Individuals using assistive technology may not be able to fully access the information contained in this file.

For assistance, please send an e-mail to: NRC-FLAS@ed.gov and include “508 Accommodation” and the title of the document in the subject line of your e-mail.

# Table of Contents

Abstract Acronyms Guide

***Narrative***

Criterion A: Commitment to Subject Area 1

[Criterion B: Quality of Language Instruction Program 3](#_TOC_250003)

Criterion C: Quality of non-Language Instructional Program 8

[Criterion D: Quality of Curriculum Design 14](#_TOC_250002)

[Criterion E: Quality of Staff Resources 19](#_TOC_250001)

[Criterion F: Strength of Library 25](#_TOC_250000)

Criterion G: Impact and Evaluation 28

National Resource Center Proposal Criteria

Criterion H: NRC Outreach Activities 39

Criterion I: NRC Program Planning & Budget 41

Criterion J: NRC Competitive Preference Priority 54

Foreign Language & Area Studies Proposal Criteria

Criterion H: FLAS Awardee Selection Procedures 55

Criterion I: FLAS Competitive Preference Priorities 58

***Appendices***

Appendix 1: List of Courses, Language Courses & Courses with Canadian Content Appendix 1a: Courses, University of Washington (UW)

Appendix 1b: Courses, Western Washington University (WWU) Appendix 2: Position Descriptions for Positions Related to the Grant Appendix 3: Curriculum Vitae for Program Directors, Faculty & Instructors

Appendix 3a: Curriculum Vitae, Faculty, Researchers & Librarians, UW Appendix 3b: Curriculum Vitae, Administrative & Support Staff, UW

Appendix 3c: Curriculum Vitae, Faculty, Researchers, Librarians & Support Staff, WWU Appendix 4: Letters of Support:

1. Consulate General of Canada Seattle, Mia Yin
2. UW Vice Provost of Global Affairs, Jeff Riedinger
3. UW Director, Henry M. Jackson School of International Studies, Leela Fernandes
4. WWU Provost, Brent Carbajal
5. WWU Canadian Studies Librarian, Sylvia Tag
6. Whatcom Community College, Salish Sea Studies Faculty, Anna Booker

# Acronym List

ACTFL American Council on the Teaching of Foreign Languages

B.C. British Columbia

BPRI Border Policy Research Institute

C/AM Canadian-American Studies, Western Washington University CEFRL Common European Framework of Reference for Languages FLAS Foreign Language and Area Studies

FTE Full-Time Equivalent

FY Fiscal Year (same as academic year)

LLC Language Learning Center (UW) NCSS National Council for the Social Studies

NRC Pacific Northwest Canadian Studies Consortium on Canada NWIC Northwest Indian College

PNWER Pacific Northwest Economic Region Redfish Redfish School of Change

SSI Salish Sea Institute

SALI Salish Sea Studies

UBC University of British Columbia UQAM Université du Québec à Montréal UW University of Washington

UW Center Canadian Studies Center, University of Washington WA Washington

WCC Whatcom Community College

WWU Western Washington University

WWU Center Center for Canadian-American Studies, Western Washington University YR/YRs Year(s)

# Criterion A: Commitment to the Subject Area—Canada

*The Canadian Studies Center is a jewel at the University of Washington–it makes connections well beyond area studies effectively building an energetic community while working on critical problems.—*George Lovell, Division Dean, Social Sciences, College of Arts and Science, University of Washington

*For 50 years, the Center for Canadian-American Studies has been a shining example of Western’s unique brand of engaged excellence. [It] deserves much credit in deepening mutual understanding, and self-understanding, on both sides of the border.*—Sabah Randhawa, President, Western Washington University

**A.1. Commitment to the Subject Area:** The Pacific Northwest National Resource Center on Canada (NRC) enjoys significant support from the University of Washington (UW) and Western Washington University (WWU). Quantitatively, this equates to impressive financial support–the two institutions collectively provide over $9.5 million annually for NRC-related administrative and teaching salaries (see Table A.1.). Concerning administration, this includes 70-100% of the

|  |
| --- |
| **Table A.1: Institutional Salary Support\* for NRC Faculty, Staff, Chairs & Librarians, 2020-21** |
| **Description** | **UW** | **WWU** | **Totals** |
| Project Directors | $147,777 | $186,557 | **$334,328** |
| Center Administrative Staff | $102,483 | $475,942 | **$578,425** |
| French Language Faculty | $1,070,315 | $638,434 | **$1,708,749** |
| Canadian Studies Faculty & Visiting Scholars | $2,579,444 | $3,212,945 | **$5,792,389** |
| UW Fulbright Canada Chair in Arctic Studies | $25,000 | n/a | **$25,000** |
| WWU Endowed Chairs in Canadian Studies | n/a | $250,002 | **$250,002** |
| Jackson School Support Staff & FLAS Manager | $717,594 | n/a | **$717,594** |
| Librarians | $73,125 | $97,255 | **$170,380** |
| **Total Annual Institutional Support** | **$4,715,732** | **$5,812,639** | **$9,576,867** |
| *\*Based on annual salaries adjusted for time dedicated to Canadian Studies; includes benefit load rate.* |

managing/assistant directors’ salaries, 50-100% of the outreach/program coordinators’ salaries, and part of the Foreign Language and Area Studies (FLAS) manager’s salary. At UW, the Canadian Studies Center (UW Center) is one of six Title VI centers in the Henry M. Jackson School of International Studies (Jackson School of International Studies). The School provides over $700,000 annually to support 25 staff who provide ongoing support to Title VI operations including via a business office, Office of Academic Affairs, computer support services, and an

advancement team. At WWU, the Center for Canadian-American Studies (WWU Center) shares a heritage building with the Border Policy Research Institute and the Salish Sea Institute, collectively comprising Canada House Programs; in addition to institutional support listed in Table A.1., WWU provides $475,000 for the administrative staff and directors of the Border Policy Research Institute and the Salish Sea Institute. The NRC has a combined teaching staff of 95 faculty, researchers and visiting scholars representing schools and departments across both campuses. Institutional support for time dedicated to the teaching program (language training and area studies) totals almost $8.5 million. Illustrating campus-wide support for the UW Center, the Fulbright Canada Visiting Chair in Arctic Studies is supported by the Office of Global Affairs, College of the Environment, the Division of Social Sciences, and the Jackson School.

And, at WWU, the institution covers the salaries for six full-time positions in Canadian Studies. WWU provides $250,000 annually for the Distinguished Visiting Professor of Canadian Culture, and the Ross Distinguished Professor of Canada-United States Business and Economic Relations. Both institutions also provide support for library resources in Canadian Studies. This includes librarians dedicated to Canadian Studies and to French as well as many others who assist with acquisitions and research guides for various disciplines and for WWU’s Heritage Resources Northwest Collection. UW and WWU provide considerable support for linkages to Canadian institutions. For example, UW’s Office of Global Affairs provides direct support for the UW Center’s three Canada-U.S. exchange agreements–the Corbett Exchange with the University of British Columbia (UBC) and University of Victoria, the Killam Fellowships (including 19 Canadian institutions), and the new direct exchange with l’Université Laval (Laval) as well as support via a Global Innovations fund to create research linkages with seven institutions in Canada for the project *Social Services, Support and Wellbeing in Arctic Canada*

*and Beyond*. At WWU, the Global Learning Program coordinates the biennial Summer in Montréal program hosted by Université du Québec à Montréal, as well as the Redfish Salish Sea field school collaboration with University of Victoria. In 2020-21, various units at the UW provided the UW Center with almost $90,000 for outreach activities including from the Jackson School’s Carnegie Corporation of New York grant, the Simpson Center for the Humanities, and the Center for American Indian and Indigenous Studies. Similarly, WWU supports large outreach activities, including the Salish Sea Ecosystem Conference and the Pacific Northwest Economic Region (PNWER) Annual Summit. The NRC boasts a vibrant cohort of qualified students. At UW, many students participate in our certificate programs and, thanks to the minor in Arctic Studies, dozens now take classes focused on the Canadian Arctic region. The Corbett and Killam exchange programs bring in over a dozen qualified students annually. The UW Center also maintains a cohort of several dozen graduate students including our FLAS fellows and others from across campus. At WWU, there has been a significant increase in student interest. Today, almost 2,500 students from across campus enroll in over 75 Canadian-American Studies and Salish Sea Studies courses, including 37 newly declared majors and minors–more students than ever before.

# Criterion B: Quality of Language Instruction Program

*I gained exposure to a regional dialect that had never been highlighted in my previous studies. Overall, my French language skills improved drastically because of the methods implemented into the program.—*WWU student, Summer Abroad Program to Montréal, 2018

* 1. **Instruction & Enrollments:** In AY 2020-21, the NRC offered an impressive 126 French language courses serving over 2,000 students (see Table B.1). Critical to the NRC’s French- language training is language and content that reflects francophone Canada. Francophone content at UW is increasing significantly thanks to the publication of a new textbook whose main contributor is H. Meyer, Department of French and Italian Studies. Meyer ensured there was

adequate Québec and francophone Canada content in *Défi Francophone 1* (2021). The textbook was adopted this academic year in all first-year UW French language courses. A second-year

|  |
| --- |
| **Table B.1: French Language Courses & Enrollments, 2020-21** |
|  | **No. Courses Offered** | **Enrollments** |
|  | **UW** | **WWU** | **Total** | **UW** | **WWU** | **Total** |
| Lower Division, 100-level | 40 | 12 | **52** | 749 | 230 | **979** |
| Lower Division, 200-level | 18 | 11 | **29** | 344 | 143 | **487** |
| Intermediate Division, 300-level | 10 | 15 | **25** | 183 | 259 | **442** |
| Upper Division/Subject courses | 12 | 8 | **20** | 223 | 37 | **260** |
| **Total** | **80** | **46** | **126** | **1,499** | **669** | **2,168** |

version of the textbook, with a similar focus on francophone Canada will be published and adopted in UW French classes in AY 2022-23. Courses taught by NRC directors also have significant francophone Canadian content such as *FREN 470 Global Cinema in French*, taught by R. Watts. At WWU, *FREN 332 Civilisation et Culture du Québec* and *FREN 385 Culture and Conversation*, both taught by C. Keppie, are dedicated to Québécois and Acadian cultures. *FREN 314 Phonetics* and *FREN 440 La sociolinguistique* are also courses with more than 50% franco- Canadian content. In the Study in Montréal summer program C. Keppie introduces students to the city, region and Québécois French in a full-immersion experience. In addition, the NRC also works with state high schools to expand French language training and provide francophone Canadian content via the UW in the High School program. This program provides elementary and intermediate French courses to 19 Washington State public schools. Over 200 high school students take these courses annually, creating a pipeline to upper division French courses at UW. Importantly, the UW Center also offers language training in Canadian Indigenous languages. In the current grant cycle, UW provided instruction in three Indigenous languages—Inuktitut (West Baffin dialect), Nuu-chah-nulth (Vancouver Island) and Tsek’ene (northern British Columbia) serving 10 FLAS fellows and other UW graduate students.

* 1. **Levels of Training & Courses in Other Disciplines:** The NRC provides three or more levels of language training (see Table B.1). At UW there are eight levels of general language classes (100-, 200-level sequence, 301 and 302). From there students can continue to develop further language skills via *FREN 303* and upper division subject and special topics courses. WWU offers the same language sequence plus an additional course at the introductory level, *FREN 104 Review of Elementary French*. In the current grant cycle, Inuktitut and Tsek’ene were offered at UW at the 100- through 400 levels and Nuu-chah-nulth at the 100- and 200-levels. Concerning language courses in disciplines other than language, linguistics, and literature, in AY 2020-21, the NRC offered 11 courses with total enrollments of 277 (see Table B.2.). In the current grant cycle, the Business School awarded H. Vilavella-Collins, French and Italian Studies, a Business Language Grant to develop a new course to include the study of professional and business culture in Québec. The course, *FREN 303 French for Business*, was offered for the first time in Fall Quarter 2021 with 28 enrolled. At WWU, French courses in disciplines other

|  |
| --- |
| **Table B.2. Courses offered in Disciplines other than Language, Linguistics & Literature, 2020-21\*** |
|  | **Quarter** | **UW** | **WWU** |
| FRENCH 304 Issues & Perspectives, R. Watts | F ‘20 | 28 | n/a |
| FRENCH 304 Issues & Perspectives, L. Mackenzie | W ’21 & Sp ‘21 | 48 | n/a |
| FRENCH 305 Texts & Traditions 1, L. Mackenzie | W ‘21 | 29 | n/a |
| FRENCH 314 French in Media & Politics, L. Giachetti | W ‘21 | 26 | n/a |
| FRENCH 313 Business French, H. Collins | W | 28 | n/a |
| FRENCH 472 Translation Theory & Practice, R. Watts | F ‘20 | 20 | n/a |
| FREN 499/533 History & Impacts of Print, G. Turnovsky | F ‘20 | 6 | n/a |
| FREN 331 Société et Culture, E. Ousselin | W ‘21 | n/a | 18 |
| FREN 332 Culture du Canada Francophone, C. Hanania | Sp ‘21 | n/a | 20 |
| FREN 385 Culture & Conversation, C. Hanania & L. Smith | W ‘20 & Sp ’21 | n/a | 44 |
| FREN 425 Teach-Learn Elementary French, L. Smith | F’20-Sp ‘21 | n/a | 10 |
| **Total** |  | **185** | **92** |
| *\*Note that we have included all courses offered in French in disciplines other than language, linguistics, literature including those that are taught by faculty not affiliated with the NRC.* |

than language include *FREN 332 Culture du Canada Francophone*, taught by WWU Center’s affiliated faculty member L. Smith. Finally, at UW the Foster School of Business offers the Certificate of International Studies in Business that includes a French Track. A requirement for the certificate is *I BUS 491 Language Track Seminar* where students focus on doing business in French-speaking countries or subnational regions. At WWU, the Woodring College of Education provides a teaching endorsement to pre-service teachers who successfully complete *LANG 410* and *LANG 420 World Language Instruction: Theory and Method 1* and *II*.

* 1. **Sufficient Faculty & Adequate Training:** UW’s French and Italian Studies has eight full- time and three part-time faculty members and five Teaching Assistants or predoctoral instructors. WWU’s Dept. of Modern and Classical Languages has four full-time and one part-time faculty member. WWU’s faculty-to-student ratio for the 100- through 300-series averaged approximately 1:17 in AY 2020–21. In addition, 19 instructors for UW in the High School teach elementary and intermediate French courses. Language faculty and instructional assistants at both institutions receive language pedagogy training appropriate for performance-based teaching. At UW this includes a mandatory week-long training for all teaching assistants held at the beginning of each academic year followed by a teaching methods seminar *FRENCH 590 Foreign Language Teaching Methodology* with L. Giachetti, the department’s director of language programs. UW in the High School instructors are trained to teach UW French courses by H. Meyer, faculty coordinator for the program. At WWU, faculty regularly attend pedagogical and assessment workshops offered through the Washington Association for Language Teaching and the American Council on the Teaching of Foreign Languages (ACTFL). UW’s Center for Teaching and Learning and WWU’s Academic Technology and User Services offer

opportunities for professional development with instructional technology for in-person, online, and hybrid instruction.

* 1. **Performance-Based Instruction & Adequacy of Resources:** Language courses offered by the NRC are highly interactive and proficiency-based. Student outcomes are measured to ensure appropriate competency is achieved before advancing to the next skill level. UW’s Department of French and Italian Studies uses a performance-based textbook, *Défi Francophone* (see above). UW has also aligned its expected outcomes with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFRL) and trains faculty to reach those measures. UW also offers state-of-the-art resources and facilities for faculty and students thanks to UW’s Language Learning Center under the remarkable leadership of Drs. P. Aoki and

R. Hugo. The Language Learning Center offers online courses (including the 17-part module for the Inuit language); streaming world TV; a wealth of online language resources; and language exit testing. Since the last grant cycle the Language Learning Center has upgraded their computer labs with high-quality room cameras and microphones to allow for better distance learning functionality. The Center uses several outside services to bolster language learning resources including SCOLA (archives specialized authentic content for language learning); iSprakk (allows instructors to create pronunciation exercises for their students); the Languages without Borders initiative with the Office of Superintendent of Public Instruction; and Open Educational Licenses Textbooks. At WWU French faculty members regularly assess newly published language textbooks for best proficiency-based content. C. Keppie has adopted *Par Ici*, a series of language textbooks tailored for Québécois French and culture that are assessed to

CEFRL standards and used for the summer in Montréal program. WWU’s digitally equipped

Language Media Center Library houses a collection of software and interactive video for self-

instruction to provide students with basic-level French skills for practical, cultural, and business use including: over 350 French and francophone Canadian films, music CDs, and eBooks; 30 computers; and a set of iPads with language applications and access to interactive French computer programs and media programming. These resources are regularly deployed in courses and accessed for student research at WWU. The high quality of the French language programs at UW and WWU is reflected in the success of students taking language proficiency tests. UW students who have completed the *FRENCH 300/400* sequence are often able to pass the CEFRL B2 test offered locally by the Alliance Française. At WWU, student learning outcomes are assessed according to ACTFL Proficiency Guidelines; and upon completion of their program, students often pass ACTFL and/or CEFRL tests at an advanced level. Following yearly assessments of students, faculty regularly meet to ascertain student progress and determine instructional and pedagogical changes needed in introductory language courses to ensure successful preparation for upper-level work.

# Criterion C: Quality of Non-Language (Canadian Studies) Instructional Program

*Future generations of Indigenous leadership are being built through this program. Before declaring a minor in Arctic Studies, I saw Indigenous governance through a lens that engaged only with our state, federal and tribal governments. Now I see that there are opportunities for Indigenous nations to engage on a global scale that gives power to Indigenous sovereignty. UW is leading the lower 48 states in Arctic international relations. I feel lucky to be a part of it.—* Arctic Studies Minor, Stephanie Masterman (Tlingit)

* 1. **Quality & Extent of Canadian Studies Course Offerings:** In AY 2020-21, the NRC offered a total of 250 Canadian Studies courses serving over 8,000 undergraduate and graduate students (see Table C.1.). All of the courses offered by our NRC have gone through a rigorous

|  |
| --- |
| **Table C.1: Non-Language Course Enrollments, 2020-21** |
|  | **No. Courses Offered** | **Total Enrollments** |
|  | **UW** | **WWU** | **Total** | **UW** | **WWU** | **Total** |
| Undergraduate Courses | 107 | 74 | **181** | 4,080 | 2,531 | **6,611** |
| Graduate Courses | 69 | n/a | **69** | 1,454 | n/a | **1,454** |
| **Total** | **176** | **74** | **250** | **7,446** | **2,531** | **8,065** |

multi-level review process. For example, at UW the voting faculty of the unit that hosts a course provides the initial approval (and maintains primary oversight of curriculum and course content), followed by a review and approval process at the institutional level (including the deans of Undergraduate Academic Affairs and the Graduate School, the Faculty Senate, and the chancellors of the two branch campuses). The quality of those courses can be measured, in part, by the frequent recognition of excellence for the NRC’s teaching faculty. For example, in the current grant cycle at UW C. Coté, Department of American Indian Studies, was awarded a Samuel E. Kelly Distinguished Faculty Award; B. Fitzhugh, Anthropology, was recognized with the Elsevier Endowed Professorship; and T. Lucero, Jackson School of International Studies was awarded the Undergraduate Research Mentor Award. Other teaching faculty are senior research scientists or practitioners in the field who bring cutting-edge thinking to Canadian Studies. At UW examples include: B. Pavia, School of Marine and Environmental Affairs, formerly a scientist with NOAA whose class on international approaches to climate change is filled to capacity; J. Young, a Senior Research Scientist with the Information School who teaches the required course for the Arctic minor and consistently receives exceptional course evaluations; and A. Kublu, formerly the Language Commissioner for Nunavut, who teaches the Inuit language courses. At WWU, cross-listed Canadian-American Studies and Salish Sea Studies courses continuously attract students from across all seven colleges and are fully enrolled. These courses address major goals in the university’s 2018-2025 Strategic Plan to enhance inclusive excellence and to advance “a deeper understanding of and engagement with place.” Faculty continuously receive outstanding course evaluations that acknowledge the increased importance of understanding shared Canadian-American relationships. Examples include *C/AM 368 Decolonization Across the Medicine Line,* an Indigenous political theory course offered by new

faculty hire T. Baker, and *C/AM 302 Acadian Diaspora in Canada and the U.S.*, through which

C. Keppie introduced students to the role of place and language among members of the Acadian diaspora. Student projects from both these highlighted courses were accepted at the highly- respected Association for Canadian Studies in the United States biennial conference. The NRC reaches across many departments and schools at our two institutions including professional schools. At UW, Canadian Studies courses are provided in 12 disciplines in the arts, humanities and social sciences; nine professional schools; and five fields in the natural sciences. Unique to our NRC, we work directly with our professional schools concerning two of our minors. At UW the minor in Arctic Studies was designed and is offered in collaboration with the School Oceanography; at WWU the recently established Salish Sea Studies minor is offered in partnership with all seven colleges on the campus, including the College of the Environment. Of the 376 courses offered by the NRC in AY 2020-21 (including both language and non-language courses), just over 30% were offered by professional schools (see Table C.2.).

|  |
| --- |
| **Table C.2: Professional School Courses & Jointly Offered Courses, 2020-21** |
|  | **No. Courses Offered** | **Total Enrollments** |
|  | **UW** | **WWU** | **Total** | **UW** | **WWU** | **Total** |
| Professional School Courses\* | 81 | 35 | **116** | 2,535 | 547 | **3,082** |
| Jointly Offered Courses | 42 | 15 | **57** | 553 | 53 | **606** |
| *\*Including Business, Communication, Urban Design & Planning, Education, Engineering, Law, Marine & Environmental Affairs, Public Health, Public Policy & Governance, & Social Work.* |

* 1. **Depth of Coverage:** The NRC offers depth of specialized course coverage in a number of areas. First, the NRC benefits from the specialization offered by our project directors R. Watts and C. Keppie ensuring the strength of Québec and francophone studies at our two institutions. At UW, R. Watts teaches courses with Québec or francophone Canadian content including *FRENCH 222 Human and Machine Translation*, *FRENCH 228 The Water Crisis in Literature and Cinema*, and *FRENCH 470 Global Cinema in French*. At WWU, C. Keppie, in addition to faculty-led courses to Canada, offers 100% Canadian content courses such as *C/AM 497E*

*Western Reads Canada* and *FREN 440 French Sociolinguistics*. Specialized course coverage is also offered through our three minors—UW’s minor in Arctic Studies and WWU’s Canadian- American Studies and Salish Sea Studies minors. UW Center’s signature academic program, the interdisciplinary minor in Arctic Studies (created in 2014) is one of just three majors or minors in Arctic Studies in the nation. AY 2020-21 saw the largest course offerings and highest enrollments in the minor to date with 185 students enrolling in Arctic Studies courses. A half dozen of those students declared the minor representing American Indian Studies, Biology, Oceanography and History. Enrollments were increased, in part, by the development of new courses. For example, in Fall Quarter 2020 a new jointly listed course was offered, *HSTCMP 220/ARCTIC 220 At the Top of the World, Arctic Histories,* taught by E. Campbell, History. At WWU, the major and minor in Canadian Studies provide core courses with areas of specialization in: Canadian-American Relations; Canadian Histories, Cultures and Identities; and Francophone Canada. Students are also able to design their own major based on emerging areas of Canadian Studies scholarship in collaboration with a faculty advisor. Approximately 10 courses are offered quarterly providing a solid foundation in Canadian Studies. These include: *C/AM 200 Introduction to Canadian Studies*; *C/AM 277 Canada: A Historical Survey*; *C/AM 331 Canada: Society and Environment*; *ECON 365 The Canadian Economy*; and *C/AM 430 Borderlands Canada/USA*. Finally, WWU launched the Salish Sea Studies minor in AY 2020- 2021 to offer a place-based, experiential, and multidisciplinary curriculum. The minor introduces students to the complex human-environment systems of the shared waters of the U.S.-Canada cross-border inland sea, home to over sixty Indigenous nations. Composed of a core set of interdisciplinary Salish Sea Studies (SALI) courses and electives spanning all colleges on campus, this minor engages students in the importance of the ecosystem health of the Salish Sea.

The core introduction course, *SALI 201 Introduction to the Salish Sea*, is also taught at Whatcom Community College. Over 250 students have enrolled in SALI courses since its launch in Spring Quarter 2020, with 10% of those declaring the minor.

* 1. **Sufficient Teaching Faculty:** The NRC has almost 90 non-language faculty members who teach about 250 courses per year. In order to maintain a sufficient number of faculty to ensure the strength of NRC course offerings, both centers work closely with faculty at their respective institutions to foster new affiliates. In the current grant cycle, the NRC recruited an impressive 25 new faculty members representing, for example, American Indian Studies, French, Geography, History, International Studies, Education, Urban and Environmental Policy and Planning, and Marine and Environmental Affairs. These new affiliates are contributing to the strength of our course offerings via courses such as UW’s *JSIS 495A Saving the Salish Sea: A Fight for Tribal Sovereignty and Climate Action* taught in 2021 by new affiliate faculty P. Christie, Jackson School of International Studies. Another example is that of E. Elliot-Groves, School of Education and former Center FLAS fellow in French, who has added courses such as *EDPSY 581 Land-Based and Indigenous Approach to Physical, Intellectual and Mental Wellbeing*, based on research with the Cowichan First Nation in British Columbia, to the curriculum. At WWU, two new tenure-track hires in Comparative Indigenous Studies, M. Baker and J. Miller, joined the Center in Fall 2020 with shared teaching and research responsibilities in Salish Sea Studies. These recent hires are developing new cross-listed courses for AY 2022-23 to fill institutional needs in Indigenous and place-based studies, including a course on the Columbia River Treaty and another on settler urbanization and the resurgence of Indigenous communities in Canada. All instructional assistants for NRC courses receive pedagogical training in the form of annual mandatory week-long training sessions and required pedagogy seminars. The UW

Graduate School Center for Instructional Development and Research also provides ongoing workshops in course planning, teaching, and assessment. At WWU, undergraduate discussion group leaders for the large C/AM 200 introductory course are trained by faculty and additional training in media technologies is provided by the Academic Technology Center.

* 1. **Interdisciplinary Courses:** In AY 2020-21, the NRC offered almost 60 cross-listed courses taught by faculty in a range of disciplines with a total enrollment of over 600 students (see Table C.2 above). These cross-listed courses are predominantly offered across disciplines in the arts and sciences and natural sciences. One of the most successful instances of a multidisciplinary curriculum can be found in UW’s Arctic Studies minor that requires students take at least two courses from the natural sciences and two from the social sciences or humanities. To introduce students to cutting edge research from Canadian scholars, UW offers the *ARCTIC 400* course taught by the Fulbright Canada Visiting Chair in Arctic Studies that rotates between a natural and social scientist every year. For example, in the current grant cycle, *ARCTIC 400* has focused on a range of topics from political science to Inuit education to hydrology in the Yukon River system. In the words of UW’s Vice Provost for Global Affairs, “The Canadian Studies Center is incredibly valuable to the whole of the University of Washington overcoming barriers to collaborative work across disciplines and faculty.” Inspired by the Arctic Studies minor, WWU established the Salish Sea Studies minor, with support from Title VI. All seven colleges at WWU have approved electives in the Salish Sea Studies program. The core interdisciplinary course *SALI 201 Introduction to the Salish Sea* has been designated a university general undergraduate requirement and is taught three times a year at WWU and once a year at Whatcom Community College by interdisciplinary faculty teams from Indigenous Studies, natural sciences, social sciences, and the humanities, with featured educators from local Indigenous nations. WWU and

Whatcom Community College have a direct transfer equivalency agreement to support transfer students. *SALI 201* is also a featured part of WWU’s First-Year Interest Group program to support retention through small class cohorts.

# Criterion D: Quality of Curriculum Design

* 1. **Incorporation of Canadian Studies into Degree Programs:** While a number of institutions across the country offer a minor in Canadian Studies, our NRC hosts the *only* major in Canadian Studies in the nation. Canadian Studies is also well integrated into an additional four baccalaureate degree programs including: the new undergraduate major in UW’s Jackson School of International Studies with a regional concentration on Canada; the minor in Arctic Studies; the minor in Salish Sea Studies; and the Certificate in Canadian Studies at UW. At UW, the new major, Global and Regional Studies, focuses on both international themes and world regions (students are required to take 10 credits in each). Each of the six themes, such as States and Markets, has direct relevance to Canadian Studies. In addition, Canada is now part of two of the seven world regions students may select—the Americas and Arctic. Reflecting the Jackson School’s commitment to reducing barriers to education and promoting inclusivity, the new major is open to any student in good academic standing. One of the first students to declare the new major was E. Koshin, a Canadian Studies student who is currently at UBC as part of the Center’s Corbett Exchange. Students are also required to take an additional 15 credits in international relations, 10 credits in culture, power, religion and economics, two years of language training, and one of two capstone options—the Task Force or the Calderwood Seminar in Public Writing. Both capstone options reflect the School’s focus on policy training, public scholarship and real- world relevance. Each year, at least one capstone course focuses on Canada. For example, *JSIS 495 Task Force on the Arctic* is offered in alternating years, and most recently new affiliate J.

Warren, Jackson School of International Studies, developed a new Calderwood offering, *JSIS 498 Writing about Indigeneity for a General Public* that includes approaches to Indigenous issues in Canada. Majors are also encouraged to study abroad. Requirements for the new Global and Regional Studies major results in a training program of high quality. As the director of the Jackson School, L. Fernandes notes, the new major in Global and Regional Studies provides students with the flexibility to:

*… combine broad thematic interests (for example in the environment, inequality, security) … with a regional focus. It also allows students to develop formal regional specializations in areas that have not had independent majors—such as African Studies and Arctic Studies … It [the new major] reflects the Jackson School’s commitment to undergraduate education and to keeping up with trends in international studies.*

The UW’s minor in Arctic Studies provides depth of specialization concerning Canada’s leadership role in the circumpolar world as well as the influence of Inuit in Canada in domestic and international relations. Finally, UW offers a certificate program to students who have taken 15 or more credits in Canadian Studies. In AY 2020-21, this included about 80 students from across disciplines as well as undergraduate scholars and fellows who have participated in our Corbett and Killam study-in-Canada programs. WWU, with 95% undergraduate students, is home to the nation’s only major in Canadian Studies as well as a minor. Both draw on courses from six colleges on campus. In the current grant cycle, Director C. Keppie worked with Canada House Programs staff and campus partners to re-envision the Center’s mission and priorities in order to align them with the University’s strategic goals. Much of this was accomplished through increasing annual operating funds for faculty and student support, adding a significant number of affiliated faculty to the program, and re-invigorating the curriculum with new course offerings cross-listed across various colleges and re-designed forms of assessment. With the arrival of two new permanent faculty in AY 2020-21, the WWU Center formally introduced a set of bylaws

dedicating annual support to all faculty affiliated with the NRC for curricular development and research as well as support for undergraduate research and cross-border credit-bearing opportunities. WWU partner programs the Border Policy Research Institute and the Salish Sea Institute also formally approved bylaws to support affiliated faculty and program alignment. The Salish Sea Institute launched the Salish Sea Studies minor to establish a place-based and experiential degree program to give students practice in interdisciplinary inquiry about the transboundary ecosystems and shared waters of the Salish Sea. Joint faculty in Canadian- American Studies and Salish Sea Studies contribute to the core and elective courses in the program, and all Salish Sea Studies students must take Canadian-American Studies courses to complete their minor. At WWU, the major and minor are anchored by the foundation course, *C/AM 200 Introduction to Canadian Studies.* The major requires core courses, capstone research, elective courses, and courses from one of the three areas of specialization: Canadian-American Relations; Canadian Histories, Cultures, and Identities; Francophone Canada; or the Student- Faculty Designed major. Core courses in the program include specialized courses on Canada with 100% Canadian content courses in literature, geography, history, economics, and political science.

* 1. **Training Options for Graduate Students:** The NRC works to graduate programs across campus to encourage study and foster research in Canadian Studies. At the UW, graduate students make up almost one third of the student body. Every year graduate students representing a wide-range of disciplines complete theses or dissertations on Canadian topics (see Table D.2. below). This cycle’s graduate students represent seven different departments and professional schools at UW. Importantly, over 60% of the members of their reading committees are affiliate faculty of the Center. In the current grant cycle, thanks to funding from a Carnegie Foundation

|  |
| --- |
| **Table D.2: Graduate Students Research in Canadian Studies at UW, 2018-22** |
| **Name, Degree** | **Thesis Title, Year** | **Reading Committee** |
| E. Ahlness, Political Science, Ph.D. | Who Matters in the Arctic? The Rise of Permanent Participants in the Arctic Council & Intern. Affairs (2021) | C. Ingebritsen (chair), N. Fabbi, K. Lifton |
| L. Popken, Marine & Environ. Affairs, MA | Supporting Indigenous Food Sovereignty by Re-centering Indigenous Governance in Sea Otter Management (2021) | J. Griffin (chair), E. Angel,C. Coté |
| G. Showalter, Oceanography, Ph.D. | Acquisition, Degradation, and Cycling of Organic Matter within Sea-Ice Brines by Bacteria and their Viruses (2020) | J. Deming (Chair), J. Baross, J. Young, R. Woodgate, N. Fabbi, C.Bitz, C. Anderson |
| E. Nutting, Public Health, MA | Estimated Prevalence of Cognitive Behavioral Therapy for Psychosis (CBTp) Providers in the U.S. & Canada (2020) | C. Spigner (chair), S. Kopelovich, H. Buckland |
| D. Inman, Linguistics, Ph.D. | Multi-Predicate Constructions in Nuuchahnulth (2019) | E. Bender (chair), S. Hargus, A. Werle |
| Lozar, P., History, Ph.D. | Indigenous Communities and the Canada-United States Border on the Columbia Plateau, 1850s-1930s (2019) | A.J. Harmon (chair), J. Findlay, J. Reid |
| Delo, A., Jackson School, MA | Inuit Compromise and Resurgence: The Legacies of the James Bay and Northern Québec Agreement (2018) | A. Lucero (chair), N. Fabbi |
| Ray, B., Jackson School, MA | Framing Arctic Renewable Energy: The Legacies of the James Bay & Northern Québec Agreement (2018) | N. Dolsak (chair), T. Leschine, N. Fabbi |

of New York grant, the UW Center hosted an Arctic Fellows program mentoring over 25 graduate students. Finally, the Center works closely with the graduate programs in the Jackson School of International Studies to foster research on Canada. Currently four doctoral students in the Jackson School are writing theses focused on Canadian Studies including on Inuit film, Haida self-determination, residential schools in Canada, and resource development in Nunavut. In AY 2020-21, UW Center invited its graduate students to present their research at a World Affairs Council educator training, to participate in a monthly research cohort, and to present their work at research symposia.

* 1. A**cademic and Career Advising:** The NRC provides extensive academic and career advising. The UW Center works closely with the Internship Success Manager at the Career and Internship Center, Undergraduate and Career Counseling services with the UW Counseling Center, and the Office of Graduate Student Affairs. In addition, the Jackson School of International Studies has nine advisory staff—a director, two academic advisors, a graduate

student advisor, a director of Career and Internship Services, an advisor for the Master’s in Applied International Studies, a full-time manager for the FLAS fellowships program, and two program coordinators. In AY 2020-21, the Office for Academic Services offered seven professional development workshops on topics such as how to pursue a career in U.S. foreign policy. In Fall Quarter 2021, the Jackson School appointed a new director of Careers and Internships who oversees a number of programs to support student placement, including a series of webinars on how to search for careers and internships, how to write resumes and cover letters, interviewing skills, and other key competencies. In addition, the NRC has its own 0.5 FTE Exchange Manager, M. Ferguson, who dedicates significant time to advising. The WWU Center works closely with the Education Abroad Office to support our two faculty-led educational opportunities in Canada. Students attend the required Western Abroad 101 workshop aimed at preparing students for the cultural and safety particularities of their study abroad experience. The Center also participates in regular drop-in advising sessions organized by the Academic Advising Center for new students interested in pursuing Canadian Studies or enrolling in our virtual internship program with the Consulate General of Canada in Seattle. Finally, the Center holds quarterly advising sessions on an individual basis with all of their majors and minors to ensure that they remain on track for a successful completion of the program.

* 1. **Formal Study Abroad Arrangements:** The NRC has established formal arrangements with UBC, University of Victoria and Université Laval (Laval) and with another 19 institutions as part of its MOU with the Killam Foundation, Canada. In the current grant cycle over 60 students benefited from these arrangements (see Table D.3. below). UW is also a member of University of the Arctic facilitating remote study-abroad. UW is working to bolster summer language study at Laval via a new direct exchange agreement developed by director R. Watts

|  |
| --- |
| **Table D.3: UW Center, Formal Exchange Agreements & Use of Arrangements, 2018-22** |
|  | **Corbett Scholars** | **Killam Fellows** | **UArctic** | **Laval** |
|  | **Outgoing** | **Incoming** | **Outgoing** | **Incoming** | **Outgoing** | **Incoming** | **Outgoing** |
| **2018-19** | 5 | 4 | 1 | 1 | n/a | n/a | n/a |
| **2019-20** | 3 | 3 | 1 | 1 | n/a | n/a | n/a |
| **2020-21** | 3 | 9 | 1 | 1 | 2 | 11 | 1 |
| **2021-22** | 6 | 7 | 1 | 4 | n/a | n/a | tba |
| **Total** | **17** | **23** | **4** | **7** | **2** | **11** | **1** |

in partnership with UW’s French and Italian Studies, Study Abroad, and Laval. The program will enable UW students to study at Laval in the summer, pay Laval tuition, and earn UW credits.

The program is operating virtually during the pandemic, but will resume in person as soon as travel is available. At WWU, several courses have well-established multi-day study opportunities for students to travel to Canada, including the Redfish School of Change summer field school, taught by N. Stanger, Environmental Studies in partnership with University of Victoria; *PLSC | C/AM 406 Canadian Government*, taught by T. Kamena, Political Science; and the *ENVS | C/AM 430/530 Borderlands* taught by P. Buckley, Geography. While most of our study-in-Canada opportunities at WWU have been unavailable during the pandemic, the Redfish School of Change program has continued to offer the course virtually during AY 2020-21 and 2021-22, including courses cross-listed with the Salish Sea Studies program. To facilitate summer language programs, the WWU Education Abroad Office coordinates the biennial Summer in Montréal study abroad experience with director C. Keppie.

# Criterion E: Quality of Staff Resources

*The faculty and staff at the Center are proficient and dedicated people who prompt similar commitments to excellence in the students and visiting faculty who work with them. Most importantly, it [the Center] is managed by truly inspiring people, the kind of leaders who demonstrate what it means to be someone who finds purpose, joy and success in what they do.—* Ellen Ahlness, doctoral student, Political Science and former FLAS Fellow, Inuktitut

* 1. **Qualifications of Teaching Faculty & Staff:** NRC faculty represent a wide spectrum of disciplines and professional schools serving the breadth of activities proposed in the project. At

UW, faculty represent 10 departments in the College of Arts and Sciences; six schools and departments in the College of the Environment; seven professional schools from Education to Law and Social Work; and research units such as the Applied Physics Laboratory and the Language Learning Center. Our faculty make enormous contributions to research, teaching, and academic service. In the current grant cycle, UW Center affiliates were awarded over 60 grants totaling in the millions of dollars. Examples that directly support the current grant project at UW include: D. Abramson, Urban Design and Planning, awarded three National Science Foundation (NSF) grants for research on coastal hazards in Washington State and British Columbia including Indigenous communities (almost $8 million); M. Bennent, Geography, awarded a NSF grant to address natural resource development in the Arctic (almost $90,000); N. Fabbi, Canadian Studies Center and J. Young, Information School, awarded an NSF research coordination grant to examine civic education in the Arctic ($300,000); and S. Hargus, Linguistics, awarded Jacobs Research Funds to document First Nations languages spoken in British Columbia. At WWU examples include: T. Abel, Urban and Environmental Planning and Policy, awarded a Kitsap County grant for his project Puget Sound Natural Resource Governance Assessment ($130,000); and N. Baloy, Canada House Programs, in partnership with A. Booker, Whatcom Community College, received a National Endowment of the Humanities grant for the project Humanities Initiatives at Community Colleges. Publications that contribute directly to the project from the current grant cycle from UW include: a book co-edited by K. Bunn-Marcuse, School of Art + Art History + Design, *Unsettling Native Art Histories on the Northwest Coast* (2020); a peer-reviewed article by E. Steig, Department of Earth and Space Sciences, “Recent Summer Warming in Northwestern Canada Exceeds the Holocene Thermal Maximum” (2019); and a language report authored by A. Werle, Jackson School of International Studies,

“Nuuchahnulth Expert Mood Guide” (2020). From WWU recent publications that support the grant project include: a book chapter by C. Keppie, WWU Center, “Bringing Sexy Back: The Other” (2022) published in *The Construction of Canadian Identity From Abroad*; and, a peer- reviewed paper by D. Rossiter, Department of Environmental Studies, “The Geography of the Crown: Reflections on Mikisew Cree and Williams Lake” (2020), published in the *Supreme Court Law Review.* Ongoing professional development provided by the NRC assists in ensuring that our faculty continue to build depth and breadth of understanding in Canadian Studies. One of our most popular trainings has been the biennial Faculty Field Course, a 10-day program led by M. McEachern, UW School of Social Work, and M. Baker, WWU Center. The last two iterations of the field course have focused on the re-negotiation of the Columbia River Treaty. At WWU, all three programs at Canada House sponsor faculty professional development for cross- border research and teaching, including the Border Policy Research Institute’s Faculty Fellows program, interdisciplinary cross-border workshops, and director and faculty affiliate participation in a wide range of conferences and networks, including the Cascadia Innovation Corridor initiative. In terms of the teaching, supervision and advising of students, faculty involvement is significant. For example, UW faculty serve on dozens of reading committees. Of the 27 committee members that served on the reading committees for the eight MA theses or dissertations in Canadian Studies completed in this grant cycle, almost 65% are affiliated faculty in Canadian Studies (see Table D.2. above). At UW, advising is provided to all FLAS fellows by the FLAS manager ensuring the on-going development of area studies expertise and progress toward language proficiency; to all exchange program participants by the Center’s Exchange Manager; and to all Canadian Studies majors, minors and certificate students via the Jackson School of International Studies’ Academic Services Office. At WWU, advisors with Extended

Education and Education Abroad programs host advising events on campus that feature study-in- Canada opportunities. The WWU Center also hosts a Canadian research colloquium at the annual Scholars’ Week and supports student conference participation.

* 1. **Staffing & Oversight Arrangements:** The NRC boasts two outstanding project directors.

At UW, R. Watts is an Associate Professor of French with research and teaching interests in 20th- and 21st-century narratives of environmental change in the francophone world, including Québec and other French-speaking regions and communities in Canada; and in the theory, practice, and politics of translation. He has served as Associate Dean of International Programs and Executive Director of the Center for Global Education at Tulane University prior to his appointment at UW, and as chair of the UW’s French and Italian Studies. Watts is the recipient of individual research support from the Georges Lurcy Charitable and Educational Trust, the Rockefeller Foundation, and the National Endowment for the Humanities. At WWU, C. Keppie, is a Professor of French in Modern and Classical Languages and an affiliate Professor in the Linguistics Department. Keppie has served as editor of the *American Review of Canadian*

*Studies* and currently serves in the role of Vice President of the Association for Canadian Studies in the U.S. and will serve as President beginning in 2022. Her widely published interdisciplinary research focuses on cultural minorities of francophone Canada, focusing primarily on the impact of borders, socio-political relations, festivities, and language ideologies in the construction of Acadian identity in eastern North America. At UW, Managing Director, N. Fabbi has served for decades in the field. She has secured many of the Center’s institutional agreements including with Fulbright Canada and the Killam Foundation, initiated a number of programs including the Arctic and International Relations initiative in the Jackson School of International Studies, and brought hundreds of thousands of dollars in grant funding to the Center. Fabbi has published a

number of peer-reviewed articles and chapters on Inuit political mobilization in Canada. Her most recent publication is a chapter co-authored with G. Wilson in the book *The Inuit World* (2021) on policy development in Inuit Nunangat. At WWU, Associate Director for Canada House Programs, N. Baloy, has a Ph.D. in cultural anthropology from the U.B.C. Her research on Indigenous and non-Indigenous relationships in Canada has been published in *Settler Colonial Studies*, *American Indian Quarterly*, and *Collaborative Anthropologies*, and she was a contributing editor to the *State of the Salish Sea* and *Border Barometer* reports. At UW, Student Exchange Manager and Program Coordinator M. Ferguson oversees the Corbett Exchange Scholarship and Killam Fellowship programs as well as the International Learning Assignment providing virtual internships with the Canadian Consulate of Canada Seattle. She has overseen the growth of the Corbett Exchange program, successfully transitioning to a virtual format to serve students unable to travel during the pandemic–a format that has become a model for UW’s Study Abroad program. Ferguson has a master’s degree in Public Administration from UW’s Evans School of Public Policy and Governance, and in 2020, she earned a Diversity, Equity and Inclusion certificate from Diversity Abroad. WWU’s K-12 Curriculum Specialist K. Sweet has an MS in Library and Information Science from the University of North Carolina, Chapel Hill and served as a K-8 bilingual school librarian for the French American School of Puget Sound before joining the NRC. K. Sweet has previous experience in archives and programming at Duke University, Portland State University, and the Government of Canada. The UW Center receives oversight from L. Fernandes, director of the Jackson School of International Studies and a former Title VI NRC director at the University of Michigan. At WWU the director serves on the Provost’s Council and reports to the Associate Vice President for Academic Affairs. Faculty from a variety of departments, professional schools, and the library are involved in NRC

activities. In AY 2020-21, over 30 UW faculty participated as chairs, speakers, panelists, and organizers for 32 outreach events and K-16 professional development workshops. This included faculty from the Evans School of Public Policy and Governance, the School of Aquatic and Fishery Sciences, the School of Marine and Environmental Affairs, and the School of Social Work. T. Mudrock, UW’s Canadian Studies librarian, assists departments through workshops and assistance in open-access publishing, data management and visualization, digital humanities, public scholarship, open pedagogy, GIS, podcasting, media production, copyright, and more.

UW Libraries also has a myriad of services including research and writing coaching through the Odegaard Writing and Research Center with peer tutors and librarians, an undergraduate research tutorial Canvas course, and consultations with a subject librarian.

* 1. **Nondiscriminatory Employment Practices:** Both institutions have an Equal Opportunity Office to enforce guidelines, approve search committee selections, oversee position announcements, specify rating tools, and monitor all searches. In addition, a quantitative Affirmative Action Plan ensures consistency and equal consideration of all candidates applying for positions. The process is rigorous, including mandatory implicit bias training sessions for all search committee members. Each search must have an outreach plan that specifies underrepresented targets. In addition to university-wide policies and procedures, staff involved in the NRC are dedicated to professional development and practices to support recruitment, retention, and meaningful relationships with Black, Indigenous, and scholars of color in our programs and broader field. These processes have ensured an increase in diverse faculty and staff. For example, at the NRC, almost 55% of Center affiliate faculty are women and almost 25% are from Indigenous communities or communities of color.

# Criterion F: Strength of Library

* 1. **Strength of Library Holdings:** UW Libraries is home to the largest library collection in the Pacific Northwest. It includes 16 libraries on three UW campuses and at Friday Harbor Laboratory where a significant collection in Salish Sea Studies is found. WWU Libraries is housed in three buildings on campus and includes the Center for Pacific Northwest Studies. The NRC has holdings totaling well over a half million units including books, journals, microforms, maps, rare books, film, audio and video recordings (see Table F.1.). Collections in French and

|  |
| --- |
| **Table F.1: Strength of Canadian Studies Collections, 2020-21** |
| **Library Collections** | **UW** | **WWU** | **Total** |
| Catalogued Volumes | 128,750 | 44,770 | **173,520** |
| French titles | 322,320 | 4,147 | **326,467** |
| Arctic titles (includes Inuit language) | 5,200 | 3,812 | **9,012** |
| Map Sheets | 18,360 | 11,936 | **30,296** |
| Audio/Video Recordings | 1,350 | 1,275 | **2,625** |
| Special Collections Pacific Northwest | 51,000 | 692 | **51,692** |
| Children’s Interdisciplinary Literature Collection | 480 | 1,328 | **1808** |
| Serials, Canadian (print and electronic) | 21,930 | 4,222 | **26,152** |
| Serials, French or bilingual | 1,020 | 2,442 | **3,462** |
| Canadian Government Documents | 18,540 | 4,742 | **23,282** |
| **Sub-total** | **568,950** | **79,366** | **648,316** |
| **Museum & Other Collections** | **UW** | **WWU** | **Total** |
| UW Burke Museum, Northwest Collection | 10,000 | n/a | **10,000** |
| UW Polar Science Center | 750 | n/a | **750** |
| WWU CEDAR: Border Policy Research Institute Publications | n/a | 402 | **402** |
| WWU CEDAR: Salish Sea Ecosystem Conference Publications | n/a | 1,969 | **1,969** |
| **Sub-total** | **10,750** | **2,371** | **13,121** |
| **Total** | **579,700** | **81,737** | **661,437** |
| *Data for the Canadian Studies collections was provided by our NRC librarians.* |

Indigenous languages comprise almost half the NRC collections including French titles and serials in French. This includes about 9,000 volumes on Québec (not including literature); and 200 titles in Inuktitut. To facilitate the cooperative exchange of resources between Francophone and North American research libraries, UW Libraries is a member of the Collaborative Initiative for French Language Collections. Membership allows for the purchase of permanent online access to several Canadian French language periodicals including *CPI.Q,* the award-winning

electronic version of the Canadian Periodical Index providing a bilingual interface. At UW, the Burke Museum of Natural History also has extensive collections in its Bill Holm Center for the Study of Northwest Native Art including thousands of art images in the Northwest Coast image research database, and the George MacDonald Archive of historical Northwest Coast photographs. WWU Libraries’ main reading room houses the Northwest Collection with almost 800 books on British Columbia; Heritage Resources with over 500 items on Canada including maps, archival collections and photographs in Pacific Northwest Studies; and it is home to main and special collections including the Center for Pacific Northwest Studies. WWU Libraries is also home to CEDAR (Contributing to Education through Digital Access to Research), an open access platform for WWU faculty scholarship and student theses with more than 1,500 titles relating to Canada. CEDAR also features all Border Policy Research Institute publications and Salish Sea Ecosystem Conference papers. New titles acquired by the NRC in the current grant cycle have focused on francophone Canada, decolonization, environmental and social justice, borderlands, and Indigenous titles added to the Children’s Literature Interdisciplinary Collection at WWU. Access to non-print holdings is considerable. Both UW Libraries and Western Libraries purchase access to multiple online databases. Highlights include: *Canadian Business and Current Affairs Database*, Canada’s most comprehensive full-text online provider; *HeinOnline Court Reports*, and *Provincial Statutes of Canada*; *Canadian Periodicals Index Quarterly*; and *ProQuest Dissertations and Theses Global.* Newspapers and newswires are provided via news databases, including *Canadian Newsstream*, with access to over 360 news sources such as *The Globe and Mail, Toronto Star, Montreal Gazette*, *National Post*, and transcripts of *The National/Le Téléjournal*. Importantly, library resources also include Research Guides created by our librarians with recommended resources and research guides. At UW these

include: Arctic and Northern Studies, Canadian Studies, Canadian Studies–Indigenous Peoples, French, History Canada, History Pacific Northwest, and Pacific Northwest Collection. NRC Canada collections, librarians, and other resources have the strong support of both our institutions as evidenced in the breadth and depth of our collections mentioned above.

Institutional support for the salaries of six librarians dedicated to Canadian Studies at the NRC is approximately $170,380 adjusted for time dedicated to Canadian Studies (see Table A.1.). At UW, almost $50,000 per year is provided by UW Libraries for Canadian Studies acquisitions.

The total amount of institutional funding is much higher when funding for Canadian titles by other subject librarians is included.

* 1. **Cooperative Arrangements:** According to the UW Libraries annual report, approximately 92,000 items are provided annually to UW faculty, students and staff via interlibrary loan. UW Libraries is a member of the Center for Research Libraries, a non-profit organization of over 200 libraries in Canada and the United States. Approximately five million newspapers, journals, books, pamphlets, dissertations, archives, government publications, and other resources are held by the organization, including the International Doctoral Dissertation Collection of 800,000 items and 6,100 foreign newspapers. Both UW Libraries and Western Libraries are part of the Orbis Cascade Alliance, a library consortium serving academic institutions in the Pacific Northwest. The Alliance runs a shared library management system, works on collective purchasing, facilitates access to unique and local collections, and coordinates resource sharing for its 37-member institutions. In terms of accessibility of library resources, UW Libraries provides a free borrower’s card to faculty, students, and staff of Orbis Cascade Alliance institutions and Washington State community colleges; domestic partners of UW faculty, staff, academic personnel, visiting scholars, administrative personnel, and retired faculty and staff;

Washington State teachers and school personnel; federal and state governmental employees; and health-related professionals. WWU Libraries provides a borrower’s card to any individual with a library card from Bellingham Public Library, Bellingham Technical College, Northwest Indian College, Whatcom Community College, or Whatcom Public Library.

# Criterion G: Impact & Evaluation

* 1. **Impact of NRC Activities & Training Programs:** As noted in Criteria B and C above, enrollments in Canadian Studies courses, both language and non-language, at the NRC are high with a total combined enrollment of over 10,000 undergraduate and graduate students in AY 2020-21 (see Tables B.1. & C.1.). Enrollments were increased, in part, via the development of new courses at both institutions. For example, at UW, in AY 2020-21 and 2021-22, a total of six new interdisciplinary courses were introduced, attracting enrollments from students across campus. Recently at WWU, students across all seven colleges, most of them new to Canadian Studies, enrolled in *C/AM 497E Western Reads Canada*, a course designed in collaboration with Whatcom READS, a county-wide program that encourages reading of literature with ties to the culture and history of the area. In addition to enrollments, the NRC measures its impact by the success of our student experiences. One outstanding example of the impact of study-in-Canada experiences is evident in a project undertaken by O. Oliver, an undergraduate student in the Department of American Indian Studies. Oliver studied at UBC as part of the Corbett Exchange Program. While at UBC, Oliver was struck by the prominence of Indigenous culture on campus and the walking tour of the Musqueam House Posts. On his return, Oliver designed an Indigenous Walking Tour at UW highlighting key Indigenous points of contact. The tour has become wildly successful and covered by university media at both institutions. Concerning outreach, NRC success is outstanding. In AY 2020-21, when most institutions scaled back their

programming as a result of the pandemic, the NRC pivoted to the Zoom platform and enjoyed the largest local, national and international outreach success in its history. In AY 2020-21, the NRC offered a record 100 public outreach events reaching a combined audience of over 6,000 individuals (see Table G.1.). Two highlights for the UW Center include: the facilitation of a

|  |
| --- |
| **Table G.1: NRC Outreach Events, AY 2020-21** |
|  | **UW****Activities** | **WWU****Activities** | **Total Activities** | **UW****Enrolled** | **WWU****Enrolled** | **Total Enrolled** |
| **Public Outreach** | 30 | 49 | **79** | 1,888 | 3,250 | **5,138** |
| **K-16 Pro. Dev.** | 3 | 18 | **21** | 144 | 743 | **887** |
| **Total** | **33** | **96** | **100** | **2,032** | **6,493** | **6,025** |

meeting with Indigenous representatives from British Columbia and Alaska to discuss federal- Indigenous management of the herring fisheries; and, the hosting of a panel discussion with former Indigenous leaders in Canada’s north and CBC reporters to honor the legacy of Canadian Chief Justice Thomas Berger. Highlights from WWU include: Bridgewater State Visiting Professor in Canadian Studies J. M. Billson who spoke on Canada’s role in the global refugee crisis; and B. Morin, award-winning French/Cree/Iroquois journalist from Treaty 6 Alberta who presented on residential and boarding schools. The biennial Salish Sea Ecosystem Conference, administered by the Salish Sea Institute in April 2020, drew over 3,000 attendees. The NRC works with many units on and off campus to ensure this level of impact. In AY 2020-21, partnering units included other NRCs in the Jackson School, the NRC on Canada at University of Maine and the State University of New York, Plattsburgh, UW’s Center for American Indian and Indigenous Studies, UW’s School of Music, the Pacific Northwest Economic Region, the Canadian Consulate of Canada in Seattle, the World Affairs Council, Seattle and Canadian institutions including Trent University, University of Ottawa, McGill, and the University of Cape Breton, to mention just a few. The WWU Center has well-established partnerships with

Canadian institutions including Environment and Climate Change Canada, co-sponsor of the

Salish Sea Ecosystem Conference, and University of Victoria, co-sponsor of the annual Cross- Border Research Fellowship. The Border Policy Research Institute and Salish Sea Institute are partners in the new 21st Century Borders, a $2.5 million Social Sciences and Humanities Research Council of Canada project to support border studies research with policy applications. As noted by UW’s Vice Provost for Global Affairs, the NRC “punches well above its weight” because it is “central to other major initiatives at the UW” and beyond. The NRC’s K-16 professional development programming has a national reputation and AY 2020-21 was no exception. In that year the NRC offered a total of 21 K-16 workshops training over 750 educators from across the nation (see Table G.2.). One highlight concerning language training is a workshop conducted in French for 19 high school instructors from across Washington State and featuring authors and educational specialists from Québec. Other K-16 professional development trainings attended by over 300 educators spanned such topics as Métis History, Language and Culture, Black History and the Underground Railroad in Canada, Indigenous Education, and Canadian Government. A Global Literature teacher seminar resulted in more than 100 Canadian Indigenous children’s books circulated in classrooms across the nation. As a result of the utilization of the Zoom platform, we were able to record many of our activities, format the recordings into professional videos, and upload them onto our respective websites. Both UW and WWU created new YouTube Channels for online access. In AY 2020-21, the NRC produced nine printed instructional texts and 17 videos reaching over 2,000 views (see Table G.2.).

|  |
| --- |
| **Table G.2: NRC Instructional Materials, 2020-21** |
|  | **UW****Developed** | **WWU****Developed** | **Total Developed** | **UW Views** | **WWU****Views** | **Total Views** |
| **Printed Materials\*** | 6 | 3 | 9 | 300 | 300 | 600 |
| **Videos\*\*** | 14 | 3 | 17 | 1,605 | 150 | 1,750 |
| **Totals** | **20** | **6** | **26** | **1,905** | **450** |  |
| *\*This includes hard copies & downloadable copies on the NRC websites.**\*\*Views are counted from the uploading of these videos in 2020-21, to present.* |

Instructional materials also include language training materials. The UW Center developed a 17- part Inuktitut language learning module with the input of FLAS fellows in Inuktitut and the Language Learning Center. To date, 47 individuals, including 21 in AY 2020-21, have been granted access to the module. Users of this resource include Indigenous people who wish to revitalize their language skills, linguistics students, students in Arctic Studies, and organizations that want to improve their communication with Inuit communities and Inuktitut speakers.

* 1. **Student Placement:** To date, a total of 16 students have graduated with a minor in Arctic Studies. One outstanding placement is that of B. Mayer (2020) who is now a Program Manager with the Pacific Northwest Economic Region. Another alum of the minor is N. Haycock-Chavez (2016) who earned an MA in Geography at Memorial University in St. John’s, Newfoundland 2020-21. For her MA research project, she worked with former UW Fulbright Canada Chair in Arctic Studies J. Heath (2014-15) on citizen science in Sanikiluaq, Nunavut. Haycock-Chavez was just appointed as an Outreach Specialist for the National Science Foundation Arctic Data Center. Most FLAS fellows awarded in the former grant cycle (2014-18) are now employed in positions where they are integrating their language skills and enhanced understanding of Canada into their professional work. For example, T. Sproed (French) now serves as a Lieutenant to Judge Advocate General's Corps of the U.S. Army; C. Cleland (Inuktitut) is an ocean’s advocate for the Natural Resources Defense Council in Washington, D.C.; and K. Gavenus (Inuktitut) is now an educator for the Center for Alaskan Coastal Studies presently preparing to take students on an icebreaker cruise of the Arctic. Two former FLAS Fellows are employed at the UW and serve as affiliate faculty of the Center. E. Elliot-Groves (French) is now an Assistant Professor in the UW School of Education. Her research investigates Indigenous knowledge and concepts of place concerning the Cowichan Nation on Vancouver Island. J. Young (Inuktitut) is now a

Senior Research Scientist at the UW Information School and teaches one of the required courses for the Arctic minor. Finally, alumni from the Corbett and Killam study-abroad programs are working in a variety of fields, with several now pursuing professional and doctoral degrees.

Former exchange students from these programs are now working in medicine, higher education, and the private sector. Alumni have been awarded postdoctoral fellowships at Yale University and Carnegie Mellon University; they are enrolled as graduate students at Columbia University and Oxford University; and they are serving as software engineers, consultants, and in the U.S. House of Representatives. At WWU, students enrolled in Canadian-American Studies regularly pursue careers or post-graduate studies related to Canada. For example, former Canadian Consulate WWU student intern C. Baisley now works as a research assistant supporting Border Policy Research Institute initiatives with Director L. Trautman, and Canadian-American Studies major / Salish Sea Studies minor S. Bressette is pursuing a Master’s in Elementary Teaching at WWU. Canadian-American Studies alum S. Chute has begun a Ph.D. program in Canadian History at the University of Toronto focusing on the history of enslavement in the Maritimes and upcoming French, Linguistics, and C/AM grad M. Peyton is about to embark on a MA in Applied Linguistics at Concordia University in Montréal, where she plans to focus on linguistic variations within the Acadian diaspora. To increase the number of students placed in post- graduate employment, education, or training in areas of national need, the NRC will implement a program successfully piloted in the current grant cycle (AY 2020-21): the Young Professionals International Network at the World Affairs Council Seattle. The program consisted of a lively and engaging interview with the Commissioner at the Consulate General of Canada in Seattle by a member of the Young Professionals regarding the commissioner’s career trajectory and path to success. The program was successful in inspiring students to pursue roles in federal government

departments. In the upcoming grant cycle, we will continue this series providing our students with introductions to practitioners in a variety of sectors including locally-engaged staff at our Consulate and Québec Delegation in Los Angeles, representatives from the Pacific Northwest Economic Region, researchers at the Border Policy Research Institute, and other partners.

Another strategy we will employ in our next series of programs will be to include former alumni as interviewees. In addition, in the current grant cycle, our NRC piloted the International Learning Assignment, a virtual internship program with the Consulate General of Canada in Seattle. We are presently working with the Consulate to expand this program to include the U.S. Consulate General in Vancouver.

* 1. **Addressing National Need:** Evidence-based responses to issues vital to U.S. stability in the 21st century include climate change mitigation, cross-border environmental management, transboundary governance and economies, Canada-U.S. border policies, Canada’s role in Arctic affairs, and the growing political influence of Canada’s Indigenous Peoples in North America and beyond. The overwhelming majority of our activities address these critical issues (see Table G.1.). Also, as mentioned above, many of our programs are recorded to facilitate wider dissemination, and instructional materials are revised to ensure the ongoing integration of national need into the K-16 curriculum. One example is the UW’s *Arctic and International Relations* series. In the current grant cycle, we published Issue #7 titled *The Right to Sea Ice: Canadian Arctic Policy and Inuit Priorities*, which included the work of the undergraduate students enrolled in *JSIS 495 Task Force on the Arctic* and two graduate students. The issue addressed climate change, the absence of sea ice in international legal instruments, and the role of ice in Inuit culture. One hundred copies of the volume were distributed to relevant federal government departments, Indigenous organizations, and other policy makers. Registered with the

U.S. Library of Congress, the edition is also available online receiving over 100 views in AY 2020-21. Critical national need is also being addressed through Arctic in Context, a new platform on the UW Center’s website that integrates Arctic Indigenous voices into conversations concerning critical current issues. Thanks to an MOU signed with the World Policy Institute in 2021, the Center now has an archive of about 200 policy papers and interviews. The Border Policy Research Institute at WWU has been involved in documenting and analyzing impacts of the COVID-19 border restrictions between the U.S. and Canada, publishing a major report funded by the Canadian Consulate, the *Border Barometer*, with eight regional analyses, case studies on border communities, and data on economic impacts on trade flows, as well as three special reports on economic effects of the restrictions for Whatcom County specifically. The border restrictions reflect a new era in border security as a public health tool, with cascading effects on border infrastructures, technologies, and procedures. Border Policy Research Institute Director L. Trautman participated in a cross-sector border task force in Whatcom County to address the needs of Point Roberts and other border communities affected by the restrictions, contributing to over a dozen webinars and panel discussions on the topic, and speaking with numerous news outlets since the start of the pandemic. BPRI publications, including policy briefs, on COVID-related border issues have been downloaded more than 3,000 times. The NRC also strongly encourages students to pursue studies and conduct research in areas of national need. Our FLAS fellows, in particular, conduct research on a variety of issues critical to human security, Indigenous futures, and comparative Canada-U.S. social and legal studies.

* 1. **Evaluation Plan:** The NRC has selected four programmatic areas to explore in depth in an effort to build out the breadth and effectiveness of our work. On an annual basis we will gather data to inform us how best to increase and improve our language and non-language programs

and our exchange program experiences; improve the FLAS program; and improve the effectiveness of outreach for both the public and K-12 instructors. This plan will result in finely tuned, quantifiable performance measures throughout the grant period for U.S. Department of Education-funded activities and inform ongoing program improvement (see Table G.3. below).

|  |
| --- |
| **Table G.3: NRC Annual Evaluation Plan & Methods, 2022-25** |
| **Evaluation Goal** | **Areas of Evaluation** | **Method** |
| Language program | * annual evaluation of # of students in program, francophone Canadian content in courses, students that declare a minor or major in Canadian Studies
* annual evaluation of students engaged in direct exchange with Laval
 | * analysis of enrollments, course evaluations, student surveys/focus groups
 |
| Canadian Studies program | * annual evaluation of # of students in program, Canadian content in courses, students that declare a minor or major in Canadian Studies
* inclusion of diverse perspectives, including Indigenous perspectives
 | * analysis of enrollments, course evaluations, student surveys/focus groups
 |
| Exchange programs | * annual evaluation of # of students in program, increased knowledge in Canada-U.S. relations, decrease in stereotyped understanding of Canada or the U.S., number of students who continue in Canadian studies
* placement of students
 | * analysis of selected Corbett scholars, Killam fellows, and other exchange students, student surveys/focus groups
 |
| FLAS program | * annual evaluation of # of applications, languages studied, increased knowledge in Canada-U.S. relations
* # of theses in Canadian Studies
* placement of students
 | * analysis of applications, languages, theses, student one- on-one interviews, placement
 |
| Public & K-12 outreach | * annual evaluation of # of participants, increased knowledge of Canada & the Canada-U.S. relationship
* integration of Canadian content into K-12 curriculum
 | * analysis of participation rates, program evaluations, follow-up surveys with K-12 instructors
 |

The evaluation plan follows the rhythm of recurring NRC activities, ensuring timely evaluations, instrument refinement, and accurate data, all feasible within the grant cycle. The NRC takes seriously our public responsibility to utilize resources effectively and efficiently and to execute regular, comprehensive, and objective evaluations of programs and activities. Post-evaluation, the NRC will analyze the data and provide an interim report with considerations for improvement. Expert outside evaluators will be contracted to conduct four focused evaluations over the next grant cycle including: YR1, an evaluation of our NRC-wide library collections to

determine the various units where Canada-related materials reside, what is included in those collections, and how they are categorized; YR2, an evaluation of the NRC’s relationship to our faculty and how we can work more effectively with our faculty to increase research and teaching on Canada; YR3, an assessment of graduate placement and how the NRC can gain greater success in ensuring placement of our graduates in careers that serve national need; and YR4, an assessment of K-12 outreach to measure the extent to which the content of our trainings is making its way into K-12 curriculum. In AY 2020-21, the NRC worked with several leaders in Canadian Studies, area and international studies specialists, and foreign language study experts to produce these evaluations. P. James, the Dana and David Dornsife Dean’s Professor of International Relations at University of Southern California, Los Angeles provided a multi- month, intensive evaluation of several of our programs. At UW, James conducted four evaluations: 1) the effectiveness of our Arctic initiative as evidenced by experience of our students in the Arctic minor; 2) the success of our exchange programs in building knowledge of the Canada-U.S. relationship; 3) our effectiveness in building a pipeline of French-language students from K-12 to the university-level; and 4) the impact of our NRC on stakeholders from our campuses, regionally and nationally. This report noted that the impact of the Arctic initiative is favorable and is effective in prioritizing the study of the role of the Inuit in Canada. The report also noted that students in NRC exchange programs are achieving a marked increase in their knowledge of the Canada-U.S. relationship. Language training is strong with director R. Watts singled out for working closely with the UW Language Learning Center and developing “great proposals regarding translation studies” and its articulation with Canadian Studies. Finally, in terms of impact to stakeholders, a faculty member at a Canadian institution noted that UW’s

Canadian Studies engages in “ongoing consultations and grant-related work [with off-campus

colleagues] and should be singled out for creating synergy among academics at multiple institutions.” In comparison with our previous NRC-wide evaluation, James noted that the NRC is now “light years ahead of where it stood at that time.” For UW, the report strongly recommends creating a faculty line in Canadian/Arctic Studies, which the director of the Jackson School has endorsed. To make this significant and critical improvement to our NRC, the staff at UW will work over the next grant cycle to identify a partnering department, secure the support of Jackson School faculty, and secure buy-in from the College of Arts and Sciences. For WWU, James strongly recommended funding for two faculty lines, one in Canadian History and a second in Francophone Studies to replace director C. Keppie’s former role as a full-time instructor. Keppie immediately began negotiations and now has an agreement from the Provost to meet these priorities in the current grant cycle via bridge support from Title VI (see Appendix 4: Letters of Support). The UW Center also worked with the five other Title VI centers in the Jackson School to contract M. Abdel-Kader, former deputy assistant secretary of International and Foreign Language Education with the U.S. Department of Education, to conduct an evaluation of the FLAS fellowships programs. The evaluation focused on three areas: 1) student mastery of language and world areas; 2) the FLAS fellowship experience including administration of the program; and, 3) the preparation of fellows for future career roles. An overwhelming percentage of FLAS fellows agreed that the FLAS program made a significant impact on gaining fluency in their selected language and in increasing knowledge and expertise in their world region. The report deemed the administration of the FLAS program exceptional, with thousands of students reached through 20 information sessions, 67 class visits, and many other events. And almost 90% of those interviewed felt that the FLAS program prepared them for future career steps or graduate study. Recommendations included initiating an annual awards

reception to elevate the stature of the program and to attract more applicants and to bolster career services. The UW Center will do both. Finally, the director of the Jackson School, L. Fernandes was part of a team appointed by the Vice Provost for Global Affairs to evaluate and recommend ways to reframe global engagement at the UW. While not an evaluation of our NRC per se, the report sought to improve global engagement campus-wide, thereby providing meaningful input to our work. Two recommendations we will seek to implement include building global learning and research communities and moving beyond traditional study abroad models to include a greater diversity of students and expand our impact via virtual study-abroad.

* 1. **Equal Access:** The NRC is increasing equal access in part via the recruitment of underrepresented faculty members as well as courses that speak to underrepresented students. Both of WWU’s new tenure-track faculty in Comparative Indigenous Studies are of Indigenous heritage. Many content courses at both institutions are Indigenous focused or have significant Indigenous content, particularly those offered as part of our minors in Arctic and Salish Sea

Studies, American Indian Studies, history, or education. At UW, we also offer courses in Gender, Women and Sexuality Studies; courses such as *GEOG 342 Geography of Inequality* or *GEOG 541 Feminist Geographies* in Geography; and courses in environmental justice and ethnic studies provided by faculty in the Jackson School of International Studies. The NRC encourages seniors in our community to take our courses, which they can enroll in for a nominal fee. One successful example of this is a UW ACCESS student who has been enrolled in Inuktitut over the last four years. Given her advanced proficiency this student became an invaluable contributor when the UW Center developed the 17-part Inuktitut training module mentioned above. In our exchange programs we actively recruit students from underrepresented groups. In the current grant cycle three Indigenous students and 11 students of color have participated in the UW exchange

programs. Our exchange program manager M. Ferguson participated in a Diversity Abroad certificate program to better support students with diverse backgrounds and needs. Exchange programs can be particularly challenging for students with physical disabilities. M. Ferguson has worked very closely with Fulbright Canada and Canadian institutions to ensure that such students will have a successful experience. This fall our first student with mobility needs will attend the University of Montréal. Finally, one of the most effective ways in which we have addressed access is via the recent use of Zoom. The Zoom platform enables participants who have family responsibilities, physical disabilities or other obstacles to participation to engage in our programming. We will therefore continue to use it for select events beyond the pandemic.

# NRC Proposal–Criterion H: Outreach Activities

*The STUDY CANADA K-12 Summer Institute was one of the most profound professional development opportunities I have participated in and changed my worldview. As a result [...] we are continuing to invest in and develop a relationship with our Lummi neighbors to deepen our commitment to decolonizing our curriculum and honoring Indigenous ways of knowing.—* Charisse Berner, Director of Teaching and Learning, Bellingham Public Schools

* 1. **Significant & Measurable Impact:** STUDY CANADA K-12 is the most well-established and longest running professional development workshop on Canada in the nation. In the 40+ years it has existed, STUDY CANADA K-12 has trained over 500 elementary and secondary educators, representing every state in the nation. Each year, faculty from WWU colleges and departments, including Woodring College of Education, deliver presentations and prepare content for the institute. Other NRC K-12 professional development trainings also include our faculty and involve the professional schools. For example, in AY 2020-21, the NRC partnered with Global Classroom, World Affairs Council, Seattle to offer a four-part professional workshop, *The Arctic Today: Indigenous Peoples, Climate Change and the Environment.* The workshop opened with a fireside chat with D. Tizya-Tramm, Chief, Vuntut Gwitchin

Government, Old Crow, Yukon by UW’s Fulbright Canada Visiting Chair in Arctic Studies, K. Turner, Brock University. The workshop included talks by a doctoral candidate in UW’s School of Environmental and Forest Science, a recent Ph.D. from the UW’s School of Oceanography, a faculty member from UW’s Information School, the NRC’s Inuit language faculty, four FLAS fellows in Inuktitut, and UW Center’s Banting postdoctoral fellow. The NRC also achieves national impact via our collaboration with the Northeast NRC on Canada at the annual National Council for Social Studies–the largest association dedicated to social studies in the United States, attracting 3,000 educators each year. The NRC achieves regional impact via participation in the Washington State Council for Social Studies, where 200 educators participate from over 70 schools or school districts. Effective outreach strategies include sharing resource materials, quarterly e-newsletters that reach over 2,000 subscribers, and a robust social media presence. At the community college level, the NRC co-sponsors the annual Community College Master Teacher Institute with the other UW Title VI centers and the Northwest International Education Association. The training has reached over 400 community college faculty to date representing over 20 postsecondary institutions in the Pacific Northwest. The Community College Master Teacher Institute focuses on a key international issue annually with NRC faculty providing a Canadian perspective. Other highlights include a 6-part Faculty Education Workshop series on place-based teaching with Whatcom Community College (with WWU Center’s N. Baloy as part of the facilitation team), and the STEM in the Salish Sea teacher professional development workshop, organized in collaboration with WCC Salish Sea Studies faculty A. Booker and WWU Center staff K. Sweet and N. Baloy. Business, media and the general public are served through our many lectures and panel presentations. One stand-out event, also mentioned above, was a two-hour program that connected business interests in the herring fisheries on the West

Coast. The UW Center partnered with the Herring Protectors, a grassroots conservation group devoted to advocating for Indigenous management of fisheries along the coasts of Alaska and British Columbia. We collaborated with five units at the UW including the Nippon Foundation Ocean Nexus Center; School of Aquatic and Fishery Sciences; Evans School of Public Policy and Governance; and the Center for American Indian and Indigenous Studies. Over 120 people attended the live event, with another 296 viewing the recording in the last eight months. A follow-up event, *Sharing Indigenous Knowledge Across Boundaries: Fishing Sovereignty in British Columbia and Alaska* occurred in November of 2020 with over 100 individuals attending the event live. Three hundred have viewed the recording since November. At WWU, the director of the Border Policy Research Institute, L. Trautman contributes an enormous number of activities to the NRC programs. From March 2020 to March 2021 alone, Trautman was featured in more than 40 print news, radio, and television segments, including in *The Economist*, *CBC*, the *Seattle Times*, *Politico*, and the *Globe and Mail*; participated in over a dozen webinar lectures and panels, hosted by the Council on Foreign Relations, the Wilson Center’s Canada Institute, and the Pacific Northwest Economic Region; and released five open-access policy briefs and reports, all focused on the Canada-U.S. COVID-19 border restrictions. As noted in Table G.1. above, in AY 2021 the NRC provided a combined total of 100 outreach events–local, regional and national–reaching well over 6,000 individuals including educators in AY 2020-21.

***NRC Proposal–Criterion I: Program Planning and Budget***

* 1. **Timeline:** The proposed activities are staggered to allow for strategic planning to take place in YRs 1or 2 and implemented in YRs 3 and 4 to ensure a strengthened program by the end of the grant cycle (see Table I.1. below). A hallmark of our NRC is its strong community of

|  |  |  |
| --- | --- | --- |
| **Table I.1: NRC Development Plan for the Proposed Activities, 2022-25** | **Center** | **Offer** |
| **Faculty Hires** |
| *NEW—*Tenure Track Hire, Francophone Canada | WWU | YRs 3-4 |
| *NEW—*Tenure Track Hire, Indigenous History in Canada | WWU | YRs 1-2 |
| **Language Instruction** |
| ARCTIC 101- to 401-series Inuktitut, the Inuit Language | UW | YRs 1-4 |
| JSIS 482 (101 to 401-series) Nuu-chah-nulth (Vancouver Island language) | UW | YRs 1-4 |
| *NEW—*FREN 200-level Early Fall Start, Québec History, Culture & Politics | UW | YRs 2-4 |
| Summer in Montréal Faculty-Led Program | WWU | YRs 2&4 |
| **Canadian Studies Instruction** |
| *NEW—*ARCTIC 100 Climate Change: An Arctic Perspective | UW | YRs 2&4 |
| ARCTIC 200 Indigenous Diplomacies & International Relations in the Arctic | UW | YRs 1-4 |
| *NEW—*SCAND 355/ARCTIC 308 Literatures of the Arctic | UW | YRs 2-4 |
| JSIS 495 Task Force on the Arctic | UW | YRs 1&3 |
| *NEW—*JSIS 549 Crisis Negotiation—Arctic Security | UW | YRs 1&3 |
| *NEW—*C/AM-FREN 400 Borders & Crossings | WWU | YR 4 |
| **Research Projects** |
| *NEW—*Book, *Unsettling Technoscience* (Indigenous Technologies) | UW | YR 1 |
| *NEW—*Research Project, Cascadia Earthquake Disaster Risk Reduction | UW | YR 2 |
| **Local & National Outreach** |
| *NEW—*Voices from Canada Lecture Series | JOINT | YRs 1-4 |
| *NEW—*Voices from Arctic Canada Interview Series, Arctic in Context | UW | YRs 1-4 |
| *NEW—*Panel, Climate Change, Environmental Justice, & International Relations | UW | YRs 1&3 |
| Curating the Conversation: A Series on Northwest Native Art | UW | YRs 1-4 |
| The Living Breath of wǝɫǝbʔaltxʷ: Indigenous Foods & Ecological Knowledge | UW | YRs 1-4 |
| *NEW—*Exhibit Inuit in World Fairs: Nunatsiavut & the 1909 World Fair | UW | YR 2 |
| *NEW—*Francophone Canada Diversity Workshops | WWU | YRs 1-4 |
| *NEW—*Canada 101 Community Course | WWU | YRs 3&4 |
| **K-12, Community College, & Faculty Professional Training** |
| *NEW—*UW in the High School, French Educator Trainings | UW | YRs 1-4 |
| Community College Master Teacher Institute | UW | YRs 1-4 |
| *NEW—*Canadianizing the Curriculum, Course Development Grants | WWU | YRs 1-3 |
| *NEW—*C/AM 497E Western Reads Canada | WWU | YRs 1-4 |
| STUDY CANADA Summer Institute | WWU | YRs 1-4 |
| *NEW—*Children’s Annual Literature Conference w/ Whatcom Public Schools | WWU | YRs 1-4 |
| *NEW—*Salish Sea Curricular Development & Curriculum Repository | WWU | YRs 1-4 |
| *NEW—*Salish Sea Faculty Field School | WWU | YRs 3-4 |

collaborators. The NRC has leveraged approximately 67% of our overall budget for our proposal from our respective institutions as well as from other collaborating units (see Table I.2. below). Every proposed activity involves NRC affiliate faculty, collaborations with other units in the Jackson School of International Studies, Canada House, schools across both campuses, and off- campus organizations, including K-12 schools and community colleges.

|  |
| --- |
| **Table I.2: NRC Leveraged Funds, 2022-25** |
|  | **UW T6 Funds** | **UW Leveraged** | **WU T6 Funds** | **WWU Leveraged** | **Totals** |
| Faculty lines | n/a | n/a | $87,750 | $207,100 | $294,850 |
| Courses | $164,000 | $113,500 | $19,000 | n/a | $296,500 |
| Outreach | $29,500 | $41,000 | $75,944 | $25,675 | $172,119 |
| **Totals** | **$193,500** | **$154,500** | **$182,694** | **$232,775** | **$763,469** |

**I.2: Proposed Activities:** To address the most challenging issues of our time and to bring new worldviews and ways of understanding to NRC constituents, we will organize our teaching, research and outreach programming around major core thematic areas: environmental justice, futures of Indigenous peoples and underrepresented minorities in Canada, and Canada’s role in international relations. This will build on our established expertise in *Inuit Nunangat*, Inuit homeland in Canada; the Pacific Northwest/Salish Sea, our immediate cross-border region; and francophone Canada. Our NRC grant project will create two new tenure track faculty lines; develop or revise seven language courses and six Canadian Studies courses; support two major research projects; and support a diverse range of outreach and professional development activities for K-12 and community college educators and Canadian Studies faculty.

**Faculty Hires:** One of the most significant program goals for the NRC is to establish two faculty lines at the Assistant Professor level in Canadian History and Francophone Canada, housed at Canada House at WWU. These positions have been negotiated with the Provost and Vice President for Academic Affairs (see Appendix 4: Letters of Support). Both History and Francophone Canada are two of the four areas of specialization for students enrolled in the Canadian Studies major and therefore full-time faculty expertise in these areas is crucial to the success of the program. Funds are requested to cover 30% of a position in Canadian History in YRs 1&2 and funds to cover 25% of a position in Francophone Canada in YRs 3&4.

**Language Instruction: Language Course #1:** Affiliate faculty, A. Kublu, former Language Commissioner from Nunavut, will continue to teach our Inuit language courses. Since 2005, the

UW Center has built a cohort of students who are now using their language skills in legal professions, as part of K-12 educational programs, and as part of National Science Foundation grant projects. In partnership with the Center for Global Studies, our NRC proposes a new series of courses from the 100- to 400-level over the next grant cycle. Funds are requested for instructional salary. **Language Course #2**: Affiliate faculty and Jackson School alumnus A. Werle will teach *JSIS 482 Special Topics Canada Nuu-chah-nulth* annually. Nuu-chah-nulth is a First Nations language spoken on Vancouver Island, part of our Salish Sea region. We are witnessing an increasing number of students interested in studying environmental justice issues and the role of Indigenous Peoples in international relations. In response to growing student interest, we propose to add Nuu-chah-nulth to our language teaching program to be taught annually in YRS 1-4. Funds are requested for instructional salary. **Language Course #3:** H. Meyer, UW French and Italian Studies, will develop a new faculty-lead course to Québec, *FRENCH 200-level Québec History, Culture & Politics.* The course will be part of Early Fall Start, a UW intensive 4-week program for incoming first-year students. Students will spend a month in Québec and be introduced to the history, culture, politics and more. French and Italian Studies will cover course instruction in YRs 2-4. Funds are requested for travel for a site visit to Québec. **Language Courses #4 & #5:** *Summer in Montréal* will continue to be taught on location by C. Keppie on a biennial basis. Demand for the course remains high, as it is the only faculty-led study-abroad program offering a French-immersive experience at WWU. The need to provide a study-abroad experience at a reasonable cost has placed Canada as an ideal destination for students in the French program.

**Canadian Studies Instruction:** To serve growing student interest in Arctic and Salish Sea studies, the NRC is requesting funds to revise or develop a total of six courses. **Canadian**

**Studies Course #1:** *ARCTIC 100 Climate Change, Environmental Justice and Indigenous Futures: An Arctic Perspective* is a new gateway course designed to fill a gap in lower-division offerings for the Jackson School. The course will introduce incoming freshmen to UW Arctic scholars from across campus as well as to practitioners in the field. The course will be developed by a team of Arctic Studies faculty and researchers who represent the natural and social sciences and the humanities. The director of the Jackson School will put $7,000 toward instructional salaries to pilot the course in YR2. Funds are requested to top up the salaries for YR2, for YR4 and for professional fees for off-campus guest speakers. The Centers for Global Studies and East Asia Studies will also contribute to professional fees. **Canadian Studies Course #2:** *ARCTIC 200 Indigenous Diplomacies and International Relations in the Arctic*, one of the required courses for the minor that introduces students to Arctic Indigenous political mobilization internationally with a focus on the activities of the Inuit, Gwich’in and Athabaskan in Canada, will be taught by J. Young, Information School. The annual offering is always enrolled to capacity and will be further developed from a three- to a five-credit course by YR3. Funds are requested for instruction. **Canadian Studies Course #3:** *SCAND 355/ARCTIC 308 Literatures of the Arctic* is a new course proposed by Scandinavian Studies. The course will bring much- needed humanities content to Arctic Studies and provide a circumpolar-wide introduction to Arctic literatures. One third of the course content will cover the work of Inuit filmmakers and authors from Canada. Scandinavian Studies will collaborate with the Center on the development and teaching of this course covering course development costs in YR1, partial salary in YRs 2-4, and will pick up the course at the end of the grant cycle. Funds are requested for partial and decreasing salary support in YRs 2-4. **Canadian Studies Course #4:** *JSIS 495 Task Force* is one of two capstone options for Jackson School majors requiring students to work in teams to

provide policy responses to major U.S. foreign policy issues. Since 2009, the Center has offered five task force courses focused on Canada’s foreign policy in the Arctic. The course includes a one-week research visit to Ottawa where students meet with relevant federal departments, Inuit organizations, and scholars. The Global Studies Center and East Asia Center will provide partial instructional salaries to co-teach/lead this course in YRs 1&3; the Jackson School will provide travel and professional fee funding for expert evaluators for the Task Force report; and a private donor will provide partial travel funds for the students. Funds are requested to cover partial instructional salaries. **Canadian Studies Course #5:** *JSIS 549 Crisis Negotiation* is the International Strategic Crisis Negotiation Exercise and capstone experience for master’s students in the Jackson School’s Applied International Studies program (MAAIS). The crisis negotiation scenarios are created by the Center for Strategic Leadership at the United States Army War College. In 2020, the Army War College approached MAAIS to develop a new scenario focused on the role of the Arctic Council. The scenario will involve teams of students representing the Arctic nation-states and Arctic Indigenous peoples. It will be taught by the lead faculty of the MAAIS crisis simulation. East Asia Studies will provide partial course development salary for YR1 as well as contribute to professional fees for off-campus speakers. Funds are requested for partial salary in YR1; and for professional fees for off-campus experts on Arctic security in Canada including Arctic Indigenous leaders. **Canadian Studies Course # 6:** *C/AM 400 Borders and Crossings* is a new topics course whose focus is to bridge the unique engaged cross-border research and expertise of Canada House Programs. The course will address the social, political, and environmental opportunities and challenges of Canadian border communities, in particular underrepresented groups. The course will be taught by a rotating Canadian Studies faculty member, based on the faculty’s area of expertise. It will be cross-listed where appropriate with

supporting departments and programs, such as Salish Sea Studies, History, Anthropology. Funds are requested in YR 4 to engage in curriculum development.

**Research Projects.** In an effort to build cutting-edge research in Canadian Studies, the UW Center proposes two research projects both of which work to integrate Indigenous ways of knowing into international relations. **Research Project #1:** *Unsettling Technoscience* is a University of Toronto press forthcoming publication that builds on critical scholarship in Indigenous science and knowledge practices to explore how Indigenous social and environmental movements constitute other ways of being in relation to the world. D. Million, Chair of American Indian Studies at UW, is co-editor and contributor who will use the book in future courses. The bulk of funding for this volume is covered by the University of Toronto Press. Partial funding support is requested in YR1 for publication. **Research Project #2**: *Collaboration for Cascadia Earthquake Disaster Risk Reduction* is a joint UW-UBC research project focused on the cross-border comparison of community-level earthquake and multi- hazards planning. D. Abramson, Urban Design and Planning has worked with tribes on the Olympic Peninsula where North America's first tsunami vertical evacuation structure was built. He is extending his research to Canada where construction of its first evacuation structure will be built at the Gudangaay Tlaats'gaa Naay Secondary school in Masset, Haida Gwaii (off the coast of British Columbia). Funds are requested to support research travel for Abramson in YR2.

**Local & National Outreach:** The NRC will provide seven distinct outreach events, most of which will be offered annually via the Zoom platform in addition to in-person (when appropriate) to ensure a broad reach and inclusivity. The lectures/panels will be recorded and made available via the NRC’s YouTube channel. **Outreach Event #1:** *Voices from Canada* is a joint NRC annual lecture series to be offered in partnership with the Canadian Consulate of

Canada Seattle designed to address current Canada-U.S. policy issues. YR1 will focus on the modernizing of the Columbia River Treaty. Signed in 1961, the Columbia River Treaty must now be renegotiated before 2024. S. Fabi, Consul General in Denver, who also serves as

Canada’s Chief Negotiator for the treaty modernization, has agreed to host a panel that would address progress on the renegotiation process. The panel will include his U.S. counterpart J. Smail and Indigenous stakeholders (see also Appendix 5: Letters of Support). YR2 will focus on maritime innovation and sustainability. Our cross-border region is home to three major ports— Seattle, Tacoma, and Vancouver, B.C. As a result, we face issues of seaport-related emissions, the effects of climate change on fisheries production and exports, and the impact of marine fuels on the environment. The Senior Trade Commissioner at the Canadian Consulate in Seattle J. Pischella and UW’s Global Business Center have agreed to work with the NRC on this project and to contribute partial funds for professional speaker fees. Funds are requested to support professional fees in YRs1-4. Topics for YRs3&4 will be decided closer to those dates in response to relevant issues. **Outreach Event #2:** Voices from the Arctic (see Instructional Materials below). **Outreach Event #3:** *Climate Change, Environmental Justice and International Relations* is a panel series in YRs 1&3 co-sponsored with the Jackson School of International Studies and UW’s five other Title VI centers. The panels will provide an area studies perspective on these current international issues that also align with the Jackson School’s intellectual pillars. The director of the Jackson School will act as discussant for both panels and both will provide a Canadian perspective. Partial funding for the panels is provided by the Jackson School (see Appendix 5: Letters of Support) and the five other Title VI centers. Funds are requested for professional fees for Canadian speakers. **Outreach Event #4**: *Curating the Conversation: A Series on Northwest Native Art* is an annual interview series with K. Bunn-

Marcuse, Curator of Northwest Native Art at the Burke Museum, and First Nations artists from British Columbia. The interviews are public, recorded for future instructional use, and available as course content. This series serves to bridge long-standing aesthetic traditions with today’s political and social landscape. The series will be offered in collaboration with the Burke Museum of Natural History. Funds are requested to support professional fees for guest speakers in YRs 1-

4. **Outreach Event #5**: *The Living Breath of wǝɫǝbʔaltxʷ: Indigenous Foods and Ecological Knowledge* is an annual symposium chaired by D. Million and C. Coté, American Indian Studies. The symposium brings communities together from both sides of the border to share knowledge on topics such as traditional foods, plants and medicines; environmental and food justice; food sovereignty and security; health and wellness; and treaty rights. UW will work with the chairs and the Center for American Indian and Indigenous Studies to offer the annual symposium***.*** Funds are requested to support keynote speakers from Canada in YRs 1-4. **Outreach Event #6:** *Inuit in World Fairs: Nunatsiavut & the Alaska–Yukon–Pacific Exposition, 1909* is an exhibit featuring archival photographs from UW Libraries of the Inuit performers at the 1909 World Fair held on the UW campus. The fair hosted about 50 Inuit from Nunatsiavut. To date, only one chapter in the book *Inuit Entertainers in the United States* (2006) addresses the role played by Inuit at this Exposition. The UW Center will work with colleagues with the UW Libraries and the Nunatsiavut Government to put together an exhibit of archival photographs, an exhibit guide, and educational materials to bring light to this unique UW-Nunatsiavut connection. **Outreach Event #7:** Francophone Canada Diversity Workshops is a series of collaborative workshops aimed at diversifying French pedagogy and content for K-12 French teachers. The WWU Center will work with working with Black, Indigenous and people of color (BIPOC) Canadian French teachers striving to diversify French language teaching and education, in partnership with

Bellingham Public Schools and Woodring College of Education. This infusion of francophone

diversity expertise will grow the NRC’s capacity in language training and cultural studies. Funding requested to support invited guest speaker stipends. **Outreach Event #8:** *Canada 101* is a short, college-level community course offered to members of the Academy of Lifelong Learning, “a volunteer-led community providing a variety of educational and cultural programs in a pressure-free environment.” The course is inspired by the Canadian Studies signature introductory survey course, *C/AM 200 Introduction to Canadian Studies*. It will have a regional focus on issues of diversity, such as the Sikh community of Richmond, British Columbia and its historical ties with Bellingham. Funds are requested for course development and faculty stipends in YRs 3&4.

**K-12, Community College, & Faculty Professional Training (K-16 Training):** The NRC will engage in eight distinct initiatives, most of which will be offered annually, expanding on our established local and community partnerships. **K-16 Training #1:** UW in the High School *Annual Québec/French Teacher Training* is the required professional development training for UW in the High School educators. UW in the High School educators must have a master’s degree, teach in a Washington State public or private high school, and be approved by the UW department that sponsors the course. All UW in the High School courses provide students with UW credits paving the way, in this case, for advanced French language study. H. Meyer, Department of French and Italian Studies, oversees the UW in the High School French language program and has, over the current grant cycle, added considerable Québec and francophone content to the required training including working with the Government of Québec to identify and fund workshop speakers. Funds are requested to support the delivery of this workshop in YRs 1-4. **K-16 Training #2:** In the upcoming grant cycle UW will continue its co-sponsorship

of the *Community College Master Teacher Institute.* Established in 2003, this annual summer institute brings community college instructors from Washington State together to discuss international studies issues, develop curricula, and integrate international topics into the broader campus dialogue. The institute is co-sponsored by the six Title VI centers in the Jackson School, the Global Business Center in the School of Business, and the Northwest International Education Association. Funds are requested in YRs 1-4 for professional speaker fees. **K-16 Training #3:** *Canadianizing the Curriculum* is a campus-wide recruitment initiative to grow the scope of Canadian Studies at WWU. The Center will work with the Teaching and Learning Co-op Resource Center to create a series of curriculum development workshops in 2022-25 to include a minimum of 25% Canadian content in new and/or pre-existing courses. Applicants will be selected based upon disciplinary distribution and stated potential impact. Funds are requested to support faculty stipends for course developments in YRs 1-3. **K-16 Training #4:** *C/AM 497E Western Reads Canada* is a new hybrid course aimed at increasing readership of Canadian literature that addresses issues central to the University Strategic Plan. Each year, the Center will work with Village Books and Whatcom Reads to invite the author for a guest presentation via the Zoom platform to ensure a broad regional audience. Funds are requested in YRs 1-4 to support speaker stipends. **K-16 Training #5:** STUDY CANADA K-12 continues as one of the signature programs offered by the Center at WWU. In collaboration with colleagues at Woodring College of Education, Bellingham Public Schools, and Northwest Indian College, the cross- border workshop has focused on providing training to K-16 teachers, recently to support the Washington State *Since Time Immemorial* curriculum mandate. Funds are requested to continue and adapt the delivery of this highly impactful program, addressing Indigenous, Place-Based and Environmental Education to align with the University’s strategic goals. **K-16 Training #6:**

Children’s Annual Literature Conference w/ Whatcom Public Schools is an annual 1-day conference hosted by WWU Libraries attracting over 400 local educators interested in adding new programming to their classrooms. The WWU Center has negotiated an agreement with Western Libraries to support the invitation of one Canadian children’s author each year to the conference as a featured author. This yearly conference will highlight new Canadian children’s literature dedicated to themes of the NRC’s core intellectual theme. Partial funding is requested for authors’ travel expenses. **K-16 Training #7:** Salish Sea Studies faculty and library partners at WWU and Whatcom Community College developed an open access Salish Sea Curriculum Repository for Salish Sea Studies syllabi, lesson plans, course materials, and faculty professional development. Funds are requested to support faculty stipends and work-study support for additional contributions to the repository each year. **K-16 Training #8:** WWU and neighboring University of Victoria share not only the Canada-U.S. border and the Salish Sea, they also share many similarities in composition, mission to foster collaboration between faculty, and goals to enrich cross-border research and curricula for the Salish Sea environmental protection.

Establishing a system of sustained support for a cohort of scholars will fuel this vision. The NRC will develop a faculty fellow exchange program between the two institutions and co-design summer faculty field schools to build relationships and develop shared programming, research, and curricula. Support for WWU faculty will be extended to support colleagues at NWIC and WCC to engage in these cohorts and fellowships. Funds are requested for two fellows each year in YRs 3&4 to support the faculty field school and establish the exchange program.

**Instructional Materials:** The NRC will develop a host of instructional materials from the recorded Zoom public events. In addition, further instructional materials will be provided by Arctic in Context. In 2020-21, the UW Center signed an agreement with World Policy Institute,

New York to host the Arctic in Context website and archives (including approximately 200 policy reports on the Arctic). Funds are requested for interviews and policy reports focused on Canada’s role in the Arctic to be developed in YRs 1-4. As noted in K-16 Training #7 above, funds are requested to support the development of the Salish Sea Studies curriculum repository hosted by Whatcom Community College and open for submissions from educators in the NRC.

* 1. **Balanced & Reasonable Costs:** In our proposed budget, we request partial salaries for administration that amounts to less than 25% of the total salary costs for two directors and seven Center staff; the remainder of our administrative costs are covered by our respective institutions. Funds requested extend the reach of already well-established course offerings in least-commonly taught language courses and Arctic and Salish Sea courses, amplify our extensive local and national outreach in partnership with co-hosts across our institutions, and leverage existing professional development opportunities to infuse and increase Canadian content and coverage. A minimum of 10 NRC faculty members have committed to the proposed courses and to working in teams to build cross-disciplinary synergies–*ARCTIC 100* being a key example. At UW over 40% of the costs of proposed instructional costs and almost 60% of proposed outreach costs are a result of successful collaborations with other units (see Table I.2).
	2. **Long-Term Impacts.** In total, the proposed project will impact hundreds of students, thousands of individuals regionally and nationally, and provide professional development

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table I.3: Long-Term Impacts, 2022-25** | **Under- grad Enroll.** | **Grad Enroll.** | **Public Outreach** | **K-16****Trainings** | **Comm. College Collabor- ations** | **Instruct. Materials** |
| French Language Courses | 36 | 61 |  |  |  |  |
| Indigenous Language Courses |  | 84 |  |  |  |  |
| Canadian Studies Courses | 444 | 30 |  |  |  |  |
| Public Outreach | 80 | 120 | 3,850 |  |  | 26 |
| K-16 Professional & Curricular Development | 1,128 | 150 | 3,850 | 600 | 150 | 50 |
| **Total** | **1,045** | **234** | **3,850** | **600** | **152** | **50** |

training to thousands more through thoughtfully designed programs, enhanced cross-institutional relationships, and increased faculty engagement (see Table I.3 above). Importantly, WWU will have two new faculty lines in Canadian Studies, and three departments at UW will have new Canadian content courses.

# NRC Proposal–Criterion J: NRC Competitive Preference Priority

*A terrific project [the Community College Master Teacher Institute] for an often overlooked education sector–community colleges. There are few to no other opportunities like this for community college professors.—*Community College Master Teacher Institute Participant

*The Salish Sea Studies collaborative partnership with WWU has deeply impacted my awareness of the place I teach and has become infused throughout my curriculum - it is not just limited to the course we co-developed. I feel fortunate to have developed such meaningful partnerships. I know if I have questions or need to find resources, there is a group of faculty who I can reach out to. This ultimately serves to support our students and our community in resulting in deeper connections to the place we all live.—*Kaatje Kraft, Geologist and Salish Sea Studies Faculty, Whatcom Community College

**Partnerships with Community Colleges & Minority Serving Institutions:** The Community College Master Teacher Institute (CCMTI) is an annual two-day training for community college instructors organized by the Title VI Centers in the Jackson School. Founded in 2003, the goal of CCMTI is to build the capacity of community college instructors to teach about international affairs, and in turn through the classes these instructors teach, increase community college students’ knowledge and understanding of global issues. The Institute aims to meet this objective in four ways: helping instructors become familiar with the topic; encouraging instructors to incorporate topics into new and existing courses; providing instructional resources for use both inside and outside the classroom; and fostering a resource network of community college educators within and beyond Washington State. The Institute brings together a vast network of dedicated professors, educators, researchers, and practitioners to share in the training and offer their expertise on the chosen subject. The Northwest International Education Association,

currently consisting of 14 community colleges in Washington State, is a key partner of the workshop. The NRC will continue to offer this popular and effective workshop in YRs 1-4. Through a well-established partnership with Whatcom Community College, the NRC will continue to develop the Salish Sea Studies program through ongoing team-taught courses, collaborative field trips, co-sponsored guest speakers, and shared faculty professional development, all in consultation and collaboration with colleagues at Northwest Indian College. The newly created Salish Sea Curriculum Repository, an open-access platform developed by library staff at Whatcom Community College will be developed through dedicated staff and student support, calls for submissions of curricular materials, adjudication of submissions for quality, and dissemination to colleges and universities across the region. The Repository will also serve as an archive of curricular and outreach materials developed through the University of Victoria/WWU faculty field schools and faculty exchange initiative–with support extended to Northwest Indian College and Whatcom Community College faculty–as well as Learning Together in the Salish Sea retreats and community forums organized in partnership with the WWU Center for Community Learning’s Community Engagement Fellows Program, which enjoys significant participation from Northwest Indian College, Whatcom Community College and other community college and minority-serving institutions and programs. Finally, as part of our conference support for affiliated faculty, the NRC will offer support to UW, WWU, and community college faculty partners to participate in the Vine Deloria Symposium, held each year by Northwest Indian College.

# FLAS Proposal–Criterion H: FLAS Awardee Selection Procedures

**J.1. Selection Plan:** The FLAS award selection procedures are of high quality and effective as evidenced by the success enjoyed in the current grant cycle. The advertisement of awards was

improved significantly in the current grant cycle via the Zoom platform. In AY 2020-21, D. O’Leary, FLAS manager, provided 20 information sessions, visited 67 classes, spoke at student orientations and the Study Abroad fair, reaching over 3,700 students. The website went through considerable updates to support recruitment including new instructional videos on how to fill out a successful application. Email is used widely, as are social media. The Center sends individualized emails to all affiliate faculty and campus advisors of which there are over 200 representing most schools and departments on all three UW campuses. Although print advertising was not used in 2020-21 due to University closure, publicity is typically posted at student advising offices, dorms, student organizations, and relevant offices such as Study Abroad, Minority Affairs, Veterans Center, and Disability Services. Success of advertising is evident by the fact that in the current grant cycle the Center received almost four times as many applications as awards (163 applications; 44 awards). Concerning the student application process, the Jackson School of International Studies’ database manager manages the online FLAS application form. The application requires a student profile, academic status, a list of foreign languages spoken and language level(s), awards received, career goals, educational background, and financial need information. Importantly, the application requires a statement outlining the proposed course of study and describing how the study of Canada will facilitate the student’s academic and career goals. UW Disability Services Office provides disability accommodation for the application process. In AY 2020-21, the application process was significantly improved via a “dashboard” system that provided the FLAS manager and center staff with access to real-time applicant data and therefore the information needed to make timely advising interventions or provide guidance. The Selection Committee uses the following selection criteria: potential for high academic achievement as demonstrated by transcripts, test

scores, letters of recommendation, and the applicant statement; previous foreign language training and demonstration of ability to gain advanced language proficiency; dedication to the study of Canada; relevance of the application to the announced priorities; relevance of French or Indigenous language study to research interests; articulation as to why the course of study is necessary for the student’s academic and career goals; articulation of interest in government service and the capacity to solve problems relevant to national security; and interest in pursuing a professional career. Special consideration is given to students from underrepresented groups, professional schools, and applicants who demonstrate financial need. Financial need is demonstrated by the expected family contribution as determined under part F of Title VI of the Higher Education Act. A faculty review committee selects the fellows. The Committee is appointed by the Project Director, reviewed and approved by the Director of the Jackson School. New committee members are selected annually to build broad faculty involvement with representation from the professional schools, the College of Arts and Sciences, and the Department of French (or Linguistics). The FLAS manager provides committee members with the Guidance for Evaluating FLAS Applications, scoring criteria tailored to the Center, and a scoring template with evaluation categories. We have established a timeline that indicates when

|  |
| --- |
| **Table J.1: UW FLAS Selection Process Schedule** |
| Ongoing | Publicity of FLAS fellowships (focused recruitment Sept. through Jan.) |
| Oct. 31-Jan. 31 | Online application forms are open |
| early Jan. | Center selects FLAS committee; JSIS Director approves committee |
| early Feb. | FLAS manager provides selection committee with U.S. DOE priorities, Center- specific priorities & ranking forms; committee members review applications individually |
| late Feb. | FLAS manager meets w/ selection committee to review priorities, clarify ranking process; committee discusses & ranks applications & provides to FLAS manager |
| March-April | Applicants are notified of results by FLAS manager. |

teach step will take place in the selection process. The timeline is communicated to applicants, Center staff, and the selection committee (see Table J.1. above). The selection process responds to awards being made to correspond with announced priorities including applicants who applied

to study least-commonly-taught languages and who demonstrate financial need and a commitment to government service. The application requires that the applicant respond directly to these priorities enabling the selection committee to rank the applicants, in part, based on these criteria. As a result, in the current grant cycle 50% of the FLAS awards were awarded in Indigenous languages (Inuktitut, Nuu-chah-nulth and Tsek'ene), 52% went to students in professional schools, 57% of awards went to students who qualified for Federal Student Aid, and 57% to students who indicated an interest in government service (see Table J.2).

|  |
| --- |
| **Table J.2: FLAS Fellowship Statistics, 2018-22** |
| **Award Year** | **No. Awards** | **French** | **Indigenous Language** | **Professional Schools** | **Government Work** | **Financial Need** |
| AY 2018-19 | 9 | 3 | 6 | 4 | 5 | 5 |
| Summer 2019 | 3 | 3 | - | 2 | 3 | 3 |
| AY 2019-20 | 8 | 2 | 6 | 3 | 3 | 4 |
| Summer 2020 | 3 | 2 | 1 | 3 | 2 | 2 |
| AY 2020-21 | 9 | 4 | 5 | 4 | 5 | 4 |
| Summer 2021 | 3 | 3 | - | 2 | 2 | 2 |
| AY 2021-22 | 9 | 5 | 4 | 5 | 5 | 5 |
| Summer 2022 | tba | tba | tba | tba | tba | tba |
| **Totals** | **44** | **22** | **22** | **23** | **25** | **25** |
| **Percentage** |  | **50%** | **50%** | **52%** | **57%** | **57%** |
| *Professional schools include: Applied International Studies (2); Museology (1); Schools of Law (5), Marine & Environmental Affairs (4), Public Health (9), and Social Work (2).* |

***FLAS Proposal–Criterion I: FLAS Competitive Preference Priorities* Competitive Preference Priority #1–Financial Need**: The UW gives preference to FLAS applicants who demonstrate financial need. Financial need is established 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 copy of their FAFSA report or a UW Office of Student Financial Aid offer letter to the online application. If the applicant’s EFC is lower than the total cost to attend the UW program in question, then the applicant is determined to have financial need. In the current grant cycle the Center has demonstrated that those with financial need are indeed prioritized–almost 60% of all fellowships

went to such applicants. In the upcoming cycle, UW will continue to gather the above information to determine financial need and to prioritize accordingly to ensure that the majority of our fellowships go to students with financial need. When ranking applications, all reviewers are instructed to rank not only according to financial need but also based on grade point average, class ranking, and strength of commitment to fluency and Canadian Studies as found in the letter of intent and letters of reference. To date this process has been very successful–in the current grant cycle all fellows have successfully completed their language training and programs.

**Competitive Preference Priority #2–Less Commonly Taught Languages:** The UW has a successful record of awarding FLAS fellowships in languages other than French. In the current grant round, 50% of our applications were for French and 50% for least-commonly taught languages (see Table J.2.). This includes 15 awards in Inuktitut (dialect of Inuit language); four in Tsek’ene (northern British Columbia); and three in Nuu-chah-nulth (Vancouver Island).

Already, of the 29 applications that have been submitted to date for summer 2022 and AY 2022- 23, 23 of them are for Indigenous languages spoken in Canada including Haida, Inuktitut, Nuu- chah-nulth, Salish and Tsek’ene. This equates to over 79% of the applications to date. In the 2022-25 grant cycle, UW will continue this tradition of recruiting and awarding a minimum of 25% of our FLAS fellowships to applicants for Indigenous languages spoken in Canada.