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**University of Washington, Seattle Comprehensive NRC & FLAS: EAST ASIA**

**Guide to Acronyms**

ACTFL American Council for Teaching Foreign Languages ASCDG Asian Studies Course Development Grants

AL&L Department of Asian Languages and Literature AS Asian Studies

AY Academic year

BRI Belt & Road Initiative CC Community College

CCMTI Community College Master Teacher Institute CESSI Central Eurasian Studies Summer Institute CGS Center for Global Studies

CIA Central Intelligence Agency

CIEE Council on International Educational Exchange CISB Certificate of International Studies in Business CJK Chinese, Japanese and Korean (Language)

COE College of Education (UW Seattle)

CSSCR Center for Social Science Computing & Research CTL Center for Teaching and Learning

DOD Department of Defense

DO-IT Disabilities, Opportunities, Internetworking, and Technology

EA East Asia

EAC East Asia Center

EARC East Asia Resource Center EAS East Asia Studies

EFC Expected Family Income EvCC Everett Community College

FAFSA Free Application for Federal Student Aid FLAS Foreign Language and Area Studies Fellowship GBLI Global Business Law Institute

GEPA General Educations Provisions Act GIX Global Innovation Exchange

GRS Global & Regional Studies

GSEE Office of Graduate Student Equity & Excellence GWSS Gender, Women and Sexualities Studies

GWU George Washington University

HUD Department of Housing and Urban Development IR-International Relations

IS International Studies

ISCNE International Strategic Crisis Negotiation Exercise JBLM Joint Base Lewis McChord, USAF

JSIS Jackson School of International Studies LCTL Less Commonly Taught Languages

LLC Language Learning Center

MAAIS Master of Arts in Applied International Studies MOODLE Modular Object-Oriented Dynamic Learning Environment

MSI Minority Serving Institution

NBR National Bureau of Asian Research

NCTA National Consortium for Teaching about Asia NELC Department of Near Eastern Languages & Civilization

NRC National Research Center OGA Office of Global Affairs

OMAD Office of Minority Affairs and Diversity OWN OneWorld Now!

PNW Pacific Northwest RA Research Assistant ROTC

SAR Student Aid Report

SCOLA Satellite Communications for Learning SD (Public) School District

SOAS School of Oriental & African Studies, London SOE School of Education (UW Tacoma or SPU) SOES School of Educational Studies (UW Bothell) SPU Seattle Pacific University

TA Teaching Assistant

TAC Taiwan Arts & Culture Program TAP Taiwanese American Professionals TEAL Tateuchi East Asia Library

TSA Transportation Security Administration TT Teacher Training

UG Undergraduate

USAF United States Air Force

US/ED United States Department of Education UW University of Washington

UWB University of Washington Bothell

UW CIBER UW Center for International Business Education and Research, Foster School of Business UWHS UW in the High Schools

UWL University of Washington Libraries UWT University of Washington Tacoma WA Washington

WATJ Washington Association of Teachers of Japanese WSCSS Washington State Council for Social Studies

# Proposal for a Comprehensive Title VI National Resource Center and FLAS Fellowships in East Asia Studies at the University of Washington, 2022-26

This proposal for a Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowships at the University of Washington (UW) Henry M. Jackson School of International Studies (JSIS) requests support to enhance the excellence of our programs in East Asia Studies (EAS) by developing new academic and outreach activities; enhancing teacher trainings by collaborating with the UW tri-campus College and Schools of Education (COE/SOE) and other K-12 serving partners; strengthening curriculum, particularly in Korean language instruction; and creating sustainable ties to community colleges (CCs) and Minority-Serving Institutions (MSIs) as well as to the business community and wider public.

**A. Commitment to the Subject Area on which the Center Focuses**

**A.1 Commitment to EAS:** The UW is a national and international leader in EAS, and has been a pioneer in the field since 1909 when the Department of Oriental Subjects was established with a focus on East Asia (EA). Today, with its distinguished faculty, outstanding large enrollments at the undergraduate (UG) and graduate levels, and excellent outreach activities, it is among the most comprehensive programs on China, Japan, Korea and Taiwan in the U.S. ***Institutional Support:*** The commitment of UW to EAS is evident in the scale of the EA faculty, EA library, curriculum and enrollments, and in total expenditures on EA, which have exceeded

library resources,

$10 million annually over the last eight years (Table A.1). Financial support for EA is described by category in Table A.2. These figures include only the most direct support for EA programs and do not include the cost of such essential infrastructure as general libraries, museums, physical facilities and admi the hiring of 13 new faculty members in China, Japan, Korea

**Table A.1**

**Key Facts About UW**

**East Asia Studies, 2020-21**

|  |  |
| --- | --- |
|  | |
| Number of faculty | 73 |
| EA Library items | 858,286 |
| Courses offered | 348 |
| Total enrollments | 8,093 |
| Direct university support | $10,069,443 |

and Taiwan Studies over the last five years; hiring plans for both a Korean literature assistant professor and a Korean language assistant teaching professor (see §B); ongoing support of 74% of the EAC managing d salary; plus



more than $740,000 in salaries for other EA program

|  |  |
| --- | --- |
| **Table A.2**  **Direct Support for EA Studies, 2020-21** | |
| Faculty salary | $7,383,648 |
| Outreach & admin staff salary | $804,480 |
| Library | $1,165,745 |
| Graduate student support | $715,570 |
| TOTAL | $10,069,443 |

staff. The EAC director receives two weeks summer salary, one course release and $6000 in research funds. JSIS also provides substantial support courtesy of its fiscal, student services, computing and other central

support staff, approximately 25% of whose collective effort is dedicated to Title VI and FLAS. This represents the equivalent of more than $550,000 in salary (not included in Tables A.1/A.2).

International and area studies including EAS receive tremendous support throughout the UW tri-campus system. To support the UW's global mission, the UW created the Office of Global Affairs (OGA) to oversee all international initiatives. OGA works closely with the Jackson School of International Studies (JSIS) to maximize the effects of Title VI funding across all of UW's 16 schools and colleges and three campuses. Vice provost for Global Affairs, Jeff Riedinger, is considered one of the top global affairs administrators in the country.

The UW annually provides over $7.3 million to support 73 EA faculty members. The EAC is administered through JSIS, but Center faculty come from departments and colleges across campus, including the School of Art and the professional schools of Law and Built Environments. Language instruction in Chinese, Japanese and Korean is the responsibility of the Department of Asian Languages and Literature (AL&L).

The Tateuchi East Asia Library (TEAL) holds over 850,000 books and items in EA languages, placing it among the 12 largest collections in the United States. UW support for the EA libraries amounted to $1.16 million in 2020-21. Of this amount, acquisitions accounted for $376,589 and library staff salaries accounted for $789,156.

The UW has over 45 linkages to institutions throughout EA. Some examples include Peking University, Waseda University, Seoul National University and Taiwan National University. Study abroad has been limited over the last two years due to the Covid-19 pandemic. But to illustrate patterns  472 students participated in EA study abroad and exchange programs of all types in 2018-19. Among other notable linkages, the Global Innovation Exchange (GIX) is

a partnership between UW, Tsinghua University and Microsoft that promotes experiential learning and technological innovation in a global context.

EA has a high profile on the UW campus, due in considerable part to the EAC. The Center sponsors numerous academic symposia on EA subjects, acts as a catalyst for the development of EA programs, and promotes knowledge of EA beyond the campus through its nationally recognized teacher training and public programs.

The East Asia Resource Center (EARC) is the K-12 outreach arm of the EAC and a leading national resource for those who teach about EA in K-12 schools. For over 45 years, EARC has provided professional development programs, courses and study abroad programs for educators. In the past four years, EARC has raised $1.4 million to support outreach. In addition, the China, Japan, Korea and Taiwan programs all fund annual colloquium series and other public activities. UW support for EA outreach and administrative staff totals $1,356,475.

BA, MA, and PhD programs with an emphasis on EA are offered by many departments, with the largest numbers of students in the departments of AL&L, JSIS (through the China, Japan and Korea Studies Programs), History, Anthropology, Business and Law (See §D).

***Student Support:*** UW offers one of the lowest tuition rates of any major U.S. university at $11,745 per year. It ranks tenth on the Forbes 2019 list of Best Value Colleges for offering academic excellence at affordable prices. Each year, more than 50% of UW UG students receive more than

$430 million in financial aid and 63% graduate with no known debt. In 2019-20, 31% (10,100) of UW undergraduate residents were eligible for the Husky Promise, which provides free tuition to

, and other scholarships to fund UG study abroad, amounting to $1,098,850 for 410 students total in 2018-19.

Graduate students in EAS are supported from a variety of UW sources, including fellowships, teaching assistantships (TA), research assistantships (RA) and tuition waivers. This support came to over $700,000 in 2020-21 (Table A.2). Many students receive funding directly from their own departments, including via fellowships and TA positions. AL&L has the largest number of EA TA positions, around 20 per year. There are usually also 10-15 EA students supported as TAs in other

departments such as JSIS, History and Political Science. In 2020-21, the China, Japan, Korea and Taiwan Studies Programs offered 36 awards ranging from small stipends to full fellowships of up to $20,000 each. JSIS also provides $16,000 per year for students focused on Greater China. These fellowships support both MA and PhD students in fields related to our teaching program. Students in PhD programs generally receive five or more years of support, through a combination of fellowships, TA-ships and RA-ships. With the FLAS fellowships requested in this proposal, we would be able to support more students on fellowships rather than TA-ships. This will allow them more time to master EA languages and to finish their degrees more expeditiously, enabling them to enter the workforce and contribute to professions in areas of need sooner.



**B. Quality of the C Language Instructional Program**

**B.1. & B.2. Course Offerings, Enrollments and Levels of Language Training:** UW offers a comprehensive program of instruction in the three main EA languages: Chinese, Japanese and Korean. Table B.1 shows the enrollments in AL&L. Note that these are course enrollments, not the number of students. Under the quarter system, a student must enroll in three consecutive quarters to pass one year of language study. Three or more years of instruction are offered in all three languages. The Chinese program offers four years of modern Chinese, one year of classical, and advanced readings courses in literature. The program also offers two years of a separate heritage student track, the equivalent of three years in the non-heritage track. Five years of modern Japanese are offered, plus additional advanced reading courses in academic and professional texts and modern and classical literature. Classical Japanese and Kambun are also offered. Korean offers three years of regular instruction, a fourth-year reading course, and three quarters of advanced

reading on social science or literature. Two years of modern Chinese and Japanese are also offered on the UW Tacoma (UWT) and UW Bothell (UWB) campuses respectively. Students in our language classes come from departments across campus; a large percentage come from the

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| --- | --- | --- | --- |
| **Table B.1**  **Enrollments in AL&L Modern Language Courses by Language and Level, 2020-21 AY & Summer** | | | |
| Language | Chinese | Japanese | Korean |
| 1st year | 321 | 749 | 421 |
| 2nd year | 134 | 396 | 128 |
| 3rd year | 120 | 259 | 58 |
| 4th and above | 31 | 48 | 0 |
| TOTAL | 606 | 1452 | 607 |

Sciences as well as from Business and Engineering.

We continue to have high enrollments in all EA languages, but the steady increase seen in Korean courses over the last five years is notable (Table B.2). This reflects growing interest in Korean society and culture. With a new tenure-track professor of Korean literature and culture joining AL&L in Autumn 2022, we anticipate even more interest in our Korean language program. However, with our current staffing, we are unable to meet demand for instruction. We therefore request seed funding for an experienced Korean instructor at the rank of assistant teaching professor (Budget Item 3). This will enable us to accommodate more students at all levels, implement fourth-year Korean and diversify our content-based classes, bringing Korean offerings more into line with those available in Chinese and Japanese. This appointment will be fully funded by the UW beginning AY 2026.

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| --- | --- | --- | --- |
| **Table B.2**  **Enrollments in AL&L Korean Language Courses, 2016-21 AYs & Summers** | | | |
| Course Type | Modern Language | Content- based | Total |
| 2016-17 | 521 | 24 | 545 |
| 2017-18 | 533 | 63 | 596 |
| 2018-19 | 587 | 18 | 605 |
| 2019-20 | 614 | 59 | 673 |
| 2020-21 | 607 | 38 | 645 |

Another area in which EA offerings have expanded in recent years  successful application for a four-year federal grant to establish a Flagship Program in Chinese. The goal of the Flagship, one of 13 in Chinese established at universities around the country, is

 -level Mandarin Chinese proficiency and promote their success as global professionals. Funding from the program has allowed us to offer several newly developed upper-level and skills-focused courses in areas other than language, linguistics and literature, including *Chinese in the Humanities* and *Chinese in the Social Sciences*. These, together with individualized tutoring and study abroad, can propel

   -21, was during the pandemic, which hampered recruitment efforts and made study abroad impossible. However, the year was still a great success, with a cohort of 20 highly qualified students enrolled, ranging across all levels of Chinese language proficiency. With this foundation, we plan to double the number of Flagship students each year, and to apply for a grant renewal in Spring 2024.



UW also has a distinguished tradition of teaching Inner Asian Turkic languages spoken by Chinese minorities. Three years of Uyghur, Uzbek and Kazakh are currently offered by the Department of Near Eastern Languages & Civilization (NELC). In 2021-22, first-year Mongolian



UW is one of the few places in the country where graduate students can pursue topics that require the study of Chinese along with one of these Inner Asian languages.

Apart from our regular academic year (AY) course offerings, we facilitate language proficiency among our students in many other ways. First, we offer intensive summer courses. In summer 2021, these included first-, second- and third-year Japanese; first- and second-year Chinese; and first-year Korean. Our students also attend summer language institutes at other U.S. institutions.

Second, although it has not been possible during the pandemic, we encourage students to improve their language skills through study abroad. AL&L recently developed an eight-week summer intensive program in Beijing led by Professor Chan Lü. This program is designed to provide students with opportunities to gain advanced level Chinese in an immersive environment. In 2018-19, over 200 students spent at least one quarter on exchange programs with various EA institutions. 27 also participated in intensive EA language study abroad with partner programs.

Third, content-based courses in EA languages are also offered. These include various courses in areas other than general language, linguistics and literature. Excluding courses that are primarily taught in English, there were 21 content-based

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| --- | --- | --- | --- |
| **Table B.3**  **Enrollments in AL&L Content-based Language Courses by Language, 2020-21 AY & Summer** | | | |
| Language | Chinese | Japanese | Korean |
| No. of courses | 8 | 10 | 3 |
| Enrollment | 45 | 112 | 38 |

courses offered in 2020-21. These had 195 total enrollments, a strong achievement in a year that saw remote teaching for all courses (Table B.3).

**B.3. Language Faculty and Training:** Twenty faculty members are involved in teaching Chinese, Japanese and Korean language, including assistant, associate, and full professors and teaching professors. Each program has a designated language coordinator. The coordinators are specialists with doctorates in linguistics or MAs in language pedagogy; the position rotates among the many qualified faculty within each program. For example, the Chinese language program is currently

coordinated by an associate professor who holds a PhD in second language acquisition (Chan Lü). The Japanese program is coordinated by a teaching professor with an MA in Japanese language pedagogy (Akiko Iwata), and the Korean program is coordinated by a teaching professor with an MA in Korean Studies (JungHee Kim).

Our language teaching professors are nationally renowned and recipients of significant accolades. Izumi Matusda-Kiami, a full teaching professor with an MA in Japanese, was awarded the 2021 Leslie Birkland Award by the WA Association of Teachers of Japanese (WATJ). This award recognizes one teacher who has made lasting contributions to the Japanese teaching profession. In 2016, Nyan-Ping Bi, a full teaching professor with an MA in Linguistics and Pedagogy, also won the prestigious UW Distinguished Teaching Award.

Graduate student TAs who assist in first-, second- and third-year classes are selected through a rigorous review process requiring a written application including a statement of purpose, recommendation letters and transcripts, in-person interviews that include questions on pedagogy and questions in the language to gauge proficiency. TAs receive supervision and ongoing training from faculty. In addition, faculty specializing in second-language acquisition offer graduate-level courses in pedagogical methods which are taken by many TAs. We consider the training of TAs as part of our mission, since many of them will pursue careers that involve language teaching.

AL&L language instructors utilize performance-based instructional techniques and emphasize communicative competency in all their classes. All levels of Chinese, Japanese and Korean emphasize performance of tasks that are level-appropriate. Classes have been designed with the



the 400-level, we offer four-skills courses that continue the training from third-year, and also courses that focus on reading or conversation. These courses use unedited materials drawn from newspapers, blogs, academic writing, prose, YouTube and fiction.

All of our language faculty and many of our TAs have participated in professional development programs and apply what they have learned in classes. For example, Nyan-Ping Bi incorporated the features of the Canvas Learning Management System and offered a hybrid course teaching

Chinese documentaries about Chinese cuisines and ingredients. Izumi Matsuda-Kiami developed a successful Tadoku (extensive reading) course and club to help develop reading skills for Japanese students of all levels. Several of our faculty have secured grants to participate in short-term course-

    Center for Teaching and Learning (CTL), most recently to assist with the development of remote and hybrid courses. The EAC also offers pedagogy workshops annually that are attended and often led by our faculty. For example, in April 2021, associate teaching professor Kaoru Ohta hosted *Learning from Remote Japanese Language Instruction: Building on the Past to Equip Ourselves for the Future*. In August 2021, Chan Lü also offered *Meeting the Challenge of Academic Writing in Chinese*. TAs participate in these and other professional development workshops for free and are required to take a methodology course in AL&L in addition to their initial orientation and weekly meetings with teaching professors.



Twelve of our instructors are trained by the American Council for Teaching Foreign Languages (ACTFL). All instructors are familiar with ACTFL proficiency guidelines and the National Standards for Foreign Language Education, and fully prepared for performance-based teaching.

**B.4. Quality of Language Program:** The effectiveness of language instruction can be measured in many ways. All courses involve frequent proficiency tests, providing objective measures of student achievement at each level. Program policies in all three languages, such as emphasis on the four skills of speaking, listening, reading, and writing also ensure effectiveness. Proficiency testing is fundamental to the teaching of all the languages and is required for placement. Performance-based instruction methods are fully in place in all three languages. In performance- based classes, communicative goals are set at the beginning of the quarter, and progress is marked by self-evaluation as well as formal testing. Nine instructors have received training as Oral Proficiency Interview testers. In addition, the Chinese Flagship Program employs rigorous proficiency measures that are coordinated across universities that host Flagship Programs.

As such, a student of Chinese, Japanese or Korean will achieve competency in speaking, listening, reading and writing. For Chinese, Japanese and Korean majors, specific skills include: The ability to manage a variety of spoken communicative tasks, including discussion or topics of

common interest, description and narration, expression of personal viewpoints, and presentation and support of an argument; the ability to understand the main idea and important details of connected spoken discourse on a variety of topics, in situations ranging from face-to-face situations to TV and online media; the ability to understand the main idea and important details of written texts in a range of styles and registers and covering a variety of general topics; the ability to write routine social correspondence, including email, using the appropriate conventions, and to write connected essays of several paragraphs in length in an appropriate linguistic register.

Technical support and other teaching resources at the UW are excellent, and have only improved with the shift to remote teaching that took place in Spring 2020 due to the onset of the Covid pandemic. Our instructors are creating and using new materials for performance- and task-

e-of- the-art facility providing digital multimedia for language and culture study. The LLC has a professional audio/video/image production studio, and offers full production support for language and culture resource creation. It can provide a wide degree of technical and pedagogical training for EA language faculty, staff and students. The LLC offers self-study language software; computer labs with full support for specialized language computing; cloud-hosted streaming audio and video; streaming foreign language television; foreign language media content curated and annotated for learners (SCOLA); facilities and resources to support distance and hybrid language learning; technical support for EA language events and projects; and creation of multimedia, web- based instructional and testing materials. It also provides support and instruction for the Canvas and Moodle Learning Management Systems. For example, the LLC manages a dedicated cloud- based Moodle server that is customized to support language learning and provides robust pedagogical flexibility, especially for Less Commonly Taught Languages (LCTLs).

For students who have some background in a language, either through formal instruction or natural exposure, appropriate course placement is determined through in-person or online testing and/or face-to-face interviews. For assessment, instructors administer daily vocabulary and grammar comprehension tests, bi-weekly written exams that include listening comprehension, two

oral interviews, and a comprehensive final each quarter. In addition, a course project may involve research, interview, discussion, writing and presentation. Students are also given communicative tasks for evaluations. Language forms, language functions, language skills and modes of communication (interpretive, interpersonal and presentational) are all taken into consideration when designing those tasks. All materials are given in meaningful linguistic and cultural contexts.



**Non-Language Instructional Programs**

* 1. **Course Offerings, Including Professional Schools:** UW offers more than 200 non-language courses on EA at the BA, MA and PhD levels each year. In most cases, these courses are available to students in all colleges including professional schools. In 2020-21, our faculty offered 217 non- language courses (see Appendix 1), with a total enrollment of 4,853. These were well distributed by country (Table C.1), demonstrating how we provide students with in-depth specialization by offering numerous courses focused exclusively or primarily on China, Japan, Korea and Taiwan.

We also offer a growing number of

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| --- | --- | --- | --- | --- |
| **Table C.1**  **Non-Language Courses by Level, 2020-21** | | | | |
| Level | UG | G | Total | Enrollment |
| EA | 69 | 27 | 96 | 2,774 |
| China | 43 | 10 | 53 | 1,130 |
| Japan | 35 | 13 | 48 | 655 |
| Korea | 14 | 2 | 16 | 261 |
| Taiwan | 3 | 1 | 4 | 33 |
| TOTAL | 164 | 53 | 217 | 4,853 |

trans-regional courses with broad EA focus, offering students a multifaceted under

These afford faculty the flexibility to teach content that is less well

represented, including to do with Korea and Taiwan. Since the 2017 introduction of our acclaimed Taiwan Studies Program, we have steadily added to our portfolio of Taiwan faculty and courses.

The UW offered over 40 courses with EA content via professional schools in 2020-21, including in the College of Built Environments and Schools of Business and Law (see Appendix 1). For example, 952 students enrolled in International Business courses focused in part or whole on EA, and more than 50 LLM and JD students enrolled in EA Law courses.

* 1. **Depth of Specialized Courses:** The depth of specialized EA course offerings is demonstrated by the distribution and range of courses by department, level and frequency they are offered (Table C.2). In 2020-21, 217 were offered. Many more are available over a three-year period. By

department, JSIS, AL&L, Business, Political Science

|  |  |  |
| --- | --- | --- |
| **Table C.2 Non-Language Courses by Year** | | |
| Department/Program | 2020-21 | 2020-23 |
| Anthropology | 13 | 19 |
| Art History | 6 | 10 |
| Asian L&L | 23 | 28 |
| Built Environments | 4 | 6 |
| Cinema & Media Studies | 1 | 5 |
| Comparative Religion | 4 | 4 |
| Geography | 2 | 4 |
| History/History of Asia | 13 | 19 |
| International Business | 23 | 24 |
| JSIS | 74 | 105 |
| Law | 15 | 16 |
| Political Science | 14 | 20 |
| Other | 25 | 39 |
| TOTAL | 217 | 299 |

and History offer most, but more than 15 programs offer one to six courses. As noted, the strength of our Asian Law Program stands out. One of the largest in the country in terms of faculty, students and courses, it is notable for its teaching, research and policy work on Asia. With special strengths in Chinese and Japanese Law, it is recognized as one of the top providers of advanced courses for lawyers pursuing careers in these areas.

* 1. **Non-Language Faculty, Teaching Assistants, and Pedagogy Training:** We have 73 defined as those who conduct research in an EA language and devote half or more of

their time to EA teaching and research (see Appendix 3a). There are many other faculty who do research on EA without being specialists in the area (e.g. in Public Health, Atmospheric Sciences and Psychology), but what we consider most impressive about our program is the number of true specialists. Table C.3 provides a breakdown by department and country, underscoring our disciplinary depth and diversity.

Over the past decade the size of the EA faculty has remained steady, allowing us to offer over 200 non-language courses a year. During the past five years, we have hired 13 faculty with specializations such as Chinese history, Japanese visual culture, Korean comparative literatures and Taiwanese history. Over the next two years, UW is committed to hiring a tenure-track Korean cultural studies assistant professor and, with EAC seed funding, a Korean language assistant teaching professor (see §B.1 & B.2; Budget Item 3).

The majority of non-language courses are taught by regular faculty rather than TAs, adjuncts or visitors. The primary role of TAs is to lead discussion sections for our largest UG lecture classes: *The Making of the 21st Century, Asian Traditions* and *The Rise of Asia*. All TAs are provided with

skilled staff



assess classes and work with faculty and TAs to improve teaching quality. Common instructional topics include course design, teaching large classes, inclusive teaching strategies, and teaching with technology. Several workshops and experiential courses are available each quarter for graduate students on specific teaching topics. The International Teaching Assistant Program provides assistance and support to TAs who are not native English speakers. For example,

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| --- | --- | --- | --- | --- |
| **Table C.3 East Asia Faculty by Department**  **And Primary Focus of EA Specialization** | | | | |
| Department/Program | China | Japan | Korea | Taiwan |
| American Ethnic Studies | 0 | 0 | 1 | 0 |
| Anthropology | 2 | 1 | 1 | 0 |
| Art/Art History | 2 | 1 | 0 | 0 |
| AL&L | 9 | 10 | 3 | 0 |
| Built Environments | 2 | 1 | 0 | 1 |
| Cinema & Media Studies | 1 | 0 | 0 | 1 |
| Communication | 0 | 0 | 0 | 1 |
| Economics | 1 | 0 | 0 | 0 |
| Environment | 0 | 0 | 0 | 1 |
| GWSS | 1 | 0 | 0 | 0 |
| Geography | 2 | 0 | 0 | 0 |
| History | 5 | 2 | 1 | 1 |
| JSIS | 8 | 7 | 4 | 1 |
| Linguistics | 0 | 1 | 0 | 0 |
| NELC | 1 | 0 | 0 | 0 |
| Political Science | 1 | 0 | 0 | 0 |
| Sociology | 2 | 0 | 0 | 0 |
| Law | 1 | 1 | 0 | 0 |
| Nursing | 0 | 0 | 1 | 0 |
| UW Bothell Campus | 0 | 1 | 0 | 0 |
| UW Tacoma Campus | 2 | 1 | 1 | 0 |
| TOTAL | 40 | 26 | 12 | 6 |
| *Note: List double counts 11 faculty with joint appointments* | | | | |

graduate students prepare for their responsibilities as TAs. 698 people attended this training in 2020-21. JSIS also offers JSIS

513 *Teaching International Studies* as

another opportunity for TAs to learn concepts and methods for teaching International Studies (IS).

* 1. **Extent of Interdisciplinary Offerings:** Well over half of our non-language offerings are interdisciplinary, in part because so many of our faculty conduct interdisciplinary research and in part because the JSIS area studies programs, including the Asian Studies (AS) BA and the MA programs in China, Japan and Korean Studies are designed to prioritize interdisciplinarity as the key to a successful international education. Another reason for our rich array of interdisciplinary

courses is that many EA faculty teach both in the IS program, where all courses are interdisciplinary, and in the EA program. For example, China and Taiwan Studies Professor William Lavely teaches *Demographic Issues in Asia*, Japan Studies Professor Marie Anchordoguy teaches *Tech Policy in East Asia*, and Korean Studies Professor Yong-Chool Ha teachers *Late*

*Industrial and Social Change in East Asia.*

The core MA sequence in the China, Japan and Korea programs are team-taught by faculty from a variety of departments in the social sciences and humanities to expose students to interdisciplinary approaches. EA faculty and students also participate in a number of interdisciplinary programs. These include the Simpson Center for the Humanities, the Center for Law, Societies & Justice, the Center for Studies in Demography, and the Center for Human Rights. Of the 217 non-language courses offered in 2020-21, 164 were at the UG (200-499) and 53 were at the graduate (500+) levels. Many of these were cross listed as 400/500 level courses, thus available to both UG and graduate students. More than 40% of UG courses were 400-level and thus available to graduate students. Almost 25% were 500-level or above.

**D. Quality of Curriculum Design**

* 1. **Curriculum Design *UG Curriculum:*** UW offers a wide array of interdisciplinary UG degree programs focusing on EA. Students whose primary interest is in language or literature major in AL&L. All AL&L majors (122 students in 2020-21; Table D.1) must take four years of Chinese, Japanese or Korean, plus another 30 to 45 credits in a combination of literature, linguistics, humanities and social science courses on the country of concentration (Table D.2).

Another UG option is the JSIS Asian Studies (AS) major with separate concentrations in China, Japan or Korea Studies (120 students in 2020-21). Students enrolled in these take two or more years of the relevant EA language, two core courses (*Rise of Asia* or *Asian Traditions* plus *Making of the 21st Century*), two introductory Asian

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| **Table D.1**  **EA UG Enrollments, 2020-21** | |
| Degree | Enrollments |
| AL&L Majors with EA focus | 122 |
| JSIS AS Majors with EA focus | 120 |
| JSIS IS Majors with EA focus | 188 |
| *UG Major Subtotal* | *430* |
| AL&L Minor with EA focus | 136 |
| JSIS Minor with EA focus | 11 |
| International Business EA track | 27 |
| *UG Minor/Certificate Subtotal* | *174* |
| TOTAL | 604 |

civilization courses and 30 upper division credits, including 10 on one region or country from a list of

approved courses.

A third option is the EA track in the JSIS International Studies (IS) major (188 students in 2020-21), designed for students interested in international trade, law or politics. Students take an

integrated set of IS courses on economics, cultural interaction, modern global systems and international political economy, plus two years of language and three-four upper-division courses on EA. Students also take an intensive Task Force capstone which requires them to develop solutions to real world challenges. EA options are available, including one



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| --- | --- | --- |
| **Table D.2 UG EA Degree Requirements, 2020-21** | | |
| Degree | Language Requirement | Course Requirement |
| ***AL&L Majors*** | | |
| Chinese | 4th year proficiency | 50-80 credits\* |
| Japanese | 4th year proficiency | 50-75 credits\* |
| Korean | 3rd year proficiency | 50-75 credits\* |
| *\*Depending on language proficiency at time of entry* | | |
| ***JSIS Majors*** | | |
| Asian Studies: China | 2nd year proficiency | 50 credits + lang. |
| Asian Studies: Japan | 2nd year proficiency | 50 credits + lang. |
| Asian Studies: Korea | 2nd year proficiency | 50 credits + lang. |
| Internat. Studies: EA | 2nd year proficiency | 70 credits\* + lang. |
| Global & Regional: EA | 2nd year proficiency | 50 credits^ + lang. |
| *\*Includes Task Force; ^Includes Task Force or Calderwood Seminar* | | |
| ***AL&L Minors*** | | |
| Chinese | 3rd year proficiency | 30 credits |
| Japanese | 3rd year proficiency | 30 credits |
| Korean | 3rd year proficiency | 30 credits |
| ***JSIS Minors*** | | |
| Asian Studies: China | 2nd year proficiency +5 crd. | 30 credits |
| Asian Studies: Japan | 2nd year proficiency +5 crd. | 30 credits |
| Asian Studies: Korea | 2nd year proficiency +5 crd. | 30 credits |

relations with the U.S. and China. We plan to enhance UG capstone content in the next four years by developing rise Taiwan at the Nexus of Global Challenges (Budget Item 7).

Beginning 2021-22, JSIS has also introduced a Global & Regional Studies (GRS) open major, designed to equip UGs with the disciplinary tools needed to analyze global and regional issues. As with the IS major (which GRS will eventually replace) students complete an integrated curriculum and two years of language study but also choose from thematic and regional concentrations. Two or more EA courses may be selected for the Asia concentration. GRS capstone options include Task Force, an advanced readings seminar, or a Calderwood Seminar in Public Writing. The last of these trains students to impart academic knowledge to a public audience.

UGs with strong interests in EA who are committed to a discipline such as anthropology, economics, history, political science and others can major in those departments and complete a 30-

credit minor focusing on China, Japan or Korea, either through AL&L or JSIS. In 2020-21, 147 students took an EA minor in one of these programs. UGs in professional schools also have opportunities to gain EA expertise. The School of Business has one of the largest degree programs in international business in the country. Its Certificate of International Studies in Business (CISB) EA track attracted 27 UGs in 2020-21. Professional students may also take an AL&L or AS minor.

Many more take at least one EA elective. For instance, o

degrees in 2020-21, 779 students took at least 15 credits of EA coursework. Of these, 75 were business majors, 59 were computer science majors and 40 were engineering majors.

***Graduate Curriculum:*** As a large comprehensive university, UW offers graduate programs in most regular arts and sciences fields as well as professional and technical fields such as architecture, business, engineering, forestry, information science, law, medicine, nursing and urban planning. Instruction in is available to students in all of these programs.

Professional school students may pursue a concurrent MA in IS, selecting EA as their region of concentration. This option requires two or more years of language study and 18 credits of area- related coursework. We currently have a formal joint degree between our MA China, Japan and Korea Programs and UW Business School, and concurrent degrees can be pursued with other professional programs including Built Environments, Marine Affairs, Public Affairs and Public Health. The EA Law program, the largest of the professional programs, offers the options of concurrent degrees as well as EA tracks within its LLM, JD and PhD programs.

UW offers more than 45 graduate certificates in the College of Arts and Sciences and professional schools that may be obtained along with an EA MA. These include environmental management, global health, nonprofit management and international development, among others. Within the College of Arts and Sciences, the programs with the largest numbers of EAS graduate students are in JSIS, AL&L, Anthropology, History and Political Science. It is possible to do a dissertation on EA in many other departments as well, ranging from Economics to Geography. The JSIS MA programs in China, Japan and Korea Studies require language through the third year, up to 50 credits of approved courses including two or more core seminars, plus a project and oral

examination. In 2020-21, 26 students enrolled in these programs (Table D.3). The AL&L MA programs in Chinese and Japanese require 45-50 credits. Students must submit original research via a thesis option or non-thesis (two seminar or research papers) option. In 2020-21, 25 students enrolled in these programs.

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| **Table D.3**  **EA Graduate Enrollments, 2020-21** | |
| Department/Program | Enrollments |
| AL&L East Asia MAs | 25 |
| JSIS East Asia MAs | 26 |
| *MA Subtotal* | *51* |
| AL&L PhDs | 5 |
| Anthropology PhDs | 8 |
| Art History PhDs | 1 |
| Built Environment PhDs | 4 |
| Cinema & Media PhDs | 6 |
| Geography PhDs | 2 |
| GWSS PhDs | 3 |
| History PhDs | 5 |
| JSIS PhDs | 7 |
| Law PhDs | 1 |
| Linguistics PhDs | 1 |
| Political Science PhDs | 10 |
| Sociology PhDs | 4 |
| *PhD Subtotal* | *57* |
| TOTAL | 108 |

UW is home to a sizable community of EA PhD students focused on diverse themes in a variety of disciplines that exemplify an impressive breadth and depth of EA expertise (Table D.3). Current examples include Ainu indigeneity (Anthropology), Chinese film historiography (Cinema & Media Studies) and Human Rights in North Korea (JSIS),

to name just a few. The PhD in JSIS introduces a new approach to international studies by combining four unique

foundational fields with expertise in area studies. The degree requires approval of 28 transfer credits corresponding to previous graduate level work; completion of 45 JSIS PhD program credits including the course *Introduction to International and Area Studies*, a research tutorial, two field seminars, two specialization courses, two methods courses; and completion of 27 Dissertation Credits. In 2020-21, seven JSIS PhD students were focused on EA.

In AL&L, students may pursue PhDs in Chinese and Japanese Linguistics or Literature. These require two Asian languages and success in a general examination of three fields such as, for example, Tang poetry, Chinese phonology and modern Japanese literature. All literature students are required to present one field in linguistics or language pedagogy. In 2020-21, this program had five EA students enrolled (excluding MA students on the PhD track).

JSIS also offers a Master of Arts in Applied International Studies (MAAIS). This is a ten- month, 58-credit program for midcareer professionals. Students engage with a multidisciplinary group of business, government, non-profit, and foundation leaders tackling pressing global

challenges from diverse perspectives. Coursework allows students to polish skills in critical data analysis, policy writing, briefing, negotiation and public speaking. A notable feature is the International Strategic Crisis Negotiation Exercise (ISCNE), an international service readiness exercise held with the U.S. Army College. ISCNE scenarios always include an EA focus, including

. In the next four years, we plan to support these with the participation of former foreign service officers and other expert mentors to train students for challenging careers in international affairs. Over the next two years, a new scenario focusing on China and Arctic Geopolitics will also be introduced with the

 30). In 2020-21, 24 students enrolled in the MAAIS Program.

We constantly monitor the quality of our courses and programs through the assessment tools described in §G, but the best measure of the quality of training our students receive is their success in the job market. As discussed below, UW students with EA expertise are in high demand for government, business, law and university positions (Tables G.1-G.4).

* 1. **Academic and Career Advising for Students:** Academic and career advising are offered at every level of UW. Every department and school have academic advisors, including both faculty and full-time professional advisors, who help students design their course of study. UGs in Asian Studies with an EA concentration and IS on an EA track are advised by the JSIS Office of Academic Services, UW Career Advising Services, Office of Minority Affairs and Diversity (OMAD) Counseling Services, and International Programs staff for information on study abroad. EA MA students in the China, Japan and Korea Programs are advised by the respective chair or faculty advisor of their program, EAC/EAS staff, JSIS Graduate Programs Advisor Jesús Hidalgo,



The JSIS Director of Career Services and Alumni Relations, Alice Kim, oversees extensive support to students and alumni in all aspects of their career development. Services include in- person advising appointments; skills workshops with former foreign service officers, business leaders and other professionals (Table D.4); employer info sessions and promotion of current job and internship opportunities; networking with program alumni; a year-long alumni mentor

program and job support. JSIS also administers four scholarships for students in internationally-related local, national and international internships. In the past five years, the school has awarded

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| **Table D.4**  **Selected JSIS & EAC Career Advising Workshops, 2020-21** | |
| Title | Date |
| *Preparing for your Career* | Dec, 2020 |
| *Applying and Interviewing for Jobs* | Dec, 2020 |
| *Careers in US Foreign Policy* | Apr, 2021 |
| *International Law Enforcement from the Field* | Apr, 2021 |
| *Rigor, Grit and Advocacy as a Japanese Language Teacher* | May, 2021 |
| *Tips to Transition to a Career in Tech* | May, 2021 |
| *Teaching English as a Second Language: Life on the Ground* | May, 2021 |
| *Working for US-based Nonprofits and NGOs* | May, 2021 |
| *Foreign Language Acquisition in a Global Force (USAF)* | June, 2021 |

$98,600 to 83 students to

pursue these internships. FLAS students are mentored by the FLAS manager, who provides intensive guidance on academic and career development. Career advising for PhD students is the



* 1. **Research and Study Abroad:** According to the most recent data (2019-20) from the Institute

s, the UW ranks eighth in institutions by study abroad participation with 1,467 students. In 2018-19 (the most recent normal AY for travel), 472 students participated in EA study abroad and exchange programs of all types. Many EA faculty lead UW Exploration Seminars. These intensive courses are 5-credit, 3-4-week programs overseas. Previous examples have included ss China: Comparing and Contrasting the Fastest



In recent years, we have seen additional demand for Korean study abroad, reflecting the growing interest in Korean language and culture noted in §B. The number of students who studied in South Korea almost doubled from 55 in 2013-14 to 101 in 2019-20. Students travel to Korea through university-wide and departmental exchanges, partner programs like CIEE, and through faculty led programs in areas such as Informatics, Nursing and Urban Design. To satisfy increased demand for programs in Seoul, our newest EA exchange partnership is with Korea University.

Nearly all EA PhD students travel abroad to conduct research, many with research fellowships such as Fulbright and Japan Foundation fellowships. Students engaged in research abroad remain

in contact with mentors, and in some cases are assisted and mentored by faculty at host institutions. ***Access to Other Programs Abroad:*** The UW maintains exchange agreements with academic institutions throughout EA, with 19 institutions in China, 28 in Japan, nine in Korea and three in Taiwan. These institutions include Peking University, University of Hong Kong, Waseda University, Kobe University School of Business, Osaka University, Yonsei University, Seoul National University, National Taiwan University, and many others. We encourage our students to attend these programs by advertising them and advising them on available opportunities.

**E. Quality of staff resources**

* 1. **Qualifications:** The productivity of our EA faculty and staff is evidence of their energy and dedication. In 2019-21, EA faculty and staff published 11 books and 29 articles and chapters. Many of our faculty and staff members have received top honors in their fields. Zhijia Shen, Director of the Tateuchi East Asia Library (TEAL), is past president of the Council on East Asian Libraries, and past president of the Society of Chinese Studies Librarians. Anand Yang is past president of the Association for Asian Studies, past president of the World History Association, and past Editor of *the Journal of Asian Studies*. Yong-Chool Ha is president of the Korean Association of International Studies. Emeritus Professor Patricia Ebrey is an elected Fellow of the American Academy of Arts and Sciences and a winner of the Award of Distinction of the American Historical Association. James Tweedie in 2017 was Academy Film Scholar of the Academy of Motion Picture Arts and Sciences. Justin Jesty in 2019 was the Winner of the Association for the Study of the Arts of the Present (ASAP) book award. Paul Atkins in 2021 was winner of the Kyoko Selden Memorial Translation Prize in Japanese Literature, Thought and Society.

EA faculty have been the recipients of numerous research grants and prestigious fellowships. Yong-Chool Ha received a Samsung research grant for $100,000, and Zev Handel a $71,000 grant for Korean Linguistics from the Academy of Korean Studies. Matthew Mosca held a Mellon Fellowship at the Institute for Advanced Study in 2013-14; Christopher Hamm was a Chiang Ching-Kuo Foundation Scholar in 2017-18; Haicheng Wang received a Mellon New Directions Fellowship for 2017-20. Amy Snyder Ohta was a Japan Foundation Fellow in 2019. Jang Wook

Huh holds a National Endowment for the Humanities Fellowship for 2021-22; and Miriam Chusid is a J. Clawson Mills Fellow of the Metropolitan Museum of Art, also for 2021-22.

Our faculty and staff also have a remarkable record in raising outside funds for EA-related institutional development. Zhijia Shen in 2020 was instrumental in securing a $6 million gift in support of the renamed Atsuhiko and Ina Goodwin Tateuchi East Asia Library. Chan Lü is Principal Investigator on a $1.36 million U.S. Department of Defense Chinese Language Flagship grant, 2020-24, for enhanced Chinese language instruction for UGs and ROTC students. William Lavely since 2019 has raised over $1.9 million to develop the Taiwan Studies Program; and Kristi Roundtree since 2018 has raised over $1.5 million for K-12 outreach activities, a significant contribution to the $13.2 million total raised by the East Asia Resource Center (EARC) since 1997. Our faculty who work on contemporary politics, law and economics frequently serve as consultants for government agencies and public policy organizations. In recent years, Kam Wing Chan has served as a consultant for the Asian Development Bank, United Nations Population Division, World Bank, and Paulson Institute on several policy projects on China. Susan Whiting has consulted for the World Bank and the National Committee on US-China Relations. Toshiko Takenaka is a member of the Intellectual Property Committee, Industrial Structure Council, Japan Ministry of Economy, Trade and Industry. David Bachman has served as president of the Washington State China Relations Council. Emeritus Professor Donald Hellmann has been a

frequent consultant to government agencies and public policy organizations.

Special note should be taken of the contribution UW EA faculty make to the editorial work essential to the intellectual health of their fields. Yomi Braester is editor of the *Journal of Chinese Cinema*. The UW Press recently announced a new monograph series *Taiwan and the World*, with series editors Madeleine Dong, William Lavely, and James Lin. *Korea Studies at the Henry M. Jackson School of International Studies* is one of the oldest and most active Korea book series in the U.S., with 21 books published. A second series, *Publications of UW Center for Korean Studies* has produced nine books since 2010. UW hosts the *Journal of Japanese Studies,* now in its 48th year. Many of our faculty currently serve or have served on editorial boards of academic journals,

including *Journal of Japanese Studies*, *Journal of Visual Culture*, and *Cultural Anthropology.* ***Professional Development Opportunities:*** So that faculty are able to maintain their professional skills and advance their research, UW supports various forms of professional leave through sabbatical and course relief. Faculty may apply to the Royalty Research Fund, and to the Simpson Center for the Humanities, for course reductions in order to devote more time to research. We consider experience abroad for research, conferences, exchanges, and language learning the best way for faculty and staff to maintain their area expertise. The China, Japan, and Korea programs provide travel grants for research and conference travel. We are requesting funds for foreign travel to expand these opportunities (Budget Item 11). We also request funds for domestic travel for faculty and staff to attend national conferences and workshops to stay abreast of the latest developments in the scholarship of our region (Budget Item 13).

The Center for Teaching and Learning (CTL) is a key resource for faculty, providing training and development workshops for Web-enhanced courses, as well as workshops on preparing to teach, engaging students in learning, and assessing and improving teaching. CTL also offers ongoing guidance on class evaluations and issues regarding teaching. Staff supervisors are offered strategic leadership workshops and regular grant-writing and management courses. The UW IT Connect offers tutorials and workshops on the use of instructional software such as Canvas. The Center for Social Science Computing and Research (CSSCR) offers classes in the use of statistical packages such as R, Stata, and SPSS, and Atlas.ti, Zotero, and Tableau. The Tateuchi East Asia Library provides a series of Digital Scholarship Workshops on the use of CJK language databases, data visualization, text analysis and mining, and other analytical tools.

***Teaching, Supervising, and Advising Students:*** EA faculty are not only researchers, they are teachers and mentors. The EAC strives to create an atmosphere of intensive interaction among faculty, staff and both UG and graduate students. All EA faculty regularly teach both UG and graduate courses, from large lectures to small seminars. Our faculty also lead UG and graduate



Seminar in Taipei and Tokyo, and Yen- program in Taiwan, Exploring

Environmental and Social Resilience. EA faculty also mentor UG students through the International Studies (IS) capstone Task Force projects. Recent Task Forces have been led by Robert Pekkanen (2018-22), Saadia Pekkanen (2018), Anand Yang (2019), and Marie Anchordoguy (2019-21). EA faculty mentor graduate students in guided reading and research and engage students in research collaborations leading to co-authored articles. The China, Japan and Korea Programs in JSIS each have a faculty member that serves as the graduate program advisor who meets with all entering graduate students to discuss a course of study. The program advisor meets regularly with current graduate students. For advanced MA students, members of the thesis committee serve as primary advisors. EA program and EAC staff are also available for academic or professional advising (including assistance with résumé, cover letter and interview preparation). For more information on advising of students, see §D.2, Academic and Career Advising.

* 1. **Center Staffing:** EAC managing director Paul Carrington runs all administrative aspects of the EAC. He devotes much of his time to post-secondary, general public, business, and media outreach. Carrington holds an MA in Comparative Politics from the University of York. He has more than 15    educational enrichment programs for K-12, higher education and public audiences in the US, Japan and New Zealand. East Asia Resource Center (EARC) director Kristi Roundtree holds an MA in International Education from Columbia University and has directed outreach programs at both Columbia and UW since 1999. Roundtree

as well as the Chair for the Buchanan Prize for outstanding curriculum contributions to the field. EARC assistant director, Silvia DeCassan, holds an MA in China Studies from JSIS and an

 

Italy. Prior to joining the EARC, she worked as a program manager at the Global Innovation Exchange (GIX), a partnership between the UW, Tsinghua University and Microsoft.

Ellen Eskenazi is associate director of Japan Studies and holds a degree in Japan Studies from JSIS. Marco Garcia is associate director of Korean Studies and holds an MA from the University of Hawaii Korean Flagship Program. Ellen Chang is director of the Taiwan Arts & Culture

Program (TAC) and is a PhD candidate in the UW Department of Cinema and Media Studies.

NRCs are housed in JSIS, they share central staff who handle various aspects of grant administration. Annette Bernier is our full-time outreach coordinator who handles scheduling of speakers, announcements of programs, and course-related responsibilities for the EAC and China Studies Program. Bernier holds an MBA from Seattle University. A graduate student maintains the EAC website, Facebook and Twitter pages, trains EA faculty and staff on computing issues, and provides direct assistance to all EA faculty on computing (Budget Item 10). ***Center Oversight:*** The director of the EAC, William Lavely, reports to the director of JSIS. He is assisted by EAC managing director Paul Carrington and EARC director Kristi Roundtree, whose responsibilities are outlined above. EA faculty are involved in the oversight of the EAC in two ways. First, the EAC has an advisory board consisting of three elected faculty members; the chairs of Asian Languages & Literature (AL&L) and the China, Japan, Korea and Taiwan Studies programs; and the directors of the EARC, TEAL and Chinese Flagship. Election criteria require the board to include representatives from the humanities, social sciences, and professional schools. The director, board, and managing director meet annually to discuss proposed projects and outreach activities, plan long-term initiatives, plan evaluations of current projects, and assess the state of EAS on campus. Second, the faculty of the China, Japan, Korea and Taiwan Studies programs meet at least three times a year, and their

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| **Table E.1**  **East Asia Faculty Composition** | | | | |
|  | Total | | Hired Since 2007 | |
| Female | 34 | 47% | 12 | 52% |
| Male | 39 | 53% | 11 | 48% |
| Asian | 43 | 59% | 18 | 78% |
| White | 30 | 41% | 5 | 22% |

chairs meet regularly with the EAC director to deal with issues of mutual concern, such as funding of public programming, discussion of hiring priorities, and support for graduate students.

* 1. **Non-Discriminatory Practices:** UW and the EAC are equal opportunity, non-discriminatory employers and strongly encourage applications from females, minorities, persons with disabilities, disabled veterans, and Vietnam-era veterans for all positions. 47% of the EA faculty is female, and 59% is of Asian descent. Since 2007, 52% of appointments have been of women and 78% of Asian descent (Table E.1). Because WA State law bans the use of race, gender, or ethnicity in hiring

decisions, UW has redoubled efforts to expand the pool of qualified applicants from underrepresented groups. The Provost for Faculty Advancement (whose mission is to ensure that the UW recruits, promotes and retains excellent and diverse faculty), the offices of the Vice

of Graduate S 

Diversity Blueprint, created by the Diversity Council and Office of Minority Affairs and Diversity (OMAD), is the UW guiding policy document on diversity, equity, and inclusion. JSIS has adopted

 that job descriptions for faculty and staff include a diversity statement; job candidates complete a diversity statement or have it interwoven into their application; and all search committees engage in diversity and equity training. The EAC works on all levels to ensure equal opportunity in employment, admissions, education and use of facilities. China Studies professor Deborah Porter and Japan Studies associate director Ellen Eskenazi are current members of the JSIS Diversity, Equity & Inclusion Committee.

**F. Strength of Library**

* 1. **Holdings:** The Tateuchi East Asia Library (TEAL) was founded in 1937 and renamed in 2020 upon receipt of a $6 million gift from the Tateuchi Foundation. It holds approximately 825,286 items in EA languages, including print and electronic books, serials, databases and audiovisual

materials putting it among the top 12 largest collections in the U.S. Table F.1 enumerates the TEAL

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| **Table F.1**  **UW TEAL Holdings by Language, 2020-21** | |
| Chinese | 324,600 |
| Japanese | 170,024 |
| Korean | 146,058 |
| Tibetan | 9,200 |
| Other EA (non-CJK) | 33,293 |
| CJK eBooks | 119,908 |
| CJK media materials | 56,203 |
| TOTAL: 859,286 volumes; 72,336  serials (print and electronic) | |

collections at the University of Washington. Printed holdings include around 324,600 volumes in Chinese, 170,024 in Japanese, 146,058 in Korean, and 9,200 in Tibetan; and 119,908 of electronic books. The TEAL also holds 11,821 print serials and 60,515 electronic CJK serials and subscribes to 2,655,977 e- books, including monographs collections, classical texts, statistics and census tabulations in EA languages.

The TEAL collections have outstanding geographic and subject coverage. The Chinese collection is strong in all areas in the humanities and social sciences, with particular strength in

history, art, archaeology, political economy, classical literature, ethnic minorities of Southwest China, religion, philosophy, local gazetteers, and local census materials. TEAL holds the largest print collection in North America of periodicals published during the Chinese Republican period (1911-49). The Japanese collection is particularly strong in religion, language pedagogy, political economy, and the history and literature of the Tokugawa, Meiji, and modern periods. Recently, with a gift from Oregon State University, TEAL has developed a prominent collection of more than 4,000 *Gihozu* maps (Japanese military maps of countries and regions outside Japan from World War II and before). The Korean-language collection, notable for its history, contemporary society, and poetry holdings, is one of the five largest in the country. Its special collection of graphic novels is one of the two largest such collections in North America. UW libraries contain a number of special EA collections*.* The TEAL has over 9,124 volumes in Tibetan, an important



Law Library East Asian law collection includes approximately 57,153 volumes, of which 31,519 are in Japanese, 13,078 in Chinese, 4,307 in Korean, and 8,249 in western languages. In addition, Gallagher Law Library provides access to special online resources that include full text court decisions for China and Japan, and the law librarians maintain detailed online guides to legal





available through ARTstor (over one million digital images in the fields of the arts, architecture, humanities and sciences) subscribed by UW Libraries and the UW Libraries' Image Bank. TEAL holds a small collection of Western language materials, while the main and branch libraries hold large collections of English-language EA studies materials.

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| **Table F.2**  **Direct Support for TEAL and the EA Law Library, 2020-21** | |
| Acquisitions | $376,589 |
| Salaries | $789,156 |
| TOTAL | $1,165,745 |

***Support for Acquisitions and Staff:*** UW provides strong support for EA collections and services as part of its long tradition of EA teaching and research. Total direct support for

TEAL was $1,165,745 in 2020-21. Of this, acquisitions accounted for $376,589 (Table F.2). These sums do not include the cost of acquisitions by the main, law, or branch libraries. In 2020-21, the TEAL had a staff of 6.5 FTE librarians, 5.5 support staff, and 3.5 student assistants. All librarians

have professional credentials, specializing in collections of China, Japan and Korea Studies; technical services including cataloguing CJK languages serials, monographs, and materials in other formats; and library access and user services. In addition to state funding, TEAL maintains an active gift program with partner libraries in EA, especially China and Taiwan. In 2019-20, 83% of all acquisitions of Chinese books were gifts.

Although UW support for EA collections is considerable, acquisition budgets have stagnated in recent years, while the cost of library materials from EA has skyrocketed. In addition, increasing numbers of e-books and other electronic resources are published in the CJK languages, which are more expensive than print materials. Although TEAL has some independent resources for acquisitions, such as two endowment funds for Taiwan studies collections that generate about

$5,000 per year, TEAL struggles to meet the collection needs of our programs. Additional funds are needed to build our collections to maintain the strengths of the academic programs and to develop library support for new areas of research. For this reason, we are seeking Title VI funds to supplement our acquisitions budget (Budget Item 16).

* 1. **Accessibility:** Interlibrary loan and scanning services allow UW faculty and students to access holdings of other libraries and also make UW holdings available to users of other institutions. The UW EA collections are accessible worldwide through the UW online catalogue). As part of a state university, UW Libraries is open to the general public as the library of WA State. As the largest

 (UWL) collections are heavily shared by other institutions. EA collections are in particular demand. In 2019-20, just before the pandemic, the TEAL circulated 67,897 items, making it the third most circulated collection among the 14 Seattle campus libraries. Many members of the local community, as well as post-secondary and K-12 educators at other institutions, use TEAL collections and services.

UW provides access to numerous EA-related electronic resources from any on-campus workstation, and off-campus to UW students, faculty and staff via the TEAL website and LibGuides. TEAL also provides library reserves and library instructions for EA classes at the UG, graduate and professional levels. TEAL subject librarians maintain detailed online guides to

             

resources. TEAL offers a very active instruction program to educate users and teach students to





instructors to offer support for teaching and learning of CJK languages and using TEAL resources. TEAL also engages in community outreach. It regularly hosts cultural events open to the EA communities in the greater Seattle Area. The Korean BookSori and Chinese oral history projects are among several such projects. BookSori is a program of book talks in Korean held monthly and hosted by TEAL for the local Korean community. The Chinese oral history project, documents the

, 50 histories have been



**G. Impact and Evaluation**

* 1. **Impact of EA Programs:** As one of six Title VI NRCs hosted by the only major public research institution in a five-state area (AK, WA, OR, ID, MT), the EAC fosters understanding of EA throughout the Pacific Northwest (PNW) and nationwide. In 2020-21, 295 teachers participated in our K-12 summer virtual institutes and hundreds more took part in our K-12 outreach during the AY. Cumulative attendance at public programs totaled over 7,144 people (for a sample of activities see Table H.1). Since September 2020, 1,613 people from 50 states and 166 WA cities have accessed our online K-12 curriculum resources. Participation has likely been boosted by the accessibility of virtual activities during the Covid-19 pandemic. But for comparison with a normal year, over 3,000 people attended our in-person events in 2018-19.

In terms of on-campus impact, our high course enrollments can be observed in Tables B.1 and

C.1. In addition to those who take one of our EA majors or minors, a high proportion of UW UGs take at least one general education elective on EA. Many take several; of all UW students who

 2020-21, 779 took at least 15 credits of EA coursework and 312 took at least 25 credits (inclusive of language study).

* 1. **Record of Placement:** We have a strong record of placing students in areas of national need, including government, military, business and higher education (see Table G.1 for examples). Our

alumni can be found through all levels of government, including the CIA, DOD, Homeland Security, TSA and State Department. To encourage students to go into areas of national need, we propose the *Navigating Global Careers* series (Budget Item 29, AP1) to provide training in skills needed for government work and connect students through career panels and mentoring.

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| **Table G.1**  **Selected UW EA Alumni Working in EA Fields** | |
| ***Government, Business and Non-profit*** | |
| Spencer Cohen | Principal and Founder, High Peak Strategy, LLC |
| Barbara Grub | Foreign Service, US State Department |
| Vi Jacobs-Nanh | Foreign Service, US State Department |
| Col. Steven Li | Chief of Strategic Languages, USAF Academy |
| Yuting Li | Program Associate, Henry Luce Foundation |
| Col. Steve Smith | Air Attaché, USAF, US Embassy Beijing |
| Binh Vong | Associate, Gunderson Dettmer, Singapore |
| Dan Wang | Chief Economist, Hang Seng Bank |
| Man Wang | Director, WA State China Relations Council |
| Lin Ying | Asst. Director, Chinese University of Hong Kong Press |
| ***University-Academic*** | |
| Mary Brinton | Reischauer Institute Professor, Harvard University |
| Darren Byler | Assistant Prof. of International Studies, Simon Fraser |
| Carter Eckert | Professor of Korean History, Harvard University |
| Keith Hand | Prof., Director of EA Legal Studies, UC Hastings |
| Chris Heurlin | Assoc. Prof. of Government and AS, Bowdoin College |
| Ralph Litzinger | Associate Professor of Cultural Anthropology, Duke |
| Steven B. Miles | Professor of Chinese History, Washington University |
| Elizabeth Perry | Henry Rosovsky Professor of Government, Harvard |
| Mike Robinson | Associate Professor Korean History, Indiana University |
| Gi-Wook Shin | William J. Perry Prof. of Contemp. Korea, Stanford |

In the private sector, UW

graduates have taken the lead in building ties between the PNW and EA. Major corporations such as Philips, Microsoft, and Twitter hire our graduates, as do law firms dealing with EA such as Gunderson Dettmer. The first

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| --- | --- | --- | --- | --- | --- |
| **Table G.2**  **Career Placements of JSIS and AL&L EA MA/PhD Grads, 2016-21** | | | | | |
| Department | **JSIS** | | | | **AL&L** |
| Concentration | *China* | *Japan* | *Korea* | All EA | All EA |
| Federal, State or Local Gov. | *5%* | *4%* | *14%* | 4% | 5% |
| US Military | *5%* | *0%* | *0%* | 3% | 5% |
| Private sector | *31%* | *26%* | *14%* | 25% | 28% |
| Nonprofit sector | *5%* | *9%* | *7%* | 7% | 5% |
| International org. (non-US) | *0%* | *4%* | *14%* | 4% | 0% |
| Higher education | *8%* | *9%* | *21%* | 11% | 8% |
| Graduate study | *5%* | *22%* | *7%* | 11% | 5% |
| Applying to PhD programs | *10%* | *0%* | *0%* | 5% | 10% |
| Searching (recent graduate) | *0%* | *4%* | *0%* | 1% | 0% |
| Unknown | *33%* | *17%* | *21%* | 26% | 33% |
| *Total surveyed/respondents* | *39/27* | *23/19* | *14/11* | *76/57* | *39/26* |

US attorney to open an office in Shanghai graduated from UW. We have alumni serving as Asian experts for AP, Bank

of America, CBS, NBR and the Stimson Center.

Our record of success in job placement is demonstrated by results from a recent survey

of EA alumni who graduated between 2016-21 (Tables G.2 and G.3). 25% of JSIS MA and PhD alumni are currently employed in the private sector, as are 28% of AL&L MA and PhD alumni. Notable examples include a number who are working as translators for Amazon and Apple. To address demand in this area, we propose a *Japanese Translation Studies* course (Item 5; AP1). 30% of our MA and PhD graduates from other programs are working in higher education. Indeed, our PhD students usually take university-level teaching jobs. Over the last four years, they have taken positions at Kenyon College, Macalester College, U. of Michigan, U. of Oklahoma, U. of Utah, U. of Auckland, Carleton U. and National Taiwan U.

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| **Table G.3**  **Career Placements of Other\* EA MA/PhD Graduates, 2016-21** | |
| Federal, State or Local Gov. | 5% |
| US Military | 2% |
| Private sector | 14% |
| Nonprofit sector | 5% |
| International org. (non-US) | 2% |
| Higher education | 30% |
| Graduate study | 5% |
| Applying to PhD programs | 0% |
| Searching (recent graduate) | 0% |
| Unknown | 37% |
| *Total surveyed/respondents* | *43/27* |
| *Departments represented include: Anthropology, Art History, Built Environments, Business, History, Geography, Law, Linguistics, Political. Science and Sociology* | |

We see similar patterns among our FLAS fellows. Between 1959 and 2016, most FLAS alumni

went on to become academics. A survey of 2016-21 fellows shows they have continued this pattern, with 30% pursuing graduate study and 14% in higher education (Table G.4).

Another measure of our success is the number of teachers trained by our outreach team that go on to assume leadership roles in teaching

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| **Table G.4**  **Career Placements of EAC FLAS Recipients by Language, 2016-21** | | | | |
| Language | *Chinese* | *Japanese* | *Korean* | Total |
| Federal, State or Local Gov. | *10%* | *9%* | *11%* | 10% |
| US Military | *3%* | *0%* | *6%* | 2% |
| Private sector | *20%* | *18%* | *17%* | 19% |
| Nonprofit sector | *3%* | *12%* | *17%* | 10% |
| Higher education | *20%* | *6%* | *17%* | 14% |
| Graduate study | *30%* | *36%* | *17%* | 30% |
| Undergraduate study | *3%* | *3%* | *0%* | 2% |
| Searching (recent graduate) | *10%* | *6%* | *6%* | 7% |
| Unknown | *0%* | *6%* | *6%* | 4% |
| *Total surveyed/respondents* | *30/30* | *33/31* | *18/17* | *81/78* |

about Asia. Our alumni lead sessions about EA at national

conferences, serve on national committees, and have won

regional and national awards for teaching about Asia, including the Elgin Heinz Outstanding Teacher Award, Global Educator Award and WSCSS Educator of the Year of Award

We are not, however, complacent about our record of placing students into post-graduate

employment in areas of national need. We are committed to continuous improvement in all aspects of EAC activity and will continue to work to increase the number and diversity of students in these placements. Our comprehensive evaluation plan is largely geared to this objective (see §G.4).

* 1. **Addressing National Needs: ** or the areas where those languages are spoken. We regularly provide training for military personnel from Joint Base Lewis-McChord. We train and prepare students for careers in government, business and education. In 2020-21, attendance at our public outreach programs totaled over 7,144 people (see Table H.1) and more than 1,800 people accessed our films, books and curriculum resources. We also disseminate information to the public through the EAC website, which has been accessed from 137 countries, 50 states and D.C., and 130 cities in WA. EA faculty serve as resources to media outlets all over the world. For instance, in Fall 2021, David Bachman was consulted by the Kyodo News Service of Japan, and Susan Whiting by the Washington Post.
  2. **Evaluation Plan:** is to advance knowledge of China, Japan, Korea and Taiwan through K-12, undergraduate and graduate programs, faculty research, and outreach programs for government, military, business, media and the general public. Our goals are to serve as a national resource for (A) teaching modern EA languages, (B) instruction in fields needed to provide full understanding of the region and countries of EA, (C) training needed for US citizens and residents to engage meaningfully with EA in professional and other fields, and (D) instruction and research on issues in world affairs that concern EA. The activities proposed in this grant are designed to produce outcomes that will achieve these goals and fulfill the enacting legislation of the NR



To assess our success in achieving our goals while utilizing public resources effectively, the EAC takes seriously our responsibility to undertake regular, comprehensive and objective evaluations of our programs and activities. Our 2022-26 evaluation plan represents a joint effort between four current UW Title VI NRCs with specific evaluations tailored to the activities described in this proposal. By working together, UW NRCs can support a comprehensive evaluation program that would not be feasible if each worked independently.

The EAC will continue to develop and improve our programs through an evaluation plan that is targeted toward the goals described above and will help us track our progress in achieving them. It will provide longitudinal collection of quantifiable data and continuous feedback of that data into the planning and design of programs using a Review, Rethink and Retool (3Rs) approach.

In order to ensure that evaluation occurs systematically, and that instrument development, analysis, and reporting are all feasible within the grant cycle, the evaluation plan occurs on a four- year cycle, with monitoring of ongoing activities combined with a different focus for each year. In addition, we provide time after evaluation steps for analysis and implementation of suggestions for improvement. Table G.5 provides a simplified outline of our evaluation plan and timeline; note that it includes the EAC goals described above and US/ED Absolute and Competitive Priorities.

Statistical Consulting, we will ensure independent and objective evaluation by engaging consultants including nationally recognized assessment personnel and outside scholars. For the former, Radial Global Advisory will serve as an independent evaluator for the EAC and three other UW NRCs. Mohamed Abdel- advising educational institutions, government agencies, and NGOs. He served in the administration of President Obama as Deputy Assistant Secretary for IFLE at US/ED and later led

-tech program.

In 2021, Abdel-Kader carried out a comprehensive evaluation of our FLAS program. This was a joint effort between six NRCs and the JSIS Office of Academic Services. We are responding to Abdel- developing professional development opportunities for FLAS fellows, in part through a symposium and reception (supported by non-NRC funds). The FLAS manager will also expand trainings for advisors from STEM and professional schools. In the upcoming cycle, our work with Radial will focus on K-12, MSI, CC and public outreach. Radial will design and implement evaluations; develop instruments including surveys, interviews, and focus groups; produce quantifiable, outcome-measure-oriented data; and provide recommendations including to improve access for participants from underrepresented groups.

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| **Table G.5, Evaluation Focus, Instruments, Outcome and Timeline** | | | | | | |
| Focus | Sample Project to be Evaluated | EAC  Goal | Instruments and Metrics (How do we  measure change?) | Outcome (What will change?) | Timeline | Abs./ Comp.  Priorities |
| **University of Washington** | | | | | | |
| Language Teaching | *Grant funded language courses; CJK*  *Programs* | A, C | Course evaluations; supplementary student evals; proficiency tests;  enrollments | Enhanced language proficiency; increased enrollments; increased  course offerings | Annual | - |
| Area Teaching | *Grant funded area courses* | B,  C, D | Course evaluations; supplementary student evaluations; enrollments | Enhanced area knowledge; increased enrollments; increased course offerings | Annual | AP 1 |
| Workforce Readiness | *Navigating Global Careers Speaker Series* | C | Event surveys; student focus groups; placement surveys | Increased use of language/area knowledge in careers; increased supply of EA specialists | Yr 2, 3 | AP 1 |
| JSIS EA | *Eval. of China, Japan, Korea & Taiwan Programs and TEAL* | A,  B,  C, D | Faculty interviews, focus groups; student surveys, focus groups; alumni surveys; enrollments, graduation data | Increased enrollments; increased minority participation; increased supply of EA specialists | Yr 3 | AP 1 |
| TEAL |
| Scholarly Events | *Series of Conferences on Global EA* | B, D | Event surveys | Increased knowledge of EA in interdisciplinary fields | Annual | AP 1 |
| **Community Colleges & Minority Serving Institutions** | | | | | | |
| Language Teaching | *Japanese for Professional*  *Purposes with EvCC* | A, C | Student focus groups; course evals | Enhanced language proficiency; increased  enrollments; increased use of language in careers | Yr 1, 2 | NRC CP |
| Area Teaching | *Asian Studies Course*  *Development Grants* | B,  C, D | Student surveys, focus groups; faculty interviews | Increased availability of EA course offerings; Enhanced area knowledge | Annual | AP 1, NRC CP |
| Instructor Training | *Asian Studies Fellows; CCMTI* | A, B | Faculty interviews, focus groups; curriculum assessment | Increased participation in prof. development; implementation of EA  content in curriculum | Yr 1 | AP 2, NRC CP |
| **K-12** | | | | | | |
| Lang. Teach. | *UW in the*  *High School; OWN* | A, C | Teacher focus groups; student surveys | Increased enrollment of  high school students in EA language courses | Yr 3 | AP 2 |
| Area Teach. | *Contemp. Global Issues*  *Training Series* | B,  C, D | Teacher focus groups | Increased implementation and relevance of EA content  in high school curriculum | Yr 1 | AP 1, 2 |
| Teacher Training | *COE/SOE*  *Partnerships; Ped. Wrkshps.* | A, B | Post training/workshop surveys, focus groups | Increased availability and relevance of EA content in teacher trainings | Yr 2, 4 | AP 2 |
| **Business, Media, Government and General Public** | | | | | | |
| Public Outreach | *Jackson School EA Symposia; Lectures on*  *Campus* | B, D | Event surveys, focus groups | Increased knowledge of EA current affairs; increased number of citizens/residents  able to engage with EA | Annual | AP 1 |

At UW, reviews of departments and programs are conducted at least once every ten years and always involve one or more outside evaluators. The EAC also conducts a review of the China, Japan, Korea and Taiwan Studies programs and TEAL every four years by consulting experienced EA faculty from peer institutions. Recent evaluations have been instrumental in making the case to UW Administration for strategic hires. In 2021, our evaluators recommended hiring a language instructor to address growing demand for Korean language (see §B.1). UW, contingent on EAC seed money, has committed to funding this position from 2026 onwards (Budget Item 3). The evaluators also made recommendations to better integrate the JSIS EA MA programs. In response, we have formed an MA reform committee to explore and implement strategies to do so.

In 2021, we also conducted a student needs assessment for the Chinese language program and hosted external experts for a symposium on innovations in Chinese curriculum. These indicated that more courses with professionally-oriented and cultural content are required. We plan to address this by offering a *Chinese for Professional Purposes* course in 2022-25, in partnership with the Chinese Flagship, UW CIBER and Center for Global Studies (CGS) (Budget Item 4).

As an example of the EAC utilizing UW expertise in the evaluation of an external outreach partner, AL&L associate teaching professor JungHee Kim conducted an assessment of the OneWorld Now! (OWN) Korean language program in 2021. This program provides important LCTL instruction to Seattle high school students from underrepresented



recommendations included ongoing pedagogy training for OWN teachers, the flipped classroom approach, and standardization of textbooks to synchronize the program with Korean at UW and Bellevue College. We are responding to this by proposing development of an OWN-UW  to help students sustain Korean studies through high school and into college (Budget Item 22).

* 1. **Commitment to Diversity:** The University of Washington is committed to increasing access to programs for students, staff and faculty regardless of race, ethnicity, gender, ability and sexual orientation, in strict accordance with GEPA Section 427 guidelines. The UW encourages student applicants with varied cultural experiences or educationally or economically disadvantaged backgrounds to provide a statement concerning their personal history, the social and economic

circumstances they have overcome, and the ways in which these experiences have affected them. Financial aid awards from the Minority Educations Division are now based on the above factors.

As a result, the entering class of 2021 is one of the most diverse in UW history. In Fall 2021, 31.7% of entering UGs across all three campuses were the first in their family to go to college. This figure rises to 42% and 55.2% respectively for the Bothell (UWB) and Tacoma (UWT) campuses. 13% of UWB and 18.9% of UWT graduate students were also first generation. We are expanding our activities on these campuses to better serve these populations, notably by partnering on teacher trainings with the UWB and UWT Schools of Education (Budget Item 19, AP2).

UW enrollment of underrepresented UG students has increased from 16.7% in Fall 2017 to 18.4% in Fall 2021, while underrepresented graduate enrollments have increased from 12.3% to 14.6% over the same period. 16% of all students are Pell-eligible. The Office of Minority Affairs and Diversity (OMAD) offers Upward Bound, a federally funded program that helps students enter post-secondary education. It includes a six-week summer program that prepares students for the rigors of college. OMAD also offers a wide range of mentoring and tutorial services.

In the Jackson School, in Fall 2021, 37.6% of all students were from minority backgrounds, 16.2% were first generation and 11.8% were Pell-eligible. 65.9% of UGs and 55.4% of graduate students were female. In AS, 64.1% of UGs were of minority background, 56.6% were female, and 17% were international. At the graduate level, 28.5% of EA students are from minority background, 55% are women and 28.6% are international. The JSIS Diversity and Equity Committee, established in 2016, identifies and implements school-wide initiatives for faculty, staff and students. The Committee adopted a new charter in 2021, committing it to generate opportunities and resources for a more diverse, equitable and culturally inclusive learning community. It is focused on two main targets: to decrease barriers for students to apply and enroll in JSIS, and to increase faculty and staff diversity and retention. The committee meets monthly, provides briefings and consults faculty and staff regularly, and works closely with OMAD to identify upcoming training initiatives for the JSIS community.

To enhance equitable access for people with disabilities, all campus buildings are wheelchair

accessible. The UW Disability Services Office provides special needs personnel for students with disabilities. Sign language interpreters for hearing-impaired students and readers for students with visual disabilities are provided. In-class note taking is available on request. Classroom reassignment, technical equipment, priority registration and other accommodations are available as needed. UW Transportation Services provides free on-campus transportation with wheelchair lifts. Each summer, the UW hosts high school students with disabilities in the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) summer training and orientation program. The DO-IT Web site is a nationwide resource for post-secondary faculty and administrators, providing information on academic accommodation strategies for students with disabilities.

* 1. **Improved Supply of Specialists: **  specialists in our subject areas can be seen in our high enrollments in our courses across programs and departments (Tables B.1, C.1 and Appendix 1); in the large number of UGs who have taken 25 or more credits of EA coursework by the time they graduate (312); our success at job placement including in areas of national need (Tables G.1-G.4); and our success at placements in doctoral programs and faculty positions at US universities.



* 1. **Addressing National Needs through FLAS:** We address national needs by awarding 100% of FLAS fellowships in Chinese, Japanese and Korean, all of which have been designated as critical to our national security. Former FLAS fellows can be found at the DOD, Department of Commerce, HUD, the State Department and TSA. They are especially active in higher education, with more than 130 of our FLAS alumni from 1959 to 2021 serving as university faculty. All activities and resources described in §H are accessible to FLAS recipients and address areas of national need. Our FLAS competition gives priority to students combining language training with professional programs and to those likely to enter government service. To prepare FLAS and other students to serve in areas of need, we plan to offer the *Navigating Global Careers* series (Item 29).

**H. Outreach Activities**

* 1. **Outreach and Impact:** The EAC serves as a major source of information about EA for K- 12 teachers, post-secondary educators, business, media, government and the public, in the PNW

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| **Table H.1 Selected EAC Outreach Activities and Impact, 2020-21** | | |
| Activity/Title (TT = Teacher Training) | Date | Attnd. |
| ***K-12 Outreach*** | | |
| Workshop: *Write About Asia - Color in Asian Art Materials and Meaning* (TT) |  | 66 |
| Lecture: *Ancient Chinese History and Thought* (TT) |  | 30 |
| Pedagogy Workshop: *Learning from Remote Japanese Language Instruction* (TT) |  | 56 |
| SPU COE Global Education Symposium: *Educational Reform and Innovation* (TT) |  | 33 |
| ***Postsecondary Outreach*** | | |
| Book Talk: *Challenging Beijing's Mandate of Heaven* |  | 115 |
| Workshop: *Contemporary China's Turkic Ethnic Frontier Zone* |  | 52 |
| Symposium: *Public Spaces, Creative Action, Democratic Practices in East Asia* |  | 43 |
| CCMTI: *What's the "New Normal" in the Post-Pandemic World?* (TT) |  | 41 |
| ***Business, Media, Government and General Public Outreach*** | | |
| Lecture: *Special Duty - A History of the Japanese Intelligence Community* |  | 62 |
| Lecture: *North Korean Nuclear Issues Following the US Presidential Election* |  | 45 |
| Roundtable: *Leadership Transitions and the Future of US-Japan Relations* |  | 52 |
| Lecture and Commemoration: *The Korean 3.1 Independence Movement* |  | 70 |
| Roundtable: *Taiwan Entangled in the Global Economy - Silicon, Supply Chains, Geopolitics* |  | 160 |
| ***Total Events*** | | |
| **50** K-12 Teacher Trainings | **62** Postsecondary | **34** Business, Media, Government & Public | **7,112** Participants | | |

and nationally. In 2020-21, we hosted 146 teacher trainings, symposia, workshops and other events attended by a total of 7,112 people (Table H.1). All our events and professional development activities are led by EA experts from the UW and other institutions, including faculty from the professional schools of Business and Law, or staff that specialize in these fields.

1. ***Elementary and Secondary Schools:*** The East Asia Resource Center (EARC) is the



K-12 outreach arm and a national resource for those who teach about EA. For over 45 years, EARC has provided professional development, EA curricula, teaching strategies and resources. All of these are available online, which has expanded access for teachers in remote areas and increased our reach nationwide. We develop and publish quality EA curriculum and serve as leaders of local and national organizations related to Asia and education. Activities are funded primarily by the Freeman Foundation, with additional support from other foundations and registration fees.

The EARC is one of five organizations that co-founded the National Consortium for Teaching about Asia (NCTA) in 1998 and one of seven that now co-direct it. NCTA offers 30- and 20-hour seminars about EA history and literature across the country and has over 45,650 program alumni

in 50 states. In 2020-2021, the EARC offered 50 programs attended by 776 teachers from 31 states. The EARC offers two week-long summer institutes annually (scaled back to four days in 2020-

21 due to the pandemic.) Led by EA faculty from the social sciences and professional schools, these pair subject matter about EA with pedagogy and resource sessions. 2020-21 institutes

RC has also taken 462 teachers to EA on a total of 28 study tours led by EARC staff. Alumni of these programs work with UW to share knowledge through curriculum development.

      



engages with K-12 schools in various ways. Recently, we have partnered with Highline Public Schools District to provide in-service trainings for social studies teachers. Highline is one of the largest and most diverse districts in the area (Table H.2). We also support their Contemporary Global Issues (CGI) series on topical issues including human rights, migration, and environmental sustainability.

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| **Table H.2**  **Highline School District Student Body** | |
| Hispanic/Latino | 48% |
| Asian | 17% |
| White | 17% |
| Black/African American | 8% |
| Two or more races | 6% |
| Native Hawaiian/Pac. Islander | 4% |
| English language learners | 30% |
| Free and reduced lunch | 70% |
| Individualized education plan | 15% |
| Housing insecure | 7% |
| 18,860 students total | |

In an effort to better serve minority and low-income high-school students, the EAC works with OneWorld Now! (OWN). In 2020-21, we assisted OWN develop and teach two levels of Korean to 121 students. We plan to continue working with OWN to develop a  sustain Korean studies through high school and into college (see §G.4; Budget Item 22).

In 2020-21, the EAC also worked with the UW in the High School (UWHS) program to offer Chinese and Japanese in seven WA state public high schools: Auburn Mountainview, Ballard, Issaquah, Kelso, Lindbergh, Mercer Island and Shorewood. We propose to continue working with UWHS in the next four years (Budget Item 21).

1. ***Postsecondary Institutions:*** We serve educators at the CC and four-year college level through

various activities. The China, Japan, Korea and Taiwan Studies programs all run regular seminar series to which scholars from other local institutions are invited and attend. Details for JSIS events

are emailed to approximately 12,000 scholars, alumni, and members of the UW community and public around the region. In addition, the EAC and the regional studies programs each have specialized lists to keep educators informed of colloquia and other events. To reach faculty outside the greater Seattle area, we offer multi-day, day-long or half-day events. These have been adapted for remote delivery during the pandemic, as have all other activities. Over 800 people attended our events for post-secondary educators in 2020-21.

We also host symposia, workshops, special events and conferences. In 2020-21, we held two major workshops.



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brought together scholars, entrepreneurs and artists from the US and EA for an interdisciplinary discussion about social movements across EA. The second, 

featured some of the most eminent scholars on the subject (Rachel Harris, SOAS; Sean Roberts, GWU; Guldana Salimjan, Simon Fraser; David Tobin, University of Manchester; Audrey Wozniak, Harvard) and focused on the persecution of Kazakhs and Uyghurs, state surveillance and suppression of bilingual education in Xinjiang.

The EAC offers Asian Studies Course Development Grants (ASCDG) to Title III and V institutions to support the development or revision of courses with enhanced EA content. Over the last two years, we funded ten such courses. These include *Asian Psychology* at Highline College; *Pacific Rim: Asian Cultures and Issues Shaping Seattle* at Seattle Central College; *Art Appreciation: The 3.11 Triple Disaster in Japan* at South Seattle College; and *History of China* at Tacoma CC. To facilitate the development of these, we also support the attendance of our college faculty partners at professional development conferences. During the pandemic, this has included the virtual Association for Asian Studies (AAS) conference. We intend to continue offering course development and travel awards to CC and MSI faculty (Budget Items 14 and 24).

In order to strengthen language teaching at the high school and community college levels, the EAC works with language faculty in AL&L to provide pedagogy workshops for EA language teachers. In 2020-21, we hosted three such workshops:  (methods to integrate age-appropriate Japanese books in language learning), 

Language Instruction, A total of

170 teachers attended these three trainings. We plan to continue providing language pedagogy workshops in the next grant cycle (Budget Item 23).

1. ***Business, Media, Government and the General Public:*** Our outreach to business, media and

the general public is also extensive. The EAC collaborates regularly on events with such organizations as the Seattle Art Museum, Seattle International Film Festival (SIFF), the World Affairs Council, WA State China Relations Council, the Japan-America Society, the Consulate General of the Republic of Korea, and Taiwanese American Professionals (TAP).

We conduct outreach to the business community by collaborating with the UW Global Business Center (UW CIBER). In 2020-21, 

Supply Chains,  This featured William Kirby (Harvard Business School), Ken Sun (Microsoft Taiwan) and Cindy Wang (Bloomberg). With more than 160 people in attendance, this discussion offered critical insights about the precarious role played by Taiwan amidst complex supply chain and international security dynamics. We plan to continue working with UW CIBER to develop business-related programming in the next cycle (Budget Items 4, 27, 33, 34 and 38).

Our faculty work regularly with the media to provide up-to-date and accurate information on EA. A few examples from Fall 2021 include Clark Sorense







for Perry World House on the US-Japan Space Alliance.

Susan

and

The EAC provides regional expertise to federal, state and city officials and professionals. For example, our faculty have provided briefings for the State Department and individual members of congress. We have provided trainings to the U.S. Military for more than fifteen years. This has included hosting I-Corps members from Joint Base Lewis-McChord (JBLM) for day-long sessions on EA and sending faculty to JBLM to provide trainings for as many as 250 recruits. Our most recent JBLM training, held in August 2021, saw David Bachman brief 80 aircrew from the U.S. nd Airlift Wing  JSIS has also

hosted one Army War College fellow each year since 2015. We are the only west coast school to host these active duty officers. JSIS also launched a new initiative in collaboration with the Army War College in Spring 2021, focused on cyber resilience, energy security and counterterrorism.

For the general public, among other high profile events, the EAC and UW Japan Studies Program  -Japan Relations. This public

lecture featured Dr Mireya Solís (Center for East Asia Policy Studies at the Brookings Institution) and was attended by 52 people. We also integrated topical EA themes in

 More than 100 people attended this special lecture.

**I. Program Planning and Budget**

**I.1. & I.2. Development Plan, Timeline and Quality of Activities:** Our proposed NRC activities focus on key strategic priorities: Encouraging diverse perspectives and debate (AP1); encouraging government service in areas of national need (AP1); training teachers, including by partnering with Colleges and Schools of Education (AP2); and partnerships with Minority Serving Institutions (MSIs) and Community Colleges (CCs) (CP). We are also committed to increasing advanced proficiency in EA LCTLs and area studies knowledge at UW, other institutions of higher education, and K-12 schools; and expanding our outreach efforts.

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| **Table I.1**  **Budget Summary by Category** | | |
| Category | $ Amount | Percentage |
| Instruction | 269,038 | 27% |
| Outreach | 251,406 | 25% |
| Administration | 135,998 | 14% |
| Fringe benefits | 149,455 | 15% |
| Library + supplies | 90,103 | 9% |
| Travel | 72,000 | 7% |
| Evaluation | 32,000 | 3% |
| TOTAL | 1,000,000 | 100% |
| *Excludes indirect costs* | | |

Most of the activities proposed receive the bulk of their funding from other sources. For example, our success in raising external funds for K-12 outreach

allows us to focus Title VI-funded efforts on expanding post-secondary, MSI, CC and community outreach. In the case of visiting instructors, library acquisitions and faculty travel, we seek funding to expand the scope of

our activities. Because our budget consists mainly of shared or seed-money projects, Title VI funds will have a high rate of return on investment. The budget items described below and summarized in Table I.1 reflect careful consideration of areas where federal funds will have the greatest impact.

Upgrading instructional programs in strategic areas is a high priority. We propose strengthening Korean language by seed-funding an assistant teaching professor (Budget Item 3). As explained in §B.1 & B.2, Korean enrollments have risen significantly over the past five years. First-year Korean has over 400 students enrolled, and demand is still unsatisfied. With this hire, we would also implement fourth-year and content-based courses to bring Korean offerings into line with Chinese and Japanese, enabling students to become truly proficient. We request three years of funding for this line at a decreasing percentage, with UW providing full funding from 2026-27.

In recent years, we have worked with the Chinese language program to develop Chinese for specific purposes curriculum. As discussed in §G.4, we propose better addressing student needs by standardizing such offerings via a Chinese for Professional Purposes course, in partnership with UW CIBER and the Center for Global Studies (CGS) (Item 4). This will introduce students to nuances of language and cultural interaction in professional settings. The UW Chinese Flagship intends to fund this course beginning 2025-26, pending renewal of its grant.

Similarly, trajectories of recent Japanese language graduates have demonstrated demand for professional translation skills, especially in area tech companies (see §G.2). To prepare students for careers in this area of need, we propose *Translating Japanese: Theory and Practice* (Item 5)*.* This will provide an introduction to translation studies for students at intermediate and advanced levels, with assignments focused on Japanese-English translation from real-world scenarios.

Other language projects include CC and K-12 partnerships. The first is with Everett Community College (EvCC), a Title III eligible institution located in NW Washington. During the current cycle, EAC and UW CIBER supported development of a course-plus-internship approach to Business Japanese. Due to the pandemic, we pivoted to virtual internships but were unable to fully realize our vision. We have re-envisioned the plan to include virtual and in-person internships at businesses in Japan, attached to multiple EvCC Japanese language and culture courses (Item 33). The second is a project with UW in the High School (UWHS) to offer Chinese and Japanese courses in WA State high schools (Item 21). These are official UW courses, taught by the high trained by UW. Each year, over 100 WA schools participate in UWHS. We will

work with UWHS to identify new schools in which to implement Chinese and Japanese programs. The third is a partnership to develop OneWorld Now! (OWN) Korean program (Item 22). OWN is an after-school global leadership program that serves low-income youth from area public high schools. Korean has grown in popularity at the college-level but there is still a lack of Korean options in WA high schools. As explained in §G.4, by helping OWN standardize materials and methods with those available at the UW, we plan to build a pipeline to sustain Korean studies through high school and into college. As we also expand UW Korean offerings, this will be

instrumental to the development of a supportive Korean learning community in the Seattle area. In addition to CJK language instruction, we have budgeted to develop Uyghur through the

Central Eurasian Studies Summer Institute (CESSI), an eight-week summer language intensive course for UG and graduate students, researchers and professionals (Item 31). We will also fund ACTFL training and certification for our language instructors (Item 32) and host pedagogy workshops for K-12, MSI, CC and post-secondary language educators to update skills and network (Item 23). This will include the 4th NW Conference on Japanese Pedagogy in Spring 2023.

Our other instructional requests are in non-language areas. To help achieve our vision for greater integration of cross-regional contexts in interdisciplinary EAS, we plan to offer *Social Change in East Asia*, a comparative study of transformations since 1945 (Item 6)*.* Due to faculty retirements, this course has only been sporadically offered during summer quarter in recent years. We plan to make it more accessible to students of all programs by offering it during the AY and augmenting it with case studies in labor, gender and the environment, notably in Japan and Korea. To provide opportunities for UGs to combine EAS with career preparation, we plan to develop two new Task Forces (see §D.1; Item 7). The first, offered in Years 1 and 3 with Canadian Studies

and CGS, will focus on the increasingly complex dynamics of Arctic IR

rise as . To train students for careers in U.S. foreign policy, this will include a one-week research visit to Ottawa, where students will meet with embassies and other international organizations that partner with the U.S. to address security issues (Item 12). A private donor will provide partial funding for student travel costs. The second, offered in Years 2 and 4 in

partnership with Taiwan Studies, will focus on geopolitical, commercial, environmental, and other challenges facing Taiwan as it navigates Chinese aggression and other aspects of Asia-Pacific IR. To seed development of impactful EA curriculum in departments throughout the Seattle, UWB and UWT campuses, we will offer course development grants for faculty (Item 8). Applicants must demonstrate how proposed courses will enhance offerings for students who otherwise have few options to study modern EA, especially in professional programs. They must also demonstrate how

they will offer diverse perspectives and prepare students for careers in areas of national need.

To address the Competitive Priority, we will also offer course development grants for MSI and



 EA courses and modules (Item 24). In tandem with this, we will offer travel grants for MSI and CC faculty to attend professional development opportunities, such as the Association for Asian Studies (AAS) Conference. We will also offer funding for research trips to East Asia (Item 14).

In a related vein, we will offer travel awards for educators from Title III and Title V institutions to attend our annual Community College Master Teacher Institute (CCMTI), an intensive summer training for instructors to discuss and integrate contemporary EA issues into their curricula (Item 25). Since 2019, more than 100 faculty from 15 CC and MSIs have participated in the CCMTI.

As a special opportunity for CC and MSI educators, as well as the general public, we also Pan-Austro-Nesian Hosted with the new UW Taiwan Arts & Culture Program, UW Burke Museum and Kaohsiung Museum of Fine Arts, this will focus on cultures and perspectives of Taiwan indigenous and other Austronesian peoples. EAC funding will support a series of programs for area CCs and MSIs including Northwest Indian College, enabling educators and students to engage with EA and other indigenous histories.



To address AP2 and better serve in-service teachers, we will build on our existing relationship with the UW COE by developing new partnerships with the Schools of Education (SOEs) at UWB and UWT (both AANAPISI eligible) (Item 19). This will involve teacher trainings and speaker series to add EA content to classes. EAC will also support Seattle Pacific University Global



Curriculum Symposium, focused on research and innovation in international education (Item 20).

Our other area studies request at the K-12 level is to expand our Contemporary Global Issues teacher training partnership with Highline SD to include Issaquah, a public school district that has a total minority enrollment of almost 50% (Item 17). This training will help teachers update world history and global studies curricula with topical EA content. We also request funds to offer EA workshops at the WA State Council for the Social Studies Leadership Retreat (WSCSS), an annual teacher training co-sponsored by the Office of Superintendent of Public Instruction (Item 18).

To address AP1 at the post-secondary level, we propose two initiatives in addition to the Task Forces discussed above. First, we will encourage service in areas of need through our Navigating Global Careers Speaker Series Coordinated by four NRCs in conjunction with the JSIS course *Pathways to Employment*, this will connect students with professionals from areas such as the State Department and international NGOs. Second, we will prepare students for careers in IR by providing guest mentors  EA-oriented International Strategic Crisis Negotiation Exercise (ISCNE; Item 30). We will provide additional funding in Year 1 to support the development of a new ISCNE scenario  (see §D.1). Also at the post-secondary level, we propose four academic programs to address scholarly needs and issues of concern for the U.S. These will be open to the UW community and general public.



The first is a partnership with the UW Global Business Law Institute (GBLI) and CIBER to host a panel series on the role legal professionals play in commercial engagement with EA (Item 27).

The second is a series of conferences on Global East Asia bringing UW faculty and guest experts together to explore topical global challenges with implications for U.S.-EA relations (Item

Connections (Year 2). Hosted with Taiwan Studies and the Southeast Asia Center, this will focus on the resurgence of authoritarian governance and its effects on Taiwan and Southeast Asia.

The third is a biennial symposium focusing on emerging trends in EA scholarship (Item 35). Hosted with the JSIS China, Japan, Korea and Taiwan programs, this will marshal expertise from

throughout the UW community, better engaging students in research concerning EA.

Recognizing the salience of climate change to our students and global constituencies, the fourth program is a collaboration with JSIS and five other UW NRCs to convene two panels focused on Climate Change, Environmental Justice, and International Relations (Item 36). Panelists will be provide international perspectives on the issues and include a diversity of voices. The JSIS director will act as discussant for both panels, providing a national leadership role for JSIS and its NRCs.

Our other outreach programming for business, media and local communities aims to educate the public about issues facing EA and the world. We plan to hold a series of public lectures on EA themes of contemporary interest (Item 38); offer speakers during International Education Week (Item 37); and work with the Seattle International Film Festival to showcase EA films and host director roundtables (Item 39). We will also work with UW CIBER to host local discussions following the National Committee on U.S-China Relations China Town Hall (Item 34). This event provides Americans the opportunity to participate in a conversation about issues in the U.S.- China relationship via an interactive webcast and in-person commentary from leading experts.

Administrative costs account for approximately 14% of our request. The main expense is 26% of salary for our managing director (Item 1), who oversees operations and spends half his time on outreach. The other administrative cost 



Our high impact outreach activities are made possible through the efforts of our dedicated outreach coordinator (Item 9) and communications assistant (Item 10). The latter provides tech guidance, maintains the EAC and EA program websites, and assists with event promotion.

Our EA library collections are core educational resources for our programs. Funds for acquisitions (Item 16) will enable us to build collections in new research areas, particularly in areas of interest to junior faculty. This funding is vital given the rising cost of acquisitions (see §F.1).

The travel budget is intended to promote internationalization of scholarship by expanding opportunities to visit EA. We will offer travel subsidies to faculty and staff to develop exchanges, research collaborations, language training and curriculum (Item 11). The domestic travel budget will permit faculty and staff to attend academic meetings and trainings (Item 13).

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| **Table I.2 Program, Planning and Budget Timeline** | | | | | |
| Activity/Project | AP / CP | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| ***Language Instruction*** | | | | | |
| Seed funding for Korean asst. teaching professor |  |  |  |  |  |
| Chinese for professional purposes course | AP1 |  |  |  |  |
| Japanese translation studies course | AP1 |  |  |  |  |
| ***Area Studies Instruction*** | | | | | |
| Social change in East Asia course | AP1 |  |  |  |  |
| Task Force courses | AP1 |  |  |  |  |
| UW EA course development grants | AP1 |  |  |  |  |
| ***Travel*** | | | | | |
| Foreign travel for research/prof. development | AP1 |  |  |  |  |
| Task Force field course travel | AP1 |  |  |  |  |
| Domestic travel for research/prof. development | AP1 |  |  |  |  |
| Travel awards for Title III & V inst./CCs | AP1, AP2, CP |  |  |  |  |
| ***Supplies*** | | | | | |
| General outreach supplies | AP2 |  |  |  |  |
| Library acquisitions - TEAL | AP1, AP2 |  |  |  |  |
| ***Outreach - K12*** | | | | | |
| Contemporary global issues teacher training | AP1, AP2, CP |  |  |  |  |
| WA State Social Studies conference | AP2 |  |  |  |  |
| UW SOEs partnership | AP1, AP2, CP |  |  |  |  |
| SPU SOE global education symposium | AP1, AP2, CP |  |  |  |  |
| ***Language Pedagogy Training - K-12 Teachers*** | | | | | |
| UW in the High School | AP2 |  |  |  |  |
| OneWorld Now! | AP2 |  |  |  |  |
| Language pedagogy workshops | AP2 |  |  |  |  |
| ***Outreach - Post-Secondary*** | | | | | |
| Asian studies course development grants | AP1, CP |  |  |  |  |
| CCMTI | AP1, AP2, CP |  |  |  |  |
| Pan-Austro-Nesian arts festival | AP1, AP2, CP |  |  |  |  |
| Global business law panel series | AP1, AP2 |  |  |  |  |
| Global EA conferences | AP1, AP2 |  |  |  |  |
| Navigating global careers speaker series | AP1 |  |  |  |  |
| ISCNE | AP1 |  |  |  |  |
| ***Language Pedagogy Training & Proficiency - Post-Secondary*** | | | | | |
| Central Eurasian Studies Summer Institute | AP1 |  |  |  |  |
| ACTFL certification | AP2 |  |  |  |  |
| EvCC Japanese for professional purposes | AP1 |  |  |  |  |
| ***Outreach - Government, Business, Media, Public*** | | | | | |
| China Town Hall | AP1 |  |  |  |  |
| JSIS EA symposia | AP1 |  |  |  |  |
| Climate change, environmental justice & IR | AP1 |  |  |  |  |
| International Education Week | AP1 |  |  |  |  |
| Lectures on campus | AP1 |  |  |  |  |
| Seattle International Film Festival | AP1 |  |  |  |  |
| *All activities listed are leveraged at 50% or greater* | | | | | |

Ongoing external evaluations help our programs identify areas for improvement and to communicate challenges to UW administration in an impartial way. We have budgeted for evaluations of our language and area studies programs (Item 40) as well as for outreach (Item 41). ***Project Timeline:*** See Table I.2. The goals and priorities that guide our projects are outlined in §F.

* 1. **Reasonableness of Program Costs and Objectives:** Since institutional funds account for a large proportion of overall costs, Title VI funds will be highly leveraged. They are mostly applied at the margin, above and beyond the normal infrastructure of salary and administration. NRC resources are used to effectively supplement, enhance and focus what is provided by this larger institutional context. For example, the total Title VI funding requested for salaries over 2022-26 represents approximately 2% of all funding that will be expended on EA faculty, staff and librarian salaries during that timeframe. Title VI dollars have outsized return because they provide resources and incentives for the renewal and transformation of our programs and amplify the effects of our outreach activities by promoting EA to diverse audiences across and well beyond the UW campus.
  2. **Long-term Impact on Training:** Our activities are intended to provide accessible trainings in EA language and area studies for diverse educational, government, business and general public audiences. Our plan promises long-term impact by seed-funding a Korean language assistant teaching professor position; adding courses in EA studies; infusing EA studies into curriculum at CCs, MSIs and COE/SOEs; providing pedagogy workshops and ACTFL training for language instructors; training K-16 educators on EA studies and assisting them in the design of curriculum; building TEAL library collections; and conducting program evaluations with actionable results.

**J. NRC Competitive Preference Priority**

**1.**We have addressed **AP One** in our **Diverse Perspectives** and **Areas of Needs** descriptions and multiple activities (Budget Items 4-8, 11-14, 16-17, 19-20, 24-31, 33-39). We have addressed **AP Two** in multiple teacher training activities (Items 14-23, 25-28, 32). The **CP** is addressed in our *Asian Studies Fellows Program* (Items 14 & 24), *Contemporary Global Issues Teacher Training Series* (17), *UW SOEs Partnership* (19)*, SPU Global Education Symposium* (20), *CCMTI* (25), *Pan-Austro-Nesian Arts Festival* (26), and *Japanese for Professional Purposes Partnership* (33).

**K. FLAS Awardee Selection Procedures**

**K.1. Quality of FLAS Selection Procedures:** We request eight graduate and four UG AY awards plus eight summer FLAS awards per year, reflecting the high level of demand for these awards. During 2020-21, we had 26 graduate AY FLAS applications and 6 graduate summer applicants. We had 30 UG AY FLAS applications and 16 UG summer applications.

***How Awards Will Be Advertised:*** FLAS Fellowships are advertised all year online and in print. A continuous stream of news about fellows and alumni is maintained on the JSIS and EAC websites. In 2020-21, the FLAS website received an average of 80 visits per day, rising to an average of 180 when the competition is open. The website includes clearly-labeled pages for applicants: (1) FLAS Application, (2) Guidelines, (3) FAQs (4) Information Sessions (5) News and (6) How to Apply.

Significant improvements have been made to the promotion of FLAS Fellowships during the 2018-21 cycle. In 2020-   providing 20 information sessions, visiting 67 classes, and presenting at student orientations and the Study Abroad fair. The website was updated to include new instructional videos on how to fill out a successful application. Email and social media are widely used. Faculty and advisor referrals are crucial to the advertising process, as students rely on these trusted sources for information. For this reason, and in order to encourage applications from a wide range of students, the FLAS manager and EAC managing director work closely with faculty and over 200 advisors representing most departments including professional schools to explain FLAS benefits and requirements.



Although print advertising was not used in 2020-21 due to the pandemic, publicity is typically posted at student advising offices, dorms, student organizations, and relevant offices such as Study Abroad, Minority Affairs and Disability Services. Success of advertising is evident by the fact that in the current cycle the EAC received more than five times as many applications as awards (280 applications; 53 awards to date), with 34 departments represented in the applicant pool.

***How Students Apply for Awards****:* Students apply for FLAS fellowships through the JSIS online award management system, which is available through a publicly-accessible link on our website. The system is maintained by database manager Donald Craig. In 2020-21, it was significantly



to the real-time applicant data needed to help guide students to successful submission.

The application follows best practices in accessibility and navigation and is clearly organized into the following six pages: (1) Profile, (2) Academic Status and Career Goals, (3) Educational Background, (4) Recommendations, (5) Financial Need Information, and (6) Proposal. It gathers information on academic ability in order to ensure that awards are granted to students who demonstrate potential for high achievement. The application also gathers information relevant to FLAS priorities in order to facilitate selection of fellows according to the priorities.

Applicants must submit: (1) transcripts from all colleges attended; (2) relevant test scores (GRE, LSAT, MCAT); (3) list of career goals and previous employment; (4) awards received; (5) federal student aid report (SAR) or UW Office of Financial Aid offer letter (both of which include the Expected Family Contribution, EFC); (6) three letters of recommendation for graduate students and two letters of recommendation for undergraduate students, including one which attests to foreign language ability; (7) list of foreign languages spoken and at what level; and (8) a statement

and career goals. The FLAS Manager oversees the application process and advises students on all steps. Disability accommodation in the application process is provided by UW Disability Services. ***Selection Criteria:*** The EAC FLAS Selection Committee evaluates applications by the following criteria: (1) previous language training and demonstrated ability to attain advanced proficiency;

(2) academic ability as demonstrated by transcripts, test scores, letters of recommendation and applicant statement; (3) interest in government service or meeting a critical national need; and (4) interest in a professional career. Special consideration is given to students from underrepresented groups, professional schools, and with financial need, as demonstrated by the EFC.

***Selection Process and Calendar:*** The Selection Committee is appointed by the EAC director and includes one language instructor, one professional school faculty, and two other faculty, with representation from the humanities and social sciences. All three languages (CJK) are also represented. Members are rotated annually to diversify involvement. See Table K.1 for a calendar.

**Correspondence to Announced Priorities:** The EAC has a demonstrated record of awarding FLAS fellowships in a manner that is consistent with announced priorities. The EAC only awards

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| **Table K.1 EAC FLAS Promotion,**  **Competition & Selection Timeline** | |
| Ongoing | Promotion of FLAS Fellowships |
| Sep Jan | Focused recruitment campaign |
| Oct 31  Jan 31 | Applications open; FLAS Manager tracks and advises applicants |
| Early Jan | EAC FLAS Selection Committee members chosen and briefed |
| Early Feb | FLAS Manager provides Committee with US/ED priorities, EAC specific policies and ranking form; FLAS Manager, EAC Managing Director and  Committee meet to review process |
| Late Feb | Committee members review applications individually; Committee  meets to discuss and rank applications; Rankings submitted to FLAS Manager |
| Mar Apr | FLAS Manager notifies applicants |

 CJK) and prioritizes meritorious students applying for advanced-level language study. We also prioritize applicants with demonstrated interest in government service, professional careers, and potential to meet critical national security needs. 12% of EAC FLAS



alumni from 2016-21 currently work for government or military and 19% work in the private sector. In the 2018-21 grant cycle, 40% of EAC FLAS fellowships were awarded to students aiming for government careers, and 20% were awarded to students in professional UW programs.

**L. FLAS Competitive Preference Priorities**

* 1. **FLAS Fellowships for Students who Demonstrate Financial Need:** At the UW we give preference to FLAS applicants who demonstrate financial need. Financial need is determined by the Free Application for Federal Student Aid (FAFSA) and Expected Family Contributions (EFC), as determined under part F of Title IV of the Higher Education Act. Each applicant must upload a

EFC is lower than the total cost to attend the UW program in question, the applicant is determined to have financial need. In the current grant cycle, the EAC has demonstrated that those with financial need are indeed prioritized, with 76% of all fellowships granted to such applicants. In the upcoming cycle, the EAC will continue to gather the above information to determine financial need and prioritize accordingly. All awardees must also have otherwise competitive applications.

* 1. **Academic Year FLAS Fellowships Awarded in the Less Commonly Taught Languages:** 100% of EAC academic year and summer FLAS Fellowships will be awarded in modern EA LCTLs (Chinese, Japanese and Korean).