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**GRANT APPLICATION**

for the FY2022

**Russian, East European and Eurasian National Resource Center**

and

**Foreign Language and Area Studies Fellowships**

Programs

CFDA No. 84.015 A&B

submitted by the

Center for Russian, East European and Eurasian Studies on behalf of

The Board of Trustees of the Leland Stanford Junior University

February 14, 2022

**Stanford University**

**Center for Russian, East European and Eurasian Studies FY2022 NRC & FLAS Grants Proposal**

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**List of Acronyms**

ACTFL American Council for the Teaching of Foreign Languages AY Academic Year

BEAM Bridging Education, Ambition & Meaningful Work (Career Education) CDDRL Center on Democracy, Development and Rule of Law

CEAS Stanford’s Center for East Asian Studies CESSI Central Eurasian Studies Summer Institute CESTA Center for Spatial and Textual Analysis

CISAC Center for International Security and Cooperation CLAS Stanford’s Center for Latin American Studies CSA Stanford’s Center for South Asian Studies

CSET Stanford’s Center to Support Excellence in Teaching

CREEES Stanford’s Center for Russian, East European & Eurasian Studies DLCL Stanford’s Division of Literatures, Cultures and Languages

EPIC Education Program for Internationalizing Curriculum FSI Freeman Spogli Institute for International Studies FTE Full-Time Employee

GSB Stanford Graduate School of Business GSE Stanford Graduate School of Education

IDEAL Inclusion, Diversity, Equity, and Access in a Learning Environment IPS International Policy Studies

IR International Relations

LCTL Less Commonly Taught Language MS&E Management, Science and Engineering MIP Master’s in International Policy

MOPI Modified Oral Proficiency Interview NGO Non-Government Organization

OFDDE Office of Faculty Development, Diversity and Engagement OPI Oral Proficiency Interview

OSP Overseas Studies Program

REES Russian and East European Studies

REEES Russian, East European and Eurasian Studies SGS Stanford Global Studies Division

SHC Stanford Humanities Center

SLC Stanford Language Center

SLP Special Language Program

SOPI Simulated Oral Proficiency Interview

SPICE Stanford Program on International and Cross-Cultural Education SUL Stanford University Libraries

SURF Stanford U.S.-Russia Forum (student group) VPGE Vice Provost for Graduate Education

VPTL Vice Provost for Teaching and Learning VPUE Vice Provost for Undergraduate Education WPT Writing Proficiency Test

# COMMITMENT TO THE SUBJECT AREA

Stanford University has a long tradition of support for teaching and research on Russia, East Europe and Eurasia, dating to the founding in 1919 of the Hoover Institution, which now houses one of the richest archives for modern Russian and East European politics, history and culture in the world. That the region remains one of the university’s top priorities is demonstrated by such recent developments as: an endowed professorship faculty hire in Political Science, two tenure promotions in Linguistics, the promotion of former CREEES director to an endowed professorship in Art & Art History and the promotion of a professor of Slavic to Senior Associate Dean of Humanities & Arts; the consistent offering of overseas seminars in Russia and the Baltics; the expansion of the Stanford Global Internship Program to Bosnia-Herzegovina, Estonia, Latvia, Russia and Ukraine; the launching of the Freeman Spogli Institute’s European Security Initiative, heavily focused on Russia and post-Soviet states, as well as the Ukrainian Emerging Leaders Program; the significant growth of the Baltic library and archival collection accompanied by a growing program in Baltic Studies; and the robust acquisitions of new major collections in East European and Russian politics by the Hoover Archive.

In fiscal year 2021, Stanford University provided more than $13.25 million in funding to support the field of Russian, East European and Eurasian Studies. Table 1 provides a summary of this support, discussed in detail below.

***Support for Center Operations.*** The Stanford Russian, East European and Eurasian National Resource Center will carry out its mission through the Center for Russian, East European and Eurasian Studies (CREEES), in cooperation with the Department of Literatures, Cultures and Languages, the Department of History, the Stanford Language Center and its Special Language Program, the Freeman Spogli Institute for International Studies (FSI), the Stanford Global Studies Division (SGS), the Stanford Program on International and Cross-Cultural Education

(SPICE), the Graduate School of Education (GSE) and numerous other centers and programs. CREEES serves as the focal point for all of Stanford's Russian, East European and Eurasian programs, organizes public lectures and outreach events, manages research funds and student grants, and supports teaching and research on area topics campus-wide. CREEES also administers a thriving interdisciplinary MA degree program, including joint- and dual-degree programs with the schools of Law, Education, and Business.

**Table 1. Stanford University Institutional Commitment to Russian, East European, and Eurasian Studies**

|  |  |
| --- | --- |
| CREEES Operating Budget | $ 678,000 |
| Stanford Global Studies Admin Support | $ 85,831 |
| Faculty Salaries | $ 6,563.263 |
| Library Acquisitions & Staff | $ 1,968,000 |
| Student Aid (graduate) | $ 2,826,000 |
| Overseas Studies & Internships\* | $ 851,214 |
| FSI REEE Programs | $ 264,244 |
| Total | $ 13,254,552 |

\*Due to COVID overseas in-person programs were suspended in 2020-21. This figure reflects expenses from the previous year.

The Center receives $678,000 annually in direct support from gifts, endowments, and funding from the School of Humanities & Sciences and the Provost. The Stanford Global Studies Division, where CREEES is housed, provides

funding for teaching, internships, supplies and general administrative support.

***Support for Teaching Faculty.*** In 2020-21, Stanford provided more than $6.56 million in salary and benefits to faculty and lecturers engaged in teaching REEES. This sum is based on average faculty salaries for rank and field supplied, with proportional sums calculated for those devoting less than 100% time to the subject area (Appendix 3). In 2020-21 there were 33 regular faculty, 12 non-language lecturers, and 12 language lecturers in 23 departments and programs across 6 schools (Humanities & Sciences, Engineering, Law School, Graduate School of Business, Graduate School of Education, and Medicine) who focused at least 25% on Russia, East Europe and Eurasia, 30 of whom focused 100% on Russian, East Europe and Eurasia (Table 3., pg. 11). ***Support for Library Resources.*** In 2020-21, Stanford University Libraries (SUL) provided

$1.168 million to support its world-famous collection in Russian, East European and Eurasian,

Jewish and Baltics Studies. Over $840,000 was spent on acquisitions, and the remaining funds on administrative costs, staff salaries and benefits. In addition, supplemental funds are available for special acquisitions, and an endowment received in 2010 created a Baltic collection which currently holds over 40,000 items, one of the largest in the U.S.. The Hoover Institution Library and Archives provides approximately $800,000 towards REEES area collections and staff.

***Support for Linkages with Institutions Abroad.*** Stanford University provided over $850,000 million to support linkages with institutions in Russia, East Europe and Eurasia. This figure includes the budget for Overseas Studies seminars in Russia & the Baltics, 25% of the Stanford- in-Berlin’s program costs, Overseas Studies administrative costs, and the Stanford Global Studies Internship Program. CREEES also has supported regularly with funds and administrative and publicity support the Stanford U.S.-Russia Forum (SURF), an international student organization jointly founded in 2009 by students from Stanford and State University-Higher School of Economics in Moscow, and which brings together 40 students from the two countries annually to work on collaborative research projects and engage with leading experts in policymaking, academia and business.

***Support for Center Outreach Activities.*** In 2020-21 the University provided approximately

$380,000 for outreach activities in REEES. This funding supported outreach programming at CREEES, FSI, and the Stanford Program on International, Cross-Cultural and Education (SPICE) for conferences, seminars, teacher training workshops, and educational materials distributed for free on our websites (See Section I for more details).

***Support for Qualified Students*.** In 2020-21, the University provided $2.826 million in student aid that benefited REEES. This amount includes full funding for 30 doctoral candidates in our field. Funds that CREEES provided for CREEES MA student tuition fellowships as well as the

grants for graduate and undergraduate students for summer language and research grants

($296,345), which constitute 43.7% of its operating budget. Departments offer graduate students additional funds for summer travel and research, and the University offers summer language study grants, international research grants, and public service fellowships to undergraduates studying in our field, in addition to generous financial aid and grant packages.

# LANGUAGE INSTRUCTIONAL PROGRAM

***B1. Extent of Instruction and Enrollments***. Stanford regularly offers Russian language courses and nearly a dozen East European and Eurasian lesser commonly taught language (LCTLs). All foreign language instruction is coordinated by the Stanford Language Center (SLC). Enrollments in Russian language courses remain strong, with consistent retention through the intermediate and advanced levels. Area LCTLs are administered through the Special Language Program (SLP) and the African and Middle Eastern Languages and Literatures Program (both housed within

**Table 2. Russian, East European and Eurasian Language Enrollments, 2017-21**

*Figures represent cumulative enrollments across 3 academic quarters.*

SLC). The flexibility of the Stanford language program allows for these critical languages to be offered on an as-needed basis to meet student academic needs.

Table 2. summarizes enrollments in Russian, East European and Eurasian LCTLs since 2017-18. Students majoring in a broad range of disciplines pursue language study. Based on most recent data, in 2019-20, 23% students studying

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Czech | 7 | 3 | 1 | 5 |
| Hungarian | 7 | 5 | 5 | 1 |
| Kazakh | 6 | 3 | 2 | 2 |
| Lithuanian | 4 | 0 | 0 | 0 |
| Polish | 13 | 7 | 7 | 5 |
| Romanian | 6 | 0 | 1 | 8 |
| Russian | 149 | 112 | 114 | 135 |
| Serbo-Croatian | 5 | 0 | 0 | 0 |
| Slovenian | 0 | 3 | 3 | 0 |
| Turkish | 13 | 19 | 19 | 14 |
| Ukrainian | 5 | 0 | 3 | 4 |
| Uyghur | 0 | 1 | 3 | 1 |
| Yiddish | 10 | 12 | 5 | 5 |
| **Total** | 225 | 165 | 163 | 180 |

Russian were in the natural sciences and engineering, 21% in interdisciplinary majors (including IR), 8% in social sciences, 29% in arts & humanities, and 8% in law. In addition to academic year language study at Stanford, students have participated in summer language programs in

Hungary, Kazakhstan, Kosovo, Russia as well as Middlebury Language Schools, the Language Workshop at Indiana University, and Central Eurasian Studies Summer Institute (CESSI) at the University of Wisconsin-Madison, the latter two which we seek grant funds to support.

***B2. Levels of Language Instruction*.** Stanford regularly offers five full-year levels of Russian language study, advanced language seminars, conversation courses, and courses for heritage speakers. In addition to Russian, the Stanford Language Center (SLC) can offer up through three levels of Czech, Hungarian, Kazakh, Polish, Romanian, Serbo-Croatian (BCS), Ukrainian, Turkish or Yiddish. The SLC organizes additional language courses based on students’ needs; for example, Lithuanian (2017-18), Slovenian (2018-19, 2019-20) and Uyghur (2018-19, 2019-20,

and 2020-21).

The Slavic Department regularly offers literature and cultural studies seminars (e.g., Russian Government & NGOs in Memorialization or Slavic History of World War II and its memory). In addition to dedicated Russian sections for relevant Literature courses, a number of cross- disciplinary courses (e.g. Russian Nationalism or The Burden of Memory) integrate weekly primary and secondary readings in Russian in history, anthropology, sociology, political science and cultural theory and offer extra-unit discussion sections in Russian, as does the History course Soviet Civilization. In Reading in Russian, students engage research-related texts in various disciplines (e.g. history and political science.)

***B3. Language Staff and Pedagogy Training:*** The Russian language teaching staff includes one full-time Senior Lecturer, Eugenia Khassina (since 2004), and one full-time Lecturer, Rima Greenhill (since 1995), who serves as program coordinator, as well as graduate student (PhD) teaching assistants. The SLC’s Special Language Program hires and trains individual instructors for each of the other area LCTLs (nearly ten each year) to conduct classes at all levels. Lecturers

of Czech, Hungarian, Polish, Romanian, Serbo-Croatian and Ukrainian all have taught regularly

at SLC for at least twelve years and in some cases over twenty (see App. 3). A Senior Lecturer coordinates the African and Middle Eastern Languages and Literatures Program in which two area LCTLs – Yiddish and Turkish – are offered by additional lecturers. In addition, a full-time Lecturer position in Turkish Language and Literature offers reading and translation courses.

The Stanford Language Center sponsors frequent professional development workshops based on ACTFL (American Council for the Teaching of Foreign Languages) models, including training in OPI (oral proficiency interview), SOPI (simulated oral proficiency interview), and WPT (Writing Proficiency Test) standards and techniques. All language instructors are given the opportunity to acquire ACTFL certification in these testing methods, financed in part through the SLC. Ninety-five percent of all Stanford language instructors have participated in the initial stages of oral proficiency training and certification. The Polish lecturer is certified in both OPI and WPT testing. Lecturers of Hungarian and Ukrainian also have received OPI certification, supported in part prior Title VI funds. In addition, in 2021 two Slavic graduate students were certified as testers in Russian, supported by SLC. These are exceptional achievements for graduate students so early in their careers and speak to their dedication and commitment to the profession. LCTL instructors also regularly participate in ACTFL webinars organized by the Special Language Program, where they discuss best practices and programmatic needs.

Professional training for graduate TAs features a language pedagogy practicum, “Learning and Teaching Second Languages,” which includes observation, practice teaching, and lesson plan preparation, and a follow-on course, “Learning and Teaching Second Literatures,” both taught by SLC faculty director Elizabeth Bernhardt. TAs also enroll in second language acquisition courses and a research design course that provides training in webpage construction and online teaching tools, as do they receive training in SOPI.

***B4. Quality of Program***. The Stanford Language Center manages all foreign language classes and enrollments, hires language lecturers, supports curricular development, and monitors and assesses language pedagogy and student performance. SLC requires all language programs to adopt standards-based curricula with clearly articulated proficiency goals in each area – reading, writing, listening, and speaking. To guarantee quality instruction, the average class size is small. REEE LCTL sections have on average five students. Classroom instruction is supplemented with the Digital Language Laboratory, where instructors can use multimedia resources and guide students through computer-based learning activities. Students also use the facilities to take online exams and practice language skills.

***Performance-Based Instruction*.** The Stanford Language Center emphasizes performance standards and the efficient use of technology in instruction. Undergraduates who study Russian are expected to prove proficiency at the Novice-High level – using the ILR-ACTFL scale – at the end of their first year. SLC currently extends testing to second-year classes. In spring quarter of each year, SLC initiates a self-study of language programs to document whether students completing their first year of language study do indeed meet the articulated standards. Oral proficiency data for Russian language is collected via a Simulated Oral Proficiency Interview.

The Russian language program far exceeded its targeted objectives. Results are discussed in the language proficiency requirements section below.

***Adequacy of Resources*.** SLC employs a faculty director and six 100% FTE administrative staff. Additional coordinators (4) on the lecturer and senior lecturer level direct the Russian, Special Language, and African and Middle Eastern Languages and Literatures programs. The SLC features classrooms with current video and audio equipment, computer work stations for faculty and students, a soundproof room for recording student oral interviews and live foreign

language broadcasts, and equipment for the production of student language portfolios. Students

use the Digital Language Learning Lab, which includes a hands-on computer classroom with 20 workstations and a networked seminar room with multimedia technology. The SLC and SLP work closely with the Digital Language Learning Lab and Academic Technology Specialists on selecting software and/or developing multimedia-based materials suited to language courses.

***Language Proficiency Requirements.*** Language programs at Stanford are proficiency- oriented and standards-based, referring to the National Standards on Foreign Language Learning, which attend not only to linguistic competence but also to the link between language, culture, and content. A proficiency orientation guides students to speak, listen, read, and write in ways that are useful in a real-world setting. First-year programs emphasize speaking and writing at the sentence level. Second-year programs move to a paragraph-based model and are designed to enable students to study abroad or to continue with upper-level literature and culture classes.

Classes are taught in the target language as much as possible. First-year instruction in Russian Languages aims for a Novice-High level for spoken proficiency. Similar standards are set for reading and writing. Studies done nationwide indicate that language majors generally achieve an Intermediate-Mid rating on oral proficiency interviews. According to the Foreign Service Institute, Novice-High rating in non-cognate (Russian) languages is generally met after an average of 300-400 hours of instruction; Stanford courses meet 150 hours over the course of an academic year. Systematic OPI testing in third-quarter first-year Russian since 1999 shows an increasing percentage achieving the goals of Novice-High or above (100% in 2018-19 scored at Novice Mid or above, with over 85% scoring at Novice-High, Intermediate Low or Intermediate Mid). Over 80% of second-year Russian students scored at Intermediate Mid, Intermediate High or Advanced-Mid. Since 2017-18, 28 Stanford students have won Critical Language Scholarships, four of which have been in Russian and one in Azerbaijani. In addition, in 2019-20,

two students of Russian attained Language Testing International proficiency notations. At our

request, the SLC has instituted incoming and outgoing evaluation of oral and reading proficiency for CREEES MA students, and proficiency tests for FLAS recipients. This data will provide a metric for our FLAS reporting of proficiency outcomes for the award years.

# NON-LANGUAGE INSTRUCTIONAL PROGRAM

***C1. Variety of Courses/Professional Schools.*** The number of REEES courses offered at Stanford varies each year with changing demands on our faculty (sabbaticals, administrative service); course topics also change as professors rotate courses. In 2020-21, 238 non-language courses in 27 departments/programs (cross-listed in other departments) were offered (App. 1).

Stanford professional schools offer courses with REEES content in their international studies programs. The Graduate School of Education has a concentration in International Comparative Education on the master’s and doctoral levels, and the Medical School offers a scholarly concentration in international health. The Stanford Graduate School of Business offers the Global Management Immersion Experience, a 4-week summer work experience with a sponsoring organization overseas, as well as faculty- and student-led Global Explorations, quarter-long intensive group learning experiences focused on a challenging global issue with various business and government leaders. The GSB also offers a joint MBA/MA with the Master’s in International Policy program. Law School students may claim up to 12 units of REEES area courses toward their law degree or may pursue a joint MA/JD in international law and REEES. Courses covering Russia, East Europe and/or Eurasia under the rubric of international and comparative law include: The Law of War, International Criminal Law and Its Enforcement; Policy Practicum: Human Rights & International Justice. SLS’s Foreign Legal Study Program allows Law students to earn credit studying at foreign law schools, including in Vienna and Hamburg. Courses with REEES content offered at the Medical School include: Humanitarian Aid and Politics and Human Trafficking: Historical, Legal, Medical Perspectives.

***C2. Depth of Specialized Course Coverage.*** Departmental offerings are broad. History offers full introductory undergraduate lecture sequences in Russian and East European history. The Slavic Department offers introductory courses on Russian literature and cultural studies. In Political Science, International Relations, and International Policy Studies, REEES is integrated into comparative, thematically focused courses. CREEES supplements the departmental offerings by supporting courses in under-represented disciplines. Overseas programs in Berlin and Russia have extended our curriculum with courses and seminars focusing on the former East Germany and Soviet Union, East Europe, and Russia. Advanced training in various disciplines is provided by the undergraduate colloquia, seminars, joint undergraduate/graduate colloquia, and solely graduate student colloquia and research seminars listed in App. 1. Undergraduates may take honors seminars and independent study to write REEES theses in a variety of departments and interdisciplinary programs (Section D).

***C3. Teaching Faculty.*** Our Center’s core faculty teaching and conducting research 100% in REEES numbers 15 tenured or tenure-line faculty (App. 3). We have an additional 18 tenure- line or tenured faculty members at less than 100% REEES (the majority with 50% or higher REEES teaching and research interests). Two new tenure appointments were made in the past four years (Gribanova and Harizanov) and one promotion to an endowed professorship (Levi). Table 3. summarizes current area studies faculty. REEES-affiliated faculty members teach in 23

departments (in Engineering, Humanities, Social Sciences) and professional schools (Business,

**Table 3. Stanford Russian, East European and Eurasian Faculty**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Faculty (Tenured) | Faculty (Non-  Tenured) | Non-Language Lecturer | Language Lecturer | **Total** |
| 100% | 14 | 1 | 6 | 10 | **30** |
| 25-99% | 15 | 2 | 6 | 2\*\* | **26** |
| 10-24% | 1\* |  |  |  | **1** |
| **Total:** | 30 | 3 | 12 | 12 | **57** |

\* Director of Stanford Language Center.

Education, Law, Medicine). Our strengths are in Russian culture, history and politics; East European history;

Central and Inner Asian history and politics; comparative politics; security studies; and art history and film. History's strength is its breadth: 8 tenured or tenure-line faculty and one senior lecturer who are prominent specialists in East Europe, early modern Russia, Imperial Russia and Central Asia, Soviet history, and Russian-Jewish history. Slavic's strength, with four tenured or tenure-line faculty, is in 19th-century literature, Digital Humanities, and Jewish Studies, and an active search is underway for an additional tenure-line position focusing on 20th-century and visual studies. Political Science has renowned specialists in comparative politics and international security issues. Art History has specialists in Russian and East European film, Russian modernism, and Byzantine art. In Sociology, Economics, and Law, faculty and senior lecturers offer courses examining post-socialist transition in the region. Departmental, decanal, Stanford Global Studies and CREEES funding supplements this core faculty with visitors in underrepresented areas and disciplines. In recent years, the Center has supported courses, including, Political Exhumations. Killing Sites Research in Comparative Perspective, with content on ethnic cleansing in the former Yugoslavia and communist violence in Poland, taught by an annual visiting professor of Anthropology from Poland, and, The Politics of Migration in Russia, Eurasia, and Eastern Europe, taught by a visiting postdoctoral scholar. We are seeking grant funds to seed the development of 3 new areas courses that will leverage faculty expertise and the growing Baltic Studies program and will enhance interdisciplinary and language- intensive offerings. These courses are intended to become regular offerings supported by CREEES and relevant departments in the post-grant period (Budget 8K-M).

***Pedagogical training for instructional assistants***. Pedagogical training for faculty and graduate teaching assistants (TAs) is a high priority at Stanford. Each department provides formalized and mandatory pedagogical workshops for TAs; History’s program results in PhD

students producing a teaching portfolio of evaluations, recommendations, syllabi, videotapes and

other evidence of teaching accomplishment. The Slavic Department program for training TAs for language teaching is discussed in section B. The Office of the Vice Provost for Teaching and Learning (VPTL) offers faculty and graduate TAs a range of resources and programs on effective pedagogy and teaching technologies.

***C4. Interdisciplinary Programs and Courses.*** In addition to REEES interdisciplinary degree programs (MA and minor), several interdisciplinary programs and departments offer courses with REEES content: Comparative Literature; International Relations (IR); Master’s in International Policy (MIP); Management Science and Engineering (MS&E); and Science, Technology, and Society. Many REEES courses are interdisciplinary and jointly taught, such as International Security in a Changing World (Engineering and Political Science), International Conflict Resolution (International Policy Studies, Law, and Psychology), The International History of Nuclear Weapons (History and Political Science), or International Field Research Methods. In the Slavic, Comparative Literature and History departments, students may opt for interdisciplinary major tracks. Of Stanford’s 25 interdisciplinary majors, International Relations (IR) ranks 3rd in number of majors in the School of Humanities and Sciences and offers a REEES track. The Slavic Department offers an array of interdisciplinary courses engaging literature, history, drama, film, and politics in its Slavic general course sequence. Stanford Faculty College has supported small faculty teams in developing innovative curricular and pedagogical ideas, resulting in new team-taught courses, a major change to a department's curriculum, and new cross-disciplinary teaching endeavors. In this context, REEES-affiliated faculty have developed the following interdisciplinary courses: Law & Ethics of War (Allen Weiner) and Human Trafficking and Human Rights (Jolluck). This latter course is taught by four faculty members from Law, Medicine, and History through five departments (History, Human Biology, IR, Law,

Medicine), and has a service component through the Haas Center for Public Service. Also, departmental PhD students regularly participate in interdisciplinary research workshops.

# QUALITY OF CURRICULUM DESIGN

***D1. Undergraduate and Graduate Degree Programs and Training.*** Undergraduate major and minor degrees with significant Russian, East European and Eurasian (REEE) content may be pursued in nine departments or programs (Table 4.), most of which include the option of honors work (around 20% of Stanford undergraduates write honors theses). Undergraduate honors-only interdisciplinary programs with our area content are available through the Center on Democracy, Development, and the Rule of Law (CDDRL) and the Center for International Security and Cooperation (CISAC). These honors programs must be coupled with a departmental major.

The Department of Slavic Languages and Literatures offers a major and three minors: Russian Language; Russian Language, Literature, and Culture; and Russian, East European, and Eurasian Studies (REEES). The major requires students to attain third-year Russian level or beyond, to take a minimum of four core departmental courses, a minimum of five additional courses in Russian or other related area studies, and to complete an advanced-level capstone course. The minor in REEES requires undergraduates to take two core courses and four additional courses in the area distributed among at least three disciplines as well as to complete a capstone experience (i.e., study abroad, advanced departmental seminar or directed reading). A Russian Philosophy and Literature track is also offered as part of the Philosophical and Literary Thought Program administered through the Division of Literatures, Cultures and Languages.

The interdisciplinary International Relations major offers two regional specializations with a focus on REEES: Europe (East and West) and Russia, and Middle East and Central Asia. Five other thematic specializations have significant REEES content. The IR major requires proficiency in a foreign language (2 years of study), relevant overseas study and 5 courses in the

specialization, in addition to a rigorous core of political science and economics courses. Majors with a REEES focus in other departments and programs combine area courses with disciplinary seminars and colloquia. A wide array of undergraduate minors also provides students with significant study of our region (Table 4.). Overall enrollments in our area courses were high last year (1,765 undergraduate, 742 graduate students), and 53 seniors graduated having completed at least 22 units of coursework in our region.

**Table 4. Degree Programs in Russian, East European and Eurasian Studies**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Department/Program** | **Undergrad major** | **Undergrad minor** | **Undergrad honors** | **MA** | **PhD** |
| Art History/Film & Media Studies |  |  |  |  |  |
| Comparative Literature |  |  |  |  |  |
| Democracy, Development & the Rule of Law | - | - |  | - | - |
| History |  |  |  |  |  |
| International Policy (Master’s) | - | - | - |  | - |
| International Relations |  |  |  | - | - |
| International Security & Cooperation | - | - |  | - | - |
| Jewish Studies |  |  | - | - | - |
| Modern Languages | - |  | - | - | - |
| Modern Thought & Literature | - | - | - |  |  |
| Political Science |  |  |  |  |  |
| REEES | - | \* | - |  | - |
| Slavic Languages and Literatures |  |  |  |  |  |

\* Through Slavic Languages and Literatures.

Doctoral candidates in Slavic, History, Anthropology, Comparative Literature, Art History, Music, and Political Science are writing dissertations with 100% area content. Stanford's graduate programs are rigorous and highly regarded nationally. Because all incoming PhD candidates in the School of Humanities and Sciences and the Graduate School of Education receive a full 5-year funding package, admission standards are high. All of our core departments – History, Slavic, Political Science, Art and Art History (includes Film Studies), Anthropology - offer MA and PhD programs that require fluency in the major language of research and other relevant language skills, rigorous disciplinary methodological training and demand intensive original research. Table 4. provides a list of PhD programs involving significant area content.

The CREEES interdisciplinary MA program is unique in the U.S. in that it offers a degree in one year (3 quarters). Students complete an interdisciplinary distribution of courses, a core program of three graduate colloquia and a Core Seminar, a year of advanced language study, and a capstone thesis. The MA program serves students interested in area-related business, government or NGO careers; students contemplating future PhD work; and international diplomats and Foreign Area Officers from the U.S. military. Stanford undergraduates seeking a fifth-year "co-terminal" MA are held to the same admissions standards as outside applicants.

Stanford Law School and CREEES offer a joint MA/JD degree in International Law.

CREEES complements its rigorous departmental graduate curriculum with professionalization and training experiences. Our students take international field work courses, workshops in library and archival resources led by the Library’s Slavic Curator and the Hoover Director of Archives, and the Core Seminar for our MA program. In addition, graduate students benefit from other REEES-specific opportunities across disciplines: weekly seminars at the Freeman Spogli Institute for International Studies; lectures and conferences sponsored by CREEES; the Stanford Humanities Center faculty/graduate student research workshops; the Eurasian Empires Workshop; and a History Department graduate workshop (the “*Kruzhok*”).

***D2. Advising and Career Counseling****.* The CREEES Associate Director devotes at least 25% of her time to providing academic and career advising to any current or prospective Stanford students interested in REEES and serves as the front-line advisor for the CREEES MA degree students. Each student has a primary faculty advisor for academics and the capstone thesis.

CREEES collaborates with other area studies centers in the Stanford Global Studies Division (SGS) and the Stanford Center on Career Education, known as BEAM (Bridging Education, Ambition & Meaningful Work) on international career workshops and alumni panels targeted to

the interests of our advanced undergraduate and graduate students. We disseminate information

on fellowships as well as study abroad and job opportunities on a weekly basis through our email bulletin and have a searchable Resources and Opportunities page on the CREEES website which is updated weekly. CREEES also utilizes social networking sites, such as Facebook and LinkedIn, to connect current and former students and alumni career mentors. Academic departments offer graduate student workshops on teaching, dissertation prospectus design, job interviewing strategies and grant-writing skills. The Vice Provost for Graduate Education offers a range of professional development programs for careers in academia and beyond.

Stanford puts extensive resources into undergraduate advising and research through the Vice Provost for Undergraduate Education (VPUE) office. BEAM and the Haas Center for Public Service host major national and international corporations, government agencies and NGOs at job fairs. The Overseas Studies Program staff also provides regular advising to undergraduates. The Stanford Global Studies Internship Program provides both advising and opportunities for undergraduates to receive career training in international and non-profit organizations, cultural institutions and technology companies in the region.

***D3. Research and Study Abroad*** is an integral part of education at Stanford. Stanford’s Overseas Studies Program (BOSP), founded in 1958, supports 10 overseas campuses or programs (including the Berlin campus, which offers coursework and internship opportunities in East and Central Europe) and in addition approximately 10-15 summer overseas seminars annually, which since 2015 have included yearly seminars to Russia (St. Petersburg, Novgorod) and Estonia (Tallinn) as well as one in Croatia and Bosnia-Herzegovina and one in Poland (see Table 5. for enrollment data). A task force of CREEES-affiliated faculty and leadership from the Overseas Studies Program are actively exploring the establishment of a new quarter-long study abroad program in St. Petersburg, but also are considering options in Ukraine, potentially building on

institutional ties with National University of “Kyiv-Mohyla Academy,” established in part by a

Visiting Professor program supported by previous Title VI grant funds. Stanford also remains committed to resuming its program at Koç University in Istanbul, which was suspended in 2015 due to a continuing U.S. Department of State Level 3 Travel Advisory.

**Table 5. Stanford Undergraduate Overseas Studies Program Enrollments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** |
| Stanford in Berlin  (three quarters annually) | 105 | 99 | 103 | 92 | 79 |
| Stanford in Istanbul (one quarter annually) | 57 | - | - | - | - |
| Russia/Baltic Overseas Seminar | 15 | - | 15 | 15 | 14 |
| Croatia Overseas Seminar | 15 | - | - | - | - |
| Poland Overseas Seminar | - | - | 15 | - | - |
| **TOTAL**: | **192** | **99** | 133 | n/a | n/a |

*Key*: + Offered / - Not Offered

\* Due to the COVID pandemic, BOSP programs were suspended from spring 2020- autumn 2021.

Stanford strongly encourages students to participate in accredited study abroad and summer language programs in the U.S. and overseas. Forty-eight% of Stanford undergraduates participate in Stanford Overseas Studies Programs, and of those, 6% remain an additional academic term to participate in a BOSP-sponsored internship (approximately 30% of students studying in Berlin to do an internship). Stanford also supports students who want to study abroad at non-Stanford programs. Since 2014, students have participated in programs in Latvia, Russia and Turkey.

The Vice Provost for Undergraduate Education, Stanford Global Studies and CREEES all provide students with funding to conduct research abroad during the summer. Stanford Global Studies offers Global Perspectives Grants of up to $4,000 to area studies MA students to support research abroad, language training, and presenting original papers at academic conferences; on average 20% of REEES MA students receive these per year. CREEES awards up to five graduate students $2,500 each in summer research travel grants each year. CREEES also offers several

$2,000 undergraduate summer language grants for area LCTL study in the U.S. or abroad. In recent years, students have attended summer language programs in Russia, Poland, Ukraine, Georgia, Armenia, Turkey, and Kazakhstan. Starting in 2013, CREEES has awarded two

Globalizing Eurasia Grants, usually one graduate and one undergraduate, each up to $7,000 for multi-country summer research.

In 2015, the Stanford Global Studies Internship program expanded to offer fully funded summer positions in Bosnia and Herzegovina, Estonia, Latvia, Ukraine and Russia, with the number of annual positions in the region doubling since 2017. The FSI Global Policy Internship funds additional positions in Estonia, Georgia and Russia. Internship positions cover a wide range of fields including NGOs, education, media, cultural institutions, and science

and technology. Approximately 15 Stanford undergraduate and CREEES MA students participate in these programs annually. Due to the COVID pandemic, internships were suspended during summer 2020 and offered virtually in spring and summer 2021.

# STAFF RESOURCES

***E1. Qualifications and Professional Development*.** Stanford seeks excellence in teaching and research in all faculty positions. One hundred percent of our 33 tenured and tenure-line faculty and four Senior Lecturers (see Appendix 3) hold PhDs or JDs in the discipline in which they teach. Stanford REEES faculty have received numerous national prizes, honors and fellowships, including book awards and fellowships from IREX, the Guggenheim Foundation, the Carnegie Corporation, the Center for Advanced Study in Behavioral Sciences, ACLS, NEH, NSF, ASEEES, the MacArthur Foundation, Fulbright, and the Stanford Humanities Center. Faculty impact is discussed in Section G. The Library’s Slavic Curator and Associate Curator for Estonian and Baltic Studies both hold PhDs. Our teaching Lecturers and professional staff in international programs (Stanford Program on International and Cross-Cultural Education, The Europe Center, Stanford Program in International and Comparative Law, Knight Fellowship Program for Professional Journalists, and others) all hold MAs or PhDs.

The University offers REEES faculty and staff ample resources for professional development.

Assistant-level professors receive a guaranteed year of sabbatical before coming up for tenure, and all faculty receive annual conference travel (domestic and international) and research funds, a computer upgrade budget every 3 years, and a solid sabbatical program. Research fellowships are available competitively from the Dean of Research, the Stanford Humanities Center, the Freeman Spogli Institute for International Studies, the Vice Provost for Teaching and Learning, and other campus programs. Pedagogical support is discussed in sections B and C. For staff, Stanford offers a rich array of professional development courses and subventions to take university courses. Stanford is a teaching university (boasting a 5-1 faculty-undergraduate student ratio) and no appointment or promotion goes forward without affirmation of excellence in teaching. REEES faculty have received University teaching awards (including Nancy Kollmann, Pavle Levi and Amir Weiner) and regularly teach freshman/sophomore seminars in addition to courses at the graduate level. When not on leave or sabbatical, faculty are on duty as teachers, scholars, advisors and committee members. All of our faculty members serve as academic advisors and thesis supervisors to our doctoral, master’s, and undergraduate students. The Center’s Associate Director offers academic, career, and fellowship advising. Stanford’s Career Education center (BEAM), the Haas Center for Public Service, and Vice Provost for Undergraduate Education and the Vice Provost for Graduate Education have highly qualified staff to advise our students.

***E2. Center Staff and Oversight.*** The CREEES Steering Committee sets Center priorities, conducts long-term planning, reaches decisions on MA admissions and FLAS awards, and provides direction on outreach activities. Center Director Amir Weiner is a full-time Associate Professor of History. Steering Committee members serve 2-year rotating terms and are drawn

from diverse disciplines, professional schools, and campus research centers. Current membership

includes History, Slavic Languages and Literatures, Political Science, Freeman Spogli Institute, Art & Art History, and the Library. The Faculty Senate reviews Center academic programs every three to five years, and CREEES commissions external reviews of instruction and operations on average every four years; the most recent one was conducted in 2017.

Three primary staff are highly qualified. Associate Director Jovana Knežević, a PhD in East European History, has 16 years of area teaching (10 at Stanford), including expertise in online and K-12 education, and 13 years of academic administration experience, including as the Center’s outreach coordinator. She also serves as Resident Fellow in Stanford’s Slavic, Francophone and Italian languages and cultures undergraduate residence, and regularly teaches the gateway course to the Global Studies minor, “Critical Issues in Global Affairs,” in which REEE content is strongly represented. Nelia Lanets, the Student Services Officer, a native speaker of Ukrainian and Russian, with a Master’s degree in Educational Counseling, brings further professional depth of knowledge and regional expertise in work with students, FLAS recipients and alumni. The Center’s Program Coordinator, Noura Khaled, has expertise in communications, multi-media marketing, project management and event planning. CREEES staff maintain a very high activity level by collaborating with other Stanford area studies centers, FSI, SPICE, academic departments, and the NRC at UC Berkeley. The faculty director and executive director of the Stanford Global Studies Division provide additional administrative oversight of all Stanford area studies centers. The Center also benefits from the oversight of the SGS Finance Manager, Donna Even-Kesef, who brings over 20 years of grant administration experience. This position coordinates finances between the NRC centers and other Stanford units, assists with expense tracking and grant reporting, and liaises with Stanford’s grants and contracts office.

Finally, SGS Academic and Outreach Coordinator Kristyn Hara, who holds a PhD in

Anthropology from University of Chicago, brings extensive teaching and research experience to

outreach programs, guiding activity planning, logistics, and implementation, and liaising with external institutions and partners.

***E3. Non-discriminatory Policies****.* President Marc Tessier-Lavigne explicitly affirmed the university’s commitment to diversity during its recent long-range planning process, stating: “Diversity and inclusion are essential to Stanford's strength. A university depends, at its core, on the free and open exchange of ideas in a culture of mutual respect. It also depends upon the participation and inclusion of people of all backgrounds, races, genders, abilities, identities, ideologies, and ways of thinking,” and has identified increased diversity of faculty as among the university’s most urgent and important goals. Stanford prohibits discrimination and harassment and provides equal opportunity for all employees and applicants for employment regardless of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status, or any other trait or status protected by applicable law. Beyond this, the office of the Office of Faculty Development, Diversity and Engagement (OFDDE) assists deans and search committees in developing diverse faculty applicant pools, serves as a resource for recruits and newly hired faculty in their transition to Stanford, and promotes retention efforts to ensure continued faculty diversity. In 2009, the President’s Awards for Excellence through Diversity Program was established to recognize individuals and programs that make exceptional contributions to enhancing and supporting diversity, and the Diversity and Inclusion Innovation Fund was launched in 2013 to support faculty, student, and staff initiatives that advance diversity across the campus. In 2018, Stanford launched IDEAL (Inclusion, Diversity, and Equity in a Learning Environment), a set of campus wide initiatives to ensure that diversity of thought, experience, and approach is represented in all sectors of education and research and that all members of the

campus community have broad access to the opportunities and benefits of Stanford. As a result,

between 2017 and 2021, while the overall faculty at Stanford grew by only 3%, the number of under-represented minority faculty increased 15%. Table 6. shows the composition of Stanford faculty and staff.

|  |  |  |
| --- | --- | --- |
| **Table 6. Faculty and Staff Diversity** | | |
|  | **Faculty** | **Staff** |
| **Total:** | 2,228 | 14,972 |
| Male | 68% | 37% |
| Female | 32% | 63% |
| White/Non-Minority | 65% | 38% |
| Asian | 19% | 25% |
| African American | 2% | 4% |
| Hispanic / Latino | 5% | 12% |
| Native American | <1% | <1% |
| Pacific Islander | 0% | 1% |
| Two or more races | 2% | 3% |
| Unknown | 7% | 17% |
| Source: The Diversity and Access Office. | | |

CREEES accepts a range of students, including mid-career professionals, international students, military personnel, and others. The profile of our Master’s

program students is both ethnically diverse and gender-balanced (in the past four years, 55% of incoming students were female). The Office of Accessible Education (OAE) ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. The University complies in all ways with the Americans with Disabilities Act. All classrooms and administrative buildings used for CREEES functions are accessible.

# STRENGTH OF LIBRARY

* 1. ***Library Holdings.*** The Stanford University Libraries (SUL), with an annual budget of

$77.7 million (acquisitions and salaries) and over 9.7 million volumes, is one of the largest academic and research libraries in North America. The Russian, East European and Eurasian Studies (REEES) collection is a particular strength, among the largest in the U.S.; it includes unique archival and primary resources. The REEES holdings of Stanford’s libraries include nearly 1 million volumes (over 600,000 in regional languages); almost 4,000 active periodical subscriptions, as well as numerous important microform primary source collections and electronic databases. Audiovisual materials include hundreds of documentary and feature films from most countries of the region (almost 1,500 released in Russian alone). The collection also

includes a large (over 5,000 titles) collection of Russian and East European children's literature and significant collections in Polish, Czech, Ukrainian, Bosnian/Croatian/Serbian, Hungarian, and Bulgarian. It also contains smaller collections in Azeri, Georgian, Kazakh, Kyrgyz, Tajik, Tatar, and Uzbek and other regional languages. The Slavic collection is overseen by Slavic Curator Margarita Nafpaktitis with 1 FTE staff member and support from cataloguers, payment, acquisitions, and access services specialists.

Of particular significance is SUL’s program in Baltic studies, funded by an endowment received in 2010. SUL currently holds over 40,000 Baltic items (books, periodicals, archival collections and media resources), with strength in the humanities (history, culture, literature) and the region’s post-1991 socioeconomic transformation and development (incl. digital innovation, e-society, etc.). SUL’s Associate Curator for Baltic Studies, Liisi Esse, develops the collection intensively, including the launch of a major oral history project of the region, advises researchers, and organizes events, exhibits, and collaborative projects with other institutions. In 2022, SUL also launched two fellowships to bring Estonian scholars to Stanford.

The SUL REEES collections have an annual acquisitions budget of $841,000. Supplemental funds are available for special acquisitions. Notable recent SUL acquisitions include complete, searchable online runs of the newspapers *Pravda, Izvestiia, Literaturnaia gazeta* and of early 20th-century journals *Krokodil* and *LEF* (the Left Front of Art); a comprehensive new collection of microfiche on “Anti-Semitism and Nationalism at the End of the Soviet Era,” and new additions to the Yevgeny Yevtushenko archive. In 2021, Jaan Puhvel’s personal library was acquired, which consists of over 13,000 books and periodicals pertaining to Estonian and Baltic history, culture, society, politics, and economy. We are request funds to help catalogue this collection and make it accessible (Budget 1Di).

The library of the Hoover Institution, also on the Stanford campus, holds an additional ca. 500,000 REEES volumes, including many rare items (among them a notable trove of late 19th- and early 20th-century visual art materials). The Hoover Institution is a unique international resource in archival collections focusing on 20th-century political developments in East Europe, Russia and the former Soviet Union (approx. 15 shelf miles of materials).

***F2. Cooperation and Access.*** Stanford participates in several cooperative arrangements: the Research Library Cooperative Program with UC Berkeley, a reciprocal borrowing program; the Center for Research Libraries and its Slavic & East European Microform Project, which provides access to material like key Russian regional newspapers; the Research Libraries Group Shares Resources Service, which provides expedited interlibrary loan and loans of material not normally lent; and the Pacific Coast Slavic and East European Library Consortium (PACSLAV), in which member libraries share materials and information and jointly subscribe to online resources.

Access to Stanford’s collections is broad: the Hoover Library and Archive and Green Library Special Collections and Government Documents are free and open to the public. The full catalog of SUL holdings is available online (also includes Hoover library holdings). Students and faculty from other institutions can borrow SUL materials through Interlibrary Loan. Students and faculty from the entire University of California system have onsite access to Stanford’s collections through the University of California/Stanford University Reciprocal Services Program. Non-university users are extended library privileges free of charge for up to 7 days per year. CREEES regularly grants more extended library privileges to visiting scholars and Community College summer researchers.

# IMPACT AND EVALUATION

***G1a. Impact on the University, Community, Region and Nation***. Stanford offers one of the strongest Russian, East European and Eurasian training programs in the country. Locally, its

impact is attested by course enrollments and event attendance. In 2020-21, Stanford offered 244 distinct courses (including 54 LCTL courses) with greater than 25% area content in Russian, East European and Eurasian Studies, with enrollments totaling more than 1,500 undergraduates and graduate students (App. 1). All but two of the 13 area languages offered are in designated priority languages, with annual enrollments at roughly 185. Stanford graduates five to ten Master’s degree students each year specializing in REEES, who are required to attain a minimum of third- year level of LCTL competency (most attain fourth- or fifth-year level), and one to five PhD students whose research makes substantial use of primary materials in area LCTLs. On average, each year one professional school student (in Law, Medicine, or Education) studies an intermediate or advanced LCTL. In 2020-21, Stanford graduated 18 PhD, 4 JD, 25 MS/MA, 1 MBA, and 52 BS/BA students with more than 22 units of REEES courses.

The numbers of annual public events and overall attendance are steadily high with close to 150 events that draw over 4,500 attendees from a broad set of constituencies, including government and military, the private sector, non-profits, foreign officials, students and scholars, and the general public. With the more recent implementation of virtual events, the reach is even broader. Moreover, campus activities ripple out to the national level: SPICE disseminates at least 250 REEES-focused curricular units annually that serve approximately 50,000 middle- and high- school students each year. Our current K-14 outreach program, the Education Program for Internationalizing Education (EPIC), has served almost 1,000 additional secondary and community college instructors from institutions across California, Illinois, Washington, New York, and Texas, and produced more than 50 open-access curricular units. Based on reported enrollment loads for community college and secondary instructors, and estimated useful lifespan of received trainings/materials, conservative calculations indicate that these outreach efforts have

benefitted more than 75,000 students throughout California and across the nation.

***G2. Record of post-graduate employment/education/training in areas of national need and efforts to increase such placements.*** In the past three years, Stanford has graduated 131 BA/BS, 55 MA/MS, 7 JD, 4 MBA and 49 PhD students with a regional focus. Undergraduate alumni have continued to Harvard Law School, UC-Berkeley law school, PhD programs in Slavic at Yale University, University of Michigan, Princeton University, University of Chicago; MD/MPH program at Emory medical school and Yale Nursing School. Graduates also have won prestigious national fellowships for graduate study. For example, History/IR major Alina Utrata (honors thesis on transitional justice in Bosnia and Global Studies intern in Sarajevo), received an MA from Queen’s University Belfast as a Marshall Scholar and is now pursuing a PhD in Politics/ International Studies at the University of Cambridge as a Gates Scholar.

Recent PhDs have secured tenure-line positions at Yale University (Slavic), University of Oklahoma (Russian Professor), U. Wisconsin-Madison (History), UC-Santa Barbara (Global Studies), University of Manitoba (Political Studies), the Naval Postgraduate School (History); or prominent post-doctoral fellowships: University of Pennsylvania (Political Science PhD), Near Eastern Languages/Cultures at Ohio State (Anthropology PhD), National Security at UT Austin (History PhD), Stanford Internet Observatory (Slavic PhD); many others go on to academic advising and administration roles at major universities.

Graduates from the interdisciplinary Russian, East European and Eurasian Studies MA program have gone on to serve in some of the most influential positions in the military and government related to U.S. policy in the region. Michael McFaul (BA/MA ’86, PhD ’91) served as U.S. Ambassador to Russia (2012-14) and Special Assistant to the President and Senior Director, Russia and Eurasia Affairs, National Security Council (2009-12), and now brings that experience to Stanford students as Professor of Political Science and Director of FSI. Steven

Pifer (’76), an expert on nuclear arms control, Ukraine, Russia and European security, is a former

U.S. Ambassador to Ukraine, and also served in embassies in Warsaw and Moscow as well as Special Assistant to the President and Senior Director for Russia, Ukraine and Eurasia on the National Security Council (1996-1997). As a current Research Fellow at CISAC, he teaches and advises Stanford students. Paul Stronski (MA ’97, History PhD ’03) was director for Russia and Central Asia on the U.S. National Security Council Staff (2012 to 2014) and a State Department analyst on Russia (2011-2012) and on Armenia and Azerbaijan (2007-2010). Martin Ryan (MA ’01), who recently became Deputy Political Advisor (POLAD) for NATO and was formerly Deputy Director of U.S. Army Criminal Investigation Command, cited the CREEES MA program as “the most important point of [his] preparation” for his career.

**Table 7. Career Paths of Stanford Russian, East European, and Eurasian Studies MA Alumni, 2010-2021**

|  |  |
| --- | --- |
| Federal Government | 9% |
| U.S. Military | 9% |
| Graduate Study | 15% |

More recent graduates have gone on to a range of careers in areas of national need, including different government agencies (NASA, Cybersecurity and Infrastructure Security, NOAA, State Department,

International), the Navy and U.S. Army Foreign Area Officers working in Defense Threat Reduction Agency or as Black Sea Portfolio Manager. CREEES MA graduates also have won prestigious post-graduate fellowships (Scoville Peace Fellowship, Alfa Fellowship, Princeton in Asia and Boren Fellowship) and gone on to doctoral programs in History, Slavic, Central Eurasian Studies as well as several to law school. A survey of REEES MA alumni who graduated between 2010-21 indicates the range of careers or further training they are pursuing in areas addressing national needs (see Table 7). Over 75% report use of an area LCTL or area studies knowledge in their current or past professions. To encourage students to pursue careers in areas

|  |  |  |
| --- | --- | --- |
| Higher Ed: Non-tenure track | 4% |  |
| Higher Education: Administration | 9% | Kennan Institute), NGOs (National Endowment for |
| Private Sector (for profit) | 43% |  |
| Private Sector (non-profit) | 11% | Democracy, Chemonics, Population Services |

of national need, CREEES plans to devote all but two Academic Year (AY) FLAS awards to MA

students in REEES. One award will be allocated each year for a professional school student (Law, Medicine, Business, Engineering or Education) and one to an undergraduate. Summer FLAS awards will be divided among PhD candidates, professional school and MA students. One hundred percent of the Center’s FLAS awardees will study an area LCTL.

CREEES tightly integrates professionalization sessions and workshops in its MA program to increase the number of students pursuing employment in areas of national need. We collaborate with Stanford Global Studies and the Career Education center (BEAM) to offer workshops for students, which have included well-attended sessions on careers in the federal government, international law, and entrepreneurship/technology. CREEES alumni regularly participate in these workshops and also meet with current MA students as part of the CREEES core seminar. Alumni further serve as mentors to current students, creating cross-generational cohort networks, and the CREEES Associate Director regularly connects students directly with alumni working in relevant fields as part of one-on-one professional advising. This active participation of faculty, advisors and alumni in the education and professionalization of current students ensures that Stanford is shaping a new generation of scholars, teachers and leaders.

***G3. Addressing National Needs and Disseminating Information.*** Stanford addresses national needs in Russian, East European and Eurasian studies by supporting high quality LCTL and area studies instruction as described in Sections B-D. Scholarship of REEES core faculty and affiliates is made accessible nationally. Leaders in their fields, they collectively produce an estimated ten books and 100 academic articles in any given year, and provide expertise to regional media and public affairs organizations by speaking on national and local radio talk shows (e.g. NPR), writing editorial pieces in *SF Chronicle, New York Times*, *Washington Post*, and *Foreign Affairs*, giving testimony before Congress, and serving in Washington in cabinet-

level positions, as Presidential advisors, as ambassadors and in other international policy-making

capacities. Center staff field about 50 inquiries annually from community members and media seeking information on the region, referrals to experts or language assistance.

***G4. Evaluation plan and use of recent evaluations:*** Planning and design of performance measures for this grant cycle have been carried out in consultation with independent, external evaluators (Budget 8I), Cathy Ringstaff (PhD, Stanford, Education–Educational Psychology) and Aleata Hubbard Cheuoua (PhD, Northwestern University–Learning Sciences). As Senior Research Associates at WestEd, both have served as PIs on various IES and NSF studies and have extensive experience evaluating the impact of innovative education and professional development programs. WestEd is a preeminent educational research, development, and service organization with over 600 employees and 17 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, providing training and technical assistance, and working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts.

The evaluation plan has been designed to measure the short- and long-term impact of articulated program goals. WestEd evaluators will use a mixed-methods approach, which will include surveys, interviews, and observations for current participants, as well as longitudinal follow-up surveys and interviews for past cohorts. All qualitative data will be transcribed and loaded into qualitative data analysis software (i.e., nVivo). Researchers will use a combination of grounded theory (Strauss & Corbin, 1998) and established methods for coding these data (Miles & Huberman, 1994). Throughout the process, researchers will use peer debriefing and auditing to check codes and concepts, which will be further sorted to generate categories. All quantitative data will be loaded into statistical analysis software (i.e., SPSS) and analyzed using standard statistical analysis techniques. WestEd will conduct monthly meetings with Stanford NRC staff

to provide formative feedback and will provide summative quarterly reports. Current evaluation

by WestEd has informed iterative program changes and adjustments, and feedback from current partners and participants has been incorporated into the design of new programs proposed here. Evaluation of future programs similarly will allow for agile and ongoing adjustments.

Additional evaluation of the Russian, East European and Eurasian program is ongoing and multi-tiered. CREEES gathers data on REEES-related activities on campus, including courses, staff and research. The Registrar maintains information on student enrollments, theses, and degrees. Headcounts are taken at all events. Courses are evaluated through a standardized anonymous online questionnaire distributed at the end of each quarter. Each research unit on campus is directed by a faculty Steering Committee, which meets regularly to set priorities, approve policy changes and budgets, and assess programs on an ongoing basis. Internal departmental reviews are held for all teaching units every three to five years. Such reviews are the basis for decisions by the Dean of the college regarding continuation of departmental status, quotas for graduate admissions, and program budgets. CREEES underwent successful internal reviews in 2014 and 2017. Based on improvements made to the MA program that included a further formalization of the capstone thesis and expanded professionalization opportunities for students, the Faculty Senate unanimously renewed the program for 5 years – the maximum term possible; the next internal review is scheduled for 2028. CREEES also completed a comprehensive external review of the Center in 2017. Reviewers examined program data, course offerings, and faculty strengths, and conducted interviews of faculty, academic staff and students. The findings of this review have informed the projects articulated in this proposal in an ongoing effort to improve efficiency and impact.

***G5. Equal Access and Treatment.*** Stanford is committed to diversity, equal opportunity, and

affirmative action goals to provide an inclusive and accessible community for students, staff, faculty, and visitors. The Stanford President and Provost have stated that increasing the diversity

of students, staff, and faculty is a critical goal of the University, and to this end have supported a set of campus-wide initiatives--under the Inclusion, Diversity, and Equity in a Learning Environment (IDEAL) umbrella--to increase diversity in recruitment, research, education, and engagement. As part of these efforts, the University provides funds to departments for minority recruitment, fellowships, mentoring programs, support services, and multicultural centers. Each year, the Diversity and Access (D&A) Office ) ensures University-wide compliance with federal, state and local regulations concerning non-discrimination and disability access and develops the University’s Affirmative Action Plans for women, minorities, veterans, and individuals with disabilities. To accomplish this mission, the office works collaboratively with vice presidents, deans, department chairs, administrative managers and human resources staff who have direct responsibility for achieving the University's objectives. The D&A Office provides an array of services and resources designed to ensure equal opportunity and access, and to address bias and discrimination prohibited by law or official University policy. Stanford has a proactive admission policy for students with disabilities and houses a Student Disability Resource Center in the Office of Accessible Education (OAE). With a staff of 18 members, OAE ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. and works with Stanford students with disabilities, at both the undergraduate and graduate levels (including the professional schools) and provides a wide array of support services, accommodations, and programs to remove barriers to full participation in the life of the University. All classrooms and administrative buildings used for SGS programs and functions are accessible.

Admission decisions are made without regard to an applicant’s financial status and Stanford offers a comprehensive need-based financial aid program that makes it financially possible for

admitted students to attend. Students whose parents make less than $75,000 a year are not expected to pay tuition or contribute to the costs of room and board and other expenses. Those whose families make less than $150,000 a year do not pay tuition. Families earning over this amount still also qualify for assistance, especially if more than one family member is enrolled in college. For current first-year students, the average amount of scholarships and grants from all sources received by need-based aid recipients is $58,494.

**Table 8. Student Diversity**

|  |  |  |
| --- | --- | --- |
| **Undergrad Grad** | | |
| **Total:** | **7,645** | **9,292** |
| Male 49% 45%  Female 51% 55%  Caucasian 28% 32%  Asian 25% 16%  African American 7% 4%  Hispanic / Latino 18% 9%  Native American 1% <1%  Pacific Islander <1% <1%  Two or more races 10% 5%  Unknown 10% 34%  International 11% 33% | | |

The profile of our Master’s degree program is ethnically diverse and gender-balanced, and the program is accessible to students of all economic backgrounds by awarding 4 full tuition fellowships to incoming MA students. All applicants submit a diversity statement as part of their application, which is considered when admissions and tuition fellowship decisions are made. All incoming PhD students in the School of Humanities & Sciences are guaranteed a 5-

year funding package. Table 8 shows diversity statistics for the Stanford student body.

# OUTREACH ACTIVITIES

Stanford’s Russian, East European and Eurasian faculty engage with government, the private sector, K-16 educators, and the general public through numerous and varied lectures, film series, roundtables, conferences, performances, and publications, as well as a robust community college outreach program and curriculum development and training workshops for K-12 teachers.

***H1a. Elementary and Secondary Schools.*** CREEES partners with the Stanford Program on International and Cross-Cultural Education (SPICE) on K-14 outreach. Since 1976 SPICE has been a national leader in efforts to internationalize elementary and secondary school curricula by

linking the research and teaching at Stanford to elementary and secondary schools. Coordinating input from Stanford faculty as well as K-16 teachers, SPICE produces curriculum materials and organizes teacher training workshops on international and cross-cultural topics. SPICE has produced 15 curriculum units and lesson plans relevant to REEES since 1990 and annually disseminates at least 200 Russia, East Europe and Eurasia-focused curricular units that serve over 20,000 middle- and high-school students. In recent years, SPICE has developed short video lectures and accompanying teacher guides with REEES faculty Michael McFaul (From Cold War to Hot Peace) and Siegfried Hecker (Averting Post-Cold War Nuclear Dangers) and conducting webinars, including with Steven Pifer (U.S.-Ukraine Relations). We are seeking grant funds to expand these offerings to reach an ever-greater number of teachers and students on critical and timely REEES-related topics (Budget 8B&G). Over the past four years, in partnership with the Graduate School of Education, we have offered 6 workshops with REEES content to over 100 secondary school teachers from across the country. In addition to serving as academic advisors on curricular projects, REEES-affiliated faculty and graduate students actively participate in these efforts by delivering lectures at K-14 teacher training workshops (e.g. the contested history of the Holocaust in Poland with Norman Naimark and Jan Gross, Great Power politics in the Balkans with Jovana Knežević, Russian migrations to the Middle East with Vladimir Hamed- Troyansky and identity politics with Francis Fukuyama).

***H1b. Postsecondary institutions***: In the 2010-13 NRC cycle, three Stanford NRCs and other area studies units collaborated on the Stanford Human Rights Education Initiative, an innovate partnership with California Community Colleges to enhance area-focused teaching and research on human rights within the community college setting, serving more than 175 community college instructors in the local Bay Area, and producing more than a dozen teaching resources publicly

available online. Since 2014, our comprehensive outreach programs for K-14 constituencies

under the umbrella of Education Partnership for Internationalizing Curriculum (EPIC) have served almost 1,000 additional secondary and community college instructors from institutions across California, Illinois, Washington, New York, and Texas, and produced more than 50 open- access curricular units. Our faculty fellowship program alone has served 71 educators from 31 partner community colleges during this period. Based on reported enrollment loads for community college and secondary instructors, and estimated useful lifespan of received trainings/materials, conservative calculations indicate that these outreach efforts have benefitted more than 75,000 students throughout California, and across the nation.

***H3c. Business, Media, and the General Public***. CREEES holds and publicizes more than 150 events each year, including lectures and symposia organized in collaboration with units across the university, including: the Center on Democracy, Development, and the Rule of Law; the Center for International Security and Cooperation; the European Security Initiative at the Freeman Spogli Institute for International Studies; the Hoover Institution; and various academic departments. In the annual Stanford-Berkeley outreach conference, REEES faculty from the two universities present to local educators and the public on timely issues (e.g. Empires: Past and Present; 1917-2017: 100 Years Since the Russian Revolution; From Liberalism to Neoliberalism: the New Europe at 100?). All events are advertised through the Center’s weekly email bulletin and individual email campaigns (circulation 1250), as well as on the CREEES website and the Stanford Events website and through social media. These events draw on average over 4,500 participants annually. Events are video recorded and posted on the CREEES website.

Area studies faculty are thoroughly involved in the conception and planning of public events at Stanford. In addition, faculty members make regular appearances on local and national media (including NPR, CNN, MSNBC, *The Washington Post, New York Times*, *Foreign Affairs*), as do

they lecture to off-campus groups (e.g. Rotary Club, Commonwealth Club), lead study tours

organized by the Alumni Association (e.g. Baltics, Central Asia and the Caucasus, Balkans), and teach Continuing Studies courses (Cold War history, Revolutionary Russia, Russian cultural history, Russian literature). The Slavic and Baltic curators create and maintain web-based public resources on the Stanford Library website (e.g. “Resources for Understanding the 2014 Crisis in Ukraine” or the Baltic Scholars Forum). The Hoover Institution Library and Archives regularly organizes public exhibits (e.g. Double Exposure: Russia's Secret Police under the Last Tsars; The Crown under the Hammer: Russia, Romanovs, Revolution; Revolutions in Eastern Europe: The Rise of Democracy, 1989–1990). Information about these resources is disseminated through CREEES. Research findings on Russia, East Europe and Eurasia are made widely available via university-supported publication outlets including Stanford University Press and the *Hoover Digest*. CREEES also publishes *The CREEES Chronicle*, an annual newsletter that informs roughly 1,200 alumni and affiliates of progress in Stanford’s REEE programs.

The Stanford U.S.-Russia Forum (SURF), a student-run program, connects American and Russian students annually to work on collaborative research projects in areas such as: energy geopolitics (Arctic), arms control and international security, cybersecurity, entrepreneurship and innovation, trade and economics. At two conferences, one held in Russia and the other at Stanford, the delegates meet with leading experts in policymaking, academia, and business.

Reports from the working groups are made available to these experts and the public at large in an annual publication. Finally, Stanford and CREEES engage in outreach programs to media professionals. Stanford’s Knight Fellowships bring professional journalists to campus for a year of academic study to enhance knowledge and skills and thus improve the quality of international news and information reaching the public through the American media. Recent fellows from the region include Russian investigative journalists Roman Anin and Roman Badanin and Polish

journalist Anna Gielewska, a specialist in organized disinformation and propaganda. The Draper

Hills Summer Fellows Program at Stanford's Center on Democracy, Development, and the Rule of Law, a three-week training program for senior leaders in government and NGOs, has hosted 22 fellows from Russia, East Europe, the Caucasus and Central Asia since 2018.

# H. FLAS AWARDEE SELECTION PROCEDURES

***H1. FLAS award advertisement and selection criteria:*** Russian, East European and Eurasian FLAS awards are administered directly by CREEES, which advertises the FLAS fellowship competition through: 1) permanent posting of FLAS information on Center, Division, and University websites; 2) paid ads in the *Stanford Daily* (circ. 13,500) and regular and ongoing email notifications to all affiliated students and faculty; 3) inclusion of FLAS materials with CREEES MA application and recruiting materials; 4) personal and email notification to departmental administrators and financial aid officers who in turn notify their own students; and

5) inclusion of FLAS announcements by the Stanford Registrar in financial aid information.

Special effort is made to advertise in the professional schools and within the CREEES program, to ensure that non-doctoral students who are more likely to pursue government careers are given maximum consideration. Applications have a February application deadline for academic-year graduate and summer undergraduate and graduate awards, timed to coincide with the Free Application for Federal Student Aid (FAFSA) application deadline to allow consideration of financial need (FLAS CPP 1). Academic-year undergraduate awards are announced in November with a May deadline. Additional input on financial need is obtained as appropriate via the Financial Aid Office. Incoming REEES MA applicants submit program-specific statements of purpose directly to the department as supplements to their material submitted through the university application system. Applicants for both summer and academic-year awards complete an online application specifying their current and intended language levels, program location and cost, and budget needs, and submit a statement of purpose, transcripts, and letters of

recommendation from language instructors or other faculty. Applicants without internet access may request paper application forms directly from CREEES. The Associate Director provides advising to students interested in applying for the FLAS.

FLAS awardees are selected from the pool of applicants by the CREEES Steering Committee at an annual admissions and fellowship award meeting that takes place in late February. All members read applications independently, then collectively rank applicants. Applications are ranked by the following criteria: 1) overall academic achievement; 2) past performance in language courses; 3) strength of recommendations; and 4) clarity and feasibility of stated study/career goals. Priority is given to academic excellence and achievement and to proposals demonstrating the relevance of LCTL language study to the applicant’s scholarly and career goals; lowest priority goes to first- and second-year language students. We do not make awards to native speakers of a language. All applications are further reviewed for financial need, with final award preference being given to those students who demonstrate financial need as indicated by the students’ expected family contribution in addition to proven academic merit. (FLAS CPP 1) Students are notified in early March of their award and required to meet or speak on the telephone with the Associate Director before signing their acceptance form, due April 15.

Summer awards are paid out as soon as student study plans are approved. AY awards are paid out quarterly beginning in September of the award year. Awards are ranked foremost on academic merit, with preference given to eligible students who also demonstrate financial need. This process – from advertisement through review – is designed to have the broadest reach across the Stanford student population, and to ensure that the committee can award priority languages as outline in “Consultation with Federal Agencies on Areas of National Need” (FLAS CPP 2).

Between 2014-18, CREEES awarded 25 AY FLAS awards, which supported 20 Master’s, 1

doctoral, and 2 professional school students (JD/PhD and Engineering) for intermediate and

advanced level language study. Summer FLAS funds were used to support 31 students with full and partial awards, both graduate and undergraduate. Beginning language awards are made occasionally for LCTLs to students who already had advanced competency in an area LCTL, often for intensive summer language programs. In the same period, we awarded 20 summer FLAS to seven area studies MA students, one MD student, and 12 doctoral candidates. For the 2022-25 grant cycle, we are requesting 8 academic year (7 graduate, 1 undergraduate) and 5 summer awards, totaling $318,500 annually (Budget 11A & 11B). We expect that 100% of our awards will be made in non-French/German/Spanish priority languages (FLAS CPP 2). To ensure broad access, Stanford will guarantee tuition top-offs for all FLAS awardees.

# I. PROGRAM PLANNING AND BUDGET

***I1. Development plan and timeline.*** The current proposal has been carefully crafted, not only to enhance programming during the 2022-25 grant cycle, but to expand our capacity in the years to come. Collaborative planning for proposed activities began in 2021, drawing on input from Stanford faculty affiliated with CREEES, the Graduate School of Education and the Freeman Spogli Institute as well as community college partners and utilizing quantitative and qualitative feedback provided by WestEd, a non-profit, non-partial specialist in educational assessment. All projects will be implemented in year one of the grant and will be carried out in all four years of the grant cycle, with continual iterative improvement based on feedback from educators, students and collaborative partners. Outreach projects (items 8A-E, G, H) are designed to create teaching resources for K-14 instructors, provide teacher training and curriculum-building opportunities for faculty at Community Colleges and MSIs, expose community college students to career pathways utilizing area studies, and to institutionalize international and area studies instruction at our partner institutions across the state and the nation. Proposals to seed course development in LCTLs and interdisciplinary area studies courses at Stanford (1B, 8K-M) and the partnership

with Howard University (6A) and designed to be institutionalized at the respective institutions at the conclusion of the grant. The Baltic Scholar Exchange (3A) and Politics of Information Series (8N) both will result in enhanced curricular and extra-academic opportunities for students. In addition to efforts of CREEES staff, projects will be coordinated with other Stanford NRCs and area studies departments to maximize measurable results over the life of the grant. All projects will involve significant Stanford contributions from multiple supporting units and will provide benefits at multiple levels: on campus, in the community, regionally, nationally, and globally.

***I2. Quality and Relevance of Programs.*** For the 2022-2025 NRC cycle, we request funding for 16 programs and projects, as well as administrative, outreach, and evaluation support to implement them. All programs directly address NRC and FLAS Absolute and Competitive Preference priorities and will be overseen by Stanford faculty to ensure quality outcomes.

**Community College/MSI Outreach.** Working in collaboration with the Stanford Global Studies division’s 14 centers and programs, and with partners in Stanford’s Graduate School of Education and the Freeman Spogli Institute for International Studies, we propose a comprehensive set of seven outreach programs for K-14 educators under the Education Partnership for Internationalizing Curriculum (EPIC) banner. Based on past levels of participation, we expect to directly engage more than 1,000 students and educators over the coming four years, ensuring broad and deep impact statewide and across the nation.

Teacher training through the **Community College Faculty Fellowship Program** (Budget 8A, $17,500) is the heart of the EPIC programs. Since 2014, 71 fellows representing 31 community colleges across California, Illinois, Washington, and Texas have participated. This competitive year-long fellowship program supports community college faculty in designing and implementing projects that internationalize core curricula and develop students’ global

competencies based on the specific needs of their institutions. The hybrid fellowship begins with

a 3-day summer intensive at Stanford, engaging Fellows with faculty affiliated with CREEES and other area and international studies centers. Fellows continue to meet monthly in 3-hour online sessions where they explore cutting-edge research with Stanford scholars, develop innovative curricular and digital learning materials and extra-academic programs. The Fellows collaborate with curriculum design experts from the Stanford Program on International and Cross-Cultural Education (SPICE) and researchers from the Center for Spatial and Textual Analysis (CESTA) to leverage Stanford’s innovative digital platforms.

This program has drawn fellows from 20 disciplines – social sciences, humanities, hard sciences, computer sciences, and business as well as library sciences and international programs. Previous projects have included: developing new core courses and curricular units that internationalize general education requirement courses, redesigning an honors program to make it more inclusive and globalized, and establishing of an interdisciplinary Global Studies Program (ADT) that creates pathways for CC students to the 4-year California State Universities and the University of California system. Fellows’ projects have been institutionalized at their colleges following their fellowship year. Using conservative instructor-provided estimates for the number of students taught per year (200), and assuming a three-year lifespan for newly implemented courses, we estimate that each fellowship cohort impacts roughly 6,000 students. The completed Fellows’ projects also are shared at an end-of-year symposium at Stanford University that brings the Fellows together with 40-80 additional faculty and administrators from other community colleges and four-year universities across the state committed to fostering global studies on their campuses. Project outputs are made available fee-free via the SGS website and shared via the Global Educators Network. We are seeking to support 10 fellows per grant year to continue to seed new internationalization projects at an ever-increasing number of community colleges/MSIs

across California and nationally. (AP 1&2, CPP1)

To provide greater access to cutting edge research on current affairs, such as migration, global health and nuclear security, we will offer quarterly **Global Studies Workshops** (Budget 8B, $3,000) aimed at K-14 teachers, in collaboration with SPICE. The workshops will feature a presentation by REEE faculty and research fellows followed by pedagogical materials developed by SPICE curriculum specialists to enhance transferability to the K-14 classroom. Topics will focus on current affairs such as U.S.-Russia relations or nuclear arms control. We additionally propose to conduct remote workshops to broaden access beyond Stanford. Workshops serve up to 30 participants per session for a total of 90 attendees annually. (AP 1&2, CPP1)

Central to the success of the EPIC program has been the professional community that emerges among the fellows, as they share institutional knowledge and best practices across cohorts and with non-fellow participants at the annual symposium and SPICE Workshops. We are requesting $1,800 (Budget 8C) to support the activities of the **Global Educators Network (GEN)**, a thriving association of CC/MSI educators, which was established in 2020 by three EPIC Fellowship alumni and has grown to include more than 40 active members from institutions across California. Network members will expand outreach by hosting up to 6 workshops and colloquia per year at remote institutions, reaching between 60 and 180 educators annually, serving as liaisons to new institutions seeking to expand their international course offerings, or to individual instructors wishing to incorporate global materials, yet currently lacking the institutional support to do on their own. They also will present at national conferences and develop open-source online resources, including the GEN YouTube channel, to inform, engage, and empower community college educators nationwide who are working to develop and institutionalize global studies at their own institutions. (AP 1&2, CPP1)

The **Global Education Leadership Program** (Budget 8D, $3,000) was designed based on

feedback from community college faculty seeking broader institutional-level support for

international studies. In collaboration with Stanford’s Graduate School of Education and Graduate School of Business, we will bring together annually a cohort of 5-6 senior administrators from community colleges and MSIs across California for leadership training and to design programs at their home institutions to support international education. Beginning with an in-person summer leadership institute, the program will feature quarterly online professional development workshops that will integrate targeted training on organizational leadership and institutional change with presentations by experts in internationalizing education. Fellows will develop an implementation goal and timeline to promote international education at their home institutions in a systematic and sustainable way and will share these outputs at the annual EPIC symposium. Significantly, this program will run in tandem with the EPIC Faculty Fellowship to provide vital opportunities for teachers and administrators to collectively address opportunities and challenges of internationalizing community college curriculum both in and out of the classroom. Impact for this project will be measured by WestEd through metrics such as new courses, new degree programs or creation of other international programs. (AP 1&2, CPP 1)

Responding to numerous requests by community college/MSI faculty to directly engage their students, we will host an annual online **Global Careers Fair for Community College Students** (Budget 8E, $2,500). Students will learn from Stanford faculty about career pathways outside of academia utilizing area studies and language training, hear from transfer students currently enrolled at Stanford and other 4-year institutions in California about their academic trajectories, and be led by Stanford career specialists in a “Design your Global Career” workshop. The first student fair held in 2021 drew over 100 students from 20 colleges across California, where participants engaged in seminars with scholars from Stanford Law School, Graduate School of Business, Freeman Spogli Institute, and Stanford’s new school for climate and sustainability, to

learn about careers in international fields and areas of national need. In exit surveys, students

reported that the fair changed their perspectives regarding the need to understand world affairs, inspired them to seek careers in government service, and made them feel empowered to pursue opportunities related to global education. We anticipate 100 students per year will participate and we will conduct active outreach to draw students from an ever-increasing number of community colleges/MSIs in the state and beyond. (AP 1, CPP 1)

CREEES proposes a new **partnership with HBCU Howard University** to support a new history or cultural studies course to enhance their burgeoning Russian Studies minor (Budget 6A,

$18,360). Two Stanford REEES faculty will visit Howard annually to present research and consult with Howard REEES faculty (Budget 3B, $2,000). (AP 1&2, CPP 1)

**K-12 Outreach.** The EPIC program includes a strong focus on K-12 educators. Through a partnership with SPICE, we will produce annually one **Scholars Corner Video & Lesson Plan** (Budget 8G, $2500), including lessons on Russia’s Power and Purpose in the New World Order by Political Science professor Kathryn Stoner, on Populism with Political Science professor Anna Grzymala-Busse, and Surveillance regimes with History professor Amir Weiner.

These open-access, online short-form videos are crafted by curriculum design experts at SPICE and accompanied by free teaching and discussion guides, making cutting-edge research of Stanford faculty and research fellows accessible to teachers nationwide, providing them the necessary resources and tools to easily incorporate high-quality, expert content on pressing international issues into their curricula. In the previous year, there were over 130,000 visits to the SPICE website and over 5,000 downloads of curricular materials to date. (AP 1&2)

Working with the Stanford History Education Group (SHEG), we will underwrite registration fees for fifteen K-12 educators to attend fee-based **World History Curriculum Workshops** (Budget 8H, $5,000) dedicated to international and regionally themed topics. Workshops will be

designed from the ground up around area-specific themes, leveraging the expertise of CREEES-

affiliated Stanford faculty and utilizing SHEG’s nationally recognized pedagogical methodologies. Series topics will align with national curriculum standards and will adapt relevant open-access and downloadable lessons to classroom teaching, to broaden training and resources on historical topics of global importance. Building on SHEG’s record of more than 1 million website visitors and 2 million curricular downloads per year, we anticipate these new area- specific lessons will serve thousands of teachers by the end of the grant cycle. **(AP 1&2) Enhance Area Studies Curriculum and Language Training.** To further strengthen REEES degree programs, student professional training, and increase the number of students pursuing REEES studies and careers in areas of identified national need, we propose to leverage grant funds to seed the development of several new REEES courses that will expand and deepen curricular offerings in interdisciplinary courses and critical languages. An interdisciplinary, survey course, **From Plato to NATO: History, Politics, and Culture of the Eurasian World**, (Budget 8L, $12,600) will be team-taught by CREEES faculty, Michael McFaul (Political Science), Gabriella Safran (Slavic Studies) and Amir Weiner (History). The aim is to incorporate the course into Stanford’s new first-year Civic, Liberal, and Global Education requirement (COLLEGE) by the end of the grant period to reach the largest possible number of students in their freshman year, so as to spur interest in the region and guide students to additional REEE coursework and degree programs. (AP 1&2)

We also propose a new survey course, **Critical Issues in the Baltics** (Budget 8K, $12,400), to address the growing interest in the region’s historical, political, economic and technological development among Stanford’s faculty and students as well as the strong need for academic instruction in Baltic studies generated by Stanford’s rapidly expanding Baltic summer internship program. The course will draw on the expertise of several REEE faculty (Appendix 3),

Stanford’s Estonian Visiting Research Fellows program and extensive Baltic collections at the

Hoover Institution and Stanford Libraries. The course will be offered in spring and be required of students doing internships and be open to all undergraduate and graduate students. (AP 1&2)

To increase access to Stanford’s growing Baltic collections, one of the largest in the country, we request funds to support cataloguing of the recently acquired Puhvel collection of over 10,000 books, periodicals, archival collections and media resources (Budget 1D; $5,000). (AP 1&2)

To expand opportunities for students to engage with academic content in regional languages, we request grant funds to support Slavic Professor Yuliya Ilchuk in developing a multi- disciplinary course, **Protest and Dissent in Post-Soviet Russia** (Budget 8M, $11,500), with a prerequisite of advanced Russian language. The course, which will explore ideas and practices of political protest and dissent in post-Soviet Union countries through various media and political art, will combine lectures and seminars in English with readings and group discussions in Russian in addition to hosting a series of dissident guest speakers in Russian. This course will be designated a core in the CREEES MA program and be open to all undergraduate and graduate students. (AP 1&2)

CREEES works closely with the Stanford Language Center and Department of Slavic Languages and Literatures to offer all levels of instruction in as many REEE languages to meet student interest and research needs. We are requesting grant funds (Budget 1B, $48,840) to **expand offerings in Less Commonly Taught Languages**. Grant funds will help ensure that intermediate and advanced levels of critical and most highly demanded languages, such as Ukrainian, Kazakh, Polish, Hungarian, and others, are regularly available. This will include the development of an accelerated 2-quarter **Ukrainian for Slavic Speakers** course to meet the needs of the numerous REEES MA and PhD students with an already advanced knowledge of Russian. Finally, we propose to create an **Introductory Armenian** course that will add a vital

language component to the Armenian Studies program recently established at CREEES. In

addition, funding for **LCTL Off-site Training** will allow CREEES to contribute to the availability of summer LCTL offerings at the Central Eurasian Studies Summer Institute (CESSI), the Indiana University Summer Workshop, and University of Pittsburgh Summer Language Institute (Budget 8J, $3,000). (AP 1 & 2)

**Overseas Linkages and Faculty Development.** We propose to leverage NRC funds to seed a **Baltic Exchange Program** (Budget 3A, $15,000) that builds on the recently established Estonian Visiting Scholar program to further formalize connections with academic institutions in the Baltics and promote faculty and student research and professional development opportunities. Grant funds will establish an annual travel program for one faculty member and two graduate students who focus on relations between Russia, the EU, and the U.S., e-governance, digital transformation, and (cyber)security, to visit Estonia for 2–3 weeks each spring/summer to engage with scholars at annual conferences at Tartu University’s Johan Skytte Institute of Political Studies and the Baltic Defence College and to carry out archival research at the National Archives of Estonia. These travel grants, to be co-sponsored by Stanford’s Baltic Studies program, also will deepen institutional relationships to create study abroad opportunities for students in the region in collaboration with the Overseas Studies Program. (AP 1&2)

We seek grant funds to initiate a new speaker series, **The Politics of Information in the Communist and Post-Communist World** (Budget 8N, $10,500), to bring leading scholars, experts and policymakers to examine the historical and contemporary practices of gathering, circulating, and interpreting information in Russia and the Soviet Union and place these in a comparative context of the broader Communist and post-Communist world. We will partner with Stanford’s Asia-Pacific Research Center (APARC) and Center on International Security and Cooperation (CISAC) and leverage the rich holdings of the Hoover Library and Archives. We

propose to bring 3 experts in Years 1, 2, and 4 of the grant and to host an international

conference in Year 3, which will result in the publication of an edited volume to be used in teaching international and global affairs courses. These events will be open to the public and recordings will be made accessible on the CREEES website and also be used at the basis for Scholars Corner Videos & Teaching Guides for K-14 instructors. We also request funding for a graduate assistant, which will present a valuable PD opportunity for a PhD student. (AP 1&2)

To carry out the proposed activities, we are requesting salary support for CREEES Associate Director (Budget 1Ai, $25,000), SGS Finance Manager (Budget 1Aii, $3000), SGS Outreach and Academic Coordinator (Budget 1Ci, $10,000), SPICE Curriculum Development Specialist (Budget 1Cii, $7500). We request $3,000 (Budget 8I) for independent performance measures evaluator, WestEd, to develop and implement an evaluation plan for proposed programs.

***I3. Reasonableness of costs.*** All proposed activities in this grant cycle will seek to leverage institutional funding to the greatest extent possible, and thus most individual project requests are relatively modest. Community college and K-12-focused outreach efforts (Budget 8A-H) will be organized and implemented jointly in collaboration with Stanford Global Studies, the School of Education, and other area studies entities. Funding levels for LCTL and area course development and the Politics of Information lecture series (Budget 1B, 8J-N) are reasonable for the targeted number of participants and expected outcomes, and expected to be institutionalized at the end of the grant. Line-items for the Baltic Scholar Exchange, Baltic library cataloguer, and partnership with Howard University (Budget 3A-B, 1D, 6A) will be supplemented by funding solicited from alternative sources such as grants and gifts, to further extend the benefit of these commitments and lay the groundwork for long-term programmatic growth in our area. The remaining costs for administrative (1A&1B) and outreach (1Ci, 1Cii) staff needed to implement grant represent less than 20% of the total grant budget and reflect the minimum level of effort unique to these

activities. Evaluation support (Budget 8I) will allow ongoing incremental program

improvements, in response to partner input, and provide reporting data for Department of Education use. Fringe Benefit expenses (2A-D) are charged at prevailing Stanford rates as negotiated with the Office of Naval Research.

***I4. Long-term impact on institution.*** Proposed seed funding for outreach programs will help establish permanent connections with K-12, community college, and MSI instructors, strengthening California secondary and post-secondary education, and will significantly strengthen K-14 teaching resources regionally and nationally on international and area studies topics. FLAS support for advanced language training, including earmarked funding for FLAS grants to professional school applicants, will serve to enhance training for Stanford students most likely to enter government service or private industry. New courses will allow departments to explore new areas of academic inquiry. Library cataloguing will result in a strengthened access to resources for a broad cross-section of students and educators. Access to research activities through the Baltic Scholar Exchange and proposed speaker series (Budget 8J-M) will increase the amount of new REEE research available to Stanford students, faculty, policy makers, educators, and the public, while also providing hands-on training and practical experience for Stanford graduate and undergraduate students. The **Global Careers Fair for Community College Students** will directly benefit community college students, including

under-served or under-represented student populations, who might not otherwise have access to Stanford services and resources. Other projects will have similar program expanding effects.

# I. FLAS COMPETITIVE PREFERENCE PRIORITIES

***CPP1. Preference given to demonstrated financial need:*** Final award preference for all FLAS recipients will be given to those students who demonstrate financial need in addition to demonstrated academic merit, as noted in FLAS Section H. Financial need data will be collected through university and federal forms. Application review guidelines for the Steering Committee

will prominently feature this language to ensure uniformity of approach across multiple years. To ensure broad access, Stanford will guarantee tuition top-offs for all FLAS awardees.

***CPP 2. AY FLAS in Priority LCTL***: During the 2014-18 grant cycle, CREEES awarded 25 AY FLAS awards, which supported 20 Master’s, 1 doctoral, and 2 professional school students (JD/PhD and Engineering) for intermediate and advanced level language study. Summer FLAS funds were used to support 31 students with full and partial awards, both graduate and undergraduate. All FLAS awards were made in area LCTLs. For the 2022-25 grant cycle, we are requesting 8 academic year (7 graduate, 1 undergraduate) and 5 summer awards, totaling

$318,500 annually (Budget 11A & 11B). We expect that 100% of our awards will continue to be made in non-French/German/Spanish priority languages (FLAS CPP 2) as defined by the FY22 “Consultation with Federal Agencies on Areas of National Need” published by the DoE.

# J. NRC COMPETITIVE PREFERENCE PRIORITIES

We are seeking funding for 16 projects – as well as administrative, outreach, and evaluation support to implement them – as outlined in section I above. Six key activities target MSI participation, as summarized here with corresponding projects listed by budget item number.

The **EPIC Community College Faculty Fellowship** (Budget 8A) was designed with direct input from faculty, Deans, and administrators at multiple community colleges designated as MSIs. The program itself is open to faculty from across California and the nation, and preference is given to applicants from minority-serving locations. Seventy-one fellows representing thirty- four institutions – including 25 MSIs - have participated in this program to-date. **Global Studies Workshops** (Budget 8B) offer training on cutting-edge research to community college faculty. In this grant cycle, we will conduct on-site workshops at MSI institutions geographically distant from Stanford, broadening our connection to previously underserved institutions and student

constituencies. As an outgrowth of Stanford’s long and sustained engagement with California

community Colleges, the **Global Studies Educator Network** (Budget 8C) has grown organically to a robust 40+ members across 21 locations, whose interest in area studies instruction is shaping the curricula at their home institutions. An inaugural group of three EPIC Fellow alumni began outreach within their home institutions and surrounding geographic area; in the coming grant cycle they forge new relationships with rural and minority-serving colleges that have previously lacked sufficient resources to participate in these shared programs. The new **EPIC Leadership Program** (Budget 8D) was conceptualized based on feedback from multiple constituencies at local partner community colleges, including Las Positas College, College of San Mateo, and San Jose City College, all of which are minority-serving institutions. Applications for this program will be promoted within rural and minority-serving community colleges across the state of California to help broaden access to area studies teaching and instruction. The first **Community College Student Global Careers Fair** (Budget 8E) held virtually in 2021 was a resounding success with 103 participants from 20 community colleges across the state—14 of which are MSIs. In the coming cycle we seek to continue this program, expanding participation to California State University and community college counselors, in order to more clearly define articulation pathways between two-year and four-year degree programs. CREEES’s proposed new **partnership with HBCU Howard University** will enhance its capacity in Russian Studies (Budget 3B & 6A) and serve significantly to diversify the field.