

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180009

Grants.gov Tracking#: GRANT12655226

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/18/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="University of Washington"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="91-6001537"/>	* c. Organizational DUNS: <input type="text" value="0428035360000"/>

d. Address:

* Street1:	<input type="text" value="4333 Brooklyn Ave NE"/>
Street2:	<input type="text" value="Box 359472"/>
* City:	<input type="text" value="Seattle"/>
County/Parish:	<input type="text" value="King"/>
* State:	<input type="text" value="WA: Washington"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="98195-9472"/>

e. Organizational Unit:

Department Name: <input type="text" value="Jackson School of Int. Studies"/>	Division Name: <input type="text" value="Southeast Asia Center"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Carol"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Rhodes"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Office of Sponsored Programs"/>
--

Organizational Affiliation: <input type="text" value="University of Washington"/>
--

* Telephone Number: <input type="text" value="206.543.4043"/>	Fax Number: <input type="text" value="206.685.1732"/>
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* Email: <input type="text" value="osp@uw.edu"/>
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Centers & Foreign Language & Area Studies Fellowships Program--SOUTHEAST ASIA

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="624,084.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="624,084.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Washington

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	140,706.00	134,752.00	137,285.00	138,999.00		551,742.00
2. Fringe Benefits	39,488.00	38,034.00	39,034.00	39,391.00		155,947.00
3. Travel	17,000.00	14,000.00	14,500.00	16,000.00		61,500.00
4. Equipment						
5. Supplies	9,200.00	11,200.00	11,200.00	11,200.00		42,800.00
6. Contractual						
7. Construction						
8. Other	47,850.00	56,850.00	50,350.00	49,250.00		204,300.00
9. Total Direct Costs (lines 1-8)	254,244.00	254,836.00	252,369.00	254,840.00		1,016,289.00
10. Indirect Costs*	20,340.00	20,387.00	20,189.00	20,387.00		81,303.00
11. Training Stipends	349,500.00	349,500.00	349,500.00	349,500.00		1,398,000.00
12. Total Costs (lines 9-11)	624,084.00	624,723.00	622,058.00	624,727.00		2,495,592.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/21/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 8.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.
PR/Award # P015A180009

Name of Institution/Organization University of Washington	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Richard S Sewell</p>	<p>TITLE</p> <p>Director, Office of Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Washington</p>	<p>DATE SUBMITTED</p> <p>06/18/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: University of Washington

* Street 1: 4333 Brooklyn Avenue NE Street 2: Box 359472

* City: Seattle State: WA: Washington Zip: 98195-9472

Congressional District, if known: WA-007

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015
---	---

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name:

* Last Name: N/A Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: N/A Middle Name:

* Last Name: N/A Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Richard S Sewell

* Name: Prefix: Ms. * First Name: Carol Middle Name:

* Last Name: Rhodes Suffix:

Title: Director, Office of Sponsored Programs Telephone No.: 206.543.4043 Date: 06/18/2018

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1249-GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

University of Washington: Southeast Asia Center
Plan for Ensuring Equity of Access and Participation in Grant Activities
(Section 427 of GEPA)

“I want to reaffirm our ongoing and unwavering support toward creating and nurturing an inclusive, diverse and welcoming community. It is central to our commitment to equity, access and excellence, and it is essential to building a better future for us all. Here at the University of Washington, we hold sacred our responsibility to serve the public good, and that will never waver.”

—President Ana Mari Cauce

The University of Washington abides by its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

The UW is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities.

All campus buildings are wheelchair accessible, and an Access guide (available at all campus reference stations and via the Web) shows classroom access, elevator locations, ramps, parking and restrooms. The UW’s Disabled Student Services Office provides special needs personnel for disabled students. Sign language interpreters for hearing-impaired students and readers for students with visual disabilities are provided on a regular basis. In-class note taking is available on request. Other accommodations, such as classroom reassignment, technical equipment and priority registration are used as needed by permanently or temporarily disabled students. The UW’s Transportation Department provides free on-campus transportation with wheelchair lifts. Each summer, the UW hosts around 50 disabled high school students from across the nation in the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) summer training and orientation programs. The DO-IT website (<http://www.washington.edu/doi>) is a nationwide resource for faculty and administrators in post-secondary institutions, providing information on academic accommodation strategies for students with disabilities, rights and responsibilities of students and faculty with disabilities, and other resources.

As a condition of being a federal contractor, the UW maintains an affirmative action program and has an Office of Equal Opportunity and Affirmative Action. Annually, deans and department chairs are provided an “Affirmative Action Update,” which includes reports on faculty workforce, utilization, and goals for minorities and women. Goals are established by each school or college and University-wide and are updated annually. Where there are goals, special efforts are made to recruit and hire minorities and women. The University also sets campus-wide goals for persons age 40 and over, persons with disabilities, disabled, and Vietnam era veterans; special efforts are made to recruit and hire from these groups in goal areas. On an annual basis, deans review with department chairs

the status of each department in meeting affirmative action goals. This information is to be shared with search committees as well.

UW purposefully recruits minority, economically disadvantaged, and other under-represented groups.

The mission of UW's Office of Minority Affairs and Diversity (OMA&D) is to ensure the access and academic success of diverse populations through the advancement of knowledge, academic excellence, diversity, and the promotion of values, principles, and a climate that enriches the campus experience for all. OMA&D was a national pioneer in advancing equity on campus when it was founded fifty years ago at UW. Today it is still considered a national model for supporting access and success for under-represented minority, first-generation and low-income students.

UW President Ana Mari Cauce launched a Race and Equity Initiative to create a more just and diverse community. A steering committee has led this important work since spring 2015. To date, over 1,000 faculty and staff have participated in diversity training, and thousands of students have participated in campus events designed to confront both individual, personal biases and identify and examine institutional policies that might be exclusionary. The Initiative is based on a theory of change centered on three areas: confronting individual bias and racism; transforming institutional policies and practices; and accelerating systemic change.

The UW's Center for Teaching and Learning proposes strategies for employing inclusive teaching and provides resources, examples, and perspectives from students and faculty to help members of the UW teaching community teach more inclusively.

The Center for Multicultural Education (CME), in the College of Education, is an internationally recognized Center that provides professional development for teachers and faculty members interested in curriculum transformation. Faculty members associated with the Center have national and international reputations in diversity in curriculum instruction, assessment, and educational policy. CME also figures prominently in diversity research.

The College of Arts and Sciences has a Diversity Minor designed to strengthen students' understanding of how race, class, gender, disability, ethnicity, nationality, sexuality, religion, and age interact to define identities and social relations. SEAC's former Director of Graduate Studies, Dr. Rick Bonus, is the Director of the UW Diversity Minor.

**University of Washington
Executive Order No. 31**

University Statement of Nondiscrimination and Affirmative Action

1. Nondiscrimination and Non-Retaliation

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation.

University policy:

- Prohibits discrimination or harassment against a member of the University community because of race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, or veteran status.
- Prohibits any member of the University community, including, but not limited to, academic personnel, staff, temporary staff, academic student employees, student employees, and students at all University campuses and locations, from discriminating against or unlawfully harassing a member of the public on any of the above grounds while engaged in activities directly related to the nature of their University affiliation.
- Prohibits retaliation against any individual who reports concerns regarding discrimination or harassment, or who cooperates with or participates in any investigation of allegations of discrimination, harassment, or retaliation under this policy, or any individual who is perceived to have engaged in any of these actions.

This policy is adopted in compliance with Title VII of the Civil Rights Act of 1964 ([42 U.S.C. 2000d et seq](#)) and the Pregnancy Discrimination Act, Title IX of the Education Amendments of 1972 ([20 USC § 1681](#)), Title I and II of the Americans with Disabilities Act (ADA) of 1990 as amended, the Rehabilitation Act of 1973 (P.L. 93-11) and [45 C.F.R. Part 84](#), Title VI of the Civil Rights Act of 1964 ([42 U.S.C. 2000d et seq](#)), Title IV of the Civil Rights Act of 1964 ([42 U.S.C. 2000d et seq](#)), [Chapter 49.60 RCW](#), and Gender Equality in Higher Education ([Chapter 28B.110 RCW](#)).

2. Affirmative Action

In accordance with Executive Order 11246, as amended, and other applicable federal and state laws and regulations, the University, as a federal contractor, takes affirmative action to ensure equality of opportunity in all aspects of employment without regard to race, color, religion, sex, and national origin, and to employ and advance individuals with disabilities and protected veterans.

3. Access for Individuals with Disabilities

In accordance with the Americans with Disabilities Act (ADA), as amended, the Rehabilitation Act of 1973, and applicable federal and state laws, the University is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities.

4. Definitions

Terms used in this policy are intended to have the meaning given to them by applicable federal or state laws and regulations.

- A. Discrimination** is conduct that treats a person less favorably because of the person's race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity of expression, disability or veteran status.
- B. Harassment** is conduct directed at a person because of the person's race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status that is unwelcome and sufficiently severe, persistent, or pervasive that:
 - 1) It could reasonably be expected to create an intimidating, hostile, or offensive work or learning environment, or
 - 2) It has the purpose or effect of unreasonably interfering with an individual's work or academic performance. Harassment is a form of discrimination.
- C. Retaliation** means to take adverse action against individuals because they have (or are perceived to have) reported concerns under this policy or cooperated with or participated in any investigation related to this policy.
- D. Sexual harassment** is a form of harassment characterized by:
 - 1) Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - a) Submission to such conduct is made either an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - b) Submission to or rejection of the conduct is used as the basis for a decision that affects tangible aspects of the individual's employment, academic status, or use of University facilities; or
 - 2) Unwelcome and unsolicited language or conduct that is of a sexual nature and that is sufficiently severe, persistent, or pervasive that it could reasonably be expected to create an intimidating, hostile, or offensive

working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance. This also includes acts of sexual violence, such as sexual assault and sexual exploitation.

Domestic violence, relationship violence, stalking, and sexual assault are addressed in Executive Order [No. 51](#), Sexual Violence Elimination Policy, and [Chapter 478-121 WAC](#), Student Conduct Code for the University of Washington. Depending on the circumstances, each or all policies may apply.

- E. Veteran status** includes protected veterans as defined by current federal and state laws. It also includes individuals affiliated with the United States armed forces as defined by any federal or state law establishing protection for veteran service, including the Uniformed Services Employment and Reemployment Rights Act (USERRA), Executive Order 11246, and [Chapter 49.60 RCW](#).

5. Application of Policy

A. Academic Freedom

The University will interpret this policy on nondiscrimination and non-retaliation in the context of academic freedom in the University environment.

B. Selective Admissions

The University's admission policy provides for a selective admission process with the objective of attracting students who demonstrate the strongest prospects for high quality academic work. This selective admission process shall assure that the University's educational opportunities shall be open to all qualified applicants without regard to race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status. The process of admission shall be mindful of the need for diversity in the student body and for highly-trained individuals from all segments of the population.

C. Employment

The University will recruit, hire, train, and promote individuals without regard to race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status and based upon their qualifications and ability to do the job. Except as required by law, all personnel-related decisions or provisions such as compensation, benefits, layoffs, return from layoff, University-sponsored training, education, tuition assistance, and social and recreational programs will be administered without regard to race, color, creed, religion, national origin, citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status. Additionally, in accordance with Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), the University prohibits discrimination and harassment in any

aspect of employment on the basis of genetic information. The University will also not request or require genetic information of an employee or family member of the employee, except as specifically allowed by GINA.

D. Recruitment

The University seeks affirmatively to recruit qualified minority group members, women, protected veterans, and individuals with disabilities in all levels of employment as part of its commitment as a federal contractor.

E. Nondiscrimination

Except as otherwise required by law and as provided in [Section 6](#) below:

- 1) The University will operate its programs, services, and facilities without regard to race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status, and
- 2) The University will make its programs, services, and facilities available only to organizations or government agencies that assure the University that they do not discriminate against any person because of race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status.

F. University Housing

Except as required by law, assignments to University residence halls and other housing facilities provided for students are made without regard to race, color, creed, religion, national origin, age, disability, sexual orientation, gender identity or expression, or veteran status.

G. Contracting

The University will make reasonable efforts to lease, contract, subcontract, purchase and enter into cooperative agreements only with those firms and organizations that comply with all applicable federal and state nondiscrimination laws, including, but not limited to: Executive Order 11246, Title VII of the Civil Rights Act, [42 U.S.C. Sec. 2000e et seq.](#); the Americans with Disabilities Act (ADA), [42 U.S.C. Sec. 12101 et seq.](#); and Washington State's Law Against Discrimination, [Chapter 49.60 RCW](#).

6. Exceptions

A. Organizations Not Subject to Applicable Laws

This policy does not apply to organizations and government agencies that are not subject to otherwise applicable state or federal laws or regulations concerning nondiscrimination and non-retaliation.

B. University Housing

In accordance with [RCW 49.60.222](#), the University may consider sex, marital status, or families with children status in assignments to residence halls and other student housing.

C. Citizenship Status

It is not a violation of this policy to discriminate because of citizenship status which is otherwise required in order to comply with law, regulation, or executive order, or required by federal, state, or local government contract, or which the State Attorney General determines to be essential for an employer to do business with an agency or department of the federal, state, or local government.

7. Complaint Procedures

The University provides internal procedures for the investigation and resolution of complaints alleging discrimination, harassment, or retaliation under this policy. The process for bringing a complaint against a University employee is described in [Administrative Policy Statement 46.3](#), Resolution of Complaints Against University Employees. The process for bringing a complaint against a University student is described in [Chapter 478-121 WAC](#), Student Conduct Code for the University of Washington.

8. Responsibility to Report and Cooperate

All University employees, including academic personnel, staff, temporary staff, academic student employees, and student employees are required to report to their supervisors or the administrative heads of their organizations any complaints of discrimination, harassment or sexual harassment. And/or retaliation they receive. In addition, all University employees are encouraged to inform their supervisors or the administrative heads of their units (and their Academic Human Resources Consultant or Human Resources Consultant), of inappropriate or discriminatory or retaliatory workplace behavior they observe. Supervisors and administrative heads who receive such reports have the responsibility to initiate a response by contacting an appropriate office as indicated in [APS 46.3](#).

All University employees are also required to participate, provide information as requested, including personnel or student files and records and other materials recorded in any form, and otherwise fully cooperate with the processes described in [APS 46.3](#).

9. Consequences of Violation of Policy

Any member of the University community who violates any aspect of this policy is subject to corrective or disciplinary action, including, but not limited to, termination of employment or termination from educational programs.

June 1972; October 24, 1974; April 1975; October 26, 1976; March 12, 1978; April 20, 1979; December 5, 1983; July 20, 1998; June 25, 2008; August 17, 2012; June 21, 2016.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="University of Washington"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Ms."/>	* First Name: <input style="width: 150px;" type="text" value="Carol"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 200px;" type="text" value="Rhodes"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director, Office of Sponsored Programs"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Richard S Sewell"/>	* DATE: <input style="width: 100px;" type="text" value="06/18/2018"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Celia	Middle Name:	Last Name: Lowe	Suffix:
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Address:

Street1:	University of Washington Southeast Asia Center
Street2:	Box 353650
City:	Seattle
County:	King
State:	WA: Washington
Zip Code:	98195-3650
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
206.543.5386	206.685.0668

Email Address:
lowe@uw.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

1247-Abstract 2018-21 Final.pdf

Add Attachment

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View Attachment

National Resource Centers and FLAS Fellowship Program
University of Washington: Southeast Asia Center
FY 2018-21
Abstract

The Southeast Asian Studies Program (SEAP) at the University of Washington (UW) has taught Southeast Asia (SEA) language and content courses and provided resources for teacher training for the study of SEA in Washington State and the Pacific Northwest for over 50 years. Our mission is to promote the study of SEA by graduate, undergraduate, and K-12 students and to further the understanding of SEA within government, media, and the business community and among the broader public, regionally and nationally. SEAC offers comprehensive language study in Burmese, Indonesian, Khmer, Tagalog, Thai, and Vietnamese. SEAC faculty teach about all 11 countries of SEA in various disciplines across the Arts & Sciences and the professional schools. The SEA Center (SEAC) and SEAP are housed in and supported by the Henry M. Jackson School of International Studies (JSIS). The SEAP offers a BA in Asian studies with a focus on SEA and an MA in SEA studies. Other MA and doctoral students with research and career interests in SEA pursue degrees in 16 departments and 13 professional schools across campus. The program is supported by one of the most extensive library collections of contemporary SEA materials in the country, with approximately 300,000 books, periodicals, and archival sources in the collection.

UW SEAC will address both of the Competitive and FLAS Priorities in the FY 2018-21 grant period. Our strength as a national center for SE Asian studies will continue to expand over this period with our thematic focus: *New Audiences: Bringing STEM disciplines and Heritage Learners into Southeast Asian Studies*. Linked with our thematic focus, we will introduce a new fourth year language offering in Indonesian and Vietnamese language classes for heritage students. We will introduce technological innovation into language instruction as we rebuild our capacity for teaching Thai. We propose new faculty-led study abroad programs around the *STEM* theme, one of which involves a collaboration with Whatcom Community College (an MSI). We will support the UW College of Education to recruit, train, and certify dual language teachers to meet increasing demand in regional K-12 classrooms and continue our partnership with Highline School District, home to the first dual-language Vietnamese-English primary school in WA State. We will support pedagogical training and professional development for language instructors nationally by hosting the 25th COTSEAL (Council of Teachers of SEA Languages) Conference and Technology Workshop in 2019.

SEAC's ongoing commitment to K-12 programming will be enhanced through our partnerships with the Wing Luke and Seattle Asian Art Museums. We will also continue our multi-year partnership with Highline Public Schools to provide workshops, guest lectures, and resource materials to Highline teachers as part of their in-service training. SEAC's new study abroad programs will strengthen linkages with institutes of higher learning in Indonesia and Viet Nam; additional overseas programs will continue to take post-secondary students to Cambodia, Laos, Malaysia, Singapore, Thailand, and the Philippines. SEAC will assist the Thurston County Economic Development Council to sponsor an Internship Pipeline for South Puget Sound Community College students to gain experience in industries doing business in SEA. SEAC will bring speakers from SEA, exhibitions of art, material cultures, and performances to the general public through collaborations on campus, with K-12 teachers, with local community colleges, and with local and international Southeast Asian communities.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** 1234-THE UNIVERSITY OF WASHINGTON SOUTHEAST ASIA CENTE

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THE UNIVERSITY OF WASHINGTON SOUTHEAST ASIA CENTER

Proposal for Comprehensive National Resource Center & FLAS, FY 2018-21

ACRONYMS

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Key to Acronyms

AAS	Association for Asian Studies
AL&L	Asian Languages and Literature (Department at UW)
A&S	College of Arts & Sciences
ACTFL; ACTFL-OPI	American Council for the Teaching of Foreign Languages ACTFL- Oral Proficiency Interview
AES	American Ethnic Studies (Department at UW)
ALC	Asian Law Center
ASEAN	Association of Southeast Asian Nations
ASU	Arizona State University
CC	Community College
CIBER	Center for International Business Education
COTSEAL	Council of Teachers of Southeast Asian Languages
CTL	Center for Teaching and Learning
DSO	Disability Services Office
FC	FLAS Coordinator
FLTA	Fulbright Foreign Language Teaching Assistant
GUAVA	Group of Universities for the Advancement of Vietnamese in America
HBCU	Historically Black Colleges and Universities
HH	Hugo House
ILL	Interlibrary Loan
JSIS	Henry M. Jackson School of International Studies (at UW)
LCTL	Less Commonly Taught Languages
LEED	Leadership in Energy and Environmental Design
LLC	Language Learning Center (at UW)
MAIS	Master's in International Studies
MSI	Minority Serving Institution
NGO	Non-governmental Organization
NIU	Northern Illinois University
NRC	National Resource Center (Title VI)
OCA	Orbis Cascade Alliance
OEA	Office of Educational Assessment
OCLC	Online Computer Library Center
OMA&D	Office of Minority Affairs and Diversity
SCCC	Seattle Central Community College
SEA	Southeast Asia
SEAC	Southeast Asia Center
SEAP	Southeast Asian Studies Program
SEASSI	Southeast Asian Studies Summer Institute
SPSCC	South Puget Sound Community College
STEM	Science, Technology, Engineering and Math
TA	Teaching Assistant
TCEDC	Thurston County Economic Development Council

TICFIA	Technological Innovation and Cooperation for Foreign Information Access
UG	Undergraduate
UN	United Nations
USAID	United States Agency for International Development
US/Ed	United States Department of Education
UW	University of Washington
UW-COE	UW College of Education
UW-IT	University of Washington Information Technology
UWL	University of Washington Libraries
WA	Washington State
WCH	White Center Heights elementary school in the Highline School Dist.
WSCSS	Washington State Council for the Social Studies

University of Washington, Seattle
Comprehensive NRC & FLAS: Southeast Asia, FY 2018-2021

From a community of three Southeast Asia (SEA) faculty and one language instructor (Thai) in 1965, the University of Washington Southeast Asia Program is now led by thirty-eight core and affiliate faculty across the academic and professional disciplines, and teaches six Southeast Asian languages (Indonesian, Vietnamese, Thai, Tagalog, Burmese, and Khmer). UW SEA Faculty have connections in higher education, government, law, and business across Southeast Asia and work in and teach about all eleven countries of the region. The UW Libraries SEA Collection was established in 1989 with Luce Foundation funds as the lead institution for the NW Consortium for SEA Studies and is now a prominent national repository for SEA materials. The Southeast Asia Center has outreach and library linkages nationally with an emphasis on the Pacific Northwest region, Alaska and Hawaii.

A. Program Planning and Budget *AI. Purpose and Quality of Planned Activities.* Over the four years of the FY 2018-21 NRC grant, the Southeast Asia Center (SEAC) and Southeast Asian Studies Program (SEAP) at the University of Washington (UW) will extend Southeast Asia area expertise and opportunity to new fields of study and to new communities that have historically been less reliant on, or cognizant of, the value of area studies. Our theme for this proposal, *New Audiences: Bringing STEM (Science, Technology, Engineering and Math) disciplines and Heritage Learners into Southeast Asian Studies*, addresses US/Ed's absolute priorities of promoting service in areas of national need and encouraging diverse perspectives. Our emphasis allows us to build on existing SEAP strengths in the humanities and social sciences through reaching out to STEM fields. Simultaneously, through outreach and innovation in language instruction and course work, we will build new connections with the large community of SEA heritage students on the UW campus and in the Pacific Northwest. These

new audiences will allow us to expand the reach of programming to build enrollments, inform a wider public about SEA, and contribute more broadly to foreign area expertise. SEAC plans four areas of major activity for FY 2018-21 (see pages 42-47 for planned outreach programming):

a) Rebuild our capacity for teaching Thai language and expand the teaching of Vietnamese language:

1) With the retirement of UW's Thai instructor, Wiworn Kesavatana-Dohrs, the SEAP will transition to a new model of Thai instruction. SEAC will collaborate with Kesavatana-Dohrs and the UW Language Learning Center (LLC) to produce hybrid live/online courses that will reduce costs of instruction while maintaining excellence. Kesavatana-Dohrs will base course content on her 26 years of experience at UW and the textbook she authored, *Everyday Thai for Beginners*. In AY 2018-2019, SEAC successfully applied for a Fulbright Foreign Language Teaching Assistant (FLTA) who will oversee the live portion of the class and also instruct advanced Thai under the supervision of SEAC's Language Coordinator. SEAC will re-apply to this Fulbright program in years 2 and 3 of the NRC grant. In year 4 of the NRC grant cycle, we propose to hire a lecturer who will oversee the hybrid course (Budget Items 7, 8, 44).

2) The SEAP offers Vietnamese at three levels, all taught by Bich-Ngoc Turner who joined the faculty in 2014. Enrollments have risen steadily to the point that students are turned away from the Beginning course due to lack of capacity. In years 1, 2, and 3 SEAC proposes to hire a lecturer at 50% FTE to teach one upper level course, freeing Turner to develop and teach a new class for heritage learners and/or content courses on topics related to her expertise. In year 4 we will work with the College of Arts and Sciences (A&S) and the Department of Asian Languages and Literature (AL&L) to develop the possibility of continued non-NRC funding for the position (Item 6).

b) Develop new faculty-led study abroad programs and collaborate with a Minority Serving Institution (MSI) around the *STEM* theme: **1)** Ben Marwick will teach an archaeological field school at Nguom rockshelter in Viet Nam. Marwick's program is a collaboration between UW and Whatcom Community College, an MSI. Marwick will work with students and faculty at Whatcom to excavate a site with evidence of early human settlement, and he will train UW, Whatcom, and Vietnamese archaeology students in field and laboratory methods. UW and Whatcom CC faculty will collaborate to teach content on Viet Nam in pre-departure classes, with SEAC funding a curriculum transformation grant for Whatcom faculty in connection with this project (Item 32; **CPP1**). **2)** Amy Kim, of the Civil and Environmental Engineering Department, will collaborate with the Center for Sustainable Infrastructure Development at the University of Indonesia (UI) to establish a study abroad program for engineering students. The program will emphasize development and implementation of sustainable building practices (Item 16; see §A4 and Letter of Support from UI).

c) Support the recruitment, training, certification, and placement of dual language teachers to meet increasing demand within Seattle's Highline School District: **1)** the UW College of Education (UW-COE) is utilizing a grant it received in 2017 from US/Ed to target the acute shortage of teachers certified for dual language instruction. UW-COE's new bilingual teaching certificate program, Project BECA (Bilingual Educator CApacity), will prepare future teachers to serve in Vietnamese-speaking classrooms, with the first cohort beginning fall 2018. SEAC will identify and support the participation of a native Vietnamese speaker/educator to deliver methodology classes and translate related materials in the target language during the bilingual endorsement phase (Item 12). Newly certified teachers will be recruited into Highline's White Center Heights (WCH) elementary school, the first dual-language Vietnamese-English

primary school in WA State (see p. 42 for information about Highline School Dist.; **CPP2**). **2)**

In order to expand the pool of talented teacher-candidates and encourage more undergrad students to continue on for an M.Ed. to fill dual language classrooms, SEAC will support One City Project, an educational non-profit based in Seattle. One City offers paid internships to UW bilingual/bicultural and heritage undergrads to support classrooms at WCH and other Highline schools. SEAC will underwrite the stipend a student receives after completing 105 hours of service, as well as promote the internship program on campus using our networks (Item 27).

d) Promote SEA arts, theater and music programming for the UW campus and the Pacific Northwest, engaging new audiences in Southeast Asia content. 1) Christina Sunardi will organize a quarter-long residency for Ethnomusicology Visiting Artist Heri Purwanto in spring 2019. Purwanto will participate in workshops with students and hold public performances. **2)** Sunardi and Judith Henchy (SEA Librarian) will oversee cataloging and digitizing of an important collection of *wayang* shadow puppet manuscripts owned by the UW Library and authored by a famous Javanese puppeteer, Tristuti Rachmadi, making the collection available to new audiences for the first time. **3)** SEAC will support the work of independent choreographer, Ari Rudenko, to produce *Ghosts of Hell Creek*. This production is a collaboration between Rudenko and UW curator of paleontology Greg Wilson, featuring Indonesian dancers performing new choreography based upon paleontological discoveries (Items 28, 46).

A2.1 Proposed Activities Timeline. Table A.1 (below) provides a visual timeline for programs in language instruction; area and content instruction; and outreach to teachers, post-secondary audiences, and the public.

Table A.1: Timeline for Programming within FY 2018-21

	Activity	Year 1	Year 2	Year 3	Year 4	Contribution to Strengthened Program	Priority
Language Instruction	Create Hybrid Thai Language Courses	Develop 3 qtrs of online beginning instruction; student evaluation	Incorporate feedback; develop hybrid Intermediate course	Beg. and Inter. hybrid offerings; traditional Advanced course	Beg. and Inter. hybrid offerings; traditional Advanced course	Maintain offerings in six LCTLs, effectively use technological resources while guaranteeing proficiency through live interaction.	FLP2
	Provide instruction for hybrid class & one upper level	Fulbright FLTA teaches Beg. language table and Advanced course	FLTA teaches lang. table and Inter. or Adv. course	FLTA teaches lang. table and Inter. or Adv. course; instructor search	.50 FTE Thai instructor NRC 100%	Maintain offerings in six LCTLs, effectively use technological resources while guaranteeing proficiency through live interaction.	FLP2
	Hire .50 FTE Vietnamese Instructor	NRC 100%	NRC 100%	NRC 100%		Increase offerings at Beg. Level, allow addition of content course, expand pool of students continuing to upper levels	FLP2
	SEA Language Workshops	25 th COTSEAL Conf. and Technology Workshop at UW	GUAVA Bi-Annual Pedagogy Workshop			Create professional development and pedagogical training opportunities for language faculty across the US.	AP2 FLP2
Area and Other Instruction	Library Development	Catalog wayang manuscript collection (Java)	Catalog Elizabeth Becker collection (Cambodia)	Tristuti wayang collection digitization	Preservation of Adrian Cowell Film Collection (Burma)	Make manuscripts, field notes, literature, film, and historical resources accessible by preserving them in digitized forms for public consumption.	
	UW College of Education Collaboration: Project BECA	Vietnamese instructor for bilingual endorsement	Vietnamese instructor at bilingual endorsement stage	Vietnamese instructor at bilingual endorsement stage	Vietnamese instructor at bilingual endorsement stage	Reduce shortage of qualified, certified bilingual teachers for expanding number of Vietnamese-English dual language programs in WA state.	CPP2
	Civil Engineering Study Abroad in Indonesia	Finalize planning with the Univ. of Indonesia (UI) for summer program	Offer pilot Study Abroad in summer to small cohort of Engineering students	Implement student feedback and expand joint course offerings in Y4	Program offers courses at UI and workshop in Bali on bamboo construction	Build linkages; exchange of information about sustainable and "green" building practices. US students learn about sustainable bamboo construction techniques.	AP1

Table A.1: Timeline for Programming within FY 2018-21

	Activity	Year 1	Year 2	Year 3	Year 4	Contribution to Strengthened Program	Priority
CC/MSI	Archaeological Field School	Program planning and devt. with Jennifer Zovar, WCC	Joint predeparture classes; field school 2019	Analysis of data & samples collected; lab work	Joint predeparture classes; return to field	Develop sustained collaborative activities on archaeology in SEA with faculty at Whatcom CC. Share and deepen cultural knowledge of region.	CPP1
K-12 Outreach	Highline School District K-12 Collaboration	Offer workshops and prof. devt. supporting District's Race and Equity Initiative	Incorporate material for Contemporary Global Issues classes	Provide prof. dev't for teachers transitioning to Middle School format	Incorporate feedback, hone units to be shared on Digital Platform	Increase capacity of Highline's K-12 teachers to integrate SEA history and contemporary issues into their curriculum.	AP2
	One City Project Partnership	Support stipend for UW intern in Vietnamese dual language classroom	Support stipend for UW intern in Vietnamese dual language classroom	Support stipend for UW intern in Vietnamese dual language classroom	Support stipend for UW intern in Vietnamese dual language classroom	Provide instruction in foreign language to K-8 students; encourage qualified UG students to pursue M.Ed.s, meeting demand for certified bilingual teachers.	AP1
	Wing Luke Museum Oral Histories Project	Module Devt; Translate, Transcribe and Digitize recordings	Workshops on SEA Histories, use of oral history	Continue workshops, develop online unit	Incorporate feedback; share on Smithsonian online platform	Expand audience for SEA materials by using extant oral histories about Cambodia to develop lesson plan re: use of primary sources.	AP2
Post-Secondary Outreach	Hugo House Writers' Workshops: SEA Literature	Literary workshop co-led by SEA writer Peter Bacho	Workshops continue, rel'ship building with local CCs to host	Literary workshops held at local CCs to increase teacher access	Incorporate participant feedback and develop online materials	Increase teachers' multicultural education; enable a higher percentage of SEA heritage students to learn about literature from the region.	AP2
	South Puget Sound CC Internship Pipeline		Sponsor intern at Thurston Co. bus. working with SEA	Sponsor internship at T.C bus. working with SEA		Provide outreach to area Economic Development Council to foster business ties with SEA and build pipeline of qualified workers.	CPP1
	Asian Studies Development Grants	Fund course dev'l to integrate SEA content	Fund course dev'l to integrate SEA content	Fund course dev'l to integrate SEA content	Fund course dev'l to integrate SEA content	Reach out to CC faculty and facilitate integration of SEA content into courses nationwide.	CPP1
Public	SEA Visiting Scholars and Artists	Residency of Musician Heri Purwanto	Ari Rudenko's Ghosts of Hell Creek	Ethnomusicology Visiting Artist Ki Midiyanto	New work based upon Tristuti <i>wayang</i> collection	Foster interest in the cultures and arts of SEA. Expand knowledge of students, faculty, and general public. Provide access to diverse points of view.	AP1

A2.2 Effective Use of Resources and Personnel SEAC relies on the established resources of the Jackson School of International Studies (JSIS), the UW College of Arts and Sciences (A&S), the UW Libraries, and the wider institution to support and implement our programming. We also rely on connections with a larger community of educators and cultural programmers and on the international connections of our faculty and staff across SEA. NRC resources are used to effectively supplement, expand, and focus what is provided by this larger institutional context.

Our proposal to expand and revise our SEA Language program is designed to make best use of our language faculty and reduce the cost of instruction. Technical design for the hybrid live/online Thai course will use the expertise of Russ Hugo, Linguist and Project Manager at the UW Language Learning Center (Appendix B). He will serve as the technical developer and then manage and maintain the courseware at no cost to SEAC. Kim's study abroad program developed from a cross-College collaboration that received initial support via a \$12,000 grant from UW's Global Innovation Fund for faculty exchanges and forms the basis for a new collaborative relationship with the University of Indonesia (see Letter of Support from UI). Our work to expand SEA arts and humanities leverages connections with the Burke Museum and the UW Libraries.

Our effective use of resources also depends upon our collaboration and cost sharing with other NRCs at the UW. The cost of a new cybersecurity course taught by Jessica Beyer will be shared with other UW NRCs (Item 10). UW NRC collaboration was used to great effect in offering a "Career Development in International Studies" course in 2014-17; the same NRCs will continue this Career Development offering in 2018-21 (Item 39). The collaboration between SEAC and other UW NRCs also provides opportunities to pool resources, for example the

annual Community College Master Teachers Institute and Community College Asian Studies Development Grants (Items 36, 33; see §11.b).

A3. Reasonableness of Costs in Relation to Program Objectives. While the largest budget item in our grant proposal is language instruction, we leverage institutional support as described above and are continually working with administrators to gradually transition salaries for language instruction to state funding as the UW budget allows. Both Indonesian and Tagalog language instruction were begun with Title VI funds but have been fully supported by UW since 2006 and 2011, respectively. In 2017, Indonesian moved away from interim A&S funding and onto permanent state funds, and one 1.0 FTE position in Vietnamese is fully funded by permanent state funds. SEAC has recently initiated a discussion about moving Khmer instruction, now funded by SEAC and housed in JSIS, to American Ethnic Studies ((AES) which houses Tagalog). This responds to student interest in Khmer as a heritage language and moves us closer to the goal of UW funding. Language instructors who are on the NRC grant are paid at the lower end of their salary rank based upon years of service. The costs of Thai instruction will go down based upon the hybrid live/online model we are proposing.

The cost of content courses supported by NRC funds are either shared among other UW NRCs or minimized (Items 10, 39). SEAC faculty agree to compensation at less than half the customary rate when teaching overload courses (Item 9). Our arts programming relies heavily on contributions from the Department of Music, the Burke Museum, and the UW Libraries. In addition, NRC funds are minimized when SEAP staff seek additional outside grants. The successful grant for the Fulbright FLTA to support Thai instruction is one example, and SEAP also recently received a grant from the UW Office of Minority Affairs and Diversity (OMA&D) to build linkages with SEA heritage students on campus.

A4. Long-term Impact of Activities on Undergraduate, Graduate, and Professional Programs. Our proposed activities connect across undergraduate, graduate, and professional programs, exposing students across the learning spectrum to advanced-level linguistic, academic, and policy-oriented skills and knowledge of the region. For example, Kim will use outcomes from her study abroad collaboration to assess demand at UW for a civil engineering master's degree program in sustainable construction. Currently, she is integrating Indonesian case studies into a LEED Building course, infusing SEA content into STEM classes.

SEAP will also provide the initial support for new minors in Vietnamese Language, Culture, and Literature, and Indonesian Language and Culture, thereby connecting the language courses taught in AL&L to Departments like History and Anthropology which provide non-language instructional content. SEAP's arts programming dovetails with activities that will be co-sponsored by the Libraries, linking existing collections to creative methods of public exhibition and representation. By strengthening breadth and depth of coverage in area instruction and preparing students for careers in which they can use their training in SEA studies and languages, SEAC programs will ensure a long term impact across the working lives of participating students and the institutional lives of the departments with which we collaborate.

B. Quality of Staff Resources *B1.1 SEAC Staff and Teaching Faculty.*

SEAC Staff. In addition to her own current research in the environmental humanities, SEAC Director and Professor of Anthropology and International Studies **Lowe** has been engaged in the project of revitalizing Area Studies, receiving two grants from the Mellon Foundation in 2013 and 2014 and grants from the Ford Foundation in 2002 and 2006 for that purpose. Assoc. Director **Bush** has a JD and received her MA in SEA Studies from UW in 2017, affording insight into administering the program in ways that advance students' needs. Graduate Director

Giebel (History/JSIS) is a specialist on Viet Nam and the Col. Donald W. Wiethuechter, USA Ret. Endowed Faculty Fellow in the History of War and Society. He recently received a Mellon Foundation award to rethink the teaching of Area Studies. SEA librarian **Henchy** holds a PhD in History (UW 2005) with a focus on the 1930s intellectual history of Viet Nam and is Special Assistant for International Programs to the Dean of Libraries. Language Coordinator **Sandjaja** (AL&L), Senior Lecturer in Indonesian, also serves as Vice President of the Consortium for the Teaching of Indonesian. Arts Coordinator **Sunardi** (Ethnomusicology) is Associate Professor of Music and teaches dance and music traditions of Indonesia.

SEAC Faculty. SEAC has nearly 40 faculty members with expertise and research interests in SEA, half of whom devote 50% or more of their teaching or research to SEA studies. The following list *selectively* shows the variety and depth of faculty expertise on SEA (see §G for details of SEAC language faculty). **College of Arts and Sciences Faculty.** **Bonus** (AES) is Associate Chair of AES, Director of the UW Diversity Minor, teaches Filipino studies and is the past President of the Association for Asian-American Studies. **Callahan** (JSIS), teaches on Myanmar/Burma and has consulted on security, ethnic conflict, electoral and other political issues in Myanmar with Congress, the State Department, USAID, the United Nations, the World Bank, and the European Union. **Christie** (JSIS/Marine Affairs) teaches about community-based marine sanctuaries in Indonesia and the Philippines and has held a Pew Fellowship in Marine Conservation. **Curran** (Sociology/Public Affairs) works on migration and labor issues in Thailand, directs the Center for Studies in Demography & Ecology, and co-directs the International Policy Institute's Cybersecurity Initiative. **Grant** (Anthropology) studies medical anthropology and technology in Cambodia. **Lape** (Burke Museum/Anthropology) does research on religious identity, trade, and cultural contact in Indonesia and Timor Leste. **Licht** (Earth and

Space Sciences) studies sedimentology and tectonics in Myanmar. **Marwick** (Archaeology) specializes in evolutionary ecology and stone artifact technology in Burma, Thailand, Laos, and Viet Nam. **Rafael** (History) is the Giovanni and Anne Costigan Endowed Professor of History, and winner of the Goodman lifetime achievement award in Philippine studies. **Robinson** (Anthro/JSIS) is a specialist on Islam and conflict in South and SEA. **Sears** (History), Walker Family Endowed Professor of History and former SEAC Director, teaches Indonesian history, historiography, and critical theory. *SEAC Faculty in Professional Schools*. **Fritzen** (Public Affairs) works on public sector reforms in SEA, including anti-corruption policymaking. **Harachi** (Social Work) was instrumental in establishing the first college-level social work program in Cambodia along with colleagues at the Royal University of Phnom Penh. **Kyes** (Psychology), head of the Division of Global Programs at the WA National Primate Research Center, teaches annual field schools in Indonesia and Thailand. **Lombardi** (Law) teaches Islamic law of both the Middle East and SEA.

BI.2 Professional Development Opportunities. The Center for Teaching and Learning (CTL) is a key UW campus resource; it offers training and development workshops for web-enhanced courses as well as teaching guidance, class evaluations, and ongoing advice on pedagogy. SEAC's former Outreach Coordinator, Tikka Sears, is now Director of the Theater for Change program within the CTL, bringing her extensive SEA expertise to CTL's work. UW-IT regularly offers free workshops and classes on teaching tools such as Canvas and Zoom Video for online courses, in digital creation tools like Adobe Premier Pro, and for audio/visual recording.

The College of Arts and Sciences regularly offers sabbatical leave, research and teaching awards, and travel awards. The UW Royalty Research Fund provides competitive research grants

to faculty, e.g. Marwick 2014, Grant 2017, and Licht 2018, and the Simpson Center for the Humanities provides research support through their Society of Scholars, e.g. Robinson 2014, Lowe 2013, and conference support. The Office of Global Affairs sponsors the Global Innovation Fund which supported travel to Indonesia for Kim in 2017-18 and Henchy, Kyes, Rivin, Sunardi, and Hodge in 2015. SEAC faculty travel to SEA for teaching, program development, and professional meetings: Henchy, Grant, Lape, Lowe, Nguyen, Turner, and Win made trips during FYs 2014-18. SEAC language faculty attend yearly conferences and training workshops on language pedagogy; UW underwrites their training from the American Council for the Teaching of Foreign Languages (ACTFL), the premier professional membership organization for instructors. UW also provides free classes for faculty and staff in computer and database skills, and supervisors are offered strategic leadership workshops and regular grant-writing and management classes.

B1.3 Faculty and Staff Time Devoted to Students. Full-time teaching loads range from three to five courses per academic year; thesis and dissertation advising complements classroom instruction. The SEAC Director devotes approximately 60% of her time to teaching, mentoring, and advising students. SEAC's Assoc. Director spends approximately 15% of her time advising students and SEAC's Graduate Director spends on average 5-6 hours per week advising current and prospective grad students. Two full-time advisors (Iltis and Renner) work with UG and graduate students who wish to pursue one of the SEA tracks in JSIS. SEAP faculty devote 50-60% of their time to the teaching, supervision and advising of students. The SEA librarian devotes approximately 20% of her time to preparing student library orientations, fielding inquiries from students, and maintaining a resource website for faculty and student research.

B2. Center Staffing and Oversight Arrangements. SEAP meetings are held for faculty and staff on a monthly basis during the academic year. The SEAC Director is appointed to a five-year term by the Director of the Jackson School after conferring with SEA faculty. She reports to the JSIS Director and Divisional Dean of the College of A&S. SEAC's Associate Director reports to the SEAC Director and supervises SEAC office staff. The SEAC Director requests faculty volunteers as needed to work more closely on five issues: MA and Graduate studies; UG Curriculum and Pedagogy; FLAS Selection; Diversity and Student Outreach; and Development. Major decisions regarding the SEAP curriculum, hiring, and new initiatives are reached according to a participatory process in SEAC faculty meetings with guidance from appropriate administrative and executive staff. Fiscal oversight is managed by the JSIS Business Office.

B3. Non-discriminatory Practices. The University of Washington is committed to increasing access to programs for students, staff and faculty regardless of race, ethnicity, gender, ability and sexual orientation, in strict accordance with GEPA Section 427 guidelines, a policy which SEAC strongly endorses (see §C2). JSIS established its own Diversity and Equity Committee to identify and implement school-wide initiatives on diversity and equity for faculty, staff and students. The committee focuses on two main targets: increasing faculty and staff diversity and retention, and decreasing barriers for students to apply and enroll in JSIS. The committee meets monthly throughout the academic year, publishes upcoming events on the UW website, and works closely with the Office of Minority Affairs and Diversity (OMA&D) to identify training opportunities for the JSIS community. At SEAC specifically, 88% of the staff are women and minorities.

C. Impact and Evaluation **C1. Impact.** Between fall 2014 and winter 2018, 3,352 students enrolled in SEAP and SEA language courses and graduates went into careers in a wide

range of fields: from government service, to business, non-profit, and educational sectors. UW's NRC Impact Project, modeled on the US/Ed survey distributed to 2010-14 FLAS recipients, measured the relationship between coursework and students' global competitiveness upon graduation. Funded beginning in 2010 by the A&S Divisional Dean of Social Sciences (\$80,000 over the past two grant cycles), the Impact Project consisted of multiple phases, with results distributed to all UW NRCs. The most recent phase compiled data on the demographics, education, and early career trajectory of students who graduated between fall 2008 and summer 2016 and took at least 15 credit hours (one year's study/5 credit course) of coursework associated with each NRC.

Of graduates who had taken 15-29 hours of SEA coursework, 46% reported they were using their international knowledge or foreign language skills at work; the number rose to 48% for those who had taken at least 30 credit hours. 38% reported using SEA knowledge in connection with volunteer work and community service. Of respondents who completed 15-29 credit hours, 32.7% were in the private sector, 19% in nonprofits, and 7.8% became K-12 teachers. A total of 17% went into government service, of which 52% were at state/local levels, 24% were at the federal level, and 19% were in the military. 27% of students surpassing 45 SEA credits worked in higher education as faculty or administrators. For example, Gai-Hoai T. Nguyen (MA-SEA '12) is now Assoc. Director of UW's Center for Human Rights and Shannon Bush (MA-SEA '17) is the Assoc. Director of UW's SEAC. SEA Master's students often pursue advanced degrees: Ben Moseley (MA-SEA '16) and Erin McAuliffe (MA-SEA '17) are in PhD programs, while Kasey Rackowitz (MA-SEA '17) is pursuing an MBA in Malaysia.

PhDs often gain tenure track academic appointments or go on to post-doctoral research work. Recent graduate placements include: Huong Nguyen (2017, History) post-doctoral fellow

and visiting Asst. Professor at Haverford College; Mei Feng Mok (2016, History) is in her second year of a post-doc at the Asia Research Institute (ARI) at Nat'l University of Singapore (NUS); Allan Lumba (2013, History) is Asst. Professor at Univ. of Michigan. By educating this generation of SEA scholars and researchers, SEAC's impact has a multiplier effect.

TABLE C.1: Tracking SEAC Impact on Universities, Communities, Region & Nation, 2014-18	
SEAC Courses, Unique Enrollments	
Non-language Courses	3,803
Language Courses	1,677
Total	5,480
Outreach Event Attendance	
K-12 Outreach & Post-Secondary Outreach	1,610
Business/Government/General Public	9,361
Total	10,971
Media Data	
List Serve Subscriptions	920
Social Media (new followers over 2 years)	460
Website (unique visits over 4 years)	11,092
Total	12,472

Based on registration sheets, participant surveys and digital records, over 10,000 people directly participated in SEAC outreach events over the last grant cycle and even more received news and content about SEA through the SEAC newsletter, internet and social media streams (see §I for detailed information about Outreach

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

C2. National Needs Addressed and Dissemination of Information. SEAC's efforts to address the national need for in-depth area and language education about SEA are reflected not only in our broad course offerings (Appendix C), but also in a diverse array of programming and information dissemination. The Defense Dept. specifies Indonesian, Tagalog, Burmese, and Vietnamese as languages critical to our national security; SEAC currently offers advanced level instruction in all of these languages. Thai is also designated as a critical language and all three levels have been taught for the last 27 years. In AY 2018-19, SEAC will host a Fulbright Foreign Language Teaching Assistant in Thai allowing us to maintain our advanced offering.

In the current grant cycle, many SEAC programs focused on critical areas such as national security, public health, human rights, and democratic reform in SEA. SEAC faculty are routinely invited to give briefings and lectures to think-tanks and federal agencies. Christie produced key findings on the USAID-sponsored Coral Triangle Initiative Support Program. Callahan is regularly sought out as a contributor on contemporary security, ethnic conflict, electoral and other political issues in Myanmar by governments, international bodies, and think-tanks. Curran has established a Cybersecurity Initiative at UW's International Policy Institute, through which a working group of academic experts in information science, computer science and engineering, and international affairs together with business, military, and public policy makers formulate forward thinking models for comprehensively addressing challenges. In Harachi's "Partnering for Health" project, UW students interested in medical social work or related hospital-based programs collaborate with the Social Work Unit at a hospital in Phnom Penh. Recent graduates have successfully pursued careers related to health services, government service, and private sector professions requiring SEA expertise. Refer to section C5 for information about placements.

In 2018-21 SEAC will strengthen its capacity to disseminate information by increasing and expanding online offerings across the educational spectrum. SEAC's former Outreach Coordinator developed engaging online classroom materials targeted primarily for K-8. In 2018-21 SEAC will begin in a purposeful way to develop content for secondary teachers and will continue the practice begun in AY 2017-18 of recording sponsored talks for podcast from our website. We plan to partner with experienced, area teachers who are employing innovative pedagogical approaches. For example, SEAC will work with a teacher at Sammamish High, the

recipient of a US/Ed Investing in Innovation grant, to develop lesson plans that can be downloaded and used in any classroom.

C3. Access and Underrepresented Populations. The University of Washington is committed to increasing access to programs for students, staff, faculty, and the public regardless of race, ethnicity, gender, ability and sexual orientation, in strict accordance with GEPA Section 427 guidelines. The entering class of 2017 is the most diverse in UW history. In 2017, 34.8% of entering undergraduates across all three campuses were the first in their family to go to college. Enrollment of underrepresented undergraduate students has increased from 16.2% in 2013 to 19.7% in 2016, while under-represented graduate enrollments increased from 10.8% to 12.3% during the same period. In the Jackson School (JSIS), in the 2016/17 AY, 63% of enrolled

TABLE C.2 Individual Students Enrolled in SEA content courses fall 2014 – winter 2018	
Ethnicity	Number
White/Caucasian	855
Southeast Asian	404
Other Asian	698
Black/African American	133
Indigenous American	46
Pacific Islander	78
Not Indicated	459

undergraduates and 52% of graduate students are female. Of JSIS graduate students, 42% are women of color and 35% are men of color.

SEAC fosters an understanding of diversity and multiple perspectives among our students and faculty and in our programming. JSIS Director Reşat Kasaba is the current President of the Association of Professional Schools of International Affairs (APSIA), a consortium of schools that prioritizes outreach to students from HBCUs and Hispanic-serving institutions. Wolfram Latch, JSIS Director of Student Services, regularly attends minority-recruiting fairs around the country and visits minority serving colleges and universities. A recent survey of UW UGs indicates that 52% of our students are female, less than 44% are white, 27% are Asian American, and over 12% are under-represented minorities. UW hosts a number of excellent organizations that encourage recruitment and retention of traditionally under-represented students and participants in activities and programs. The UW

Ethnic Cultural Center provides tutoring and advising services for underrepresented student groups and currently houses the six associations for SEA students.

The UW's Disability Services Office (DSO) provides assistance for disabled students, and SEAC has partnered with them to support one of our current SEA-MA students who is legally blind. Sign language interpreters for hearing-impaired students and live readers for students with visual disabilities are available. UW Accessible Technology Services is another resource ensuring students with disabilities have access to computers, software, and specialized equipment. Representatives from both offices recently held a presentation for SEAC faculty regarding how to convert and format documents for accessibility.

C4. Evaluation Plan. SEAC will demonstrate the comprehensive and specific impact of our programs through an evaluation plan that measures outcomes and is targeted toward both our proposal theme (*New Audiences: Bringing STEM disciplines and Heritage Learners into Southeast Asian Studies*) and toward our four areas of major activity for FY 2018-21: **1)** Rebuild Thai and expand Vietnamese; **2)** Develop new study abroad programs around STEM; **3)** Support the recruitment, training, certification, and placement of dual language teachers; and **4)** Promote the SEA arts. We will also track our ability to expand SEAP course offerings and K-14 teacher training, conduct an external peer evaluation, and we will evaluate our MA program. SEAC employed lead consultant Anne Sheeran of the monitoring and evaluation firm Sheeran Inc. (see Appendix B) to design our evaluation plan and performance measures (PMFs) for both NRC and FLAS outcomes.

The goal of our evaluation plan is to provide longitudinal data and continuous feedback for iterative planning and program design and to meet our public obligation to educate students, the general public, the military and government, and media and business about SEA in a cost-

effective way. Our evaluation plan builds on the basic data gathered in the UW-funded NRC Data Impact Project over the past two grant cycles which provided eight years of enrollment and outcome data. In order to ensure that implementation of evaluation methods occurs on a regular basis and that instrument development, analysis, and reporting are all feasible, the evaluation plan will occur steadily across the four-year grant cycle. Our evaluation tools include baseline, process, and outcome type evaluations. Some assessments are annual and some which cover specific issues and are measured only once.

Year one will begin with a baseline evaluation of SEAC's engagement with heritage students as a new audience and partner. A baseline will be established focusing on (i) the presence and functionality of communication mechanisms with heritage students both on campus and in community colleges, (ii) their understandings of SEAC, and (iii) potential opportunities for partnership and collaboration with SEAC. This baseline data will inform a process evaluation of outreach to heritage populations in year two. In year three, evaluation activities will focus on the MA program. The Master in SEA Studies program was established in 2010 and evaluated in 2013 by the UW Office for Educational Assessment (OEA). The 2013 evaluation provides indicative information about how the MA program was impacting students' career planning, motivation to enroll, and the impact of funding availability in students' assessment of the viability of pursuing SEA studies. The 2013 evaluation will inform the program's FY 2018-2021 monitoring and outreach activities with current and potential MA students. In year four, the evaluation and peer review activities of the previous three years will be consolidated, and a meta-evaluation performed. Through the aggregation of findings, we expect that the meta-evaluation will allow SEAC to consider broad themes that affect the program's impact and visibility.

The PMFs developed with the advice of Sheeran Inc. link SEAC’s strategic goals with specific activities and performance measures. Table C.3 provides an overall picture; see Appendix D (PMFs) for individual project goal performance measures and activities. A peer review will be incorporated into the evaluation plan to allow SEAC to consult with experts in the field to compare SEAC to the standards set for international education and outreach nationally.

Table C.3 Evaluation Plan			
Method	Sample Metrics and Targets	Timeline/Yrs	USED Goal/Priority
SEAC exit survey	*Immediate impact of programs on skill development, knowledge, and career plans	Annual	Train experts, FLAS GPRA 1
	*Assessment of teaching		
SEAC alumni survey	*Update on employment history	Annual	Train experts, FLAS GPRA 1
	*Assessment of use of SEA knowledge		
FLAS biennial survey	*Impact of FLAS on skill development, knowledge, and career plans	1, 3	Train experts, FLAS GPRA 1
	*Assessment of foreign language instruction		
Tracking SEAC language enrollments	*Tally of students enrolled in SEAC languages	2, 4	Train experts, FLAS GPRA 2
	*Tracking of students moving from Introductory to Intermediate and Advanced		
Eval of teacher training and outreach	*End-of-activity and follow up reports on impact, including on curriculum and effectiveness of training activity	Annual	AP2, CP1, CP2
Monitor events	*Number of attendees and breakdown by sector (K-12, post-sec, public, business)	Annual	Conduct outreach
Interview with CC & MSI partners	*Impact of projects on faculty prof. development and curriculum	Annual	AP2, CP1, CP2
	*Assessment of impact on students		
Formal reflection, analysis	*Review of goals and performance measures	4	AP 1&2 CP 1&2
	*SEAC performance measure analysis		

The external peer reviewer/s will be asked to study both content and language programs. The results will be used to communicate with administrators about the strategic needs of our program.

A peer review was successfully used to convince the Dean of Social Sciences to endorse a mainland SEA hire in Anthropology in the last grant cycle. We wish to use this review to help

make permanent our investments in Thai and Vietnamese language, and to move Khmer onto state funding.

C5. Record of Placement in Areas of National Need. For a small program that began only in 2010, the SEA MA program has a successful record of placement in areas of national need. Army Major Clifford Pederson (MA-SEA '18) will begin his post as SEA Political Military Analyst at the Defense Intelligence Agency this July. Lauren Pongan (MA-SEA '15) is the Network Innovations Program Manager at the Asian & Pacific Islander American Health Forum; and Joseph Rubin (MA-SEA, '15) is a Medical and Social Services Interpreter at WA's Dept. of Health & Social Services. Hunter Marston (MA-SEA '13) is a Sr. Research Assistant at the Brookings Institution where he conducts research for the Lee Kuan Yew Chair in SEA Studies. Other MA graduates from the School of Marine Affairs have successfully gone on to take positions for government and non-profit institutions on issues of marine conservation in SEA. For example, Heather d'Agnes (2012) is now a Program Officer for the Walton Family Foundation focusing on the environment in Indonesia and Cherie Wagner (2011) works for The Nature Conservancy as the Reef Resilience Program Coordinator.

As a hub for technological innovation and research, UW affords students the opportunity to learn from faculty who are actively engaged in public research and analysis, and to participate themselves. Evidence that faculty encourage government service is seen in the number of former SEAP students who now fill roles in government agencies and NGOs working on issues of international importance. The focus of JSIS on emerging international issues provides students a chance to meet and work with government officials and business leaders. SEAC will further support career readiness by funding Cybersecurity and Professional Development courses (Items 10 and 39). Our collaboration with UW's College of Education and One City Project will

promote the credentialing of more foreign language teachers to meet existing educational needs in K-12 language programs (see pp. 3-4). Our partnerships with UW’s Global Business Center and the Thurston County Economic Development Council (see pages 45-47) address areas of national need in the business sector. For FLAS responses, please see section J and pages 47-50.

D. Commitment to Subject Area *DI. Program Operation and Administrative Support* UW’s

recognition of the importance of Title VI programs is reflected in UW President Ana Mari Cauce’s statement: "As a public research university in a state dependent on international trade and collaboration, [UW] is proud of its long history of outstanding global engagement through faculty and research networks. The Title VI programs of the U.S. Department of Education are vital to the success of our mission. They provide critical resources to advance the study of foreign countries and languages and help to enable collaboration across boundaries, benefiting students, residents, governments and our economy in an increasingly competitive world."

This commitment to SEAC will remain strong for FY 2018-21, with continued support for staff and significant funds for programmatic expenses provided by the provost and College of Arts & Sciences (A&S) (Table D.1). The Jackson School of International Studies (JSIS) is the Administrative home for SEAC and provides support in the form of scholarships and travel

TABLE D.1: Annual Institutional Support for SEA Degree-Granting Programs		funding for SEA students, and administrative infrastructure for SEAC’s operations.
JSIS-SEAP Faculty Administrative & Professional Staff Salary Commitments*	Institutional Support	
Total SEAP Faculty Compensation, 2017-18	\$1,550,164	
Total JSIS Staff Compensation, 2017-18	\$1,243,258	
Total SEA Libraries Staff and Acquisitions	\$622,665	
Center director’s administrative compensation	\$10,000	
Center associate director/outreach coordinator	60% of salary	
Center program coordinator	100% of salary	
FLAS coordinator	60% of salary	
Undergraduate & graduate advisers (4)	100% of salaries	
Career counselor	100% of salary	
Fiscal specialists (3)	100% of salaries	
IT & web specialists (2)	100% of salaries	
Data manager	44% of salary	
* Professional personnel are on a 12-month employment schedule.		

The UW provides approximately \$72,000 each year in direct costs for support of SEAC programming and office staff. The University provides over \$1.2M a year for JSIS fiscal, student services, and support staff. It also supports the SEA collection in the Libraries with funding of approximately \$215,000 for materials and \$407,665 for salaries per year.

D2. Support for Faculty and Instruction Currently, the SEAP has 38 faculty who teach Southeast Asia content and Southeast Asian languages. Nearly all of the SEA content faculty are on state supported salaries. At the end of FY 2017, UW will assume full support of the recent NRC seed funded position of Assistant Prof. of Anthropology specializing in the Buddhist cultures of Mainland SEA. For FY 2018-21, UW will continue its support of 100% FTE lines for Indonesian, Vietnamese, and Tagalog language positions. All costs associated with the technological development and management of SEAC's online Thai course will be absorbed by UW's Language Learning Center. The UW Graduate School will provide tuition waivers for the Fulbright FLTA to support Thai instruction (see p. 2). Burmese, previously offered only on a tutorial basis, is now taught quarterly under JSIS' administrative auspices.

D3. Linkages with Institutions Abroad. UW maintains over 30 formal and informal linkages with universities across SEA. Examples of formal exchanges include those with National U of Singapore, Viet Nam's U of Danang, and Indonesia's Gadjah Mada U. The proposed study abroad program led by Kim will create a new linkage between UW and the University of Indonesia's engineering programs. Every summer Kyes partners with Bogor Agricultural University (BAU) in Indonesia to run field schools in conservation biology and global health, while UW's Applied Physics Lab conducts joint research with BAU on ocean current mixing and marine instrumentation.

TABLE D.2: MOUs Between UW and SEA Institutions of Higher Learning	
Cambodia	4
Indonesia	4
Laos	1
Myanmar	1
Singapore	4
Thailand	11
Vietnam	8

In Thailand, student education partnerships include reciprocal student exchanges and professional training programs in Nursing, Economics, Dentistry, and Business with Chulalongkorn, Khon Kaen, Mahidol, Thammasat, and Chiang Mai Universities. The UW International Training and Education Center for Health (I-TECH)

network provides health expertise and training programs in laboratory quality assurance to the Ministry of Health of Lao PDR.

Linkages also underpin study abroad opportunities, including those we are developing with this proposal. Marwick will work with Viet Nam National U. in Hanoi and Kim will work with University of Indonesia. Additionally, Giebel has led 14 trips to Viet Nam since 1999 and has often partnered with Hue U. The UW Economics Department has a student exchange program with Bangkok’s Thammasat U. Since 2014, UW’s Study Abroad Office helped fund three exchange students attending classes at the National U. of Singapore.

D4. Support for Students. JSIS provided three non-FLAS fellowships with tuition waivers to SEA graduate students worth over \$79,000 in FYs 2014-17, and SEAC provided travel awards from independent endowments to 19 graduate students for research and professional development opportunities. The SEAP recently established the Christen J. Grorud Endowed Memorial Fellowship to support graduate students and three have been awarded. In addition to the academic advising provided by individual programs and JSIS Academic Services, the Office of Career Services provides extensive support to all JSIS students and alumni. The full-time Director offers individual advising; regularly holds skills workshops (e.g., resume and cover letter writing, and navigating federal jobs applications); and hosts employer information sessions to connect students and alumni with organizations in a variety of professional fields,

including diplomacy, global development, trade, and tech. The careers office hosts an average of 45-50 skills workshops and information sessions a year.

E. Strength of Library *E1. Holdings.* The UW Libraries (UWL) ranks among the top 10 US public universities for library expenditures, with some 9.5 million catalogued volumes, 1 million ebooks, 180,000 electronic journals, and 250 licensed databases, and a preeminent SEA collection that is nationally recognized. The collection focuses on Cambodia,

Table E.1 Vernacular and Regional Materials				
Language	Ind/Mal	Thai	Viet	Phil
Monographs	44,600	19,700	39,120	1,100
Serials	175	114	226	44
Audiovisual	1275	610	1228	423
Maps/sets	450	170	200	212

Burma, Indonesia, Thailand, Malaysia, the Philippines and Vietnam. Vietnamese holdings rank among the best in the US and include unique regional serials and

Communist Party histories. Of the estimated 300,000 library titles about SEA, over 150,000 are English language academic publications for UG research (including 14,000 ebooks); while 126,000 titles in SEA languages (see Table E.1 reflecting holdings in select major regional languages), along with vernacular journals and items on microfilm, serve research and professional needs. Digital reference tools include dictionaries, bibliographies, biographical collections, and digests such as “Empire Online.” A SEA Research Guide links to resources, including news, e-journals and licensed databases and indexes, such as *Bibliography of Asian Studies* and *Index Islamicus*. There are 630 current subscriptions to regional print serials, another 100 published beyond the region, and an estimated additional 350 e-journals of regional interest. UWL subscribes to 11 SEA daily print newspapers, 6 wire services and several business reports through licensed databases. The UW Library is a founding member of the Cornell SEAPapers project, making available SE Asian newspapers online through subscription.

The Law Library provides access to additional electronic resources on Asia, and the Bothell and Tacoma campus libraries have complementary UG teaching collections for SEA. The Government Publications Division has rich collections on SEA within 1 million cataloged titles. It provides specialized access to UN deposit items and online resources through licensed databases such as AccessUN. The Map Collection of 300,000 items includes historical mapping for Indonesia and Vietnam. UWL Special Collections houses extensive photo and research collections from scholars Peter Kundstater, Charles Keyes and Daniel Lev, and traditional manuscripts in Batak, Thai, Shan, Burmese and Mon. Other collections include 800 reels of Adrian Cowell's historical footage from his documentaries on the Burmese opium trade, and documents from *NY Times* journalist Elizabeth Becker's historic 1978 trip to Democratic Kampuchea. The latter was recently the focus of a multimedia installation which won 2nd prize in the Center for Research Libraries 2018 Primary Source Award and will travel to the Bophana Audiovisual Center in Phnom Penh later this year.

The excellence of the SEA collection is a reflection of its staff: SEA Section Head Henchy received the 2010 UW Distinguished Librarian Award and was recognized by the Vietnam Ministry of Culture for her work preserving rare newspapers from the Vietnamese National Library. The renown of SEA collections, and active outreach to national and international research communities, is evidenced by the fact that over 50% of SEA reference inquiries are generated from off-campus. Online SEA Research Guides on UWL web pages for in-class instruction, open to the greater teaching community, received 2,000 hits in 2017. The Vietnam Studies Group (AAS) web page, hosted by UWL, attracts 750 hits per month, showing UWL's impact on the broad scholarly community.

E2.1. Extent of Institutional Support: Collections. An estimated \$125,000 per annum is spent on SEA materials from UWL central funds. An average vernacular materials budget of \$90,000 is augmented by central endowment and gift funding including the SEA Julie Forbush Endowment, accounting for an additional \$10,000 annually.

E2.2. Extent of Institutional Support: Staff. \$407,665 is spent annually on SEA staff. (Table E.2). Besides Henchy (1 FTE), Library Specialists process materials and contribute over 2,000 catalog records annually to the national OCLC database. One Specialist has been supported by UWL to study 3 years of Thai at

Table E.2 Library Staff Salaries		
	FTE	Salary
SEA Staff	3	259,540
IS Staff	0.4	46,225
Other Units	1.1	90,000
Students	0.25	11,900
Total	4.75	407,665

UW (continuing), and in Thailand. Three other staff coordinate book and serial cataloging for SEA and catalog Indonesian/Malay. UWL also supports conference, and biennial acquisitions travel, at an annual total of \$4,000.

E3. Access to Other Collections. UWL participates in 14 consortia, including the SEAWest consortium, which coordinates purchasing through the Library of Congress. As an active member of the Center for Research Libraries, and its SEA Materials Project (SEAM), UWL has access to its estimated 10 million volumes, including some 3,000 unique items in the Thai National Collection (US/Ed funded), 260 Vietnamese newspaper titles filmed through a SEAM project headed by Henchy, and another 32,000 Indonesian titles from Library of Congress, Jakarta on microfiche. The Orbis Cascade Alliance (OCA) of 38 Pacific NW 4-year colleges facilitates access to nearly 100 research databases and collections. UWL catalog points to over 1 million items on SEA, including pdf files from institutions in the region.

At UW, research guides, catalog and non-licensed web resources are freely accessible online, including an increasing number of SEA resources digitized by UWL and those

contributed to the HathiTrust preservation consortium. 38,329 items are lent annually through interlibrary loan (ILL), a free service to the campus community. Close to 20% of SEA titles purchased with institutional funds are circulating or being actively used in the UWL. Collections and licensed electronic sources are available onsite, regardless of affiliation, and a new Open Access policy will increase availability of faculty publications. Local teachers enjoy borrowing privileges for all collections. SEA materials are shared with OCA and SEAWest member libraries; nearly 90% of OCA holdings are found in UWL (72% for Philippine titles).

Research collections are available in UWL's institutional repository, including the Burma archive of journalist Bertil Lintner scanned in Chiang Mai (UWL funding); Chinese-Indonesian documents scanned from private collection in Surabaya (US/Ed and UWL funding); archeological reports from Yogyakarta, Hanoi and Bangkok (Luce Foundation funding), and Vietnamese Buddhist journals from Xa Loi Pagoda in Ho Chi Minh City (UWL funding). UWL is also acquiring digital files of the emergent Myanmar press.

UWL is a partner in the Committee on Research Materials on SEA (CORMOSEA) SEA Digital Library, funded by US/Ed TICFIA. UWL publishes the open access *Bulletin of the Indo-Pacific Prehistory Association*. As part of the Myanmar Library Training Consortium funded by the Luce Foundation (Henchy is P.I., with ASU and NIU), UWL sent an open access and a digital scholarship librarian to encourage universities there to embrace open access platforms.

F. Quality of Non-Language Instructional Program *F.1 Quality and Extent of SEAP Course Offerings*. UW's Southeast Asia Program (SEAP) offers courses for UG and graduate students in A&S and in the professional schools across campus (App. C, Table F.1). SEAC programming covers all eleven countries of SEA with particular strengths in Myanmar, Indonesia, Cambodia,

the Philippines, Thailand, and Viet Nam. Specialized SEA-content courses are offered in at least 16 departments in the Social Sciences and Humanities and at least 13 Professional Schools.

Table F.1 Selected SEA Content Courses		
Course Number	Course Name	Instructor
ANTH 473	Anthropology of Science and Technology	Lowe
ARCHY 325	Archeology of Island SEA and the Pacific	Lape
VIET 361	Postwar Vietnam in Literature	Turner
HUM 597	History & Poetic Imagination w/ Rithy Panh	Grant
CHID 485	Comparative Colonialism	Rafael
RELIG 211	Muslim Beliefs and Practices	DeYoung
ENVIR 103	Society and the Oceans	Christie
HSTAS 534	Indonesian History	Sears
JSIS B 526	Political Islam	Robinson
LAW E 560	Muslim Legal Systems	Lombardi
SOC 470	Contemporary Southeast Asia	Hirschman
AAS 360	Critical Filipino American Histories	Bonus
MUSEN 511	Gamelan Ensembles	Sunardi
JSIS B 455	International Environmental Policy	Begun
PUBPOL 598	International Development	Fritzen

F2. Interdisciplinary Courses Offered.

SEAP provides strong interdisciplinary preparation for students planning a career requiring specialized knowledge of SEA. General introductions to SEA civilizations and cultures are offered at the UG level, in entry-level courses in History, Anthropology, IS, Political Science, Comparative Literature, American Ethnic Studies, and in Ethnomusicology. Unique interdisciplinary courses offered by SEAC faculty include several created

and institutionalized in 2009 to address the learning needs of SEA communities. They are now cross-listed in JSIS as well as in other departments and schools: for example, “SEA Activism and Social Engagement;” and “Violence, Myth, and Memory.” The “Study of Southeast Asia” taught by **Lowe** and “Politics and Change in SEA” taught by **Callahan** appeal to SEAC UGs and graduate students. The interdisciplinary curriculum is also enhanced by courses offered in conjunction with JSIS/Marine Affairs programs such as **Christie’s** “Society and the Oceans” and IS /comparative religion courses such as **Sears’** “Islam, Mysticism, Politics, and Performance in

Indonesia.” SEA content is also offered through interdisciplinary courses in American Ethnic Studies (**Bonus**) and JSIS (**Callahan, Christie, Giebel, Lowe, Warren**).

F3. Teaching Faculty and Pedagogical Training for Instructional Assistants. SEAC has 32 non-language faculty who from 2014-17 taught over 150 courses across a broad range of disciplines with class sizes ranging from 1 to 275, with a mean of 24 (Appendix C). With the appointment of **Grant** with US/Ed seed-funding in 2014-17, our concentration on Cambodia is now robust with **Grant** (Anthropology), **Harachi** (Social Work) and **Yin** (Language). For instruction on Indonesia, we have **Kyes** (Primate Center/Psychology), **Lape** (Archaeology/museology), **Lombardi** (Islamic Law), **Lowe** (Anthropology/JSIS), **Robinson** (JSIS/Political Islam), **Sandjaja** (AL&L/language), **Sears** (History), and **Sunardi** (Musicology). Teaching on the Philippines we have **Atienza** (American Ethnic Studies [AES]/language), **Bonus** (AES), **Christie** (Marine Affairs) and **Rafael** (History). **Curran** (JSIS/Public Affairs), **Kyes** (Primate Center/Psychology), **Pepper** (Comparative History of Ideas), and **Marwick** (Archaeology) work on Thailand, and emerita lecturer **Kesavatana-Dohrs** (Language) continues to assist with Thai language and content course development. **Giebel** (JSIS/History), **Fritzen** (Public Affairs), **Hannah** (Integrated Social Science), **Henchy** (History/library science), and **Turner** (AL&L/language), all work on Viet Nam. **Callahan** (JSIS) and **Licht** (Earth Sciences) teach about Myanmar. SEAC also has strong campus linkages with Professional Degree programs. SEAC core faculty members **Curran** (Public Affairs/JSIS), **Christie** (Marine Affairs/JSIS), **Fritzen** (Public Affairs), **Lombardi** (Law), **Kyes** (Primate Center), **Lape** and **Marwick** (museology), **Harachi** (social work), and **Rivin** (Global Health and Asian Law) all bring important SEA content, language, and area expertise into the professional schools.

Innovative pedagogy and diversity workshops are now regularly offered to faculty, teaching assistants (TAs), and staff on campus. The UW Center for Teaching and Learning (CTL) staff evaluate classes and work with faculty and TAs to improve teaching quality, pedagogy and to provide resources. Teaching assistants and readers assist with the larger SEA core courses. TAs are evaluated by students and faculty for every course that they teach. TAs at UW are required to take the “TA Conference on Teaching and Learning” workshop, a course held at the beginning of each academic year where TAs learn to lead discussion sections and receive mentoring from faculty and experts in pedagogy. TAs for whom English is a second language must pass “English for International Teaching Assistants,” a quarter-long, five-credit course that assists them with leading discussion sections and presentation skills.

F4. Depth of Specialized Course Coverage. In A&S, SEAC offers specialized SEA coverage in Archaeology (2 faculty), Anthropology (3 faculty), History (3 faculty), JSIS (6 faculty), Sociology (2 faculty), Music (1 faculty), Asian L&L (2 faculty), American Ethnic studies (3 faculty), Engineering (1 faculty), Earth and Space Sciences (1 faculty), Social Work (1 faculty), Law (2 faculty), Marine Affairs (1 faculty), and Public Policy (1 faculty). (Appendix B) SEAP’s four historians—**Giebel, Rafael, Yang, and Sears**—specialize, respectively, on Viet Nam, Philippines, Singapore, and Indonesia and offer lower and upper division UG courses, and graduate classes. Faculty who teach about SEA in Anthropology/Archaeology include **Marwick, Lape, Lowe, and Grant**. Faculty who teach on Science and Technology in SEA include **Lowe and Grant** in Anthropology, **Rafael** in History, and **Henchy** in the UW Libraries. SEAP faculty proficiency in SEA Islam include: **Lape** (early Islam in SEA), **Lombardi** (Islamic law), **Robinson** (political Islam), **Sears** (Islam and Performing Arts), and **Sunardi** (Islamic musics). SEAP faculty who focus on the environment include **Lowe** (Anthropology/JSIS),

Christie (JSIS/Marine Affairs), **Marwick** (Anthropology), and **Licht** (Earth and Space Sciences). Faculty who work on demography include **Curran** (JSIS/Sociology) and **Williams** (JSIS/Sociology). **Callahan** (JSIS) works on human rights. The Asian Law Center (ALC) in the School of Law has faculty who do comparative work on SEA, including **Lombardi** (Egypt, Indonesia, Malaysia, Pakistan) and **Eddy** (Indonesia, Philippines), the ALC’s former Director. **Fritzen** (Indonesia, Viet Nam), who joined the faculty of the Evans School of Public Policy in 2015, focuses on anti-corruption strategies in SEA. **Sunardi** teaches SEA music and dance in Music.

G. Quality of Language Instructional Program *G1. Language Instruction within UW’s*

SEAP. The SEA language program teaches six SEA US/Ed priority LCTL languages on campus: Burmese, Indonesian, Khmer, Tagalog, Thai and Vietnamese. The language program serves UGs who anticipate using a SEA language to meet their long-term career goals, graduate and professional degree students seeking to develop significant speaking and reading/writing competence as future leaders and teachers, and SEA heritage students. Virtually all students specializing in UW SEA studies at UG and graduate levels engage in language study. The SEA-MA degree program requires students to complete the equivalency of three years of language instruction; undergraduate programs with a SEA concentration require two years (see §H1).

Enrollments in Tagalog at the beginning level are 50+ students, requiring two sections.

TABLE G.1: SEA Language Enrollments by Field Fall 2014 – Winter 2018	
STEM	332
Professional	266
Southeast Asian Studies	51
Social Sciences	336
Humanities	505
Other	157
Total	1647

Intermediate Tagalog averages 10-12 students, and Advanced Tagalog averages 7 students per quarter. Unique registrations at all levels of Tagalog between fall 2014 and winter 2018 totaled 655. Beginning Khmer classes average 12-15 students. In academic years 2010-13, the average class size in fall quarter for

Beginning Vietnamese was 13 students. Since Turner's appointment in 2014, Beginning Vietnamese fall classes have been at capacity or over-enrolled three of the last four years. Over that same time, intermediate classes have averaged 10 students and an average of 5 students have taken Advanced Vietnamese. A number of our students who complete three or more years of language instruction at UW have undertaken at least part of their study through the Southeast Asian Studies Summer Institute (SEASSI) or at an overseas language program.

G2. Language Levels and Advanced Courses. SEAC provides three levels of instruction in Tagalog and Vietnamese, with 4th year instruction in Vietnamese available when there is demand. Beginning in fall 2018, quarterly offerings in Indonesian instruction will increase from three to four levels, with the 4th year curriculum centered upon Project-Based Instruction. For example, students will take part in oral discussion/debate, listening comprehension, and composition focused on Indonesian texts, films, and broadcasts. A new section designed specifically for heritage students will also be added to our Indonesian instructional offerings. During the 2014-17 NRC grant cycle, SEAC transitioned from tutorial-based instruction in Burmese to quarterly, on-campus offerings under the auspices of JSIS. Budget constraints currently limit our offerings in Burmese and Khmer to two levels, adjusted to meet student demand. As SEAC transitions to a new model of Thai instruction, the introductory Thai series will be offered with intermediate and advanced level offerings alternating dependent upon student enrollment. In AY 2018-19 Advanced Thai will be offered.

Advanced graduate students have the opportunity to use their language skills in content courses. Faculty in anthropology and history encourage the use of vernacular sources by students with the ability to do so. Students have used Indonesian, Tagalog, Khmer, Madurese, and

Javanese for their research. **Rafael** (History) assigns Tagalog texts in a guided reading course. **Yin** (JSIS) teaches Khmer literature in advanced Khmer.

Outside of class, the Language Learning Center offers students free access to online streaming foreign language television and media content curated and annotated for language learners by the non-profit educational organization SCOLA. Student conferences are held annually, encouraging advanced language students to present research papers in SEA languages. Conferences focused on Khmer and Tagalog take place at UW; a nation-wide consortium sponsors an annual student conference for Indonesian. MA-SEA student Kasey Rackowitz was a participant in the 2017 Indonesian conference held in D.C. Visiting scholars provide lectures in Indonesian for advanced students as well as for community members. In 2018, SEAC's inaugural SEAxSEA film festival exhibited 26 films submitted from filmmakers across SEA in their original languages with English subtitles.

G3. Language Faculty. Of the six languages offered at the UW, Indonesian, Tagalog, and Vietnamese are each staffed by full-time lecturers with permanent or multiple-year appointments. Khmer and Burmese are taught by lecturers who are both re-appointed on a yearly basis by JSIS. Of the 4 full-time Lecturers, Turner has a PhD, Sandjaja has two MAs, and Atienza and Yin each have an MA degree. Of the part-time Lecturers, Win has a PhD in English (TESOL), and Kesavatana-Dohrs, who will develop the hybrid Thai course, also has a PhD. All of the instructors have participated in on-campus workshops on pedagogy and materials preparation, and all have been supported by SEAC and UW to travel to national-level training programs. Sandjaja and Win are formally ACTFL trained and certified. Kesavatana-Dohrs, Turner, and Atienza have undertaken training in ACTFL Oral Proficiency familiarization and Turner has begun the certification process.

In addition to their excellence in the classroom, SEAC language faculty distinguished themselves in their language teaching efforts in the following ways. **Turner** taught language in Viet Nam, at Yale University, and at the U.S. State Department. She has experience preparing National Defense Language Proficiency Tests. In addition to her language courses, she developed and taught the content course “Post-War Viet Nam in Literature.” **Atienza** has played an active role in the NRC Oral Proficiency Guidelines Project for Tagalog. **Sandjaja**, Senior Lecturer in AL&L, participated in an online reading proficiency project with three other U.S. Indonesian language programs that culminated in the interactive website *Ayo Membaca* (Lets Read!) (<http://ayomembaca.wisc.edu/>). They plan to expand this successful project to include intermediate and advanced materials. **Sandjaja** also worked with E. Rafferty at U of Wisconsin on the publication of *Indonesian Grammar in Context* (U. Hawaii Press, 2014). **Kesavatana-Dohrs** created an online multimedia Thai language resource to support student learning and is also the author of *Everyday Thai for Beginners*. Now that she has retired, she will serve as course developer for a hybrid live/online Thai course supported by SEAC and UW’s Language Learning Center. In AY 2018-19, Fulbright FLTA Unaree Taladngoen who received her M.Ed. in Educational Linguistics and has worked since 2014 as an English Lecturer at Rajamangala U. in northern Thailand will teach Advanced Thai and lead a teaching table for the Beginning level. FLTAs will be supervised by SEAC’s Language Coordinator Sandjaja. **Win** has taught all levels of Burmese at SEASSI from 1995-2012 and in 2014 was SEASSI’s Burmese language coordinator. **Yin**, a published poet and author, has worked with nationally recognized Khmer language instructor Frank Smith to develop innovative classroom teaching materials and techniques for student-centered learning.

G4. Language Performance Measures. The absence of standardized performance-based tests for all of our SEA languages is a limiting factor in obtaining objective measurement of proficiency and achievement. Nevertheless, SEAC's Language Coordinator has made significant improvements in developing performance-based assessment methods, both on campus and across US SEA language programs. At UW, Sandjaja supervises SEAP language instructors, works with them to fine-tune guidelines for measuring student progress, and is also available to share best practices and address SEA language-specific issues not covered by ACTFL training. She is a regular presenter on student evaluation and assessment at conferences nationwide and has been innovative in fashioning guidelines for measuring progress across languages. At UW, students are evaluated on a weekly basis using grammar quizzes and writing assignments. Speaking evaluations are conducted through classroom discussion and paper presentations.

The Language Learning Center (LLC) provides digital multimedia tools for language and culture study, and is an additional resource for our language instructors, helping them create and use new materials for performance-based instruction. The LLC assists instructors in creating multimedia and web-based instructional and testing materials. It also has a language pedagogy specialist available to guide instructors in the production of high quality performance-based materials and assessments. Instructors have free use of classrooms equipped with computers and HD projection capability for synchronous online classes and conferences. Zoom technology allows UW-based language instructors to participate in international conferences, such as the February 2018 US-Indonesia Teleconference on Teaching Methodology that the UW organized with *Universitas Katolik Indonesia Atma Jaya*. Paul Aoki, Director of the LLC since 1988, is active in developing digital media for language learning. He has worked with Microsoft, Apple,

Department of Defense, and others to develop digital language learning materials and has been Principal Investigator for many federal grants, including a STARTALK grant.

H. Quality of Curriculum Design *H1. Undergraduate Program.* The Jackson School of International Studies (JSIS) offers a BA in Asian Studies with a SEA concentration. UGs who choose this major must complete at least two years of SEA language study, in addition to two SEA discipline courses, three Asian civilization courses, and an additional 25 credits from a list of over 40 approved SEA elective courses. Students take an UG SEA capstone proseminar in their senior year and write a senior paper under the guidance of a SEA faculty mentor. UG students may also minor SEA studies, requiring 30 total credits and at least two years of SEA language study. Unique enrollment figures in courses with SEA content between fall 2014 and winter 2018 totaled 3,803 (UG and grad). These figures demonstrate the broad appeal of our program to students both inside and outside of JSIS. UW SEA undergraduate students across departments have demonstrated a commitment to study of the region by pursuing Fulbright and other national research scholarship competitions. Awardees in the Fulbright US Student Program include one for study in Cambodia in 2017-18; one for study in Malaysia and one in Viet Nam in 2016-17; one for study in Indonesia in 2015-16; and one for Indonesia and one in Viet Nam in 2014-15. In 2015-16, an undergraduate received a Luce scholarship for study in Cambodia.

H2. Student Advising. SEAC faculty spend an average of 10-20% of their time providing academic and career advice to their students and serve on numerous student MA and PhD committees. In addition to extensive discipline-based academic advising, JSIS Academic Services employs a full-time Director of Career Services who holds regular information sessions and workshops about career preparation, provides internship advising, offers networking opportunities for current students and alumni, and maintains online job and internship postings

and a resource library for all JSIS students. The SEAC Associate and Graduate Directors regularly meet with graduate students.

H3. Graduate and Professional School Programs. SEAC established an **MA in SEA Studies** in 2010, offered in JSIS. SEA MA students must take courses from at least two different departments during their course of study. The MA requires 36 credits of coursework and advanced proficiency (equivalent to 3 years of language study) in a SEA language. Students may choose a thesis or non-thesis option and enjoy close faculty mentoring. Students may also pursue certificates in stand-alone programs or those in connection with a concurrent degree. Examples include a Global Business Certificate and an International Development Policy and Management Certificate.

SEAC's MA program is notable for the diversity of its students and the variety of perspectives they bring. For example, one is a Foreign Area Officer studying current political trends in Indonesia through the lens of IR theory, and another is a filmmaker who is studying the development of diasporic Chinese cinema in Indonesia in the first half of the 20th century. In 2014, JSIS added two new graduate programs to its offerings: a Master of Arts in Applied International Studies (MAAIS), an intensive 10-month graduate degree program designed for development experts, military, and business leaders; and a PhD program. The JSIS PhD program combines our strength and expertise in area studies with foundational fields such as Peace, Violence & Security. One JSIS PhD student is focusing on the relationship between the political, economic and social liberalizations in Myanmar in the post-2011 period, while an incoming JSIS PhD student is a former consular official at the Indonesian consulate in San Francisco.

Our SEA Program is not limited to JSIS but spans a broad range of departments and schools. An MA student in the Community-Oriented Public Health Practice program in the

School of Public Health is working on issues of health inequities in the Khmer community. A PhD student in the College of Music is developing a curriculum for a music school in Yangon, Myanmar. A Public Policy student is focused on urban planning in the Philippines. An MA student in Marine and Environmental Affairs is studying resource conservation in Indonesia. For the past several years, UW graduate students have been among the top Fulbright grantees, evidence of the high quality of our graduate programs. Recent examples include PhD History candidate Katia Chaterji, who was awarded a Fulbright for research on Islamic performance in Indonesia, and PhD anthropology candidate Joss Whitaker who received a Fulbright for his archaeological fieldwork in the Aru Islands of Indonesia.

H4. Study Abroad. Study abroad programs are administered through the UW Office of Study Abroad in the Office of Global Affairs. The UW Office of Study Abroad has a staff of 14 who work with students at every stage, providing advice about types of programs, financing, and issues surrounding identity abroad. This office also assists faculty to plan study abroad courses. Once students are in the field, a Travel Security Manager is on 24-hour emergency call and also assists students in non-emergency situations. Fiscal specialists oversee program review, ensuring that programs remain affordable for students.

UW offers more than 400 different study abroad opportunities each year. 208 students (grad and UG) studied in SE Asia between fall 2014 and spring 2017. Thirty received funding totaling \$80,000 from the Study Abroad Office to support their travel. Other sources of funding are also available from the university and individual departments. UW's Gilman Scholarship awards up to \$5000 to UG students with high financial need to participate in study abroad programs. A UW-Bothell student studying Electrical Engineering was awarded a Gilman fellowship in 2016-17 for travel to Singapore; a student in Medical Anthropology and Global

Health received the awarded for study in Viet Nam; and in 2014-15, four students received funding to participate in programs in Cambodia and Viet Nam.

SEAC faculty also lead annual study abroad programs to SEA for students from across the disciplines. Highlights from FY 2014-17 include Giebel's programs in Viet Nam in conjunction with PeaceTrees Vietnam, a Seattle-based organization working on land mine clearance and environmental/community restoration in Quang Tri Province. Students pursued historical studies in Ha Noi and Hue and participated in a community-building project near the former Demilitarized Zone. In 2015, Marwick returned to Kaho Toh Chong, Thailand to lead his second successful archaeological field school at that site in partnership with Bangkok's Silpakorn Univ. Students undertook five weeks of archaeological excavation and analysis, studying how human groups adapted over periods of climate transition.

Among SEA professional school faculty programs, Harachi's Social Work Cambodia partners with the Royal Univ of Phnom Penh. Kyes' Primate Center field school in Indonesia recently celebrated its 20th anniversary; an alum from its inaugural year is now a faculty member at Central Oregon CC who collaborates with Kyes on the program. The UW Office of International Programs and Exchanges formally supports programs that take students to Cambodia, Indonesia, Thailand, the Philippines, and Singapore. Hanoi National U. and Hue U. College of Foreign Languages have been long-standing sponsors for study abroad programs and regularly host our graduate students doing research in Viet Nam. SEAC is a dues-paying member of the Indonesian American Overseas Research Center (AORC) known as AIFIS. SEAC supports SEASSI, the U.S. summer language program for SEA languages, sending nine FLAS summer fellows in FY 2014-17; another nine did their summer language study in SEA.

I. Outreach Activities Table I.1 reflects *selected* outreach programs in FY 2014-17 and their impact locally, regionally and nationally. Based on sign-in sheets, participant surveys and digital records, SEAC reached over 10,000 individuals over the last four years with in-depth and expert content on SEA.

TABLE I.1. Selected Regional and National Impact of Outreach, Fall 2014 – Winter 2018	
K-12 Outreach	
<i>All Students Count: Pass or Fail in Cambodia Town</i> in conjunction with SEA Education Coalition and Wing Luke Museum	225
<i>Newspapers in Education: 2014-17 series published in Seattle Times. Workshops on Asian Cities, Ancient and Contemporary History, and Energy Security</i> held in Tacoma and Seattle	114
Workshops for secondary teachers in Highline SD on literature from SA/SEA, 2015-16	36
Two-part workshops series for Highline SD teachers: <i>Ramayana & Finding Home</i>	32
SEAC presentations at annual conferences of WSCSS, 2015-18	764
Meridian Elementary Indonesian Dance Workshops and Assembly	39
R.O.O.T.E.D.: Filipino-American high school students from around Puget Sound were hosted at UW by F.A. Student Assoc. to discuss college life and diversity	61
Bainbridge Island School visits and teachers' unit: Learning about Indonesia	102
Viewridge Elem. School Events: Ki Midyanto Gamelan and Wayang Performance	180
Akhiok Culture Camp, Kodiak Alaska: introduction of native boat building techniques from Bali	20
Post-Secondary	
Panel w/ UW & U. Indonesia faculty: "Engaging Area Studies in the Large Research Univ."	34
<i>Community College Master Teacher Institute: 2-day curriculum dev't workshops Human Migration (2015), Global Tourism (2016), Global Human Security (2017)</i>	88
Green River CC Global Studies Concentration- Teacher Training	12
Seattle Central CC Wood Technology Center project with Balinese native craft at Burke Museum	30
Lectures and Brown Bags: over 50 across multiple departments	2387
Thuy-Kim Le-Pham on Teaching Heritage and non-Heritage Students Vietnamese	28
Public Affairs, Government, Business and the General Public	
Symposia on <i>Approaches to Religious Violence, Radicalism, and Deradicalization: Perspectives from the US and Indonesia</i> (2016) and <i>Indonesia Past, Present, and Future</i> (2017) cosponsored with the Consulate General of Indonesia	92
Presentation by the Philippine Ambassador to the United States and Reception	95
Panel Discussion on ASEAN/trade w/ US Ambassadors to Indonesia, Malaysia, Vietnam and the Philippines, organized w/ US-ASEAN Business Council	150
Artistic & cultural events: film screenings, musical performances, & cultural celebrations	6304
Security Issues in Asia: Military representatives from Joint Base Lewis-McChord	38
Ken Burns' Vietnam Series: Critical Reflections by Veterans and Academics	102
Roundtable Discussion on the Rohingya Crisis in Myanmar	30
Discussion with war correspondent Elizabeth Becker: Rare Witness: Reporting War, Genocide, Pol Pot and Testifying at the Khmer Rouge Tribunal	60

Twenty-two of SEAC's 37 faculty from 15 different departments and professional schools participated in these outreach offerings, contributing their scholarship to the education of students, teachers, the military, members of the business community, and the general public.

SEAC coordinates many of its outreach offerings with seven other UW NRCs housed in JSIS (known as Joint Outreach), as well as with the Global Business Center (Title VI Center for International Business Education), and the UW Libraries. The JSIS Joint Outreach board meets regularly to maintain linkages with educational agencies such as the WA State Council for Social Studies, World Affairs Council, National Council for the Social Studies, and the National Consortium for Teaching About Asia.

I.1a. K-12 Outreach. Each year SEAC presents continuing education and teacher training workshops to assist more than 100 K-14 educators in Washington to bring SEA content into their classrooms. These workshops impact an estimated 3,000 students annually in more than 50 school districts. In FY 2018-21, SEAC will expand teachers' digital access to materials and resources, allowing teachers to select lesson plans, locate primary source materials, and listen to podcasts of lectures by visiting SEAC's website. ***Continuing programs K-12:*** SEAC and UW's Center for Global Studies (CGS) and South Asia Center (SAC) have a multi-year partnership with Highline Public Schools where we will provide teacher training, guest lectures, and resource materials (e.g., curriculum guides, texts, and digital lessons) to Highline teachers as part of their in-service training (Item 25; **AP2**). We have worked with 12-36 teachers annually in the district, which educates 19,730 students with the following demographic profile: Amer. Indian/Alaskan Native - 0.9%, Asian - 14.2%, Pacific Islander - 4.3%, Black - 13.7%, Hispanic - 38.0%, White - 23.0%, and Multi-racial - 6.0%. Currently, 63% of their students qualify for free or reduced meals and 26.9% are categorized as English Language Learners. SEAC will also continue to support the "Write about Asia" program, facilitated by Master Teacher Mary Roberts, offered in conjunction with the Seattle Asian Art Museum's Saturday University Lecture Series (Item 31; see p. 46 for description of lecture series; **AP2**).

New Programs K-12: We propose the following new outreach programs for FY 2018-21:

1) SEAC will collaborate with the Wing Luke Museum, a National Park Service Affiliated Area. The museum's mission is to advance racial and social equity by connecting to the history and culture of historically marginalized Asian communities through storytelling and experience. For example, as part of a 2016 exhibit, museum staff recorded the oral histories of members of the Khmer diaspora about pre-Pol Pot Cambodia. We will partner with Wing Luke to develop a teacher training workshop about using oral history as a primary source in the classroom, employing the Khmer audio archive (Item 30; **AP2**). **2)** SEAC will collaborate with White Center Heights (WCH) primary school in the Highline School District, the first school district in WA state (and 2nd in the nation) to launch a *Vietnamese Dual Language Program*. SEAC will work to meet the demand for teachers certified in dual language instruction through our partnerships with the UW Seattle College of Education (Item 12; **CPP2**) and One City Project to prepare future teachers to work in Vietnamese-speaking classrooms (Item 27; see §A1 and Letter of Support from One City Project; **AP1**). **3)** SEAC and UW's South Asia Center will partner with Hugo House (HH), a Seattle writers' center. HH's current writer-in-residence, Sonora Jha, is also a Seattle Univ. journalism professor and novelist. Jha will team with SEA writer and Evergreen College professor Peter Bacho, whose novel *Cebu* won the American Book Award, to hold workshops designed for secondary and post-secondary educators to learn about Southeast and South Asian literature and how to integrate it into their classrooms (Item 26; see Letter of Support from HH).

Faculty in K-12 outreach. SEAC draws on its diverse faculty to strengthen K-12 programming: Sunardi taught workshops and performances on Islam and the performing arts of Indonesia; Giebel has participated in curriculum development for Highline history teachers

revising their Cold War units; and Kyes has taught a College-prep field course in Conservation Biology and Global Health to middle and high school students at the Quileute Tribal School in LaPush, Washington.

I.1b. Outreach to Post-Secondary Institutions. Highlights of FY 2014-17 post-secondary outreach programming include a conference commemorating the centennial of Filipino writer and activist Carlos Bulosan’s birth. SEAC worked with several universities and civic organizations to organize the event; conference materials were deposited with the curator of the Carlos Bulosan Museum in Binalonan, Philippines. A 2015 panel discussion on “Climate Science Across National Boundaries” included faculty from universities in Canada and Indonesia. The *Community College Master Teacher Institute* is an annual curriculum development workshop sponsored through Joint Outreach that brings together CC educators interested in incorporating new information on area studies into their teaching. Community college faculty from all disciplines participate in these multiple-day workshops. SEAC also developed a collaboration with the Wood Technology Center (WTC) at Seattle Central CC (SCCC). Lowe and Lape worked with SCCC faculty to introduce content about SEA boat building into the WTC curriculum. SCCC students visited the UW Burke Museum and are repairing a Balinese vessel in the Burke’s collection.

SEAC will continue to offer outreach programs that provide educational and professional development opportunities for community college (CC) faculty, including the annual *Community College Master Teacher Institute* (Item 36; **CPPI**). We will also continue to support Green River CC by providing course development funds and holding training workshops (see Letter of Support; **CPPI**). Outside of Washington, we will continue to reach out to CC faculty nationwide through our *Asian Studies Development Grant* project that awards applicants who integrate SEA

content into existing courses or develop a new module or course (Item 33; **CPP1**). We will also continue to support the Midwest Institute consortium which provides curriculum and professional development in week-long workshops and, in 2017, hosted faculty from over 118 two-year colleges nationwide (Item 38; **CPP1**).

New Programs providing outreach to Minority Serving Institutions (MSIs) and CCs include: *1*) participation by Whatcom Community College students and faculty in an Archaeological Field School in Viet Nam (Item 32; see pp 2-3 for full description; **CPP1**). *2*) SEAC will also assist the Thurston County Economic Development Council (TCEDC) and South Puget Sound Community College (SPSCC) to develop an Internship Pipeline for both SPSCC students and dislocated workers to gain experience in industries doing business in SEA, including import/export companies. This pipeline directly contributes to job placements in regions outside of the greater Seattle area, where matching skilled workers with employment opportunities is more challenging. SEAC will partner with five other JSIS NRCs on this project and provide support in the form of stipends for interns who complete 150 hours and meet all program requirements (Item 42; see Letter of Support from TCEDC; **CPP1**).

I.1c. Outreach to Business, Media and the General Public. Outreach to the military is facilitated through the JSIS PhD Asia-Pacific Military fellowship, a partnership between UW, the Army War College, and Joint Base Lewis-McChord first begun in 2015 (see Item 45; **AP1**). Events included a 2016 panel discussion about military activities in East and SE Asia, particularly with regard to South China Seas territorial disputes and a terrorist attack in Jakarta. Public outreach has been facilitated since 2006 through a UW NRC collaboration with the *Seattle Times*' Newspapers in Education program to produce an annual series of articles focusing on Asia. In 2017, the *Times*, whose circulation is the fourth highest on the west coast, published

the series “Global Energy Today: The Asian Nexus.” Authored by UW faculty and graduate students, the series’ articles considered fundamental changes in energy use and sources in the fastest growing energy markets today. In 2015, and again in 2018, SEAC co-sponsored an event with the US-ASEAN Business Council that brought four US Ambassadors to ASEAN nations to campus for a discussion of trade and economic connections between the US and ASEAN, the fourth largest export market for the US.

SEAC supports the Seattle Asian Art Museum’s popular “Saturday University” lecture series that explores the theme of Asia in the world. The series draws audiences of over 200 members of the general public for each of 30 talks per year. The winter 2018 series featured UW historian Rafael discussing Philippine President Duterte’s drug war; the fall 2017 series included a presentation by David Biggs, UC Riverside historian (UW PhD 2004) on the Mekong.

Many SEAC public outreach events have featured the arts and culture of SEA, such as the residency of Oscar-nominated Cambodian filmmaker Rithy Panh, organized by Grant, and the design and installation of the multimedia exhibit, “Age of the Kampuchea Picture,” by SEAC grad student assistant Adrian Alarilla, Grant, and SEA librarian Henchy with materials from UW Libraries’ Elizabeth Becker archive. SEAC also partnered with the UW School of Music to bring visiting artists to Seattle for concerts of Indonesian music and dance, and the UW School of Drama to host a 10-day residency of Indonesia’s Black Umbrella Theatre Group culminating in a public performance.

Professional School Involvement. SEAC has successfully partnered with professional schools such as Marine Affairs, Public Affairs, Social Work and Civil Engineering. In 2016, Harachi and the School of Social Work organized an event at which faculty and staff from the Royal University of Phnom Penh (RUPP) and UW met to discuss introducing a social work and

a Khmer studies curriculum at RUPP. In 2017, the College of Engineering and SEAC hosted Ali Berawi of the University of Indonesia who spoke about sustainable infrastructure development in Indonesia. In the next grant cycle we will work with UW's Global Business Center (a US/Ed-funded CIBER) on its "Language and Culture Essentials" initiative which will expand and deepen language and cultural immersion preparation for the nearly 400 business students that participate in study abroad programs. SEAC's language instructors will introduce students to the language and culture of their destination country prior to departure.

J. FLAS Awardee Selection Procedures From 2014-18, SEAC saw the number of qualified FLAS applicants continue to increase, spurred by greater numbers from the professional schools and departments such as Mathematics, Epidemiology, and Global Health. As we pursue a strategy of enhancing an informal concurrent degree program with the Information School with the development of classes in international librarianship and internship opportunities, we anticipate the number of professional school applicants to further increase. We are requesting **11** academic year FLAS awards—9 graduate awards and 2 UG awards—and **3** summer FLAS awards for SEA languages. All of SEAC's six languages, Burmese, Indonesian, Khmer, Tagalog, Thai and Vietnamese, are priority LCTLs (**FLP2**).

JI. Advertisement of Awards. The FLAS Fellowship is advertised all year in online and print formats. A continuous stream of news about fellows and alumni is maintained on the Jackson School and SEAC website and further distributed on social media. Postcards with FLAS information are available all year in advising offices and other locations across the three UW campuses. The FLAS website receives an average of 50 visitors per day and the FLAS Coordinator (FC) reaches approximately 5,000 students each year with in-person advertising efforts. To encourage applications from the widest range of students possible, the FC works

closely with advisors and faculty in a variety of departments and professional schools to explain fellowship benefits and requirements, providing information they can communicate to their students. These referrals have been highly successful, yielding applications to SEAC from 24 departments in 2014-18, with 41% of applicants from professional programs.

Email announcements are also sent to student, faculty and staff listservs and posted on social media sites. Print flyers and posters are distributed across the UW campuses in departmental student services offices, classrooms, dorms, and student organization/support offices, including Study Abroad, Office of Minority Affairs, the Veterans Center, Disability Services, and the Offices of Graduate and Undergraduate Fellowship Advising. Print flyers are distributed at orientations and events (such as language club meetings).

The FLAS Coordinator (FC) holds 10-15 FLAS information sessions at various locations across the UW campuses and online, as well as 5 sessions in the professional schools. The FC visits foreign language and area/international studies classrooms and speaks at new student orientations and panels in departments such as International Studies, Business, and Engineering. Tables with FLAS information are hosted at the UW Fellowships Fair and the UW Study Abroad Fair, and webinars and online advising provide information to students who are abroad and/or applying for admission to UW. The FC also holds individual advising appointments.

J2. Application Timeline and Selection Priorities

Table J.1 FLAS Application Timeline	
September-January	The FLAS fellowship is advertised all year; publicity is intensified in this period
October 31-January 31	Application is open
February-March	FLAS selection committee evaluates and ranks applications
March-April	Applicants are notified of results

SEAC will award only in priority LCTL’s (**FLP 2**) and prioritizes meritorious students applying for advanced-level language study.

SEAC prioritizes applicants who are interested in government service and/or who demonstrate

potential in meeting critical national security needs. The Center will also prioritize awarding FLAS fellowships to students who have financial need (**FLP 1**), and to those who are pursuing a career in a professional field. SEAC has a demonstrated record of awarding FLAS fellowships in a manner which corresponds to the announced competitive priorities. 19% of alumni from 2000-14 work for the government (local, state, federal and the military), and 64% work in the private sector. In the 2014-17 grant cycle, 43% of SEAC's FLAS fellowships were awarded to students interested in government careers, and 35% were awarded to students in professional UW programs.

J3. Method of Application. Students apply for FLAS fellowships through an online award management system, which is available through a publicly-accessible link on the JSIS website; SEAC's website also provides a hyperlink. The application follows best practices in accessibility and navigation and is clearly organized into the following pages: Profile; Academic Status and Career Goals; Educational Background; Financial Need Information; Recommendations; and Proposal. The application gathers information on academic ability in order to ensure that awards are given to students who demonstrate potential for high academic achievement. The application also gathers information relevant to the FLAS priorities in order to facilitate selection of FLAS fellows according to the priorities. Applicants must submit: **1)** transcripts from all universities attended; **2)** relevant test scores (GRE, LSAT, MCAT); **3)** a list of career goals and previous employment; **4)** awards received; **5)** federal student aid report (SAR) or UW Office of Financial Aid offer letter (both include expected family contribution (EFC)); **6)** three letters of recommendation for grad students and two for UG students, including one for both attesting to foreign language ability; **7)** a list of foreign languages spoken and at what level; and **8)** a statement outlining the proposed course of study and describing how it will

facilitate the student’s academic and career goals. The FLAS Coordinator manages the application process and advises students on all steps in the application. Disability accommodation in the application process is provided by the Disability Services Office.

J4. Selection Committee. The FLAS selection committee is established by the SEAC director on a rotating basis to include all core faculty who are willing to serve. The Director of Graduate Studies chairs the committee. The committee aims to be a gender, ethnicity, country, language, and discipline-balanced group and is comprised of 3-4 core SEAC faculty members, one of whom is typically a member of the language faculty; the associate director serves as an *ex officio* member.

J5. Selection Criteria. The Committee evaluates applications according to the following criteria: **1)** potential for high academic achievement, as demonstrated by transcripts, test scores, letters of recommendation and applicant statement; **2)** previous foreign language training and demonstration of ability to gain advanced proficiency in a foreign language; **3)** studying a priority LCTL; **4)** interest in pursuing government service and/or meeting a critical national security need; **5)** interest in pursuing a professional career; and **6)** financial need.

Since 2014, SEAC has awarded 95% its FLAS fellowships to students with financial need (**FLP 1**). 59% of our fellows identify as minority students and 24% are underrepresented minorities. 35% of our recipients were students from professional schools and 100% were studying a priority LCTL. Awards were made to students in 13 different departments and 9 professional schools.

K. Competitive Preference Priorities Served: NRC and FLAS

K.1a & 1b. NRC Competitive Preference Priorities 1 and 2: Priority 1. We will develop a new faculty-led study abroad program in collaboration with Whatcom CC, an MSI (see § A.1b for

details and budget item 32). SEAC will also partner with Thurston County Economic Development Council to support internships for students at South Puget Sound CC (see Item 42; Letter of Support from TCEDC; §I.1b). SEAC will continue its collaborations with Green River CC (see Item 33; Letter of Support; §I.1b), support professional development workshops for CC faculty including UW's Community College Master Teacher Institute (Item 36; see §I.1b) and Midwest Institute (Item 38; see §I.1b). **Priority 2.** We will partner with the UW College of Education in support of its new bilingual teaching certificate program. The Bilingual Educator Capacity project will prepare future teachers to serve in Vietnamese-speaking classrooms (see Items 12 and 27; §A.1c).

K. 2a & 2b. FLAS Competitive Preference Priorities 1 and 2. FLAS Priority 1. Once applicants are screened as competitive for an award, SEAC considers their financial needs and status in the final deliberations before ranking the applicants. We have used this screening system for all of our graduate and UG FLAS recipients since spring 2015 and, during the last grant period, have awarded 95% of our FLAS fellowships to students with financial need. **FLAS Priority 2:** SEAC will offer 100% of its FLAS awards to one of the USED's 78 priority languages.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$274,584 Year 2: \$275,223 Year 3: \$272,558 Year 4: \$275,227

FLAS Request

Year 1: \$349,500 Year 2: \$349,500 Year 3: \$349,500 Year 4: \$349,500

Type of Applicant

- Single institution University of Washington
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input checked="" type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Burmese, Indonesian, Khmer, Tagalog, Thai, Vietnamese

University of Washington Southeast Asia Center
Diverse Perspectives in Funded Activities

The Southeast Asia Center (SEAC) at the University of Washington (UW) has been a forum for diverse perspectives and voices, and has provided settings for cross-cultural and transnational dialogues, since its founding. Seattle has the fifth largest Asian-American population in the continental United States. At UW, Asian-American students now make up over one quarter of the student body and at times comprise a majority of students in classes about Asia and Asian-America Studies. SEAC was instrumental in launching the Southeast Asian-American Pluralism project to provide spaces inside and outside the classroom for students, teachers, and community partners to develop new models for conversations about identity and diversity. The multiplicity of Seattle's Southeast Asian-American communities provides opportunities for examining issues such as class, ethnicity, gender, sexuality, religion and spirituality, migration and nationality. SEAC's goal is to foster collaborative and empowering connections between students, teachers, and communities and provide opportunities among these groups for civil discussions about differences and debates about contemporary issues confronting them and US society at large.

This philosophy of pluralism informs our programming while simultaneously extending beyond it. With our thematic focus for 2018-21: *New Audiences: Bringing STEM disciplines and Heritage Learners into Southeast Asian Studies*, we will continue our outreach to students from underrepresented minority groups and underserved communities, while building connections with new audiences in the STEM fields. Our language programming is designed to support the success of new instructional sections tailored to heritage students beginning this fall. Our study abroad programs encourage international knowledge sharing, will result in the inclusion of Southeast Asian building practices in UW Engineering classes, and will offer sustained collaboration with Whatcom Community College, a Minority-Serving Institution. Our partnership with UW's College of Education and One City Project will expand access to Vietnamese language learning in an underserved public school district while also addressing the national shortage of teachers certified for dual language instruction. Our arts programming engages the public with Southeast Asian performance and culture and our outreach introduces diverse audiences to Southeast Asia.

SEAC's faculty and staff also reflect this commitment to diversity. Women make up over half of the Center's administrative staff, which also includes faculty of color. SEAC consults with academics, officials, and community partners who represent a diversity of perspectives and is careful to include programming that speaks to them. UW's ACCESS program allows Washington state residents aged 60 and older to audit classes, and ACCESS students frequently attend our Viet Nam War and other classes. SEAC has successfully recruited Foreign Area Officers in the US military to our MA program. SEAC ensures equitable access to and participation of people with special needs at its events and in its academic programming.

**University of Washington Southeast Asia Center
Encouragement of Government Service in Areas of National Need**

UW provides educational opportunities in all of the US/Ed defined areas of national need. SEAC encourages government service and contributions to education, business, and non-profit sectors in all of its programs, and in its FLAS selection procedures. A recent survey of SEAP graduates showed nearly 20% are employed in government service while another 20% work in the education sector. UW is ranked No. 2 among large schools on the Peace Corps 2018 Top Volunteer-Producing Colleges and Universities list, and the Chronicle of Higher Education ranked UW as a top producer of Fulbright awardees in 2016-17.

SEAP faculty serve in consulting roles to NGOs, business, think-tanks, and federal agencies. The number of former UW students who now fill roles in government agencies and NGOs working on issues of international importance is a result of mentorship from faculty who are themselves engaged in government service. UW's International Policy Institute (IPI) housed within the Jackson School of International Studies facilitates the transfer of research and expertise between higher education and policymakers. The IPI trains students and faculty to engage effectively with the international policy and decision-making community, providing connections with government officials and the skills necessary to excel in public service. Similarly, the JSIS capstone "Task Force" requires students to write a collaborative policy brief on an issue of international importance, and the brief is evaluated by a professional in government service or business. An example of a recent SEAP Task Force was the capstone course led by Lowe on the UN program on Reducing Emissions through Deforestation and Forest Degradation which was reviewed by Todd Larson of the US Agency for International Development. Several students from this capstone class have continued on to advanced policy degree programs.

With regard to areas of need in education, SEAC and UW's College of Education (COE) have entered a new partnership to support Vietnamese language instruction as part of UW-COE's new bilingual teaching certificate program. Funded through a \$2.4 million grant from US/Ed in 2017, Project BECA (Bilingual Educator CAPacity) will cover half the cost of tuition in UW's elementary teacher education program and prepare future teachers to serve in dual-language classrooms. To expand the pool of talented teacher-candidates and encourage more undergraduate students to continue on for an M.Ed., SEAC supports One City Project, an educational non-profit based in Seattle, which offers paid internships to UW bilingual/bicultural and heritage students to support dual-language classrooms.

The US is the fourth largest trading partner for ASEAN (Association of Southeast Asian Nations) member states, and exports to ASEAN from Washington State totaled \$9.2B in 2015, supporting an estimated 47,000 jobs in the state. SEAC serves the business community and encourages these trading relationships through its support of the Thurston County Economic

Development Council's (TCEDC) Internship Pipeline. TCEDC offers internship placements to South Puget Sound Community College (SPSCC) students and dislocated workers in Thurston County through which they gain experience in industries doing business globally, including within SEA.

SEAC utilizes the educational resources offered by UW in fields identified as comprising areas of national need in its programming, curricular offerings, and career development opportunities for students.

University of Washington Southeast Asia
Appendix B
Faculty and Staff Biographies (Alphabetical Order)

NAME	RANK	DEPARTMENT	% OF TIME RELEVANT TO PROGRAM	PAGE
PROJECT DIRECTOR				
Lowe, Celia	Professor	Anthropology/Intl. Studies	90%	3
TEACHING PERSONNEL				
Atienza, Richard	Lecturer	American Ethnic Studies	100%	4
Bonus, Enrique	Associate Professor	American Ethnic Studies	40%	4
Callahan, Mary	Associate Professor	International Studies	100%	5
Caouette, Therese M	Lecturer	International Studies	25%	5
Christie, Patrick	Professor	School of Marine Affairs	25%	6
Curran, Sara	Professor	Intl. Studies/Sociology	25%	6
Eddy, Jon	Professor	Law	25% or less	7
Fritzen, Scott	Associate Professor	School of Public Policy	25%	7
Giebel, Christoph	Associate Professor	International Studies/History	100%	8
Grant, Jenna	Assistant Professor	Anthropology	75%	8
Hannah, Joe	Affiliate Professor	Geography	25% or less	9
Harachi, Tracy W	Associate Professor	Social Work/Global Health	25%	9
Henchy, Judith	Head, SEA Section	UW Libraries	100%	10
Ignacio, Emily	Associate Professor	Sociology	50%	10
Kesavatana-Dohrs, Wiworn	Lecturer Emerita	Asian L&L	100%	11
Kim, Amy	Assistant Professor	Civil & Evtl. Engineering	25% or less	11
Kyes, Randall C	Research Professor	Psychology/Global Health	75%	12
Lape, Peter	Professor	Anthropology	50%	12
Licht, Alexis	Assistant Professor	Earth and Space Sciences	25% or less	13
Lombardi, Clark B	Professor	Law	25%	13
Marwick, Benjamin	Associate Professor	Archeology	50%	14
Nguyen, Linh Thuy	Assistant Professor	American Ethnic Studies	50%	14
Pekkanen, Robert	Professor	International Studies	25% or less	15
Rafael, Vicente L.	Professor	History	100%	15
Rivin, Beth	Associate Professor	Global Health	25%	16
Robinson, Cabeiri	Associate Professor	International Studies	25% or less	16
Sandjaja, Desiana Pauli	Senior Lecturer	Asian L&L	100%	17
Sears, Laurie J	Professor	History	100%	17
Sunardi, Christina	Associate Professor	Ethnomusicology	50%	18
Thompson, Susan	Clinical Instructor	Global Health	25% or less	18
Tokuno, Kyoko	Senior Lecturer	Intl. Studies	25%	19
Turner, Bich-Ngoc	Lecturer	Asian L&L	100%	19
Warren, Jonathan W	Professor	Sociology/Intl. Studies	25% or less	20
Williams, Nathalie	Associate Professor	Sociology/Intl. Studies	25%	20
Win, Than Than	Lecturer	Asian L&L	100%	21
Yang, Anand A	Professor	History/Intl. Studies	25%	21
Yin, Luoth	Lecturer	Asian L&L	100%	22

NAME	RANK	DEPARTMENT	PAGE
NON-TEACHING PERSONELL			
STAFF			
Bush, Shannon	Managing Director	Southeast Asia Center	23
Alarilla, Adrian	Graduate Student Assistant	Southeast Asia Center	23
Charlton, John	Director, Career & Alumni Services	International Studies	24
Craig, Donald	Database Manager	International Studies	24
Davis, Robyn	Director, Fellowships	International Studies	25
Haslam, Mark	Director, Computing Services	International Studies	25
Iltis, Linda	Lead Adviser	International Studies	26
Latsch, Wolfram	Director, Academic Services	International Studies	26
Marts, Joni	Undergraduate Adviser	International Studies	27
Moran, Peter	Director	UW Study Abroad	27
Oppenheimer, Dvorah	Financial Administrator	International Studies	28
Read, Toni	Business Office Manager	International Studies	28
PROJECT COLLABORATORS			
Aoki, Paul	Director	Language Learning Center	29
Beyer, Jessica	Lecturer	International Studies	29
Hugo, Russell	Project Manager	Language Learning Center	30
Shank, Renee	Program Manager	Project BECA	30
Sheeran, Anne	Consultant & Evaluator	Sheeran Consulting	31
Varghese, Manka	Associate Professor	College of Education	31
Zovar, Jennifer	Faculty, Social Sciences	Whatcom Community College	32

Project Director

LOWE, CELIA

Position: Professor (tenured)

Department: Anthropology; Jackson School of International Studies

Education: Ph.D. Yale University 1999
M.Phil. Yale University 1996
B.A. Wesleyan University 1990

Academic Experience: Director, Southeast Asia Center, University of Washington

Theses supervised in past 5 years: 9 Ph.D., 1 M.A.

Foreign language competence: Indonesian= 4, Bajau (Sama)= 2; Dutch= 1

Research/teaching specializations: Science and Technology Studies, Environmental Humanities, Southeast Asia, Indonesia.

Overseas/field experience: Dissertation Research Sulawesi, Indonesia, 1994, 1995, 1996-97, Field research Sulawesi, Indonesia 2000; Field Research Indonesia 2002, 2004; Study Travel, Cambodia 2003; Research, Vietnam, 2000; Conference Travel, Singapore 2005; Research and Teaching, Indonesia 2008-2010; Conference Travel, Indonesia 2011, Study Abroad Teaching, Indonesia 2012; Research Travel, Indonesia 2017; Conference, Study Tour, and Seminar Travel, Thailand and Laos 2018; Study Tour, China, 2018.

Distinctions: 2018 UW Diversity Blueprint Grant, "Engaging the Diaspora: A 'Salo-Salo' to Reach Across Area and Ethnic Studies in Southeast Asia and Southeast Asian-America," \$3000; 2015 Rachel Carson Center Fellow, Ludwig Maximilians University, Munich, \$6,000; 2014 Rachel Carson Center Fellow, Ludwig Maximilians University, Munich, \$40,000; 2013-14 Mellon-Funded JSIS Grant for the Future of Area Studies, "Climate Change and the Historical Record: Engaging Area Studies in the Large Research University," Co-PI w/ Peter Lape, \$40,000
Mellon-Funded JSIS Grant for the Future of Area Studies, "Climate Change, Global Health, Vulnerability and Resilience: Toward an Area Studies of Risk," Co-PI w/ Matthew Sparke, \$40,000
Biological Futures in a Globalized World, Fred Hutchison Cancer Research Center, Simpson Center for the Humanities-funded Grant, "Biosecurities, Re-territorializations, and Para-Human Populations," Co-PI w/ Luke Bergmann & Gaymon Bennett, \$14,000

Recent publications: 2017 "Viral Ethnography: Metaphors for Writing Life," in: "Troubling Species: Care and Belonging in a Relational World," by *The Multispecies Editing Collective, RCC Perspectives: Transformations in Environment and Society* 2017.1: 91–96.
2016 "Case Studies in Co-benefit Approaches to Climate Change Mitigation and Adaptation," co-auth. B. Spencer, J. Lawler, L. Thompson, T. Hinckley, S Kim, S. Bolton, S. Meschke, J. Olden, and J. G. Voss in *Journal of Environmental Planning and Management*.
2016 "The Viral Creep: Elephants and Herpes in Times of Extinction," co-auth. U. Muenster in *Environmental Humanities* special edition on Multispecies studies 8.1:118-142.
2015 "From Biodiversity to Biosecurity," in *The Political Ecology Handbook*, G. Bridge & J. McCarthy, eds. (New York and London: Routledge).
2014 "Infection," in *Environmental Humanities* 5.1: 301-05.
2014 "Co-management and the Creation of National Parks in Indonesia: Positive Lessons Learned from the Togean Island National Park," co-auth. M. Indrawan, S. Cristo Hutabarat, & A. Black in *Journal of Environmental Planning and Management* 57.8.

Percent of time to program: 90%

Courses taught: Science and Technology Studies; Honors in Anthropology; Honors Colloquium; Current Issues in Sociocultural Anthropology; Cultures of Nature; The Study of Southeast Asia; Buddhism in Southeast Asia; The Global Environment; Biosecurity; History of Anthropology; Anthropology of Southeast Asia; Culture, Environment, and Identity in Island Southeast Asia.

Teaching Personnel

ATIENZA, RICHARD

Position: Lecturer (non-tenure track)
 Department: American Ethnic Studies
 Education: M.A. Saint Joseph's College 2008
 M.Sc. Centro Escolar University 2005
 Academic Experience: Tagalog lecturer, University of Washington, 2006-present; Filipino lecturer, University of Michigan Ann Arbor, 2010-12; various language instructor positions
 Pedagogy training: Master of Arts in Education, Major in Language Teaching; Oral Proficiency Assessment workshops; Development of Tagalog Oral Proficiency Guideline (OPG) with NRC-based Tagalog/Filipino lecturers, American Council on Teachers of Foreign Languages (ACTFL) Oral Proficiency Test training workshop, University of Washington, June 2017
 Foreign language competence: Tagalog= 5, Aklanon= 3
 Research/teaching specializations: Development of Tagalog curriculum, development of Tagalog teaching materials, Tagalog translation work
 Overseas/field experience: Teaching and training, Philippines
 Distinctions: Selection Committee Member, Foreign Language and Area Studies (FLAS) Fellowship, present.
 Recent publications: N/A
 Percent of time to program: 100%
 Courses taught: Basic, Intermediate, and Advanced Tagalog

BONUS, ENRIQUE

Position: Associate Professor (tenured)
 Department: American Ethnic Studies; Communication
 Education: Ph.D. University of California 1997
 M.A. California State University 1990
 B.A. University of the Philippines 1982
 Academic Experience: Director, Diversity Minor Program; Academic Advisor, Oceania and Pacific Islander Studies Minor Program; Interim Director, Southeast Asia Center UW, 2008-09; Instructor & lecturer, UC-San Diego, 1993-98.
 Theses supervised in past 5 years: 5
 Foreign language competence: English= 5, Tagalog= 5
 Research/teaching specializations: American ethnic studies, communication and culture, Philippine and Filipino American studies, immigration, education, ethnography, media production, telecommunications and national development in SE Asia.
 Overseas/field experience: The Philippines
 Distinctions: 2017-present: Editor, Asian American History and Culture (AAHC) book series, Temple University Press.
 Recent publications: 2016 "Come back home soon: The pleasures and agonies of homeland visits," in *Filipino studies: Palimpsests of nation and diaspora*, etd. by M. F. Manalansan & A. Espiritu (New York: New York Univ. Press).
 2014 "Filipino American community organizations," in *Asian Americans: An encyclopedia of social, cultural, economic, and political history*, (Santa Barbara, CA: ABC-CLIO, LLC).
 2014 "Filipino Pensionados," in *Asian Americans: An encyclopedia of social, cultural, economic, and political history*, (Santa Barbara, CA: ABC-CLIO, LLC).
 Percent of time to program: 40%
 Courses taught: Filipino American History and Culture; Ethnography, Transnationalism, and Community in Island Southeast Asia/Asian America; Introduction to the Cultures of American Ethnic Groups; Race, Ethnicity, and Education; Ethnographic Methods in School Communities.

CALLAHAN, MARY

Position: Associate Professor (tenured)
 Department: Jackson School of International Studies
 Education: Ph.D. Cornell University 1996
 M.A. Cornell University 1991
 M.Sc. University of Queensland-Brisbane 1989
 Academic Experience: Various international consulting positions; Director, International Studies Center, JSIS, 2004-06; Teaching positions at UCLA, Center for Civil-Military Relations, Naval Post-graduate School, Monterey, & Cornell University
 Theses supervised in past 5 years: 2 Ph.D.
 Foreign language competence: Burmese= 5, French= 2, Spanish= 2
 Research/teaching specializations: Law, Rights, & Governance; Migration, Refugees, & Borderlands; Political Economy; Race & Ethnicity; Security, Conflict, & Violence; State-Society Relations
 Overseas/field experience: England 1984; Australia 1989; Southeast Asia 1989-1992; Burma 2004-14 (48 mo)
 Distinctions: 2015-Present: Partner, AVA Advisory Group; 2008-Present: Independent Consultant, Asian Development Bank, The Carter Center, World Bank, International Fdn for Electoral Systems, Gender Equality Network, Department for Intl. Devt., Social Impact
 Recent publications: 2018 "Myanmar in 2017: Crises of Ethnic Pluralism Set Transition Back," in *Southeast Asian Affairs*
 2017 "Distorted, Dangerous Data? Lumyo in the 2014 Myanmar Population and Housing Census," in *Sojourn: Journal of Social Issues in Southeast Asia* 32.2: 452-478.
 2017 "Aung San Suu Kyi's quiet, puritanical vision for Myanmar," in *Nikkei Asian Review*, March 29, 2017.
 2016 "Mid-Term Evaluation: USAID/Office of Transition Initiatives' Contribution to Burma's Nascent and Unexpected Transition, 2012-2016," *United States Agency for International Development*, July 7, 2016.
 Percent of time to program: 100%
 Courses taught: Task Force on U.S.-Burma Relations post-2015 elections; State-society relations in the Third World; Southeast Asian Politics; Human rights and humanitarianism in Asia

CAOUCETTE, THERESE

Position: Lecturer (non-tenured)
 Department: Jackson School of International Studies
 Education: M.P.H. Chulalongkorn University 1998
 B.A. University of Minnesota 1981
 Academic Experience: Affiliate positions at Seattle University, Thammasat University, Thailand
 Theses supervised in past 5 years:
 Foreign language competence: Thai= 4, Khmer= 2
 Research/teaching specializations: Human rights, migration and trafficking issues, participatory development and research
 Overseas/field experience: Burma, 2014; Thailand, 2010-2014, 2002, 1999-2001, 1988-91, 1995-97, 1982-95; Vietnam, 2002; Tanzania, 1997-1998.
 Distinctions: Southeast Asia Regional Advisor, Partners Asia (formerly Executive Director); 2012 Global WA Global Hero Award; Consultant, United Nations (Bangkok); Consultant, Rockefeller Foundation (Bangkok); Consultant, Oxfam and Save the Children (Hanoi), 2002; Consultant, Rockefeller Foundation (New York) 2001-2002
 Recent publications: 2013 "Thailand's Hidden Workforce: Burmese Migrant Women Factory Workers," in *Gender & Development* 21.1: 208-09.
 2006 *Labor Migration in the Greater Mekong Sub-region*, co-auth. Sciortino, R., Guest, P. & Feinstein, A. (Bangkok: Rockefeller Foundation).
 2004 *Migrant Domestic Workers: From Burma to Thailand*, co-auth. Punpuing, S., Panam, A. & Khaing Mar Kyaw Zaw. (Bangkok: Mahidol University: Institute of Population and Social Research).
 Percent of time to program: 25%

CHRISTIE, PATRICK

Position: Professor (tenured)
 Department: School of Marine Affairs
 Education: Ph.D. University of Michigan 1999
 M.S. University of Michigan 1993
 B.S. University of Wisconsin-Madison 1987

Theses supervised in past 5 years: 1 Ph.D.; 10 M.A.
 Academic Experience: UW SMEA Graduate Program Coordinator
 Foreign language competence: Spanish= 3, French= 3, Tagalog= 3, Sambal-tina= 3
 Research/teaching specializations: Social feasibility of marine conservation; coral reefs; diffusion of innovation and social movement theory; qualitative social research methods.
 Overseas/field experience: Philippines and Indonesia, 1987-90,1999-present; Nicaragua,1992-1997; Ecuador and Costa Rica 2010-2013.
 Distinctions: USAID grant 2013-2014; Pew Charitable Trusts 2015-2016; Pew Fellowship in Marine Conservation, 2007-11; David and Lucile Packard Foundation grants, 2001-03 and 2004; National Foundation Grant, 2002 and 2010-2013.
 Recent publications: 2018 "Lessons from Philippines MPA Management: Social Ecological Interactions, Participation, and MPA Performance," co-auth. Twichell, J. & R. Pollnac in *Environmental Management*, <https://doi.org/10.1007/s00267-018-1020-y>
 2017 "Marine resource management and conservation in the Anthropocene," co-auth. Aswani, S., X, L. Basurto, L. Campbell, S. Fese, M. Glaser, L. Campbell, J.E. Cinner, T. Dalton, L.K. Jenkins, M.L. Miller, R. Pollnac, & I. Vaccaro in *Environmental Conservation*, doi:10.1017/S0376892917000431
 Percent of time to program: 25%
 Courses taught: Integrated Coastal Management; Root causes of environmental degradation in the tropics; Society and the oceans

CURRAN, SARA

Position: Professor (tenured)
 Department: International Studies; Sociology; Evans School of Public Policy; Global Health
 Education: Ph.D. UNC Chapel Hill 1994
 M.S. North Carolina State Univ. 1990
 B.S. University of Michigan 1983

Academic Experience: Director, Center for Studies in Demography and Ecology, UW
 Theses supervised in past 5 years: 5 Ph.D.; 15 M.A.
 Foreign language competence: Thai= 3.5, French= 2, Spanish= 1, Dari= 1
 Research/teaching specializations: Demography; social science research methods; gender and development; migration and immigration; population, environment and development; Thailand
 Overseas/field experience: Research in Thailand 1992, 1994, 1997, 1998, 2001, 2002, 2003, 2004, 2013
 Distinctions: 2017 *Jackson School Service Award*; D.B. Doran Lectureship Hebrew University (2017); Chair of Publications Committee for Population Association of America (2016); Secretary for the Association of Population Centers (2016-2018)
 Recent publications: *Forthcoming*. "Accounting for Migrant Selectivity in a Context of Growing Heterogeneity," co-auth. Kim Korinek in *Annual Review of Sociology* 44.
Forthcoming. "Global Studies versus International Studies," in *Oxford Handbook of Global Studies*. Edt. M. Jurgensmeyer, S.Sassen, M. Steger, (Oxford Un. Press).
 2017 "Weather-Related Hazards and Population Change in the U.S., 1980-2012," co-auth. F. Beth, M.Dunbar, M. Babb, J. Meijer-Irons & L. Thomson, in *Annals of American Political and Social Science*.
 Percent of time to program: 25%
 Courses taught: Research Methods for International Studies; Qualitative Research Methods; Advanced Qualitative Methods; Comparative International Studies

EDDY, JON

Position: Professor (tenured)
 Department: Asian Law Center; School of Law
 Education: J.D. University of Washington 1969
 B.A. Harvard College 1966
 Academic Experience: Director, Asian Law Center, School of Law, University of Washington, 2010-2013;
 Visiting Professor, Chulalongkorn University School of Law, 2013; Associate Professor,
 University of North Carolina- Chapel Hill, 1973-79
 Research/teaching specializations: Commercial law, development work, anti-money laundering.
 Overseas/field experience: Indonesia, Philippines, Afghanistan, Ethiopia
 Distinctions: Academic Director, Legal Education Support Program – Afghanistan, 2010-present;
 Resident Legal Advisor to the Ministry of Justice and Human Rights, Republic of
 Indonesia, 2003.
 Recent publications: 2014 “The Asian Law Center: An Evolution,” in *Legal Innovations in Asia: Judicial
 Lawmaking and the Influence of Comparative Law* 48-57, etd. J. Haley & T.
 Takenaka (Edward Elgar Publishing).
 2013 “Lessons from Afghanistan: Some Suggested Ethical Imperatives for Rule of
 Law Programs,” 39 *Ohio Northern L. Rev.* 901
 2013 “Transplanting Anti-Money Laundering to Indonesia: Lessons from a Case
 Study,” KLP Working Paper Series [11] 041
 Percent of time to program: 25% or less
 Courses taught: Agency Externships, Comparative and Transnational Commercial Law, Comparative
 Commercial Law, Sales, Survey of the American Judiciary

FRITZEN, SCOTT

Position: Associate Professor (tenured)
 Department: Evans School of Public Policy and Governance
 Education: Ph.D. Princeton University 2000
 MPA Princeton University 1996
 B.A. Michigan State University 1991
 Academic Experience: Fulbright Scholar, first post-war American award for Vietnam; Associate Provost, New
 York University Shanghai; Dean/Interim Dean, Wagner School of Public Service, New
 York University; Vice Dean, Yew School of Public Policy, National Univ. of Singapore
 Theses supervised in past 5 years: N/A
 Foreign language competence: German= 5, Vietnamese= 5, Chinese= 3, Indonesian= 3, Japanese= 3
 Research/teaching specializations: Anti-corruption/decentralization strategies in Asia, globalization of pub. policy education
 Overseas/field experience: Singapore, Vietnam, Indonesia, Myanmar, Philippines, Cambodia, China
 Distinctions: Faculty Director of Intl. Executive Education, Evans School of Public Policy and
 Governance, UW; Policy & Society, *Editorial Board Member*; Senior Advisor to the
 President, Fulbright University Vietnam, Ho Chi Minh City (2016-present)
 Recent publications: *Forthcoming. Transforming corrupt systems: Emerging consensus, abiding problems*, co-
 auth. J. Patrick Dobel. (Manuscript under review).
 2018 *The Public Policy Primer: Managing the Policy Process*, 2nd ed. co-auth. X. Wu,
 M. Ramesh, & M. Howlett (New York: Routledge).
 2016 “Strategic Planning for the Fulbright School of Public Policy and Management,”
 co-auth. Pal, L. and Malesky, E. (Fulbright University Vietnam, HCM City)
 2015 *Routledge Handbook of Public Policy*, coetd. Araral E., Howlett M., Ramesh
 M., and Wu X. (London: Routledge).
 Percent of time to program: 25%
 Courses taught: Managing Organizational Performance, Evidence-Based Implementation: Making
 Change Happen; Capstone Project Seminars

GIEBEL, CHRISTOPH

Position: Associate Professor (tenured)
 Department: Jackson School of International Studies; History
 Education: Ph.D. Cornell University 1996
 M.A. Cornell University 1991
 M.A. Cornell University 1989

Academic Experience: Assistant Professor, Mississippi State University
 Theses supervised in past 5 years: 11 Ph.D.; 10 M.A.
 Foreign language competence: German= 5, Vietnamese= 4, Mandarin Chinese= 2, French= 2
 Research/teaching specializations: 20th century Vietnamese history; history, memory, and justice in SE Asia
 Overseas/field experience: Indonesia and Singapore, 1980-81; Taiwan and PR China, 1983-84, 2001; France, 1988-89, 1992, 1993; Viet Nam, 1986-87, 1992, 1999, 2000, 2001, 2005-present – teaching and conferences

Distinctions: 2013 Andrew W. Mellon Foundation UW Area and International Studies Initiative award (PI); multiple UW Provost grants for study abroad programs in Central Viet Nam, 2007-2017; 2015 co-recipient, AAUP-UW Academic Freedom Award; Appointed The Col. Donald W. Wiethuechter, USA Ret. Endowed Faculty Fellow in the History of War and Society, UW, 2017-2020

Recent publications: 2018 Review of *Der Amerikanische Krieg: Erinnerungskultur in Vietnam [The American War: Culture of Remembrance in Viet Nam]* by Andreas Margara (Berlin: regiospectra, 2012), in *Journal of CRITICS* Winter '18.
 2015 Review of *Cauldron of Resistance: Ngo Dinh Diem, the United States, and the 1950s in Southern Vietnam* by Jessica Chapman (Cornell, 2013), in *Pacific Affairs* 88.1: 222-224.

Percent of time to program: 75%
 Courses taught: History of Southeast Asia; Imperialism and Anti-Colonialism in Asia; The Viet Nam Wars; Graduate Field Seminars in Southeast Asian History; Readings in Vietnamese History; Research Seminar in Asian Studies

GRANT, JENNA

Position: Assistant Professor (tenure track)
 Department: Anthropology
 Education: Ph.D. University of Iowa 2013
 M.A. University of Iowa 2006
 B.A./B.S. University of California Berkeley 1999

Academic Experience: Coordinator, Medical Anthropology and Global Health Program, UW Dept. Anthro.
 Theses supervised in past 5 years: 1 M.A.
 Foreign language competence: Khmer= 4, Spanish= 3, French= 3, Dutch= 2
 Research/teaching specializations: Anthropology of Science, Technology, and Medicine; Visual Studies; Cambodia
 Overseas/field experience: Fieldwork in Sisophon, Poipet, Phnom Penh, Cambodia
 Distinctions: Faculty Mentor, Assoc. for Asian Studies Diss. Workshop, 2018; UW Royalty Research Fund Scholar, 2018; Board Member, Thai/Laos/Cambodia Studies Group, Association for Asian Studies, 2016; UW Center for Global Studies Course Development Grant, 2016

Recent publications: *Forthcoming April 2018*. “Friend, partner, orphan,” in *Medicine Anthropology Theory*.
 2017 “How to rename a hospital: Biomedical technologies and new combinations of business and charity in Cambodian public health,” in *Anthropological Quarterly* 90.3: 605-636.
 2017 “Cambodian pathology: Enacting biomedicine in a 1960’s Cambodian-Soviet medical journal,” in *Translating the body: Medical education in Southeast Asia*. eds. Hans Pols, C. Michele Thompson, & John Harley Warner, (Singapore: National University of Singapore Press).

Percent of time to program: 50%
 Courses taught: Technologies of Health; Cambodia: History, Politics, Ethnography; Visuality & Medicine; Science, Technology, and Medicine in Southeast Asia

HANNAH, JOE

Position: Affiliate Professor (non-tenure track)
 Department: Geography
 Education: Ph.D. University of Washington 2007
 M.A. Cornell University 1989
 B.S. University of California-Davis 1985
 Academic Experience: Lecturer, Department of Geography, University of Washington; Academic Adviser, Integrated Social Sciences, University of Washington
 Foreign language competence: Vietnamese= 3
 Research/teaching specializations: Political Geography, Critical Cartography, Civil Society Formation and International Development Issues in Vietnam
 Overseas/field experience: Vietnamese boat people refugee camp, Singapore, 1983 & 1985; International Development consulting, Vietnam, 1993-97; Ethnographic research, Vietnam, 2003-04.
 Distinctions: Nominations, UW Distinguished teaching award (2010, 2013); Association for Asian Studies Vietnamese Studies Group Executive Committee, 2008-present; Award for Excellence in Undergraduate teaching, Department of Geography (2013, 2014)
 Recent publications: 2009 "The Mutual Colonization of State and Civil Society Organizations in Vietnam," co-auth. R. Pekkanan in *Local Organizations and Urban Governance in East and Southeast Asia: Straddling State and Society*, ed. Benjamin L. Read, (New York: Routledge).
 2007 "Local Non-government Organizations in Vietnam: Development, Civil Society, and State-Society Relations," Ph.D. Dissertation, University of Washington.
 Percent of time to program: 25% or less
 Courses taught: Geography of Global Inequality; Geography of Food and Eating; Geographies of the Developing World; State-society Relations in the Third World

HARACHI, TRACY

Position: Associate Professor (Tenured)
 Department: Social Work, Global Health
 Education: Ph.D. University of Washington 1991
 M.S.W. University of Washington 1988
 B.A. University of Washington 1986
 Academic Experience: Adjunct Associate Professor, UW Global Health; Research Affiliate, Southeast Asia Center & Center for Studies in Demography & Ecology, UW, 2005-present
 Theses supervised in past 5 years: 1 Ph.D.; 1 M.A.
 Research/teaching specializations: Capacity-building in social work education & systems building in child welfare, mental health & healthcare; cultural adaptation of immigrants & refugees in SE Asian populations; prevention of adolescent problem behaviors
 Overseas/field experience: Extensive research in Cambodia
 Distinctions: 2012 Partners for International Education Award, Council on Social Work Education; 2011 Outstanding Public Service Award, UW; 2006 Society for Prevention Research, Friend of Early Career Preventionist Network Award
 Recent publications: *Forthcoming*. "Pathways linking intergenerational cultural dissonance and alcohol use among Asian American youth: The role of family conflict, parental involvement, and peer behavior" co-auth. Kane, J.C., Johnson, R.M., Iwamoto, D.K., Jernigan, D.H., & Bass, J.K. in *Journal of Ethnicity in Substance Abuse*.
 2017 "Effects of Maternal Traumatic Distress on Family Functioning and Child Mental Health: An Examination of Southeast Asian Refugee Families in the U.S.," co-auth. Sangalang, C.C., Jager, J in *Social Science & Medicine*, 178-186.
 Percent of time to program: 25%
 Courses taught: Social Work in Cambodia: After the Genocide; Advanced Social Welfare Research & Evaluation; Global and Local Inequalities and Development

HENCHY, JUDITH

Position: Head, Southeast Asia Section
Department: Libraries, University of Washington
Education: Ph.D. University of Washington 2005
M.A. University of Washington 1997
M.L.S. University of California, Berkeley 1983
B.A. London University 1977
Academic Experience: Affiliate Faculty, Jackson School of International Studies, 2008-present
Theses supervised in past 5 years: N/A
Foreign language competence: French= 4, Vietnamese= 4
Research/teaching specializations: Early twentieth century Vietnamese intellectual history
Overseas/field experience: Singapore: 1983-85, Vietnam: 1987, 1997, 2001-2002. Acquisitions trips to SEA, including Laos, Burma, Thailand, Malaysia, Indonesia, Vietnam, Cambodia and Philippines: 1990, 1992-2000, 2003-2005, 2007, 2009-12, 2014.
Distinctions: PI, Henry Luce Foundation Grant (\$112,000), 2016-present; Chair, Southeast Asia Materials Project of the Center for Research Libraries, 2016; University of Washington Distinguished Librarian Award, 2010,; Recognized by the Vietnamese Ministry of Culture, Tourism and Sport for services to Vietnamese culture, for microfilming project at National Library, 2009; Fulbright-Hays Doctoral Dissertation Abroad Award, 2000.
Recent publications: Forthcoming. Review of *Post-Mandarin: masculinity and aesthetic modernity in colonial Vietnam*, by B. Tran in *Cambridge journal of postcolonial literary inquiry*.
2017 Review of *La Colonisation des corps: De L'Indochine au Viet Nam* by F. Guillemot & A. Larcher-Goscha, eds. in *Journal of Vietnamese Studies* 12.2: 141-146.
2015 Review of *French Women and the Empire: The Case of Indochina* by M. Ha in *Journal of Vietnamese Studies* 10.3: 126.
Percent of time to program: 100%
Courses taught: The Philippines and Vietnam: Colonialism, Nationalism and Diaspora; Southeast Asian Knowledge and the Politics of Information

IGNACIO, EMILY

Position: Associate Professor, UW Tacoma Campus (tenured)
Department: Sociology
Education: Ph.D. University of Illinois, Urbana-Champaign 1998
M.A. University of Illinois, Urbana-Champaign 1995
M.A. University of Illinois, Urbana-Champaign 1993
B.S. University of Illinois, Urbana-Champaign 1991
Academic Experience: SIAS Associate Dean of Student Affairs, Interdisciplinary Arts and Sciences, UW-Tacoma, 2014-present
Theses supervised in past 5 years:
Foreign language competence: Tagalog= 5
Research/teaching specializations: Sociology, Asian American Studies, Race/Ethnicity and Gender Studies
Overseas/field experience:
Distinctions: Chair, Race and Ethnic Minorities section, American Sociological Association; Executive Board member, Asian American Studies Association; Editorial Advisory Board member, Journal of the Sociology of Race and Ethnicity.
Recent publications: 2016 "‘Home’ and the Filipino Channel: Stabilizing Economic Security, Migration Patterns, and Diaspora Through New Technologies, in *Filipino Studies: Palimpsests of Nation and Diaspora*, p.375-87
2013 "The Challenges of Online Diaspora Research," in *Handbook for Migration Studies*, (New York, NY: Routledge Press).
Percent of time to program: 50%
Courses taught: Social Class Inequality; Women, Race & Class; Intro to Sociology; Race and Ethnicity in the US; Migration in the Modern World; The Making of America

KESAVATANA-DOHRS, WIWORN

Position: Lecturer Emerita (non-tenure track)
 Department: Asian Languages and Literature
 Education: Ph.D. University of Michigan 1989
 M.A. University of Detroit 1983
 L.L.B. Chulalongkorn University, Thailand 1980
 Academic Experience: Lecturer, Thai language courses; multiple presentations on Thailand and culture to business, academic audiences
 Pedagogy Training: ACTFL-OPI trained, UW language pedagogy workshop trained.
 Theses supervised in past 5 years: N/A
 Foreign language competence: Thai= 5, Lao= 3
 Research/teaching specializations: Slang and loan words in Thai language; Compiling teaching materials for intermediate and advanced level Thai; Learning Thai through music
 Overseas/field experience: Thailand - annual visit
 Distinctions: Board Director, Thai Association of Washington State, 2010-15; Freeman Foundation grant to travel to Thailand, 2013
 Recent publications: 2014 "Tsunami in Thailand: Resource Loss, Post-traumatic stress, Post-traumatic Growth, and Coping Style at Three and Fifteen months," co-auth. D. Sattler, S. Assanangkornchai, & D. Moller in *Journal of Trauma and Dissociation: System Trauma Special Issue*
 2007 *Everyday Thai for Beginners* (Silkworm Books, Thailand).
 1990 "Assessing Bargaining Power in International Negotiations: An Analysis" in *Asia Pacific Business Journal* 2.9
 Percent of time to program: 100%
 Courses taught: Beginning, Intermediate, Advanced Thai language courses

KIM, AMY

Position: Assistant Professor (tenure-track)
 Department: Civil & Environmental Engineering
 Education: Ph.D. Texas A&M University 2014
 M.A. Illinois Institute of Technology 2008
 B.S. University of Illinois Urbana-Champaign 2001
 Academic Experience: Graduate student researcher at Texas A&M University
 Theses supervised in past 5 years: 2 Ph.D.; 2 MSCE
 Foreign language competence: Korean= 5
 Research/teaching specializations: Sustainable building design, building energy modeling, change management strategies, community resilience
 Distinctions: PI, UW Global Innovation Fund project to establish international research collaboration with Indonesia, 2017
 Recent publications: *Forthcoming*. "Reflection on retrofit: Organizational commitment, perceived productivity and controllability in a building lighting project in the United States" co-auth. McCunn, L., and Lew, J. in *Energy Research & Social Science* [IF: 5.14].
Forthcoming. "Mental models approach to wastewater treatment plant project delivery during emergency response," co-auth. Kosonen, H in *Journal of Construction Engineering and Management* [IF: 1.78]
 2017 "Successful Change-Management Practices for Retrofit Projects: A Case Study," co-auth. McCunn, L., & Lew, J. in *Journal of Management in Engineering* 33.4
 Percent of time to program: Less than 25%
 Courses taught: Construction Engineering, Transportation and Construction Capstone, Sustainability in Building Infrastructure, CEE 599 Sustainable and Healthy Building in Global Context

KYES, RANDALL

Position: Research Professor (tenured)
 Department: Psychology; Global Health; Anthropology
 Education: Ph.D. University of Georgia 1989
 M.A. Bucknell University 1985
 B.A. University of Maine Orono 1981
 Academic Experience: Core Scientist and Head, Division of Global Programs, WaNPRC; Director, Center for Global Field Study; Director, Primate Resource Referral Service
 Theses supervised in past 5 years: 3 MS/MPH; 2 Ph.D.
 Foreign language competence: Indonesian= 3, Nepali= 1, Thai= 1
 Research/teaching specializations: Human-Environment Interface; Conservation Biology (population assessment, human-wildlife conflict and coexistence); Global Health (emerging infectious disease)
 Overseas/field experience: Indonesia (3-4 times/year since 1990); Thailand (3-4 times/year since 1995); Bangladesh (1-2 times/year since 2003); Laos (1 time/year since 2016).
 Distinctions: Awarded “World Class Professor,” Bogor Agricultural University, Indonesia (2017); Inaugural recipient, “Kyes Award for Excellence in Educational Outreach,” American Society of Primatologists (2017)
 Recent publications: *Forthcoming*. “Survey of the Javan gibbons (*Hylobates moloch*) in West and Central Java, Indonesia: Trends in population density,” co-auth. Iskandar E, Sinarga W, Riendriasari S, Rahmuddin, Tedjosiswojo in *Biological Systems*.
 2018 “Previously unreported population of rhesus macaques (*Macaca mulatta*) in Chiang Rai Province, Thailand: Preliminary observations,” co-auth. Kyes P, Thamsenanupap P, Tanee T, Intralawan A, in *Asian Primates Journal*, 18.1.
 Percent of time to program: 25%
 Courses taught: Field Study in Animal Behavior; International Field Study Program-Indonesia Seminar; Field Course in Conservation Biology & Global Health: At the Human-Environment Interface; Field Research in Indonesia

LAPE, PETER

Position: Professor (tenured)
 Department: Anthropology
 Education: Ph.D. Brown University 2000
 M.A. San Francisco State University 1995
 B.A. University of New Hampshire 1985
 Academic Experience: Curator of Archaeology, Burke Museum, UW
 Theses supervised in past 5 years: 4 Ph.D.; 1 M.A.
 Foreign language competence: Indonesian= 4, Spanish= 2
 Research/teaching specializations: Archaeology of cross-cultural encounters and conflict; climate change; island archaeology; museums and public archaeology; Island Southeast Asia; Oceania.
 Overseas/field experience: Indonesia 1995, 1997, 1998, 1999, 2007, 2009, 2014, 2017, 2018; Philippines 2010; East Timor 2002-2005
 Distinctions: 2015-16 Mellon Foundation Grant; 2015 Committee for Research and Exploration of the National Geographic Society Grant
 Recent publications: *Forthcoming*. “The Ira Ara Site: A fortified settlement and burial complex in Timor Leste,” co-auth. J. Krigbaum, J. Futch, A. Jordan, E. Peterson in *Terra Australis*.
 2017 *Handbook of East and Southeast Asian Archaeology*, co-ed. J. Habu & J. Olsen, (Springer Press).
 2016 “The Role of Food Production in Incipient Warfare in Protohistoric Timor Leste,” in *The Archaeology of Food and Warfare: Food Insecurity in Prehistory*, eds. A. Van Derwarker and G. Wilson, (Springer Press).
 Percent of time to program: 25% or less.
 Courses taught: Archaeology of Island Southeast Asia and the Pacific; Traditional Boat Collections Research and Documentation; Public Archaeology; Special Problems in Anthropology

LICHT, ALEXIS

Position: Assistant Professor (Tenure-track)
 Department: Earth and Space Sciences
 Education: Ph.D. University of Poitiers 2013
 M.A. Ecole Polytechnique 2010
 B.S. Ecole Polytechnique 2008
 Academic Experience: Postdoctoral fellow positions at Postdam Universitat, Germany, University of Kansas, University of Arizona, 2014-16.
 Theses supervised in past 5 years: 2
 Foreign language competence: French= 5, German= 3, Russian= 2
 Research/teaching specializations: Geology, climate sciences
 Overseas/field experience: Myanmar, China, Turkey, Russia, Mongolia, Chad, France
 Distinctions: Royalty Research Fund fellowship, University of Washington (Starting April 2018)
 Recent publications: *Forthcoming*. "Magnetostatigraphy, age and depositional environment of the Lobo Formation, southwest New Mexico: Implications for the Laramide orogeny in the southern Rocky Mountains," co-auth. M. De Los Santos, P. Copeland, T. Lawton, S. Hall in *Basin Research*.
 2017 "Tectono-stratigraphy of the Orhaniye Basin, Turkey: Implications for collision chronology and Paleogene biogeography of central Anatolia," co-auth. P. Coster, F. Ocakoğlu, C. Campbell, G. Métais, A. Mulch, M. Taylor, J. Kappelman & K.C. Beard in *Journal of Asian Earth Sciences* 143: 45-58.
 Percent of time to program: Less than 25%
 Courses taught: Stratigraphy, Sedimentary Geology, Field camp.

LOMBARDI, CLARK

Position: Professor (tenured)
 Department: School of Law
 Education: Ph.D. Columbia University 2001
 J.D. Columbia University 1998
 M.A. Columbia University 1995
 Academic Experience: Director, Islamic Legal Studies, UW; Core Faculty, Asian Law Center, UW; Various visiting positions, Salzburg Seminar, Columbia Law, NYU-Middle East; National Islamic University of Indonesia; academic director, Afghan legal program, UW
 Theses supervised in past 5 years: 7
 Foreign language competence: Modern Standard Arabic= 1
 Research/teaching specializations: Islamic law, constitutional law, constitutionalization of Islamic law in Muslim societies and impact of legal development
 Overseas/field experience: Yemen, Egypt, Afghanistan, Indonesia
 Distinctions: 2012-present, Folke Bernadotte Academy Appointment; Series Editor: Oxford Islamic Legal Studies; Member, Council on Foreign Relations
 Recent publications: 2018 "Consociationalism vs Incentivism in Divided Societies: A Question of Design or Sequencing?" in *Yonsei Law Journal* 9
 2018 "Constitution-Making for Divided Societies: Lessons from Afghanistan" in *Constitutionalism in Context*, D. Law & W.Chen Chang, eds (Cambridge University Press).
 2016 "Islam in Burma: What Do We Now Know?" in *Islam and the State in Myanmar: Muslim-Buddhist Relations and the Politics of Belonging*, M. Crouch ed. (Oxford).
 Percent of time to program: 25% or less
 Courses taught: Islamic Law; Contemporary Muslim Legal Systems; Introduction to International and Comparative Law Tutorial in Islamic Law in India/Pakistan.

MARWICK, BENJAMIN

Position: Associate Professor (Tenured)
Department: Archeology
Education: Ph.D. Australian National University 2008
M.A. University of Western Australia 2002
B.A. University of Western Australia 1999
Academic Experience: Affiliations with eScience Institute, Burke Museum, Center for Statistics & Social Sciences, Quaternary Research Center
Theses supervised in past 5 years: 4 Ph.D.
Foreign language competence: Thai= 3, Lao= 2
Research/teaching specializations: Mainland Southeast Asian Archaeology, hunter-gatherer archaeology, Buddhist archaeology, Australian archaeology, lithic archaeology, and isotope geochemistry
Overseas/field experience: Annual archaeological excavation and survey in Vietnam, Myanmar, Laos, Thailand, Indonesia, and Australia
Distinctions: 2015-18 Australian Research Council Future Fellowship; 2010-11 Luce/ACLS Post-Doctoral Fellowship; 2009 Seed Grant from UW Center for Statistics in the Social Sciences; 2008 Dorothy Cameron Award for best archaeology publication at the ANU
Recent publications: 2018 "pIRIR and IR-RF dating of archaeological deposits at Badahlin and Gu Myaung Caves—First luminescence ages for Myanmar," co-auth. Schaarschmidt, M., Fu, X., Li, B., Khaing, K., Douka, K., Roberts, R. G. in *Quaternary Geochronology*, DOI: 10.1016/j.quageo.2018.01.001
2017 "Human occupation of northern Australia by 65,000 years ago," co-auth. Clarkson, C., Jacobs, Z & 19 others in *Nature* 547: 306–310.
Percent of time to program: 25%
Courses taught: Archaeology in Film; Geoarchaeology; Mainland Southeast Asian Archaeology; Australian Archaeology; Archaeology and Explanation

NGUYEN, LINH THUY

Position: Assistant Professor (Tenure-track)
Department: American Ethnic Studies
Education: Ph.D. University of California San Diego 2016
M.A. University of California San Diego 2012
B.A. University of California Santa Barbara 2008
Academic Experience: Lecturer, Department of Ethnic Studies and Dimensions of Culture Writing Program, University of California, San Diego, 2016-17
Theses supervised in past 5 years: 0
Foreign language competence: Vietnamese= 1, Spanish= 3
Research/teaching specializations: Southeast Asian American Studies, intergenerational history and memory of the Vietnam War, refugees in the United States
Overseas/field experience: None
Distinctions: 2017 UC-AFT Professional Development Fund Grant; 2014-15 Funding for UCSD Center for Humanities Working Group; 2012 Lucie Cheng Prize (*UCLA & Amerasia Journal*); 2011 FLAS Fellowship (UW Madison)
Recent publications: *Forthcoming*. "Unwatchable: Family, Violence and Vietnamese American Feminist Filmmaking," in *Journal of Asian Diasporic Visual Cultures and the Americas*, Special Issue Fall 2018
2017 Review of *Nothing Ever Dies: Vietnam and the Memory of War* by Viet Thanh Nguyen in *Journal of the Critical Ethnic Studies Association* 3.2.
2013 "Recalling the Refugee: Culture Clash and Melancholic Racial Formation in Daughter from Danang," in *Amerasia Journal* 39.3: 103-111.
Percent of time to program: 50%
Courses taught: Asian Pacific Islander Women, History and Memory, Comparative Race and Ethnicity; Comparative Refugees in the United States, Oral History

PEKKANAN, ROBERT

Position: Professor (tenured)
 Department: Jackson School of International Studies
 Education: Ph.D. Harvard University 2002
 M.A. Harvard University 1992
 B.A. University of Tennessee 1989
 Academic Experience: Adjunct Professor of Political Science, and Adjunct Professor of Sociology, UW
 Theses supervised in past 5 years: 7 Ph.D.; 1M.A.
 Foreign language competence: Japanese= 5
 Research/teaching specializations: Japan, civil society, political parties
 Overseas/field experience: Japan, China, EU
 Distinctions: 2017 National Endowment for the Humanities grant, Fellowship for Advanced Research on Japan; 2015 ISS/Oxford Prize for Modern Japanese Studies
 Recent publications: 2017 *Oxford Handbook of Electoral Systems*, co-ed. E. Herron & M. Shugart (New York: Oxford University Press), Oxford Handbooks Online, web.
 2015 *Japan Decides 2014: The Japanese General Election*, co-ed. S. Reed & E. Scheiner (Palgrave Macmillan: London and New York).
 2014 *Neighborhood Associations and Local Governance in Japan*, co-auth. Y. Tsujinaka & H. Yamamoto, Translated by L. Tkach-Kawasaki (Routledge).
 2014 *Engaging Community and Government in an Era of Retrenchment*, co-ed. S. Smith & Y. Tsujinaka (Johns Hopkins University Press).
 Percent of time to program: 25% or less
 Courses taught: Introduction to Japanese Studies; Electoral Systems; Japan in the Contemporary World

RAFAEL, VICENTE

Position: Professor (tenured)
 Department: History
 Education: Ph.D. Cornell University 1984
 M.A. Cornell University 1982
 B.A. Ateneo de Manila University 1977
 Academic Experience: 2017 Visiting Professor, Nida School of Translation Studies, Misano Adriatico, Italy
 Theses supervised in past 5 years: 1 PhD
 Foreign language competence: Filipino= 5, Spanish= 4, French= 1
 Research/teaching specializations: Comparative colonialism; nationalism technology and modernity; translation as social practice; language, power and subjectivity; Southeast Asian studies; the politics and culture of the Philippines and Filipino Americans; race & gender in U.S. popular culture.
 Overseas/field experience: The Philippines, Spain
 Distinctions: 2017- present: Giovanni & Anne Costigan Endowed Professor of History; 2017 *Gawad Pambansang Alagad ni Balagtas para sa Kritisismo sa Ingles* (Balagtas Award for Criticism in English), UMPIL; 2017 Member, Sawyer Seminar Selection Committee (funded by the Mellon Foundation) on "Racial Capitalism."
 Recent publications: 2017 "Power, Play and Pedagogy: Reading the Early De la Costa," in *Reading Horacio de la Costa*, (Quezon City: Ateneo de Manila Univ. Press).
 2017 "Telling Times: Nick Joaquin, Storyteller," Introduction to *The Woman Who Had Two Navels and Other Tales of the Gothic Baroque*, stories by Nick Joaquin, (New York: Penguin Classics).
 2016 *Motherless Tongues: The Insurgency of Language Amid Wars of Translation*, (Durham: Duke University Press) (co-published in Quezon City: Ateneo de Manila Univ. Press)
 Percent of time to program: 100%
 Courses taught: Comparative Colonialism; Introduction to Filipino Histories; Seminar on US empire; Seminar on Modern Southeast Asian history

RIVIN, BETH

Position: Associate Professor (tenured)
 Department: Global Health; School of Law
 Education: M.P.H. Harvard University of Public Health 1985
 M.D. East Carolina University 1982
 B.A. University of North Carolina, Chapel Hill 1976
 Academic Experience: Visiting Professor, University of Gadjah Mada, Jakarta, Indonesia; Senior Fulbright Scholar, Indonesia 2011-12
 Foreign language competence: French= 3; Spanish= 1; Indonesian= 3; Mandarin Chinese= 1
 Research/teaching specializations: Health & Human Rights, International Bioethics, Policy & Law, Global Health & Justice
 Overseas/field experience: Pakistan 2016-17; Indonesia-10 years in health and human rights; Cambodia; Yemen
 Distinctions: President, Uplift International; Director, Global Health and Justice Project; Senior Global Health and Ethics Adviser, East-West Management Institute, 2015-present.
 Recent publications: 2017 “The Ethical Course Is To Recommend Infant Male Circumcision – Arguments Disparaging the American Academy of Pediatrics Affirmative Policy Do Not Withstand Scrutiny,” co-auth. B. Morris, J. Krieger, J. Klausner in *Journal of Law, Medicine and Ethics*, October 2017.
 2016 “Ethical challenges in research with orphans and vulnerable children: qualitative study of researcher experiences,” co-auth. M. Kelley, T. Brazg, B. Wilfond, L. Lengua, S.Martin-Herz & D.Diekema, in *International Health* 8: 187–196.
 Percent of time to program: 25% or less.
 Courses taught: Global Health and Justice, Health and Human Rights; International Bioethics Social Justice and Health Seminar; International Bioethics Policy and Law

ROBINSON, CABEIRI

Position: Associate Professor (tenure-track)
 Department: Jackson School of International Studies
 Education: Ph.D. Cornell University 2005
 M.A. University of California, Berkeley 1999
 B.A. Columbia University 1993
 Academic Experience: Stanford fellow; 2005-present, UW
 Theses supervised in past 5 years: 8
 Foreign language competence: Urdu= 3, Hindi= 3, Dutch= 3, Persian= 2
 Research/teaching specializations: Political Islam/comparative Muslim societies, civil insurgency and social transformation, political violence, transitional justice and reconciliation
 Overseas/field experience: Extensive research in India and Pakistan
 Distinctions: 2016-present, Director, Near & Middle Eastern Interdisciplinary Ph.D. Program, UW; 2016 SSRC grant for research on forced migration; 2014 American Institute of Pakistan Studies Book Prize; 2014 Association for Asian Studies Bernard Cohn Book Prize
 Recent publications: *Forthcoming*. “Between Protective Migration and Armed Struggle in the Kashmir Borderlands,” in *The Anthropology of Religion in South Asia* (New Delhi: Blackswan).
 2018 “Refugees in Asia,” in *Journal of Refugee Studies*
 2013 *Body of Victim, Body of Warrior*, (UC-Berkeley Press)
 Percent of time to program: 25% or less
 Courses taught: Cultural Interactions in an Interdependent World; Political Islam and Islamic Fundamentalism; Religious and Political Violence

SANDJAJA, DESIANA PAULI

Position: Senior Lecturer (Non-tenure track)
 Department: Asian Languages and Literature
 Education: M.A. Ohio University 1999
 B.A. Atma Jaya University, Indonesia 1994
 Academic Experience: Lecturer, Indonesian, 2014- present; Teaching Assistant, Univ. of Wisconsin-Madison
 Pedagogy Training: ACTFL ILR Proficiency Language Tester (full certification); ACTFL OPI Proficiency Language Tester (full certification)
 Theses supervised in past 5 years: N/A
 Foreign language competence: Indonesian= 5, Mandarin Chinese= 3, Cantonese= 2, Japanese= 1, Tagalog= 1
 Research/teaching specializations: Indonesian language, language teaching methodology, material development
 Overseas/field experience: Language study in China, 1994-1995
 Distinctions: Chair and organizer, panel presentation at 2018 Association of Asian Studies Conference, Washington DC, Sponsored by Council of Teachers of Southeast Asian Languages; 2017- Present: Dept. of Asian Languages and Literature Executive Committee (member); 2016 Curriculum revision and development grant, Southeast Asia Center (Title VI)
 Recent publications: 2014 *Indonesian Grammar in Context* (University of Hawaii Press).
 2013 “Authentic Reading Comprehension,” A collaborative project under Prof. Ellen Rafferty (PI), University of Wisconsin-Madison, <http://ayomembaca.wisc.edu/>
 Percent of time to program: 100%
 Courses taught: Beginning, Intermediate, and Advanced Indonesian

SEARS, LAURIE

Position: Professor (tenured)
 Department: History
 Education: Ph.D. University of Wisconsin 1986
 M.A. University of Arizona 1977
 B.A. Northwestern University 1968
 Academic Experience: Walker Family Endowed Professor of History, Department of History, UW; former Director, Southeast Asia Center, UW
 Theses supervised in past 5 years: 13 Ph.D.; 6 M.A.
 Foreign language competence: Indonesian= 4, Javanese= 2, French= 2, Dutch= 3, Sanskrit= 2
 Research/teaching specializations: Dutch Indies Historical Archives, Islam in Indonesia, Psychoanalysis and Colonialism, Ramayana and Mahabharata Stories in South and Southeast Asia
 Overseas/field experience: Teaching and lecturing at the Hebrew University in Jerusalem and Tel Aviv University, November 2017-February 2018; Teaching in Brunei/Lecturing in Philippines October-November 2012; Research/Travel in Burma and Malaysia, July-August 2007
 Distinctions: Walker Endowed Professorship, 2014-2020; Lady Davis Senior Fellowship, Israeli Institute for Advanced Study, 2017-2018; Co-Editor of Critical Dialogues in Southeast Asian Studies Book Series with Vicente Rafael, UW Press, 2005-present
 Recent publications: *Forthcoming*. “Critical Spirituality and a Critical Path: Ayu Utami and Indonesian History,” in *From India to Java: Aesthetics, History, Postcolonial Theory*.
Forthcoming. “Racial Slurs and Whispers in Situated Testimonies of Dutch Imperial Fiction,” in *The Politics of Storytelling in Imperial Island Formations*, co-ed. I. Rodriguez-Silva.
 2014 “Passionate Attachments: Subjectivity and Diaspora in the Transpacific,” co-auth. F. Benitez in *Transpacific Studies: Interventions and Intersections*, eds. J. Hoskins & V. Nguyen (Honolulu: University of Hawai’i Press).
 Percent of time to program: 100%
 Courses taught: The Politics of Storytelling from Oral Traditions to Graphic Novels; Violence, Race, And Memory; Indonesian Histories, Oral Traditions, and Archives; Diaspora, Storytelling, and Imperial Formation; Psychoanalysis, Trauma, and Colonialism

SUNARDI, CHRISTINA

Position: Associate Professor (tenured)
 Department: Ethnomusicology
 Education: Ph.D. University of California Berkeley 2007
 M.A. University of California Berkeley 2003
 B.A. University of California San Diego 2000
 Academic Experience: Director, Gamelan Ensemble, UW
 Theses supervised in past 5 years: 5
 Foreign language competence: Indonesian= 4, Javanese= 2, Dutch= 1
 Research/teaching specializations: Performing Arts (Music and Dance) of Java, Indonesia
 Overseas/field experience: Annual visit to Indonesia since 1997-2011, 2013
 Distinctions: 2016 American Musicological Society Philip Brett Award; 2016 Society for Ethnomusicology Allan P. Merriam Prize Honorable Mention; 2017 Member, Society for Ethnomusicology Alan Merriam Prize Committee
 Recent publications: 2017 "Talking About Mode in Malang, East Java," in *Asian Music* 48.2: 62-89.
 2017 Review of *Javaphilia: American Love Affairs with Javanese Music and Dance* (2015) by Henry Spiller in *Ethnomusicology* 61.2: 345-349.
 2015 *Stunning Males and Powerful Females: Gender and Tradition in East Javanese Dance*, (Urbana, Chicago and Springfield: University of Illinois Press).
 Percent of time to program: 50%
 Courses taught: Music of Indonesia, Music Cultures of the World (Asia), Graduate Seminar in Ethnomusicology, Javanese Gamelan Ensemble and Javanese Dance

THOMPSON, SUSAN

Position: Clinical Instructor
 Department: Global Health
 Education: M.P.H. University of Washington 1999
 Academic Experience: Field work and research in global health
 Theses supervised in past 5 years:
 Foreign language competence: Indonesian= 3
 Research/teaching specializations: Community health workers, community-based participatory research, health systems strengthening and human resource development
 Overseas/field experience: Research/public-health work in Timor-Leste
 Distinctions: Director, Timor-Leste Operations; Technical Advisor for Monitoring and Evaluation, Health Alliance International
 Recent publications: 2016 "Does Mobile phone ownership predict better utilization of maternal and newborn health services? A cross-sectional study in Timor-Leste," co-auth. N. Juan, J. Unger, M. Hofstee, G. Jing, & M. Mercer in *BMC pregnancy and Childbirth* 16:183.
 2015 "Domestic Violence, Marital Control, and Maternal, Birth, and Family Planning Outcomes in Timor-Leste," co-auth R. Meiksin, D. Meekers, A. Hagopian, & M. Mercer in *Maternal Child Health Journal* 19:1338-1347.
 2014 "The role of international NGOs in Health System Strengthening: The Case of Timor-Leste," co-auth. M. Mercer, & R. de Araujo in *International Journal of Health Services* 44.2.
 Percent of time to program: 25% or less
 Courses taught:

TOKUNO, KYOKO

Position: Senior Lecturer
 Department: Jackson School of International Studies
 Education: Ph.D. University of California, Berkeley 1994
 M.A. University of California, Berkeley 1983
 B.A. University of California, Berkeley 1979
 Academic Experience: Lecturer, University of Oregon
 Theses supervised in past 5 years: 7 M.A., 7 Ph.D.
 Foreign language competence: Japanese= 5, Chinese= 4, French= 3, Sanskrit= 3, Pali= 3
 Research/teaching specializations: Chinese & Japanese religions, pre-modern Buddhist scriptures
 Overseas/field experience: UK, Paris, China, Japan, India, Cambodia, Korea, Vietnam, Indonesia
 Distinctions: 2004, 2006, 2008 China Studies Faculty Research Grant; 2005 Japan Studies Faculty Research Grant
 Recent publications: *Forthcoming. Byways in Chinese Buddhism: The Book of Trapusa and Indigenous Scriptures.* Kuroda Institute Studies in East Asian Buddhism Series (U Hawaii Press) (accepted for publication).
 2004 “Is Religious Violence Inevitable?” co-auth. J. Wellman in *Journal for the Scientific Study of Religion* 43.3:291-296.
 Percent of time to program: 25% or less
 Courses taught: Buddhism, Seminar in Buddhism: Skillful Means; Esoteric Buddhism; Engaged Buddhism; Perspectives in Comparative Religion, Topics in Buddhist Studies; Topics in East Asian Religion.

TURNER, BICH-NGOC

Position: Lecturer (non-tenure track)
 Department: Asian Languages and Literature
 Education: Ph.D. University of Hawaii 2011
 M.A. University of Hawaii 2002
 B.A. Vietnam National University-Hanoi 1994
 Academic Experience: Lecturer in Vietnamese, UW, 2014-present; Instructor, Vietnamese language and culture, US Department of State, 2014.
 Pedagogy Training: Council of Teachers of Southeast Asian Languages, Teaching Southeast Asian Languages: New Directions, Cornell University, Sept. 2017; American Council on Teachers of Foreign Languages (ACTFL) Oral Proficiency Test training workshop, University of Washington, June 2017
 Foreign language competence: Vietnamese= 5
 Research/teaching specializations: Vietnamese language and literature, U.S.-Vietnam relations, U.S.-Vietnam educational exchange policy, British literature and lexicology
 Overseas/field experience: Vietnam
 Distinctions: Vice President, Greater Seattle Vietnam Association; President, Group of Universities for the Advancement of Vietnamese in America (GUAVA)
 Recent publications: 2017 “Content-based instruction in Vietnamese: From theory to practice – Developing materials and achieving lesson goals.” Paper presented for Council of Teachers of Southeast Asian Languages at Cornell University Sept. 2017.
 2016 “Vietnamese Overseas Investment in the Homeland: A Comparative Case Study of Eastern European and North American Vietnamese Businesses in Vietnam,” Paper presented for Institute of Sociology at University of Warsaw Sept. 2016
 Percent of time to program: 100%
 Courses taught: Beginning, Intermediate, and Advanced Vietnamese

WARREN, JONATHAN

Position: Professor (tenured)
Department: Jackson School of International Studies; Sociology
Education: Ph.D. University of California Berkeley 1997
B.A. Michigan State University 1987
Academic Experience: Co-Director, Center for Brazilian Studies, University of Washington-Tacoma
Theses supervised in past 5 years: 6 Ph.D.; 2 M.A.
Foreign language competence: German= 3; Portuguese= 5; Spanish= 3; Vietnamese= 1; Italian= 1
Research/teaching specializations: Education, Race, Ethnicity and Nationalism, Cultural Studies, and Qualitative Research Methods
Overseas/field experience: Germany 1985-87; Spain 1988; Brazil 1992, 1995, 1997, 1999, 2002, 2003, 2005; Vietnam 2001, 2004, 2006, 2008; Switzerland (Ticino) 2001, 2004; led UW Brazil summer program 2003 and '05
Distinctions: Faculty Research Grant in Vietnam, 2003; Luce Fellow, 2003; The Asia Foundation, 2003; John Hope Franklin Center Award, Duke University, 2001; Student Service Award, International Studies, University of Washington, 2000; Special Jury Award, American Psychological Association for the film *Just Black?* 1993
Recent publications: 2017 *Cultures of Development: Vietnam, Brazil and the Unsung Vanguard of Prosperity*, (New York and London: Routledge).
Percent of time to program: 25% or less
Courses taught: Cultural Interactions in an Interdependent World; Interpretive Economics and Development; Social Change in Latin America; Ethnic Politics and Nationalism in Multi-Ethnic Societies; Latin American Studies Seminar

WILLIAMS, NATHALIE

Position: Associate Professor (tenured)
Department: Jackson School of International Studies; Sociology
Education: Ph.D. University of Michigan 2009
B.Sc. University of Puget Sound 1998
Academic Experience: Director of JSIS Ph.D. program, 2016-present; JSIS graduate program coordinator, 2012-present; Post-Doctoral Scholar, Carolina Population Center, 2009-12.
Theses supervised in past 5 years: 7 M.A. & Ph.D.
Foreign language competence: Japanese= 2, Khmer= 2, Tibetan= 1
Research/teaching specializations: Social Demography, Migration, Armed Conflict, Natural Disasters and Climate Change, Mental Health, Research Design and Survey Data Collection.
Overseas/field experience: Nepal, Cambodia, Thailand
Distinctions: Co-P.I., National Science Foundation Grant on "Geospatial Graphical Models of Human Response to Emergencies," 2017-20; Co-P.I., National Institutes of Health R01 Grant on "Ideational Influences on Migration," 2014-19; 2011 Postdoctoral Award for Research Excellence, University of North Carolina at Chapel Hill
Recent publications: *Forthcoming*. "Conflict and Ethnic Identity: Pakhtunwali and Purdah in Conflict ridden Swat, Pakistan," co-auth. S. W. Azim & M. Ayub Jan. Accepted for publication in *Pakistan Journal of Criminology*.
2018 "Fear of Violence during Armed Conflict: Social Roles and Responsibilities as Determinants of Fear," co-auth. D. Ghimire & K. Snedker. *Social Science Research* (in press): <https://doi.org/10.1016/j.ssresearch.2018.01.004>.
2017 "Strategies for Origin-Based Surveying of International Migrants," co-auth. D. Ghimire, A. Thornton, L. Young-DeMarco, & P. Bhandari in *Journal of Ethnic and Migration Studies*: DOI: 10.1080/1369183X.2017.1394178.
Percent of time to program: 25%
Courses taught: Introduction to Statistics; Introduction to Quantitative Research Methods, Research Design in the Social Sciences, Logic of Social Inquiry.

WIN, THAN THAN

Position: Lecturer (Non-tenure track)
 Department: Asian Languages and Literature
 Education: Ph.D. Northern Illinois University 1998
 M.A. Northern Illinois University 1991
 B.A. University of Rangoon 1983
 Academic Experience: Burmese Language Coordinator, Southeast Asian Studies Summer Institute (SEASSI), University of Wisconsin, 2014; Burmese teaching and instruction experience
 Pedagogy Training: TESOL-certified; ACTFL training; interpreter's training
 Theses supervised in past 5 years: N/A
 Foreign language competence: Burmese= 5
 Research/teaching specializations: English linguistics
 Overseas/field experience: Burma
 Distinctions: Examiner, International Baccalaureate Organization, (September 2005- present); Consultant, Radio Free Asia, Editorial Department, June 2000 – present
 Recent publications: 2006 "Progressive in Typological Perspective," co-auth. R. Puset & J. Wijaja in *Languages in Contrast*, pp. 177-227.
 2004 *Blood Bond*. Translation of a Burmese novel. (Center for Southeast Asian Studies, University of Hawaii at Manoa)
 Percent of time to program: 100%
 Courses taught: Beginning, Intermediate Burmese and Advanced Burmese

YANG, ANAND

Position: Professor (tenured)
 Department: Jackson School of International Studies; History
 Education: Ph.D. University of Virginia 1976
 B.A./B.S. Swarthmore College 1970
 Academic Experience: Chair, History Department, University of Washington; Director, Henry M. Jackson School of International Studies, 2002-10; Former Director, South Asia Center, University of Washington; Former History Department Chair & Director of Asian Studies Program, University of Utah
 Theses supervised in past 5 years: 3 Ph.D.; 3 M.A.
 Foreign language competence: Hindi= 5, Urdu= 5, Chinese= 3, Spanish= 2, French= 2
 Research/teaching specializations: Migration, peasants, imperialism and colonialism, comparative and world history, human security, South Asia, Southeast Asia, East Asia, comparative Asia
 Overseas/field experience: India, 1974-75, 1984-85, 1994-95, brief visits, 2012, 2013
 Distinctions: Co-Chair, Program Committee, American Historical Association Annual Meeting, 2017, National; Board Member, Council of International Exchange of Scholars, National President, World History Association (WHA), 2008-10.
 Recent publications: 2017 *Thirteen Months in China: A Subaltern Indian and the Colonial World* (Delhi: Oxford University Press).
 2016 "'Near China beyond the Seas Far Far Distant from Juggernath': The Mid-Nineteenth-Century Exile of Bhai Maharaj Singh in Singapore," in *Exile in Colonial Asia: Kings, Convicts, Commemoration*, ed. Ronit Ricci (Honolulu: University of Hawaii Press).
 Percent of time to program: Less than 25%
 Courses taught: History of Twentieth-century India; Making of the Modern World: World History since 1500; Readings in International Studies; Interdisciplinary Study of South Asia

YIN, LUOTH

Position: Lecturer (Non-tenure track)
Department: Asian Languages and Literature
Education: B.A. Ashford University 2012
B.A. Seattle University 1986
Academic Experience: Lecturer, Khmer language, University of Washington, 2011-present
Pedagogy Training: Certified translator, 2011; certified medical interpreter, 2011
Theses supervised in past 5 years: N/A
Foreign language competence: Khmer= 5, English= 5
Research/teaching specializations: Khmer language, Khmer culture and literature, poetry, Certified Translator, 2011, Certified Medical Interpreter, 2011
Overseas/field experience: Under Secretary of State, Ministry of Religion, Cambodia. July 2004- July 2008; Assistant to the President of the National Assembly, National Assembly, Cambodia. January 2000- June 2003; Project Director, Social Services of Cambodia, Phnom Penh, Cambodia. August 1992- December 1999 (Funded by USAID). Developed curriculum and monitored training of Trainers Program, including directorial duties such as preparing and submitting written reports to the funding sources.
Distinctions: Under Secretary of State, Ministry of Religion, Cambodia, 2004-08; Editor's Choice Award (1998) from The National Library of Poetry in the United States.
Recent publications: N/A
Percent of time to program: 100%
Courses taught: Beginning and Intermediate Khmer

Non-Teaching Personnel

SOUTHEAST ASIA CENTER ASSOCIATE DIRECTOR

BUSH, SHANNON

Position: Managing Director, South Asia Center
 Department: Henry M. Jackson School of International Studies
 Education: M.A. University of Washington 2017
 J.D. Stetson University College of Law 1995
 B.S. Florida State University 1991
 Experience: Over ten years’ experience in the legal field reviewing and interpreting laws, rulings, and regulations in the public and private sectors; taught classes in comparative law and English at *Universitas Islam Indonesia* in Yogyakarta, Java, 2002–2003; taught English classes for high school students and to staff at local HIV harm reduction clinic in Denpasar, Bali, summer 2008
 Major fields of interest: Indonesia (Dutch East Indies) in the late colonial period
 Distinctions: Received Jackson School of International Studies’ “book award” for highest GPA
 Contribution to program: Manages daily functions of Southeast Asia Center, including meeting with and advising students, planning and organizing events on campus and conducting outreach activities, maintaining relationships with current project partners and developing new ones, disseminating information about Center activities and finding ways to share regional content with diverse audiences

STAFF

ALARILLA, ADRIAN

Position: Graduate Student Assistant
 Department: Southeast Asia Center
 Education: M.A. University of Washington 2018
 B.A. University of Washington 2015
 Experience: Programming Manager and Filmmaker Liaison, Seattle Asian American Film Festival; Director, Diwa Filipino Film Festival of Seattle; Publicity manager, Kaya Collaborative
 Contribution to program: Responsible for updating and maintaining website and social media feeds, creating posters and promotional materials for events, lectures, and symposia, publishing SEAC’s weekly newsletter, assisting with Center-sponsored events, and recording events for future podcast.

CHARLTON, JOHN

Position: Director of Career Development & Alumni Relations
Department: Henry M. Jackson School of International Studies
Education: M.A. University of Washington 2011
B.A. University of Durham 2003
Experience: Educational Programs Manager, Consulate General of Japan, San Francisco; Manager of Community Programs at Foundation for International Understanding Through Students; Resource Coordinator, UW Graduate and Professional Student Senate; Manager of Education Programs, Hyogo Business and Cultural Center; International Relations Coordinator, City of Iga, Jet Programme
Contribution to program: Manages JSIS Career Services Offices; career advising; programming on internationally-focused career exploration and professional development; assistance with administration for JSIS PhD program

CRAIG, DONALD

Position: Database Manager
Department: Henry M. Jackson School of International Studies
Education: D.M.A. University of Washington 2009
Experience: 8 years, University of Washington; 5 years, software development in audio and video software at Doosan Gallery, Seoul, South Korea
Contribution to program: Manages data for yearly federal reporting; built and maintains online FLAS application; develops and builds surveys; provides consultative support to the ADs of National Resource Centers and Student Services on information system best practices, student enrollment figures and placement data

DAVIS, ROBYN

Position: Director of Fellowships
Department: Henry M. Jackson School of International Studies
Education: M.A. Georgetown University 2006
B.A. University of Washington 2001
Experience: 7 years as fellowship director and coordinator; 1.5 years of managing cultural program of The Jerusalem Fund; 1.5 years as Resident Director of Arabic Flagship Program Alexandria; 3 years as banker for US Bank
Contribution to program: Advertises, promotes, and educates about the FLAS fellowship program campus wide for eight Title VI centers; advises awardees on benefits and academic, travel, and reporting requirements; ensures reports are submitted on time, budgets are balanced, and federal regulations are met.

HASLAM, MARK

Position: Director of Computing Services
Department: Henry M. Jackson School of International Studies
Education: B.A. University of Washington 1997
Experience: 15 years experience supporting academic computing
Contribution to program: Provides a full range of computing services and expertise, including file servers, web servers and web development, application support, desktop support, and technology consulting. Assists with web design/development and archiving.

ILTIS, LINDA

Position: Lead Advisor, Assistant Director of Academic Services
Department: Henry M. Jackson School of International Studies
Education: Ph.D. University of Wisconsin-Madison 1985
M.A. University of Wisconsin-Madison 1979
Experience: 21 years academic advising; 23 years teaching experience; 23 years of service on graduate admissions and scholarship committees; 10 years of foreign study program development and implementation; 6 years of service learning project leadership
Major fields of interest: Anthropology; comparative religion; women and religion; politics, Hinduism and Buddhism.; spirit possession; ritual healing.
Contribution to program: Provides lead academic advising for JSIS Student Services Office, with primary responsibility for majors including International Studies; extensive in-person and online advising; Extensive Pre-Graduate School, internship, and foreign study advising; coordinate curriculum development and advising with program faculty; oversee competitive undergraduate admissions process, and serve on scholarship committees; maintain internal database for tracking undergraduate majors

LATSCH, WOLFRAM

Position: Director, Academic Services
Department: Henry M. Jackson School of International Studies
Education: D.Phil. University of Oxford 2000
ASC Institute of World Economics 1992
M.Sc. University of Oxford 1991
B.A. University of Sussex, Brighton 1990
Experience: 4 years of directorship of Academic Services; lecturer in International Studies, UW 2003-present; Visiting Assistant Professor of Economics, Northwestern University, 2001-2003; Senior Course Developer (Economics), Cognitive Arts Corp./ Columbia University, Evanston, IL, 2000-2001; Lecturer in Economics, Trinity College, University of Oxford, 1997-2000; Isaiah Berlin Junior Research Fellow, Wolfson College, University of Oxford, 1997-2001
Foreign Language Competence: French= 2, German= 3
Overseas/field experience: Research in Tanzania and Zimbabwe, teaching in Japan
Contribution to program: Directs functions of Academic Services including: advising, admissions, outreach, curriculum, and career services; national recruitment for nine graduate programs

MARTS, JONI

Position: Undergraduate Student Adviser
Department: Henry M. Jackson School of International Studies
Education: B.A. University of Washington 2008
Experience: 20 years at UW, 15 years in student advising; 20+ years in event coordination
Foreign language competence: Spanish= 3
Contribution to program: Academic advising; extensive work with student database systems to present up-to-date information for students; information liaison between students, faculty, campus-wide departments, and the public-at-large; assists with in planned campus events; attends information sessions and meetings with Advisors, Social Sciences Learning Link, and the Association of Professional Advisers and Counselors

MORAN, PETER

Position: Director, International Programs and Exchanges
Department: Office of Global Affairs
Education: B.A. Tufts University 1986
M.A. University of Washington 1990
Ph.D. University of Washington 1999
Experience: 2005-09: Director, Nepal Fulbright Commission, Kathmandu, Nepal; 2004-05: Academic Director, School for International Training, Kathmandu, Nepal; 2001-03 : Director, International Honor's Program, "Challenges of a Global Culture," Boston University; 1999-2003: Director of Trinity-in-Nepal, Trinity College, Hartford, CT
Foreign language competence: Nepali= 5, Classical and modern Tibetan= 3
Major fields of interest: Buddhism, Nepal, Tibetan communities, anthropology of tourism, international education
Overseas/field experience: Nepal, Tibet, India
Recent publications: 2009 Review of *The Violence of Liberation: Gender and Tibetan Buddhist ... and Tibetan Buddhist Revival in Post-Mao China* in *American Ethnologist* 36.2.
Contribution to program: Oversight of Study Abroad offerings

OPPENHEIMER, DVORAH

Position: Financial Administrator
Department: Henry M. Jackson School of International Studies
Education: B.A. University of Washington 1983
Experience: Over 35 years experience in fiscal administrative management
Contribution to program: Helps manage financial aspects of grant and all budgets within JSIS & communication with Office of Sponsored Programs; supervises business office

READ, TONI

Position: Business Office Manager
Department: Henry M. Jackson School of International Studies
Education: B.A. University of Washington 1999
Experience: Over 35 years experience in office management, executive support, and human resources administration
Contribution to program: Conducts all aspects of faculty and staff searches and hiring; ensures proper staffing needs are met in all programs and at sponsored events; represents JSIS by assisting with University-sponsored events; determines space allocation for all programs and office assignments for faculty and staff; processes visa applications for international Visiting Scholars to JSIS programs; assists Director and programs with broadening visibility of JSIS across campus and the wider community

PROJECT COLLABORATORS

AOKI, PAUL

Position: Director
Department: Language Learning Center, University of Washington
Education: Ph.D. University of Washington 1967
Experience: Affiliate Associate Professor, Department of Linguistics, University of Washington
Major fields of interest: Digital language learning materials, computational linguistics, language learning strategies
Distinctions: Principal Investigator, STARTALK grants; Member, American Association for Artificial Intelligence, Association for Computational Linguistics, Computer-Assisted Learning & Instruction Consortium, Cognitive Sciences Society, American Translators Association.
Contribution to program: Oversight of development of hybrid online Thai course

BEYER, JESSICA

Position: Lecturer & Research Scientist
Department: Henry M. Jackson School of International Studies; Information School
Education: Ph.D. University of Washington 2011
M.A. University of Washington 2005
M.A. University of Bath 2000
B.A. University of Washington 1999
Experience: Research Scientist, Technology & Social Change Group, Information School, UW
Major fields of interest: Cybersecurity issues, particularly non-state actors and international security; political mobilization emerging from highly populated online communities and focused on actors such as Anonymous and other hacktivists, the Pirate Parties, and digital pirates.
Distinctions: 2012 Association of Internet Researcher's Dissertation Award
Recent publications: 2016 "Who is hacking U.S. election databases and why are they so hard to identify?" article in Reuters.com, Sept. 1, 2016.
2015 "You Are Not Welcome Among Us: Pirates and the State," co-auth. F. McKelvey in *International Journal of Communication* 9.
2014 *Expect Us: Online Communities and Political Mobilization*, (Oxford University Press).
Contribution to program: Instructor of "Fundamentals of Global Cybersecurity" course partially funded by SEAC

HUGO, RUSSELL

Position: Linguist & Project Manager
Department: Language Learning Center, University of Washington
Education: Ph.D. University of Washington 2016
M.A. University of Washington 2010
B.A. Western Washington University 2006
Experience: Student Assistant, Linguistics Department, UW
Major fields of interest: Indigenous language vitalization, Computer Assisted Language Learning, and language attitudes in relation to language policy
Distinctions: UW Excellence in Linguistic Research Graduate Award, 2015; UW Top Scholar Award Recipient, 2007-2008
Recent publications: *Forthcoming*. "Indigenous language revitalization in the Pacific Northwest," in *Northwest Voices* (in press), K. Denham ed., (University of Washington Press).
2016 "Endangered languages, technology and learning: A Yakama/Yakima Sahaptin case study," University of Washington Ph.D. Dissertation.
2015 "Judging Formulaic Language: Training, Linguistics and Judging the Judgments," University of Washington Working Papers in Linguistics (UWWPL). Volume 33.
Contribution to program: Technical development of hybrid online Thai course and maintenance of courseware

SHANK, RENEE

Position: Program Manager, Project BECA
Department: University of Washington
Education: Ph.D. University of Washington 2016
M.A. University of San Francisco 2008
B.A. The Evergreen State College 2000
Experience: Multilingual Language Learner Curriculum Developer, Spanish. *Bellevue School*; Caucus Facilitator, University of Washington ELTEP and STEP program; Elementary Instructional Coach, University of Washington ELTEP program.
Major fields of interest: Curriculum and Instruction, Multicultural Education
Distinctions: Conference presentation: Historical and Personal Understandings of Race: Racial Discourse in Bilingual and Monolingual Teacher Education Courses, American Education Research Association, April 2017.
Recent publications: 2005 Review of *Rethinking Mathematics in Social Justice*, 32.3:126-127.
Contribution to program: Program Coordinator of UW College of Education's Bilingual Educators Capacity (BECA) program

SHEERAN, ANNE

Position: Senior Research and Evaluation Specialist
 Department: Sheeran Consulting
 Education: Ph.D. University of Washington
 M.A. University of Washington
 M.R.P. Cornell University
 Experience: Twenty years of professional work in the United Nations System; Designed and led gender-informed, rights-based, and equity-focused studies. Representative projects include: the comprehensive Communication for Development Capacity gap/needs assessment of the Government of Kenya/UNICEF Country Programme; the Global Assessment of the UNICEF Situation Analysis of Children’s and Women’s Rights; the UNICEF Child Protection Global Meta-Evaluation
 Major fields of interest: Anthropology; multi-stakeholder, technical working group, and executive facing consultative processes in the United Nations system; accelerating equity outcomes for vulnerable children and women, within the normative frameworks of CEDAW, CRPD and CRC.
 Recent Publications
 2017 *Review and critical issues: disabilities knowledge, attitudes, and practices in Tajikistan*. Management and Development Consulting, Inc., USA
 2015 *Communications for Development Capacity Gap/Needs Assessment, Government of Kenya/UNICEF Country Programme 2014–2018*. Management and Development Consulting, Inc., USA.
 Contribution to program: Outside Evaluator

VARGHESE, MANKA

Position: Associate Professor (tenured)
 Department: College of Education
 Education: Ph.D. University of Pennsylvania 2000
 M.Sc. University of Pennsylvania 1997
 B.A. Bristol University, England 1990
 Experience: Assistant Professor, Curriculum and instruction, Language, Literacy, and Culture, UW 2004-2010; various ELL consulting positions; language instructor positions, Seattle University, Antioch University, University of Pennsylvania.
 Foreign language competence: Italian= 5, Spanish= 3, French= 3, Malayalam= 3
 Distinctions: PI, Project PIMSELA: Partnering to Investigate Math and Science English Learners’ Access and Achievement. Institute of Education Sciences, US Department of Education, 2015-17 (\$400,000); 2014 Outstanding Faculty Award, Office of Minority Recruitment and Retention, College of Education, UW; 2014 Nominee, Marsha L. Landolt Distinguished Graduate Mentor Award, UW; 2013 Nominee, Marsha L. Landolt Distinguished Graduate Mentor Award, UW.
 Recent publications: *Forthcoming*. “Language teacher identity in multilingual education,” co-eds. Motha, S, Trent, J., Park, G. & Reeves, J in Special Issue for *TESOL Quarterly*.
Forthcoming. “Towards a composite, personalized and institutionalized teacher identity for non-native speaker teachers in U.S. secondary ESL programs,” co-auth. I. Huang in *Critical Inquiry in Language Studies* (in press).
 Contribution to program: Director of UW College of Education’s Bilingual Educators Capacity (BECA) and PI for US/Ed grant (\$2.4 million)
 Courses taught: Differentiated instruction for Elementary Teacher Education; Second Language Acquisition; Multilingual Socialization and Development; Second Language Teacher Education and Identity

ZOVAR, JENNIFER

Position: Faculty Member, Social Sciences (Whatcom Community College)
Department: Anthropology
Education: Ph.D. Vanderbilt University 2012
M.A. Vanderbilt University 2007
B.A. Pacific Lutheran University 1999
Experience: Instructor, Eastern Illinois University, Parkland College; Teaching Assistant, Vanderbilt University
Foreign language competence: Spanish= 5, Indonesian= 4, Aymara= 1
Major fields of interest: South American Andes, North America (esp. Midwest, Southeast, Northwest); archaeology, Ethnohistory, Cultural Resource Management, Ceramic Analysis(including chemical characterization), Landscape/Spatial Analysis, Mortuary Analysis
Distinctions: 2008 Wenner-Gren Dissertation Fieldwork Grant (\$15,300); Member, Society for American Archeology, American Anthropological Association.
Recent publications: "La Transformación de la Vivienda: Arquitectura Doméstica en Khonkho Wankane,Bolivia," In *Arqueología del Área Centro Sur Andina: Actas del Simposio Internacional 30 de Junio*, No. 7
Contribution to program: Whatcom Community College faculty partnering on Viet Nam Archaeological Field School

COMPREHENSIVE NRC AND FLAS FOR SOUTHEAST ASIA
UNIVERSITY OF WASHINGTON
APPENDIX C
COURSE LIST

AREA STUDIES COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment		2017-18 Offered	2018-19 to Offer	Percent of SEA Content
UG		G							
AMERICAN ETHNIC STUDIES									
AES 462	Comparative Race Relations	Nguyen	Sp	5			□		25%
AES 498	History and Memory: Race, Archives, and Afterlives of War	Nguyen	Sp	5			□		25%
ANTHROPOLOGY									
ANTH 210	Intro to Environmental Anthropology	Lowe	SpSu	5,5	14	0	□	□	25%
ANTH 303	Health Technologies	Grant	W	5			□		30%
ANTH 315	Southeast Asian Civilization	Sutrisno	Su	5	3	0			100%
ANTH 352	Buddhism and Society	Grant	A	5				□	80%
ANTH 369	Cambodia: History, Politics, Ethno.	Grant	A	5			□		100%
ANTH 408	Exploration of Science, Health, Development, and Politics in SEA	Grant	A	5				□	100%
ANTH 469	Southeast Asian Knowledge and the Politics of Information	Henchy	Sp	5			□		100%
ANTH 473	Anthropology of Science and Technology	Lowe	W	5	5	5			25%
ANTH 479	Medicine, Science, and Technology in Southeast Asia	Grant	A	5	21	0			100%
ANTH 526	Political Islam	Robinson	A	5				□	25%
ANTH 569	Missing Pictures: History and Poetic Imagination with Rithy Panh	Grant	A	3			□		100%
ARCHEOLOGY									
ARCHY 325	Archeology of Island Southeast Asia and the Pacific	Lape	AW	5,5	24	0		□	100%
ARCHY 525	Archeology of Island Southeast Asia and the Pacific	Lape	W	5	0	3			100%

Listings in red indicate courses to be supported by US/Ed funding

Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment		2017-18 Offered	2018-19 to Offer	Percent of SEA Content
					UG	G			
ASIAN AMERICAN STUDIES									
AAS 210	Asian American Pacific Islander Identity	So	Sp	5	42	0	☐		50%
AAS 360	Critical Filipino American Histories	Bonus	A	5	44	1	☐	☐	100%
AAS 392	Asian Pacific Islander American Women	Nguyen	AW	5,5	25	1	☐	☐	25%
AAS 395	Critical Studies of Post-Vietnam War Southeast Asian Americans	So	A	5	40	0	☐		50%
AAS 402	Contemporary Asian American Literature	Schleitwiler	W	5	42	1			25%
ASIAN LANGUAGES AND LITERATURE									
ASIAN 401	Intro to Asian Linguistics	Handel	W	5	34	1			25%
ASIAN 494	Ramayana in Comparative Perspective	Pauwels	Sp	5	7	3			50%
VIET 361	Postwar Vietnam in Literature	Turner	Su	5	1	0			100%
CENTER FOR HUMANITIES									
HUM 597	Missing Pictures: History and Poetic Imagination with Rithy Panh	Grant	A	1			☐		100%
COMMUNICATION									
COM 294	International Reporting Workshop: Janelle Rekta	Stonehill	Sp	var	20	0			75%
COMPARATIVE HISTORY OF IDEAS									
CHID 250	Gender, Conflict, and Peace Building	Pepper	Su	5			☐		50%
CHID 485	Comparative Colonialism	Rafael	A	5	17	2		☐	50%
CHID 498	Thai Language and Culture	Faculty	A	5				☐	100%
COMPARATIVE LITERATURE									
C LIT 322	Asian & Western Literature	Dubrow	W	5	7	0	☐		25%
COMPARATIVE RELIGION									
RELIG 211	Muslim Beliefs and Practices	DeYoung	Su	5			☐		25%
RELIG 356	Buddhism and Society	Grant	A	5				☐	80%
ENGLISH									
ENGL 316	Postcolonial Literature and Culture	Reddy	AW	5,5	24	1	☐		25%

Listings in red indicate courses to be supported by US/Ed funding

Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment		2017-18 Offered	2018-19 to Offer	Percent of SEA Content
		UG	G						
COLLEGE OF THE ENVIRONMENT									
ENVIR 103	Society and the Oceans	Christie	Sp	5			☐		25%
SMEA 103	Society and the Oceans	Christie	Sp	5			☐		25%
SMEA 509	Integrated Coastal Management	Christie	A	3	0	14		☐	50%
GENDER, WOMEN, AND SEXUALITY STUDIES									
GWSS 392	Asian Pacific Islander American Women	Nguyen	AW	5,5	14	0	☐	☐	25%
HISTORY									
HSTAS 221	History of Southeast Asia	Nguyen	WSu	5,5	14	1	☐	☐	100%
HSTAS 264	Violence, Race, and Memory	Sears	Sp	5	36	1	☐		100%
HSTAS 265	The Vietnam Wars	Giebel	SpSu	5,5	30	0	☐		100%
HSTAS 466	Indonesian Culture	Sears	A	5				☐	100%
HSTAS 490	Research Seminar in Asian History	Giebel	W	5			☐		75%
HSTAS 530	Field Course in SE Asian History	Giebel	W	5	0	5			100%
HSTAS 532	Seminar in Southeast Asian History	Sears	Sp	5	0	7			100%
HSTAS 534	Indonesian History	Sears	A	5			☐		100%
HSTAS 566	Indonesian Culture	Sears	A	5				☐	100%
HSTCMP 205	Filipino Histories	Rafael	WSu	5,5	71	0	☐		100%
HSTCMP 485	Comparative Colonialism	Rafael	A	5	28	5		☐	50%
INTERNATIONAL STUDIES									
JSIS 202	Cultural Interactions	Lowe	Su	5	9	0		☐	25%
JSIS 203	Rise of Asia	Kale	A	5	68	0	☐	☐	25%
JSIS 478	Fundamentals of Global Cybersecurity	Beyer	W	5				☐	25%
JSIS 483	Research Seminar in Asian History	Giebel	W	5			☐		50%
JSIS 486	Medicine, Science, and Technology in Southeast Asia	Grant	A	5	9	1			100%
JSIS 486	Exploration of Socio-economic Life in Vietnam	Turner	Su	5	3	0			100%
JSIS 486	Cambodia: History, Politics, Ethnography	Grant	A	5			☐		100%
JSIS 578	Careers and Professional Development in International Affairs	Lyon	Sp	2				☐	25%
JSIS 586	Southeast Asia Seminar	Henchy	A	5	0	3		☐	100%

Listings in red indicate courses to be supported by US/Ed funding

Course Number	Course Title	Instructor	Term	Contact Hours	2016-17		2017-18 Offered	2018-19 to Offer	Percent of SEA Content
					Enrollment UG	G			
JSIS 586	History of Southeast Asia	Nguyen	W	5			☐	☐	100%
JSIS 586	Special Topics: Southeast Asia	Giebel	Sp	5			☐		100%
JSIS A 205	Filipino Histories	Rafael	WSu	5,5	34	0	☐	☐	100%
JSIS A 210	Islamic Civilizations	Mahmood	A	5			☐		25%
JSIS A 221	History of Southeast Asia	Nguyen	WSu	5,5	3	0	☐	☐	100%
JSIS A 265	The Vietnam Wars	Giebel	SpSu	5,5	22	0	☐		100%
JSIS A 315	Southeast Asian Civilization	Sutrisno	Su	5	3	0			100%
JSIS A 419	SEA Knowledge & the Politics of Info	Henchy	Sp	5			☐		100%
JSIS A 461	Ramayana in Comparative Perspective	Pauwels	Sp	5	8	0			50%
JSIS A 462	Indonesian Culture	Sears	A	5				☐	100%
JSIS A 463	Topics in Southeast Asian History	Hirschman	A	5	1	5		☐	100%
JSIS A 506	Southeast Asian Studies	Low	A	5			☐		100%
JSIS A 534	Indonesian History	Sears	A	5			☐	☐	100%
JSIS A 580	Field Course in SE Asian History	Giebel	W	5	0	5		☐	100%
JSIS A 582	Seminar in Southeast Asian History	Sears	Sp	5	0	5		☐	100%
JSIS A 586	Indonesian Culture	Sears	A	5				☐	100%
JSIS B 103	Society and the Oceans	Christie	Sp	5			☐		25%
JSIS B 264	Violence, Race, and Memory	Sears	Sp	5	27	0	☐		100%
JSIS B 351	Global Environment	Low	ASp	5,5	85	0	☐	☐	25%
JSIS B 455	International Environmental Policy	Begun	Sp	5			☐		25%
JSIS B 526	Political Islam	Robinson	A	5				☐	25%
JSIS C 490	Seminar on Buddhism: Skillful Means	Tokuno	A	5	7	0			25%
JSIS C 590	Seminar on Buddhism: Skillful Means	Tokuno	A	5	0	1			25%
LAW									
LAW B 556	Islamic Law	Lombardi	AW	4,4	0	11	☐	☐	25%
LAW E 560	Muslim Legal Systems	Lombardi	Sp	3			☐		25%
LAW, SOCIETIES & JUSTICE									
LSJ 510	Gender & Law in Muslim-Majority Societies	Osanloo	A	var			☐		25%
MUSIC									
MUSEN 411	Gamelan Ensembles	Sunardi	AWSp	1,1,1	4	1	☐	☐	100%
MUSEN 511	Gamelan Ensembles	Sunardi	AWSp	1,1,1	0	5	☐	☐	100%
MUSIC 250	World Music	Sunardi	W	3	25	1		☐	25%

Listings in red indicate courses to be supported by US/Ed funding

LANGUAGE COURSES									
Course Number	Course Title	Instructor	Term	Contact Hours	2016-17 Enrollment UG	G	2017-18 Offered	2018-19 to Offer	Percent of SEA Content
BURMESE									
JSIS 486	Elementary Burmese	Win	AW	3,3			☐		100%
JSIS 486	Intermediate Burmese	Low	AWSp	3,3,3	0	2	☐	☐	100%
INDONESIAN									
INDO 111,112,113	Elementary Indonesian	Sandjaja	AWSp	5,5,5	8	2	☐	☐	100%
INDO 201	Indonesian for Heritage Speakers	Sandjaja	A	5				☐	100%
INDO 211,212,213	Intermediate Indonesian	Sandjaja	AWSp	5,5,5	3	1	☐	☐	100%
INDO 311,312,313	Advanced Indonesian	Sandjaja	AWSp	5,5,5	1	2	☐	☐	100%
INDO 411	Fourth-Year Indonesian	Sandjaja	A	3				☐	100%
INDO 499	Undergraduate Research	Faculty	AWSp	var			☐	☐	100%
ASIAN 600	Independent Study in Indonesian	Faculty	AWSpSu	var	0	12	☐	☐	100%
KHMER									
JSIS E 101,102,103	Elementary Khmer	Yin	AWSp	5,5,5	13	1	☐	☐	100%
JSIS E 201,202,103	Intermediate Khmer	Yin	AWSp	5,5,5	4	0	☐	☐	100%
JSIS E 302,303	Advanced Khmer	Yin	WSp	5,5			☐	☐	100%
TAGALOG									
TAGLG 101,102,103	Basic Tagalog	Atienza	AWSp	5,5,5	48	3	☐	☐	100%
TAGLG 201,202,203	Intermediate Tagalog	Atienza	AWSp	5,5,5	11	2	☐	☐	100%
TAGLG 303	Advanced Tagalog	Atienza	Sp	5	5	0	☐	☐	100%
THAI									
THAI 111,112,113	Elementary Thai	Kesavatana-Dohrs	AWSp	5,5,5	19	0		☐	100%
THAI 211,212,213	Intermediate Thai	Kesavatana-Dohrs	AWSp	5,5,5	2	0	☐		100%
THAI 311,312,313	Advanced Thai	Kesavatana-Dohrs	AWSp	5,5,5	1	0		☐	100%
THAI 499	Undergraduate Research	Faculty	AWSp	var					100%
VIETNAMESE									
VIET 111,112,113	Elementary Vietnamese	Turner	AWSp	5,5,5	23	2	☐	☐	100%
VIET 211,212,213	Intermediate Vietnamese	Turner	AWSp	5,5,5	13	0	☐	☐	100%
VIET 214	Accelerated Vietnamese	Turner	Su	5			☐	☐	100%
VIET 311,312,313	Advanced Vietnamese	Turner	AWSp	5,5,5	7	0	☐	☐	100%
VIET 499	Undergraduate Research	Faculty	AWSp	var			☐	☐	100%

Listings in red indicate courses to be supported by US/Ed funding

Project Goal Statement 1: Increase the number of students graduating from the University of Washington with advanced training in LCTL and Priority LCTL languages.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 5% Vietnamese language course enrollments at the advanced level each project year.	A.1 Work with Asian Languages & Literature to support and publicize expansion of Beginning Vietnamese class offerings to increase pool of students continuing on for advanced training. A.2 Enhance promotional efforts for Vietnamese, including to Heritage Students.	Enrollments in advanced level course	Annually	UW enrollment data	13	14	15	16	17
		Number of promotional materials and e-mailings created	Quarterly	SEAC records	0	3	5	5	5
B) Rebuild Thai language course enrollments at the beginning level to the same average figure (28 students) in years 2014-2017	B.1 Promote and publicize live/online hybrid Beginning Thai course to UG and graduate students. B.2 Work with Language Learning Center to promote hybrid class on campus- including links posted on UW unit websites- and to LLC's counterparts at other IHEs.	Students enrolled at Beginning level	Annually	UW records	0	8	15	22	28
		Tracking of presentations; web postings	Annually	SEAC, LLC, and UW records	0	3	3	3	3
C) Increase by 20 students by the end of Y4 the number of Heritage students enrolling in Int. or Adv. language training.	C.1 Work with language instructors to develop promotional materials and publicize new Heritage class sections widely.	Number of Heritage students enrolling in new language sections	Annually	Asian Lang & Lit Department; language faculty	0	5	10	15	20

Project Goal Statement 2: Increase understanding of SEA and the career relevance of SEAC programs									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 5% each year the number of college students who report Center activities influence career awareness and career readiness.	A.1 Promote One City Project internships to bicultural/ bilingual UG students.	Number of targeted campaigns	Annually	Center data	0	2	4	5	5
	A.2. Develop internship pipeline with TCEDC for CC students to work in area businesses engaging with SEA	Number of students hired after completing internship	Annually	Reporting from Thurston County Econ Devt Council	N/A				
B) Increase by 5% each year the number of UW students who minor in Vietnamese studies offered by Asian L&L	B.1. Work with dept. to support and publicize new minor in Vietnamese Lit, Lang, and Culture.	Number of targeted campaigns	Annually	Department and SEAC data	0				
	B.2. Promote minor to students at campus events	Number of students completing minor	Annually	UW internal data	0				
C.) Increase knowledge of students outside of Area Studies about SEA.	C.1.Support pre-departure cultural training about Indonesia for UW Engineering students participating in Dr. Kim’s Study Abroad program.	The percent of students who report their understanding of SEA has increased.	Before each study abroad trip	Survey	0				

Southeast Asia Center, University of Washington
 Appendix D: NRC Performance Measure Form

	C.2. Support pre-departure cultural training about Viet Nam for UW and Whatcom students participating in Dr. Marwick's Study Abroad program.	The percent of students who report their understanding of SEA has increased	Before each study abroad trip conference	Survey	0				
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Project Goal Statement 3: Expand professional development and teacher training to K-12 educators in the greater Seattle area through both outreach projects and development of online resources									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A.) Increase the number of K-12 teachers in the Seattle area that are exposed to and incorporate SEA content in their classrooms.	A.1. Offer a series of professional or curriculum development workshops with SEA content in collaboration with Highline School District.	Number of professional development workshop participants.	Annually	Registration numbers; sign in sheets	0				
	A.2 Partner with local civic organizations to provide outreach to educators using literature, oral histories, and multimedia resources	Number of workshop participants	Annually	Registration numbers; sign in sheets	0				
B) Increase the number of resources available to teachers and the public on SEAC's website.	B.1 Expand upon SEAC's "Teachable" series which provides facts about SEA countries and classroom activity suggestions.	No. of new modules uploaded to SEAC website	Annually	Website; institutional records	x)
	B.2 Create curricular units for secondary teachers using Project Based Instruction model	No. of new units uploaded	Annually	Website; institutional records					
	B.3 Expand catalog of podcasts available.	No. of new podcasts	Annually	Website; institutional records					



Depok, 16 March 2018

Dr. Celia Lowe
Professor of Anthropology
Director, Southeast Asia Center
University of Washington

Re: Letter of Support for Collaborative Project between the Center for Sustainable Infrastructure Development at the University of Indonesia (CSID UI) and the University of Washington

To: Celia Lowe and Amy Kim:

It is my pleasure to submit this letter in support of the participation of the Center for Sustainable Infrastructure Development at the University of Indonesia (CSID UI) in establishing a Study Abroad program in collaboration with the University of Washington's Department of Civil and Environmental Engineering and its Southeast Asia Center. This partnership has developed since the spring of 2017 when Dr. Amy Kim, Assistant Professor of Civil and Environmental Engineering, and her PhD student, Lysandra Medal, visited CSID UI as part of a cross-college research collaboration, sponsored in part by the Southeast Asia Center, to share knowledge on sustainable building and infrastructure. In December 2017, I visited Dr. Kim and her students at the University of Washington to expand upon the foundation we had established that spring.

While in Seattle, I gave a talk on "Accelerating Sustainable Infrastructure Development in Indonesia," which highlighted the emphasis my government has put on massive infrastructure development plans. We recognized the opportunity this provides not only for scholar-to-scholar research collaboration, but for peer-to-peer partnerships between engineering students at the University of Indonesia and the University of Washington.

Each of our institutions has considerable international experience and strong institutional support for this Study Abroad project. The International Office at the University of Indonesia has established exchange programs with the University of Melbourne, University of New South Wales, Queensland University of Technology, and Taipei Medical University, to name a few. We have facilities, such as housing, in place to accommodate international students, and during Dr. Kim's second visit this March we will combine curriculum development work with site visits and review of logistical support to plan a pilot project. After hosting a small group of UW students in the summer of 2019, we will expand the program's scale by the summer of 2021.

As the oldest state university in Indonesia with more than 160 years of experience in education, the University of Indonesia is a world-class research institution offering nearly 300 programs of study to a student body of over 40,000. At UI, the CSID research focuses on infrastructure design and planning, financial and business management and innovative use of technologies, coupled with emerging best practice approaches applied to infrastructure development. CSID has partnered with universities, NGOs, and government bureau and engages in many national and international research collaboration including with department of civil and environmental engineering, university of Washington



CENTER FOR SUSTAINABLE INFRASTRUCTURE DEVELOPMENT
(Pusat Kajian Pembangunan Infrastruktur Berkelanjutan)
Engineering Center R.305 Faculty of Engineering Universitas Indonesia, Depok 16424
csid.eng.ui.ac.id / email: csid@eng.ui.ac.id



FAKULTAS
TEKNIK

The process to date has been a collaborative one, with a dynamic exchange of ideas and active engagement by all parties. We look forward to institutionalizing a sustainable study abroad program designed so that both engineering students from my institution and UW will take classes and engage in practical learning together. The development and implementation of sustainable building practices and materials will require an international effort and approach in the near future and we are excited about the knowledge-sharing that will stem from this collaboration.

Thank you for your support of this unique and important higher education partnership.

Sincerely,

Associate Professor Dr. Mohammed Ali Berawi
Executive Director



May 12, 2018

John Compton
Founder/CEO, One City Project
9220 16th Ave. SW, Unit B
Seattle, WA 98106

To Whom it May Concern,

I am writing to express the support of One City Project for the University of Washington's NRC grant application supporting Vietnamese teaching internships at White Center Heights Elementary's Vietnamese dual language program. One City Project is a Seattle-based nonprofit organization that recruits bilingual and bicultural undergraduates into teaching careers where their language and cultural backgrounds are highly impactful. The Southeast Asia Center (SEAC) has been a supportive partner for our organization in the past, and we look forward to sustaining this partnership in this next grant cycle.

Bilingual K-12 programs are a proven model to address achievement gaps for English Language Learner (ELL) communities. While impactful, schools that implement this education model often encounter hiring challenges, as all teachers need to be bilingual speakers of the program's target language, as well as maintain all other required teacher credentials. White Center Heights Elementary in the Highline School District established the first Vietnamese Dual Language program in the United States and is now entering their sixth year of programming. SEAC will be partnering with us to help recruit future White Center Heights teachers for this program. One City offers paid internships to bilingual and bicultural undergraduates to support classrooms at White Center and other Highline District schools. Over the academic year, interns assist a lead teacher in the bilingual program, lead activities in their home language, and learn how to develop lessons and materials. SEAC proposes to underwrite a stipend students one student receives after completing 105 hours of documented service, as well as promote and advertise the internship program on campus using our networks. The goal of our program is to expose these talented Vietnamese undergraduates to positive teaching experiences and established professional networks so that they will consider a teaching career in the future. In our current cohort, 75% of our interns are actively engaged in education jobs or considering certification programs.

We thank you in advance for your strong and positive consideration of this application.

Best,

John Compton
Founder/CEO, One City Project



15675 Ambaum Boulevard Southwest
Burien, Washington 98166
highlineschools.org
206.433.0111

Re: Letter of Support for Collaboration between Highline School District and UW's Center for Global Studies, South Asia Center, Southeast Asia Center, and East Asia Center

Dear Christian Novetzke, Sunila Kale, Celia Lowe, and William Lavelly:

7 May 2018

I am writing to express support for the programming proposed by the University of Washington's National Resource Centers for Asia and Global Studies, specifically the Center for Global Studies, the South Asia Center, the Southeast Asia Center, and the East Asia Center. Highline Public Schools in King County, Washington serves grades K-12, educating 19,730 students from diverse ethnic and socioeconomic backgrounds in 32 different schools. Currently, 27% of our students are categorized as English Language Learners. Our students speak 95 different languages, the top seven (other than English) being Spanish, Vietnamese, Somali, Amharic, Punjabi, Arabic, and Cambodian. The partnership with UW's National Resource Centers helps us to provide resources for students which speak to their communities and experiences, as well as professional development training for teachers to offer ways of integrating related content into their curriculum.

Over the next four years, the UW Centers will hold workshops and curriculum development for teacher professionals that will focus on their regions or current events affecting Asia in courses like Contemporary Global Issues and World History. In addition, we have discussed partnering to design activities that will respond to the district's needs as Highline introduces new units associated with a Race and Equity Initiative to be launched in the fall. We will also begin planning now to address our curricular requirements in anticipation of our 6th grade transition to middle school in the next two years.

Receiving this assistance from UW will provide a critical resource in support of our educational mission, especially at this time when state funding of education has been limited. Having educational partners that can offer not only classroom materials such as texts, but also training on topics that would be difficult for teachers to otherwise access—such as the Ramayana in literature, contemporary narratives of immigration and migration, and the impact of the Cold War throughout Southeast Asia—allows us to offer greater depth of instruction about Asia and better connect with our students who have such a diversity of experience and cultural background.

We look forward to a long partnership with the UW Centers.

Sincerely,

A handwritten signature in blue ink that reads "Catherine Thompson". The signature is written in a cursive style.

Cathy Thompson, Chief Curriculum & Instruction Officer
Highline Public Schools



Henry M. Jackson School of International Studies
University of Washington
Thomson Hall
Seattle, WA 98195

May 15, 2018

Re: Letter of Support for Collaboration between Hugo House and UW's Center for Global Studies, South Asia Center, and Southeast Asia Center.

To: Christian Lee Novetzke, Sunila S. Kale, and Celia Lowe.

I am writing to express my support for the programming proposed by the Center for Global Studies, the South Asia Center, and the Southeast Asia Center in the Henry M. Jackson School of International Studies at the University of Washington in partnership with Seattle's Hugo House. Hugo House—named in honor of famed Seattle poet Richard Hugo—is an important literary hub in the city for writers of all ages. We are a community-oriented writers' center, offering classes, workshops, resources, and gathering spaces to everyone who loves to write and read books.

The idea for this initiative came from our current writer-in-residence, Sonora Jha, who has worked as a journalist in India and is now Professor of Communications at Seattle University. She is also a celebrated novelist whose 2012 book, *Foreign*, is based on her reportage in rural India. Dr. Jha, along with Peter Bacho, an award-winning, Filipino-American novelist and Professor at the Evergreen State College, will hold a workshop at Hugo House open to all who are interested in learning about South and Southeast Asian literary voices.

Although the first of these workshops will be designed for the general public, the UW Centers will advertise to secondary and post-secondary educators and underwrite their registration fees, working toward the goal of developing workshops tailored for in-service teacher training over the course of the partnership. As this cross-sector partnership develops, it will bring instructors, especially those working with students from underserved and underrepresented communities, together with local writers who speak to important South and Southeast Asian themes. By emphasizing diversity and equity, the proposed one-day workshops will increase the use of South and Southeast Asian literary materials in the classroom.

In Fall 2018, Hugo House is moving to a new and permanent home in the Capitol Hill neighborhood of Seattle. I cannot imagine a more fitting event than the one proposed here to be part of the programming during the inaugural year in our new space.

Thank you very much for your careful consideration. We are very much looking forward to developing a long-lasting and positive relationship with the UW Centers.

Sincerely,

Tree Swenson
Executive Director



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South Puget Sound
Community College
- Renee Sunde**
WA Retail Association
- Rachel Young**
Councilmember,
City of Lacey

April 2, 2018

To: Jackson School of International Studies Title VI NRC Centers

RE: Support for Internships in Thurston County

To Whom It May Concern,

I am writing to express our organization's support for the University of Washington's NRC grant application for supporting internships in greater the Thurston County region. The Economic Development Council is the lead economic development organization for Thurston County and is governed by a 25-member volunteer Board of Directors. The Board is comprised of both private and public sector leaders of the community representing nearly every economic sector of the region, elected officials form the four larger cities, the Port of Olympia, the County Commission, and higher education. Our support is in recognition that a central tenet of our work is to seek out programs and efforts that build strong quality communities.

The application addresses a critical element in the support of our community's desire for a pipeline of quality internship opportunities. Internships are a key component in a robust workforce strategy to grow our local workforce talent by training and ultimately filling and addressing a growing workforce gap. This has a direct positive economic impact on a community by way of utilizing internships as a retention and expansion strategy for local businesses.

The Thurston EDC recently launched and completed an Internship Pipeline pilot program that was funded by the Pacific Mountain Workforce Development Council – our regions designated workforce development council. This pilot program focused on understanding the needs of our local employers and assessing when/where we could fulfil these needs with internships. This program proved that internships lead to employment as we found that the majority of the interns in the program enjoyed gainful employment either at the place of their internship or by way of a strong introduction from one organization to another. This program laid the foundation for our region to continue to build and expand an internship pipeline in our region.

We thank you in advance for your strong and positive consideration of this application.

Sincerely,

Michael Cade
Executive Director



April 18, 2018

U.S. Department of Education, OPE
International and Foreign Language Education
National Resource Centers Program
400 Maryland Avenue SW, Room 3E245
Washington, DC 20202

Dear Title VI Program Staff and Reviewers:

It is a great pleasure to write this letter in support of the University of Washington Title VI National Resource Centers' application for renewed funding. Over the past two years, Tamara Leonard, Managing Director for the University of Washington's Center for Global Studies, and her colleagues at the National Resource Centers within the University of Washington's Henry M. Jackson School for International Studies (JSIS) have collaborated with Green River College in numerous meaningful and mutually beneficial ways, in pursuit of excellence in education.

This collaboration with JSIS staff and faculty commenced when Green River College started working on a project to expand its Foreign Language instruction and enhance Global Studies content in its general education curriculum. Center for Global Studies, Center for West European Studies, Ellison Center for Russian, East European and Central Asian Studies, and Southeast Asia Center Managing Directors made three presentations on faculty development opportunities during Green River's campus-wide In-Service Days. UW NRCs have arranged several professional development opportunities for Green River employees:

- Conference travel funding: A Green River Japanese faculty member attended the annual Association for Asian Studies (AAS) conference in Washington, DC during spring break 2018. He returned inspired and ready to retool existing courses, to explore new offerings with an eye towards increasing enrollments, and conduct much-needed research in his areas of study.
- Community College Master Teachers' Institute: Over the past two years, Green River faculty have presented at and attended this Institute.
- Other professional development: Two Green River faculty members were selected to attend the Summer Educators Program in Brussels, to enhance their History and Political Studies courses.
- Special training: A Green River Spanish faculty member attended the four-day mixed languages Oral Proficiency Interview Assessment Workshop offered in June 2017 by the Center for Global Studies, Center for West European Studies, and East Asia Center. The skills that she acquired have been invaluable in placing our Spanish language students accurately in the correct levels.
- Mentoring: Green River and JSIS formed mentoring pods in the fall of 2017 to create a professional learning community. Faculty and staff come from its various NRCs, including the Southeast Asia Center, Center for West European Studies, Center for Global Studies, and East Asia Center. This partnership also involves the JSIS Office of Academic Services.

- Presentations in Intercultural Competence: Through this partnership, Green River representatives met UW faculty member Dr. Anu Taranath, and hosted her twice to present workshops for Green River faculty and staff on intercultural competence. Her workshops were so well-received that we will invite her back for a third workshop this year. The workshops enabled much-needed discussions among staff and faculty from different instructional divisions, as Dr. Taranath challenged participants to explore their underlying assumptions and ways of working.
- Academic research: Green River faculty were provided with University of Washington library cards that grant access to books, journals, special collections and other invaluable materials for faculty research and professional development.

Over the past two years, in great part due to collaborating on faculty development with JSIS' NRCs, Green River College has achieved three important goals:

1. Green River's new Global Studies concentration course has been completed, and will begin enrolling students in the fall of 2018.
2. Green River's Spanish and Japanese language programs have been strengthened by increasing faculty members' pertinent skills and knowledge, which benefit language assessment and course development.
3. The college has resurrected its previously dormant Chinese language program. In addition to its two existing study abroad programs in Japan and Spain, Green River is now offering a third study abroad option in Taiwan, where American students will learn about Chinese culture and take intensive Chinese language classes.

By creating meaningful opportunities for different groups to interact with each other, both institutions have benefited. Green River faculty members have gained valuable knowledge and skills through conferences, training, and mentoring supplied by JSIS. Green River faculty have reciprocally shared information and feedback from a community college perspective, both formally and informally, with JSIS staff and faculty. Based upon these experiences, planned future collaborations between JSIS' NRCs and Green River College will include making targeted professional development opportunities available to a wider audience at Green River, facilitating a student transfer pathway, and developing a course-based credit articulation agreement in selected courses with a Global Studies focus.

Green River College deeply appreciates your consideration of the enclosed funding proposal. For further information on Green River's relationship with the University of Washington's Title VI National Resource Centers, please feel free to contact Vivette Beuster at vbeuster@greenriver.edu or (253) 288-3343.

Sincerely,



Suzanne Johnson, Ph.D.
President

Description of Positions to be Filled | Southeast Asia Center

This statement serves to justify costs for prospective project personnel. The compensation for these positions to be filled in the future is explicitly listed as line items in the Budget Narrative. The positions are described below and the reasonableness of compensation is set forth, as follows:

Outreach Student Hourly Assistant: Duties entail: posting, updating, and managing the SEAC website; recording and editing podcasts; maintaining email listservs (faculty, graduate and undergraduate students, and community); creating and sending weekly e-newsletters on behalf of SEAC; creating and/or editing visually appealing electronic and print promotional material, publications, articles (brochures, newsletters, posters, online newsletters), and publicity for events, courses, and other program activities; assisting with promotion and publicity of events and activities; developing and maintaining social media presence through Facebook, Twitter, Instagram, and other media platforms; assisting with set-up and break-down of colloquia/lectures, outreach events, and other special events.

Compensation is budgeted at \$18/hour. The minimum wage in Seattle is \$15/hour and UW's minimum wage is \$15.45. The position requires specialized knowledge of Southeast Asia, web design, and digital marketing platforms; thus a wage above the minimum threshold is reasonable.

Vietnamese Language Instructor: Candidates will have native or near-native proficiency, with background and experience in teaching of language and culture. Familiarity with current trends in pedagogy and technology applications will be required and experience with proficiency testing and computer assisted language learning preferred. Candidates should have at least an M.A. They should be prepared to teach Vietnamese language at all levels.

The position is necessary to expand Vietnamese language offerings as described in the Proposal Narrative. The successful candidate will teach one level each quarter (.50 FTE) and be appointed to a one-year term with the possibility of renewal. Compensation will be based upon the minimum salary allowable for the home department at the University of Washington for the applicable classification: \$48,600/academic year (9 months). After each successive year of the grant, the amount will be raised by the standard cost of living adjustment.

Thai Language Instructor: Candidates will have native or near-native proficiency, with background and experience in teaching of language and culture. Familiarity with current trends in pedagogy and technology applications will be required. Experience with proficiency testing and computer assisted language learning is highly desirable. Candidates should have at least an M.A. They should be prepared to teach Thai language at all levels.

The position is necessary to maintain Thai language offerings as described in the Proposal Narrative. The successful candidate will teach one level each quarter (.50 FTE) and will be appointed to a one-year term. Compensation will be based upon the minimum salary allowable by the College of Arts and Sciences for the applicable classification based upon a national search: \$48,600/academic year (9 months).

Vietnamese Language Assistant for the UW College of Education's Bilingual Educators Capacity Program: Candidates will have native proficiency with background in instructional pedagogy. The incumbent will participate in the bilingual endorsement phase of the program and will be responsible for delivering methodology classes and translating related materials in Vietnamese. The position is necessary in order to ensure the accuracy of the information conveyed to teacher-candidates in the program and testing materials. The amount budgeted is anticipated to cover three days of training. This would be significantly under the market rate for professional translators/interpreters, but we will rely on connections within the academic community to achieve considerable cost-saving.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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University of Washington, Seattle
 Comprehensive NRC: Southeast Asia
 FY 2018-2021 BUDGET

		Title VI Funds									
		Year 1	Year 2	Year 3	Year 4						
		2018	2019	2020	2021						
Fiscal Yr:		2018-19	2019-20	2020-21	2021-22	Total					
Academic Yr:		2018-19	2019-20	2020-21	2021-22	Total					
Item No.	1. SALARIES	Benefits						Priorities			
		Year 1	Year 2	Year 3	Year 4						
A. Administrative											
1	Associate Director (S. Bush)					32,524	33,825	35,178	36,585	138,112	
	39.28% of salary 12 Months										
	Benefits 33.50%	10,896	11,331	11,785	12,256						
2	Data Analyst (D. Craig)					3,060	3,182	3,309	3,441	12,992	
	7% FTE 12 months										
	Benefits 33.50%	1,025	1,066	1,109	1,153						
3	FLAS Coordinator (R. Davis)					3,586	3,729	3,878	4,033	15,226	
	5% of salary 12 months										
	Benefits 33.50%	1,201	1,249	1,299	1,351						
	Subtotal, Administration					39,170	40,736	42,365	44,059	166,330	
B. Language Instruction											
4	Khmer Lecturer (L. Yin)										FLP 2
	100% FTE, 9 months	10,849				41,251				41,251	
	75% FTE, 9 months		8,462	8,801	9,153		32,176	33,463	34,801	100,440	
	Benefits 26.30%										
5	Burmese Lecturer (T. Win)										FLP 2
	30% FTE (3 credit hrs, 3 quarters)					12,122	12,607	13,111	13,635	51,475	
	Benefits 26.30%	3,188	3,316	3,448	3,586						
6	Vietnamese Lecturer										FLP 2
	50% FTE, 9 months					24,300	25,272	26,283		75,855	
	Benefits 26.30%	6,391	6,647	6,912							
7	Thai Lecturer										FLP 2
	50% FTE, 9 months								27,334	27,334	
	Benefits 26.30%				7,189						
8	Course Dev. Grant, Digital Thai (Kesavatana)										FLP 2
	Benefits 26.30%	2,630	2,630	1,315	1,315	10,000	10,000	5,000	5,000	30,000	
	Subtotal, Language Instruction					87,673	80,055	77,857	80,771	326,355	
C. Area and Other Instruction											
9	SEA MA Course										
	The Politics of Information (J. Henchy)							3,000		3,000	
	Benefits 33.50%			1,005							
10	JSIS/SEAC Courses										
	1) Fundamentals of Global Cybersecurity (J. Beyer)					2,451	2,549	2,651	2,757	10,408	AP1
	Benefits 26.30% (@ 20% w 5 NRCs)	645	670	697	725						
11	SEA M.A. Director of Graduate Studies										
	Benefits 26.30%	789	789	789	789	3,000	3,000	3,000	3,000	12,000	
12	UW Bilingual Educators Capacity Program										
	Vietnamese Lang. Asst.					1,500	1,500	1,500	1,500	6,000	CPP 2
	Benefits 26.30%	395	395	395	395						
	Subtotal, Area and Other Instruction					6,951	7,049	10,151	7,257	31,408	

University of Washington, Seattle
 Comprehensive NRC: Southeast Asia
 FY 2018-2021 BUDGET

					Title VI Funds					
					Year 1	Year 2	Year 3	Year 4		
					Fiscal Yr:	2018	2019	2020	2021	
					Academic Yr:	2018-19	2019-20	2020-21	2021-22	Total
D. Outreach Personnel										
13	Outreach Student Hourly Assistant									
	\$18/hr (12 hours/week x 32 weeks)					6,912	6,912	6,912	6,912	27,648
	Benefits 21.40%				1,479	1,479	1,479	1,479		
	Subtotal, Outreach Personnel					6,912	6,912	6,912	6,912	27,648
SALARIES SUBTOTAL						140,706	134,752	137,285	138,999	551,741
2. FRINGE BENEFITS										
		% of	Salaries							
	Faculty	26.30%	354,772		24,887	22,909	22,357	23,152		93,305
	Classified staff	40.30%	0		0	0	0	0		0
	Professional staff	33.50%	169,331		13,122	13,646	15,198	14,760		56,726
	Graduate student appointments	17.10%	0		0	0	0	0		0
	Hourly assistance	21.40%	27,645		1,479	1,479	1,479	1,479		5,916
			551,748							
FRINGE BENEFITS SUBTOTAL						39,488	38,034	39,034	39,391	155,947
3. TRAVEL										
A. Foreign Travel										
14	Faculty and SEAC Staff to SEA for Curriculum and Professional Development (partial support, 1-3 trips per year)					2,500	2,500	2,500	2,500	10,000
15	Faculty Exchange w IHEs in SEA (travel)					1000		2000		3000
16	Integrated Solutions for the Built Env't faculty to SEA for Study Abroad (1 trip for fac and staff)					4000	2000	2000	4000	12000
17	School of Social Work, Partnering in Health, SSW fac to SEA					1,000	1,000	1,000	1,000	4,000
18	SEAC visiting lecturers					2,000	2,000	2,000	2,000	8,000
B. Domestic Travel										
19	Director and 1 Staff to AAS (in Seattle Y3)					1,500	1,500		1,500	4,500
20	Faculty Professional Development, 4 trips @ \$500					2,000	2,000	2,000	2,000	8,000
21	NLRCEAL pedagogy and training workshops, 2-3 trips (language faculty)					1,000	1,000	1,000	1,000	4,000
22	SEAC Language Coordinator Prof.Dev't					1,500	1,500	1,500	1,500	6,000
23	Travel Stipends for K-14 Teacher Outreach to attend SEAC workshops and conferences, 8 @ \$250					500	500	500	500	2,000
TRAVEL SUBTOTAL						17,000	14,000	14,500	16,000	61,500
4. SUPPLIES										
24	Library Acquisitions					8,000	10,000	10,000	10,000	38,000
	Duplication for Outreach Events					250	250	250	250	1,000
	Outreach Supplies					700	700	700	700	2,800
	DVDs and books for Outreach					250	250	250	250	1,000
SUPPLIES SUBTOTAL						9,200	11,200	11,200	11,200	42,800
5. OTHER										
A. OUTREACH (in alphabetical order)										
<u>K-12 Programming</u>										
25	Highline School District K-12 collaboration speaker fees and registration sponsorship					2,000	2,000	2,000	2,000	8,000
26	Hugo House SEA literature teacher workshops presenter fees and registration sponsorship					1,000	1,000	1,000	1,000	4,000
27	One City Project, teaching internship intern stipend (@\$1800) and program costs					2,000	4,000	4,000	2,000	12,000
28	SEA Arts in Libraries and Schools Program performer fees					1,000	1,000	1,000	1,000	4,000

University of Washington, Seattle
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		Title VI Funds					
		Year 1	Year 2	Year 3	Year 4		
		Fiscal Yr: 2018	Fiscal Yr: 2019	Fiscal Yr: 2020	Fiscal Yr: 2021		
		Academic Yr: 2018-19	Academic Yr: 2019-20	Academic Yr: 2020-21	Academic Yr: 2021-22	Total	
29	Washington State Council for the Social Studies annual K-12 educator retreat travel	500	500	500	500	2,000	AP2
30	Wing Luke Museum Oral Histories Project speaker fees and registration sponsorship	1,000	1,000	1,000	1,000	4,000	AP2
31	Write About Asia-SEA Master Teacher Program in partnership with Seattle Asian Art Museum master teacher facilitator fee	1,500	1,500	1,500	1,500	6,000	AP2
<u>Post-Secondary Programming</u>							
32	Archaeological Field School in Vietnam faculty travel in Y2&4, course dev grant in Y1)	2,000	5,000	2,000	5,000	14,000	CPP 1
33	Asian Studies Development Grants (CC faculty) Course Devt awards @ \$2000 for revision, \$4000 for new course	2,000	2,000	2,000	2,000	8,000	CPP 1
34	Curriculum Development for Highline Dual Language Program	500	500	500	500	2,000	
35	Field School in Conservation Biology, Indonesia and Thailand (facility rental, speakers fees, equipment & transport)	2,500	3,500	3,500	3,500	13,000	
36	Global Studies Community College Master Teacher Institute (speakers fees, facility costs)	1,000	1,000	1,000	1,000	4,000	CPP 1
37	International Education Week speakers series (speakers fees, facility costs)	500	500	500	500	2,000	AP1
38	Midwest Institute for Int'l and Intercultural Ed.	1,500	2,500	2,500	2,500	9,000	CPP 1
39	Professional Development and Career Readiness course speakers fees	1,000	1,000	1,000	1,000	4,000	AP1
40	Conference: Contemporary Global Issues in SEA				4,000	4,000	
41	SEAxSEA Film Festival (fees for festival organizer)	750	750	750	750	3,000	AP1
42	South Puget Sound CC Career Pipeline Internship program cost of intern stipend		1,500	1,500		3,000	CPP 1
43	Symposium with Indonesia Consulate General facility rental	500	500	500	500	2,000	AP1
44	Thai Language Fulbright FLTA	3,600	3,600	3,600		10,800	FLP 2
<u>Public Affairs, Government, Professional School and Business Programming</u>							
45	Fort Lewis military personnel outreach and training (Military & Government)	500	500	500	500	2,000	AP1
46	SEA Visiting Artists and Public Performances Collaboration (School of Music) performer fees	1,500	1,500	2,000	2,000	7,000	AP1
47	Seattle International Film Festival	500	500	500	500	2,000	
48	Visiting scholars, speakers fees	2,000	2,000	2,000	2,000	8,000	
<u>Technology and Publications</u>							
49	SEA Newsletter Production and Online Teacher Resource Initiative	1,500	2,500	2,500	1,500	8,000	CPP 1
Subtotal, Outreach		30,850	40,350	37,850	36,750	145,800	

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		Title VI Funds				
		Year 1	Year 2	Year 3	Year 4	
Fiscal Yr:		2018	2019	2020	2021	
Academic Yr:		2018-19	2019-20	2020-21	2021-22	Total
B. EVALUATIONS						
50	Sherran Consulting Y1, 3, 4; outside peer evaluation Y2	7,000	8,000	7,000	7,000	29,000
Subtotal, Evaluations		7,000	8,000	7,000	7,000	29,000
C. LANGUAGE ACTIVITIES						
51	SEASSI Program Administration (personnel and prof. svc fees)	4,500	5,000	5,000	5,000	19,500
52	AIFIS AORC Membership	500	500	500	500	2,000
53	COTSEAL conf and tech workshop at UW	5,000				5,000
54	GUAVA Pedagogy Workshop at UW		3,000			3,000
Subtotal, Consortial Language Activities		10,000	8,500	5,500	5,500	29,500
OTHER SUBTOTAL		47,850	56,850	50,350	49,250	204,300
6. TOTAL DIRECT COSTS		254,244	254,836	252,369	254,840	1,016,288
7. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS		20,340	20,387	20,189	20,387	81,303
8. TOTAL		274,584	275,223	272,558	275,227	1,097,591
FLAS FELLOWSHIPS						
		Number				
AY GRADUATE FELLOWSHIPS						
Academic year subsistence allowances @ \$15,000/each		9	135,000	135,000	135,000	540,000
Academic year institutional payments @ \$18,000/each (includes medical insurance)		9	162,000	162,000	162,000	648,000
AY UNDERGRADUATE FELLOWSHIPS						
Academic year subsistence allowances @ \$5,000/each		2	10,000	10,000	10,000	40,000
Academic year institutional payments @ \$10,000/each		2	20,000	20,000	20,000	80,000
Total, Academic Year		11	327,000	327,000	327,000	1,308,000
SUMMER GRADUATE FELLOWSHIPS						
Summer subsistence allowances @ \$2,500/each		2	5,000	5,000	5,000	20,000
Summer institutional payments @ \$5,000/each (Includes medical insurance)		2	10,000	10,000	10,000	40,000
SUMMER UNDERGRADUATE FELLOWSHIPS						
Summer subsistence allowance @ \$2,500/each		1	2,500	2,500	2,500	10,000
Summer institutional payments @ \$5,000/each		1	5,000	5,000	5,000	20,000
Total, Summer		3	22,500	22,500	22,500	90,000
Total Requested FY 2018			349,500			
Total Requested FY 2019			349,500			
Total Requested FY 2020				349,500		
Total Requested FY 2021					349,500	
TOTAL REQUESTED, 4 YEARS						1,398,000
		624,084	624,723	622,058	624,727	2,495,591