUSINESS | 6 | 704 |
| Interdisciplinary Arts & Sciences | 12 | 768 |
| **UWTacoma** |  |
| BUSINESS (slim on global, international courses) | 1 | 340 |
| Interdisciplinary Arts & Sciences | 12 | 353 |
| **TOTAL** | **598** | **27,460** |

training workshops in academic units introduce instructional assistants to their roles, review TA responsibilities, anti-harassment and EDI protocols, academic honesty issues, and provide information on pedagogical resources. Through CTL, TAs receive additional training on inclusive teaching, integrating technology and web-based tools, and methods for assessing student learning. CTL also offers several experiential for-credit courses during the academic year, such as "Teaching and Leaming in Higher Education" and "Teaching in Global Classrooms." CTL offers an additional orientation for international students and assigns an advisor to mentor them throughout their careers. JSIS offers "Teaching International Studies" for new TAs to learn concepts and methods for teaching IS. JSIS TAs teaching IS courses get additional advising and

mentoring from JSIS-CGS faculty.

**C.4. Interdisciplinary Courses:** UW students access a wide range of interdisciplinary courses at the undergraduate and graduate level. In 2020-21, there were 14,000 UW student enrollments in over 467 IS courses in 15 interdisciplinary units affiliated with CGS: Comparative History ofldeas (CHID), Communication, Gender/Women/Sexuality Studies, JSIS, Law/Societies/Justice, Scandinavian Studies, and the Interdisciplinary Arts & Sciences colleges at the UW Bothell and UW Tacoma campuses (Table C.2). Over 130 IS courses offered in the professional schools, many of which are interdisciplinary in nature, recorded an additional 13,000 enrollments. CGS supports many of the internationally focused interdisciplinary programs and courses across UW.

# QUALITY OF CURRICULUM DESIGN

For more than 40 years CGS has overseen an interdisciplinary IS curriculum for undergraduate majors, minors, and graduate students. IS's success is built on the excellence of its 394 teaching faculty, 157 core faculty, and 237 affiliate faculty (§C), representing social science, arts, and humanities disciplines, significant professional school expertise, area studies, and world languages. In 2020-2021, the IS program enrolled 188 IS undergraduate majors, **41** minors, 13 MA students, and 28 PhD students. A total of 107 IS degrees were granted that year. By the time they graduate, all IS and Global & Regional Studies (GBLRS) students must also demonstrate second-year college-level foreign language proficiency.

**D.1 Undergraduate Curriculum:** On the basis of recommendations from a thorough evaluation of the undergraduate IS major, JSIS launched the new Global & Regional Studies (GBLRS) major in fall 2021 and began the transition away from the traditional IS major. Required credits were reduced from 70 to 50 to create more access for transfer students and double-majors and to ensure students can complete the major in four years. The new GBLRS major, however, was designed to

merge the rigorous interdisciplinary approach of the IS major with a new innovative curriculum, while also maintaining the requirement to demonstrate competency in a foreign language through the second-year college level. Students must now choose both an area studies concentration and a thematic concentration, such as Environment and Health; Technology, Security and Diplomacy; Rights and Movements; or States and Markets. GBLRS has already enrolled 132 new majors, and CGS is developing new courses and an evaluation plan that will provide useful innovations and feedback during this critical growth phase.

The JSIS 200-201-202 core courses remain popular, averaging 200+ students per quarter.

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| **Table D.1 Select Undergraduate Task Forces, 2021-22** |
| ***Year*** I | ***Title*** | I ***Faculty Adviser*** | ***Expert Evaluator*** |
| 2021 | Transforming International Studies to Consider Environmental and Climate Justice | Patrick Christie | Francesca Hillery, Member of Round Valley Tribes, Public Affairs and Communications Specialist, Frogfoot Communications LLC |

i **2021**

IBorder Security

Jessica Beyer

Adrian Shahbaz, Director, Technology and

! Democracy at Freedom House

|  |  |  |  |
| --- | --- | --- | --- |
| **2021** | Coronavirus Pandemic Response around the World: Vaccine Diplomacy, Distribution, and Disparities | Robert Pekkanen | Dr. Rethy K. Chhem, Cabinet of the Government, Cambodia |
| **2021** | Making European Citizens: Challenges to Solidarity among E.U. Member States | Sabine Lang | Conny Reuter, Coordinator of the Progressive Alliance; (former) Secretary General of the E.U. NGO umbrella network SOLIDAR |
| **2021** | Japan's Relations with theU.S. and China: Maximizing Japan's Position between theU.S. and China | M . A h d oguyane nc or | Joe Massey, Founding Director of the Center for International Business, Dartmouth's Tuck School of. .Busmess; (former) Assistant U.S. TradeRepresentative, Japan and China |
| **2022** | The U.S. Response to Changes in Turkey's Foreign Policy | Resat Kasaba | Jess Baily, US Ambassador. To Macedonia |
| **2022** | Nervous about a Nuclear Neighbor: Japan's Policy on North Korea | Robert Pekkanen | Narushige Michishita, Professor at the National Graduate Institute for Policy Studies (GRIPS) in Tokyo; Former Japan Scholar |

Seniors in the IS major are also required to complete two capstone courses: Task Force and JSIS

498. Task Force allows students to work in teams on a major global issue, crafting and delivering a policy report and presentation to international and national evaluators with expertise and

experience in the topic (see Table D.1). The other capstone, JSIS 498, offers students the option of participating in an advanced level seminar and writing a graduate-level paper, or participating in a Calderwood Seminar, where they learn to translate their academic knowledge to a broad public audience across a variety of media genre. The UW is one of the first public universities to offer this prestigious program. Approximately 130 students take Task Force each year, though some students are shifting to the new Calderwood Seminars as the GLBRS major gives majors the option of choosing Task Force or Advanced Readings as their capstone. IS and GBLRS students gain further skills through the JSIS Honors Program; the Global Research Group program, where a number of client-sponsored students consult for NGO and corporate clients; and the student-run, faculty-supervised and peer-reviewed *Jackson School Journal.*

UW undergraduates have additional options to study IS beyond the IS and GBLRS majors, including an IS minor, a Global Studies

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| **ID.2 Additional JSIS Undergraduate Degrees** |
| Language Proficiency: V=Variable; 2=At least. . 2nd Year | Majors | Minors |
| Asian Studies | X (2) |  |
| Comparative Religion | X | X |
| European Studies | X (2) | X (V) |
| Jewish Studies | X (2) | X |
| Latin American & CaribbeanStudies | X (2) | X |
| African studies |  | X (V) |
| Arctic Studies |  | X |
| China Studies |  | X (2) |
| Comparative Islamic Studies |  | X |
| Hellenic Studies |  | X |
| Human Rights |  | X |
| Japan Studies |  | X (2) |
| Korea Studies |  | X (2) |
| Middle East Studies |  | X |
| Portuguese Language and Luso- Brazilian Studies |  | X (2) |
| Russian, Eastern European, &Central Asian Studies |  | X |
| South Asian Studies |  | X (2) |
| Southeast Asian Studies |  | X (2) |

major at UWB, and a Global Studies concentration

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at UWT. The IS mmor draws on many of the same

courses as the major and is a popular option for students in other disciplines seeking IS training.

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The UWB Global Studies major emphasizes

critical research skills, historical depth, and the use of a range of theories and frameworks. It has its

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own History and Globalization (BISGST 303) core

course, portfolio capstone project, and 70-credit completion requirement. UWT offers a Global

Studies concentration for students in its Interdisciplinary Arts & Sciences (IAS) major. Students

must complete a minimum of 50 credits, plus an additional 0-10 credits in a foreign language depending on competency. UWB and UWT students utilize their own campus and advising

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| **Table D.3 International Studies** - **Global Studies Options for Undergraduates** & **Graduates** |
| ***Program*** I ***Principal Coursework*** I***Capstone*** & ***Language Requirements***I ***Credits*** |
| **JSIS IS Major (being phased out)** | 25 core course credits, including JSIS 200: Making of Modern World, JSIS 201: Making of 21st Century, JSIS 202: Cultural Interactions 30 Upper-level credits focusing on region (15) and themes (15) 5 credits on international political economy | JSIS 495 Task Force & JSIS 498 Advanced Readings2nd Year Foreign Language Proficiency | 70 |
| **JSIS Global Studies Major** | 15 core course credits, including JSIS 200, JSIS 201, JSIS 202 as options | JSIS 495 Task Force or JSIS 498 Advanced Readings2nd Year Foreign Language Proficiency | 50 |
| **JSIS IS Minor** | Two courses chosen from JSIS 200, JSIS 201, JSIS 202 core sequenceThree courses on global themes or issues, including at least two upper-level courses.Additional 5 credits JSIS courses with thematic/area focus | No language or capstone requirement | 30 |
| **UWBGlobal Studies Major** | History and Globalization (5 er.) core course BIS 300 Interdisciplinary Inquiry (5 er.) Methods Course (5 er.)Global Studies Courses (30 er.)Additional IAS Coursework (20 er.) | BIS 499 Portfolio Capstone (5 er.) | 70 |
| **UWTGlobal Studies Concentration** | 5 credits chosen from core course options40 credits IS-focused coursework, including 10 upper-division credits5 credits Natural World courses | \*Variable (0-10 credits) foreign language requirement: lyear non- West European language; 2 years West European language; or 10- credits upper division foreign language; non-native Englishspeakers exempt. | 50 +language |
| **JSIS MAIS** | Two foundational IS course One research design courseMin. 18 credits in 2 of3 focus areas 3-5 er. social science methods2 I-credit research colloquiums | Final thesis & oral exam Proficiency in a foreign language through at least second-year collegelevel. | 55 +language |
| **JSIS MAAIS** | 35 credits of JSIS/MAAIS core and elective courses10 credits additional UW or JSIS courses3-quarter Professional Development Practicum | Applied Research Client Project Strategic Crisis NegotiationNo language requirement | 58 |
| **JSISPhD** | 100 credits, to include: up to 30 credits transferred from MA degree, 45 credits in UW PhD courses, and at least 27 dissertation credits. | Present at Bridge Lab project Preliminary & oral general examsDissertation defense | 100+ |

resources, but all UW students may register for courses at another UW campus on a space-

available basis. (see Table D.3). IS content is incorporated in varying degrees into all five other JSIS majors and 17 minors, with nearly half of them requiring language proficiency to at least the second-year level (see Table D.2). The Global Health major and minor also feature IS content, though neither require foreign language study.

IS's interdisciplinary **graduate program** emphasizes inquiry-based critical writing and research skills demanded by public and private employers through three graduate degrees: 1) a two-year MA in International Studies (MAIS); 2) a ten-month accelerated mid-career MA in Applied International Studies (MAAIS), and 3) a PhD in International Studies with a unique accelerated 3-year completion timeline (See Table D.3). The **MAIS** draws on area studies and other social science disciplines, and its robust training options help students from a variety of disciplines and professional fields approach academic and professional careers in international affairs. Applicants to the MAIS program have averaged close to 60 over the past five years (2016- 2020), with an incoming class size of approximately just over 9 per year. The **MAAIS** program's 10-month intensive graduate program is aimed at early- to mid-career professionals who want to build capacity in comparative international and global affairs for policy and development. The MAAIS program enrolls an average of 20 students per year, including 5-7 active military or veterans. The innovative **PhD Program** offers a traditional track and an accelerated one that addresses demand among early-career professionals for doctoral level training in IS and high-level research skills to conduct business and policy making. This innovative program is aimed at those scholars and practitioners who want to develop deep knowledge of specific contemporary global themes, policy challenges, and world problems. The program is committed to enabling students who enter with an MA to graduate with a PhD in 3-4 years.

Graduate students from across the UW have an opportunity to engage with international

studies through direct enrollment in JSIS courses, or by participating in courses and programs in their home units that include international studies themes. The UW Graduate School's concurrent degree program allows graduate students to combine pursuing the MAIS with a second master's degree in another discipline, including Public Affairs, Public Health, Law, and Marine Affairs. The Graduate School and a number of professional schools offer their own-globally focused graduate degrees or certificates (See Table. D4). The large percentage of professional school students receiving CGS FLAS awards is testament to how well international studies and foreign language are incorporated into other UW graduate disciplines and units. (See section J.)

**D.2. Academic and Career Advising:** Undergraduates meet full-time undergraduate advisors S.

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| **Table D.4 Graduate Certificates** & **Degrees with International Studies Training** |
| ***Graduate School:*** |
| *Global Health* |
| *Global Injury and Violence Prevention* |
| *Global Health of Women, Adolescents and Children* |
| *International Development Policy and Management* |
| *0ther* ***Units:*** |
| *International Development Certificate (Public Affairs)* |
| *Global Business LLM (Law)* |
| *Global Business Program Certificate (Foster School)* |
| *Doctor of Global Health Leadership & Practice program**(DGH)* |
| *PhD in Global Health Metrics & Implementation (DGH)* |

Tatta, J. Marts and Dr. B. Simon. Graduate students are served by graduate adviser and admissions manager Dr. Jesus Hidalgo who

also coordinates MA and PhD curriculum.

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(App B) A. Kim is our full-time director of

career services, alumni relations and

professional development, and offers career-related workshops and panels for employment preparation. The Career & Alumni Services office advises current JSIS undergraduate and graduate students throughout their career and professional development journeys, such as assessing skills and strengths, searching for jobs and internships, and navigating career options; design and offer career education workshops and webinars; liaise with the Title VI centers and the FLAS manager to promote various Title VI and FLAS activities to the Jackson School students; collaborate with the centers to offer career and professional development opportunities to help students explore and pursue career options within different regional areas. Career & Alumni

Services also works closely with JSIS Academic Services and CGS to integrate internships and careers advising with the IS curriculum, helping to create a coherent pre-professional framing of the academic and career-related offerings. Dr. Simon, Kim and Dr. Hidalgo represent CGS/JSIS at the annual meetings and recruitment fairs of the APSIA to promote academic offerings and create networking opportunities for students and alums. IS runs an orientation program for new majors each quarter and an intensive orientation for incoming graduate students.

**D.3. Study Abroad and Research Opportunities:** CGS faculty and staff direct Exploration Seminars, Task Forces, Honors programs, quarter-long and summer study abroad programs on six continents. UW students have over 500 foreign study options in 75 countries, including 22 department exchanges, 50 direct exchanges, 138 faculty-led programs, 34 student tours, and over a hundred third-party programs such as offered by CIEE and IES. In 2018-19, over 2,600 UW students studied abroad in over 70 countries. The pandemic reduced these numbers to ~1,600 the following year, but the UW plans to increase numbers to 3,000+ by 2023. The UW is currently #8 of US doctoral universities in terms of the number of students participating in study abroad, and #18 in long-term participation (a full academic year).

The UW facilitates student access to other institutions' programs through over 40 direct enrollment agreements with foreign university partners, including for summer schools, intensive language programs, and specialized programs in STEM and other disciplines. IS MA and PhD students frequently travel abroad to conduct research, many with fellowships or scholarships supporting their work. CGS supports summer language consortia such as the Central Eurasian Studies Summer Institute (CESSI), South Asia Summer Language Institute (SASLI), and Southeast Asian Summer Studies Institute (SEASSI), as well as the UW's own popular summer language programs and STARTALK.

# QUALITY OF STAFF RESOURCES

* 1. **Qualifications of Teaching Faculty and Professional Staff:** CGS draws on a deep pool of academic talent from more than 36 disciplines and departments as demonstrated by: 1) faculty who are leading IS scholars; 2) the percentage of core IS faculty who are tenured or tenure track (85%) and 3) faculty publications and awards received (App. B). Recent CGS faculty honors include awards from ACLS, NEH, Mellon, Fulbright, Guggenheim, and Jean Monnet Chair program, among others. Faculty have or are serving in leadership positions including the presidents of APSIA, Asian Studies Association, and the Association of Population Centers. CGS faculty, committed to public service, consult with various governmental and NGO organizations, and frequently provide commentary on global issues to the media. 157 core faculty research and teach 75% or more in IS, advise IS students, and routinely engage in CGS activities. All CGS faculty conduct research, publish, participate in conferences, teach, and influence their fields globally. CGS faculty are internationally recognized and build multidimensional programs in environment, technology, global health, and security (App. B).
	2. **Professional Development:** CGS provides faculty and staff professional development support to augment UW faculty research and staff training. Along with JSIS, the Graduate School, the Deans and other UW units, we offer faculty course development grants and fund overseas and domestic travel to professional conferences, workshops and research sites that specifically enhance IS. CGS also holds book launches, research presentations, and professional networking through support of faculty-led conferences, workshops, and symposia. Faculty may avail of several competitive opportunities, such as Royalty Research Fund grants, Bridge Funding program, and Simpson Center for the Humanities awards, as well as regular paid sabbatical. Faculty and staff utilize the CTL for trainings on teaching, evaluation, learning, technology, and mentoring. In

addition, staff participate in numerous trainings related to supervisory and strategic leadership, data management, and grant writing. All faculty and staff attend diversity, equity, harassment, and inclusion workshops.

* 1. **Participating in Teaching, Supervising, & Advising:** Faculty and staff are dedicated to teaching, mentoring, supervising student research, and advising undergraduate and graduate students, with faculty spending over 60% of their time on these activities with an additional 25% allocated towards their research, writing, and community outreach. Core faculty have won numerous university-wide teaching and service awards. (App. B) Faculty and staff support student­ initiated academic conferences, lectures, and organizations, including the Jackson School Student Association, and the CGS-supported *Jackson School Journal.*
	2. **Center Staffing & Oversight:** The CGS team is led by Director Professor Stephen Meyers, an associate professor in International Studies; and Law, Societies & Justice. Meyers is also core faculty in UW's Disability Studies Program, adjunct faculty in the School of Law, and Chair of the MAIS program. Meyers is among a select group of scholars dedicated to developing Global Disability Studies as a subfield within International Studies and Disability Studies. This effort includes coauthoring What is Global Disability Studies?, a new monograph under contract with the University of California Press, with his student, PhD Candidate in International Studies Shixin Huang. Meyers is also a regular consultant on disability inclusive development for international organizations, including co-authoring UNFPA's global study on youth with disabilities and gender-based violence and UNESCO's report on children with disabilities and bullying. Meyers cofounded the Disability Inclusive Development Initiative, a global research group that directly involves UW graduate and undergraduate students in applied research promoting disability human rights. Managing Director and Outreach Director Phillip Shekleton has over fifteen years of

experience as the Managing Director of the Title VI Center for West European Studies at UW. He also teaches for, and serves as a liaison to, the Certificate of International Studies in Business (CISB) program in the UW Foster School, plus has extensive experience developing and leading study abroad programs. Shekleton holds an MA in Political Science and has twice been nominated for a Distinguished Staff Award at the UW.

JSIS Director Leela Fernandes works closely with the CGS and is the Stanley D. Golub Endowed Chair of International Studies. Fernandes is the author of five books and dozens of articles. Her research focuses on class inequality and change in contemporary India and on the transnationalization of feminism. Dr. Britta Simon serves as the Director of the Office of Academic Services, which oversees all JSIS academic program. Lauren Dobrovolny is IS Program Coordinator, providing administrative and program services, supporting IS faculty teaching and courses, and coordinating logistics for the signature IS Task Force program. Mitu Choksi is the CGS Program Coordinator providing support for center activities. Don Craig, Evaluation and Database Manager, and our FLAS Manager (FM) are also key members of the CGS Team (App B). CGS staff work with JSIS Office of Academic Services and share the time of the 25-member JSIS advancement, career services, communications, fiscal, FLAS, and tech units. CGS benefits from the organizational structure of JSIS, wherein 14 Centers (including 6 NRCs, the Center for Human Rights, and European Union Center for Excellence) as well as 17 academic programs are housed in one centrally located building on campus, allowing for shared central staff resources, ease of collaboration, and efficiency.

* 1. **Oversight and Representation:** CGS Director Meyers oversees all CGS operations at UW, working closely with Managing Director and Outreach Director Shekleton and university-wide administration. The Center Management Team meets weekly for regular oversight. Meyers also

serves on the Curriculum Committee and Graduate Program Committee and collaborates with JSIS Director Fernandes. The MAIS program is directed by CGS Director Meyers in consultation with Fernandes, JSIS Associate Director Noam Pianko, and Director of Academic Services Dr. Britta Simon. Dr. Simon works with Meyers, Shekleton, and the Curriculum Committee to administer the GBLRS program. Shekleton oversees CGS outreach activities and serves as a liaison with community partners. Program coordinators Dobrovolny and Choksi provide administrative and program support for IS and center activities, respectively.

CGS convenes an Executive Committee (EC) that draws on expertise and perspectives from across the UW. The EC engages aspects of curriculum, outreach, course development, and programming during quarterly meetings and on an ad hoc basis. The CGS EC membership rotates frequently and includes representatives from units across the University, including a UW Libraries representative (Kian Flynn), two representatives of professional schools (Patrick Christie, Marine & Environmental Affairs and Brinda Jegatheesan, College of Education), plus representatives from UW Bothell and UW Tacoma (Ben Gardner, UWB Global Studies and Michelle Montgomery, UWT School of Interdisciplinary Arts & Sciences). All EC members help develop and give interdisciplinary guidance on CGS programs, plus ensure close engagement with the UW professional schools, branch campuses, and UWL resources. EC members frequently serve on additional administrative boards including the Undergraduate and Graduate Curriculum Committees, FLAS Committee, and JSIS Program Chairs and Directors Group.

* 1. **Non-discriminatory practices for employment:** UW policy as stated in Executive Order 31 prohibits discrimination or harassment against a member of the University community because of race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, or veteran status.

Diversity at UW adheres closely to the requirements stated in section 427 of GEPA (See GEPA Attachment). The Associate Vice Provost for Faculty Advancement, the office of the Vice President for Minority Affairs and Vice Provost for Diversity, and Graduate School have been instrumental in our efforts to implement an aggressive strategy to hire, promote, and retain diverse faculty and staff from groups that have been traditionally under-represented. These efforts are guided by the Diversity Blueprint, a comprehensive plan that guides the UW toward achieving its stated goals for diversity and inclusion, including increasing diversity in staff and faculty hiring. JSIS works in accordance with the Diversity Blueprint, making progress on faculty diversity in recent years. For example, of the 10 new permanent JSIS faculty hires since 2016, 5 are female and 3 are people of color. In JSIS overall, 22 of 45 active tenured or tenure-track faculty are women and 11 faculty are people of color. The UW's new Faculty Diversity Initiative seeks to accelerate and benchmark faculty diversity on an annual basis, providing $5 million over the next two years to help achieve its faculty diversity goals. The Office of Staff Diversity works to improve recruitment and retention of diverse talent, while the Graduate School has implemented a three­ part plan for promoting equity and justice for staff, students and faculty.

# STRENGTH OF LIBRARY

* 1. **Strength of Holdings:** The Center for Global Studies is supported by the nationally renowned University of Washington Libraries (UWL) system. UWL supports the research, teaching, and learning needs of students, faculty, staff, and the greater public through services at 16 distinct library facilities in Seattle, Tacoma, Bothell, and Friday Harbor. The Association of Research Libraries (ARL) ranked the UWL as one of the top ten public research university libraries in the country in its 2018-2019 rankings. UWL is home to the largest library collection in the Pacific Northwest and boasts a collection of over 9 million books and academic journals. The libraries

also proudly provide preservation services and access to a host of distinctive regional collections, including rare maps, microfilmed newspapers, and unique film and audio recordings. UWL is a leader in offering online remote access to its collections and services, including 24/7 online reference help through a collaborative effort with academic libraries around the world. Librarians answered nearly 19,000 questions from the UW community and general public through this service in AY 2020-21.

* 1. **Acquisitions and Staff Support:** The UW community is supported by over 400 FTE library employees, including 148 librarians (70 subject-specific librarians) and 192 professional and support staff. International Studies (IS) librarian K. Flynn work closely with colleagues at the Jackson School of International Studies (JSIS), while several additional librarians and bibliographers support UW area studies departments. Librarians across campus are key to supporting JSIS Task Force program each year and provide each class a required library workshop and offer in-person reference consultations to sharpen student research skills. Librarians dedicated to the fields of environmental studies, security studies, and global health are available throughout the year for one-on-one consultations with UW students. To keep abreast of current trends in their profession, UW librarians actively engage in professional associations, professional development activities, and leadership positions.

UWL prioritizes building a world-class collection for our students. This commitment is reflected in the UWL' s annual materials budget, which exceeds $19 million, of which approximately $1.5 million is dedicated to fields related to IS. UWL places extra emphasis on providing IS students and faculty with a collection that exceeds their research needs. Designated funds each year go toward developing collections in IS, with a special focus from library selectors on pressing issues such as global security, human rights, nonproliferation, indigenous peoples,

refugees, the environment, natural resource policy, international economics, global health, and international law. Over half of UWL's collection comes from non-U.S. publishers and over a million titles in the collection are in a language other than English. In total, over 400 non-English languages are represented in the UWL collection. UWL is a Federal Depository Library for U.S. federal government documents and is committed to providing free, public access to this collection. UWL subscribe to a wide array of global studies databases, such as the World Bank eLibrary, the Oxford International Studies Encyclopedia, and Europa World Plus, and is increasingly investing in global dataset such as DataPlanet and ProQuest Statistical Insight. UWL participates in CRL's Middle East, South Asia, and Southeast Asia Microform Projects that film original publications and then loan the microfilm.

UWL provides graduate students with workshops on citation management, grant writing, and publishing, along with writing consultation services to help with thesis & dissertations, conference proposals, and preparing articles for publication. Quarterly Scholars Studio events give graduate students a forum to share and communicate their research findings to a public audience. UWL serves visiting scholars, local military, and business and government leaders from around the world.

* 1. **Accessing Other Libraries:** UWL is open to all, and consistently recorded 5 million visits annually prior to the pandemic. UWL collections are easier than ever for members of the UW community to access remotely as well. UW-affiliated users can request scans of any print journal article from UWL collections and have the article delivered to their inbox within 48 hours. In addition, UWL collections are used by patrons of academic and public libraries across the country via interlibrary loan (ILL) services. UWL borrowed 208,339 volumes through ILL in FY 18-21, and in FY 20-21, UWL community requested over 50,000 articles via ILL. UWL partners with

collaboratives like the HathiTrust, Orbis Cascade Alliance, and the Center for Research Libraries (CRL) in order to give the UW community access to the widest possible swath ofresources.

* 1. **Accessing UW Libraries:** UWL is the most comprehensive and accessible library-based international information service and resource collection in the Northwest and Upper Western and Plains states, either public or private. UWL's partnership with HathiTrust provides the UW

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| **Table F.l: UW Library Resources and Accomplishments, 2021 (unless otherwise noted)** |
| ***Teaching and Learning Contributions*** |
| Over 5 million annual visits to the 16 libraries (pre-pandemic) |
| 90% of all visits to campus libraries are by students |
| More than 73,000 items lent through Interlibrary Loan to other institutions 2018-21. |
| 880 library workshops/instruction sessions (online & in-person) reaching 21,000 students |
| ***Any place, anytime Library: Online Resources and Service Usage*** |
| Over 6 million Libraries-licensed journal articles downloaded. Over 1.1 million e-book uses. |
| 2.4 million page views and 1.2 million visitors on UWL websites |
| Over 1.2 million locally digitized items in 130 collections |
| 190,000 Library licensed e-journals |
| 19,000 questions from the UW community and general public answered via online chat and email |
| Resources and services available to the UW community on all three campuses 24/7 |
| ***Physical Facilities and Print Collection*** |
| 16 library facilities on three campuses plus Friday Harbor |
| $19 million in collection expenditures in in 2021, with $1.5 million directed specifically to International Studies |
| Holding include approximately 9 million print volumes and academic journals |
| Materials written in over 400 foreign languages are represented in the UWL collection |
| ***Global Leadership*** |
| Top 10 US public research university library, Association of Research Libraries |
| UW Libraries staff authored 55 publications, made 80 presentations at professional meetings and served as chairsand officers for 25 professional organizations. |
| Regional and global impact through Pacific Rim Digital Library Alliance, Orbis Cascade Alliance, HathiTrust,PMR Regional Medical Library, HEALWA, international librarianship and library assessment. |
| Top 10 US public research university library, Association of Research Libraries |



community with online access to a digital repository of over 17 million titles and UWL commits to retaining and preserving designated print volumes as part ofHathiTrust's Shared Print Program. UWL is the largest member of the Orbis Cascade Alliance, a consortium of 40 academic libraries in Washington state and Oregon that facilitates borrowing across the Pacific Northwest region. Though the pandemic limited UWL operations, 10,011 items were lent to other institutions in 2021, and 73,122 since 2018. Faculty and academic personnel of each of the Washington State CCs that are not members of the Orbis Cascade Alliance have borrowing privileges, as do all Washington state teachers. Over 6,000 visiting researchers currently use the UWL, and, as a public

institution, the stacks are open to the public. UWL offers patrons wheelchair accessible study carrels and adaptive equipment such as screen readers and closed captioning. CGS will continue to partner with UWL to best support IS and foreign language teaching and learning, both for UW students, regional constituents, and for the general public.

1. **IMPACT AND EVALUATION**
	1. **Impact of Center's Activities:** CGS is currently the only IS NRC west of Wisconsin, providing leadership in this broad region for undergraduate and graduate IS education, teacher training, professional networking, research, and public service related to international and global affairs. As a key part of its mission, CGS undertakes rigorous, comprehensive and objective evaluations to assess impact and improve accountability and deliverables. Our effort is buttressed by UW's data collection systems, a JSIS-based evaluation and data manager (D. Craig), and

$80,000 in institutional support over prior years to develop evaluation methods for all 6 UW NRCs. Data from prior years and the current cycle are the foundation for the 2022-2026 evaluation plan (§G.5, Table G.1).

As part of the JSIS-initiated Impact Project, CGS began tracking undergraduate and graduate students who took more than 15 credits (cohort 1) or 30 credits (cohort 2) of IS classes. These baseline data show that 2,430 degree recipients from **111** departments and professional schools took at least 15 IS credits between 2018-2021. In addition, 3,136 degree recipients from 91 departments and professional schools took 30 credits or more during this same time period, demonstrating substantial interest beyond the core group of IS majors. STEM majors constituted 15.46% of students taking more than 30 credits, and STEM majors enrolled in IS courses increased from 10.8% in 2018 to 16.1% in 2021. Since 2018, JSIS has graduated 576 BAs, of which 381 were IS majors. As of 2021, there were 345 majors in seven JSIS undergraduate degree programs,

including 252 IS-GBLRS majors. From 2017-21, IS-GBLRS majors increased by 14% (from 221 to 252), which is on top of a 10.7% increase between 2014-16 (204 to 226). Enrollments in IS area studies courses have increased 15% since 2017 and our placement indices are robust (see below). Since 2018, JSIS has hired 3 new permanent faculty and revised its undergraduate IS major. Our programs for teachers and the public are well attended, with extensive digital streaming making our events available to a broad national audience (see Section H). In 2020-2021, CGS outreach reached nearly 6,900 individuals and organizations, a very high figure even if there wasn't a pandemic limiting activities.

Using Title VI funds, CGS enhanced language learning by co-funding an advanced conversational Arabic class using contemporary Arab media, and intermediate and advanced Inuktitut, along with a 17-part online introductory module for the latter. UW, recognizing the importance of LCTL language learning, in 2018 fully funded the Portuguese language lecturer that was seed-funded by CGS, as well as the Kazakh and Uighur language lecturer position previously supported by funding from CGS, EAC and REECAS. CGS also helped spearhead the UW's new minor in Portuguese Language and Luso-Brazilian Studies. In addition, the WA State Legislature, relying on data generated by CGS's Mapping and Enhancing Language Learning project on WA state language learning trends, institutionalized the Associate Director - Content, World Languages position at OSPI and expanded opportunities for students through the World Languages Competency-Based Credit Testing program and Seal of Biliteracy.

* 1. **National Need and Placement Record:** CGS focuses on efforts to attract, inform, and engage students that can work in areas of national need. Our Cybersecurity Initiative is exceptional in this regard, training graduate and undergraduate students to support the national need by applying deep global and regional expertise to the pressing challenges of cybersecurity and

cybercrime. Graduates of this program have taken their skills to related jobs, including with major tech companies, law firms, and the U.S. military. CGS has helped build a pipeline of students working on cybersecurity issues by cosponsoring the UW's Portuguese Cybersecurity Summer Camp for high school students.

CGS has a strong record of placing students in areas of national need, including with government. The JSIS 2018 undergraduate survey showed that 77% working full-time 6 months after graduation, with a majority employed in the for-profit private sector (61.6%), followed by the non-profit sector (13.6%), education (104%), federal government (8.8%), state and local government (3.2%), and foreign governments (2.4%). A further 18% were seeking further education or pursuing an internship/fellowship. A six-month survey of the MAIS class of 2018 found that the largest portion of students were working in the for-profit sector (39%), followed by the non-profit sector (20%), education (20%), the federal government (9%), state and local government (9%), and foreign governments (2%). Since 2018, MAAIS graduates have found or returned to work in government (18%), the military (18%), business (34%), the non-profit sector (25%), and international organizations (5%). In the last 5 years, JSIS alumni have taken positions with Accenture, Amazon Web Services, City of Seattle, DocuSign, Fred Hutchinson Cancer Research Center, Smartsheet, U.S. Army, U.S. Marine Corps, U.S. Navy and U.S. Department of State. Since 2013, the JSIS PhD program has graduated 23 students, all of whom were placed in think tank/research (35%), government (26%), higher education (22%), and business (17%) with another 26 students currently in the program. Placements include Microsoft, the Carnegie Endowment for International Peace, Stimson Center, and the U.S. Office of Planning, Research, and Evaluation. In 2020, the UW was the #10 major university for Peace Corps recruiting, and is the #3 all-time in recruiting with 3,101 volunteers. CGS supports these placements by organizing

practitioner speakers and other activities designed to expose students to career options, including service with the U.S. federal government. CGS will strengthen the pipeline of IS enrollments and placements by emphasizing high school and CC outreach, as well as developing new courses that will attract new students to IS and provide them with career-focused training.

**G.3 National Need and Information Dissemination:** CGS promotes the training of experts meeting the national need by cultivating a pipeline of students engaged with global studies through our K-12 teaching and our work with community colleges. The Center trains K-12 teachers in global studies themes and helps community college faculty develop new global studies courses. The Center also promotes language training in community colleges through joint programs such as Business Japanese offered by Everett Community College. The Center partners with local non­ profit educational organizations to promote global learning and foreign language training among local students, including students from low-income backgrounds.

CGS extend the reach of its teacher and language training efforts by developing educational materials to make available to broad audiences online. Recent examples include curriculum materials developed with the World Affairs Council (WAC), including a five-part Global Classroom Teacher Toolkit series on the Arctic and the 2021 World Citizen Essay Contest guide on UN Sustainable Development Goals. These materials are designed around Washington teaching standards and available for download from the WAC website. The COS-cosponsored opensource textbook for Portuguese is available for free public download via UW Press.

CGS faculty help promote global studies knowledge and engagement through their numerous media appearances and writing for broad public audiences. JSIS faculty are quoted weekly in major national and international news outlets (e.g. NPR, Economist), and write opinion that appear frequently in regional papers such as the Seattle Times and Spokesman-Review. Recent

examples include Professor Sabine Lange writing about Angela Merkel's legacy in the Washington Post and Professor Resat Kasaba reflecting on American nation building 20 years after 9/11 in the Seattle Times. These contributions to traditional media outlets are complemented by numerous online articles in venues like The Conversation.

* 1. **Provision for Equal Access:** The UW is committed to diversity and CGS strongly supports the intent of §427 GEPA to create equitable access to all programming. UW enrollment of under­ represented undergraduate students has increased from 17.3% of total enrolled students in Autumn 2017 to 18.9% in 2021, while under-represented graduate enrollments have increased from 12.0% to 14.4% during this same period. In 2018-21, underrepresented students comprised 8.1% of students who had taken 15 or more credits of CGS-affiliated courses, as compared to 7.2% in 2016-

17. One of CGS' goals is to increase diversity by working closely with the Offices of Minority Affairs and Diversity (OMA&D) and Multicultural Outreach and Recruitment (MOR). OMA&D College Access serves over 24,000 students, 85 school districts, 179 schools and 19 two-year colleges across the state of Washington through a wide range of mentoring and tutorial services, advising, instructional support, and financial aid. CGS collaborates with the UW Disabilities Office (DSO) and UW Graduate School to increase outreach to under-represented groups and support students. Currently, IS female undergrad majors (68.7%) outnumber males. Among IS graduate students, underrepresented student enrollment has increased from 12.0% in 2017 to 16.4% in 2021. IS also enrolls international graduate students (22.7%), and more than half of IS graduate students are women (54.5%).

The UW DSO accommodates students from pre-admission through graduation. Campus buildings, library study carrels, electronic workstations are wheelchair accessible, and accommodation is provided for all CGS events. Publicity for every event includes information to

ensure all access needs are met, including hearing and seeing impaired resources. Senior citizens are also served through our public programs, and UW Access Program enables WA residents over 60 to audit courses for a small fee. CGS Director Meyers is an expert in international disability rights, jointly appointed with JSIS and Disability Studies, and has made disability access a part of our IS curriculum through his Disability in Global Perspective course and the Disability Inclusive Development Initiative Global Research Group.

* 1. **Comprehensive Evaluation Plan:** Our comprehensive assessment plans relies on independent evaluators to review the main components of our teaching and outreach programs for their efficiency and efficacy. The 2022-26 evaluation plan includes a joint effort between four current UW Title VI NRCs focused on K-14 outreach and public engagement. The CGS plan will include a separate assessment of core CGS educational programs to evaluate how effectively they enhance student global studies knowledge and career preparation.

Radial Global Advisory will serve as the independent evaluator for CGS and 3 partner UW NRCs. Mohamed Abdel-Kader, Radial's Principal and Founder, has two decades' experience advising educational institutions, government agencies, and NGOs. He served in the administration of President Barack Obama as Deputy Assistant Secretary for IFLE at USED and later led the Aspen Institute' s Stevens Initiative, an international ed-tech program. In 2021, Abdel­ Kader carried out a comprehensive evaluation of the UW FLAS program, a joint effort between the JSIS Director, OAS, and 6 NRCs. In the upcoming cycle, Radial will focus on K-14 outreach and public engagement. Radial will design, implement, and report on comprehensive and objective evaluations for CGS outreach projects; develop evaluation instruments including surveys, interviews, and focus groups; produce quantifiable, outcome-measure-oriented data; and advise on using evaluation findings to improve future projects, including improving access and treatment of

project participants from underrepresented groups.

The second part of our evaluation plan will focus on formative and summative learning outcomes of CGS undergraduate education. The learning outcomes assessments will be directed by Dr. Don Rubin, emeritus professor at the University of Georgia and co-PI of the IFLE-funded GLOSSARI and CASSIE projects. Three evaluation activities will serve as the initial models for

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| **TABLE G.l Description of Evaluation Methods and Timeline by Assessment Area 2018-2022** |
| '**Assessment****Area** | '**Goal** | '**Instruments** &**Metrics** | **Outcomes** | '**Timeline** | **Priorities** |
| IS & GLBRSPrograms | Increase enrollments, improve quality of education, and train students in international studies global knowledge and citizenship skills | Course evaluations &questionnaires; Coursecontent knowledge tests.and 1-mmute papers;Faculty surveys | Student assessment of impact of courses onknowledge· career .pI t an'cta1ummacemend ta a ts ud ent' tenro11mens | Annual | APl |
| LCTLLanguage Leaming | Increase enrollments and student proficiency in LCTLs | Student proficiency testing; course evaluations, student focus groups | Assessment of language courses and student learning | Annual |  |
| Outreach K-12 | Train educators and improve teaching in international studies | Educator surveys, curriculum and materials download requests | Impact ofCGS workshops on teaching and educator learning, teacher participation in CGS outreach activities | After events | AP2 |
| Outreach Post- Secondary: CC/MSI/Tribal and Schools of Education | Build partnerships that increase international studies knowledge and classroom content | Interviews and focus groups with CC/MSI/Tribal partners, participation data | Courses created, CC/MSI/Tribal faculty participating in collaborative activities | Biennial | AP2, NCPPl |
| Outreach General | Educate public and disseminate information international studies, inc. diverse perspectives | Registration data, website analytics, audience/participant surveys | # of attendees, # of events, # of media appearances, #downloads | After events | APl |
| FLAS | Train students in foreign languages and area studies | # of applications and % demonstrating financial need; CGS FLAS Fellow & JSIS FLAS Alumni Survey | Impact ofFLAS on career advancement (jobs, fellowships), skills, and educational outcomes | Quarterly (CGS)Biennial (JSIS) | FCPPl |

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developing learning outcomes assessment for the IS curriculum: **(1)** The newly proposed first-year introduction to global challenges class will undergo a process of continuous quality improvement guided by systematic collection of student feedback and suggestions. (2) A pretest/posttest comparison group quasi-experimental study of learning outcomes of a large-enrollment general

education class-tentatively identified as JSIS 202 -will be conducted. Growth in two primary learning outcomes will be ascertained by comparing pretest and posttest scores, plus a comparison group of 100 students who have taken no IS classes will be likewise tested. Data will be collected from at least three cohorts across three years. (3) A study of post-graduate career trajectories will be conducted in collaboration with UW's Offices of Institutional Data and Analysis, Educational Assessment, and Career and Internship Center. The study will evaluate any "dose effect" of international studies class taking on selected career outcomes such as graduate and professional school placement, global character of graduates' careers, and government service.

This plan will produce quantifiable, outcome-based performance measures throughout the grant period, informing ongoing program implementation. Appropriate methods for data collection and instruments will measure outcomes for DE-funded activities. The NRC component of our grant will focus on impact in: (A) IS academic program, (B) outreach programs, (C) student and alumni professional and career preparation and placement, (D) LCTL language instruction and acquisition, and (E) capacity in IS at the community college/MS! level. For FLAS, the evaluation will focus on growing participation of qualified students: (A) with demonstrated financial need,

(B) LCTL language acquisition at the intermediate/advanced levels in priority languages, (C) interested in teaching or government service in areas of national need, (D) from underrepresented communities.

Our evaluation coincides with ongomg UW assessments that address: quality of curriculum, language programs, and non-language international studies programs; academic and student support services; and UW careers and employability pipeline. Because the plan follows the rhythm of recurring CGS activities, it ensures timely evaluations, instrument refinement, and accurate data, all of which are feasible within the grant cycle. CGS takes seriously our public

responsibility to utilize resources effectively and efficiently, and to undertake regular, comprehensive, and objective evaluations of programs and activities.

* 1. **Use of Recent Evaluations:** External evaluations over the last 8 years, in addition to central UW administration efforts at data collection and analysis, have enabled CGS to evaluate the IS program, CGS outreach, FLAS, and student outcomes. In the current grant round, CGS conducted new evaluations of the CCMTI and Global Virtual Symposium in order to make continuous improvements to these important programs for CC faculty, plus reviewed the OneWorld Now! language program to improve the language pathway to the UW and continued LCTL language learning and scholarship possibilities. CGS also began an annual survey of FLAS awardees to provide feedback to complement the JSIS biennial FLAS survey.

In 2021, independent evaluator Abdel-Kader carried out a comprehensive evaluation of the UW FLAS program, a joint effort between the JSIS Director, OAS, and 6 NRCs. In its aim to evaluate the impact and operations ofUW's FLAS program, this report provided valuable findings and recommendations. Along with the NRCs, FLAS Manager, and JSIS administration, CGS has responded to Abdel-Kader's recommendations by instituting increased professional development opportunities for FLAS fellows, in part through a FLAS fellow symposium and reception, to be mostly supported by non-NRC funds. Furthermore, the FLAS Manager will expand advisor training to better recruit fellows from STEM fields and professional schools.

The recent introduction of the new GBLRS major was the culmination of several years of student feedback and surveys, which stressed the need to make the major more accessible, flexible, and inclusive. CGS is supporting these efforts through the development of new courses and student activities, but by also implementing an evaluation plan that will allow for continued improvements to the program. CGS is in the process of IS program enhancements, including significant changes

to the MAIS curriculum. The reforms to the latter, which are being co-led by CGS Director Stephen Meyers, are based on a 2021 CGS-sponsored external evaluation conducted by Ben Gardner (Associate Dean, UW Bothell) and WolfLatsch (Director, UW Study Abroad) that highlighted the need for building more community among JSIS graduate students per student feedback. In response, JSIS is creating more shared core courses that will bring students from the various JSIS grad programs together for more of their curriculum. Another change spurred by the evaluation is the move to give students more options to include professional development in the curriculum by allowing them to count internships toward their degree credits. CGS will support these changes by hosting receptions and practitioner speaker events that promote JSIS grad student professional development and community building.

* 1. **Increased Supply of Specialists:** Between AY 2018 -2021, CGS awarded 100% of its FLAS awards in priority LCTLs and 33% of its FLAS awards to professional students, increasing the supply of IS specialists in business, law, medicine, public affairs, engineering, education, marine affairs, social work, nursing, and public health. Our FLAS fellowship competition gives priority to students combining language training with professional programs and to those likely to enter government service. Almost 72% of our surveyed FLAS students stated an interest in government service, while 90% of those interviewed for the FLAS evaluation felt that the FLAS program prepared them for future career steps or graduate study. Recent FLAS alumni are now working for the U.S. Attorney's Office, Amazon corporate headquarters, PATH, Peace Corps, and other organizations.
	2. **National Needs:** CGS FLAS fellowships goto ourmost outstanding applicants. We prioritize LCTLs, students with demonstrated financial need **(FCPPl, 2)** and developing opportunities for well-trained language and culture specialists able to meet national needs **(APl).** CGS themes of

global literacy, security, global health, and the environment target and reflect national needs. CGS will increase the number of students in areas of national need by disseminating FLAS alumni and current fellow updates; creating a FLAS program video targeting professional schools; informing professional school advisors; recruiting FLAS mentors across campus; working closely with the Office of Merit Scholarships, Fellowships, and Awards, and hosting a high-profile FLAS reception for UW FLAS fellows and their advisors.

# OUTREACH

**H.1 Impact:** Outreach Director and Managing Director Shekleton oversees CGS' innovative outreach partnerships that reached over 6,900 individuals and organizations in 2020-21 alone. CGS provides professional development programs for teachers, business leaders, security specialists, health professionals, and lawyers. We host symposia, conferences, film series, workshops and institutes for the public and LCTL language workshops, world language conferences, on campus ACTFL trainings, and curricula development workshops for K-12, CCs and MSis. CGS distributes substantive content to inform the public and media about world events and current global issues. Since 2018, CGS faculty and staff have helped organize or conduct 28 programs for our K-12 teachers and their students, and 168 programs for post-secondary institutions (including 16 specifically for CCs and MSis); business, media, health and security professionals; and the general public. CGS activities over the prior 4-year period (Table H.1) had measurable impact locally, regionally, and nationally, as indicated by numbers served, topics covered, and systematic evaluation of content, use and classroom applicability. The CGC website employs a user-focused mobile responsive design with WCAG 2.0 compliant accessibility design features. We have had a 38% increase in unique website page views since July 2018 and significant improvement in all other traffic metrics, especially traffic to subpages below the home page. This includes visitors

from 176 countries, 50 states and the District of Columbia, and 143 cities within Washington State. **H.la. Elementary and Secondary Schools:** CGS provides free in-service and pre-service trainings for teachers, continuing education clock hours for K-12 teacher workshops, and hosts regular K-12 teacher education programs, in collaboration with other JSIS NRCs, GBC, and the World Affairs Council. CGS and the UW's EAC, SAC, and SEAC have a multi-year partnership with Highline Public Schools to provide teacher training, guest lectures, and resource materials to teachers for in-service training. CGS also supports Highline's Contemporary Global Issues (CGI) series on topical issues such as human rights, migration patterns, environmental sustainability, and economic development. CGS teacher training resources include educator stipends for K-12 learning, teacher workshops, lesson plans and curricular development assistance; web-based resources, theme and country specialists in the K-12 classroom; and UW in the High School. CGS also supports student and educator participation in Global Ambassador Day, FIUTS Culture Fest, and the World Citizen Essay Contest.

**H.lb. Post-Secondary Institutions:** In 2003, CGS founded the Community College Master Teacher Institute (CCMTI), collaborating with the NW International Education Association (NIEA), a 14-campus consortium of CCs, in order to infuse international studies topics into CC classes and provide professional development and mentoring to CC faculty. CGS continues to lead this endeavor in partnership with all UW NRCs, GBC, and NIEA. Nearly 90 faculty from 15 CC and MSis participated between 2019-2021. Recent institute themes include: *Global Populism; Information Literacy; Borders: Real and Imaginary; and Post-Pandemic Recovery and the New Normal.* Admission to the CCMTI is by competitive application as we routinely get more than twice the number of applicants we can accept. We have worked to meet demand with new virtual CC events such as the Global Studies Virtual Symposium. CGS also co-sponsors NIEA's annual

spring lunch and learn virtual event series, at which upwards of 100 Northwest CC faculty, staff,

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| **Table H.1: CGS Selected Outreach Events 2018-2022 ('A' indicates annual event)** |
| **Event** | **!Attendees** | **!impact** |
| **Post-secondary outreach, including CCs and MSis** |
| Community College Master- Teacher Institute (A) (CC/MSI) | 89 educators (2019-21) | ational, community colleges, educators |
| Highline Community College Welcomes the World Event Series (CC/MSI) | 210 students, educators, and general public | Local, community colleges, K-16 |
| Indigenous Speaker Series with Northwest Indian College - NezPerce (MSI) | 350 students, faculty, andgeneral public | Regional, tribalcolleges |
| UW Tacoma Global Engagement Conference (MSI) | 149 students, 30 educators | Regional, higher education |
| Second UW Japanese Tadoku Teacher Workshop -A Language | educators | Regional, educators |
| Pedagogy Workshop | 34 |  |
| Asian & Global Studies Course Development Grants for CC/MSI 7 awards to CC facultyFaculty, with JSIS and NRCs (2020-21) | Regional, educators |
| **K-12 Outreach** |
| World Citizen Essay Contest & World Educator AwardsCeremony 2019 with World Affairs Council - Seattle | 300 students and educators | Regionale, ducators, K-12 |
| oundation for International Understanding Through Students Global Ambassador Day | 110 students and educators | Regionale, ducators, K-12 |
| Choices Curriculum Workshop Series on Climate Change, China on the World Stage, the U.S. in Afghanistan, and ConfrontingGenocide | 71 educators | Regional, educators, K-12 |

Heritage Language Symposium for K-16 Language Teachers,

309 students and educators !Regional, educators,

! with Washington Association for Language Teaching (A) 1(2019-21) K-12

|  |  |  |
| --- | --- | --- |
| Summer Camp in Portuguese and Spanish CybersecurityConcepts for High School Students, with the NSA and UW Language Learning Center | 100 students and educators | National, higher education, K-12 |
| **!Public Affairs, Business, Media, and General Public Outreach** |
| Protest, Race and Citizenship across African Worlds Lecture Series | 335 students, faculty, and general public; over 37,000YouTube views | National, public, higher education |
| The New Nuclear Arms Race and Presidential Power from Truman to Trump, with Former U.S. Secretary of DefenseWilliam J. Perry | 125 students, faculty, and general public | National, public, higher education |
| Ambassador Nicholas Burns on the Crisis in Transatlantic Relations and Other Global Challenges | 181 students, educators, and ational, public, general public higher education. |
| Global Business Panels on Asian/Global Supply Chains | 47 students, educators, and ational, public,businesspeople higher education |
| University of Washington International Security Colloquium | 605 students, educators, and ational, public,general public (2018-21) higher education |
| Seattle International Film Festival (A) | 262,214 (2019-21) Int'I, national, public, higher education |

and students discuss best practices and current issues in global studies. A Continuing the

Conversation panel highlights how faculty members are integrating the information and

pedagogical skills from their CCMTI into classes and professional partnerships. CGS additionally provides course development grants to CC faculty (7 in 2020-21 with UW NRCs), plus develops and distributes curriculum materials based on the CCMTI.

**H.lc. Business, Media, and General Public:** Our theme-driven interdisciplinary programs continue to attract diverse audiences, despite the restrictions posed by the Covid pandemic. In 2018-21, CGS sponsored 38 general public lectures, workshops, and events attended by nearly 6,000 individuals; an additional 43,000 viewed recorded JSIS-CGS public events in 2020-21 alone. JSIS faculty are interviewed and regularly quoted in prominent print and radio news sources including the Seattle Times, CNN, and NPR. Recently, the latter interviewed Professor Mary Callahan on the political situation in Myanmar, while Professor Saadia Pekkanen contributed to a GeekWire podcast focused on global satellite policy. Other events and public fora include our acclaimed UW International Security Colloquium (7-9 speakers/year), Seattle International Film Festival, and the Changing Global Connections lecture series. CGS also cultivates its connection to the UW's and Seattle's environmental science community through our co-sponsorship of programs like UW EarthLab's Lunch and Learn series, which includes participation of organizations including the Center for Health and the Global Environment (UW DGH), Alaska Airlines Environmental Innovation Challenge, and the CleanTech Alliance. CGS reaches attorneys through our sponsorship of the Global Business Law Institute, and businesspeople through joint programs with the UW Foster School's Global Business Center. CGS connects with a national business audience through our new online business lightning talks program co-organized with NRCs at Duke, UNC, and the universities of Minnesota, and Florida.

# PROGRAM PLANNING AND BUDGET

* 1. **Purpose of Proposed Activities:** The Center for Global Studies (CGS) will meet **all**

**absolute and competitive priorities of the NRC and FLAS programs** by: reflecting diverse perspectives and a wide range of views; meeting national needs by encouraging government service and careers in education, business, and non-profits; training teachers in languages, area studies, and CGS' themes through a wide variety of workshops, symposia, and other activities in partnership with local community colleges, a Tribal College, and other regional and national institutions; and enhance language learning and prioritize students who demonstrate financial need for FLAS Fellowships, 100% of which are dedicated to LCTLs.

Increasing diversity of students, teachers, and community members engaged in IS and ensuring career-readiness through experiential, practice-based and applied learning are integral to CGS' goal of preparing the next generation for government, education, business, and non-profit careers in areas of national need. This overarching goal is implemented through activities centered around the key themes of **1.)** Inclusive health and education; 2.) Environmental justice and climate change; 3.) Technology, democracy, and security; and 4.) Migration, displacement, and refugees. Ensuring quality K-12 and postsecondary education through teacher training and regional and national outreach to professional groups are the foundation of CGS' approach. CGS' diversity objective has unique emphasis on including persons with disabilities, indigenous persons, first­ generation students, and racial and ethnic minorities historically underrepresented in IS. These and other voices will instill our programming with diverse perspectives. The career-readiness objective is achieved through an emphasis on language learning, applied research, and experiential and practice-based learning. Many of the proposed activities center on specific themes and are sequenced to draw underrepresented groups into programs that ensure they develop the necessary knowledge to succeed in careers meeting the national need.

CGS contributes to and benefits from a broad range of partnerships with school districts,

community colleges, university schools of education, NRCs, for-profit and not-for-profit entities, private foundations, federal agencies, and other UW-based units to make it possible to strengthen teacher training, student learning, and outreach at the regional and national levels. These partnerships include Minority Serving Institutions, a Tribal College, and a high poverty school district to ensure CGS activities reach groups underrepresented in IS education, world affairs debate, and language learning. A complete list of activities below in Table 1.1, which shows our activities, timeline, references to the budget narrative, and requested funding by category:

**I.lA. Enhance Diverse Perspectives through Global Engagement:** CGS is pursuing several

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| **Table** I.I. **UW's CGS Proposed Activities and Timeline 2022-2026** |
| **Budget**I **Priority** I**Line#** | All activities at 72%+ leverage(Timeline Key: □Initiate □Implement □Institutionalize) |  |
| ***Enhance Language*** & ***FLAS*** - ***$109,117*** + ***$1,546,000***µ |
| 56 | **AP2, NCPPl** apanese Business Language Partnership Everett Community College | **0 0 0 0** |
| 58 | **AP2** !central Eurasian Summer Studies Institute (CESSI) | **0 0 0 0** |
| 4 | !Arabic Language through Media - Advanced Course with MEC | **0 0 0 0** |
| 57 | AP2 jACTFL Training for LCTL Language Instructors | **0 0 0 0** |
| 5 | hinese for Professionals Language Courses | * **0 0** 0
 |
| 6 | Language Courses with Canadian Studies | **0 0 0 0** |
| 59 | apping & Enhancing Language Learning in WA State | **0 0 0 0** |
| 60 | AP2 eritage Language Symposium with UW STARTALK | **0 0 0 0** |
| FLAS | **FCPPl,2** IFLAS Fellowships: All Awarded for Priority LCTLs | **0 0 0 0** |
| 14,15,16 | **AP2** !Language faculty travel for curriculum & professional development | **0 0 0 0** |
| ***Enhance International Studies*** - ***$98,626*** |
| 7 | APl ti'ask Force: Capstone Courses with Global Studies Themes | **0 0 0 0** |
| 8 | APl !Global Cybersecurity Global Research Group | **0 0 0 0** |
| 9 | APl retie Indigenous Diplomacies Task Force | 0 |
|  | APl !Eu Simulation Course | **0 0 0 0** |
| 11 | !Introduction to Global Challenges Course | * 0 0 0
 |
| 12 | !Global Studies Curriculum Development Grants | **0 0 0 0** |
| ***Enhance K-12 Outreach*** - ***$47,800*** |
| 25 | AP2 !EU Policy Forum Master Teacher Workshop for K-12 Educators | * **0 0** 0
 |
| 22 | AP2 IFIUTS: Foundation for International Understanding Through!Students | **0 0 0** 0 |
| 20 | **APl,2** !Global Classroom with World Affairs Council | **0 0 0** 0 |
| 23 | **APl,2** IHighline School District Global Issues Teacher Training | **0 0 0** 0 |
| 21 | **AP2** loneWorld Now! Language Training for Seattle Students | **0 0 0** 0 |
| 24 | **AP2** juw in the High School | **0 0 0 0** |
| 26 | **APl,2** lwashington State Council for the Social Studies Teacher Events | **0 0 0 0** |
| **18** | **AP2, NCPPl** !Global Studies NRC/CC/MSI Conference Travel Funding | **0 0 0 0** |
| 17 | **AP2, NCPPl** !Global Studies Fellows Travel Awards for MSI, CC Educators | **0 0 0 0** |
| *Enhance Postsecondary Outreach: Community College and MS/* - *$126,000* |

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| --- | --- | --- | --- | --- | --- |
| **29** | **APl,2, NCPPl** !community College Master Teacher Institute | **0** | **0** | **0** | **0** |
| **27** | **APl,2** | luw College of Education Global Studies Partnership | **0** | **0** | **0** | 0 |
| **31** | **NCPPl** | !Indigenous Speaker Series with Salish Sea Research Center | **0** | **0** | **0** | **0** |
| **32** | plobal Environmental Justice Workshop |  | **0** | **0** | 0 |
| **34** | **AP2, NCPPl** preen River College Curriculum Program |  | **0** | **0** | 0 |
| **30** | **APl,2, NCPPl** jNw Indian College Tribal Governance and Business Management | **0** | **0** | **0** | **0** |
| **28** | **APl,2, NCPPl** latobal Studies Fellows Curriculum Awards for MSI, CC Faculty | **0** | **0** | **0** | **0** |
| **33** | **APl** | !Refugee Studies Symposium |  |  | **0** |  |
| **35** | **AP2** | luw Tacoma and Bothell Schools of Education Partnership |  | **0** | **0** | 0 |
| **36** | **APl, 2** | !Summer Institute on Global lndigeneities Summer Institute |  |  |  |  |
| **37** | **APl** | !west Coast Model EU for Undergraduates with EU Center | **0** | **0** | **0** | **0** |
| **38** | **APl** | ptobal Studies Practitioner Speakers with JSIS Programs |  | **0** | **0** | 0 |
| **39** | plobal Challenges in Europe Speaker Series with REECAS/CWES |  | **0** | **0** | 0 |
| **40** | tTri-Campus Collaborative Online International Learning (COIL) |  | **0** | **0** | 0 |
| **41** | **NCPPl** | IHighline Community College's Supply Chain Study Abroad Program |  | **0** | **0** | 0 |
| **42** | **AP2, NCPPl** latobal Studies Virtual Symposium for CC Educators | **0** | **0** | **0** | **0** |
| **43** | **NCPPl** | ptobal Studies Inclusivity Workshop with Green River College |  |  | **0** |  |
| **44** | **APl** | latobal Service, Policy, and Internships Pipeline | **0 0** | **0** | **0** |
| **45** | **AP2, NCPPl** jNIEA Spring Lunch & Learn for CC Instructors | **0 0** | **0** | **0** |
| **46** | **AP2** | !School of Education at Seattle Pacific University Annual Symposium | * **0**
 | **0** | 0 |
| **47** | **AP2** | !International Virtual Exchange Conference (IVEC) for K-16 teachers | **O O O 0** |
| **48** | **APl** | !comparative Workforce Challenges Speaker Series with GBC | * **0**
 |
| ***Enhance Business, Media, and Public Outreach*** - ***$27,500*** |
| **49** | **APl** | lcommunity Partners Program Lectures/trainings/workshops/events |  | **0** | **0** | 0 |
| **50** | **APl** | k;Iimate Change, Environmental Justice, and IR symposium |  |  | **0** |  |
| **51** | **APl** | k;ollaborative Outreach Events with UW Professional Schools |  | **0** | **0** | 0 |
| **52** | **APl** | !Business Lightning Talks with UNC-Duke, UMN, UFL NRCs |  | **0** | **0** | **0** |
| **53** | **APl** | IFLAS Reception with UW NRCs | **0 0** | **0** | **0** |
| **54** | !Seattle International Film Festival with UW NRCs | **0 0** | **0** | **0** |
| **55** | luw Global Law Speaker Series with UW Law School & NRCs | **0 0** | **0** | **0** |
| ***Enhance Evaluation and Reporting*** - ***$38,000*** |
| **61** | lcenter and Program Evaluation |  | **0** | **0** | **0** |

strategies to increase the diversity of perspectives included in debates on world regions and

international affairs and the diversity of students drawn into IS and languages. First and foremost, diverse educators at K-12 schools, community colleges, universities and diverse members of the community are instrumental in introducing diverse student bodies to IS and foreign languages, and engaging new voices in IS studies and debates. CGS will partner with the schools of education at UW Tacoma, an Asian American and Native American Pacific Islander Serving Institution (AANAPISI) and DoE designated Minority Serving Institution (MSI), UW Bothell, UW Seattle, Seattle Pacific University; diverse school districts, such as Highline School District, a high poverty school district; community colleges including Northwest Indian College, a Tribal College, and

Green River College and Highline College, both MSis; and community partners such as the World Affairs Council, OneWorld Now!, Foundation for International Understanding Through Students, and Washington State Council for Social Studies. A Global Studies Inclusivity Workshop in partnership with Green River College and featuring Mobility International will train educators on diversity and inclusion in study abroad, a key gateway to IS and language learning programs and related careers. The Indigenous Knowledge and the Environment Speaker Series with Salish Sea Research Center at Northwest Tribal College will focus on climate change and be a key venue for Native Americans and other community members to contribute their perspectives and engage in global debates. A UW Refugee Studies Symposium will similarly provide a key venue for diverse voices through outreach and public events inclusive of first- and second-generation refugees in recognition of the fact that Washington State is the seventh top destination for refugees in the US. CGS supports additional speaker series and outreach activities that range from the Global Studies Practitioner Series and Global Challenges in Europe to Business Lightning Talks and the Seattle International Film Festival that engage different groups of the public. The student-run *Jackson School Journal* will profile research, policy writing, and interviews by undergraduates for the broad public.

**1.1.B. Enhancing International Studies Education:** In order to draw diverse students into the IS and language learning pipeline at the university level and engage new voices in global issue debates, CGS will support and develop a number of initiatives that reflect CGS themes. A newly created 100-level Introduction to Global Challenges course will target first-year undergraduate students by having diverse experts and practitioners address key topics such as COVID and social inequality, global cybersecurity, climate change, and the refugee crisis. The Refugee Studies Symposium will bring faculty together engaged in refugee research and teaching to identify a clear

path forward for developing a permanent Refugee Studies initiative represented through a new interdisciplinary minor or concentration in the BA in Global & Regional Studies (GBLRS). Similarly, CGS is sponsoring a workshop on Promoting Environmental Justice and Sustainable Development in the Global South with the UW School of Marine & Environmental Affairs to strengthen the new Environment & Health concentration for GBLRS. CGS will also sponsor two study abroad courses, one developed to be fully accessible and disability inclusive focused on International Human Rights, Disability, and the UN in Geneva, and one on EU Policy in Brussels designed to increase access for first-generation students and other historically underrepresented groups while also promoting careers in government service, public policy, and international business.

In order to ensure career-readiness in government service and professional careers addressing national needs, CGS will support opportunities for students to participate in practice-based education and applied learning experiences. At the UW, CGS will support Task Force, a policy­ focused capstone course for GBLRS students in each of CGS' four themes. These will include new Task Force courses on Russia, energy, and the environment; cybersecurity and democracy; disability inclusive education in low-income contexts in partnership with UNESCO's Health and Education Section; and refugees and migration in the EU. In partnership with Canadian Studies, CGS will support an Arctic Indigenous Diplomacies Task Force and, in partnership with CWES/EU Center, an EU Simulation Course. A Global Cybersecurity Applied Research Group will engage students in developing briefs for industry and the EU Simulation Course will engage students in policy debate. Language instruction in Chinese for Professionals and the Japanese Business Language Partnership with Everett Community College, and the Highline Community College study abroad to Vietnam on the global supply chain will promote critical global business

skills. The UW MAIS program will be more closely aligned with the PhD in IS program and both will include a new internship option to prepare students for research, policymaking, and management in areas of national need.

**I.LC. Enhance teacher training:** CGS will support high quality IS and foreign language instruction by offering professional development opportunities and travel stipends to faculty and staff throughout the educational system (K-12/CC/MSI/UW), and promote best practices through educational forums showcasing innovative educational pedagogy and its applications. CGS will offer course development grants focused on large enrollment courses and CGS' four themes and, with the Center for Teaching and Learning (CTL) and UW Technology, convene the Tri-Campus Collaborative Online International Learning (COIL) institute for faculty to redesign an online or hybrid course. CGS will collaborate with K-12, Title III and V institutions, CCs, MSis, professional schools, other NRCs, and other partners on outreach, teacher training, and curriculum­ support programs **(NCP1,AP2,** Table I.I). These include: 1) our signature Community College Master Teacher Institute (CCMTI); 2.) the Tribal Governance and Business Management course development grants with NW Indian College, Global Business Center, and Canadian Studies Center; 3.) Green River College Pathways & Curriculum Program to create a pathway from community college into BA programs in IS and related programs; 4.) Global Studies Virtual Symposium with Green River College & Minneapolis Community and Technical Colleges in partnership with UMN Institute for Global Studies; 5.) the NIEA Lunch & Learn event showcasing best practices in international education; 6.) the EU Policy Forum Master Teachers Workshop with UW CWES, REECAS, and EU Center for K-12 educators; and 7.) ACTFL Training for language instructors in LCTL priority languages. CGS, UW NRCs and the College of Education (CoE) will partner to integrate IS into course content, teacher preparation programs, and other activities. CGS

will also work with the School of Education at Seattle Pacific University Annual Symposium on international themes and teacher education.

**1.1.D. Enhance Language Training:** CGS will support DE-priority LCTL offerings through a variety of strategies including direct language instruction, partnerships, teacher training, data collection, and symposia. In partnership with the Middle East Center (MEC), CGS will support Arabic language instruction and offer "Current Issues in Arabic Media" for advanced language students in Arabic; with the UW East Asia Center (EAC) and Global Business Center (GBC), CGS will support a new Chinese for Professionals course; and with the Center for Canadian Studies, CGS will support Inuktitut. These languages incorporate CGS themes as Inuktitut is an indigenous language key for research in the Arctic, Arabic is the most common language among refugees resettled in the US, and Chinese is key for understanding global issues including cybersecurity and climate change.

In order to extend LCTL language learning to community colleges, CGS will support the Japanese Business Language Partnership with Everett Community College, GBC and EAC. Strengthening language instruction will also be promoted through ACTFL Training for language instructors in LCTL priority languages, the Heritage Language Symposium, and support of an analysis of language offerings in Washington state schools through the Mapping & Enhancing Language Learning (MELL) initiative. These language activities and the broader outreach to engage diverse students in international studies will produce a pipeline of students entering UW at higher levels of language proficiency, expand the pool of FLAS applicants above the beginner level, and improve students' career opportunities. By participating in a consortium ofNRCs, CGS will also support Eurasian language learning through the Central Eurasian Summer Studies Institute. Given UW's extensive LCTL and priority language offerings, CGS requests an allocation

of $386,500 annually to fund 10 academic year FLAS fellows ($334,000) and 7 summer FLAS

fellows ($52,500). **We meet *all* DE FLAS priorities** by prioritizing qualified FLAS applicants with demonstrated financial need **(FCPPl)** (§J) and awarding FLAS fellowships **only** in the study of DE Priority LCTLS **(FCPP2)** representing all world regions and areas of national need.

**I.LE. Enhance assessment, evaluation, and reporting:** Evaluation and feedback inform all activities and are used to monitor our programs and provide course corrections as needed (§G & Table G.1).

# Development Plan for Strengthened Program & Cost-Effective Resources: Tables 1.1 and

G.1 lay out our plan to strengthen, transform, and evaluate our program. We also indicate university partnerships and support. The program is designed to be coherent, efficient, and cost­ effective by leveraging our partnerships with school districts, community colleges, not-for-profits, and others to ensure both community support and to diversify participation in programming. Our comprehensive program plan pays equal attention to outreach, teacher training, and curriculum development to ensure strong participation, quality instruction, and relevant IS curricular offerings. Our many partnerships within UW enable CGS to leverage funds to multiply the impact of programs and services, and the UW's increased funding commitment to CGS staff support enables the center to strengthen offerings while maintaining very quality (See Section A). We will use Title VI funds for activities that fulfill all absolute and competitive DE priorities and support critical components of outreach including funds for teacher training.

* 1. **Reasonable Costs of Proposed Activities to Achieve Program Objectives:** Longstanding partnerships throughout UW, with campus NRCs, the PNW, and the world allow CGS to leverage partner resources to ensure successful outcomes and measurable impacts at reasonable costs. CGS is committed to leveraging 72% or more in activity (i.e. non-administrative) costs are leveraged

with partners to ensure we accomplish our many goals.

**1.4a. Long-Term Impact:** Our initiatives will result in approximately 35 new or revised IS courses at UW, NWIC, and community colleges; a successful transition from a BA in International Studies to a new BA in Global & Regional Studies; a new Refugee Studies Initiative; a strengthened MAIS and PhD in International Studies degree program; and an expanded TF reaching more undergraduates. CGS will support an updated and revised curriculum for the new BA in Global & Regional Studies program through the new 100-level Introduction to Global Challenges course will target first-year students to immediately engage them in International Studies; our thematic emphasis on 1.) Inclusive health and education, 2.) Environmental justice and climate change; 3.) Technology, democracy, and security; and 4.) Migration, displacement, and refugees will guide course development grants and Task Force capstone course support to ensure that International Studies curriculum addresses relevant issues and appeals to a broad student population; and our experiential and applied-research programming through the Global Cybersecurity Research Group, EU Simulation Course, and new accessible and inclusive study abroad programming designed to ensure career-readiness for UW graduates. The Refugee Studies Symposium will help build a new Refugee Studies Initiative similar to the very successful Arctic Studies Initiative and new minor CGS supported in its 2018-2021 grant. Language training in Arabic, Chinese, and Inuktitut will strengthen UW LCTL training in key languages for a changing world similar to the long-term success from CGS' earlier support of Portuguese, Turkish, and Kazakh. CGS support of Japanese language instruction at Everett CC will continue to strengthen the LCTL language pipeline. CGS conferences, lectures, and educator workshops will incorporate multiple learning platforms, ZOOM, podcasts, and other digital media. All activities include assessment and evaluation from inception to completion, enabling us to improve future programs and their

outcomes.(§G)

**J. FLAS AWARDEE SELECTION PROCEDURES**

CGS requests 10 academic year fellowships (8 grad, 2 undergrad) and 7 (5 grad, 2 undergrad) summer fellowships per year. CGS proposes FLAS awards in the following priority LCTLs: Arabic, Bosnian-Croatian-Serbian, Chinese, Hebrew, Hindi, Indonesian/Malay, Japanese, Kazakh, Korean, Persian, Portuguese, Russian, Swahili, Tagalog, Turkish, and Vietnamese. These languages correspond to national need, high student demand, UW strengths, and our partnership with Everett CC to encourage LCTL learning at CCs with the goal of enabling students to be better prepared to access FLAS opportunities at UW. Our need is great. From AY 2018 to AY 2021, CGS received 394 FLAS applications from 72 departments and programs for only 69 awards, which is a nearly 6:**1** application-to-award ratio. For 2022, we have received 125 applications for 15 awards. During this grant period, **100% of our awards were in priority LCTLs;** 39% were in Middle Eastern, SE Asian, and sub-Saharan African languages. Of our awardees, 72% are interested in government service, **81% have financial need,** 36% are professional students (Built Environments/Architecture/Urban Planning, Education, Global Health, Law, Marine Affairs, Medicine, Nursing, Public Affairs, Public Health, Social Work), and 34% are minority students.

1. **FLAS Information Dissemination:** CGS has an effective FLAS promotions process as evidenced by the high application numbers enjoyed during the current grant cycle. The challenges posed by the pandemic spurred the Jackson School to enhance FLAS advertising via email, social media, and Zoom. In 2019-20, the FLAS Manager, organized 20 information sessions, visited 67 classes, spoke at student orientations and the Study Abroad fair reaching over 3,700 students. During each application cycle, CGS sends individual emails to our language faculty and academic advisors and staff across the university. Although print advertising was not used in 2020-21 due

to campus closures, publicity is typically posted at student advising offices, dorms, student organizations, and relevant offices such as Study Abroad, Minority Affairs, Veterans Center, and Disability Services. This type of outreach keeps our application numbers high, provides CGS greater access to professional and non-traditional students, and increases the pool of students with financial need. The JSIS FLAS website went through considerable updates to support recruitment including new instructional videos on how to complete an application. News about FLAS fellows and alumni are promoted through CGS and JSIS websites and social media.

**J.1. Correspondence to Announced Priorities:** In accordance with **FCPPl,** CGS prioritizes

qualified FLAS applicants with demonstrated financial need and requires all FLAS applicants to submit a Federal Student µ

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| .I. **Selection Process Timeline** |
| !Advertise Academic Year and Summer FLAS Competitions !All Year |
| !Announce AY and Summer FLAS Competitions pct.- Jan. |
| nformational Meetings about Fellowships pct. - Jan. |
| cademic and Summer FLAS Application Deadline anuary 31 |
| cademic and Summer FLAS Committee Meeting & Award Decisions!March 15 |
| cademic and Summer FLAS Award Notifications !March -April |
| !Staff seek approval from DE on Summer FLAS awards/travel !March - July |
| !Interim Summer FLAS and Academic Year FLAS Reports to DE uly 1 |
| !Fellow orientation session by FLAS Coordinator for AY Fellows pctober |
| !Summer FLAS Report and Interim Academic Year FLAS Report to DEpctober 15 |

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Aid Report (SAR) or UWl Office of Financial Aid Letter to demonstrate

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student financial need.

The SAR and UW Award Letter include expected family contribution as determined under Part F of Title IV of the HEA. CGS will award FLAS Fellowships **only** in the study of DE Priority LCTLS representing all world regions **(FCPP2).**

**J.1. Application Process:** Students apply for FLAS fellowships through our online application system. In 2019-20, the application process was significantly improved via a "dashboard" system that provided the FLAS coordinator and center staff with access to real-time applicant data and therefore the information needed to make timely advising interventions or provide guidance. Applicants must submit: 1) transcripts from all colleges/universities attended; 2) relevant test scores (GRE, LSAT, MCAT if required in their UW application); 3) list of careers goals and

previous employment; 4) awards received; 5) three letters of recommendation for graduate students and two letters of recommendation for undergraduate students, (including one for both graduates and undergraduates which attests to the applicant's foreign language ability); 6) list of world languages spoken and at what level; 7) a statement outlining the proposed course of study and describing how it will facilitate the student's academic and career goals; and 8) a federal Student Aid Report (SAR) or UW Office of Financial Aid Award Letter.

**J.1. Selection Process:** Applications are received in January and evaluated by the CGS FLAS Committee, composed of faculty and senior staff from the LLC, professional schools, LCTL language departments and CGS core faculty. FLAS Committee Chair rotates annually and the FM and CGS MD (ex-officio member) (Shekleton) ensures consistency and fidelity to DE priorities and guidelines. Awards are announced in March-April. (Table J.1).

**J.1. Selection Criteria:** The CGS FLAS Committee evaluates applications based on: 1) demonstrated financial need **(FCPPl);** 2) studying priority LCTLs **(FCPP2,),** especially those identified as a national need; 3) previous language training and ability; 4) academic performance;

5) interest in government service and/or meeting a national security need; (6) professional school affiliation; 7) scope and relevance to fields of study and professional aims; 8) comparative or transnational relevance; and 9) special consideration toward underrepresented communities. In order to promote equity and a diverse applicant pool, applicants will no longer be required to submit test scores starting 2022-23.

# K. COMPETITIVE PREFERENCE PRIORITIES

We propose significant and sustained collaborative endeavors to address the national need for individuals with expertise and global competence in world languages and international studies. The activities we support will address all Absolute and Competitive priorities for the NRC and

FLAS programs. (See §1, Table 1.1, Budget)

**K.la. NCPPl:** We look forward to robust CC and MSI partnerships by further expanding the CCMTI, reaching CCs nationwide through the Global Studies Virtual Symposium, supporting CC/MSI faculty and curriculum development and professional development through the Global Studies Fellows program, co-sponsoring a global supply chain study and virtual exchange program with Vietnam involving four Washington CCs, partnering with the UW CIBE provide curriculum development grants promoting international content in business management classes at Northwest Indian College, co-sponsoring a cross-border indigenous speaker series with the Salish Sea Research Center at Northwest Indian College, building a new partnership with the UW Tacoma (an AANAPISI) School of Education to integrate global themes into teacher trainings, work with the NIEA on pedagogy events for CC faculty, and collaborating with Everett CC on a Japanese Language and Business Internship program. CGS will continue to deepen our partnership with Green River College by offering two Global Studies Diversity Workshops, strengthen IS curriculum and student pipeline, and collaborate on the GSVS.

**K.2a.FCPP1:** CGS will prioritize qualified FLAS applicants with demonstrated financial need. All FLAS applicants will submit a federal student aid report (SAR) or UW OFSA Award Letter, both of which include the student's expected family contribution.

**K.2b.FCPP2:** CGS will award FLAS fellowships **only** in the study of DE Priority LCTLs representing all world regions, especially those identified as meeting a national need by federal agencies including USAID, and the Departments of Defense, Energy, State, and Transportation. Since 2014, CGS has made 100% of its FLAS awards in priority LCTLs. CGS will meet these priorities through continued support for language instruction in LCTLs (Arabic, Japanese, Inuktitut, and Chinese) at UW and Everett CC. We will broaden our applicant pool by supporting

LCTL language/culture classes at the high school level through One World Now! and UW in the High School and by reaching out to community college transfer students, undergraduates, STEM students, and professional school applicants. (§A, I, J).