

COLLEGE OF ARTS AND SCIENCES

THE HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES

SELF-STUDY

1 The Jackson School and Its Programs

1.1 *Unit authorized to offer degree programs*

The Henry M. Jackson School of International Studies

1.2 *College*

Arts and Sciences

1.3 *Titles of Degrees Granted*

Bachelor of Arts in International Studies

Bachelor of Arts in Comparative Religion

Master of Arts in International Studies

1.4 *Brief description of the unit and its history at the University of Washington.*

The origins of the Jackson School go back to 1909, when the Board of Regents of the University of Washington voted to establish a Department of Oriental Subjects. This decision was inspired by the Regents' desire to promote a broader knowledge of those countries that border the Pacific Ocean, thereby sharing mutual commercial and cultural interests.

In keeping with its initial mandate, the faculty directed its first efforts toward developing a program for the study of India, Japan and China. Later, in the 1930s, Russian language instruction was added. Following World War II, a Far Eastern and Russian Institute and a Department of Far Eastern and Slavic Languages and Literature were established to accommodate a growing demand for greater knowledge of these areas of the world. That organizational change reflected the dynamic academic growth that had occurred. By 1949, therefore, the foundation for future expansion was well established, based on the achievements of the Far Eastern and Russian Institute's programs.

National and international recognition followed. Substantial funding from the federal government and the Ford, Rockefeller, and Carnegie foundations spurred further development of international programs. In the period after World War II, under the leadership of Director George E. Taylor, the unit took on the distinctive area studies focus that has since characterized it.

This was the fruit of a number of interdisciplinary seminars and research projects that brought the varied resources of philological study, the humanities, and the social sciences to bear on understanding the history, culture, and society of various areas of the world, beginning with Russia and East Asia and gradually extending to other areas of the world.

During the 1970s, the breadth of activities and the increased number of programs had reached a point that mandated further changes in the organization of the Far Eastern and Russian Institute. In 1972, the name Institute for Comparative and Foreign Area Studies was adopted. That change reflected the recognition received for programs in East European Studies, as well as the programs that were developing in Comparative Religion, South Asian, and Korean studies. Later, in 1978, the Board of Regents chose to change the name of the Institute to the School of International Studies. On September 75, 1983, the Board of Regents renamed the School in honor of the late Senator Henry M. Jackson in recognition of his keen interest and support of the School, his commitment to the importance of international studies, and "the immense and distinctive contribution Senator Jackson made in international affairs during his forty-three years of service in the United States Congress."

Today, the Jackson School has programs in many fields: Canadian Studies, China Studies, Comparative Religion, European Studies, International Studies, Japan Studies, Jewish Studies, Korea Studies, Latin American Studies, Middle Eastern Studies, Russian and East European Studies, South Asian Studies, and Southeast Asian Studies. These programs encompass a broadly based interdisciplinary faculty specializing in history, language, literature, politics, economics, religion, and other fields. More than thirty languages are offered by the language departments of the University.

1.5 Central Administration

The Jackson School of International Studies (JSIS) is administered by the Director, Prof. Jere L. Bacharach, who is assisted by Associate Director, Professor Eugene Webb.

Faculty personnel decisions are considered and voted upon by all faculty who hold full-time appointments either in the School or split budgetarily between JSIS and other Departments.

The School as a whole, with all of its constituent programs and degrees, shares an Office of Student Services, led by the Director of Student Services, James Donnen, with a staff of advisers and assistants. This office advises all majors, maintains student files, processes applications for admission, etc. There is also a Placement and Internship office that reports to the Director of Student Services.

The Jackson School also has a Business Office headed by the School Administrator, Vickie Graybeal, assisted by Fiscal Specialist Velma Olsen and Fiscal Technician Valerie Hockens. This office assists the Director, Program Chairs, and Center Directors in the management of a very complex set of budgets and endowment funds.

Some charts and tables showing administrative responsibilities are included with this document as Appendix F.

1.6 JSIS Programs

The School's graduate and undergraduate degrees and its various research activities are administered by a number of programs, which function on a routine basis as sub-departmental units. Some offer their own degrees (e.g., Comparative Religion); some cooperate with other programs in offering a degree (e.g., the joint Asian Studies BA, to which China, Japan, Korea, and South and Southeast Asia all contribute); some offer no degree but work in various ways to promote the study of a particular topic or region through the supervision of an undergraduate minor, the sponsoring of research seminars and lectures, etc. (e.g., the Committee on African Studies). Programs and degrees are distinct items, although in many cases it is the program that offers the degree.

Program affairs are governed by the respective program faculties and their chairs. These faculties typically take decisions about admission of students, awarding of financial support, the invitation of seminar speakers, and the allocation of faculty travel funds specified for use by a particular program. Program faculties usually consist of a mix of full or split JSIS faculty and also

affiliated faculty from other departments of Arts and Sciences and even from other colleges.

There are thirteen degree granting programs in the Jackson School and one that does not offer a degree but has recently applied to offer a minor (African Studies).

The programs will be listed briefly below, with mention of the degrees they offer or are associated with. The degree curricula themselves will be treated further in Section 3 of this Self-Study Document, and full details regarding the degrees will be given in Appendix C. A detailed description of each program can be found in Appendix G.

1.6.1 African Studies Committee

Chair: Lucy Jarosz

Undergraduate minor (applied for): African Studies

1.6.2 Canadian Studies

Chair: Anthony Chan

BA: International Studies—Canada Undergraduate minor: Canadian Studies

1.6.3 China Studies

Chair: David Bachman

MAIS: China Studies BA: International Studies—Asia (China option)
Undergraduate minor: China Studies

1.6.4 Comparative Religion

Chair: Martin Jaffee, on leave 1998-99 (Acting chair Autumn 1998, Winter 1999; David McCracken; Spring 1999 Eugene Webb)

MAIS: Comparative Religion BA: Comparative Religion
Undergraduate minor: Comparative Religion

1.6.5 European Studies

Chair: Christine Ingebritsen, (Acting Chair, Winter 1999: Eugene Webb)

BA: International Studies—European Studies Undergraduate minor:
European Studies

1.6.6 International Studies

Chair: Resat Kasaba (Acting Chair Winter and Spring 1999: Daniel Chirot)

MAIS: International Studies BA: International Studies—International

Studies Undergraduate minor: International Studies

1.6.7 Japan Studies

Chair: Susan Hanley

MAIS: Japan Studies BA: International Studies—Asia (Japan option)

Undergraduate minor: Japan Studies

1.6.8 Jewish Studies

Chair: Naomi Sokoloff

BA: International Studies—Jewish Studies Undergraduate minor: Jewish

Studies

1.6.9 Korea Studies

Chair: Clark Sorensen

MAIS: Korea Studies BA: International Studies—Asia (Korea option)

Undergraduate minor: Korea Studies

1.6.10 Latin American Studies

Chair: Lauro Flores

BA: International Studies—Latin American Studies Undergraduate

minor: Latin American Studies

1.6.11 Middle East Studies

Chair: Ellis Goldberg

MAIS: Middle East Studies

1.6.12 Russian, East European, and Central Asian Studies

Chair: James D. West

MAIS: Russian, East European, and Central Asian Studies BA:

International Studies—Russian, East European, and Central Asian Studies

1.6.13 South Asian Studies

Chair: Frank Conlon (Acting Chair Winter and Spring 1999: Anil

Deolalikar)

MAIS: South Asian Studies BA: International Studies—Asia (South Asia option) Undergraduate minor: South Asian Studies

1.6.14 Southeast Asian Studies

Chair: John Butler

BA: International Studies—Asia (Southeast Asia option) Undergraduate minor: Southeast Asian Studies

1.7 *JSIS Centers and Institutes*

The Jackson School comprises, in addition to its programs, nine centers, most of which are federally funded National Resource Centers under the Title VI Program of the Department of Education, although there is one that is funded by the European Union and another, the East Asia Center, which has been funded by the DOE in the past, but is currently funded by foundation grants. These centers sponsor lectures, research colloquia and conferences, offer travel funds, grant scholarship awards, engage in outreach activities to promote understanding of their regions in schools and the broader community. It should also be noted that although there is not an official Jewish Studies Center, the Jewish Studies Program also has an outreach program funded by a grant.

It is sometimes a source of confusion to people unfamiliar with the Jackson School that it contains both programs and centers, sometimes with the same name, sometimes with names that are not the same but look as if they should be. For example there is a Russian, East European, and Central Asian Studies (REECAS) Center, and there is also a Russian, East European, and Central Asian Studies Program. Or there is a Center for West European Studies and a European Studies Program.

The difference between centers and programs is actually quite simple: In all cases, the programs are instructional and offer degrees and/or minors; they have faculties, and are funded by the state of Washington. The centers do not offer courses or degrees and have no faculties, but fund scholarly research, grant fellowships, sponsor lectures and colloquia, carry on an outreach program, etc.

In the case of the REECAS Center and the REECAS Program mentioned immediately above, the areas of focus of the center and program coincide completely, and one speaks often of a program "having" a center (in fact the way a center usually comes into being is that the program faculty applies to a funding agency such as the Department of Education for the purpose of establishing a center).

The centers housed in the Jackson School are listed below, with the personnel principally responsible for them. A full description of each center and its purpose and activities can be found in Appendix G.

1.7.1 Canadian Studies Center

Director: Anthony Chan. Assistant Director: Patricia Radin. Continuing Education Coordinator: Albert Sampson

1.7.2 Center for West European Studies

Director: John Keeler. Assistant Director: Katherine Kittel.

1.7.3 European Union Center

Director: John Keeler. Acting Assistant Director: Phillip Shekleton.

1.7.4 East Asia Center

Director: Clark Sorensen. Associate Director: Mary Hammond Bernson. Assistant Director: Martha Walsh.

1.7.5 International Studies center

Director: Resat Kasaba.

1.7.6 Middle East Center

Director: Ellis Goldberg. Assistant Director: Felicia Hecker.

1.7.7 Russian, East European, and Central Asia Studies Center

Director: James D. West. Associate Director: Kurt Engelmann.

1.7.8 South Asia Center

Director: Frank F. Conlon. Assistant Director: Keith Snodgrass.

1.7.9 Southeast Asia Center

Director: John Butler. Assistant Director: Maureen Jackson.

1.7.10 George E. Taylor Foreign Affairs Institute

Director: Gary Hamilton.

2 Jackson School Role and Responsibilities

2.1 Director's Overview

A statement by Jere L. Bacharach, Director of the Jackson School:

After three years as Director of the Jackson School I have a clearer picture of the School and my role as director. A summary of the School's structure would read as follows: The Jackson School of International Studies houses 13 degree granting programs, one potential degree program (African Studies), 34 salaried faculty of whom 19 hold joint appointments among 9 departments, a voting faculty of 44, and over 325 associated faculty representing virtually every college and the two branch campuses. There are 27 staff members with the salaries of 17 paid in part or full from non-State sources. Within the Jackson School there are seven Department of Education National Resource Centers, an externally funded East Asia Center, one active institute (The George Taylor Institute), and a possible second institute (Human Rights in the former Soviet Union). At almost any other university the head of such a unit would be a dean, control faculty lines, and have appropriate levels of support from the central administration. Because of the history of the School and the desire of many of the School's faculty to remain in the College of Arts and Sciences, the creation of an independent unit outside the College headed by a dean is not a realistic expectation in the near future.

Faculty Issues:

A more significant issue than a title is the Director's lack of control over faculty lines that could be used as leverage with other units to encourage those units to hire faculty with international expertise. Every vacancy in a tenure line position where the scholar is associated with one of our programs and where we do not have 100% control over the salary, is a potential loss to that program. Without faculty lines or large financial resources, the School's Director has only

very limited ways to influence that other unit's decision. This means that when faculty associated with the School's programs in other units leave, the needs of the affected programs must receive a better and more regular hearing. The situation will only become more serious in the future. The College will be losing faculty lines as payment for the University Initiative Fund (UIF), and departments will make protecting their disciplines a high priority with international and interdisciplinary concerns a lower one. Maintaining faculty positions whose academic homes are not 100% in the School is a major challenge.

A second challenge has been to find ways in which the limited number of School faculty can be used more effectively to meet the needs of the various programs. Combining five undergraduate majors into one Asian Studies major guarantees that all majors in that new program will have a common core of knowledge just as the requirements for International Studies with all its tracks ensures its majors have a common core of knowledge. But in neither case does the creation of these core courses free faculty for other teaching responsibilities. Every year every program is short of permanent faculty and, in some programs, the same individual has had to teach the same core course every year. I have not found ways to do more than deal with either challenge on an *ad hoc* basis. Working out a better solution must be a priority for the next decade.

As a teaching unit, the 8 undergraduate programs have a total of approximately 325 majors while the 8 MAIS programs have approximately 150 majors. In terms of undergraduate majors, the School is in the top quarter of College departments. The number of Master's students may be the largest for any College unit. The PhD is not offered through the School. Even with these large numbers of majors and MAIS students, the School did not receive any additional funding generated from new UW enrollments because these numbers are distributed among the School's various degree granting programs and not in a single unit or a few courses. This was disappointing but inevitable given the guidelines for the awarding of these moneys. How the School can compete successfully for funds generated by new enrollments is not clear.

One School response has been to turn to other sources of support such as the Tools for Transformation fund but these funds may not be used for tenure track positions or permanent TAs. Our successful acquisition of the Jackson

Foundation Professorship for International Studies did not mean a new faculty position although the additional salary income and title allowed us to recruit a female minority specialist in Chinese economics. The only new permanent position resulted from the reallocation of resources from the Stroum Endowment that was done with the consent of the donors. We filled that position with a specialist in the Hebrew Bible. The School is committed to work with the Development Office to continue to seek major gifts as one route to solve our faculty needs.

Financial Issues:

On the financial side the combined value of the School's endowments is over \$15 million but the Director has almost no control over most of this money. With all its endowments, grants, and awards the School has over 250 budgets including subcontracts. Meeting the needs of Principal Investigators for those budgets as well as dealing with the ever-growing reporting requirements has been a problem. I believe that the recent addition of another fiscal officer will create a better system and alleviate current problems.

In addition to seeking support for faculty, a second fund raising goal has been to generate more financial aid for our students, but one obstacle is that the School lacks an obvious commonality. Unlike Anthropology, our faculty do not represent a single discipline; unlike Scandinavian Studies, we do not have a common geographic area; and unlike Art or Music, we do not define the core of our activities as a professional school. What the School does, and it does it so well that it is among the top institutions in the United States based upon competition for Department of Education funding, is to offer academically challenging programs with a strong interdisciplinary emphasis and an international focus that is, most often, grounded in an area expertise. Every undergraduate major is exposed to comparative studies with academic coursework expected in the social sciences and humanities. The Jackson School produces graduates who are attuned to think about issues which cross national borders and which involve cultural/religious factors as well as political, economic, and social issues. What the School does not have is adequate financial support for our students.

Lacking a PhD program and only having a few large classes, the School has few TAs. RAships are even rarer. Outside funding helps with a few graduate scholarships and two new endowments will enhance our ability to support student internships. What has been a disappointment has been the breadth of giving. I hope that the reorganization of the College's Development Office and the UW's commitment to reach more alumni will have a direct impact on our level of alumni support. I personally regret that relatively few Jackson School faculty contribute to any of the programs in the School, although many feel they already give through teaching overloads, extra university service, and community involvement without adequate compensations. What is needed is a greater sense of a common identity and vision among our students, alumni, Visiting Committee, and our faculty.

On the positive side, the School has been very fortunate in its association with the Jackson Foundation. They have been extremely generous in supporting a wide range of our activities. Proposals supporting practitioners in residence in the fields of human rights and U.S. foreign policy have added an important dimension to our course offerings and have permitted students to benefit from the knowledge of these specialists. Without the creation of the Jackson Foundation Professorship in International Studies we would not have been in a position to seek and appoint a senior scholar in the field of Chinese economics. Yearlong projects on freedom of the press and the East Asian economic crisis would not have been possible without their support, and one of the new funds for internships is a gift of the Jackson Foundation. In addition, many of the faculty associated with the school have been successful in bringing in grants (e.g., John Keeler's award from the European Union and Gary Hamilton's grant from the Ford Foundation). I hope that the School can continue to be successful in receiving these and similar grants, particularly those associated with the Department of Education's National Resource Centers.

Reference to the NRCs highlights an area in which the UW central administration has failed to give adequate support. I refer specifically to our outreach program. We have one of the best outreach programs in the U.S. It could and should play a major role in serving the citizens of our state through K-12 education and other institutions of higher education, but no state moneys are

made available to support it. When the Russian, Eastern European, and Central Asian National Resource Center lost in the national competition a number of years ago, its outreach program had to close because there were no campus resources to pick it up. In this last competition when the East Asia NRC was not funded, the heads of the China, Korea, and Japan programs and I reallocated existing endowment funds to maintain the outreach program and continue to employ its Associate Director, Mary Hammond Bernson. Since then she has successfully raised enough money to cover her own salary and that of an assistant and to expand an already-strong outreach program. But, when asked to document the level of State support for this effort, she still must write zero. This lack of financial support also hurts us in the national competition for the National Resource Centers. It is time for this university and this state to take on some of these financial responsibilities, particularly in the form of salary support for the outreach coordinators, and to support directly international focused educational programming and training which only the UW among all the state institutions can offer.

Director's Issues:

Issues related to inadequate space, faculty salaries, computers, learning labs, and even distance learning are campus wide and not unique to the School, but we do face one additional problem and that relates to international visiting scholars or visiting faculty. The increasingly complex regulations and accompanying paperwork are common to every unit that has an international visitor. In light of its mission, the Jackson School has to deal with more of them than perhaps any other unit within the College or University. It is critical for the School, the associated faculty, and our students that we welcome as many of them as possible. Unfortunately, with the limitations on space, supplies, etc. and the new fee of \$20 per month for e-mail for UW visitors, we have even less to offer. As the President's International Education Committee discusses the UW's mission in terms of international visitors, the services we can offer visitors and the means of supporting those services must also be discussed. The Director, as the perceived host for the UW for international visitors, should be in a position to do more.

Unlike the position of the heads of most other units in the College, there is a major community role for the School's Director. For many community groups, the Director of the Jackson School is the spokesperson and representative of international studies at the UW and is invited to join those bodies. In my own case, I am a member of the World Affairs Council Board of Governors, the Washington Commission for International Trade's Executive Board, the City of Seattle's Sister City Association Board, and, until it folded this summer, the Washington World Affairs Fellows Board of Directors. I will not list those I have turned down. Fortunately the Director has some discretionary funds to cover the accompanying costs, but nothing makes up for the time which must be spent off campus. Future directors should be informed that such a role is expected by community organizations even if the UW does not formally recognize it as part of the Director's job description.

One issue that has been a constant source of frustration to me and to my predecessor involves adequate compensation for ourselves. The specific issue is not the level of the Director's salary, although I would always like mine higher. The fact is that I am only compensated for 10.5 months. Running the Jackson School including its public dimension is a 12-month job and not receiving, at least, 11 months of compensation is extremely annoying. The frustration is increased when, as Director, I create compensation packages for a number of School faculty which are for 11 or 12 months. I would never recommend anyone taking this position without a better financial arrangement than the current one.

My successes have come about because there are faculty and staff willing to make those extra efforts on behalf of the School. There are many among the faculty and staff whom I could name but three will illustrate my point. Without the contributions of Susan Hanley and now Gene Webb as the School's Associate Director, I could have never survived. Both often represented the School at College meetings, wrote reports, and kept me informed of the School's history and culture. This ten-year review is the result of Gene's taking 100% responsibility for its completion, and I am extremely grateful for all of his efforts in this and other projects. Among the staff, Charles Paxton has made a significant difference in my professional life. He has taken on more and more responsibilities including reading the drafts of many of my reports and letters.

His professional skills should not be underestimated, and all of us are fortunate to have him as a member of JSIS. I take great pride in being Director of the Jackson School of International Studies. By redefining my original goals I feel that a great deal has been accomplished and I look forward with excitement to the challenges of my remaining two years.

Jere L. Bacharach

6 October 1998

2.2 The Jackson School's Mission and Opportunities

The Jackson School's mission is to promote understanding of the cultures and societies of the world as a whole and of the manifold ways in which they are connected and interact. This leads our faculty in its research and teaching to explore both the past history and the present situations of peoples in all regions of the globe. It also leads us to study every aspect of the lives of these peoples: economic, political, social, cultural, imaginative, and spiritual. This can only be undertaken through interdisciplinary collaboration, which has led the School both to assemble a core faculty representing many disciplines and to put together extended program faculties beyond the core through cooperation with other units of the university.

Like the university itself, the Jackson School has several complementary goals, which fall under the broad headings of teaching, research, and service. The members of the Jackson School of International Studies have had a long-standing commitment to innovations in the curriculum, to world-class research, and to improving the quality of teaching by directly connecting students with the research activity of the faculty.

In its teaching role the School tries to offer a mix of large, medium, and small classes so that students will be able to experience the different types of instruction these make possible. With additional regular faculty members it would be possible to offer more small seminar-type classes on the undergraduate level than we do, but even so, we offer a fair number of them both as electives and as capstone courses in some of our majors. With additional teaching assistants and access to more large lecture halls (there is a general space problem at the university that affects all departments), we could also offer more large

classes and thereby provide access to our subject matters to larger numbers of students, especially non-majors. In Autumn 1998 we are offering our new, team-taught introductory course on Asia as a whole (SISA 210 The Rise of Asia), which we expect to develop into a large class drawing many non-majors as well as the Asian Studies majors for whom it is required. We were able to do so because we were awarded a teaching assistant for it as part of our Tools for Transformation grant. On the other hand, we also wanted to expand the size of our always oversubscribed introductory survey of western religious traditions (RELIG 201) from 100 students to 160 but could not get support for that.

An aspect of the Jackson School's service mission that is unusual among university departments is that we are deeply committed to educational outreach to K-12 and to the community as a whole. The School considers it an essential part of its commitment to promote understanding of the cultures and societies of the world that it must educate the larger public in this subject, and especially to prepare younger citizens for possible further study and for their eventual role as informed adults in an increasingly international environment.

The School undertakes to fulfill this aspect of its mission through its centers. None of these centers, however, has ever received any support from the University of Washington for this purpose. The ability of the School to carry on this work has been entirely dependent on outside funding. In the case of most centers, most of the time, this has been federal funding under Title VI. When the East Asia Center lost its Title VI funds in the last competition (a loss that was attributed to insufficient state support), the Jackson School chose not to close it down but provided interim support from its endowment. The East Asia Center then sought foundation grants—which it fortunately succeeded in, thanks to the heroic efforts of Mary Bernson, the Associate Director of that center.

The lack of state support for outreach has been a source of some bitterness, and it has also been a challenge for the morale of the outreach staff. This is an activity that is of enormous benefit to the state, and one that is sometimes even spoken of as important at high levels of the university administration, but which has rarely received any concrete encouragement.

2.3 Collaboration With Other Units and Institutions

More than is probably the case with any other department, the Jackson School could not function without collaboration with other units, both departments and colleges, within the university. Although some of our programs have at least one core faculty member salaried, at least in part, by the School itself, all depend heavily on the contributions of members of other departments (see the full lists of the participating faculty in each program in Appendix H). The proportion of JSIS program faculty members who are salaried in other departments ranges from something like three to one (in the case of the Japan Program) to about ten to one (in the case of the European Studies Program). And in some cases (such as South Asia) there is not even a single core faculty member salaried in the School.

This relationship with other departments provides benefits in both directions. The programs are able to offer courses representing a greater variety of methods and types of focus, and the faculty from cooperating departments are able in some cases to bring their expertise to larger audiences than they would draw within their own departments.

A concrete example is the way in which the Comparative Religion Program, a few years ago, was able greatly to increase the number of students in courses in Asian religions when those courses were transferred from Asian Languages and Literature to Comparative Religion—with the same professors teaching them and receiving their salaries from their home departments. (The student credit hours are credited to the department that pays the professor's salary.)

Another type of inter-unit cooperation can be seen in the International Studies Program's offering of concurrent Master's degrees with Business Administration, Forest Resources, Law, Marine Affairs, Public Affairs, and Public Health. As another example, the Japan Program cooperates extensively with the Business School.

In recent years the Jackson School has developed an extensive collaboration with the Graduate School of Public Affairs. In some cases programmatic collaboration also extends beyond UW. For example, the Canadian Studies Program has special articulation agreements for

undergraduates transferring from Shoreline Community College and Bellevue Community College and works closely with the Center for Canadian and American Studies at Western Washington University.

The REECAS Center cooperates with the faculty at UW Tacoma and UW Bothell who teach in the Russian area, and has funds in its Title VI budget to support area-related activities at both branch campuses. In particular, there is funding in the Title VI budget to telecast one course a year between campuses. The first was Comparative International History of Environmentalism, taught this summer by Brigid Howard Dean (Architecture and Urban Planning), and telecast between The Evergreen State College in Olympia, UW Tacoma and this campus.

The South Asia Center collaborates with the University of British Columbia in the South Asia Colloquium of the Pacific Northwest (SACPAN). SACPAN has flourished for over 30 years under the sponsorship of the South Asia Center of the University of Washington and the Asian Studies Center of the University of British Columbia. There are two annual meetings of the colloquium, one in Vancouver, and one in Seattle, at which scholars of South Asian Studies present for critical discussion the fruits of their recent research.

In an extensive new collaboration that is just beginning, the Middle East Center has entered an agreement with Montana State University in Bozeman to provide the Arabic language-training expertise and Arab culture instruction for a four-year program of study to be offered at seven colleges and universities across the upper Midwest. Students will receive two years of instruction and culture courses at their subscribing institutions (Montana State University-Billings; University of Montana, Missoula; Rocky Mountain College, Billings; South Dakota State University, Brookings; University of North Dakota, Grand Forks; and Idaho State University, Pocatello) via interactive video airing from the University of Washington. The center and the Department of Near Eastern Languages and Civilization will provide weekly instruction, which will be augmented by on-site teaching assistants trained in intensive workshops at the University of Washington each summer. During their junior year, students will attend Al Akhawayn University in Morocco.

Another somewhat similar enterprise already well under way is the Trans-Atlantic Studies Program (TAS) of the Center for West European Studies. The TAS Program offers innovative degree or certificate options for both graduate students and undergraduates interested in Trans-Atlantic relations, political culture or comparative public policy through a US-European consortium. This program was developed at the UW and eight other universities in 1996-97 with a grant from the US Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE) and the European Commission. Our US partners in this consortium are the University of North Carolina at Chapel Hill and Duke University. Our European partners are the University of Bath (UK), the Université de Paris III (France), the Freie Universität Berlin (Germany), Humboldt-Universität zu Berlin (Germany), the Università degli Studi di Siena (Italy) and the Universidad Carlos III of Madrid (Spain). All of the European universities involved originally began their collaboration when they established Euromasters, a 12-month graduate program focusing on contemporary European political culture. Our TAS program builds on the Euromasters foundation to provide unique programmatic opportunities for both American and European students.

Another important example of cooperation beyond the University of Washington is our reception of European Union Fellows. These are professionals who serve as officers of the European Union who are given an opportunity to spend a year at a university in the U.S. to do research and part-time teaching. There are six of these fellowships awarded each year, and Fellows are given their choice of U.S. institutions to go to. Our Center for West European Studies, which has only been in existence since 1994, has so far hosted a European Union Fellow in each year of its existence.

Another example is the program of the Deutsche Akademische Austauschdienst (DAAD) funded by the German government, which has sent four DAAD Professors to UW to do teaching and research, most of them for three year terms. The Jackson School has shared the teaching of the DAAD Professors with the Departments of History and Germanics, and the Jackson School has provided their office space.

Our K-12 outreach programs of course link us with K-12 schools throughout the state and even the northwest.

2.4 *Changes and Challenges In The Field of International Studies*

One of the major changes in higher education as a whole has been the extensive development and practical application of new electronic media for the dissemination of information. Currently we offer one course primarily for graduate students in the critical use of these data gathering tools. We would like to be able to do something like this for beginning students also, but for this purpose (and to be able to do it better for advanced students as well) we would need a laboratory-classroom with the appropriate equipment for demonstrating the relevant techniques. This is an instructional opportunity that we will not be able to take advantage of without further support from the university.

Another general development in higher education is the increase of distance learning. The Jackson School has been involved with this for some time (at least since the 1970s in some programs), but the new electronic media are also transforming this field as well. The Jackson School is in the vanguard of this development through its Middle East Center in the program described above involving interactive video broadcast from the University of Washington to a number of subscribing institutions. This program is likely to serve as a national model of innovative distance learning. The Canada Center has a similar program.

A change specific to our general field of study is the current national debate over the relative emphasis that should be put on the study of the particular history and culture of world regions as compared with the more general, and to some extent abstract, study of a "globalization," considered principally as a matter of political and commercial interactions. With regard to this question, the Jackson School faculty as a whole continues to believe in the importance of grounding international studies in in-depth knowledge of particular places and their culture and languages. This was the essence of the focus developed for this unit in the 1940s and 1950s during George Taylor's directorship, when a cadre of leading regional experts was assembled and engaged in path-breaking collaborative research and curricular development,

and the present faculty continues this tradition. Its foundation is the belief that although people in different societies are all affected by the impact of some of the same global forces, the effect of that impact takes place through an interaction between those and the minds and personalities of people formed by local traditions that remain distinct and vital.

Some might question this as a "rear guard" position, but it is important to remember that the current debate over these priorities is a very recent phenomenon, and its results remain to be seen. The Jackson School is in fact in the vanguard of the current discussion of these issues. We are one of thirty academic institutions to receive a grant from the Ford Foundation to explore this question and seek a reinvigoration of area studies for the post-Cold War world. The George Taylor Institute will be the center of our activity rethinking area studies.

2.5 The Jackson School's Leadership In Its Field

It should be clear from all of the above that the Jackson School of International Studies is a leader in its field. To summarize just a few of the main points:

- The School has won in national competitions against the leading universities of the United States seven Title VI National Resource Centers and a European Union Center.
- It has won a Ford Foundation grant for the revitalization of area studies.
- It has won three major foundation grants to enable it to expand the outreach work of its East Asia Center that previously received partial funding from the Department of Education (and will be funded by that agency again after the next competition, we expect).
- The Jackson School is playing a leading role in the national discussion of the future shape of international studies as a field and in the development of distance learning programs.
- Finally, we should mention that in the last five years the Jackson School has sponsored the development of two new undergraduate programs, Latin American Studies and European Studies—both of which are proving highly successful. Both have been drawing rapidly increasing numbers of majors,

and in the case of the European Studies Program, its faculty has been responsible for winning us both the West European Studies Title VI Center, which began in 1994, and the European Union Center, which begins this year.

3 Degree Programs

In all Jackson School programs, the BA degree is designed as preparation for graduate work in a discipline department or professional school or as a terminal degree for work in business, government, journalism, secondary school teaching, or similar career activity. The MAIS degree has similar goals but especially prepares students for teaching on a higher level and for further study on the doctoral level.

In sections 3.1, 3.2, and 3.3, below we will describe the various undergraduate and graduate degrees briefly, and also our undergraduate minors. In section 3.4 below we will offer some general statements about measurements of success that apply to all degrees offered in the Jackson School. In Appendix C, the BA and MAIS degrees offered by Jackson School programs are each described in detail, with further discussion of the measures of success particular to the graduate programs.

3.1 Undergraduate Degrees (*Bachelor of Arts in International Studies; Bachelor of Arts in Comparative Religion*)

The Jackson School confers degrees in eight undergraduate programs. Five of these are specialized by region:

Asian Studies (with six Options: China, Japan, Korea, South Asia, Southeast Asia, and General)

Canadian Studies

European Studies

Latin American Studies

Russian, East European, and Central Asian Studies

These "area" programs stress interdisciplinary study of historical cultures, contemporary situations, and the languages of each region.

Two programs are topical: **Comparative Religion**, which focuses on the major religious traditions of the world, and **Jewish Studies**, which emphasizes

the development of a national culture among Jews in a variety of international settings.

The eighth program, **International Studies**, concentrates on the interaction of economic, political, and cultural processes within and among states and societies around the world.

Admission to the International Studies major is competitive; the other majors maintain open admissions. University of Washington students may pursue a minor in most of the School's programs.

Although European Studies is the only Jackson School major that requires study abroad, all of the programs encourage students to spend a quarter or more in another country as a way to enhance their studies. The University's Office of International Programs and Exchanges provides information and assistance to undergraduates considering this option.

An Honors Program is open to all qualified majors in the Jackson School. It is intended for students with the capability and commitment required to pursue an in-depth research project. The heart of the program is the honors thesis, to be completed during the senior year. Admission to the program is by application.

In general, the purpose of the area studies programs is to help students develop an understanding of their chosen region's history, politics, culture, and language. Area studies are inherently interdisciplinary, since the focus is the entire life of those who live in the area and have been formed by its traditions. Therefore all our area studies programs both require students to take courses in various other departments specializing in aspects of the area and offer courses of their own, usually designed to fill gaps in or to tie together elements in the coverage of the area by the other, more specialized departments. All the area studies majors require the study of a language of the region, usually two years.

The topical programs (Comparative Religion, Jewish Studies) and the International Studies Program also combine courses from other units with their own as requirements for the major, but their purposes are more particular.

The Comparative Religion undergraduate major focuses on the history, thought, and cultural patterns of the major religious traditions of Africa, Asia, the Americas, Europe, and the Middle East. It also introduces students to

theoretical reflection on religion as a dimension of human imagination and culture. There is no language requirement for the undergraduate degree in Comparative Religion.

The Jewish Studies major focuses on the history of the Jewish people, their rich and varied culture, and the interaction of this culture with other civilizations. Majors in the program are required to complete at least two years of instruction in modern Hebrew language.

The International Studies BA gives students an interdisciplinary, comprehensive perspective on world interactions and problems as well as an ability to analyze the subtle interaction of politics, economics, and culture in the international arena. In addition to a core curriculum focused on the modern history of the relationship between politics and markets, 20th century international political economy, and the cultural encounters accompanying global interdependence, and two years of foreign language, students specialize in a topical or regional track. The International Studies Major has 16 separate tracks, each with required and elective lists of courses. These tracks are: Canada; China; Development; East Asia (General); Ethnicity and Nationalities; Foreign Policy, Diplomacy, Peace and Security; International Communications; International Political Economy; Japan; Jewish Studies; Latin America; Middle East; South Asia; Southeast Asia; Russia/Eastern Europe; and Western Europe.

More detailed descriptions of the various Jackson School BA programs and copies of their brochures with lists of their curricula may be found in Appendix C.

3.2 Undergraduate Minors

The Jackson School also offers the following undergraduate minors:

- African Studies (applied for)
- Canadian Studies
- China Studies
- Comparative Religion
- European Studies
- International Studies
- Japan Studies
- Jewish Studies
- Korea Studies
- Latin American Studies

South Asian Studies
Southeast Asian Studies

3.3 Graduate Degrees (Master of Arts in International Studies)

The Jackson School offers eight graduate programs in areas that lead to a Master of Arts in International Studies (MAIS), intended to be completed in two years. These eight degrees are as follows, grouped according to general type.

There are six regional MAIS programs:

China Studies

Japan Studies

Korea Studies

Middle East Studies

Russian, East European, and Central Asian Studies

South Asian Studies

Like their parallel undergraduate majors, these focus on interdisciplinary study of historical cultures, contemporary situations, and the languages of the region.

There is one topical MAIS program, **Comparative Religion**. Like its undergraduate parallel, it focuses on the history of religions and theoretical approaches to their study. It includes specialized tracks in Buddhism, Hinduism, Islam, Judaism, Christianity, and Religion and Culture and requires competence in two languages, at least one of which must be that of the principal primary texts of the tradition.

The comprehensive **International Studies** MAIS was developed to be pursued concurrently with a professional degree and is designed to expand professional training into the international sphere. The concurrent degrees available for students in this program are:

Business Administration (MBA)
Forest Resources (MS)
Law (JD)
Marine Affairs (MMA)
Public Affairs (MPA)
Public Health (MPH)

Detailed descriptions of all of the School's MAIS programs, their particular objectives and measures of success may be found in Appendix C of this document.

Although the Jackson School has no PhD program, students may pursue doctoral work at the University through another department appropriate to their intellectual interests, such as anthropology, history, political science, ethnomusicology, or sociology. An interdisciplinary PhD program in Middle East Studies, housed in the Graduate School, was created four years ago and will soon have its first PhD. One student is working on an independent PhD in Japanese Studies through the Jackson School and the Graduate School.

3.4 Measures of Success in B.A. and M.A. Programs

With regard to assessment of success in what students learn in their degree programs, the programs of the School measure this in ways that are non-quantitative, since none of these are fields in which quantitative measures, such as scores on a comprehensive exam, would be an appropriate means of evaluation. No program focuses on a single body of information that could be tested for by a comprehensive exam, and although all seek to help students acquire a sufficient quantity of information to be knowledgeable about their fields, a greater emphasis is placed on helping them develop skills for critical analysis and for continuing inquiry in the future as their fields evolve.

A basic method of evaluating the success of the education the programs offer is comparison of the level and quality of knowledge and analytic skill achieved by the students at the end of the curriculum with what it was at the beginning, as demonstrated primarily in the research papers written in the programs' capstone courses (on the undergraduate level) or in their theses (on the MAIS level).

Individual courses and faculty performance are also evaluated quantitatively in two main ways. The UW operates a system whereby students evaluate a course at the end of the quarter. This evaluation is required at least once a year from all faculty, and the results are discussed between the Director and individual faculty. In some cases specific steps to improve the quality of teaching are instituted.

In addition to student evaluation, teachers in the Jackson School must also be reviewed regularly by a committee of peers. These committees review curricula, syllabi, and student evaluations, and also visit classes. A report is then written and submitted to the Director of the School, who forwards copies to the Dean of Arts and Sciences for final review. No instructor may receive a merit raise without participating in the peer review system.

Regarding the question of involvement of undergraduate students in our research programs, this takes place primarily in the form of independent study projects as well as research papers in advanced courses. Our faculty tends to be very generous in giving its time to students for independent study. Research in the fields represented in the Jackson School normally involves a level of foreign language competency beyond the reach of undergraduates. From time to time, however, individual faculty have shared their own research projects with especially gifted undergraduates for academic credit.

Since the measurement of success is somewhat more particular in the different MAIS programs, that is discussed separately for each in Appendix C in the detailed description of the MAIS degrees.

The question of state-mandated accountability measures is addressed in section 4.5 below.

4 Responses To Change

4.1 Instruction

4.1.1 Changes in the last ten years

The principal change in our instructional program in the last ten years has been the addition of several new programs and degrees. During this time Canadian Studies, European Studies, and Latin American Studies were all added as BA programs.

Another major change has been the revision of our undergraduate curricula in Asian subjects by the consolidation of the BA degrees of our five Asian programs into a single Asian Studies BA degree with a core course dealing with Asia as a whole.

4.1.2 Interdisciplinary studies

The programs of the School and their curricula are inherently interdisciplinary. In fact, as was mentioned in the history of our unit (1.4 above), in the years after the second World War the Jackson School was a leading force not only on this campus but nationally and internationally in the development of interdisciplinary area studies. This was a response to the changed international situation of the world after the war, when the United States found itself no longer internationally isolated but constantly engaged politically, commercially, and culturally with other societies of which it often had little real understanding. Responding to that challenge has been the Jackson School's principal *raison d'être* ever since.

The non-area programs of the School, Comparative Religion and Jewish Studies, are equally interdisciplinary. The development of interdisciplinary inquiry may be a change for some disciplines, but for us it has been central to our work for decades.

4.1.3 Distance learning

As was discussed in section 2.3 above, our Middle East Center is a national leader in the field of distance learning. Canadian Studies works with Western Washington University in distance learning. Professor Matthew Sparke's NAFTA Task Force last year (SIS 495) was done using teleconferencing with Western Washington University's Canadian Studies Program, and the result, a collaborative report from students in both institutions, is posted at the web address: <http://weber.u.washington.edu/~canada/nafta/>

Several of our other programs are also interested in developing this area, especially Southeast Asian Studies, which would like to work with universities in that region in distance learning projects. The Comparative Religion Program offers one course as distance learning, but is cautious about expanding this endeavor until its pedagogical effectiveness is better established.

4.1.4 Experiential learning

Through its Career and Internship Office the Jackson School promotes experiential learning in the form of internships both in the U.S. and internationally. The School directly sponsors the Asia Internship Program, through which students with country-specific background and language skills are placed in companies in Japan, Taiwan, and Korea for 3-6 month internships.

The Career Services office also maintains contacts with various organizations and assists students in finding appropriate internships both locally and in other U.S. locations, primarily Washington, D.C. Students have completed internships with the State Department, USAID, the United Nations, and numerous NGOs in D.C., as well such local organizations as the World Affairs Council, the Washington State Dept. of Community, Trade and Economic Development, the National Bureau of Asian Research, the Washington State China Relations Council, and the Foundation for Russian-American Economic Cooperation, among others.

4.1.5 International study

Study abroad is required in the European Studies BA program and strongly encouraged in other programs. The Student Services Office and the program heads do everything they can to facilitate study abroad for Jackson School students and to arrange transfer credit for it.

Sometimes study abroad is administered directly by a program, as in the case of Vietnamese Advanced Study Abroad and the Consortium for Advanced Thai.

4.1.6 Educational technology

As was explained above under 2.4, we currently offer one course primarily for graduate students in the critical use of internet data gathering tools. We would like to be able to do something like this for beginning students also, but for this purpose we would need a laboratory-classroom with the appropriate equipment.

In the area of outreach, some of our centers publish outreach materials electronically on the World Wide Web.

4.2 *Research*

4.2.1 Changes and advances in the discipline

As has been explained in various places above, our faculty tend to be in the forefront of developments in their disciplines.

4.2.2 Changing funding patterns in the discipline

Grant money is less easily available than it was not long ago, but this is a general problem for all of higher education. Nevertheless the Jackson School continues to be successful in winning grants such as the recent Ford Foundation grant to revitalize area studies. Mention might also be made of grants won in recent years by the East Asia Center and the Jewish Studies Program to fund their outreach activities. The Jackson School has also received strong support from the Jackson Foundation over these last three years.

4.2.3 New technologies

The principal new technology in our fields of study is the use of the internet for communication and research.

The members of our faculty vary in their use of new technologies—some are advanced and expert users, some remain at the novice level. One reason for the lag in some cases is the lack of adequate equipment. Especially with the general trend toward use of the graphically oriented World Wide Web, faculty and staff still using antiquated computer equipment are unable to access appropriate data sources.

4.3 *Service*

4.3.1 To the university

Although the Jackson School would like to increase access to its courses for non-majors even further, it already has large enrollments in courses that are popular with non-majors and sometimes also serve as central courses in the curriculum of non-JSIS majors. For example, RELIG 380, *The Nature of Religion and Its Study*, is both a requirement for Comparative Religion majors in the Jackson School and one of a small set of optional core courses required for the Comparative History of Ideas major outside the School.

4.3.2 To our profession

The current JSIS Director is president-elect of the professional organization APSIA (Association of Professional Schools of International Affairs). Individual members of the faculty play an active role in their discipline and interdisciplinary organizations.

4.3.3 The broader community

Service to the broader community is institutionalized in the Jackson School in the form of its outreach programs, which work extensively with K-12 schools as well as other organizations to disseminate knowledge of the world and stimulate inquiry into international issues.

We measure our success in the area of outreach in part by soliciting audience evaluations, which have been highly favorable. Several of our outreach Coordinators have received awards in recognition of the excellence of their service. For example, on Dec. 2 of this year the World Affairs Council will honor Mary H. Bernson as the Global Educator of the year.

In addition to outreach, many Jackson School faculty contribute to the broader community through lectures for community groups and service in community organizations of various types.

Also, Jackson School programs sponsor lectures and colloquia to which the larger community is invited. The Stroum Lectures of the Jewish Studies Program, for example, draw very large community audiences, and the Comparative Religion Program is cooperating this Autumn for the fourth time with the Ernest Becker Foundation in sponsoring a conference open to the public on the theme, "The Love of Violence."

4.4 *Strategies to address anticipated changes*

4.4.1 Faculty retirements

Our strategy for dealing with retirements is to ask permission to run searches to replace the retiring faculty after considering specific programmatic needs and then the School as a whole. Many of our faculty have been successfully replaced in this manner, but the current budget pressures on the College make it rare to replace retiring senior faculty with faculty of comparable or nearly comparable professional stature. This threatens to be a serious problem for our Japan Program, as will be discussed below.

4.4.2 Increasing numbers of undergraduate students (majors and non-majors)

We have been trying to increase the size of some of our popular courses for both majors and non-majors. Whether we can succeed in this or not depends

largely on the availability of Teaching Assistants, which the Jackson School itself has little control over, since those allocations are made by the Office of Undergraduate Studies and the Dean of Arts and Sciences. This Autumn, for example, we proposed increasing the size of our RELIG 201, Introduction to World Religions: Western Traditions, from 100 students to 160 but did not receive an additional TA and had to cancel the extra sections. IS 200, States and Capitalism: The Origins of the Modern Global System, could also have taken more students, if additional TA resources had been available.

4.4.3 Increasing demand for graduate and undergraduate programs that will accommodate the needs of full-time working professionals

While JSIS offers four to six evening courses a year through the Evening Degree Program, it will never be in a position to offer a degree of its own in the evening. The resources necessary are not available. As has been explained, JSIS day programs draw on many departments' course offerings, a breadth that we have no way to replicate in the evening, via extension, or by distance learning.

4.4.4 Emerging technologies for research and teaching

The Jackson School has just completed a revision of its web site. This is a new technology for information that we are still learning to control.

The faculty vary in their use of the web in instruction, but on the whole we cannot claim to be very advanced in this area. In some cases faculty lack adequate equipment to pursue this.

4.4.5 Pressures on space

This is a serious problem for the Jackson School, especially since our outside grants not only enable us to invite visiting faculty but in some cases consist of funding for such positions. Further comments on the space issue will be given in section 5.2.7 below.

4.4.6 Pressures on budgets

This affects all departments at UW, especially since the University Initiative Fund is financed by a 1% tax on the budgets of Colleges, and other initiatives are also sometimes funded by not replacing retiring faculty. We tax our own Jackson School endowments to pay for many positions, including a

finance officer and part of a computer technician, because state funds for these necessary positions are lacking.

4.5 The Demand for accountability.

4.5.1 Efforts to improve efficiency

In recent years the Jackson School has launched a number of curricular changes, both graduate and undergraduate, that were aimed at reducing or eliminating obstacles to timely graduation. Several undergraduate changes may be mentioned:

- Consolidation in 1998 of five degree programs (China Studies, Japan Studies, Korea Studies, South Asian Studies, and Southeast Asian Studies) into a single program in Asian Studies, with more commonality at lower-division and a new General option for students with broad Asian interests. We hope that the new survey course, *The Rise of Asia*, may recruit new Asia majors somewhat earlier in their careers, thus promoting timely entry to the program and consequently timely completion of degrees.
- The replacement of the senior-thesis seminar in Japan and China Studies (now the Japan and China options of Asian Studies) with a research paper written in conjunction with a senior-level social science or humanities course. The senior-paper courses will be scheduled as much as possible across the academic year, allowing some students who formerly had to postpone graduation until June to finish their studies in December or March.
- Elimination in 1997 of the senior-thesis requirement in Latin American Studies, with the requirement for a substantial research paper being shifted to a 400-level interdisciplinary seminar (previously required, but lacking a paper with prescribed, uniform standards).
- Elimination in 1998 of the Majors Seminar requirement (SISJE 495) in Jewish Studies, replacing it with a more flexible requirement for at least 10 credits of coursework at 400 level.
- Simplification of the elective credits of the Comparative Religion major, replacing formal tracks with a breadth requirement comprised of three rubrics.

- At the graduate level, the MAIS program in Russian, East European and Central Asian Studies adjusted its coursework and revamped its advisory tools in 1996 and 1997 to help students navigate its complex curriculum. By recasting a first-year methods course into a second-year thesis seminar, the faculty now provide students with more timely guidance in the most demanding aspect of the program. They also constructed a detailed timeline identifying key benchmarks in the course of study. Finally, they imposed an informal but effective expectation that a student's oral exam will be scheduled only when the thesis is virtually complete—a change that has reversed the tendency for the thesis to stretch out several quarters after completion of coursework. Though it is too early to say for certain, faculty and staff believe that students are now coming closer to the two-year model for completion of the REECAS MAIS.

It would be inaccurate, however, to say that the only trend in the graduate programs is toward prompt completion of degrees. In Middle Eastern Studies, for instance, one recent contribution to graduation "efficiency" (encouragement of the examination-plus-papers option rather than a Master's thesis) has been countered by a new emphasis on this MAIS program as a three-year experience including a year spent studying abroad. In similar fashion, students in Comparative Religion may be taking somewhat longer to graduate than five years ago because a stronger applicant pool allows the faculty to pick the most intellectually talented candidates, regardless of prior language training; an additional year in time to degree is seen as relatively unimportant compared to the goal of producing outstanding graduates who have potential to become first-rate scholars. Nevertheless, it is generally the case that graduate faculty and staff are alert to the issue of impediments toward timely graduation and have acted to modify their programs accordingly.

4.5.2 Feedback/Assessment

The Jackson School has taken a number of measures in recent years to learn how students perceive its programs and services.

In Spring 1997 the Office of Student Services organized a "Speak Out" session to which all Jackson School undergraduates were invited. A group of

majors met with two faculty members to discuss what they liked and did not like about JSIS programs. The event was moderately successful in terms of attendance and generated several good ideas related to issues of communication and the need to build community (expanded use of e-mail networks, expanded orientation, with social as well as academic objectives, for new majors, and a long-term goal of an undergraduate lounge).

In addition, Student Services now asks an open-ended question on the School's program in the Postgraduate Education and Career Survey sent each summer to recent graduates. Among the surveys returned in summer 1998, 24 graduates offered comments or suggestions on their Jackson School experience. The most frequent positive comments related to the general excellence of the education provided (5) and praise for the quality of the faculty (3); the most common criticisms or suggestions called for a more career-oriented curriculum (5), better promotion/development of internship opportunities (5); and better promotion of study-abroad opportunities (4).

4.6 Demographic changes

With one exception, minority students are enrolled in Jackson School graduate and undergraduate programs at somewhat lower levels than in the University's overall student population (see Table immediately below). (The exception is undergraduate Hispanic-American students, who constitute about 5% of JSIS undergraduate majors compared with 4% of the University's undergraduate population).

	Enrollment by Ethnicity, 1997-98			
	Undergraduate		Graduate	
	JSIS	University	JSIS	University
Native American	0.3%	1.6%	0.8%	0.9%
Asian American	13.4%	22.3%	8.4%	8.0%
African American	1.6%	3.2%	0.0%	2.3%
Hispanic American	4.8%	4.1%	1.7%	2.8%
All Other	79.9%	68.8%	89.1%	86.0%

Seven of the eight JSIS undergraduate majors are open to any matriculated student, and admissions policies therefore play no particular role in developing a diverse student population. International Studies, the only selective major, encourages applicants from historically underrepresented minority groups to explain any circumstances about their backgrounds or special experiences that should be taken into account by the admissions committee. Underrepresentation or a background of educational disadvantage are among the factors considered in the admissions review, with the goal of increasing diversity in that major.

At the graduate level, minority enrollments in JSIS programs have been historically low, and the School is involved in several efforts to have a more inclusive student population. In 1995 the School entered a partnership with the Graduate School of Public Affairs to co-sponsor the UW's Junior Year Summer Institute in the Public Policy and International Affairs Fellowship Program (PPIA). PPIA provides members of minority groups who are historically underrepresented in public policy and international affairs careers with a seven-week preparatory program following the junior year in college, plus a two-year fellowship for a masters degree at one of about 30 U.S. universities. The School has attempted to match the increased visibility provided by Institute sponsorship with increased recruiting at the campuses where other summer institutes are held—primarily at UC-Berkeley but occasionally at Maryland and Princeton. The School has made a financial commitment as well, pledging RA funds of its own toward PPIA fellowships and successfully applying for additional support from the Graduate School's Division of Minority Affairs. Thus far the results have been modest, but one PPIA fellow was recruited in 1997 and another from the parallel International Institute for Public Policy Fellowship Program (IIPP) will enroll in Fall 1998.

Other initiatives include active participation in recruiting efforts sponsored by the Association for Professional Schools of International Affairs. In 1996 and 1998 the director of student services attended the APSIA graduate fair in Atlanta and also adjunct events at Morehouse College; in fall, 1998 he and other APSIA representatives met with faculty from Spelman College, Morehouse College, and other traditionally black colleges in the Atlanta area. Closer to home, the School is stepping up its effort to provide timely and useful

information about JSIS to the dean who conducts minority recruitment visits for the UW Graduate School.

Regarding diversity on the Jackson School faculty, we have been taking major steps to change the composition of the faculty in terms of gender and ethnicity. In the last four years we added four women (out of nine new faculty), and two of these were minorities. Negotiations with another woman minority to fill a new position (the Jackson Foundation chair) have just concluded with her acceptance, which will add one more to these figures for women and minorities.

4.7 *Personal productivity*

4.7.1 Faculty

The Director of the School holds individual meetings with all Assistant professors and most Associate professors to review their work and discuss possible improvement. The School, after setting its own rules and regulations, has requested approval to allow faculty to apply for research quarters in order to enable them to improve their scholarly productivity. We use e-mail distribution lists to inform the entire faculty and staff of important faculty achievements and acknowledge successes.

4.7.2 Staff

Out of non-state funds, the Director of the School hosts two Staff lunches each year to bring all of the School staff together to discuss common issues. A number of administrative changes have been made because of staff suggestions generated at these and other staff meetings. Staff achievements are also announced through our e-mail distribution lists.

5 Goals for the next 5-7 years

5.1 *Goal setting processes*

The Jackson School holds departmental meetings at least once each month. These are usually taken up with current business, but occasionally time is set aside for a discussion of goals. In order to have more concentrated discussions of goals, the School occasionally arranges a special meeting exclusively for that purpose.

As one recent example, in January 1998 the Jackson School engaged in a half day retreat to discuss curriculum. Faculty from every Jackson School program and key staff from Student Services met to review the structure of the School and discuss how its curriculum is shaped. The conversation was wide-ranging, spanning issues of general philosophy to specific course offerings. Discussion topics included: 1. Is there a possibility of agreement on a common conception of "international studies"? 2. Are there courses that could be shared as core elements in more than one program? 3. How can we deal with the need for more large courses and fewer very small ones? What kinds of need underlie this issue? 4. Should internships be used for credit toward majors? How should they be evaluated? 5. Can the coordination of course offerings be improved so as more efficiently to ensure that needed courses will be available to students at times that do not conflict?

The basic thrust of the discussion was toward increased inter-program cooperation and the offering of joint courses. We also discussed our desire to offer larger courses if the College will provide us with Teaching Assistants for this purpose.

The various programs of the School also hold regular faculty meetings, at least once each quarter, and in many cases monthly. The program-specific goals discussed in 5.3 below emerged largely from such meetings.

5.2 General goals of the Jackson School as a whole

We would like to be able to address certain immediate and long term problems as detailed below.

5.2.1 Academic challenges:

Staffing core courses

As the University increases enrollments we anticipate the need for an expansion of access to basic service courses and those required for our majors. This will require the hiring of new faculty and the creation of new graduate Teaching Assistantships.

Due to insufficient core faculty salaried in the School, many of the School's programs have difficulty guaranteeing that core courses in their curricula can be offered every year. Each program should have at least one tenure track FTE

faculty salaried in the Jackson School. This lack is especially acute in the case of European Studies, but it also affects Canadian Studies, Latin American Studies, South Asian Studies, and Southeast Asian Studies.

Impending retirements

Several of our programs face the challenge of replacing key personnel who will retire in the next five years. This will be a challenge for Comparative Religion within two years. It is already a problem for South Asia and Southeast Asia, because the Political Science department, which had specialists in each of these areas, is going to replace two retiring faculty with only one with a regional specialty, so that either South Asia or Southeast Asia will lose a political scientist.

The most severe problems due to retirement are likely to face the Japan Program within the next decade. Japan Program faculty salaried in the Jackson School consist entirely of senior faculty, most of whom are over 59 years old. It is likely that many of these faculty will retire within a few years of each other. If all are replaced at the junior level, as is becoming common at UW, this will severely affect the quality of the program, possibly reducing the Japan Program from preeminent in this area to a minor status.

Gaps in curriculum

There are various gaps in curriculum due to lack of faculty to cover all fields completely. One is the lack of specialists in our China Program in the areas of Chinese religion and philosophy. These are topics in which the university and the Jackson School once had great strength. We would like eventually to be able to acquire new faculty to fill this need. If this were to happen, it would also fill a long felt need of the Comparative Religion Program and thus serve the needs of two programs at once.

5.2.2 Instructional challenges

As was mentioned in 2.4 above, we would like to be able offer a course for undergraduates on the critical use of the World Wide Web for gathering information for international research. To do this we would need a laboratory-classroom with the appropriate equipment for demonstrating the relevant techniques.

Electronic reserves are a helpful new development that our faculty is beginning to take advantage of.

Another general development in higher education is the increase of distance learning. The Jackson School has been involved with this for some time (at least since the 1970s in some programs), but the new electronic media are also transforming this field as well. The Jackson School is in the vanguard of this development through its Middle East Center in the program discussed above involving interactive video broadcast from the University of Washington to a number of institutions. This program is likely to serve as a national model of innovative distance learning. Our Canadian Studies Center is also actively involved in with distance learning, as was described in 4.1.3 above.

The School could give greater access to its courses to both majors and non-majors if it were able to increase its enrollments in certain high demand classes (such as RELIG 201 and 202 or SIS 200, 201, and 202—all of which regularly have to turn away potential registrants). This would require additional Teaching Assistant support, for which funds would have to be supplied.

An issue the School faculty must constantly discuss is the development of inter-program courses that can satisfy the needs of different majors within the School.

5.2.3 Service

Our outreach programs are excellent but even to maintain them in existence, let alone keep up their quality, may be difficult in the face of declining federal funding and lack of university and state support. The lack of UW support for outreach has become particularly frustrating.

5.2.4 Funding for students

A major goal of the School as a whole and of each of its programs is increased funding for graduate student support. Part of this can come in the form of Teaching Assistantships, but we would like to get scholarship support as well to enable us to compete for the best graduate students with other better funded universities.

5.2.5 Faculty shared with other units

As was explained above, the Jackson School could not function without the assistance of many faculty from outside the department. In many cases these are affiliated faculty fully salaried in their own departments whose contribution is to teach courses that are offered by their home departments but are also included in the interdisciplinary curricula of Jackson School programs. In some cases faculty in this category also teach exclusively Jackson School courses without compensation to their departments. These arrangements are very beneficial to us, but they would not suffice in themselves to maintain our curricula, especially in the case of courses that are especially required for our majors. For this reason the Jackson School has also worked out a number jointly salaried appointments.

All of these shared faculty resources are very vulnerable to retirements and other departures, especially those which receive no Jackson School salary, since this leaves the Jackson School with no voice in the choice of a replacement—who might not even be a specialist in the same field or region. The retirement of the two internationally recognized area specialists in the Political Science department and their replacement by only one area specialist for only one of South Asia or Southeast Asia is a case in point. Area specialists in the social sciences are a low priority for other units, and all programs worry about replacing such specialists, let alone adding new ones, such as an anthropologist who works on Japan.

The Jackson School has asked for years that the College and University develop a mechanism to ensure that there will be some broader oversight of appointments in international fields, so that they will not depend so much on chance and the shifting priorities of individual departments. The appointment by the university president of the International Faculty Council may serve this need for broader oversight. Since this council will only begin to function in Autumn 1998, its success remains to be seen, but this is at least a step in the right direction. We hope it will be well supported.

5.2.6 Scholarly exchange

We would like to be able to increase scholarly exchange regionally, nationally, and internationally. The Jackson School has always invited visiting faculty—something that is especially important for a school of international studies, since international visitors add levels of special expertise that make the study of international subjects much more vivid and concrete. We would like to be able to do more of this.

Current U.S. immigration policies make it much more difficult than it used to be to invite visitors even for a single visit, much less to teach for a quarter or a year. This is, however, a national problem affecting all universities. We greatly appreciate the excellent assistance we receive with visa problems from the UW Office of International Services, but a real solution will have to come from the national level.

5.2.7 Staff needs

One of the most important elements in the School's structure, both for students and for programs, is the Office of Student Services. This office keeps all student records and handles all undergraduate advising and basic graduate advising. It also provides information to prospective students and handles admission applications. In addition it manages all of the business associated with curriculum and courses. Since 1995 this office lost one half of an FTE, increasing the heavy load on an already overburdened staff. This 0.5 FTE should be restored.

In the section on experiential learning (4.1.4 above) reference was made to our Career and Internship Office. This office offers an important contribution to our students, and the Director of the School is strongly committed to expanding its operations. For this purpose, he has raised \$100,000 in private endowment funds, but the new work these gifts will make possible will require additional staff time and efforts. Currently the Career and Internship Office is staffed by a half-time employee paid entirely from the School's endowment funds. To expand it will require support from the university. It also helps in fund raising when the UW makes some contribution toward the position.

5.2.8 Space considerations

Our office space is very limited, and we are hard pressed to provide even adequate office space for regular faculty and staff, let alone the international visitors who play such an important role in our teaching.

Some of our offices have furniture that is decrepit and must be replaced, but UW financial support is lacking.

5.2.9 Salaries

The generally low level of faculty salaries at the University of Washington makes it challenging for us to find faculty of a quality commensurate with our traditions of excellence and leadership. An indication of this is that we have the lowest salaries of any member of the Association of Professional Schools of International Affairs, our peer institutions. Just this year we lost Professor Hillel Kieval to Washington University in Saint Louis because we could not compete in salary.

5.2.10 Technology

There are varying degrees of expertise in the use of electronic technology in research and teaching among Jackson School faculty. A number of professors in the program have incorporated CD-ROM materials and the Internet into their teaching. Many as well use e-mail as a forum for communicating with students about course work. Virtually everyone now composes on a computer, is connected to other scholars via e-mail, and dips into web-sites.

On the other hand, slowing down development in this area is the fact that some of our computer equipment and software is antiquated, making for difficulty using the graphic capabilities of the World Wide Web and for barriers to communication within the unit, such as the inability of some professors and secretaries to exchange files. This can be corrected by the adoption of more current software, but that in turn will require the replacement of some of our computers which are incapable of using the new software. We expect that this problem will be dealt with in time as funds for new equipment become available.

5.3 Program-specific Goals:

5.3.1 Canadian Studies

The Canadian Studies Program currently offers the BA degree only. It would like to develop an MAIS program.

Both for this purpose and the continuing welfare of the BA program, it needs to fill on a permanent basis the teaching positions in Canadian history and politics that were previously covered by a professor now retired.

The program would like to continue and further develop its outreach activity with teaching modules on specific Canadian issues on the Internet for K-12 teachers.

The program has begun a formal distance learning directive as evidenced in the teleconferencing course dealing with NAFTA that involved Western Washington University during the winter quarter, 1998. This is continuing with a general cultural course on Canada to be offered to students for credit and the community as part of the life long learning objective during the spring quarter, 1999. One of the program's major goals is to continue to develop distance learning.

5.3.2 China Studies

There remain conspicuous gaps in the curriculum offered by the China Program. In particular, the lack of specialists in the areas of Chinese religion and philosophy are conspicuous weaknesses. There is are limited ties with and a shortage of FTEs in professional schools, especially Business. Given the multiple claims on the time of joint appointments, fewer courses on China are offered than is theoretically possible, with major bottlenecks emerging in some areas, especially contemporary political and international affairs and society.

5.3.3 Comparative Religion

Outreach: The program has just recently made a major move to increase communication between faculty and regional journalists who cover issues in religion and would like to expand this type of outreach. Its faculty will also continue to be available to speak to community groups about various aspects of

religion. How to continue this, however, with limited staff support even if the faculty is available is a problem.

Distance learning: At present Comparative Religion has one course available through distance learning. Chairman Martin Jaffee says, "I have not encouraged more of this and will not until I am convinced that the educational experience of distance learning is comparable in richness to a classroom experience."

An important impending retirement: Professor Eugene Webb, in addition to teaching for many years two of the three core courses in the Comparative Religion BA curriculum, regularly offers courses covering the philosophical and theological dimension of the Christian religion in the period from approximately the 13th century to the 20th century. He is the only member of the program faculty who deals with this intellectually central material. He is also the principal member of the faculty responsible for the Religion and Culture track of the MAIS program. He plans to retire in two years, and it will be important to replace him with a person who can cover the ground he does. To lose this coverage would effectively cripple the program.

5.3.4 European Studies

The program would like to expand the size of its introductory core course, EURO 301, to use it both as a recruiting course for the major and to serve non-majors as well. Since there is considerable demand for the course (it has expanded from 12 students when it was first offered in 1994 to 55 students in Autumn 1998), this should be quite possible, but it will require a TA.

An especially acute need of the European Studies Program is one FTE salaried in the Jackson School specifically for the purpose of teaching its core courses. As it is, the program was able to exist during its first years only because the chair of the program taught EURO 301 and EURO 491 as voluntary overloads. The current chair teaches EURO 491 as an overload. Although there are some members of the European Studies faculty salaried in the School, this is an accident of the fact that some members of the REECAS Program and one of the Comparative Religion Program happen also to be on the European Studies

faculty list, but they are already fully committed in their teaching for their other programs.

5.3.5 International Studies Program

In recent years there has been a shift of emphasis in international and area studies away from regional focus toward programs that are organized around themes. The program has taken advantage of its strengths in this area and has started to rebuild its curriculum accordingly. In its course offerings and in various activities funded through its center, International Studies has begun to emphasize a theme-based approach. A major goal of the program is to continue developing in this direction.

The program seeks to extend contacts with institutions in Russia, Turkey, Mexico, and Israel to exchange students and faculty. Currently these efforts are funded entirely out of the International Studies Center's Title VI budget. University and state help in underwriting some of the technology that is required and also in providing scholarships and other support to students and faculty would strengthen the program's status as a leading program in international studies.

A major need that has been a constant problem for the IS Program has been the staffing of core courses in its curriculum. In the case of SIS 200, 201, and 202, these courses are not only required for the major but also very popular with non-majors, and especially in the case of 202 it has been difficult to find a regular faculty member to teach it. The Task Forces for majors are a vital and distinctive element of the IS Program's BA curriculum, and staffing these is constantly a challenge. One of the goals of the IS Program is to create a Task Force on the graduate level and will try it for the first time in Spring 1999. For the long term, staffing this will a problem.

5.3.6 Japan Studies

During the past academic year the Japan Program appointed a "Future Committee" to consider its long-term needs and goals, long before it knew there would be a 10-year review of the Jackson School. Primary concerns of the committee are maintenance of a Japan faculty that has long been ranked among the foremost in the country, increased support for Japanese language which has

seen a dramatic rise in demand, particularly at the third- and fourth-year levels, and integration of Japan-related courses and activities throughout the university.

Integration of teaching and research on Japan with other units is already in an advanced stage. The undergraduate Japan Studies major is part of the new Asian Studies major, and the program offers a minor as well. This academic year we are beginning discussion of integrating the Asian or East Asian MAIS programs. All of the Japan faculty in the Jackson School currently are involved in comparative research projects and, as a result, many are teaching courses encompassing East Asia and other areas.

A primary concern within the Jackson School is preserving the Japan faculty in the face of four certain retirements within the next decade and the need of the College of Arts and Sciences to reduce positions due to the UIF budget reductions. Of the five Japan positions within JSIS, one is a chair funded fully from outside, a second is half funded from an endowment grant, and two positions are half in other departments. In particular the concern is to maintain two Japanese history positions. In contrast to the China Program which has three positions in Chinese history, Japan has only two in history, one split between the Jackson School and the History Department, and the other fully in JSIS and half on state money, half on endowment money not earmarked for this purpose. In addition, there is no longer a Japan specialist in the Anthropology Department or the Business School, there is currently a temporary lecturer in Japanese Art History, and four of the five positions in Japanese language and literature are held by assistant professors. Thus, the most important goal of the Japan Program is to maintain a first-rate faculty. Without one, East Asian Studies and Asian Studies as a whole will suffer, and this area has long been one of the notable strengths of the UW.

5.3.7 Jewish Studies

Jewish Studies has been consulting with the Germanics Department on the possibility of resuming the teaching of Yiddish, which was eliminated from the UW curriculum over 15 years ago. The hope is to offer, initially, a summer course on Yiddish language and culture. Such a course would greatly enhance

the Jewish Studies curriculum and serve the needs of students in History, CHID, Slavics and other units as well as Germanics.

The program is also exploring options for offering a certificate in Jewish Studies. Such a credential would serve the needs of non-traditional students, such as individuals who already hold a BA or other degree and who do not wish to undertake another BA but wish to equip themselves with knowledge in the area of Jewish Studies so as to teach in Jewish schools or adult education settings.

5.3.8 Korea Studies

The Korean faculty meets annually to set program goals. These include deciding on interesting visitors to invite, on publications for the Korea series at the University of Washington Press, and library support.

As regards future goals, the program would like to continue development of exchange programs with Korean universities to include faculty as well as student exchanges. A long term goal would be to find money to support graduate students in the program.

An important impending retirement: Within the next decade the Korean Program expects to lose a distinguished senior historian of Korea. This is one of two program appointments salaried in the School (joint with History in this case). It is an absolutely essential position for guaranteeing the staffing of core courses in the program. It is imperative that this position be filled again when it becomes vacant.

5.3.9 Latin American Studies

New courses: To facilitate student progress through the major and the minor and to continue to attract strong students, the program will work to expand the variety of courses and the frequency with which they are offered.

Fund raising: The program seeks to develop a base of individual and institutional donors to provide outside funding for the program. Funds raised would support educational and cultural events, outreach work, and student and faculty fellowships. Administrative support in fundraising would be helpful, as would the provision of matching funds for outside moneys raised. Assistance in helping locate donors for student scholarship would also be important.

University publicity about the program will play a crucial role in fundraising efforts.

Increased collaboration: The program hopes to strengthen ties with Latin Americanists working in other schools, such as Public Affairs, Forest Resources, Fisheries, and Public Health. Preliminary connections have already taken place through the Brown Bag Discussion series. The clearest expression of the program's desire to forge links with professional schools is found in its 1996 UIF proposal to establish a North-South Center of Latin American and Northwest Studies. This proposal abetted the university's goals of providing regional relevance and interdisciplinary and experiential learning in its programs. The program will continue collaborating with area organizations working on Latin American and U.S. Latino issues. These range from business and trade organizations to social services and cultural non-profit groups. With sufficient institutional support, the program could also work to develop a regional consortium, linking Latin Americanists at universities ranging from Oregon to British Columbia.

One of the program's highest priorities is to make the appointment of Assistant professor Jonathan Warren (currently 50%) a 100% position. This position is essential for staffing the core courses in the Latin American Studies major.

5.3.10 Middle Eastern Studies

The program would like to continue to develop computer-aided instruction, either through the Internet or use of data sets, and audio-visual support for instruction. It would like to continue its major developments in distance learning, and to expand its international study relationships with Middle East universities through the Office of International Education, notably with Hebrew University in Israel, American University in Cairo, Bogazici University in Turkey, and Yarmouk University in Jordan. Additional coordination with natural science faculties would help the program to expand these relationships.

The program is also concerned about anticipated retirements in History (in 4 years) and in Central Asian languages and literature (within the next decade).

5.3.11 Russian, East European, and Central Asian Studies

The goals of the REECAS program are:

1. In response to the growing interest in the post-Soviet period in the countries of East Europe, to increase available instruction in East European languages, and coursework relevant to Eastern Europe in a variety of disciplines. We have given additional support through the REECAS Center to instruction in Czech, Lithuanian and Estonian. Program faculty have played in the last five years an active role in the Baltic Studies Endowment, which aims to install endowed lectureships in the three Baltic languages. This has recently attracted to the UW Libraries a gift of the largest collection of Latvian books outside Latvia, and a donation of \$250,000 from the American Latvian Association. The REECAS Program director is currently working with leaders of the Ukrainian community and the College of Arts and Sciences development staff to establish a similar endowment fund, which was publicly announced in August 1998.

2. To encourage course offerings and other academic activities relevant to the former Soviet Central Asia. We were instrumental in bringing to an appointment in Family Medicine Prof. George Wright, an expert on community health care systems with special experience in the Central Asian republics, and have sponsored or co-sponsored a number of short-term lecturers to teach courses in this part of our region.

3. To initiate fund-raising activities to increase support for graduate students in our MAIS program, the most important part of our academic endeavor, recruitment to which is complicated by the low level of support we are able to offer.

4. To extend our very successful outreach program, particularly through the "Cooperative Eurasian Information Resource", a project supported by seed-money in the current Title VI grant, which aims to bring together university, community college and high school teachers in Washington to make carefully

designed curricular materials available on the Internet for instructional use at all levels.

5.3.12 South Asian Studies

The South Asia Program believes that for adequate functioning it needs at least the equivalent of two FTE tenure-track faculty in the Jackson School, not counting the "nominal" appointment of a person who happens to be serving as program chair or center director. Not only would such core appointments anchor and sustain an active engagement between South Asia and the entire Jackson School voting faculty, but, given the growing significance of the subcontinent in strategic and economic terms, as well as its continuing cultural importance, it is entirely appropriate to have a greater representation within the School. The subcontinent is a major stage upon which are being acted out the issues and consequences of globalization; the Jackson School's "take" on the contemporary world will be, without significant South Asian representation, impoverished.

Possible areas not covered at present that these two positions are needed for include: politics of the subcontinent including issues such as ethnic conflict, or economic development and globalization (which would help to link South Asia to the other programs, particularly International Studies), or issues of activism, NGO policies, recruitment. The last would help the program in its goal of developing in its MAIS (South Asia) degree program a component to provide further training and scholarly analysis of the subcontinent's on-going problems of human resource development and deployment.

5.3.13 Southeast Asian Studies

Program goals include: Increased funding opportunities for graduate students; developing distance learning technologies; increasing scholarly exchange regionally, nationally and internationally; developing Vietnamese Studies at UW, and strengthening consortium linkages among Pacific Northwest institutions. The program has applied to the Ford Foundation for a grant for these purposes.

Other goals include: Enhancing teacher training and outreach programs; increasing student participation in its center's activities; including the University

of Victoria in its consortium; and developing the conferences and colloquia in the consortium. It has applied to the Department of Education for a grant for these purposes.

The program would also like to obtain permanent funding for "Seaspan," the publication of the Northwest Regional Consortium, which is currently funded under its Ford Foundation Grant.