

**Nuts and Bolts: Everything You Wanted to Know About Administering a
Title VI Grant but Were Afraid to Ask
Who Said Mongolia???**

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Nature of the Presentation

- Would like to talk with you today about the experience of designing and implementing a Title VI-A Project for my campus
- Focusing on the adoption of Less Commonly Taught Regions and Languages
- In the case of WWU—Inner Asia, the Russian Far East and the offering of Mongolian and Russian on campus

Previous Experience

- Not my first experience in directing a UISFL Project focusing on less commonly taught regions and languages
- Actually my third—earlier efforts:
 - First**, at UM, Duluth in the mid 1980s focusing on the Circumpolar North (Canada, Scandinavia and Russia) and expanding language courses in Swedish and Russian
 - Second**, at WSU (Ohio) in the early 2000s concentrating on the BRIC countries and introducing new Portuguese and Mandarin offerings
 - Now**, at WWU from 2009-12 focusing on once-neglected portions of Asia and Russia and growing capabilities in the Mongolian and Russian languages

Nature of the Overall UISFL Project at WWU

- *Entering the Global Community* (2009-12)
 - Take an existing International Studies Minor and update it by providing a policy focus and a regional orientation.
 - Introduce new foreign language options: a third year of Russian and two years of Mongolian
 - Add new study abroad and exchange opportunities that reflect these new efforts

Principles that have guided past and present efforts

- Determine your campus' comparative advantage (Don't just follow in the wake of what everyone else is doing in International Studies curriculum and foreign language offerings)
- Build on some existing strengths in faculty teaching, research or library holdings
- Cooperate with community colleges and secondary schools in your region
- Connect with community groups interested in your initiative—join forces and derive benefit and expertise

Conditions at the Start of the Project

Major Asian Studies programs already operating both south (UW) and north (UBC) of WWU with a focus on China and Japan

Significant Library Collection at WWU devoted to Mongolia and Inner Asia

Community interest in Far Eastern Russian and Mongolia

Supporting Considerations

- Lack of American knowledge and expertise on the Russian Far East and Mongolia
- Growing interest on the part of WWU faculty in exploring these regions and incorporating them in their research and teaching
- Why have such a top-rated library collection and not have our students and faculty make use of it due to lack of appropriate language skills?

- Interest of neighboring community college (WCC) in recruiting Mongolian and Russian students for their campus and have them transfer to WWU when finished with their program
- Community Groups (esp. Bellingham Sister City Association) desire to expand their existing links with the Russian Far East and to develop new ties with Mongolia

Title VI-A Project Useful in Pulling all the Pieces Together

- Development of new courses (6) with policy and regional references
- Introduction of annual offerings of Russian I, II,III and Mongolian I, II
- Healthy enrollments in each—with 35 students taking Mongolian I annually
- Introduction of new study abroad options in the Russian Far East and Mongolia
- Visits by U.S. Ambassadors to Mongolia to WWU campus
- Work with Whatcom Community College in recruiting international students from these regions and facilitating their transfer to WWU
- Summer Program for Russian MBA students at WWU
- Collaboration with Bellingham Sister City Association in revitalizing link to Nakhodka, Russia and establish new ties with Mongolia

Challenges

- Budget Cuts: Short-term, long-term
- Maintaining commitment, cooperation and collaboration across colleges and departments
- Desire by some on campus and the community to focus on other regions (Middle East, Latin America)
- Difficulties of travel to such relatively remote areas
- Is a focus on the Russian Far East and Mongolia just too unusual or is it appropriately distinctive?