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***Access and Diversity: REEES Expertise in Uncertain Times***

**Title VI Comprehensive National Resource Center & FLAS Fellowship Program 2022-2026 Application**

**Submitted to the U.S. Department of Education by:**

**Center for Russian, East European & Eurasian Studies, University of Pittsburgh February 14, 2022**

# NATIONAL RESOURCE CENTER & FLAS PROJECT NARRATIVE

**Center for Russian, East European & Eurasian Studies, University of Pittsburgh**

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***Access and Diversity: REEES Expertise in Uncertain Times***

# A. COMMITMENT TO THE SUBJECT AREA

1. *Institutional Support* – The Center for Russian, East European, and Eurasian Studies (REEES)

at the University of Pittsburgh is a comprehensive National Resource Center (NRC). REEES was founded in 1965 and is housed in Pitt’s University Center for International Studies (UCIS), which encompasses two additional NRCs (for Asian and European Studies) and 15 other units, including the Association for Slavic, East European, and Eurasian Studies (ASEEES), European Union Studies Association, and Comparative International Education Society. REEES supports Pitt faculty to develop innovative courses and research; collaborates with international scholars through institutional partnerships; and sponsors stimulating lectures, conferences, and outreach programs for higher education, K-12, and public audiences locally, regionally, and nationally. The Center also administers FLAS Fellowships for students in rigorous graduate and undergraduate degree programs across the humanities, social sciences, and professional schools.

**Center Operation.** Pitt provides **over $6.76 million annually** for faculty, staff, students,

programs, materials, and services related to REEES-area studies (Table 1), or nearly 13 times the NRC/FLAS budgets in the current cycle. The University provides supplemental salary, fringe, and course buyouts for the REEES Director (a faculty member who devotes 50% effort to administering the Center) and 52% of salary and fringe costs for REEES staff (E.2); the remainder is funded by external grants. Pitt allocates annual operating, small grants, and tuition remission funds to REEES and provides an annual subvention to the University of Pittsburgh Press, publisher of the book series “Russian and East European Studies” and “Central Eurasia in Context” (H.2). UCIS provides REEES’s office space, oversees its human resources and budgets, and fully funds two REEES Postdoctoral Fellowships to augment Pitt’s faculty expertise on the region (E.1).

UCIS Director Ariel Armony serves as Vice Provost for Global Affairs, demonstrating Pitt’s **strong institutional commitment to international studies**. Through UCIS’s efforts in implementing the Global Plan for Pitt, the University was selected by NAFSA, the Association of International Educators, as a 2017 recipient of the Senator Paul Simon Award for Comprehensive Internationalization, and by the Association of Public and Land-Grant Universities as a 2020 recipient of the Gold Level Award for Global

|  |  |
| --- | --- |
| **TABLE 1: UNIVERSITY SUPPORT FOR REEES-RELATED ACTIVITIES, 2020-21** | |
| **Salaries:** |  |
| Language Instruction | $911,957 |
| Area Instruction | $3,762,146 |
| REEES Center Staff | $235,074 |
| Library Staff | $292,439 |
| UCIS/Study Abroad Staff | $506,844 |
| **Operations/Supplies:** | $2,377 |
| **Research/Travel Grants:** |  |
| Faculty Awards | $21,495 |
| Student Awards | $6,500 |
| **Library Acquisitions:** | $409,000 |
| **Program Co-Sponsorships:** | $23,800 |
| **Student Learning Assessment:** | $6,149 |
| **Student Support:** |  |
| Tuition Remission  Graduate FLAS Supplements | $441,971  $146,170 |
| **TOTAL:** | **$6,765,922** |

Engagement. Pitt’s annual investments during this Title VI grant cycle include $125,000 for global partnerships; $61,600 for the Global Hub, a University-wide student resource, advising, and engagement center; and $1.475 million for Global Plan academic initiatives, such as UCIS faculty and visiting scholars. The Dietrich School of Arts & Sciences (DSAS)

committed nearly $1.7 million for UCIS centers’ conferences, faculty, and students in 2018-22.

**Teaching Staff.** In the current NRC cycle, Pitt has hired **six tenure-stream REEES**

**affiliated faculty members** in History of Art & Architecture, History, Law, and Slavic Languages & Literatures; **seven Lecturers or Visiting Lecturers/Assistant Professors** in Political Science, the Graduate School of Public & International Affairs (GSPIA), Religious Studies, and Slavic; **five Postdoctoral Fellows** in Anthropology, History, Religious Studies, and Slavic, three of whom are presently at Pitt; and **six Instructors** (Appendix 3). With University support, REEES also established the 2020-25 **Fulbright Visiting Professorship in Hungarian Studies** in partnership with the U.S.-Hungarian Commission for Educational Exchange (E.1). Searches are planned

during the 2022-26 cycle in Slavic and Political Science, with tenure-stream positions in the latter department to focus on REEES-relevant themes such as authoritarianism and democracy, identity politics, international cooperation and conflict, and resource management. **Six Pitt faculty members have newly affiliated with REEES** from Business, Education, English, GSPIA, and Health Sciences since 2018 (C.3). DSAS has also assumed **full-time salary costs for three instructors of REEES-area Less-Commonly-Taught Languages** (Hungarian, Modern Greek, and Persian), previously cost-shared with REEES’s and/or other UCIS centers’ NRC funds (B.1). **Library, Linkages, and Outreach.** Institutional expenditures for **library acquisitions**

**and subscriptions** related to the Center’s area totaled $409,000 in 2020-21 (F.1). REEES has established a network of 22 **overseas linkages** across its world region (D.4, I.1), due partially to federal and foundation grants of over $7 million since 2001 and administrative support from Pitt’s Global Partnerships & Partner Engagement Team. Pitt faculty remain on salary and graduate students receive their stipends while on exchanges abroad. The University’s Nationality Rooms Program awards an annual fellowship to a visiting Czech or Slovak researcher, and Pitt has hosted visiting Research Fellows from the REEES region through the Pittsburgh Network for Threatened Scholars. The Provost’s Office, UCIS, and DSAS provide funds for REEES **conferences and outreach programs** (H.1–H.3), including the annual Undergraduate Research Symposium and Russian Film Symposium, and Pitt covers half of the Center Outreach Coordinator’s salary (E.1). **Students.** REEES tuition remission supports graduate and professional school students in

Center certificate programs, as well as students attending the Slavic, East European, and Near Eastern Summer Language Institute (SLI) or REEES’s non-language study abroad programs (D.4). REEES graduate students often receive research or teaching assistantships through their home departments, and DSAS provides tuition and fees to supplement the Slavic Department’s graduate

Elagin Fellowship. The University funds REEES and UCIS small grants for graduate and undergraduate research abroad (D.4). Pitt also provides **full tuition and fees above the US/ED institutional payment level and a stipend supplement for graduate FLAS Fellows** to ensure parity with other University fellowships and assistantships (J.1).

Pitt charges the **in-state tuition rate** to all students in the SLI, a subsidy totaling nearly

$320,000 in 2021. The SLI provides around $225,000 per year in **tuition remission** to support scholarships for intensive summer study of REEES-area languages. The impact of SLI funding is magnified by REEES’s receipt of up to $700,000 annually in **Project GO** grant funds from the

U.S. Department of Defense for intensive summer Russian language study by nationally recruited ROTC students (B.1, D.4). Pitt’s Slavic Department and Nationality Rooms also work with REEES to obtain funding from Pittsburgh-area **ethnic communities**. Croatian, Polish, Slovak, and Ukrainian endowments and the Pittsburgh Foundation support the study of REEES languages; and **UCIS endowments** for the REEES region have a total market value of over $1.68 million.

# QUALITY OF LANGUAGE INSTRUCTION

* 1. *Languages and Enrollments* – REEES collaborates closely with Pitt departments offering

language courses that count toward Center certificate requirements (D.1–D.2). Multiple levels of instruction are provided each academic year by the Department of Slavic Languages & Literatures in **Bosnian/Croatian/Montenegrin/Serbian (BCMS), Polish, Russian, Slovak, and Ukrainian**; and by the Linguistics Department’s Less-Commonly-Taught Languages Center (LCTLC) in **Hungarian, Modern Greek, Persian, and Turkish**. The Slavic Department also operates the annual **Summer Language Institute (SLI)**, offering intensive **Russian** (four levels); **BCMS, Czech, Polish, and Slovak** (three to four levels); and **Bulgarian, Hungarian, Persian, Turkish, and Ukrainian** (on student demand). The SLI runs overseas programs in the Czech Republic,

Montenegro, Poland, Russia, and Slovakia; REEES runs a Project GO Russian language program in Narva, Estonia (D.4). The REEES-administered Balkan & Black Sea Language Consortium (with NRCs at other universities) partially supports domestic SLI courses in BCMS, Bulgarian, Turkish, and Ukrainian (G.1). Complete course enrollment data appear in Appendix 1.

In the 2020-21 academic year, 77 students enrolled in first- through fourth-year Russian classes; in 2021-22, 100 enrolled (a 30% increase). Courses above the second-year level attract both Russian majors and students pursuing a REEES certificate or other academic and professional goals. East European language enrollments have remained stable, despite the remote mode of teaching in 2020-21. SLI enrollments range from 120 to over 140 students annually, nearly all of whom receive financial aid through FLAS, Project GO, or tuition remission from REEES and the SLI. In summer 2020, all classes were taught remotely due to COVID-19; in 2021, the SLI was the only U.S. summer language program to offer classes in-person, hybrid, and remotely. Around 70% of SLI students come from non-Pitt institutions (over 50 colleges and universities in 2021), which often lack or have limited resources to offer REEES-area language instruction. REEES awarded 34 Project GO scholarships in 2021 and will provide 48 annually in 2022 to 2024. The SLI facilitates language study by professional school students with inflexible schedules; it also partners with REEES to target tuition support to students from Pitt’s four Pennsylvania regional campuses, two of which—plus the Pittsburgh campus—are Title III eligible institutions.

Pitt’s academic year hybrid Elementary and Intermediate Russian course sequences (two semesters each) meet for three hours weekly, plus one credit of asynchronous reading, listening, speaking, and writing practice. This model facilitates many students’ attainment of American Council of Teachers of Foreign Languages (ACTFL) Advanced, or Intermediate Mid to High, oral proficiency after four years. Dr. Olga Klimova, Pitt’s Russian language program director, revised

the curriculum to enable greater scheduling flexibility to increase enrollments, particularly among professional school students. Additionally, in 2021-22, the Slavic Department began offering Slovak language courses online and recruiting students from Pitt’s regional campuses to enroll.

The Russian major allows students to choose a focus in one of three fields (literature, film, or social sciences), complementing many majors’ pursuit of the interdisciplinary REEES certificate (D.1). A common foundation is provided through emphasis on functional language proficiency and early and modern Russian culture. The Slavic Department also offers a major in Slavic Studies and minors in BCMS, Polish, and Slovak; minors in Hungarian, Modern Greek, Persian, and Turkish are offered through LCTLC. Newly developed cultural courses taught in English (C.1) aim to increase the number and diversity of enrollments in Slavic and LCTLC courses, including among students not pursuing a language major or minor.

The Slavic Department, LCTLC, and the REEES Academic Advisor promote language study at campus fairs, cultural festivals, and community events (H.2). Publicity campaigns highlight the importance of REEES language proficiency for employment in areas of national need, given the region’s prominence in global affairs. Slavic also uses high-enrollment culture and literature courses (C.1, G.1) to recruit for language study and REEES certificate programs.

* 1. *Levels and Language Across Disciplines* – Pitt annually provides language training through the

third-year level or above in BCMS, Czech (in the SLI), Hungarian, Modern Greek, Persian, Russian, Slovak, and Turkish, plus third-year courses on student demand in Polish and Ukrainian (Appendix 1). The interdisciplinary Fourth-Year Russian curriculum consists of content-based courses taught in Russian each academic year, focusing on humanities and social sciences. For instance, students in the Fourth-Year courses “Russian through Global Debate” and “Russian through History” compose summaries of articles and news reports and argue policy viewpoints in

written and spoken formats. In addition, REEES’s Project GO summer overseas Fourth-Year Russian course for ROTC students targets ILR 2/ACTFL Advanced proficiency through intensive language classes with international studies content taught in Russian, along with Russian-language homestays and volunteer service at community organizations such as a children’s home.

The Slavic Department partners with REEES and UCIS to introduce one-credit language trailers **(Language Across the Curriculum)** for courses taught by area studies faculty. Trailers count toward the REEES certificate and are open to traditional language learners and heritage speakers, who work with primary language texts on the course theme. Russian language trailers, such as “Reading Historical Russian,” “Reading Russian Fairy Tales,” and “Reading 19th/20th Century Russian Literature in the Original” (C.1), were offered in 2020 and 2021. New LAC trailers will be added in BCMS, Polish, Russian, and/or Slovak in 2022-26 (I.1).

* 1. *Faculty and Pedagogy* – The Slavic Department has five tenured or tenure-stream faculty

positions, which include language teaching. Three permanent Lecturers (Ljiljana Đurašković, Olga Klimova, and Kathleen Manukyan) are ACTFL-certified in oral proficiency testing, with primary duties of language program direction and teaching. The department also has three full- time Visiting Lecturers/Instructors; seven part-time Instructors teaching language and/or cultural courses; and two Teaching Assistants/Fellows. The LCTLC has Lecturer or Instructor positions in Hungarian, Modern Greek, Persian, and Turkish (A.1), plus a Language Program Coordinator (Gretchen Aiyangar) to support curriculum development and implementation. At the SLI, nearly all instructors are native speakers whose teaching is overseen by the Institute directors, Dr. Manukyan and Dr. Đurašković; most have experience teaching in the SLI for multiple years.

All Slavic non-tenured language faculty are observed by the department’s program directors, Dr. Klimova (Russian) and Dr. Đurašković (East European languages), while LCTLC

faculty are mentored by Gretchen Aiyangar. These program directors regularly consult on pedagogical trends with Dr. Richard Donato—a nationally prominent foreign language education specialist in Pitt’s School of Education—and attend meetings on new teaching strategies with coordinators from Pitt’s other language departments. Slavic TAs/TFs who teach language courses are required to attend an **online orientation** led by Dr. Klimova and take a School of Education **course on language pedagogy** taught by Dr. Donato; the SLI also holds an annual faculty orientation and oral proficiency testing workshop. Slavic TAs/TFs and LCTLC instructors receive **supervision from departmental mentors**, including classroom visits, meetings, and written reports, and attend **workshops on teaching methods** through Pitt’s University Center for Teaching and Learning (Teaching Center). LCTLC instructors participate in guided peer and self- observation; weekly discussions on pedagogy, curriculum development, tools and strategies; and **professional development** opportunities outside Pitt based on individual needs, such as ACTFL workshops, summer institutes on language pedagogy, and national language-specific conferences. Additionally, the Teaching Center offers workshops on the application of innovative technologies for teaching. Pitt’s Robert Henderson Language Media Center hosts the Technology in Language Teaching Forum, where instructors share examples of successful implementation of classroom technology. Dr. Klimova organizes workshops on teaching for proficiency and teaching language with technology, and both Slavic and LCTLC support training opportunities through other Pitt language departments. REEES and other UCIS centers sponsor ACTFL Oral Proficiency Interview tester training workshops for Pitt instructors; the next session is planned for May 2022.

* 1. *Performance-Based Instruction, Resources, and Proficiency* – Language instruction in Pitt’s

Slavic Department and LCTLC has evolved according to recommendations from the 2007 Modern Language Association report, in which language study is fully integrated with traditional offerings

in culture and literature, as well as interdisciplinary offerings in film and social sciences. Both Slavic and LCTLC have enhanced instruction by incorporating **ACTFL’s Proficiency Guidelines and Integrated Performance Assessments** into the curriculum. Instructional material is evaluated by its potential to foster proficiency through relevant content. Language instructors apply a performance-based approach, incorporate authentic materials (culturally significant texts, topical readings, and videos relevant to student interests), and focus on developing the ability to communicate effectively through speaking and writing, while accurately comprehending information in both written and aural forms. Upper-level Turkish and Persian curricula employ multiliteracies pedagogy to highlight non-standard language varieties and multimodal communication in the classroom. Another key tenet of pedagogy for all languages is ecological validity—that is, designing a curriculum that prepares students to use the language in ways appropriate for professional and personal contexts outside of the classroom.

REEES language curricula enable students to pursue **advanced immersion programs**, both domestically and abroad. Pitt students have won prestigious awards in the Center’s region, including eight Fulbright grants, eight Critical Language Scholarships, six Boren Awards, three Gilman Scholarships, and a US Air Force Language Enabled Airman Program Award since 2018. REEES, Slavic, and LCTLC encourage students to apply to these programs to enhance career preparation in areas of national need, particularly in security and policy fields. Pitt students also compete in the American Council of Teachers of Russian (ACTR) Olympiada of Spoken Russian and have won five awards since 2018 in the National Post-Secondary Russian Essay Contest.

The University offers a range of **out-of-class resources** for teaching and practice of REEES-area languages, including facilities in the renovated Language Media Center, along with weekly conversation tables and/or tutoring in Russian, BCMS, Polish, and Slovak. Advanced

**research opportunities** include a requirement for Russian majors in Slavic capstone courses to demonstrate knowledge of cultural products, practices, and perspectives through sophisticated understanding and use of the language ([www.actfl.org/resources/world-readiness-standards-](http://www.actfl.org/resources/world-readiness-standards-) learning-languages). The Slavic Department’s interdisciplinary course “Computational Methods in the Humanities” introduces undergraduate and graduate students to digital humanities, enabling them to complete Russian literature and internet culture projects and to present papers at regional Slavic conferences. Slavic and REEES arrange **internships** for advanced undergraduates to work with Russian language students at Pittsburgh Brashear High School, a racially and culturally diverse public school with the city’s highest immigrant enrollment rate (H.1).

To evaluate academic year language programs, REEES and the Slavic Department arrange unofficial **Oral Proficiency Interview (OPI) testing** by ACTFL-certified faculty of students completing second- and third-year Russian and BCMS, plus at least half of first-year Russian students and all graduating Slavic majors. LCTLC Turkish instructor Ilknur Lider is also ACTFL- certified and conducts oral interviews with all second- and third-year students each spring (G.4). Over 75% of students tested in these three critical languages in 2018-21 met REEES’s goal of ACTFL Intermediate Low or higher proficiency ratings after two academic years (four semesters) of instruction; 88% achieved the goal of at least Intermediate Mid proficiency after three years (six semesters). All SLI students complete OPIs or other post-program proficiency testing. OPI results from intensive BCMS and Russian SLI programs in 2019-21 show students achieving REEES’s proficiency goals at higher rates than those in academic year courses; 94% scored at least Intermediate Low after second-year SLI courses and 97% scored at least Intermediate Mid after third-year courses. Over 60% of all second- and third-year language students completing academic year or summer OPIs have exceeded proficiency goals set by REEES during this grant cycle.

# QUALITY OF NON-LANGUAGE INSTRUCTION

* 1. *Variety of Course Offerings* – Pitt offers approximately **175 high quality non-language courses**

**with 25% to 100% REEES content per year** through 16 DSAS departments and programs, the College of General Studies, and four professional schools: GSPIA, Business, Education, and Law. REEES courses in professional and pre-professional programs enrolled over 500 students in 2020-

21. Undergraduate course enrollments rose in this cycle to over 4,400 annually (G.1); introductory English-language culture courses in Slavic drew nearly 1,300 students in 2020-21 (Appendix 1).

Around **50 new REEES courses** were introduced at Pitt since 2018 in Anthropology, Art History, Business, Economics, Education, English, German, GSPIA, History, Law, Linguistics, Music, Political Science, Religious/Jewish Studies, Slavic Languages & Literatures, and Sociology. The Center awards NRC-funded “seed” money to faculty to develop new courses or enhance existing ones (I.1). Recent additions, such as “Turkish Culture and Society,” “Understanding the Balkans: Introduction to Balkan Culture and Literature,” “Chernobyl Memory Museum: Cultural Representations of the Nuclear Threat,” and “Pittsburgh, Diaspora, Migration: Slavic and East European Communities,” have augmented Pitt’s strengths in East Central and Southeast European studies. The Slavic Department also introduced two new Russian culture courses in 2021-22, “Crime, Punishment, and Kanye West” and “Girlhood: *Lolita* and Taylor Swift,” inviting students to draw comparisons with contemporary U.S. popular culture.

* 1. *Depth of Specialized Courses* – REEES courses focus on historical, social, cultural, economic,

and political developments in the region; international relations of Eastern Europe and Eurasia; contemporary Russian culture and society; and Central and Southeast European studies. Geographic coverage is balanced among Russia, other former Soviet countries including Central Asia, East Central Europe, the Balkans, and the relevant Mediterranean area. Along with rich

offerings in the humanities, courses examining the region from social scientific perspectives are offered in Economics, Political Science, Sociology, Anthropology, Law, and GSPIA (Appendix 1). The tenure-track hires of Alissa Klots (History) and Bella Grigoryan (Slavic) in 2019 have enriched Pitt’s offerings in Soviet and imperial Russian history and literature (A.1).

Building on Pitt’s reputation as a hub of **Central Eurasian studies**, REEES has sponsored the creation of new curricula focused on this critical yet understudied region. REEES’s recent Postdoctoral Fellows, Aziza Shanazarova (Religious Studies, now at Columbia University) and Elissa Bullion (Anthropology, now a Cultural Resource Specialist for the U.S. Department of Agriculture), both specialized in Central Eurasia and offered courses such as “Islam and Women in Asia” and “The Archaeology of Identity.” Dr. Shanazarova and Dr. Bullion joined Pitt faculty members in History, Political Science, and Business to teach the NEH-sponsored “Water in Central Eurasia” course cycle (C.4). New tenure-stream appointments of Shirin Fozi, Sahar Hosseini, and Michelle McCoy (History of Art & Architecture) have similarly expanded Pitt’s curriculum on Central Eurasia (A.1).

REEES has also taken steps to deepen and enrich its interdisciplinary coverage of the **Mediterranean and Central European regions** (D.1–D.2). REEES recently collaborated with Pitt’s centers for African, European, and Global Studies to introduce the Mediterranean Studies certificate, which responds to undergraduate and graduate student interest in examining the interconnectedness of the Balkans, Anatolia, the Levant, North Africa, and Southwestern Europe since ancient times, including through new courses such as “Mediterranean World Since 1500.” The Center also worked with ESC and faculty from History, Political Science, Jewish Studies, History of Art & Architecture, Slavic, and German to create an undergraduate Central European Studies certificate that explores the post-1800 development of Europe’s most diverse and dynamic

region. This program is enriched by new courses, such as “How Central Europe Shaped the Modern World” and “Polish History through Film,” both taught by Gregor Thum (History).

* 1. *Teaching Faculty and Instructional Assistants* – Among REEES’s 81 affiliated faculty

members, **76 offer non-language courses.** In the current NRC cycle, Pitt has hired six tenure- stream and 18 other faculty who work on the REEES area (A.1). REEES encourages non-area specialists to develop teaching and research on the region as well. In this way, six more faculty— including five from Pitt’s professional schools—have become REEES affiliates since 2018 (A.1). The Center hosts visiting scholars from Eurasia and Eastern Europe with support from the University (A.1) and nationally sponsored programs; they often teach or deliver lectures in REEES courses. Advanced graduate students also teach or assist REEES courses in departments such as Anthropology, History, Political Science, Religious Studies, and Slavic.

Pitt provides a wide range of **pedagogical training resources**. The Provost’s Office and the Teaching Center (B.3) lead required orientations for all new faculty, new instructional assistants, and visiting scholars trained outside the U.S., along with ongoing workshops and consultations on instructional technologies, classroom management, diversity and inclusion, and learning outcomes assessment. Departments mentor junior faculty and instructional assistants and encourage pedagogical skills development through seminars on teaching methodologies. All Teaching Assistants and Teaching Fellows at Pitt must pass an approved faculty development course and be monitored by senior faculty through classroom visits and written evaluations.

* 1. *Interdisciplinary Courses* – Interdisciplinary coverage is aided at all levels by faculty holding

appointments in multiple departments and/or schools (Appendix 3); by the **integration of multiple disciplines** into coursework and the cross-listing of courses (Appendix 1); and by interdisciplinary **certificate requirements** and **capstone projects** (D.1–D.2). In 2019-20, REEES introduced a new

NEH-funded, three-course cycle that combines history, political science, business, and engineering to enable undergraduates to explore water sustainability through the global past, present, and future of Central Eurasia (C.2). Various courses examine themes through up to three disciplines (e.g., “Holocaust: History and Memory,” cross-listed in History, Jewish Studies, and Religious Studies); and some graduate-level professional school courses, such as “Security & Intelligence Studies” and “Gender & Development” (GSPIA/Political Science), are cross-listed in DSAS.

REEES undergraduate and graduate certificate programs require students to take courses outside their major departments and demonstrate interdisciplinary knowledge through research projects and digital portfolios. The annual REEES capstone seminar (D.1, I.1) develops advanced undergraduates’ research skills in an interdisciplinary and innovative area studies setting. For instance, in Sean Guillory’s 2020 capstone on U.S.-Soviet relations, students produced audio documentaries (in place of traditional research papers), learning scriptwriting, narration, interviewing, sound recording and editing, as well as historical research and analysis.

# QUALITY OF CURRICULUM DESIGN

* 1. *Undergraduate Programs* – REEES provides a comprehensive program of undergraduate

education, including certificates that may be earned with any academic major (Table 2). Pitt offers about 225 undergraduate REEES language and area studies courses annually (Appendix 1). The **REEES Undergraduate Certificate** program—which has more rigorous language and GPA requirements than for Pitt’s BA degrees—enrolls over 70 students and awards around 20 certificates per year (G.1). Underclassmen may enroll in survey courses with interdisciplinary content such as “Early and Modern Russian Culture” (a two-semester sequence) and “Introduction to Islamic Civilization,” covering the Balkans and Central Eurasia. Upper-level undergraduates in REEES’s capstone seminar (C.4, I.1) complete a major research project with instructor guidance.

Certificate students also complete digital portfolios outlining their academic work, professional ambitions, and the interdisciplinary knowledge that they have acquired (G.4).

Together with Pitt’s European Studies Center (ESC), REEES offers **Undergraduate Certificates** in **European Union Studies**, **Central European Studies**, and **Mediterranean Studies** (also co-administered by CAS, the Center for African Studies, and GSC, the Global Studies Center), which have similar requirements (C.2). The **Bachelor of Philosophy (BPhil) degree in International & Area Studies** offers a REEES track through Pitt’s Honors College. The **Related Concentration in European & Eurasian Studies**, administered by ESC and REEES, enables pre-professional students with limited course flexibility—particularly in Business and Engineering—to earn an interdisciplinary credential focusing on the region. The **Global Distinction** offers all Pitt undergraduates another opportunity to earn a credential for completing high-impact global experiences and coursework with a regional or thematic focus.

* 1. *Graduate Programs* – REEES offers **Graduate Certificates** in **Russian, East European &**

**Eurasian Studies**; in **European Union Studies** with ESC; and in **Mediterranean Studies** with CAS, ESC, and GSC (Table 2). The Center’s curriculum provides balanced coverage of Eastern Europe and former Soviet states, reimagines Cold War approaches to the REEES world area, and extends beyond humanities and social sciences; 65% of graduate certificate students are from professional schools. The majority of these are in GSPIA, while Law and Social Work are also represented. To better accommodate students in two-year master’s programs, while continuing to offer a more rigorous area studies curriculum to Ph.D. students and ambitious professional students, REEES and the other UCIS centers have split their graduate certificate programs into standard and advanced tiers. The **Graduate Certificate in Advanced REEES** requires three years of foreign language plus 18 credits of non-language coursework; the standard tier requires two

years of language plus 15 credits. Doctoral students are expected to pursue the Advanced certificate, while master’s and professional students may choose either.

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| **TABLE 2: REEES STUDENT CREDENTIAL PROGRAM REQUIREMENTS** | | | |
| **Program** | **Language Study** | **Area Studies Courses** | **Other Requirements** |
| Undergraduate Certificate in Russian, East European &  Eurasian Studies | 2 years of university level instruction or equivalent proficiency | 2 REEES courses in major discipline; 3 courses in 2 or more  other disciplines | Digital portfolio focusing on REEES region; 3.0 minimum GPA in REEES courses |
| Undergraduate Certificate in Central  European Studies or Mediterranean Studies | 2 years of university level instruction or equivalent proficiency | 2 regional courses in major discipline; 3  courses in 2 or more other disciplines | Digital portfolio focusing on region of study |
| Undergraduate Certificate in European Union Studies | 2 years of university level instruction or equivalent proficiency | 6 courses in EU Studies from 3 or more disciplines | Digital portfolio focusing on EU Studies |
| BPhil Degree in International & Area Studies: REEES Track | 3 years of university level instruction or equivalent proficiency | 8 REEES courses in  3 disciplines; research  methods course in major | Writing and defense of honors thesis; 3 thesis credits; at least  4-week study abroad experience;  3.5 minimum GPA |
| Related Concentration in European & Eurasian Studies | 1 year of university level instruction or equivalent proficiency | 4 regional courses in 2 or more disciplines outside of major | Digital portfolio focusing on region of study |
| Pitt Global Distinction | Strongly encouraged | 2 regional or global studies courses | 24 global events/activities,  including 2 high-impact experiences; reflection or capstone |
| Graduate Certificate in Russian, East European & Eurasian Studies; or  Mediterranean Studies | 2 years of university level instruction or equivalent proficiency | 2 regional courses in major discipline; 3 courses in 2 or more other disciplines | Digital portfolio focusing on region of study |
| Graduate Certificate in Advanced Russian, East European & Eurasian Studies; or Advanced  Mediterranean Studies | 3 years of university level instruction or equivalent proficiency | 2 regional courses in major discipline; 4 courses in 2 or more other disciplines | Digital portfolio focusing on region of study |
| Graduate Certificate in European Union Studies | 3 years of university level instruction or equivalent proficiency | 6 courses in EU Studies, with 3 outside of major discipline | Research paper using foreign language sources; at least 1 approved co-curricular activity |

* 1. *Academic and Career Advising* – All REEES students receive **individualized advising** from

the Center, in addition to academic advising from their home departments or schools. REEES’s Academic Advisor, Dr. Trevor Erlacher, provides academic and career guidance to all certificate students (E.1); consults with them on program requirements and activities such as the Undergraduate Research Symposium (H.2), teaching and research assistantships (I.1), study

abroad programs (D.4), capstone research papers and digital portfolios (D.1, G.4); and serves as advisor to the Graduate Organization for the Study of Europe & Central Asia (H.2).

REEES informs students of job and internship opportunities via the Center advisor, website, social media, and email lists and works with Pitt’s Career Center on information sessions. In collaboration with the other UCIS centers, REEES has expanded the **International Career Toolkit**, hiring a full-time Graduate Student Assistant as event coordinator and career counseling mentor (E.2, G.2). International Career Toolkit programs include panels with Pitt alumni and other professionals in internationally focused careers, a one-credit professional development course each spring, and networking trips for students to visit relevant companies, federal agencies, and nonprofit organizations in Pittsburgh and Washington, DC. The Career Center holds federal government and nonprofit career fairs with prospective employers and provides access to career databases with internationally oriented opportunities for Pitt students and alumni.

In addition, REEES collaborates with **ASEEES** to offer mentoring and professional development webinars nationally to students and junior scholars planning academic careers focused on the REEES region. Pitt recently joined the Russian, East European, and Eurasian Studies Northeast **(REEESNe) Network**, a partnership with 58 institutions (including 15 Title III and Title V eligible schools) led by Yale University’s Macmillan Center, which aims to expand knowledge of REEES-related career opportunities beyond academia for undergraduate and master’s students. REEES doctoral students have opportunities to intern with the Center’s *SRB Podcast* (G.3) through ASEEES funding, as well as virtually with the Calvert 22 Foundation (U.K.), whose leading digital journal focuses on Eastern Europe, Russia, and Central Asia.

* 1. *Research and Study Abroad* – Annual enrollments in Pitt’s study abroad programs in the REEES

region grew to over 120 in recent years through 2019. In addition to **summer overseas language**

**programs** (B.1), REEES offers one or more **area studies courses abroad** each summer. Recent programs have included “Competing Perspectives on Global Energy,” inviting students in Business, Engineering, Public Policy, and Law to explore energy issues in Brussels, Kyiv, Pennsylvania, and Washington, D.C.; “Comparative Economics of Central Europe” in Krakow, Prague, and Budapest; and “Monsters, Madmen, and the Modern City” in Prague.

Along with these REEES faculty-led programs, Pitt’s College of Business Administration offers an International Internship Program in Prague. The School of Law arranges courses and internships through university law faculties in Belgrade, Pristina, and Kyiv, where REEES has partnered on U.S. State Department-funded exchanges (A.1), one of which brought the future President of Kosovo to Pitt. Bryan Hanks (Anthropology) has taken his students on archaeological excavations in Russia and Serbia. Pitt faculty in History and Sociology have directed programs with East European content in Berlin and Greece, including the “Global Diversity Program.”

Pitt’s Summer Language Institute (SLI) has sent 25 to 30 students annually (pre-pandemic) on intensive language programs abroad: in BCMS with the University of Donja Gorica in Montenegro; Czech with Charles University in Prague; Polish with Prolog Language School in Krakow; Russian with Moscow State University; and Slovak with Comenius University in Bratislava (B.1). In 2021, the SLI enrolled 27 Pitt undergraduate and graduate students, alongside 111 students from 75 other institutions. REEES’s Project GO grants from the Defense Language and National Security Education Office provide critical language training to ROTC students. Pitt sent 21 nationally recruited ROTC students on a Russian language program in Narva, Estonia in 2019. During the pandemic, REEES enrolled all Pitt Project GO students in the online Russian SLI in 2020 and offered a virtual study abroad program with Narva College in 2021 (B.1).

REEES’s **linkages with partner institutions** throughout the Center’s world area (A.1) and

memberships in **multi-NRC consortia** for Eurasian languages (G.1) offer additional opportunities for students to study abroad, conduct research, and improve their language skills. Pitt is affiliated with **study abroad providers** such as American Councils for International Education, School of Russian and Asian Studies, and Council on International Educational Exchange. These linkages provide students with access to an even wider range of programs in the REEES world area.

**Scholarships** for undergraduate or graduate study and research in the region are available from Pitt’s Global Experiences Office; Nationality Rooms (11 offered annually for the REEES area, including the Czech Republic, Hungary, Poland, Russia, Slovakia, and Ukraine, with support from local ethnic communities); Provost’s Office; Business and Engineering schools; and UCIS (A.1). Pitt offers awards for women and minority students without prior overseas experience. REEES provides small grants to professional school students for internships in the Center’s region; awards scholarships to undergraduate and graduate students for overseas study through the SLI; and supports regional study abroad through the Susan Hicks and Robert Donnorummo scholarship funds. Center funding for overseas study, research, internships, and conferences is often matched by students’ departments or schools (A.1). REEES students also have received nationally competitive grants for research abroad from ACLS, DAAD, IREX, NSF, Fulbright, and SSRC.

# QUALITY OF STAFF RESOURCES

* 1. *Faculty and Staff Qualifications; Professional Development; Teaching and Student Advising* –

REEES has **81 affiliated faculty members**, based in 15 departments and programs within Arts & Sciences plus eight professional schools at Pitt. The Center hosts a Hungarian Fulbright Visiting Professor for one semester per year and recruits scholars from prestigious institutions, such as Princeton and the University of Oxford, for its two Pitt-funded Postdoctoral Fellowships (A.1).

REEES faculty have received grants from American Councils for International Education

(ACIE), ASEEES, Central European University, Charles Koch Foundation, Nazarbayev University, NEH, NSA, SSRC, Volkswagen Foundation, and the U.S. Departments of Defense and Education. Center affiliates have been visiting fellows with DAAD, European University Institute, Harvard University, Max Planck Institute, Princeton University, and Tel Aviv University. REEES faculty have served on the boards of American Council of Teachers of Russian, Comparative International Education Society, Carnegie Corporation of New York, and as President of the Central Eurasian Studies Society (CESS). They received recent awards for research, publication, teaching, and service from CESS, Kościuszko Foundation, Mansfield-Luce Asia Scholars Network, Modern Languages Association, Society for Cinema and Media Studies, and the World Interdisciplinary Network for Institutional Research. REEES affiliated faculty have similarly received University honors, including Goldman and Elizabeth Baranger awards for teaching excellence and the Sheth Distinguished Faculty Award for International Achievement.

REEES’s Director, **Nancy Condee**, is a Professor of Slavic and Film Studies and serves as Director of Graduate Studies at Pitt’s Department of Slavic Languages & Literatures. She has published eight edited collections and the award-winning monograph, *Imperial Trace: Recent Russian Cinema* (Oxford), as well as 42 refereed journal articles and book chapters within the past 15 years. In 2020-21, she was appointed by Cambridge University’s Council of the Senate to select the next Cambridge Chair of Slavonic Studies as part of the Board of Electors for Slavonic Studies; she is currently Chair of the 2022 Jury of the Vucinich Book Prize Committee and on the 2021 Selection Committee for the Academic Fellowships in Russia Program at ACIE. Professor Condee’s awards include the Yegor Gaidar Fellowship (Russian Presidential Academy of National Economy and Public Administration); a British Academy Visiting Fellowship (Saint Antony’s, Oxford); a MacArthur Foundation Fellowship in International Peace and Security; and a Research

Fellowship from the Kennan Institute for Advanced Russian Studies. In addition to REEES, she has served as Director of Pitt’s Title VI-funded Global Studies Center, Chair of the Board of the National Council for Eurasian and East European Research (NCEEER), and President of the American Association for Teachers of Slavic and East European Languages (AATSEEL).

Among REEES’s program staff, Associate Director **Zsuzsánna Magdó** chairs ASEEES’s Committee for the Advocacy of Diversity & Inclusion and mentors graduate students on non- academic career trajectories through the Association’s Mentoring Program (H.2). The Associate Director; Academic Advisor, **Trevor Erlacher**; and Digital Scholarship Curator, **Sean Guillory**, hold History Ph.D. degrees and maintain active publication records. Assistant Director **Gina Peirce** holds two MA degrees in Russian & East European Studies and Political Science as well as Linguistics; the Outreach Coordinator, **Zita Tóth-Shawgo**, holds two master’s degrees in foreign language education and literature, having taught pre-K through college levels in Hungary and the U.S.; and the Administrative & Program Assistant, **Sera Passerini**, holds a BA degree in Russian and Political Science. Center staff have proficiency in Russian, German, Hungarian, Polish, Romanian, and Ukrainian and extensive overseas experience in the REEES region.

The Center’s network of institutional partnerships in Eastern Europe and Eurasia enhances professional and educational opportunities for REEES faculty, staff, and students (A.1). REEES staff members use Pitt employee tuition benefits to improve language skills and earn advanced degrees. Other professional development opportunities include REEES small grants for faculty and graduate student research; Center assistance to faculty in preparing funding proposals, publishing, designing courses, curating events, and creating open educational resources; and REEES support for academic and professional travel by faculty, staff, and students (A.1, D.4).

In addition to teaching, many REEES faculty members supervise student theses and

dissertations (Appendix 3) and serve as departmental advisors to students at the undergraduate and/or graduate levels. REEES staff members advise graduate and undergraduate certificate students (each of whom also has a primary faculty advisor); coordinate the annual Graduate Student Conference, Undergraduate Research Symposium, and International Career Toolkit series; and administer student assistantships (D.3). REEES and the Slavic Department jointly coordinate the week-long annual Russian Film Symposium (H.3), Project GO and STARTALK summer Russian language programs held on campus (B.1), student cultural clubs, language tutoring (B.4), and weekly language conversation tables held at the Pitt Global Hub (A.1).

* 1. *Staffing and Oversight* – REEES has six program staff positions (E.1), plus a part-time

publication designer, a part-time coordinator for Languages Across the Curriculum (B.2), and a financial administrator shared with other UCIS programs. The Center also employs a Graduate Student Assistant (GSA) and an undergraduate ambassador; shares a Graduate Student Intern with ASEEES; and hires an International Career Toolkit GSA and an Engagement Graduate Intern jointly with other UCIS programs. REEES faculty and staff participate in all levels of Pitt’s international studies activities; the Center has representatives on UCIS’s Planning & Budget, Academic Affairs, K-16 Outreach, and Evaluation & Assessment committees.

Pitt faculty are involved in REEES oversight functions, including a Center Advisory Board comprising REEES affiliates from several DSAS departments, professional schools, and the library. The Board meets with all Center staff each semester, and the REEES Director consults the Board on an ongoing basis to discuss time-sensitive issues. The Center’s outreach programming is guided by input from the UCIS Educators’ Advisory Board (for K-16 programs) and Community Advisory Board. REEES small grants (A.1) and FLAS Fellowships (J.1) are awarded by committees constituted each year from affiliated faculty in a range of departments and schools.

* 1. *Non-discriminatory Practices* – Pitt complies with federal, state, and local requirements

regarding nondiscrimination and actively promotes all individuals’ rights to equal opportunity in education and employment (G.5). Creating an inclusive and equitable campus environment is a key goal of the current strategic plan, *The Plan for Pitt (2021-2026)*. Pitt is one of only four Pennsylvania institutions to receive a maximum index score of 5 from Campus Pride, a nonprofit organization that identifies LGBTQ-friendly colleges and universities, in recognition of efforts led since 2018 by the Office for Equity, Diversity, and Inclusion (OEDI); student organizations such as Rainbow Alliance; and the Gender, Sexuality, and Women’s Studies Program.

OEDI reviews all hiring, promotion, compensation, and tenure decisions to ensure compliance with the law and University policy; and it reviews all academic job postings to ensure that search committees are composed of diverse and qualified faculty. Pitt continues to take affirmative steps to advance these values, including the appointment of a Vice Provost for Faculty Diversity and Development. REEES strongly supports this commitment and recruits candidates from diverse backgrounds for all staff and student positions, while taking the lead in national initiatives to strengthen diversity and inclusion in Slavic and Eurasian studies (H.2).

# STRENGTH OF LIBRARY

* 1. *Library Holdings and Institutional Support –* REEES library holdings at Pitt consist of nearly

**600,000 volumes**, of which a very substantial number are in languages of the Center’s region: 56% in Russian, 18% in Polish, 9% in BCMS, 9% in Romanian, and 8% in Slovak and other languages. Particular strengths include Russian and Polish history, politics, literature, culture, and economics, as well as the international relations of the region. Pitt’s University Library System (ULS) has made concerted efforts to expand Bosnian, Serbian, and Romanian language materials; holdings in the disciplines served by Pitt’s professional schools; and materials on Central Eurasia. REEES

holdings are buttressed by significant gifts and purchases, especially relating to Islam in the Balkans, Turkey, and Central Eurasia, with emphasis on territories along the historical Silk Road. The ULS **“Primary Sources” project** allows users to locate primary language source materials from among REEES holdings in the University libraries’ online catalogue, PittCat. In addition, the ULS website includes **“LibGuides”** providing annotated links to research resources on the REEES world area (searchable by country) and on Water in Central Eurasia; the latter guide

was developed through REEES’s 2018-21 NEH-sponsored project on this theme (C.4).

Pitt’s ULS subscribes to over 600 online databases, many of which contain content on the REEES region, along with thousands of electronic journals, statistical compendia, and reference works. Among the most important databases are the **ABSEES index** to North American publications in Slavic studies and the **EastView Universal Database** of contemporary Russian newspapers. Recent additions include database purchases of Muslims of the Soviet East, Soviet Woman, and Establishing the Post-War International Order; Socialism on Film: The Cold War and International Propaganda, a collection of films from the communist world revealing war, history, current affairs, culture, and society as seen through the socialist lens, spanning most of the 20th century; and much expanded holdings of the **Central and East European Online Library**, now with content from nearly 1,300 publishers including over 5,300 e-books and approximately 2,300 journals containing over 750,000 articles in roughly 40 languages.

The online **Archive of European Integration** is the largest private repository (not administered by the European Union) of EU materials in the world, containing nearly 80,000 EU documents along with documents from private organizations on European integration. The ULS also has the full holdings of the former library of the **European Commission** in Washington, D.C., with over 16 million pages. Many documents from both resources include material on the REEES

area. Additionally, Pitt is home to the **Virtual Toumanoff Library**, a searchable archive of over 30 years of National Council for Eurasian and East European Research project reports.

Finally, the Media Resource Center at Pitt’s Hillman Library is the largest North American university holder of **Russian, East European, and Eurasian films, totaling over 7,000,** most with English subtitles. These studio-produced copies, many of which are unavailable commercially even in the REEES region, are an important resource for the University’s literature and film studies programs, the SLI, and the annual Russian Film Symposium (H.3).

The REEES collection is housed primarily in Hillman Library, the main University library for both undergraduate and graduate students. Other parts of the collection are held in the Fine Arts and Music libraries and the schools of Business and Law. Thus, REEES resources are readily available to all Pitt students and faculty, including in professional schools.

In 2020-21, the University contributed approximately **$409,000** for REEES-related print acquisitions and electronic subscriptions (A.1). The library has **three full-time positions** dedicated to the REEES collection: a bibliographer, a professional cataloguer, and a paraprofessional in Technical Services (acquisitions and cataloging). There is also a 1/2 FTE in Technical Services, a 1/6 FTE in Current Periodicals, and a 1/3 FTE in the Gift & Exchange section. The full-time Slavic cataloguers are aided by student assistants who undertake special projects.

* 1. *Reciprocal Access to Library Holdings –* Pitt participates in the Slavic preservation project

SLAVCOPY and the **Midwest Slavic and Eurasian Library Consortium** led by the University of Kansas Libraries, through which the ULS subscribes to the Russian Academy of Sciences Bibliographies online and regularly negotiates discounts with vendors for new electronic databases. The ULS also collaborates on projects facilitating cooperative collection development among consortium members and beyond. The REEES collection is part of the **Slavic and East**

**European Materials Project** of the Center for Research Libraries.

Pitt has the largest library by far in the Western Pennsylvania/West Virginia/Eastern Ohio region and the only one with scholarly holdings in REEES-area languages. Pitt’s ULS is a member of the **Pennsylvania Academic Library Consortium** and its network, PALCI/EZborrow, and has reciprocal borrowing agreements with many regional colleges and universities. Through inter- institutional agreements, students from local and regional colleges may borrow ULS materials. The ULS is a net lender in the interlibrary loan system. Pitt library holdings are also accessible to the public for on-site use. Virtually the entire collection of REEES library holdings can be located using PittCat and are in the Online Computer Library Center (OCLC) database. In addition, Pitt’s Slavic film catalogue and finding aids for archival collections are available online.

# IMPACT AND EVALUATION

* 1. *Impact on the University, Community, Region, and Nation –* REEES’s strong impact on the

University of Pittsburgh is reflected in Table 3. REEES language programs have grown recently (B.1), and Slavic Department culture courses (B.1, C.1) have among the highest enrollments of all humanities classes at Pitt. Students

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| **TABLE 3: REEES UNIVERSITY IMPACT, 2020-21** | |
| Undergraduate Enrollments in REEES Courses | **4,409** |
| Graduate Enrollments in REEES Courses | **491** |
| REEES Language & Area Studies Courses Offered | **258** |
| Undergraduate REEES Certificate & Related Concentration Program Enrollments | **71** |
| Graduate REEES Certificate Program Enrollments | **19** |
| REEES Certificates & Concentrations Awarded | **26** |

enrolled in REEES certificates and credentials (D.1–D.2), along with Ph.D. candidates who completed

certificates with their master’s degrees, receive REEES advising and attend Center events. Other key impacts are new course development (Appendix 1) and library acquisitions (F.1).

The Center’s impact on K-16 educators and students, business, media, and the community is detailed in H.1–H.3. REEES outreach programs were attended by 1,080 K-12 students and teachers in 2019-20, and virtually by 1,106 in 2020-21, with more students reached indirectly

through teacher training. Attendance at 2020-21 postsecondary outreach events (8,570); online lectures, film screenings, cultural festivals, and other community events (15,573); and events presented by Dr. Sean Guillory’s *SRB Podcast* on Russian and Eurasian affairs (2,238) show the broad impact of REEES activities (H.3, Table 6). The Center’s regional and national impact is demonstrated by annual student conferences and faculty development workshops, drawing participants from a wide range of postsecondary institutions in Western Pennsylvania and beyond (H.2). Attendees of REEES’s educator training programs transmit acquired knowledge to students and colleagues at their home institutions, and program resources are disseminated online, creating a multiplier effect. Holding REEES events in a virtual format during the pandemic has expanded their audience and impact, enabling much greater participation by attendees from beyond Pittsburgh and the posting of event recordings as free public resources.

Center faculty contribute to national and international media reports on the REEES area (H.3). REEES publications and electronic resources have a nationwide impact (H.2, H.3), and the SLI draws students from throughout the U.S. (B.1). The impact of REEES programs is magnified by collaboration with other Pitt units, community organizations, and peer universities. REEES supports less-commonly-taught language instruction through the Balkan & Black Sea Language Consortium (B.1), Baltic Studies Summer Institute, Central Asian Language Consortium, and Central Eurasian Studies Summer Institute (I.1). Finally, REEES’s impact is illustrated by data on alumni placements and matriculation into advanced study programs (G.2, Table 4).

* 1. *Post-Graduate Placements Addressing National Needs; Improved Supply of Specialists –* The

contributions of REEES programs to an improved supply of specialists on the Center’s world region are demonstrated by data on student enrollments (G.1) and alumni placements in post- graduate employment, education, and training in areas of national need (Table 4). In the past four

years, 22 REEES graduates (24%) began employment in the **U.S. government, military, or higher education**; another 24 alumni (27%) matriculated into **graduate or professional study programs**. In REEES’s survey of 2020-21 certificate recipients (G.4), 67% reported using their language skills in their current jobs or studies, or that they expect to do so as they progress in their careers. In 2022-26, REEES will work to further increase placements in areas of national need through ASEEES, the REEESNe Network, the International Career Toolkit, and collaboration with Pitt’s Career Center, GSPIA, Business, Education, Law, and other units to enhance student advising and resources on relevant academic and professional opportunities (D.3).

Examples of recent REEES alumni placements are: five U.S. military officers, including in Army and Air Force intelligence; two U.S. Government Accountability Office analysts; two Fulbright awardees in Russia and Slovakia; a

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| **TABLE 4: REEES ALUMNI PLACEMENTS**  Graduated from Pitt with a REEES Certificate between Dec. 2017 and Aug. 2021 | | |
| **Category of Post- Graduation Placement** | **BA**  **Graduates** | **MA / PhD Graduates** |
| Matriculation into Advanced Study Program | 24 | 0 |
| **Employment in:**  Postsecondary Education | 4 | 5 |
| K-12 Education | 1 | 0 |
| U.S. Military | 5 | 2 |
| U.S. Government | 2 | 4 |
| State or Local Government | 3 | 1 |
| Private Sector Nonprofit | 7 | 4 |
| Private Sector for Profit | 17 | 7 |
| International Organization | 3 | 1 |
| **Total** | **66** | **24** |

Peace Corps volunteer in Armenia; an AmeriCorps Education Specialist; a Research Assistant at RAND Corporation; a Senior Program Assistant at the National Democratic Institute; Managing Editor at the *Journal of World-Systems Research*; and faculty at the Asian-Pacific Research Center, Truman State

University, and Pitt. Alumni have entered prestigious graduate programs at Adam Mickiewicz University (Poland), Carnegie Mellon, Harvard, Ohio State, Villanova, and the universities of Delaware, Duisberg-Essen, Glasgow, North Carolina, Pittsburgh, and Wisconsin.

* 1. *Activities and Fellowships Addressing National Needs –* REEES activities generate and

disseminate information to the public to address national needs through workshops for K-16

educators, online resources, publications, lectures, conferences, film symposia, media outreach, and collaboration with cultural and community organizations (G.1, H.1–H.3). The *SRB Podcast* (H.3) is a particularly effective means of dissemination; 235 interviews with authors of books on 14 Eurasian countries were downloaded from the site over 1.3 million times since 2015, helping bridge the information gap between academia and the public. A 2020 Carnegie Corporation grant to the *SRB Podcast* supports development of lecture series and audio documentaries on U.S.- Russian relations and intersections of African American and Soviet history. REEES is developing a multimedia website to facilitate the use of these unique resources in K-16 classrooms.

Table 5 shows REEES effectively using FLAS Fellowships to address national needs.

Since 2018-19, REEES has awarded 98.6% of its AY and Summer FLAS Fellowships for **priority languages** as identified by the Secretary of Education in FY 2022, and 100% for **Less-Commonly-Taught Languages**. REEES has made 50% of its 38 Academic Year FLAS awards since 2018-19 to students in Pitt’s professional programs, preparing them for careers in the government, business, health, legal, and non-profit sectors. Out of REEES’s 13 former AY FLAS recipients graduating from Pitt since 2018, four embarked on advanced degrees, while two entered positions in higher education, one in the federal

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| **TABLE 5: REEES Academic Year FLAS Fellows, 2018-19 to 2021-22** | |
| **By Language** | |
| Russian | 21 |
| Bosnian/Croatian/Mont./Serbian | 9 |
| Turkish | 7 |
| Ukrainian | 1 |
| **TOTAL** | **38** |
| **By Discipline** | |
| Slavic Languages & Literatures | 9 |
| Linguistics | 3 |
| Political Science | 3 |
| Anthropology | 1 |
| Communication | 1 |
| Economics | 1 |
| History | 1 |
| ***Arts & Sciences Total*** | ***19*** |
| Public & International Affairs | 11 |
| Business | 4 |
| Health Sciences | 2 |
| Administration of Justice | 1 |
| Law | 1 |
| ***Professional Schools Total*** | ***19*** |
| **TOTAL** | **38** |

government, and three each in the nonprofit and for-profit sectors.

* 1. *Evaluation Plan* – REEES employs a wide range of methods to evaluate program impacts. The

Center’s **three key goals** for 2022-26 are: **1) graduate more students with international and**

**area studies competencies**, preparing them to enter REEES-related careers and advanced degree programs; **2) graduate more students with intermediate or advanced level competency in languages of national need** from the REEES region; and **3) increase international competencies and understanding of the REEES world area among K-16 students and faculty**, especially at underserved schools, minority-serving institutions (MSIs), and community colleges; **business, media, government, and professional communities; and the general public.**

**Goal 1:** Increase student preparation for REEES-related careers and advanced degrees.

REEES worked closely with other UCIS units in this grant cycle to implement the ***myPittGlobal*** platform, a set of student-centered, competency-based assessment tools providing rich data to evaluate Center certificates and student programs. The Suitable app, which tracks engagement in curricular, co-curricular, and extracurricular global learning experiences, is combined with a digital portfolio to curate students’ self-reflection as part of Pitt’s personalized education strategy (D.1). UCIS and Pitt’s School of Education concluded work in 2020 on a Title VI International Research and Studies grant, analyzing the impact of these innovative tools on assessing students’ development based on the seven key competencies in UCIS’s Global Learning and Engagement Rubric ([www.ucis.pitt.edu/main/global-learning-engagement-assessment](http://www.ucis.pitt.edu/main/global-learning-engagement-assessment)). In 2022-26, REEES and other UCIS centers will update portfolio templates for their graduate certificates to clearly differentiate competencies expected of students at the bachelor’s versus master’s and doctoral degree levels. In addition to review of all graduating certificate student portfolios by the REEES Academic Advisor, the Center conducts annual **faculty reviews of a sample of portfolios** (I.1), using the UCIS rubric. All REEES graduates scored in the Superior range in 2021, demonstrating the Center’s success at developing targeted competencies in regional knowledge, interdisciplinary thinking, foreign languages, awareness of diverse perspectives, and career readiness. Comparing

scores across competencies enables REEES to address any gaps through student programming.

UCIS administers **online entry and exit surveys** to students in area studies certificate programs, providing data for annual student learning outcome reports to Pitt’s Office of the Provost. In recent exit surveys, most REEES graduates saw a positive impact of the certificate on their expertise and interest in the region: 81% reported they were “very much” (the highest possible rating) able to engage in discussions and debates on REEES-area topics, and 78% stated they “very much” explored the REEES area outside of the classroom. In addition, 69% reported they “very much” felt knowledgeable about international issues related to the REEES region, while only 25% had felt this way before starting the certificate program. Also, 79% of REEES students definitely or potentially planned to pursue careers with an international dimension utilizing their foreign language skills. REEES additionally measures student impacts by collecting data on **course and certificate program enrollments** and **participation in academic and career preparation activities**, and by **surveying alumni** annually on their employment and use of language training. **Goal 2:** Increase student competency in REEES-area priority languages. In addition to

tracking intermediate and advanced language course enrollments, the Center collects data on learning outcomes of Pitt’s language programs (B.4). **Oral Proficiency Interviews** will continue to be administered by ACTFL-certified testers to most students completing fourth- and sixth- semester Russian, BCMS, and Turkish courses (I.1). Summer Language Institute outcomes will be measured through oral proficiency assessments of all students, which are conducted by ACTFL- certified OPI testers or computerized OPIc exams for Russian, BCMS, and Turkish. Other languages employ a performance-based interview format developed by the SLI faculty directors.

**Goal 3:** Increase international competencies of K-16 students and faculty; business,

professional, media, and government communities; and the general public through REEES

outreach programming. Through the *myPittGlobal* project, REEES worked with the UCIS

Evaluation & Assessment Committee on a customized set of **outreach program participant surveys** to assess the impact of K-16 student events, educator workshops, and programs with community organizations (H.1–H.3) on internationalizing curricula and increasing public knowledge. Surveys were administered for key events in the current cycle, along with an **educators’ focus group** emphasizing the impact of UCIS teacher training activities; the results have been used to refine subsequent events. In the 2022-26 cycle, Pitt’s centers will further enhance their outreach surveys to align with targeted competencies in the UCIS Global Learning and Engagement Rubric. REEES also collects data on **event attendance** and **educational resources developed**, along with **demographic data** to measure success in reaching underrepresented groups, including at underserved schools, MSIs and community colleges.

For all three goals, REEES will contract with **independent evaluation specialist** Martha Riecks ([Appendix](http://www.askandevaluate.org/) 3)—who has trained and consulted with UCIS staff since 2013 on performance measures and evaluation plans—to refine existing tools and revise logic models in the next cycle. UCIS will also continue consulting with Pitt’s **University Center for Teaching and Learning** to enhance evaluation methods, such as student and alumni surveys and focus groups.

REEES uses results of recent evaluations to improve its programs. For example, the Center collects data on faculty awards and publications through UCIS’s **online profile system** and uses **affiliated faculty and staff surveys** to evaluate its impact on these constituencies. After the last faculty survey, REEES responded to feedback recommending that a portion of small grant funding be reserved for awards larger than the typical limit to support area-focused research, events, and curriculum development conducted with other Pitt units and/or partner institutions. During the current Title VI cycle, the Center has awarded larger-scale faculty grants to increase the impact of

REEES support on overseas linkages and interdisciplinary collaborations, such as James Pickett’s (History) “Masterclass on Eurasia” with invited specialists from peer universities.

REEES also improves its programs through **external evaluations by experts on the Center’s region** to assess the suitability of instructional, research, and training programs and library collections to the needs of students, faculty, and other stakeholders. The latest evaluation was conducted in 2021 by Dr. Bruce Grant, Professor and Chair of Anthropology at New York University and a specialist on cultural politics in the former USSR. His report stated that REEES “oversees an impressively broad curriculum, a stunning number of events, and a nationally- unsurpassed level of community outreach. It has followed up every single item recommended to it in an earlier 2017 external review, and it maintains broad and careful programs of evaluation to ensure meaningful impact […] One would be hard-pressed to find another resource center in the United States that targets this world area with such breadth, depth, and proven success.”

Regarding REEES’s strong commitment to diversity, Dr. Grant cited the *SRB Podcast* as “arguably the single most influential public engagement of scholarship on this world area in English,” which has “kept race at the forefront of America’s most widely read Russia-related blog and its related, #1 podcast.” He wrote, “REEES was the very first of any American scholarly center to have organized a symposium for faculty of color working in this world area in 2011, long before public attention reached the threshold level where we stand today […] creating networks of support that continue a decade later,” and noted high school Russian teacher Devin Browne’s observation that REEES has “highlighted challenges around intersectionality, racism, homophobia, and transphobia in the Eurasian world area […] pointing to [the need for] inclusive education.” Dr. Grant advised REEES to further advance its support of diverse scholarship by holding another national conference; promote new titles from the University of Pittsburgh Press, “which has built

the world’s largest and most influential list of titles on Central Asia in the English language”; and designate community college and high school educators as “Pitt affiliates” with increased access to library databases and Center resources. REEES has named three community college faculty as affiliates and will continue pursuing Dr. Grant’s recommendations in 2022-26.

* 1. *Equal Access –* REEES adheres strictly to Pitt’s policy prohibiting discrimination based on

“disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression” ([www.diversity.pitt.edu/notice-nondiscrimination-and-anti-harassment-policy-statement](http://www.diversity.pitt.edu/notice-nondiscrimination-and-anti-harassment-policy-statement)) in admissions, employment, access to and treatment in all University programs and activities. Women constitute 53% of REEES faculty (E.3) and 39% of REEES certificate students. Many ethnic and national groups and non-traditional students are represented. Disciplinary representation is broad, with 65% of REEES graduate students enrolled in professional school programs (D.2) and 32% of REEES undergraduates majoring in fields outside of the humanities and social sciences. REEES outreach programs such as lectures, film series, and cultural festivals attract diverse participants, including the elderly and members of various local ethnic communities (H.3).

REEES contributes to UCIS-wide efforts engaging underrepresented groups and is a leader of national initiatives promoting involvement of minority students and scholars in Slavic, East European, and Eurasian studies (G.4, H.2). Pitt’s Global Experiences Office (GEO) and Cross- Cultural & Leadership Development center promote high-impact experiences to underrepresented populations. The GEO website and staff provide extensive resources for students of diverse identities—such as racial and ethnic minorities, LGBTQ and first-generation college students— who are considering study abroad. The Provost’s Diversity Institute for Faculty Development builds faculty and instructional assistants’ capacity to teach in a diverse multicultural environment.

The Disability Resources and Services office provides accommodations for physical, visual, and learning disabilities, and all Pitt buildings are accessible to people with disabilities.

# OUTREACH ACTIVITIES

* 1. *Outreach to Elementary and Secondary Schools* – The involvement of REEES affiliated faculty,

including from Pitt’s professional schools (particularly the School of Education), remains critical to providing content and expertise for Center outreach activities. REEES offers **K-12 teacher training programs** each year, often in collaboration with Pitt’s other UCIS centers, with themes placed in regional context by REEES faculty, staff, and graduate students. Participating pre-service and in-service teachers can gain credit hours toward their degrees (such as Pitt’s MA and newly launched BS programs in Education) or continuing education requirements. REEES co-sponsors UCIS’s Partnership for Advancing Globalized Education, in which Pitt students develop unit plans on regional history and politics while completing internships at local high schools. In response to the pandemic, the Center organized a 2020 workshop series supporting teachers of Russian and other languages nationwide in best practices for teaching online. REEES also co-sponsors UCIS’s annual Global Issues through Literature teachers’ workshop series, which in 2022-23 will explore social justice issues with a session on early marriage and Roma women in the Western Balkans.

REEES is a leader in **internationalizing high school education**. The Center obtained a second two-year grant from the Longview Foundation in 2021 to support the Summer Institute for Global Educators (SIGE). The 2018 and 2019 institutes offered certification for educators to teach globally focused courses, enabling over 80 high school students to receive Pitt credits at 10% of the tuition cost through the College in High School (CHS) program. In 2021, SIGE drew 18 teachers from diverse urban, suburban, and rural districts (including Title I institutions) in the humanities, sciences, and world languages. REEES and UCIS will continue working with Pitt’s

CHS and School of Education on teacher training in 2022-26 with NRC and other support (I.1). With REEES-area NRCs at Harvard, Ohio State, and Wisconsin, REEES co-sponsors the

**Engaging Eurasia Teaching Fellowship** for high school and community college educators. Each year, a cohort of 12-15 teachers across the U.S. participates in monthly webinars and presents lesson plans on a Eurasian Studies topic. The fellowship has an annual theme, such as conflict in post-Soviet Eurasia (2020-21) and the arts from imperialist to post-Soviet times (2021-22). Upcoming years will focus on Soviet everyday life (2022-23); environmentalism in Eurasia (2023- 24); globalizing Russia (2024-25); and gender and equity in Eurasia (2025-26).

REEES works with other UCIS centers and Pitt’s Model United Nations student club to organize a high school **Model UN simulation,** and with Pitt’s European Studies Center on a high school **Model European Union**, each drawing over 200 students annually. Center faculty, graduate and professional school students, advanced undergraduates, and visiting scholars also present on the REEES area at public and private K-12 schools in the Pittsburgh region.

REEES collaborates closely with the **Russian language program at Pittsburgh Brashear High School**, an urban public school with a 41% Black, 9% Asian, 7% Hispanic, 7% multiracial, and 72% lower-income student population (B.4). In 2021, the Center facilitated a discussion for Brashear students on Russian-Ukrainian relations with a former Ukrainian Minister of Education and Science. REEES sends Pitt faculty, staff, and undergraduate interns to Brashear to provide cultural context and tutoring support for students’ language learning; funds field trips and craft workshops; and purchases books and materials for the school’s Russian classes. Since 2015, the Center has also run a federally funded, summer intensive STARTALK Russian program for 20 high school students per year, bringing Brashear students together with peers from other U.S. high schools for a residential language learning experience on Pitt’s campus (held online in 2021).

* 1. *Outreach to Postsecondary Institutions –* REEES strengthens postsecondary engagement with

the Center’s world region by prioritizing five strategic areas, as detailed below: 1) diversity and inclusion programs for minority students and scholars; 2) professional development workshops, curriculum stipends, and other resources for faculty; 3) partnerships with postsecondary institutions; 4) student engagement; and 5) advancing national scholarship.

**Diversity and Inclusion.** The Center collaborates with REEES-area NRCs at other

institutions to strengthen the innovative **undergraduate mentorship program** launched by B. Amarilis Lugo de Fabritz, Master Instructor of Russian at Howard University (an HBCU), along with the Universities of Arizona and Puerto Rico (MSIs). This initiative pairs students of diverse backgrounds with underrepresented faculty for academic mentoring and undergraduate research; showcases student projects at the ASEEES Annual Convention and regional conferences; and provides professional development workshops for careers in areas of national need, such as cybersecurity and digital humanities. In 2021, 35 students studied podcasting with REEES’s Digital Scholarship Curator, Dr. Sean Guillory, creating projects on topics such as the African American experience in the USSR and climate change in Russia.

REEES’s Associate Director, Dr. Zsuzsánna Magdó, serves on the ASEEES Committee for the Advocacy of Diversity & Inclusion (Member, 2018-21; Chair, 2022), working on a **mentoring and networking initiative** for BIPOC scholars and students and **conference travel grants** for minority scholars (I.1). In 2020-21, REEES proposed and launched the **online event series** *Race in Focus* with ASEEES and the 10 area NRC programs at peer institutions, followed in 2021-22 by *Intersectionality in Focus*. The initial series, reaching over 7,600 educators, students, and members of the public worldwide, was viewed by 86% of survey respondents as a critical initiative foregrounding discussion on social equity in the Slavic and Eurasian studies field.

**Professional Development.** During this cycle, REEES and other UCIS centers have

organized **faculty professional development webinar series**, focusing each year on one of four career-focused themes taught at community colleges: Business, Energy, Technology, and Health. REEES faculty presenters contributed expertise on inter-state conflicts, e-mobility, cybersecurity, and health care. The Center also collaborates with five NRCs at other universities to provide **curriculum development stipends** to faculty at community colleges and MSIs, funding development of 10 courses on the REEES area at these schools since 2018. REEES additionally works with the Midwest Institute for International/Intercultural Education (MIIIE) and NRCs at multiple universities to offer **annual workshops and funding** to assist community college and MSI faculty in incorporating international and REEES regional content into their curricula. **Educational resources** from REEES K-16 outreach programs are posted on the Center website, on Pitt’s searchable “International Outreach” site, and on the University of Arizona’s “Curriculum Internationalization Resources for Community College Educators” site to provide access to a broad range of users. REEES also disseminates program information through the UCIS Community Engagement Newsletter, reaching approximately 2,000 educators in Pennsylvania and beyond.

**Partnerships.** In the Western Pennsylvania region, REEES continues its partnership with

the **Community College of Beaver County** (CCBC), which has now spanned two full Title VI cycles. The Center provided support for a CCBC faculty member to infuse Eurasian content into her World Literature course in 2021; engaged in student-facing events in 2019-20; and collaborated with UCIS centers and CCBC’s NRC-funded coordinator to present on REEES and Pitt resources for faculty in 2018. Nationally, REEES participates in UCIS’s partnership with the **International Studies Consortium of Georgia**, which includes 17 institutions (16 of which are MSIs or HBCUs), collectively enrolling over 78,000 students. In 2021, REEES partnered with

Pitt’s Asian Studies Center to organize a webinar series for Georgia and CCBC faculty on “Global Geopolitics: The United States, Russia, and China After 2020.”

**Student Engagement.** REEES, Pitt’s European Studies Center, and the Consortium for

Educational Resources on Islamic Studies (CERIS) organize the **European & Eurasian Undergraduate Research Symposium**, at which Pitt faculty, staff, and graduate students assist 25 to 35 undergraduates annually from North America, Europe, and Central Asia in refining their papers before the event and serve as panel discussants. REEES also sponsors the annual **Graduate Organization for the Study of Europe & Central Asia** international conference, where graduate students present research in diverse disciplines at panels moderated by affiliated faculty (D.3). REEES contributes to outreach activities for local university students, including cultural events through Pitt’s **International Week**, drawing thousands of attendees each year. The Center collaborates with Pitt’s Nationality Rooms and the BCMS, Polish, Russian, Slovak, Turkish, and Ukrainian, student clubs to organize the annual **East European Festival**, showcasing music, dance, and food while recruiting students to certificate and study abroad programs.

**National Scholarship.** REEES contributes to advancing scholarship on the region through

the *Carl Beck Papers in Russian and East European Studies* digital archive, the *Pittsburgh Papers in Central Eurasian Studies*, and the University of Pittsburgh Press’s “Pitt Series in Russian and East European Studies” (125 volumes) and “Central Eurasia in Context” series (19 volumes, including two Central Eurasian Studies Society Book Award winners) (A.1, G.4).

* 1. *Outreach to Business, Media, and the General Public –* REEES connects Pittsburgh and

Washington, D.C. area businesses, nonprofits, and government offices with Pitt students. REEES’s **energy-focused study abroad program** (D.4) includes sessions with Western Pennsylvania shale gas companies, local and national policymakers, and a community legal defense fund prior to the

overseas portion of the course. The Center’s **study away program on water policy** similarly allows students to network with think tanks, advocacy organizations, and federal government agencies to explore U.S. policies on Eurasian and global water management.

REEES faculty contribute to **local, national, and international print, broadcast, and online media**, such as CBS, *Meduza*, *The New York Times, Pittsburgh Post-Gazette, Radio Free Europe/Radio Liberty*, *Transitions Online*, *Visegrad Insight*, *Vox*, and *The Washington Post* (G.1). Dr. Sean Guillory’s interviews with high-profile speakers hosted by REEES are disseminated through the *SRB Podcast* (G.3), and videos of their lectures are posted on REEES’s website. Pitt’s institutional membership in the news and analysis site *The Conversation*, which reaches 23.8 million readers onsite and 57.6 million through republication in other media, provides another outlet for Center faculty to present diverse perspectives generating debate on the REEES region.

REEES sponsors **lectures and public events** with institutions such as CERIS and ethnic organizations including the Carpatho-Rusyn Society, Polish Falcons of America, Serb National Federation, and Ukrainian Community Association of Western Pennsylvania. In 2020-21, REEES held 56 lectures and panels open to the public, e.g., “Race & Racism in the Mediterranean at the Beginning of the Modern Age” and “Conflict in Transcaucasia: War over Nagorno-Karabakh.”

The Slavic Department and REEES sponsor the annual **Russian Film Symposium** (RFS), one of the world’s most significant scholarly events on Russian cinema. The RFS brings prominent Russian directors to Pittsburgh and often debuts their films in the U.S., attracting substantial University and private support. In 2021, REEES also co-sponsored the “Queer Taxonomies: Gender and Post-Soviet Cinema” symposium, connecting filmmakers and scholars with the public. The Center partners with regional ethnic organizations and Pitt’s Nationality Rooms on annual Polish, Slovak, and Ukrainian **cultural festivals** with hundreds of attendees.

REEES works with local **cultural and community institutions** to inform the public of Russian, East European, and Eurasian history and culture. The Center staffed a children’s table on regional traditions at the Carnegie Museum event “Holidays Around the World” in 2018 and 2019.

|  |  |
| --- | --- |
| **TABLE 6: ATTENDANCE AT REEES EVENTS, 2020-21** | |
| K-12 Student & Faculty Outreach Programs | 1,106 |
| Postsecondary Student & Faculty Outreach Programs | 8,570 |
| Lectures, Films, Festivals & Other Public Events | 15,573 |
| SRB Podcast Events (Live Attendance Plus Downloads) | 2,238 |
| **TOTAL** | **27,219** |

REEES also collaborates with City of Asylum, a Pittsburgh organization providing sanctuary

to and presenting public programming with writers and artists under threat of persecution in their home countries. In 2020 the Center, City of Asylum, and Webster University hosted a discussion on political cartooning and democratic development in Eastern Europe and other regions. REEES worked with the UCIS centers, City of Pittsburgh, and Pittsburgh Downtown Partnership on 2019 and 2021 WorldSquare events, supporting immigrant businesses and community organizations.

# PROGRAM PLANNING AND BUDGET

* 1. *Development Plan* – This section, along with the budget and timeline (Appendix 5), outlines the

developmental stages of REEES’s 2022-26 programming and goals addressed by the proposed activities. Programs addressing NRC absolute and competitive preference priorities are indicated below (as **AP1**, **AP2**, and **CP**) and in the detailed budget. Throughout the new grant cycle, REEES will strengthen its curricular offerings and support for faculty teaching and research, while building on productive partnerships with K-16 schools, community colleges, MSIs, and community organizations in Western Pennsylvania and the nation. These activities will expand access to international studies resources and training, fostering expertise among diverse groups as indicated by the proposal theme, **“Access and Diversity: REEES Expertise in Uncertain Times.”**

**Language Instruction.** To build student proficiency in areas of national need, funds are

requested for REEES-area language courses through the **LCTLC** (B.1); intensive courses and

promotion of the **Summer Language Institute** (B.1); **oral proficiency assessments** (B.4, G.4); and **language tutoring and tables** (B.4), including a new online conversation program connecting Pitt students with peers at Petrazavodsk University (Russia). REEES will continue collaborating with NRCs at other universities to support summer offerings of **Central Eurasian and Baltic languages** and the Pitt-administered **Balkan & Black Sea Language Consortium** (B.1, G.1).

Support is sought to develop **open educational resources (OERs) for LCTL instruction**. This program, cost-shared with other UCIS centers, will provide pedagogical training workshops **(AP2)** and stipends to instructors for OER creation. REEES will also support a **Slavic faculty-led OER project** creating interactive online materials to develop Russian language students’ oral and written communication skills in practical contexts, preparing them for careers with the federal government and NGOs **(AP1)**. REEES additionally requests funding for faculty stipends and pedagogy workshops to develop **Language Across the Curriculum (LAC) trailers**, and for part- time salary and professional development travel costs for Pitt’s **LAC Coordinator**, cost-shared with other UCIS centers (B.2). Instructional funding is requested for existing trailers, such as “Reading Historical Russian,” and new LAC courses in BCMS, Polish, Russian, and Slovak (B.2). An **ACTFL OPI training workshop** for Pitt language instructors (B.3) will be held in 2024-25.

**Non-Language Instruction.** To support the new Mediterranean and Central European

Studies certificates (C.2), REEES will provide **course development funds** for Pitt faculty to design curricula that explore these regions from diverse disciplinary perspectives, emphasizing their impact in transregional and global contexts. Curriculum development funds will also augment Pitt’s teaching and research resources on Central Eurasia, exploring the region’s centrality to world history, global geopolitics, and environmental change (C.4, F.1). REEES will continue sponsoring **institutional memberships** in the Central Eurasian Studies Society (CESS) and the Consortium

for Educational Resources in Islamic Studies (CERIS), while joining the American Research Institute for the South Caucasus (ARISC) to expand Pitt’s capacity in this strategic area.

Instructional funding is requested for the course **“Pittsburgh, Diaspora, Migration”** (C.1), launched in 2022 through the Sociology and Slavic Departments; **study abroad programs** on comparative economics and energy issues; and the **REEES undergraduate capstone seminar** (C.4). Support for **linkages with partner institutions** in the REEES region (A.1) will strengthen development of new course content, research resources, and other programming. Funding is sought for academic exchanges with partners such as Central European University (Vienna); the Herder Institute for Historical Research on East Central Europe (Marburg, Germany); the University of Ljubljana (Slovenia); and Nazarbayev University (Kazakhstan), which is a partner to Pitt’s School of Medicine, the University of Pittsburgh Medical Center, and REEES.

**Curriculum Design.** REEES requests support for initiatives to prepare Pitt students for

advanced study and careers in areas of national need **(AP1)**. These include **undergraduate research and teaching assistantships** requiring competency in REEES-area languages, the annual European & Eurasian **Undergraduate Research Symposium**, and the **graduate conference** organized by Pitt’s Graduate Organization for the Study of Europe & Central Asia (GOSECA) (D.3, H.2). REEES will also host a **national conference on diversity** to address challenges to inclusive teaching and research in Russian, East European, and Eurasian Studies (G.4). Funding is solicited for **annual international symposia** (e.g., “Queer Studies under State Socialism” and “The Environment and Religious Politics in the Early Modern Ottoman Empire”) to be organized by REEES Postdoctoral Fellows; and for a **research symposium and teaching laboratory** on “Europe Today: Between Empire and Insignificance,” co-sponsored with ESC.

NRC funding is sought to enhance REEES students’ preparation for careers in areas of

national need (**AP1**) through **International Career Toolkit** professional development courses, networking trips, and individualized mentoring (cost-shared by all UCIS centers) and events on pre-professional topics through the **REEESNe Network** (D.3). Support is also requested for a **UCIS evaluation consultant**; **stipends for affiliated faculty members** to evaluate Center certificate students’ digital portfolios, using the rubric developed by UCIS and Pitt’s School of Education; and an **external evaluation of REEES programs** by an area expert in 2024-25 (G.4). **Faculty and Staff Resources.** REEES will enhance training of future policy experts in

areas of national need **(AP1)** through support for a **Visiting Lecturer in Political Science** who will offer at least two courses in 2022-23 on contemporary Russian and Eurasian politics, cost- shared with DSAS. Partial funding is sought for **REEES’s Outreach Coordinator** and **Center Administrator**; a half-time **Graduate Student Assistant** to support REEES outreach programs; a new full-time **Coordinator for Diversity, Equity, and Inclusion (DEI) Initiatives**, cost-shared with other UCIS centers **(AP1)**; and **travel to professional meetings** for REEES staff and the LAC and DEI Coordinators (E.1). Partial support is requested for the **REEES Digital Scholarship Curator** to expand access to Center-generated content among diverse audiences—including K-16 educators, policymakers, and media outlets—through audio-documentaries, teaching resources, and interviews with experts disseminated by the *SRB Podcast*, generating debate on regional issues (G.3, H.3) **(AP1)**. Academic year and summer hourly graduate student positions are planned to support development of LCTL OERs and other REEES online educational resources.

**Library Resources.** Funds are requested for expansion of the Center’s extensive **library**

**and film collections**, including purchase of new materials on Central Eurasia in consultation with REEES faculty; **travel by Pitt’s Slavic bibliographer** to overseas partner institutions for the acquisition of materials; and enhancement of **online research databases** (F.1).

**Outreach Activities.** REEES is committed to support international education at K-12

schools. The Center seeks funding for **academic and cultural enrichment programming** with the Pittsburgh Brashear High School Russian language program (B.4, H.1) and other K-12 Russian programs in Pennsylvania, and to expand the regional **ACTR Olympiada of Spoken Russian** (B.4) hosted by REEES and Pitt Slavic faculty for high school and undergraduate students from multiple institutions. Funds are also requested to enhance REEES’s School Visits Program through study abroad returnees’ participation in the UCIS **“Global 360”** initiative, using virtual reality headsets to share immersive experiences based on their overseas travel with K-12 students.

The Center proposes a rich variety of professional development programs for K-12 educators (H.1) **(AP2**). REEES faculty and staff will collaborate with other UCIS centers on the workshop series **“Global Issues through Literature”** and **programs on the Islamic world** through CERIS. REEES has spearheaded two successful UCIS proposals to the Longview Foundation for institutes training high school educators to develop globally focused courses; NRC funds are requested to offer additional **teacher training summer institutes** after the current Longview grant ends in 2022. The Center will coordinate with counterparts at Indiana, Kansas, Ohio State, and Texas to support the **AATSEEL K-12 Teacher Excellence Program**, providing professional engagement for a cohort of 10 pre-collegiate Russian language teachers in 2023-24. REEES will also continue partnering with NRCs at three universities (H.1) on the **Engaging Eurasia Teaching Fellowship**, offering annual curriculum development workshops and lesson plan resources to bridge high school and community college educator training **(AP2, CP)**. In addition, NRC funds will support development of REEES-focused data sets within the **World Historical Gazetteer** (https://whgazetteer.org/), an OER created at Pitt with NEH funding, and stipends for K-16 educators to develop curricula based on this unique resource.

Postsecondary outreach support is requested for professional development addressing the REEES world area for community college and MSI faculty, both in Western Pennsylvania and nationally, in collaboration with other UCIS centers (H.2) **(AP2, CP)**. The Center proposes to further internationalize curricula at its long-time local partner institution, the Community College of Beaver County (CCBC), by supporting replication of Pitt’s **Global Distinction** (D.1), a transcript-level credential that will enable CCBC students to pursue global and regional studies courses along with high-impact events and experiences. REEES will also cover travel and maintenance costs for the week-long **Brussels Study Tour**, enabling community college and MSI faculty to gain firsthand knowledge of the EU, its East European member states, and its Eurasian neighborhood policies. This program is partially funded by the EU Delegation in the U.S. and is cost-shared with ESC and partners at other universities. To scale support for faculty development across its multiple partnerships, including CCBC and the International Studies Consortium of Georgia, REEES will join other UCIS centers to host **two annual online workshop series** addressing all world regions: 1) sessions on the themes of Historical Context, Ethics, Language Proficiency, Media Literacy, and Social Science Methodology (“HELMS”), preparing attendees to develop internationally focused courses, modules, and co-curricular activities; and 2) pedagogy workshops, exploring global issues through regional expertise.

REEES will continue supporting annual **workshops and online resources for community college and MSI faculty** through MIIIE, while collaborating with NRCs from other universities to provide **stipends for faculty from community colleges and MSIs** to develop courses and curriculum resources on the REEES region for online dissemination (H.2) **(AP2, CP)**. The Center will support **travel to the ASEEES Annual Convention** by community college and MSI faculty, minority scholars, and graduate students and junior scholars working on topics related to diversity

and inclusion (H.2) **(CP)**. REEES will sustain its work with ASEEES and peer NRCs to organize an annual **online series** exploring the impact on its academic field of various facets of diversity, such as race, ethnicity, gender identity, sexual orientation, and divergent disciplinary and political perspectives **(AP1)**. To promote service in areas of national need among underrepresented students, REEES will partner with peer NRCs and MSIs to co-sponsor the innovative **undergraduate mentorship program** launched by Howard University (H.2) **(AP1, CP)**.

NRC funds are sought for outreach to the general public through Pitt’s annual **Russian Film Symposium**; the **REEES lecture series**; and a **community forum** with local stakeholders (including Pitt’s Nationality Room committees), aimed at developing resources through the “Europe Today” initiative to make the University’s academic mission in the REEES and ESC world areas more accessible to visitors. These programs will engage diverse audiences, including government, business, and media professionals, in key regional debates (H.3) **(AP1)**.

* 1. *Quality and Relation to Purpose of NRC Program* – This application addresses all NRC/FLAS

review criteria and priorities for the 2022-26 grant cycle. Programming builds on existing strengths in Central and Southeast European studies; Russian history, politics, culture, and film; Central Eurasian studies; and critical languages of the REEES region. The Center proposes new initiatives to: 1) expand Pitt’s **teaching and research capacity** in the REEES area by stressing transregional and global connections amidst uncertain times; 2) extend REEES’s impact on **K-16 teacher training** aimed at building **student competencies** in areas of national need; and 3) **expand access** for community colleges, MSIs, professional schools, policymakers, and the media to diverse perspectives and current debates from the REEES region (I.1). REEES works to cultivate generations of learners and professionals who reflect the diversity of both the U.S. and the Center’s world area, while promoting intellectual inquiry and dialogue pivotal to an inclusive society.

* 1. *Costs* – In 2020-21, Title VI funds comprised only **6.7% of total spending** on the REEES

subject area at Pitt; other internal and external funds supported faculty and staff salaries, student aid, summer language programs, research, travel, events, and library acquisitions (A.1). The mutually reinforcing nature of these programs, along with detailed cost information in the current proposal budget, demonstrates that REEES effectively leverages Title VI grant resources.

* 1. *Long-Term Impact* – REEES has played a central role in the growth of international studies at

Pitt (A.1). The Center uses NRC funds to attract faculty members who have not previously worked in the REEES region (C.3) and to **develop new courses** (C.1), facilitating the expansion and diversification of student enrollments. **REEES summer programs** on campus and abroad draw students both locally and nationally. Language-based study abroad programs in Eastern Europe and Russia have raised summer language enrollments well beyond 100 students annually (B.1), while area studies courses held in the region (D.4) attract students to experiences that increase their knowledge in areas of national need. The Undergraduate Research Symposium, capstone seminar, and undergraduate assistantships (D.3) **deepen students’ engagement** in REEES-related academic work and prepare them for graduate studies and employment.

Recognition as a comprehensive NRC also enables the Center to strengthen academic and career preparation of graduate students in Pitt’s schools of Arts & Sciences, Business, Education, Law, Public & International Affairs, and Health Sciences (D.2). Proposed activities benefiting **graduate and professional school education** include the GOSECA conference (H.2), summer and academic year language programs (B.1), and career readiness initiatives (D.3). Finally, support for expanding Pitt’s **library holdings** in REEES languages and its **cinema collection**—a unique resource with low print run films unavailable at any other U.S. institution—constitutes a permanent impact of Title VI funding on all levels of education at the University (F.1).

# FLAS AWARDEE SELECTION PROCEDURES

* 1. *Quality of Selection Plan* – REEES announces the graduate Academic Year FLAS competition

to departments and professional schools across Pitt in early January each year and advertises through its electronic newsletter and website. The REEES Academic Advisor works closely with departments to inform prospective applicants; attends GSPIA, Law, and other recruiting events; and advises students individually on preparing FLAS applications. In 2022-26, Pitt will continue covering **full tuition and fees** above the US/ED institutional payment level for all graduate FLAS Fellows, plus a **supplement to graduate AY FLAS stipends** to match the level of other University fellowships and assistantships. This strong institutional support makes the FLAS an attractive opportunity for graduate and professional students (A.1). REEES also offers undergraduate AY FLAS fellowships for students pursuing intermediate or advanced language study. Starting in the fall, the REEES Academic Advisor and student ambassador promote these awards through emails to Center certificate program students, outreach to faculty advisors, UCIS-wide information sessions, class visits, and advising meetings. SLI promotional materials—distributed through an extensive mailing list of U.S. institutions, at conferences, and on relevant websites and listservs— inform undergraduates and graduate students of the Summer FLAS award competition.

Graduate and undergraduate AY FLAS applications are due to REEES in mid-February for selection committee meetings in early March. Summer FLAS applications are due in early March for a meeting later in the month. Graduate students submit AY FLAS applications to their departments or schools, which may nominate up to four candidates to REEES; applications include students’ transcripts, two recommendations, and statements on their studies, research, and the role of language in their academic and career goals. Undergraduate applications are submitted directly to REEES and include students’ transcripts, two recommendations, and statements focusing on

how they will integrate foreign language and area studies into their career and study plans.

A committee consisting of the REEES Director or Associate Director, one additional Center staff member, and at least four faculty members from professional schools, social sciences, humanities, and language departments (E.2) evaluates the graduate AY FLAS applications. The undergraduate AY FLAS selection committee includes the REEES Director or Associate Director, Academic Advisor, and one additional faculty or staff member. The REEES Associate or Assistant Director, SLI Managing Director, and another language faculty member serve on the Summer FLAS selection committee. REEES informs each committee of Title VI guidelines and priorities. All applications are rated using a rubric that includes academic achievement, relevance of language and area studies to career goals, and US/ED priorities. The committees for both graduate and undergraduate AY and Summer FLAS Fellowships give preference to academically meritorious applicants who submit a FAFSA demonstrating **financial need**, based on estimated family contributions as evaluated by Pitt’s Office of Admissions and Financial Aid. Pitt and non- Pitt students who apply through the SLI are considered equally for REEES’s Summer FLAS awards; the Center also considers applications from Pitt students for intensive study at other U.S.

or overseas institutions of languages and levels not offered in the SLI.

# COMPETITIVE PREFERENCE PRIORITIES

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| **TABLE 7: Proposed Activities Addressing NRC and FLAS Competitive Priorities** |
| **NRC, Partnership with Community Colleges and MSIs:**   * Diversity and inclusion initiatives, professional development workshops, curriculum development resources, and institutional partnerships with Western Pennsylvania and national community   colleges and MSIs in collaboration with ASEEES, UCIS, CCBC, International Studies Consortium of Georgia, MIIIE, Howard University, and REEES-area NRCs at other universities (H.2, I.1). |
| **FLAS 1, Preference for Students with Financial Need:**   * Academic Year and Summer FLAS selection committees give competitive preference to meritorious graduate and undergraduate applicants demonstrating financial need (J.1).   **FLAS 2, Academic Year Fellowships for Less Commonly Taught Languages (LCTLs):**   * Awarded 100% of recent AY FLAS Fellowships for LCTLs (G.3); same planned in 2022-26. |