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Indiana University Robert F. Byrnes Russian and East European Institute Program Officer: Dana Sapatoru

**PROPOSAL SUBMITTED TO:**

**United States Department of Education Application Control Center**

**Attention: CFDA Number 84.015A/84.015B 400 Maryland Avenue, SW Washington, DC 20202-4260**

BY:

Trustees of Indiana University 509 E 3rd Street Bloomington, IN 47401-3654

(317) 278-3473

**Application for grants under Title VI**

**For Academic Years 2022/23, 2023/24, 2024/25, 2025/26**

# COMPREHENSIVE NATIONAL RESOURCE CENTER

**AND**

# FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

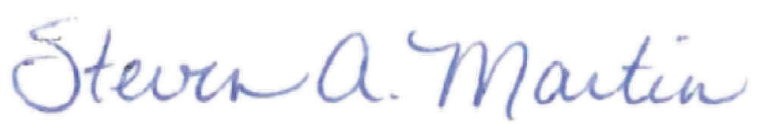
In the following languages: Bosnian, Croatian, Czech, Estonian, Greek, Hungarian, Latvian, Lithuanian, Polish, Romanian, Russian, Serbian, Ukrainian, Yiddish

**PROJECT DIRECTOR:**

**Sarah Phillips, Director**

**Robert F. Byrnes Russian and East European Institute DATE OF SUBMISSION: February 14, 2022 AUTHORIZING OFFICIAL**

Steven A. Martin, Associate Vice President Research Administration



Indiana University – REEI – Title VI Proposal 2022-2026

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4. From Dr. Gabriella Safran, AATSEEL President and Senior Associate Dean of Humanities and Arts, Stanford University; and Dr. Elizabeth Durst, AATSEEL Executive Director
5. From Dr. Theo Sypris, Director, Midwest Institute for International-Intercultural Education
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NRC and FLAS Applicant Profile Form

Certifications and Assurances (including GEPA Section 427 Description)

*IU-REEI NRC/FLAS 2022 - 2026 Preface to Acronyms and Abbreviations*

In most cases, the words, terms, and phrases that are linked to abbreviations and acronyms in this list are rendered in full where first used in the narrative. Exceptions to this practice include the following:

1. Throughout the narrative, US Postal Service abbreviations are used to indicate states when referred to as locations. Those abbreviations are not spelled out at any point in the narrative. Examples:

AZ Arizona

CA California

GA Georgia

IN Indiana

IL Illinois

KY Kentucky

MD Maryland

MO Missouri NM New Mexico PA Pennsylvania

VA Virginia

WI Wisconsin

1. Full names of states are often used to designate major institutions of higher education. Other such institutions are designated by a single term or by abbreviations. Most of these abbreviations are not spelled out at any point in the narrative. Examples:

Hampton Hampton University HU Howard University

IU Indiana University

OSU Ohio State University

Pitt University of Pittsburgh

Texas University of Texas

UIUC University of Illinois at Urbana-Champaign

Wisconsin University of Wisconsin

|  |  |
| --- | --- |
| **Glossary of Abbreviations and Acronyms** | |
| AATSEEL | American Association of Teachers of Slavic and East European Languages |
| ACTFL | American Council of Teachers of Foreign Languages |
| ACTR | American Council of Teachers of Russian |
| AD | Associate Director |
| AI | Associate Instructor |
| ANTH | IU Department of Anthropology |
| AP | Absolute Priority |
| AS | Area Studies |
| ASEEES | Association for Slavic, East European and Eurasian Studies |
| Assn | Association |
| AV | Audio-Visual |
| AWC | US Army War College |
| AY | Academic Year |
| BA | Bachelor of Arts |
| BALSSI | Baltic Summer Studies Institute |
| BCS | Bosnian/Croatian/Serbian |
| BIG | Business is Global |
| BTAA | Big Ten Academic Alliance |
| CC | Community College |
| CCNY | Carnegie Corporation of New York |
| CeLT | IU Center for Language Technology |
| CEUS | Central Eurasian Studies Department |
| CGEI | Coordinator of Global Education Initiatives (SoE/HLS) |
| CIA | Central Intelligence Agency |
| CIBER | IU Center for International Business Education and Research |
| CITL | IU Center for Innovative Teaching and Learning |
| CLE | IU Center for Language Excellence |
| CLS | Critical Language Scholarship (funded by the US Department of State) |
| College/ COAS | IU College of Arts and Sciences |
| CPP | Competitive Preference Priority |
| CRL | Center for Research Libraries |
| CTE | Indiana’s Career and Technical Education High School Programs |
| DEI | Diversity, Equity and Inclusion |
| dev't | development |
| DIR | Director |
| DLI | Defense Language Institute |
| DLNSEO | Defense Language and National Security Education Office |

|  |  |
| --- | --- |
| DoD | Department of Defense |
| DoL | Department of Labor |
| DoS | Department of State |
| EC | Executive Committee |
| ECON | IU Department of Economics |
| EE | East Europe |
| EU | European Union |
| EURO | IU Institute for European Studies |
| FAO | (Army) Foreign Area Officer |
| FL | Foreign Language |
| FLAS | US Department of Education Foreign Language and Area Studies (Fellowships) |
| FTE | Full-Time Equivalent (employee/staff) |
| GA | Graduate Assistant |
| GEI | Global Employability Initiative |
| GEOG | IU Department of Geography |
| GIS | Global Indigenous Studies |
| GISB | Global and International Studies Building |
| GLI | Global Literacy Invitations |
| gov't | government |
| GRD | Graduate student |
| HBCU | Historically Black College and University |
| HIST | IU Department of History |
| HLS | IU Hamilton Lugar School of Global and International Studies |
| HS | High School |
| HSA | Hungarian Studies Association |
| HSE | Higher School of Economics (Moscow, St. Petersburg, Russia) |
| HU | Howard University |
| IAUNRC | IU Inner Asian and Uralic National Resource Center |
| ICCI | Institute for Curriculum and Campus Internationalization |
| ICGA | International Consortium of Georgia |
| IHE | Institution of Higher Education |
| IIE | Institute for International Education |
| ILL | Interlibrary Loan |
| ILR | Inter-Agency Language Roundtable |
| INMUN | Indiana Model United Nations |
| IN | Indiana |
| INR | Bureau of Intelligence and Research (Department of State), administers Title VIII program |

|  |  |
| --- | --- |
| int’l | international |
| IREEN | Indiana Russian and East European Network |
| IREX | International Research and Exchanges Board |
| IS | IU Department of International Studies |
| ISU | Indiana State University (Terre Haute, IN) |
| IT | Information technology |
| IU | Indiana University |
| IUE | IU East (Richmond, IN) |
| IUN | IU Northwest (Gary, IN) |
| IUSB | IU South Bend |
| JD | Doctor of Jurisprudence |
| K-12/TEP | AATSEEL K-12 Teacher Excellence Program |
| KY | Kentucky |
| LCTL | Less-Commonly Taught Language |
| LGBTQ+ | Lesbian, gay, bisexual, transsexual, queer/questioning, and others |
| LoC | Library of Congress |
| LoR | Letter of recommendation |
| LTI | Language Testing International |
| LW | IU Language Workshop (formerly the Summer Workshop in Slavic and East European Languages, SWSEEL) |
| MA | Master of Arts |
| MAT | Master of Arts in Teaching |
| MBA | Master of Business Administration |
| MD | Maryland |
| MEd | Master of Education |
| MEDIA | IU Media School |
| MIS | Master of Information Science |
| MLS | Master of Library Science |
| MPA | Master of Public Affairs |
| MPH | Master of Public Health |
| MS | Middle school |
| MSI | Minority-Serving Institution |
| MSSC | Master of Science in Secure Computing |
| nat'l | national |
| NGO | Non-Governmental Organization |
| NRC | National Resource Center |
| NTU | Navajo Technical University |
| OC | Outreach Coordinator (M. Trotter, REEI) |
| OH | Ohio |

|  |  |
| --- | --- |
| OOS | IU Office of Overseas Study |
| OPI | Oral Proficiency Interview |
| OR | Oregon |
| OSU | Ohio State University |
| OVPDEMA | IU Office of Vice President for Diversity, Equality, and Multicultural Affairs |
| OVPDI | IU Office of the Vice Provost for Diversity and Inclusion |
| OVPFAA | IU Office of the Vice Provost for Faculty and Academic Affairs |
| OVPIA | IU Office of the Vice President for International Affairs |
| PA | Pennsylvania |
| Pitt | University of Pittsburgh |
| POLS | IU Department of Political Science |
| PRGIM | Public, Regional, and Global Initiatives Manager (HLS) |
| prof’l | professional |
| Project GO | Project Global Officer (Defense Language and National Security Education Office) |
| REE | Russia and Eastern Europe |
| REEI | IU Russian and East European Institute |
| REEES | Russia, East European and Eurasian Studies |
| RF | IU Russian Flagship Program |
| RLCA | Russian Language Cultural Association |
| ROTC | Reserve Officers Training Corps |
| RSW | Russian Studies Workshop at IU |
| SEE | Slavic and East European |
| SEELANGS | Slavic and East European Languages and Cultures List |
| SES | Socio-economic status |
| SLAV | IU Department of Slavic and East European Languages and Cultures |
| SoE | IU School of Education |
| SoP | Statement of purpose |
| SoTL | IU Scholarship of Teaching and Learning Program |
| SPEA | IU O’Neill School of Public and Environmental Affairs |
| SPH | IU School of Public Health |
| SSC | Student Services Coordinator (at REEI) |
| SSRC | Social Science Research Commons (at IU) |
| STEM | Science, Technology, Engineering, and Mathematics |
| T6 | Title VI |
| TPMA | Thomas P. Miller & Associates (independent program evaluator) |
| TT | Tenure-track |
| U | University |
| UG | Undergraduate student |

|  |  |
| --- | --- |
| UIUC | University of Illinois Urbana-Champaign |
| UNC | University of North Carolina |
| USRF | United States-Russia Foundation |
| UT | University of Texas at Austin |
| VA | Virginia |
| VU | Vincennes University |

# Institutional Commitment to Russian and East European Area Studies: Institutional

**financial and other support for center operation:** Indiana University (IU) investment in the Robert F. Byrnes Russian and East European Institute (REEI) exclusive of space and maintenance currently exceeds $10.8M (see Table A1), an increase of more than 13% since 2018. REEI sits within the Hamilton Lugar School of Global and International Studies (HLS),

where staff that support international (int’l) programs in general and Title VI (T6) activities in particular include a

**Table A1: University Commitment, 2020–21 (non-grant sources)**

Faculty salary/fringe: REE foreign language instruction $5,144,791 Faculty salary/fringe: non-language REE AS instruction $1,437,995 REE Library staff (non-faculty) salary/fringe $558,503

REE Library acquisitions and operating budget $401,859 REEI Administrative + R600 instructor salary/fringe (2021–22) $167,372 REEI Supplies and expenses $9,630

HLS fiscal/admin staff salary/fringe for support of REEI (2021–22) $94,455 Polish Studies Center operating expenses $10,965 Student support, academic year: 67 students (2021–22) $2,479,259

Out-of-state tuition waiver for LW students of REE FLs $528,960

**Total $10,833,789**

Director (DIR) of Grants and Contracts, Grant Administrator, and a FLAS Administrator. IU funds 80% of compensation for REEI senior staff: a full-time associate DIR/outreach coordinator (AD/OC), a 70% full-time-equivalent (FTE) student services coordinator (SSC), and a half-time DIR; 100% funding of the 3 positions recommences in 2022–23. REEI’s suite in the Global and International Studies Building (GISB, est. 2015) includes offices for senior staff and postdocs, workstations for professional (prof’l) staff and graduate assistants (GAs), a meeting space, and storage for extensive foreign language (FL) and audio-visual (AV) resources. REEI-affiliated students and faculty benefit from GISB’s high-tech classrooms and conference rooms, broadcast equipment (TV, web, audio), and distance learning facilities. REEI’s spatial proximity to academic units of shared interests fosters intra-institutional collaboration and cooperation. IU has invested $17.5 million in construction of a new Ferguson Int’l Center that will open by September 2022 to house the Office of Int’l Services (serving int’l students and scholars) and

Office of Overseas Study (OOS). Since 2018, the European Gateway facility in Berlin, IU’s physical presence in Europe, has provided space and no-cost logistical support for 7 workshops on Russia/Eastern Europe (REE) that convened faculty and graduate students (GRDs) from IU, other US institutions of higher education (IHEs), and IHEs in REE. ***Teaching staff:*** Salary details in Table A1 evince IU’s robust support for teaching, also reflected in 5 new hires in REE studies over the current T6 cycle (see Section C3). A current search will yield a tenure-track (TT) hire in Russian History (pre-1917) for Fall 2022; search for a Fall 2023 TT hire in South Slavic cultures will commence in Fall 2022. HLS-provided compensation for postdocs hired through REEI’s Carnegie Corp. of NY (CCNY) grant to establish the Russian Studies Workshop (RSW) rose from 10% in 2019–20 to 20% in 2021–22; the postdocs have taught 4 new REE area studies (AS) courses in International Studies (IS). ***Library resources:*** IU supports activity of the Slavic bibliographer (Cheun, #16)1 with a 5-person staff and generously funds acquisitions (detail in Section F)*.* ***Institutions abroad:*** Table A2 on the following page lists IU’s many linkages with IHEs in REE. The IU Office of the Vice President for International Affairs (OVPIA) oversees int’l academic partnerships, exchanges, internal grants, and scholar services, providing financial assistance and regulatory guidance. ***Outreach activities:*** IU pays 75% of compensation for the REEI AD/OC (set to rise to 100% in 2022–23) and fully funds coordinating offices for government (gov’t) and media relations. The Coordinator of Global Education Initiatives (CGEI), supported in part by both HLS and the IU School of Education (SoE), is based in SoE’s Office of Research and Dev’t and oversees outreach for pre-college (K–12) education. HLS will fully support a newly created Public, Regional and Global Initiatives Manager (PRGIM) position

1 Throughout the narrative, # followed by a numeral refers to the short CV of the referenced faculty/staff member found in Appendix 2.

**Table A2: Institutions Abroad and Exchanges (bold = IU “primary institutional-level partnership”)**

***Program Country Focus Exchange***

Kelley School of Business: Athens School of Economics and Business

IU Central Eurasian Studies (CEUS): Ministry of Foreign Affairs and Trade of Hungary

Greece Faculty/GRD Y

Hungary Faculty N

Fulbright Visiting Chair Hungary Faculty N

Gyula Rezler Scholarship Hungary Hungarian GRD – CEUS N Maurer School of Law: Eötvös Loránd University Hungary GRD Y

Kelley School of Business: Ss. Cyril and Methodius University

North Macedonia Faculty/GRD Y

**OVPIA: University of Warsaw Poland Faculty/GRD Y OVPIA: Jagiellonian University Poland Faculty/GRD Y** Maurer School of Law: University of Warsaw Poland Faculty/ GRD – Law Y

O’Neill School of Public and Environmental

Affairs (SPEA): University of Warsaw

**Higher School of Economics (Moscow, Saint Petersburg)**

Poland Faculty/SPEA Y

**Russia Faculty Y**

Higher School of Economics (Saint Petersburg) Russia UG ASPIRE (semester-long Y

student exchange)

Media School: National University of Kyiv- Mohyla Academy

Ukraine Faculty/GRD Y

to address outreach for post-secondary and other constituencies. ***Student support*:** IU currently provides stipend/tuition support to over 65 REE-focused GRDs in REEI, Slavic and East European Languages and Cultures (SLAV), History (HIST), Political Science (POLS), and other units, including prof’l schools. HLS-provided tuition remissions supplement 4 endowed fellowships for MA students in REEI and cover out-of-state surcharges for students enrolled in the IU Language Workshop (LW). OVPIA, HLS, the Graduate School, the College of Arts and Sciences (COAS), and the REEI Mellon Endowment fund student research and travel. REEI provides a renewable scholarship for 1st-year undergraduates (UGs) who study a FL of REE, while SLAV annually provides up to $8K in support of UGs studying Bosnian/Croatian/Serbian (BCS), Czech, Polish, and Ukrainian. IU matches income from endowments for UG study abroad in Poland and Russia.

# Quality of Language Instructional Program: B1) Instruction in area languages and

**enrollments:** IU offers regular academic year (AY) instruction in 9 FLs of REE through SLAV,

Central Eurasian Studies (CEUS), Institute for European Studies (EURO), and Germanic Studies. During AY, REEI provides FLAS and other forms of assistance to support study of 9 FLs: Russian, BCS, Czech, Estonian (along with Inner Asian and Uralic National Resource Center [IAUNRC]), Modern Greek (along with EURO), Hungarian (along with IAUNRC), Polish, Ukrainian, and Yiddish. As detailed in Table B1 below, these FLs enrolled 245 students in Fall 2021, including 146 students for Russian (an 8% increase over Fall 2017). In 2018–22, 70 non-IU students

**Table B1: On-campus FL Enrollment, Fall 2021**

**Table B2: LW Summer REE FL Enrollment 2021**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Year:*** | ***1*** | ***2*** | ***3*** | ***4/5/6*** | ***Total*** | ***Year:*** | ***1*** | ***2*** | ***3*** | ***4/5/6*** | ***Total*** |
| ***REEI-supported FLs*** | |  |  |  |  | ***REEI-supported FLs*** | |  |  |  |  |
| Russian 77 | | 23 | 20 | 23\* | 143 | Russian 12 | | 23 | 20 | 35 | 90 |
| BCS 8\*\* | | 5 | 6\*\* | 0 | 19 | BCS 4 | | 2 | 0 | 0 | 6 |
| Czech 4\*\* | | 3 | 2\*\* | 1 | 10 | Latvian 5 | | 0 | 0 | 0 | 5 |
| Polish 7\*\* | | 2\*\* | 2\*\* | 0 | 11 | Lithuanian 4 | | 0 | 0 | 0 | 4 |
| Ukrainian 3 | | 4\*\* | 1 | 0 | 8 | Polish 4 | | 0 | 0 | 0 | 4 |
| Yiddish 2 | | 0 | 1 | 0 | 3 | Ukrainian 4 | | 0 | 0 | 0 | 4 |

***REEI/EURO-supported FLs***

Mod Greek 12 15 1 2 30

***REEI/IAUNRC-supported FLs***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Estonian | 1 | 4 | 4 | 1 | 10 |
| Hungarian | 4 | 3 | 3\*\* | 1 | 11 |
| **Total** | **118** | **59** | **40** | **28** | **245** |

\*10 4th year and 13 5th/6th year

\*\*includes BTAA participation

***REEI/IAUNRC-supported FLs***

Estonian 3 0 0 0 3

Hungarian 5 0 0 0 5

**Total 41 25 20 35 121**

\*13 in 4th year, 15 in 5th year, 7 in 6th year

enrolled in REE languages at IU through the Big Ten Academic Alliance (BTAA) course share arrangement. Many IU students, students from other IHEs, high school (HS) students, and prof’ls attend LW for training in REEI-supported REE FLs at 8-week courses of 160 contact hours (equivalent to an AY). For over 70 years, LW has consistently surpassed other summer programs in number of FLs taught; 2021 enrollment totaled 337 in 28 FLs, including 8 from REE (see Table B2 above). We propose to reintroduce Romanian as an LW FL with support of T6 funds in 2023-2026 (and will petition for its reintroduction as an AY FL offering). IU policy of reducing tuition to in-state rates for out-of-state students in LW also supports study of these FLs (in 2021, out-of-state students comprised 80% of enrollment in REE FLs). In 2021, over 55% of LW

enrollees in REE FLs received full support through IU-based FLAS awards (13 via REEI, 7 via other IU FLAS centers) or fellowships provided through REEI non-grant resources and LW- based grants from the US Dept. of State (DoS) and the Institute for International Education (IIE)/Dept. of Defense (DoD) (total of 47). Since 2016, LW has hosted the Baltic Summer Studies Institute, a consortium that provides instruction, programming, and partial scholarships for Estonian, Latvian, and Lithuanian. In response to student evaluation, the COVID-19 epidemic, and LW staff/faculty initiative, LW has evolved from a fully in-person program to one that in 2022 offers REE FL instruction in various modalities: on-campus, in-person immersion for Russian; online plus study abroad in Hungary for Hungarian; and hybrid (online and in- person, on-campus options) for BCS, Estonian, Latvian, Lithuanian, Polish, and Ukrainian. **B2) Levels of language training and interdisciplinarity:** Students can receive 6 years of training in Russian during AY and summer. Regularly offered courses during AY provide 3 years of training in BCS, Estonian, Modern Greek, Hungarian, Polish, and Yiddish. Independent study at IU or BTAA course share can be arranged for study of these FLs at higher levels (as well as for Czech and Ukrainian, represented by regularly offered coursework for 2 years of study). In Fall 2021, 68 students enrolled in REE FLs at 3rd-year level or above, while 55 did so in Summer 2021 at LW (for breakdown by FL, see Tables B1 and B2). REEI encourages IU students to pursue in- country advanced study of REE FLs, and both REEI and LW provide scholar/fellowship support for advanced study of REEI-supported languages at summer programs abroad and at other IHEs. ***FL training across disciplines:*** IU offers students many opportunities to develop superior functionality in Russian. Content-based courses at 5th/6th-yr level address language skills while exploring a particular topical or disciplinary area (e.g., Business Russian, Russian for Social Sciences, Russian Mass Media, and Contemporary Russian Political Culture - all launched with

support of T6 funds). These courses develop domain-appropriate skills for deployment in a variety of contexts requiring prof’l-level proficiency in Russian. All students of Russian can take part in the Conversations on Contemporary Issues series, a COAS-Higher School of Economics (HSE) St. Petersburg collaboration that teams up students from each IHE for virtual exchange of ideas and opinions in Russian and English. In addition, students regularly attend On Russia in Russian, REEI’s Russian-language interdisciplinary colloquium that annually features 8 or more presentations delivered in Russian by native speakers. **B3) Language faculty:** IU AY faculty for REE FLs include 21 regular appointments (Russian, BCS, Czech, Estonian, Modern Greek, Hungarian, Polish, Ukrainian, Yiddish) including a soon-to-be permanent BCS Lecturer that REEI and EURO will seed with T6 funds. During AY, Russian is also taught by 5–7 SLAV GRD Associate Instructors (AIs) under supervision of DIR of the Russian Language Program Shardakova (#40). Both Shardakova and CEUS Language Coordinator Kivik (#5) are active in pedagogy training and curriculum dev’t. Native and near-native speakers, trained as FL instructors and teaching in AY positions at IU and other IHEs (in US and abroad), constitute LW faculty for REE FLs (8 from IU and 11 from elsewhere in 2021, see Appendix 2).

***Pedagogy training and performance-based instruction:*** All FL instructors receive annual pedagogical training in performance-based instruction. Before working as FL AIs, SLAV GRDs must complete advanced-level FL training, a course in Methods of Language Instruction that emphasizes performance-based methodologies, as well as an AI workshop. Ongoing instructional dev’t proceeds in biweekly meetings with the coordinator, class observation with coordinator feedback, and visits of AIs to peer-taught classes. SLAV AIs also avail themselves of bi-annual methodology “share fairs” for all IU FL departments (depts), as well as pedagogy workshops organized by IU’s Center for Language Technology (CeLT) and Center for Language

Excellence (CLE). In addition, many SLAV AIs undertake coursework in IU’s unique Second Language Studies Dept and specialized areas of FL pedagogy (of 10 dissertations completed in SLAV since 2015, 3 focus on acquisition of Russian as a second/FL). Currently, 9 AY and Summer faculty for REEI- supported FLs are fully certified to conduct either ACTFL (American Council of Teachers of Foreign Languages) or Inter-Agency Language Roundtable Oral Proficiency Interviews (OPIs) in Russian, Hungarian, Polish, or Ukrainian**. B4) Quality of FL program (various measures):** Major awards evince the superiority of IU’s approach to REE FLs. LW grants from IIE (2) and DoS that total $3.5 million support ROTC students, active US military, GRDs, and prof’ls in study of Russian, Ukrainian, Estonian, Latvian, Lithuanian, Polish, Hungarian, BCS, and Central Asian languages. Since 2018, IU has housed a Language Flagship Program for Russian (RF), one of only 8 in US. Supported with IIE grants in excess of $1.2 million, IU’s RF enables UGs to attain prof’l-level proficiency in Russian while pursuing academic majors of their choice. Currently RF has 49 students across 17 different majors. ***Performance-based instruction*:** As detailed in Table B3, clearly stated proficiency goals shape REE FL instruction at IU. High

quality of performance- based instruction is reflected in proficiency- oriented curricula and in

**Table B3: Aggregate Proficiency Goals for Russian**

***Year Targets: Flagship and LW students Targets: all other students***

1. Intermediate Low/Intermediate Mid Novice High/Intermediate Low
2. Intermediate Mid/Intermediate High Intermediate Low/Intermediate Mid
3. Intermediate High/Advanced Low Intermediate Mid/Intermediate High
4. Advanced Low/Advanced Mid Intermediate High/Advanced Low
5. Advanced Mid/Advanced High Advanced Low/Advanced Mid
6. Advanced High/Superior Advanced Low to Advanced High

expertise of faculty who engage students in innovative ways (peer-to-peer online collaboration, scrapbook projects, and simulations). Apart from aforementioned grants, student achievement in pre- and post-testing (noted below) and number of awardees in the ACTR (American Council of Teachers of Russian) National Post-secondary Essay Contest (28 in 2012–21) further speak to excellence. Quality is continuously monitored by pre- and post-course testing and expert review.

***Resources for FL teaching:*** Nearly all IU classrooms feature multimedia equipment (AV, computer, wifi). GISB boasts nearly 40 high-tech classrooms for multimedia pedagogy and remote access. Instructors of REE FLs utilize CeLT’s state-of-the-art FL laboratory to design courses, monitor student oral skills, and prepare class activities that incorporate music, television, film, and software for all levels of FL learning. CLE provides proficiency-oriented prof’l dev’t workshops to foster best practices in teaching and assessment. During AY, SLAV, REEI, and CEUS supplement FL classes by sponsoring FL table/coffee hours in 6 REEI- supported languages, as well as theatrical performances, talent shows, and game nights that feature FL use. The Russian Language Cultural Association (RLCA), an IU student organization, arranges events that provide an informal forum for students to practice Russian. LW students participate in numerous extra-curricular activities that promote use of REE FLs. A new and thriving Slavic Choir attracts diverse students, faculty, and staff to explore REE languages through music. ***FL proficiency requirements:*** REEI MA students must score ACTFL Intermediate Mid or equivalent in their FL of expertise in order to graduate. All LW students of REE languages are tested at beginning and end of summer through fully certified OPIs conducted by Language Testing International (LTI); results for REE FL students indicate that 52% advanced by one proficiency level, and 34% by 1–2 sublevels in 2021.

# Quality of Non-Language Instructional Program: C1) Quality and Variety of

**Disciplines:** IU offers REE-focused courses in more than 20 depts and schools, covering nearly all countries of the region (see Appendix 3). IU demonstrates balanced strengths in courses devoted 100% to REE: 9 courses focus on East Central Europe; 22 courses on Russia and former USSR; 5 on Poland or Czechia; 3 courses solely on Ukraine and/or the Baltics; 4 on the Balkans, 5 on Central Asia; and at least 9 on REE in global/comparative perspective. New faculty hires

and rising student demand have led to substantial increases in courses with at least 25% REE core content since 2018: CEUS offers 21 new or revived courses with similar growth in Anthropology (ANTH) (+6), IS (+12), HIST (+9), POLS (+7), and SLAV (+6). IU programs feature a total of 181 courses with at least 25% REE content (and many with 100% REE content). ***Area courses in prof’l schools:*** REE courses in prof’l schools, listed in Appendix 3, include 13 in the O’Neill School of Public and Environmental Affairs (SPEA), 12 in Business, 3 in Education, 5 in Law, 4 in Media, and 7 in Music. **C2) Depth of specialized course coverage in one or more disciplines:** IU boasts notable depth in REE history (18 courses in the last 4 semesters); EE/Soviet/Russian politics (30 specialized courses in POLS, CEUS, and IS—a 56% increase from previous round); and culture (54 courses in REE film, literature, culture, music, religion, visual arts—a 65% increase). Visiting faculty and postdocs from Russia, Hungary, former Yugoslavia, and other REE countries offer added depth. Curricular depth is enhanced by student cultural organizations: the RLCA, Ukrainian Studies Association (Assn), Romanian Studies Assn, Czech Club, Baltic and Finnish Student Assn, and Hungarian Cultural Assn organize conferences, film series, discussions, and celebrations to develop and sustain engagement with REE FLs and cultures. **C3) Sufficient non-language faculty:** REEI’s 86 AS faculty (bios in Appendix 2) staff a comprehensive array of courses. New faculty in 2018–22 number 5 colleagues: de Groot (foreign relations in late Cold War and aftermath, global economics; #18), Geballe (19th-century Russian literary realism, translation studies; #36), Stanislav (multimedia and public art in Russia; #47), Tyers (marginalized languages in Russia; #73), Zajcc (European Union, int’l security; #21). New TT colleagues will join in 2022 (REEI/HIST, Russian Imperial Historian) and 2023 (SLAV, South Slavist). RSW and REEI T6-funded course dev’t grants in this cycle have added 4 REE-focused courses (in Economics (ECON), HIST, REEI, and SLAV), and two

others to debut next year in African American and African Diaspora Studies and IS. ***Pedagogy training:*** GRD AIs undergo pedagogical training prior to teaching. Several depts provide courses in teaching methods and offer workshops for continued mentoring; advanced GRDs can teach their own UG courses. Pedagogical support has been especially vital as faculty and AIs adapt teaching modalities to pandemic conditions. CeLT and the Center for Innovative Teaching and Learning (CITL) provide services in instructional and curricular consulting, instructional technologies, service-learning, writing instruction, and scholarship of teaching and learning. Faculty Learning Communities promote pedagogical innovation, and the Scholarship of Teaching and Learning (SoTL) program provides prof’l dev’t opportunities for faculty and GRDs to engage in SoTL research. **C4) Interdisciplinary courses:** Interdisciplinary instruction is central to REEI’s mission and course offerings, listed in full in Appendix 3. REEI MA requires completion of 2 comprehensive interdisciplinary courses: Introductory Proseminar (comprehensive readings seminar) and Interdisciplinary Colloquium (thesis writing seminar).

Recent MA projects include Russian Disinformation in Ukraine, Moldova, and the US; Maternal Mortality in Soviet and Post-Soviet Russia; Legal Issues in/about the Donetsk and Luhansk People’s Republics; Land Reform and Regime Stability in Kyrgyzstan and Uzbekistan; Gender in Socialist Hungarian Film; and Urban Decay in Bosnia and Herzegovina.

# Quality of Curriculum Design: D1a) UG instruction, appropriateness and quality: IU

general education standards require students to complete one of 3 options: 1) FL study through the 4th semester; 2) 6 credit hours in World Cultures; or 3) an int’l experience (approved study abroad program or internship of at least 6 credit hours). All REE FL courses and most introductory REE courses fulfill these requirements. REEI currently offers a minor in REE studies (15 credit hours), a minor in REE Studies with FL certification (15 credit hours plus 2

years of FL), and a minor in Polish Studies (18 credit hours); since 2018, more than half of REEI UG minor students have opted for FL certification. REEI UG minors count 219 graduates since 2004 and 10 students currently. A new UG minor in Ukrainian Studies is in process. This fall REEI will launch an REE Studies UG Certificate (a “minor plus,” 24 credit hours) that includes a minimum 2 year language requirement and a prof’l training/internship credential. In Fall 2020, REEI also introduced a “4 + 1” BA/MA program that provides an attractive pathway to graduate- level expertise in REE studies for IU undergraduates. REEI supports BA options through IS, which requires 3 years of FL study, and SLAV, which requires 3 years of FL study in the Russian track (35 credits) or 2 years of FL study in the EE track (BCS, Czech, or Polish: 32 credits). SLAV also offers a minor and secondary teacher certification for Slavic FLs. It also houses RF, open to students regardless of major, a rigorous program that includes 5 years of on- campus study of Russian supplemented with weekly tutoring sessions, overseas summer study, and an overseas AY-length capstone course (see also in B4). **D1b) Graduate instruction:** The REEI MA program counts 19 actively enrolled students. The REEI MA degree requires 2 interdisciplinary courses, proficiency in a REE FL, and 24 credit hours distributed across 4 disciplinary groupings (history/geography, social sciences, literature,and socio-cultural): in Spring 2021 students chose from over 60 content courses to fulfill that requirement. Each student writes and defends an interdisciplinary essay (13,000 words) that includes in-depth research in an REE FL. The REEI MA is offered as a dual or joint degree with 7 prof’l school options (Table D on the following page), the most popular of which involve collaboration with either SPEA or the Luddy School of Informatics, Computing, and Engineering. The REEI MA/MLS or MIS has prepared students for prestigious careers as subject librarians at the Library of Congress (LoC)

and premier university libraries

**Table D: REEI Dual/Joint Degree Programs (MA in Russian and East European Studies plus Professional School Degree)**

***School Degree***

Kelley School of Business Master of Business Administration (MBA)

(e.g., Yale,

Georgetown). HIST offers an REE-

Luddy School of Informatics,

Computing and Engineering

O’Neill School of Public and Environmental Affairs (SPEA)

Master of Information Science (MIS)

Master of Library Science (MLS) Master of Science in Secure Computing (MSSC)

Master of Public Affairs (MPA)

focused MA, while

School of Public Health Master of Public Health (MPH)

Maurer School of Law Doctor of Jurisprudence (JD)

SLAV offers a Master of Arts in Teaching (MAT) and secondary teaching certification programs for pre-college Russian FL teachers in conjunction with SoE. Two recent SLAV MATs have taught Russian at West Point. REEI also offers a PhD minor and a more in-depth graduate certificate that require, respectively, 9 and 15 credits in REE AS; to date more than 150 PhD students, representing over 15 disciplines, have completed either the PhD minor or certificate.

***Appropriateness and quality of graduate program:*** REEI’s rigorous programs are tailored to meet national (nat’l) needs. Over the last decade, REEI introduced 3 new programs in response to Army and Air Force requests: a 12-month MA, created in 2013; a non-degree GRD certificate, created in 2014; and, in Fall 2019, a new program through which US Army War College (AWC) Fellows fulfill Military Education Level 1 requirements by attending IU for an AY. REEI alumni pursue careers in teaching, research, gov’t, and the private sector (Section G2). Student grant competition success bespeaks the excellence of IU’s programs: over the current cycle more than 33 students from 11 units have won major nat’l and int’l awards to fund study and research in 12 different REE countries (Fulbright-Hays, Fulbright, IREX, Title VIII/American Councils, DoS CLS, Gilman, and Boren fellowships), a 60% increase over previous cycle. ***Disciplinary and prof’l breadth:*** REE-focused graduate courses figure in 18 COAS degree programs and 8 prof’l schools. Over 20% of current cycle AY FLAS awards have funded prof’l school students, the

remainder have funded GRDs and UGs across 9 departments. **D2) Academic and career advising:** REEI MA alumna Olga Bueva (#97), a full-time prof’l staff member in COAS, advises REEI UG minors as well as SLAV UG majors and minors. The HLS Global Leaders and Prof’ls Program and the HLS Prof’l Mentor Program provide intensive career preparation experiences for UGs. Our students also utilize IU’s Walter Center for Career Achievement for one-on-one career coaching and prof’l networking resources. The REEI SSC employs a wrap-around approach to advising: one-on-one info sessions with prospective students, individual advising sessions for each student every semester, and maintenance of detailed records from admission through graduation. He relies on a large network of alumni volunteers to assist students in career planning, while monitoring the job market for openings related to REE and sending out regular notices of such opportunities. The results are clear from career placement data (Section G2). In Fall 2013, REEI created REEI Networks!, an event series that provides information on REE- specific funding, internships, and other opportunities, as well as academic and career planning; 9 events during 2018–21 drew 10–35 students per event. Recent sessions featured IU alumnus Thomas Leary, former US Consulate General to Russia; REEI Alumnus Eric Boyle, Vice President at ICF Strategic Consulting and Communications; Claire Kaiser, DIR of Strategic Initiatives at McLarty Associates; Sarah Bidgood, DIR of the Eurasia Nonproliferation Program at the Middlebury Institute for Int’l Studies; Colonel Angela Reber, our inaugural US AWC Strategic Russian and East European Fellow; and returning REEI Boren Fellowship winners who shared experiences and tips for assembling competitive applications. **D3) Research and study abroad:** In 2019–20, IU Bloomington ranked second in US for semester-long study abroad programs and sixth for total number of students studying abroad. Pre-pandemic, 35% of IU students and 75% of HLS students studied abroad each year. Under the umbrella of the IU OOS,

REEI-affiliated UG/GRDs currently benefit from 8 IU-wide and 12 unit-level pre-approved programs that provide opportunities for study and research in Czechia, Greece, Hungary, Poland, Russia, and Serbia; new programs for Croatia, Kazakhstan, and Uzbekistan were approved in 2019–20 (Appendix 3). Unit-level programs include Kelly School of Business-Budapest, in which UG business students take classes at Corvinus U, and MEDIA’s Film Production in Prague. During 2017–20, 520 IU students studied abroad in 11 REE countries, most frequently in Hungary (314), Czechia (84), Romania (82), and Poland (74). IU students applying to a non-IU study abroad program receive guidance on financial aid, pre-departure preparation, reconciliation of non-IU and IU academic policies, legal matters, and safety issues. REEI shares information on a variety of IU and non-IU study abroad and summer language programs through regular notifications and advising sessions; RF also holds info sessions on study abroad. REEI works with reputable FL training programs throughout the US and abroad to facilitate high-quality summer and AY year instruction for FLAS-supported UGs and GRDs. REEI-affiliated GRDs can obtain REEI Mellon research grants and OVPIA funding to offset costs of in-country summer intensive FL study and thesis research. The BTAA, a consortium that includes IU and 13 other universities, broadens the scope of study abroad opportunities available to IU students through reciprocal access to member programs.

# Quality of Staff Resources: E 1) Qualifications of teaching and prof’l staff: Most

REEI-affiliated TT faculty conduct research using REE languages. Full-time faculty number 86 across 23 different departments and schools. REEI distinguishes between 43 core faculty, who devote 50% or more effort to REE studies; 43 associated faculty, who engage in at least 10% REE studies work but do not meet core faculty criteria; and 5 visiting faculty and post-docs.

Core faculty include 28 tenured and 3 TT members; associated faculty include 32 tenured and 3

TT members. Since 2018 promotions of REEI faculty (5 women, 4 men) have included 2 to Full Professor (Smyth, #30 and Cohen, #69), 4 to Associate Professor with tenure (Graber, #3;Winecoff, #78; Duncan, #80; Friedman, #86) 1 from Lecturer to TT Assistant Professor

(Hsia, #59), and 3 from Lecturer to Senior Lecturer ( Melnyk, #38, Sicinski, #42, Varga, #7). Notable awards for REEI faculty in the last 5 years include a grant from the Nat’l Endowment for the Humanities to Graber (#3, ANTH/CEUS), grants from the Purdue Research Foundation and the Hewlett Foundation to Shackelford (#50, Business), a federal grant (DoS) to assist Ukrainian universities in preparing gov’t communications prof’ls and a grant to promote Peace Corps recruitment on campus to Valentino (#43, SLAV), a grant from the European Commission to establish a Jean Monnet Centre of Excellence to Hess (#17, EURO), a grant from the US- Russia Foundation to Kaganovich (#55, ECON), a grant from the US Embassy in Belgrade to Lichtenstein (#60, HIST and American Studies), and two successive Emerging Voices Fellows Program grants from the American Council of Learned Societies to Kenney (#13, HIST).

Kenney, a former REEI DIR, also served as President of the Association for Slavic, East European, and Eurasian Studies (ASEEES) in 2016, and Valentino as President of the American Literary Translators Association in 2013–16. Recent high-profile appointments reflect REEI prominence in IU administration: Valentino as COAS Associate Dean for Diversity and Inclusion and Int’l Affairs in 2016–20; Kenney as COAS Associate Dean for Social and Historical Sciences and Graduate Education since 2019; former US Ambassador to Poland Lee Feinstein (#19, IS) as founding Dean of HLS. Phillips (#1), Professor in ANTH with specialization in Ukraine and Russia, has led REEI since January 2015 and directed the CCNY- funded RSW since 2016. Recipient of a PhD from UIUC, she conducts research on the impact of socialist collapse in terms of health, social inequalities, citizen-state relations, and gender.

Phillips has tested as a Superior speaker of Russian on the ACTFL OPI scale and is proficient in Ukrainian. She frequently travels to Ukraine and Russia to conduct research, most recently in 2020. AD/OC M. Trotter (#99) holds an MA in Slavic philology from U of Michigan and has a superior and advanced command of Russian and Hungarian, respectively. With a background in post-secondary FL teaching (Russian and English-as-a-foreign-language) and 15 years of prof’l overseas experience in REE (mostly Hungary and Russia), he sits on the ACTR Board of DIRs and serves as Secretary of the Hungarian Studies Association (HSA). Since 2012, he has served as nat’l co-chair of the ACTR Olympiada of Spoken Russian (detail in Section H1). SSC Nowacky (#98) is competent in Russian and holds an MA in REEStudies from the U of Texas, where he led ROTC cohorts on study visits to Russia. A retired former FAO, Nowacky also serves as Military Relations Coordinator for HLS. Olga Bueva serves as UG Advisor for REEI and SLAV. A native speaker of Russian and Romanian, she is an REEI MA alumna. REEI GAs are selected on the basis of faculty recommendations, writing ability, facility with computer applications and social media, background in REE area studies, and command of REE FLs.

***Professional dev’t:*** IU provides faculty and staff with many prof’l dev’t opportunities, including nationally recognized initiatives for instructional enhancement, notably CITL, which offers comprehensive services to support innovative teaching and learning through workshops, individual consultations, and grants. The CLE adapts many of CITL’s services for FL faculty, with workshops on topics from flipping the FL classroom to copyright/fair use and online curricular dev’t (Section B). The Office of the Vice Provost for Faculty and Academic Affairs (OVPFAA) offers opportunities for faculty prof’l dev’t, including a comprehensive Faculty Success Program, the Initiative for the Advancement of Women Faculty, and the Scholarly Writing Program. IU TT faculty are entitled to apply for a semester of paid research leave every

7th year. Many depts offer conference travel funds; OVPIA offers additional funds for overseas travel and research, FL study, and short-term exchanges with foreign IHEs. A $45,000 annual yield on REEI’s Mellon endowment supports faculty/student int’l research and conference participation specific to the REE region, with over 70 awards during the current cycle. University and unit-level institutional exchanges provide excellent prof’l dev’t opportunities (Table A2). Thanks to IU tuition support for employees, REEI staff members have undertaken tuition-free coursework in higher education administration, technology, business, and economics. AD/OC Trotter recently completed a 30-credit Business Foundations certificate program in the IU Kelley School of Business. REEI GAs regularly take advantage of free training offered through IU IT services in AV production, media design, office applications, and website creation and maintenance*.*

***Commitment to teaching, supervising, and advising students:*** Standard teaching assignment is 4 courses/year for TT/tenured faculty and 6 for lecturers. REEI affiliate faculty additionally commit substantial time, energy, and expertise to student training by directing individualized courses, language tutorials, theses and dissertations, and working with students on conference papers, publications, and grant applications. Faculty also ensure maintenance of high academic standards by overseeing completion of REEI MA essays. Nowacky devotes 40% and Bueva 20% of FTE to advising REEI MAs and REEI UG minors, respectively. **E2) Adequacy of staffing and oversight:** The REEI Executive Committee (EC) represents REEI affiliated faculty and staff.

Charged with oversight of new programmatic activities, degree requirements, and admissions standards, it also accepts issues for consideration from other affiliated faculty. The EC regularly includes faculty from core COAS units (HIST, SLAV, POLS, ECON, ANTH), the Slavic bibliographer, the LW DIR, and prof’l school colleagues (EDUC, BUS, SPEA, Law). It meets at least once a semester, and the entire REEI faculty assembles annually. The (.50 FTE) DIR develops and

executes academic and extracurricular programming to advance knowledge about REE studies on the IU campus and beyond. She also oversees the implementation of programs and grants according to stated stipulations. The (1.00 FTE) AD/OC oversees fiscal matters and serves as office manager. He also develops and coordinates outreach programming, administers grants, monitors exchanges, and facilitates arrangements for visiting scholars. The SSC devotes .70 FTE to recruitment, advising, and prof’l dev’t of REEI MA students; coordination of graduate student- oriented programming; and dev’t of initiatives in academic programming. The UG Advisor allots .20 FTE to advising REEI undergraduate minors. REEI’s CCNY-funded RSW is managed day-to-day by a part-time program coordinator, and a part-time administrative assistant. In the current cycle, REEI’s staffing of student positions includes 3 .50 FTE GAs for web assistance, curricular dev’t assistance, and outreach assistance, as well as hourly assistance for summer operations. HLS has committed to providing tuition remissions for REEI GAs enrolled in coursework, beginning in Fall 2022. Proposed GA positions for 2022–26 are as follows. A .50 FTE GA for Communications will maintain and update the REEI website; compile and distribute a weekly calendar of REE-related events and a weekly list of grant, conference, and publishing opportunities; manage REEI discussion forums for various constituencies; and promote REEI programming through social media outlets. This position will also provide editorial assistance for REEI’s newsletter and the HSA Newsletter (both semiannual). The .50 FTE GA for Outreach will assist with promotion and coordination of on-campus and off-campus outreach activities; help in dev’t of materials for REE AS at the K–12 level; manage non- sensitive data for grant administration and reporting; orient visiting int’l scholars to the IU campus and procedures; assist with distribution of Olympiada awards to schools around the country; and promote the IU Library’s Slavic collection to broad constituencies. This position

will collaborate with the SoE/HLS CGEI and the HLS-based PRGIM to maximize REEI outreach efforts. We also request T6 funds to support a GA for Curricular Dev’t; this advanced PhD student will carry out annual curriculum reviews, conduct satisfaction surveys and focus groups with UG minors and Certificate seekers, and assist REEI faculty with course dev’t and assessment, while also supporting faculty curricular innovation and opportunities to develop study abroad courses or modules. Support is also requested for graduate hourly staff to assist REEI with communications and outreach in the summer. As an academic unit within HLS, REEI also benefits from the school’s shared services infrastructure that supports programming, research, instruction, study abroad, and outreach. These shared services, in which HLS invested over $1.1M in 2021, consolidate and streamline financial processing, human resources, payroll processing, grant dev’t and compliance, course scheduling and administration, communications and marketing, student services and recruitment, event planning, military liaison, and FLAS management. **E3) Non-discrimination and encouragement of application from members of underrepresented groups:** REEI boasts a strong record of non-discrimination. 38% of REEI- affiliated faculty members are women, including 8 full professors. Gender and other aspects of diversity are assiduously addressed in the formation of all REEI decision-making committees.

The REEI website adheres to accessibility best practices. In program planning, we prioritize diversity and inclusion in terms of topics, speakers, and audience. In concert with a host of campus- and unit-level diversity initiatives at IU—including the new President’s Diversity hiring initiative with $30M investment—REEI established a DEI Committee in 2021 to work with the Office of the Vice Provost for Diversity and Inclusion and other units. Search committees undertake required training in non-discriminatory hiring practices. Through IU’s arrangement with the Higher Education Recruitment Consortium, REEI advertises openings in several outlets

whose primary aim is to increase diversity and equity in employment within higher education, including *Insight into Diversity*, the oldest and largest diversity magazine and website in higher education. REEI works closely with IU offices that promote recruitment and retention of underrepresented and first-generation students, supporting their efforts to offer int’l experience in pursuit of those goals. In the last 6 years, REEI has drawn on endowment, discretionary, and COAS Graduate Office funds to provide full fellowship support for 4 underrepresented women in the REEI MA program: 2 African-Americans, 1 Hispanic-American, and 1 Haitian-American, (a Boren Fellow now employed with the US Dept of Commerce). First-generation and LGBTQ+ students regularly enter REEI’s MA program, of the 19 current REEI MA students, 3 are Latinx. RSW postdocs and visiting scholars in 2019–20 included a Latinx scholar with a disability and a queer rights activist. The RSW features a high-profile int’l Disability Studies Working Group, making IU a hub of scholarship and activity around issues of disability and inclusion in REE. REEI proactively accommodates the needs of students and colleagues with disabilities; in 2014– 15 we hosted a mobility-impaired Russian Fulbright scholar on campus and in Fall 2017 welcomed 2 students with disabilities to the MA program. Cohorts regularly include non- traditional students taking up studies after careers in education, the military, and others. REEI draws on its own funds to create a nationally competitive scholarship for first-generation college students to study Russian at LW, awarded to 1–2 students annually. Continued engagement with minority-serving institutions (MSIs) on the local, regional, and nat’l levels will enhance REEI’s ability to recruit talented students from underrepresented groups into study of the REE region, whether or not they do so at IU. Similarly, the Russian Olympiada, has successfully attracted the participation of HSs that serve a high number of minoritized and low-SES students (e.g., Pritzker College Prep in Chicago, Central HS in Memphis, Brashear HS in Pittsburgh).

1. **Strength of Library: F1a) Relative strength of library holdings:** The Slavic and East

European (SEE) collection at IU boasts lavish resources for the teaching and research needs of REEI disciplines and prof’l programs (see Appendix 4). SEE holdings in the IU Libraries reached ca. 770,000 bound volumes at the beginning of this AY (almost 10% of the full research collection), with the largest concentration of materials in Russian, Polish, Czech, and Ukrainian. The most recent ranking placed the IU SEE collection 8th among academic research libraries and 2nd in the Midwest. IU subscribes to around 2,000 REE-related serial titles, including newspapers, placing it in the top 10 libraries nationally; 90% of monographs and serials are REE FLs. An area of growth has been Russian language publications about Islam in Russia and about Russia’s regions, especially Siberia and Far East. Accessible to any user on the shelf or through inter-library loan (ILL), the SEE collection contains important non-print materials (microfiche, microfilm, online items) on nat’l bibliographies, art, history, and literature. The collection benefits from several cooperative acquisition programs and exchanges, and it actively explores new opportunities of cooperative collection dev’t based on collection usage analysis. A longtime member of the Center for Research Libraries (CRL) SEE Microform Project, IU has been actively digitizing and microfilming rare serials for public access. IU maintains int’l exchange agreements with 31 libraries abroad. In 2018 IU Wells Library received a Council on Library and Information Resources grant to digitize its collection of 4,000 topographic maps of REE created by the Russian and Soviet militaries (1883–1947). **F1b) Institutional support for acquisitions and staff:** Like many research libraries during the pandemic, the IU Libraries had to absorb a cut to their collections budget in 2020. Every effort was made to distribute the cut fairly among the disciplinary areas, and Libraries’ Administration also compensated for the cut by allocating funds from endowment and Foundation accounts to individual subject funds. This allowed

subject and area librarians to continue acquiring resources for teaching and research at near pre- pandemic levels. For our AS collections specifically, we were able to continue int’l acquisitions and arrangements with vendors and publishers. We are confident that the collections budget will soon return to earlier levels. In the meantime, a highly qualified full-time Slavic bibliographer, Wookjin Cheun (#16), continues to maintain the collection and provides instructional support (in collaboration with faculty members), aided by V. Trotter (#96), Senior Collections Reference Assistant for AS. Another librarian devotes half time to Hungarian, Baltic, and Central Eurasian collection dev’t. Permanent library staff in Law, SPEA, Music, HIST, ANTH, and other subject areas develop REE content in their disciplinary collections. The library employs 4 Slavic catalogers, a number rivaled only by LoC. REEI fosters communication between the library and campus community by including the Slavic bibliographer on the REEI Executive Committee and the Advisory Board of RSW. Large university investment and recognized staff expertise attract external funding and donations (e.g., the Frederick Banda Endowment, provides over $10,000 annually for Hungarian collections). **F2a) Student access to materials at other institutions:** ILL is a free service for circulation of materials between libraries. In 2020–21 IU borrowed 12,629 items for its patrons and lent 20,762 items to patrons outside IU (representing 107 US IHEs and others) through ILL. Faculty and students may also freely use services of the BTAA and borrow from the CRL consortium for extended periods of time. In October, 2022 V. Trotter and REEI dual degree (MA/MLS) alumna Anna Arays, organized a webinar that introduced researchers and librarians from across US and beyond to library resources in Siberia, with presentations by representatives of major Siberian research libraries. The semi-annual RSW Graduate Methods Training Workshop for Russian Studies PhD students introduces young scholars across US to the rich collections (many digitized) of various Russian nat’l libraries and

state archives. **F2b) Access to IU holdings for researchers from other institutions:** Anyone may conduct research within the open stacks of the IU Libraries research collections and access library materials housed in remote storage facilities. Regular lending privileges are extended to all affiliates of the university and IN residents. In this grant cycle the Slavic bibliographer will develop, with REEI support, a series of multidisciplinary research guides pertaining to newly emerging focus topics such as Indigeneity in comparative and global perspective, Blackness and racialization processes in REE, human rights, LGBTQ+ issues, Siberian studies, and disability in REE. The guides, housed on REEI’s website and the library’s subject homepage, will be constructed to address needs of small liberal arts colleges, MSIs, and community colleges (CCs).

# Impact and Evaluation: G1) Impact on university, community, region, and nation: A

leader in US REE studies since its founding in 1958, REEI has exerted a deep impact on intellectual and public life for decades and continues to do so, as evident throughout this proposal: enrollment data are in the course list (Appendix 3) and in Tables B1 and B2; graduate placement data appear below in G2; participation in REEI’s outreach programs is discussed in Section H. Faculty, students, community members, and colleagues across the US know about REEI and seek its assistance for travel, foreign visitors, special projects, grant proposals, and reference questions. REEI’s weekly calendar reaches over 900 people; more than 700 subscribe to its newsletter. Campus-wide interest in REE is such that student groups and university officials—often in partnership with REEI—regularly invite to IU leading figures from the region and major REE policy-making experts. In recent years IU has hosted visits by the late Krzysztof Penderecki, illustrious Polish composer; Krzysztof Zanussi, one of Poland’s most celebrated film DIRs; Juri Ratas, former Prime Minister of Estonia; CIA DIR William Burns; Marie Jovanovich, former US Ambassador to Ukraine (and IU LW alumna); and many others. In Fall 2016, REEI’s

$1 million grant from CCNY established the RSW, a vibrant research and training hub for Russian AS that links IU faculty and students with colleagues in Russia and Europe; RSW’s success has led to grant renewals in 2019 and 2021 ($2.3 million in total). **G2) Improved supply**

# of specialists and efforts to increase number of students placed in post-graduate

**employment, education, or training in areas of national need:** REEI appreciates the critical

importance to the NRC and FLAS programs of training that contributes to US need for individuals with expertise and global competence in FLs and AS. This expertise is required not only to meet demands for REE specialists in education, defense, intelligence, and diplomacy, but also to address a wide range of 21st-century workforce needs in health sciences, economics, information technology and other areas. REEI graduates make a significant impact across the nation, as evidenced by REEI’s database of some 2600 IU alumni who studied REE content in all IU degree programs since 1958. Records attest to REEI’s remarkable success in preparing students for gov’t service. Since 2001, 72 REEI-affiliated graduates have secured federal positions throughout gov’t and military. As seen in Table G1, federal placements have constantly increased. REEI MA graduates serve nat’l needs in a broad range of careers. Of the 24 MAs graduating from REEI since 2018, 9 serve in education, 5 in federal gov’t, 1 in the US military, 7 in business, 2 in NGOs. Compared to the previous cycle, placements in education and business increased by 12% and 17%, respectively. REEI Networks! features speakers from the diplomatic corps, gov’t agencies, and think tanks who share diverse perspectives and encourage GRDs to pursue careers that address nat’l needs. IU alumni with REE AS training who have risen to leading gov’t positions include: Robert Gates, former CIA DIR and Secretary of Defense; James Collins, former US Ambassador to Russia; Richard Miles, former US Ambassador to Georgia

**Table G1: Graduates in Federal Jobs—Placements**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year of graduation:  Sector: | 2001–05 | 2006–10 | 2011–15 | 2016–20 | 2021 | Totals |
| Air Force | 0 | 0 | 3 | 1 | 0 | 4 |
| Army | 2 | 1 | 6 | 3 | 0 | 12 |
| Marines | 0 | 0 | 1 | 0 | 0 | 1 |
| Military Service Academies and DLI | 1 | 1 | 1 | 3 | 1 | 7 |
| Dept of Commerce | 0 | 0 | 0 | 0 | 1 | 1 |
| Dept of Defense | 1 | 0 | 2 | 3 | 1 | 7 |
| Dept of Homeland Security | 0 | 0 | 0 | 1 | 0 | 1 |
| Dept of State | 3 | 10 | 2 | 4 | 0 | 19 |
| Senate/House offices | 0 | 0 | 1 | 3 | 0 | 4 |
| CIA | 0 | 1 | 0 | 0 | 0 | 1 |
| USAID | 1 | 0 | 0 | 0 | 0 | 1 |
| Federal Government other | 2 | 4 | 3 | 4 | 1 | 14 |
| **Totals** | 10 | 17 | 19 | 22 | 4 | 72 |

and Turkmenistan; James Cox, former Chief US Arms Control Delegate to the Organization for Security and Co-operation in Europe; Victor Jackovich, former US Ambassador to Bosnia- Herzegovina and Slovenia. US Army and Air Force officers complete REEI’s MA programs on a regular basis; the Defense Intelligence Agency sends students to LW for advanced Russian; and over 180 ROTC students from IU and campuses across the country have undertaken intensive Russian language training since 2007. Since 2019–20, a new program with the AWC annually brings one army officer to study for an AY at REEI as REE Strategic Fellow. A recent FAO graduate served as Presidential Translator for the Washington-Moscow Direct Communication Link. REEI alums include leading scholars that train the next generation to serve nat’l needs in education, business, and non-profit sectors. PhDs that have secured academic appointments in the last decade include faculty at diverse institutions from the US Naval War College to Bronx Community College. IU PhDs, MAs, and BAs who specialized in REE FL/AS have authored influential Russian-language textbooks (Zita Dabars, Frank Miller, Sandra Freels, Sibelan Forrester); occupy prominent positions in nat’l organizations (Forrester, president of ASEEES in 2021 and of AATSEEL in 2007–08; Melissa Bokovoy, current president of Association for

Women in Slavic Studies); direct Russian programs at major universities (Heather Rice at Texas, Alla Smyslova at Columbia); have chaired leading university depts (Edna Andrews at Duke, Helena Goscilo at OSU, Bokovoy at New Mexico) and oversee major Slavic library collections (Georgetown, Yale, Rutgers, and Wisconsin). IU-trained teachers provide instruction in Russian at HSs in IN, MD, OH, and PA, while others teach Russian and IS at West Point and the US Naval Academy. REEI alums prominent in business include Nate Feldman, co-owner of the Ibj Corporation (publisher of *IN Business Journal*); Alan Grafman, President and CEO of All Media Ventures; and Paul Richardson, President and founder of Russian Information Services. Recent placements in business include specialized positions at Amazon, ASR Analytics, Boeing, FedEx, McKinsey & Co., SpaceX, Splunk, Uber, and Veeva Systems. Many alumni work in non-gov't organizations (NGOs) and think tanks such as Eurasia Foundation, Freedom House, ACTR, Atlantic Council, Social Science Research Council, National Democratic Institute, National Endowment for Democracy, and IREX, or as administrators in REE centers. **G3) Addressing of national needs in Center activities, generation and dissemination of information to the public:** Central to REEI’s mission are: responsiveness to the ongoing US need for individuals with expertise and competence in FLs and AS; dev’t of a globally competent workforce able to engage with multilingual and multicultural clientele; expansion of access to FL learning, especially for traditionally underserved students; and support for teaching and research on critical world regions, FLs, and issues. REEI annually reaches about 1100 pre-college students of Russian nationwide through Olympiada competitions and distribution of teaching materials.

Teachers who participate in outreach programs are provided with announcements, newsletters, and cutting-edge resources. REEI consistently generates and disseminates information to the public and to constituencies for whom IU is an important source of information and expertise, as

described in Sections H and I and Tables H1-H3. REEI-affiliated faculty present research at nat’l conferences throughout the year, w h i l e faculty and staff regularly serve as outside evaluators of REE programs and affiliated depts at other universities. Faculty members testify before Congress, consult for gov’t offices (DoS, DoD) and NGOs, serve as expert witnesses in immigration cases, and disseminate insights through public journalism, op-eds, blogs, and podcasts. Through the REEI and RSW websites, social media outlets, weekly calendars, and newsletters, constituents can access a wealth of information and resources about dev’ts in REE; most lectures and panel discussions are recorded and freely available on our YouTube channels. The REEI GA for Communications ensures robust dissemination of information to the IU community and nat’l and int’l publics. **G4) Evaluation plan:** REEI dedicates 6% of its NRC budget, in addition to substantial university funding, to evaluation activities. Our evaluation strategy in the 2022–26 cycle includes comprehensive formative and summative evaluation of REEI activities and collaborative efforts. We combine internal and independent external evaluation to collect qualitative and quantitative outcomes data for continuous improvement of programs and activities. Valuable insight into key funded programming progress and successes will emerge in data from surveys and outcome reviews, particularly in stakeholder feedback on the impact of efforts to improve our partnerships with MSIs, strengthen our outreach efforts to various constituencies, including K–12 teachers, and to ensure that diverse perspectives on world affairs inform all our programming. The evaluation plan is designed to provide regular feedback and allow REEI to refine practices based on the findings. To ensure that the assessment program is fully integrated into REEI, the DIR will inform the EC (each semester) and all faculty (at the annual meeting) of annual and grant-cycle targets and will enlist faculty in the achievement of these goals. As described below, the third-party T6 evaluation of REEI will be conducted by

Thomas P. Miller & Associates (TPMA), a full-service mixed methods consulting firm that has evaluated multiple state and federal funded grants that total $120M. TPMA is well versed in tracking progress toward outcomes, implementation of grant activities, and fidelity to program models. Leveraging a single evaluation team for all IU funded centers, TPMA will be able to gather high-quality data across IU centers and measure REEI’s progress towards grant goals.

***Evaluation Components, Timeline and Deliverables:*** REEI’s evaluation structure (internal + collaborative + external) embraces various components. Internal evaluation instruments include

measures both quantitative (surveys, enrollment data, language and content testing) and qualitative (peer observations and reports, student course evaluations, solicited reports from program participants and stakeholders) to assess programming outcomes, trends, and areas for improvement. Specialists at IU’s Social Science Research Commons (SSRC), which provides no-cost consultation and training, will develop survey instruments and measurement of outcomes. To monitor and improve new courses developed at IU with T6 funds, we will elicit enrollment data and student course evaluations each time a course is taught, and the REEI DIR will conduct annual faculty peer observation and review according to guidelines provided by the

OVPFAA. These curricular-focused evaluations will assess extent to which course learning goals are met and suggest enhancements. Longstanding procedures for data collection and assessment will continue: REEI SSC Nowacky regularly tracks GRD school and career information from initial to current occupation for IU alumni whose UG/GRD studies focused on REE. To evaluate and improve alumni placement in areas of nat’l need, such tracking will continue. REEI tracks lecture and outreach attendance rates and administers satisfaction surveys and post-event surveys to aid in constant improvement of key program components and ensure a diversity of views are represented. REEI systematically collects quantifiable impact data on FL learning, and LW has

done pre- and post-language written proficiency testing since 1951. LTI will perform pre- and post-program OPI testing of all REEI AY and Summer FLAS recipients. An important evaluation tool for LW is course-by-course monitoring of OPI progress against predefined course goals; regular site visits from reps of DoD, DoS, INR, DLNSEO, and Project GO monitor the LW’s mission. IU’s Language Flagship programs also conduct annual internal evaluations aimed at improving Flagship and LW operations. To evaluate collaborative initiatives with faculty from

HU and Hampton, REEI will utilize instruments developed in collaboration with IU’s SSRC to solicit faculty reports and feedback, enrollment data, and student course evaluations. HU annually evaluates the Russian minor in its Dept of World Languages and Cultures, and REEI will receive a report on measures, findings, recommendations, and proposed targets. Many project partners evaluate our joint programs: for example, the Int’l Consortium of Georgia (ICGA) DIR (see Section I) conducts evaluations after each day-long teacher workshop. REEI will also participate in the third-party evaluation by TPMA of 7 collaborative initiatives with

other IU Centers, such as Institute for Curriculum and Campus Internationalization (ICCI), the Internationalizing the IU Heartland partnership with MSI IU Northwest (IUN), and the cross- center Indigeneity Project with MSI Navajo Technical University (NTU) (all detailed in Section I). Annual evaluations for these components include a survey of ICCI participants to determine whether they feel able to enhance internationalization of their curricula, a survey to track how well the Heartland project advances existing campus internationalization goals at IUN, and a survey of Indigeneity Project workshop participants to determine the extent to which K–12 teacher and MSI/CC faculty/staff participants improve understanding of AS content and incorporation of content into curricula at K–12 and IHEs. The third-party evaluation of REEI’s T6 initiatives by TPMA will collect and analyze quantifiable, outcome-measure-oriented data

**Table G2: Evaluation Questions** (selected)

**Data Collection**

1. To what extent is REEI meeting its target data indicators? Annual data review

2. To what extent are efforts to promote the internationalization of curriculum and the Surveys to faculty dissemination of information of the REEI region reported as relevant and useful to our and administrative collaborators at MSIs, CCs and other institutes of higher learning? How many students do participants in participants reach with the knowledge gained through our programming? workshops and

other activities

3. To what extent do REEI’s K-16 teacher training activities meet needs and expectations of

participants? Are methods and content being used in the classroom? How many students do participants reach with the knowledge gained through our programming?

Post-workshop

surveys to participants

4. To what extent do REEI alumni utilize the FL skills and cultural knowledge gained through their experiences with REEI in their careers or further educational endeavors?

Alumni survey

(see Table G2 on selected evaluation questions). Primary focus areas for evaluation will be alumni (utilization of FL and AS skills acquired at REEI in their careers or further study), MSI and CC partnership activities (relevance, usefulness, student engagement), and teacher training activities (extent of REE materials and methods adopted into curriculum, # of students reached). Methodology includes stakeholder surveys to measure satisfaction and gather feedback, as well as collecting and analyzing outcomes data. Baseline data on each evaluation question will be collected at the beginning of the grant period, and data collection will continue annually. REEI will receive an annual formative/summative evaluation report from TPMA and will enjoy continuous improvement meetings with TPMA staff. In Year 4, a final summative report will focus on the extent to which the grant program accomplished its goals. Additional external reviews are a critical piece of our evaluation strategy. REEI underwent an external review in 2018; in 2024 another is planned, in part to help shape the 2026–30 T6 application. It will include rigorous evaluation of REEI’s two new degree programs—the 4+1 Pathway and the UG Certificate—and the Outreach program (Section H) to ensure implementation as intended and accomplishment of stated goals. The RF is regularly evaluated by Flagship peer programs (2018) and experts from IIE (2019); its next external review is scheduled for 2023. REEI will hire an

external Russian FL pedagogy specialist to evaluate the AATSEEL Teacher Excellence Program for HS Russian language teachers (Section H); evaluation will focus on the extent to which the program equips participants to integrate acquired skills and materials into the classroom and to contribute presentations at prof’l conferences such as AATSEEL. ***Use of recent evaluations to improve program:*** Evaluation activities during the current T6 cycle inform this proposal in many ways. The 2018 review of REEI suggested several innovations that have shaped our proposed NRC program in 2022–26: more focused partnerships with NRCs focused on Central Asia and Europe, leveraging faculty strengths in key regions (Siberia), and enhanced study abroad opportunities for students. The review report emphasized the need to rebuild strength in Russian History; in response REEI leveraged CCNY funding to seed a TT hire. We also fostered bridge- building between Russia-specialist faculty in depts such as IS with HIST. External reviewers also suggested we enhance REEI’s messaging to students and constituents, and bolster recruitment for key degree programs. We responded with refreshed communication and recruitment strategies (social media, new newsletter formats, targeted recruitment). TPMA surveys of K–12 IN-based teachers provided valuable guidance to REEI staff in construction of web-based curricular supplements. In addition, TPMA surveys of K–12 teacher participants that took part in workshops to which REEI contributed area expertise played an instrumental role in reworking the presentations. Continuous feedback from diverse REEI constituents also leads to ongoing program enhancements. REEI elicits reports from each of its many visiting scholars to improve services, programs, and partnerships. REEI SSC Nowacky conducts exit interviews with all graduating MA students; in response to student demand, REEI instituted and continues to expand REEI Networks! career and professionalization programming described in G2. Evaluation of REEI faculty and GRD instructors takes place through student course evaluations, monitoring of

courses by senior AS colleagues or FL coordinators, and dean and chair review of faculty annual reports. These evaluations contribute to hiring decisions and play a role in REEI’s continuing support for LW instructors. The LW, too, constantly improves its programs in response to evaluation. Classroom observations during previous DoD site visits led to more use of target FLs, clearer curricular expectations, and better student outcomes and satisfaction (as reported by students). Title VIII conducts quarterly check-ins and provides feedback on LW reports. LW also has extensive built-in internal review procedures; in response to recommendations by RF, LW recently restructured its Russian levels and core pedagogical structure, while adding superior- level online instruction for non-academic populations. **G5) Provision for equal access and underrepresented groups:** IU has bolstered DEI initiatives over the last several years, with a

$30 million investment in diversity hiring; generous recruitment fellowships and robust mentoring for minoritized students; and training for faculty and AIs in anti-racist pedagogies. DEI work is now a priority at every level of the university, from the President’s Office to the smallest seminar. HLS’s Diversity Officer, school-wide Diversity Committee, and Admissions Office prioritize recruitment and retention of diverse faculty, staff, and students, and the COAS Diversity + Inclusion Office provides extensive DEI monitoring and support. REEI formed a DEI committee in 2021 and, with the COAS Diversity + Inclusion Office, will conduct a DEI survey of REEI constituents in Spring 2022. The survey will inform the REEI DEI committee’s strategic plan for AY 2022–23 and an annual DEI survey will help track progress and refine DEI strategies at REEI. Section E3 offers further detail on REEI’s efforts to ensure equal access.

**H-NRC. Outreach Activities:** REEI’s comprehensive outreach program substantially impacts

K–12 and post-secondary education as well as business, media, and the general public. Robust promotion of DEI and steadfast commitment to fostering linkages between K–12 and post-

secondary education communities permeate REEI outreach activities, especially in Russian-FL education. **H1) Elementary/secondary education:** REEI serves K–12 students and teachers through a range of activities that include in-service prof’l dev’t, Russian-FL instruction, meetings of nat’l scholarly organizations, academic competitions, circulation of instructional materials from the REEI AV library, and a dedicated K–12 section of its website. ***REE area and int’l studies***. In the current cycle, REEI has joined with other IU T6 centers in World History/Geography Workshops, Global Literacy Invitations (GLI), and Sustainable Dev’t Goals Institute to provide over 350 K–12 educators with knowledge and skills to engage students in exploring REE and other world areas (detail in Table H1). REEI has also begun to co-sponsor

**Table H1: REEI/Other IU T6 Center collaboration for in-service K–12 teacher professional development**

***Activity/Dates Beneficiaries/ impact***

***Faculty/Staff participation Detail***

Global Literacy Invitations, semester- length in-service training program/2018–21

World History & Geography Workshops, featuring perspectives of various world regions/2018–21

K-8 Sustainable Development Goals Institute/2020–21

47 IN-based K–6 teachers in 4 cohorts

209 MS/HS

teachers from across IN over 19 workshops

92 K–8

teachers from IN, across US in 4 cohorts

Coordinated by SoE REEI faculty V. Dimitrieska

Coordinated by Dimitrieska w content presentations on REE perspectives by M. Trotter and IU doctoral students

Coordinated by E. Cohen w presentation on Siberian issues by REEI MA student

Using children’s literature to support global learning; books w REE content used in final projects

REE content presentations on:

* conquest of Siberia
* Soviet collectivization
* Kievan Rus’ and its heritage
* transport in Siberia

Teachers learn about experience of global challenges in communities across the world, acquire skills to teach them

the annual IN Model United Nations (INMUN), a three-day HS academic competition. This proposal seeks funding to continue support of INMUN and GLI, as well as support for newer K– 12 professionalization programs, in AS and int’l studies, described in Section I. ***Pre-college Russian instruction.*** Over the last decade, REEI and other IU T6 centers have supported Bridges: Children, Language, World, an award-winning after-school FL program that offers instruction in Russian and other FLs to elementary-school and pre-school learners. With

pedagogical guidance by SoE faculty (Nyikos, #57) and doctoral students specializing in FL education, Bridges volunteer teachers (mostly IU UGs and GRDs) share their FL knowledge and explore teaching as a potential career. As detailed in Table H2, REEI has promoted collaboration

**Table H2: Diversity-focused REEI Outreach Activities for K–12 Russian**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Activity/Dates*** | ***Beneficiaries/ impact*** | ***Faculty/Staff participation*** | ***Detail*** |
| Russian Culture | 45 students/3 | M. Trotter in consultation | Presentation on African American |
| Days/2019–20 | IN HS  Russian programs | w HIST faculty Saburova | engagement with Russia for HS students of Russian in Muncie, Peru, Lafayette |
| REEI co-sponsored | 18 HS teachers | Presenters: Olga Klimova | * Webinar: “Using Authentic |
| ACTR professional | from across US | (Pitt), Iza Savenkova | Materials to Introduce DEI |
| development | (total attendees | (Dickinson College), | Topics in the Russian Language |
| events/Spring 2021 | 68, mostly post-secondary teachers of  Russian) | Devin Browne (Brashear HS, Pittsburgh), trans/queer activist  Fredrikh Chernyshev | Curriculum;”   * Roundtable (online): “Gender- Inclusive Language and Practices for Teaching” |
| Roundtable: | 20 HS and post- | Russian-as-FL educator | At ASEEES Annual Convention |
| “Addressing Diverse | secondary | panelists: Lee Roby | in New Orleans: developing and |
| Identities and | Russian- | (Friends School of | incorporating pedagogical |
| Perspectives of the | language | Baltimore), Browne, | materials to foster FL |
| Russophone World: | educators from | Klimova, Savenkova, | proficiency and cultivate |
| Report from Russian Language Classrooms at the Secondary and Postsecondary  Levels”/Nov. 2021 | across US | Olga Muhkhortova (DLI); organized by M. Trotter | appreciation for Russophone diversity along a variety of parameters: ethnicity, religion, gender, sexual orientation,  disability status, and others |
| Web-based textbook: | HS teachers | Co-funded by REEI and | Proficiency-building activities for |
| “Russian Language | from across | Pitt CREES; coordinated | students of Russian on everyday |
| Diversity Materials”/developed in 2020–22; web-  release in Feb. 2022 | US | by M. Trotter w pedagogical oversight of Klimova and Savenkova | topics, contextualized in broad spectrum of ethnic communities (apart from majority Russian)  that commonly use Russian |
| AATSEEL K–12 | 9 K–12 Russian | Academic mentors: Roby | 2-year in-service professional |
| Teacher Excellence | language | and William Comer | development program w focus |
| Program/2021–23 | teachers in 7 states (GA, IL, KY, MA, MD, NV, VT) | (Portland State University); coordinated by M. Trotter | on World Standards for FL teaching, diversity of Russophone world/ co-sponsors:  AATSEEL and other T6 centers for REE |

among pre-college post-secondary programs through initiatives such as the newly launched AATSEEL K–12 Teacher Excellence Program (K–12/TEP) and a roundtable at the 2021 ASEEES Annual Convention that brought together HS and post-secondary Russian teachers to address diversity in the Russian-language classroom. The ACTR Olympiada of Spoken Russian

provides pre-college students of Russian with a forum to be recognized for their linguistic accomplishment. As a result of REEI efforts, REE T6 centers across the country (Harvard, Duke, Pitt, UIUC, Chicago, Texas, Wisconsin) have expanded their outreach programs by adopting or launching an Olympiada competition in their respective regions. In this proposal, we seek funds to support Olympiada (both the regional IN competition and efforts to expand into new regions like CA and GA), the K–12/TEP, and a continued presence for Russian in Bridges. **H2) Postsecondary education:** REEI serves postsecondary teachers and students across the US through no-cost loan of AV items, presentations by faculty on REE topics at other campuses, newsletter publication, and support for study of REE FLs. ***REE FL study opportunities.*** Since Summer 2019, REEI and LW have utilized internal fellowships, FLAS, and other grants (DoS, DoD) to fully fund over 140 UGs/GRDs, both from IU and other US IHEs, in intensive study of REE FLs at LW. REEI has also drawn upon T6 funds to support instruction in Baltic FLs, as well as BCS and Ukrainian, a practice that this proposal requests funds to continue. ***Support for REE area studies at MSIs.*** In the current cycle, REEI directly assisted faculty at 21 MSIs (in AZ, IL, IN, KY, LA, MO, WI) in increasing their capacity to teach on the REE area. REEI outreach to MSIs embraced a multifaceted array of initiatives, including course dev’t grants (11 MSIs), workshops for faculty in the multi-state, multi-institutional International Consortium of Georgia (ICGA) (7 MSIs), and guest presentations in MSI classes by REE associates (see Table H3 on the following page). As detailed in Section I, REEI requests funding to sustain and expand its outreach collaboration with MSIs and CCs, both individually (HU, Hampton, NTU, Illinois Valley CC) and through consortia (ICGA and the Midwest Institute). ***Service to the REE scholarly community.*** As an institutional member of ASEEES, REEI occupies a leading position among US REE centers in support for ASEEES activities, having served since 2015 as a Silver

**Table H3: REEI-organized post-secondary events addressing DEI themes and issues (selected)**

|  |  |  |
| --- | --- | --- |
| ***Activity/Dates*** | ***Presenters/Faculty*** | ***Detail and Impact*** |
| Grant to develop | REEI-faculty in African American & | The interconnected relationship |
| undergraduate course: | African Diaspora Studies J. Williams | between African Americans, Russia, |
| “African American |  | Central Asia & the struggle for racial |
| Engagement with |  | equality from 1917 to the present – to |
| Russia/Soviet Union and |  | be offered in Spring, 2023 |
| Central Asia”/Summer 2020 |  | **Expected enrollment: 40** |
| Two-part panel discussion | Panelists: Dmitry Dubrovsky (HSE), | The history of racial discourse & policy |
| (online): “Do Black Lives | Raquel Greene (Grinnell College), | in Russia (including constructions of |
| Matter in Russia?”/Fall | Alaina Lemon (U of Michigan), | blackness), experiences of people of |
| 2020 | Kimberly St. Julian-Varnon.(Penn), | color in the Soviet Union & |
|  | Amalia Zatari (BBC Russia); | contemporary Russia |
|  | Moderators: Maxim Matusevich, | **Attendance: 72 (4700 YouTube** |
|  | (Seton Hall), Eliot Borenstein | **views)** |
|  | (NYU) |  |
| Online conference: | Organized by Zhanna Chernova | * Disability studies: history & current |
| Inequalities and social | (HSE-Saint Petersburg) and Phillips | issues |
| policy: New approaches to | w presenters from Austria, Bulgaria, | * Vulnerable children: political and |
| researching exclusion and | Canada, Finland, Russia, United | cultural factors |
| disability/Spring 2021 | Kingdom, US | **Attendance: 75** |
| REEI Russian-language | Svetlana Borodina (Columbia U), | * Inclusion in contemporary Russia |
| Colloquium – On Russia in | Anna Komarova (Galina Zaitseva | * Russian sign language and deaf |
| Russia: DEI-themed | Centre for Deaf Studies & Bilingual | culture |
| presentations (4)/Spring and | Education), Maria Bobyleva | * Avoiding offensive language |
| Fall 2021 | (author), Yael & Andrey | * Transgender issues in Russia |
|  | Demedetksiy (activists) | **Attendance: 65 (58 YouTube views)** |
| RSW panel discussion | Elena Iarskaia-Smirnova (HSE- | * Interdisciplinary discussion |
| (online): “Promoting | Moscow), Svetlana Borodina | (anthropology, disability studies, |
| Inclusion and Appreciating | (Columbia U), Alexandra | education, media and comm., |
| Diversity in Today’s Russia: | Kurlenkova (NYU), Kira Shmyreva | performing arts, sociology) |
| Global Trends and Local | (Caring Theatre, Berlin), Phillips | * Strategies for further research and |
| Realities”/Spring 2021 |  | social justice efforts |
|  |  | **Attendance: 48** |
| Online lecture: “The | Olga Panova (Moscow State | Russian critical/lay reception of African |
| Reception of African | University & Gorky Institute of | American writers: Hughes, Wright, |
| American Literature in the | World Literatures) | Ellison, and others |
| SU and Russia”/Fall 2021 |  | **Attendance: 24 (41 YouTube views)** |

Sponsor of the ASEEES annual convention, where 30–40 REEI-affiliated faculty, postdocs, and students regularly present papers, convene roundtables, and organize academic and cultural events. In 2022–26 REEI will offer new support for ASEEES DEI efforts by co-sponsoring the “Race in Focus” lecture series. REEI is also one of only three institutional members of HSA, an ASEEES-affiliated organization of scholars in the US and abroad that M. Trotter has served as secretary since 2018. The semi-annual HAS Newsletter is produced at REEI under his direction.

***Outreach on campus and beyond.*** On the IU campus, REEI upholds a longstanding tradition of organizational and financial support for a rich array of programming, of which highlights in the current cycle included Bulgarian folkdance workshops; *i tak dalej*, a podcast series that features topical interviews with scholars, experts, and activists on matters Polish; film series like “Ukrainian Homelands” and “Power, Poetics, and Play: Documenting Soviet Legacies;” the annual Taras Shevchenko Ukrainian Studies Conference; a symposium on human rights in Russia; and events at America’s Role in the World, the HLS annual foreign policy conference (e.g. discussion with CIA Director William J. Burns and a public address by former US Ambassador to Ukraine Marie Yovanovich). Listed in Table H3 are recent REEI-organized events that addressed DEI themes and issues at the postsecondary level. In this proposal, we request funding to expand our role in on-campus REE-oriented programs, as detailed in Section

I. REEI and other T6 Centers will collaborate with the IU Eskenazi Museum of Art to enhance patron experiences by developing audio tours, called “Pathways.” **H3) Business, media, and the general public: *Business.*** In the current cycle IU provided over 200 potential future business prof’ls with foundational, business-contextualized training in REE FL and AS at 3 major venues on the IU campus and at HBCU Hampton. REEI has supported the IU Center for Int’l Business Education and Research (CIBER) by providing funds, subject experts, and supplies for Russia- focused FL and culture modules at Business is Global (BIG), a 2-week summer program that introduces HS students to the intersection of business, language, and culture. With support of T6 funding in the upcoming round we will continue our involvement in BIG. Business Russian, an advanced-level Russian-language course seeded with T6 funds in 2013, runs every other year in SLAV. Hampton has been a key partner in REEI-generated initiatives in support of REE AS since 2014, first at the School of Journalism and more recently at the School of Business, where

in 2020–21 REEI arranged for guest lectures in microeconomics, int’l marketing, and project management by REEI-faculty Shackelford (#50) on REE/global aspects of cybersecurity issues and Jeff Wheeler, an Indianapolis-based entrepreneur, on his experience in starting and running small businesses in Russia and the Baltics. ***Media.*** Monaghan (#74), a former Reuters reporter stationed in Russia, involves her students in News Decoder, a youth-serving educational news service that counters disinformation. IU students in Russian Studies reflect on Russia-focused campus events in the popular RSW blog. REEI faculty share their expertise in print, TV, and web-based media outlets such as *Chicago Tribune* (Feinstein #19), *Slate* (Shackelford #50), *The Conversation* (Feinstein, Smyth #30), *National Geographic* (Stanislav #47), *The Constitutionalist* (Waters #23), and PBS (Stanislav). ***General public.*** All REEI-coordinated campus programming is free and open to the public. REEI enjoys a loyal following in the local and regional community, sustained through widespread dissemination of its weekly calendar of events and semi-annual newsletter. Members of the public readily attend REEI-coordinated events throughout the year; most lectures are archived on YouTube.

**H-FLAS. FLAS Awardee and Selection Procedures: *Advertising.*** REEI draws from a nat’l pool for both AY and especially Summer FLAS awards, while also recruiting the best GRDs and UGs on campus. REEI comprehensive advertising campaign, aligned with that of HLS,

includes: 1) announcements via REEI and HLS social media channels and email distribution lists to continuing students, prospective students, and faculty; 2) promotion by REE FL instructors and academic advisors across campus; 3) notification to depts. across campus so that continuing students and new applicants are encouraged to apply; 4) multiple FLAS information sessions in Fall semester to which continuing and prospective students receive invitations; 5) postings to nat’l electronic fora (e.g., SEELANGS, AATSEEL, and ASEEES). Notice of Summer FLAS

also figures in IU LW advertisements that run in the ACTR, AATSEEL, and ASEEES newsletters and at booths during nat’l meetings of those organizations. Targeted materials and info sessions promote FLAS to students with diverse perspectives (e.g., students from prof’l schools, students from traditionally underrepresented populations, students with financial need). High applicant totals demonstrate impact: REEI regularly receives over 40 applications apiece for AY and Summer FLAS awards. ***Application process.*** HLS-standardized AY and summer FLAS application procedure (across all T6 centers) entrusts cross-center FLAS coordination to a schoolwide FLAS Administrator. The online application portal is active by October for all HLS FLAS programs. Applications for both upcoming summer and following AY are due on January

30. In addition to transcripts and 3 letters of recommendation (LoRs), applicants provide a statement of purpose (SoP) that details 1) past and future academic course of study for the proposed FL and regional/global topic; 2) relevance of FL and AS training in advancing applicant research and proposed program of study; 3) impact of FLAS fellowship on pursuit of applicant career goals. FAFSA is required. To facilitate application process and reduce applicant costs, all IU applicants may request that their home dept forward previously submitted transcripts for inclusion in the FLAS application. ***Selection committee and criteria.*** The REEI DIR appoints an AY FLAS committee of 3 faculty members, all of whom wield advanced proficiency in a REE FL: one represents a prof’l school, one is an REE FL specialist in COAS dept, and one is an REE AS specialist from another COAS dept. The committee evaluates FLAS applications on basis of merit, as demonstrated by transcripts, LoRs, and SoP. For Summer FLAS applicants, the REEI DIR and a FL faculty specialist review and rate all applications separately. After ratings are averaged by the FLAS Administrator, significant discrepancies are resolved in discussion. ***Selection Process***. Shortly after application deadline, the FLAS Administrator checks individual

applications and informs applicants of missing materials. Eligible applications are then evaluated individually by AY FLAS committee members, guided by clear and detailed directions about award criteria, including T6 priorities. After the FLAS Administrator compiles an aggregate ranking, the committee meets with the REEI DIR to discuss discrepancies in ranking and arrive at a final recommendation. Final awards are based on merit and financial need, as FAFSA Expected Family Contribution data informs final rankings (see section I-FLAS) By early March, REEI contacts awardees with letters of award. An alternate list of potential awardees, ranked slightly lower, is maintained to ensure that REEI can award all FLAS fellowships to worthy applicants, if initial FLAS offers are declined by the April 15 deadline. Summer FLAS awards are announced by early April.

# I. Program Planning and Budget: I1) Timeline of proposed activities: A comprehensive

timeline of proposed activities is in **Appendix 1**. REEI activities are focused on completion

during the grant cycle in 3 ways. First, many activities (new courses, 2 study abroad initiatives, library acquisitions, workshops for teachers) will be implemented over the course of the grant cycle. Others, such as collaboration with MSIs, are intended to evolve over the course of the grant into long-lasting partnerships. Finally, many outreach activities will continue after the grant cycle, for new generations of students, on the foundations laid by activities addressed by this proposal. ***Effective use of resources and personnel:*** Generous institutional support detailed in Section A allows REEI to reasonably budget its proposed activities. REEI’s ability to use grant funds effectively reflects sustaining energy in HLS and alignment with campus initiatives that promote inclusion, diversity, and global experience (Office of the Vice President for Diversity, Equality, and Multicultural Affairs [OVPDEMA], OVPIA)). This proposal has benefited from a coordinated HLS application effort, including weekly T6 HLS meetings over the last year. In the

2022–26 grant cycle, REEI will work closely with peer T6 centers at IU and nationwide, and with other academic units on campus, to maximize results and minimize costs, combining rather than duplicating efforts to pursue key T6 objectives. REEI and partner centers all benefit from HLS’s shared services infrastructure, as detailed in Section A. Joint teacher training workshops, collaborative curriculum dev’t, and shared outreach activities allow REEI to make best use of grant funds, something especially evident in summer FL instruction - FLAS fellowships requested in this application will support many students in that program. **I2) Quality of activities and relation to NRC purpose:** In response to the NRC Absolute Priorities (APs) and the Competitive Preference Priority (CPP), REEI proposes a comprehensive program of 3 core activity areas: 1) consolidation of partnerships with MSIs and community colleges (CCs) at the local, regional, nat’l, and int’l levels (AP1.1, AP1.2, CCP); 2) expansion of FL and AS outreach to the K–12 community (AP2, CCP); 3) robust programming and collaborations designed to promote diversity and inclusion, foreground marginalized voices, and integrate local and Indigenous knowledge (AP1.1, AP1.2, AP2, CCP). Organized largely around the programmatic theme of diversity, this proposal vigorously addresses AP1.1—activities designed to generate debate on world regions and int’l affairs and to reflect diverse perspectives. To the REEI community, this commitment entails: 1) sustained attention to Russia and Eastern Europe as a heterogeneous region that continuously grapples with issues of diversity; and 2) robust engagement of constituents often excluded from conversation about that region (Americanists in REE, colleagues at MSIs and HBCUs, ethnic and confessional minorities of the Russian Federation, and Indigenous scholars and experts). This proposal aligns with the new IU President’s commitment to sustain and build upon IU’s global values and global impact while advancing diversity, equity, and inclusion. Our proposal is informed by the IU Anti-Racist

Agenda articulated by OVPDEMA to promote antiracism, diversity, and inclusion in teaching, public service, research, and training across campuses and partnerships (global and domestic). By leveraging these and other campus-wide “glocal” diversity commitments, REEI will maximize T6 support to promote a wide range of views in the upcoming cycle. REEI T6 initiatives will also help recruit underrepresented students to REE studies at IHEs across the US.

This section details our comprehensive programming plan to address AP1, AP2, and CPP through initiatives to: A) Advance REE AS knowledge at MSIs and CCs; B) advance teacher training activities; C) promote global skills acquisition in IN workforce; D) pursue a suite of activities to explore the importance of diverse, Indigenous, and local knowledge in REE studies at all levels; and E) enrich the REE UG and GRD curriculum at IU. **(A.) Advancing REE AS knowledge at 11 MSIs and CCs** in IN, IL, WI, Washington, D.C., NM and VA is central to core REEI programming proposed for the 2022–26 funding cycle (CPP). This proposal features a new partnership with HU, one of the nation’s oldest and most prominent HBCUs. REEI will fully support an instructor to teach Russian Politics at HU and partially support instruction in HU’s Russian language program, commitments that will strengthen HU’s UG minor in Russian and REE AS curriculum. We will also contribute to the work of the REEES UG Think Tank, based at HU but serving MSIs across the US, as it pursues its mission to promote Inclusion, Diversity, Equity, Accessibility, and Scholarship (I.D.E.A.S.) through a mentorship program and professionalization workshops for historically underrepresented students (Graber, #3 is a Think Tank mentor). The federal gov’t is interested in moving toward a more diverse public service workforce to strengthen nat’l security. The Think Tank program empowers historically marginalized and minoritized students who are interested in REEES, helping them to build support networks leading from UG study to graduate programs and careers in REEES, thus

addressing AP1.1, AP1.2, and CPP. REEI will continue building a specialized IN REE Network (IREEN) to facilitate teaching/research collaboration and curriculum dev’t in REE studies at IN’s 14 public IHEs, 5 of which are MSIs: IU Northwest (IUN), Indiana State U (ISU), IU at South Bend (IUSB), IU East (IUE), and Vincennes U (VU). By means of teaching workshops, themed conferences, public lectures, faculty/student exchanges, and course dev’t grants, IREEN will further internationalize the curricula of IN IHEs (especially MSIs) and feature a web portal, discussion forum, and shared repository of syllabi and course modules. REEI has invited 52 faculty colleagues (21 of whom teach at MSIs) with REE research and/or teaching interests to join IREEN. In the 2022–26 cycle the IU NRCs including REEI will undertake “Internationalizing the IU Heartland,” a pilot project with MSI IUN in Gary, Indiana. REEI has supported IUN faculty Jack Bloom (Sociology) to revamp a course on social movements to include significant content on the Polish Solidarity movement. In the upcoming cycle, we will assist Bloom, as well as 4 other faculty (in Marketing, Geology, Philosophy, History) with research/educational connections to the Balkans, in 3 ways: 1) promoting IUN faculty collaboration with REE disciplinary specialists at IU and U of Chicago; 2) assisting in preparation of applications for course dev’t grants through the IU Global Classroom initiative that will result in teaching/learning partnerships with faculty/students at IHEs in the REE region;

3) with aid of requested T6 funds, funding site visits of IUN faculty to the REE region IHEs and the REE regional faculty to IUN for consultation and campus familiarization. Other initiatives to advance internationalization of IU regional campuses will be overseen by the newly created PRGIM in HLS. Within IN, the PRGIM will advance the mission and raise the profile of HLS and its T6 centers by developing and implementing new proactive and innovative approaches to int’l education and outreach. In this grant we request T6 funds to support outreach travel for the

PRGIM in pursuit of this mission. In the upcoming cycle REEI will deepen its partnership with HBCU Hampton (in VA), where previous engagements funded by T6 and a US DoS Peer-to- Peer grant offered Hampton faculty curriculum-dev’t study tours to St. Petersburg, classroom materials, and on-campus/virtual visits of prominent REE AS scholars and Russia-based experts. Building on this program, in the 2022–26 cycle REEI will sponsor 10 annual online lectures and class visits to Hampton by business prof’ls/faculty with REE world area experience, while engaging Hampton School of Business faculty in a prof’l dev’t study abroad course on EU issues from an REE perspective (co-funded by EURO and IAUNRC) at one of our partner IHEs in Hungary and or Poland on EU (AP1.2, CPP). Additional diversity-oriented programming initiatives at MSIs and CCs (CPP) for 2022–26 include: 1) REE-focused workshops at ICGA to enhance the internationalization and area studies capacities of faculty from the 17 consortium schools and other guest institutions across the US south (primarily MSIs); 2) continuation of a joint effort with IU’s IAUNRC and partner REE NRCs at Berkeley, OSU, and Pitt to provide course dev’t grants for faculty at MSIs across the US (this round with NRC partners at Wisconsin, Texas, Harvard, and Kansas newly joining the effort); 3) the IU-based ICCI and Global Community Engaged Learning Institute, which train US and int’l IHE faculty and staff in campus internationalization (annually 60 participants from 22 IHEs, a third of which are MSIs or CCs; and 4) continued support for the Midwest Institute’s summer seminars in int’l area studies for MSI and CC faculty. REEI will also deepen its **(B.) commitment to teacher training** (AP2) through an array of collaborative activities in support of K–12 Russian instruction. REEI will continue to organize the IN Olympiada and help Russian teachers and students launch Olympiada competitions in states that currently lack them (CA, GA). Funding is also requested to support introductory Russian instruction in BIG (in collaboration with IU’s CIBER) and

Bridges program which offers Bloomington schoolchildren the opportunity to learn Russian and other FLs (AP1.2, AP2). In support of Bridges, this proposal seeks funding to help pay the salary of the coordinator, an advanced SoE doctoral student who specializes in FL education. Under the leadership of faculty associate Vesna Dimitrieska (#56), as CGEI supported by HLS and the SoE, REEI will take part in a multi-center initiative to nurture the globalmindedness and global citizenship of Indiana’s PreK–16 students and teachers, infuse global perspectives into PreK–16 curricula, and engage in critical conversations with diverse partners on broad range of activities, including: 1) the newly launched Deliberations K–12 in-service professionalization program that will build upon content of internationalization workshops to train teachers in integration of deliberation into their classes and engage students in identifying multiple perspectives on an int’l and/or regional issue (AP1.1); 2) GLI that introduces in-service teacher participants to quality children’s literature on world area topics and provides teaching strategies; 3) Teachers Supporting Teachers, a liaison between US-based and REE and other world region-based teachers for in-service training through exchange of ideas and; 4) Principals Academy, which provides training in internationalization for principals in rural school districts of IN. We request funding to cover a portion of Dimitrieska’s salary/fringe as well as other costs of these programs. **(C.)** REEI will also address AP1.2 by using T6 funds to support the activity of a coordinator for the Global Workforce Initiative: Indiana and the Nation, a project that will **strengthen the IN and US workforce by integrating global skills and competencies** across the education and career pipeline of IN, with a focus on technical and STEM programs. This initiative includes faculty and educator prof’l dev’t and int’l exchange, working with the IN Dept of Education to develop career focused micro-credentials for secondary school students, support for the dev’t and implementation of project-based virtual exchange initiatives, and collaboration and support for

education and workforce administrators and staff including high school counselors. **(D.)** In addressing AP1.1, AP2 and CPP, this proposal also requests funding for a **suite of 6 initiatives that invite diverse perspectives, advance Global Indigenous Studies, and explore how Indigenous and local knowledges** can offer solutions to crises of the Anthropocene such as climate change, mass migration, and socioeconomic inequality:

1. In 2022–23, REEI will join other IU NRCs in a “Global Indigenous Studies” (GIS) initiative to organize workshops and seminars on questions of indigeneity to increase awareness of endangered languages and peoples. REEI will organize lectures and workshops on Indigenous Studies in REE; participate in cross-regional seminars with other NRCs; contribute resources to a joint NRC website on GIS; and co-host a 2023 conference at IU on GIS. This builds on work and collaborations already underway at the RSW, which features a vibrant research and teaching cluster on Siberian Studies involving IU faculty with a focus on Siberian native peoples, environments, infrastructures, and micro-histories.
2. Beginning in 2023–24 the IU NRCs will partner with NTU, a tribal university rooted in the Diné Philosophy of Education. The IU-NTU collaboration has developed over time thanks to ICCI and to initiatives spearheaded by IU’s Center for the Study of the Middle East. REEI will co-facilitate educator prof’l dev’t workshops at NTU with global Indigenous scholars, fund faculty travel to week-long global Indigenous seminars at the annual Smithsonian Folklife Festival, and develop a cross-cultural Transitional Justice initiative. In addition, again with other NRCs, REEI will work with faculty and students at NTU and teachers and students from Navajo reservation high schools to design an arts-based summer globalization program. Resources to support this endeavor abound at IU, and include the Archives of Traditional Music, the Mathers Museum of World Culture, and the Lotus World Music Festival and associated educational

programs.

1. REEI will partner with the Center for Russian, East European, and Eurasian Studies (CREEES) at Texas to offer a multi-day “Teaching Central Asia and Siberia” workshop focusing on curricular dev’t for post-secondary educators, with priority given to MSI and CC faculty. Participants will engage with aspects of culture, history, the environment, politics, and languages of Central Asia and Siberia, with focus on indigeneity, diversity, and Indigenous perspectives on the Anthropocene. “Teaching Central Asia and Siberia” leverages the unique interdisciplinary expertise of IU and Texas faculty in Central Asian and Siberian Studies.
2. with the Center for Russia, East Europe and Central Asia (CREECA) at Wisconsin, REEI will co-host a symposium on the threats to Indigenous languages in Eurasia, US, and other contexts, in partnership with the College of Menominee Nation (a tribal land grant CC in Keshena, WI).
3. As part of SLAV’s 75th anniversary celebration, REEI and SLAV will develop a “Russophonia” Lecture Series to explore the use of Russian as a “vehicular” language of expression by numerous non-Russian peoples of the former USSR (contemporary Central Asia, the Caucasus, Siberia, the Russian Far East, the Far North), and several countries in EE that neighbor Russia proper. The series will focus on lesser-known examples and on Indigenous and under-represented cultures. In addition, the REEI Speaker/Performer Series will feature events that explore Indigenous and local knowledges pertaining to climate, resource extraction, health and well-being, language politics, media, and arts and performance, and will continue to attract attendees from a wide audience of faculty, GRDs, UGs, K–12 teachers/students, and members of the general public.
4. With EURO, we will organize and co-fund with requested T6 funds a lecture series titled

“Perspectives on European Democracy.” Based in the IU Tocqueville Program, directed by REEI

faculty-affiliate in POLS Craiutu (#29), the series strives to offer diverse perspectives on the present and future of European Democracy by sponsoring lectures from scholars and journalists who span the political spectrum.

**(E.)** In 2022–26 REEI plans to **continue expansion of its UG program.** 5 new faculty hires and course dev’t funds from T6 and CCNY allowed REEI to introduce 4 new courses for UGs, including an interdisciplinary gateway survey course on Current Issues in EE, a course on Russian Economy, a Histories of the Cold War course, and an Advanced Russian course on Russian Mass Media. Two more UG courses will debut in 2022–23, including African American Engagements with Russia/the USSR and Central Asia (supported with T6 funds from 3 IU NRCs in current cycle). At least 2 new REEI faculty will arrive in 2022 and 2023 to REEI/HIST and SLAV; T6 funds are requested to support their dev’t of new courses on Russian history and Balkan Studies. T6 funds are also requested for travel costs of faculty in the School of Public Health (SPH) as course leader for International Comparative Exchange: Services for Children with Disabilities, a short-term SPH student exchange program in partnership with faculty of Special Education and Rehabilitation at the U of Belgrade, to be launched this summer and offered biannually. This will prepare and place IU students in partnership with U of Belgrade students in federally managed children’s homes around Serbia for a period of up to 10 days. ***Impact on Business, Military, Media, and the Public:*** REEI’s comprehensive outreach programs (Section H) disseminate IU’s knowledge in the REE field to a variety of constituents. Support is requested for three GAs whose activities relate to all program goals, especially Outreach (see E2). REEI permanent staff engages in outreach to heritage, K–12, IHEs, business and military constituents; support is requested for travel to recruit students and to monitor outreach programs. Military outreach expanded in the current cycle thanks to the 2017 hire (.3 FTE) of an HLS Military

Relations Coordinator (REEI SSC Nowacky, #98), resulting in the AWC REE Strategic Fellows program. Funding is requested to promote REEI programs at Defense Language Institute (DLI).

REEI is known for its deep expertise on Russia, but an important goal for the 2022–26 T6 cycle is to strengthen focus on non-Russian areas and issues. We will sponsor longstanding GRD- organized annual and biennial conferences in Romanian Studies and Hungarian Studies, as well as the annual Taras Shevchenko Ukrainian Studies conference, which since 2020 has been a premier venue for academic and applied research on Ukrainian history, politics, literature, and culture. Two study abroad initiatives to Hungary (EU from REE perspective, partnership with EURO) and to Serbia (Rehabilitation for Children with Disabilities, partnership with SPH) evince this “beyond Russia” commitment. REEI will expand our “Americanists” lecture series, originally conceptualized to feature perspectives from American Studies in Russia, to encompass American Studies in former socialist countries of EE more broadly. These expansions are part of our goal to invite more diverse perspectives in every aspect of our programming and activities.

**I3) Reasonable costs:** In the proposed budget, every effort has been made to choose effective and reasonable solutions to the challenges of AS and FL training. REEI’s proposal relies on extensive “fee-less” services: IU Conferences does not charge for organizing events for IU-based entities; REEI’s IT infrastructure and service is provided without cost; and no-fee training provided to faculty and GRDs by CeLT, CLE, and CITL, including grants for FL pedagogy, underly much of faculty and GRD expertise. In addition, cost-saving methods and complementary funding streams are employed whenever possible. For example, for programming and outreach on Russia—as well as for research and conference travel for PhD students in Russian Studies—funds are utilized from REEI’s CCNY grant. Many REEI outreach activities, including work with SoE and MSI partnerships, are built collaboratively to utilize the resources

of IU and non-IU colleagues most effectively, and the same holds true for scholarly activities. REEI-affiliated faculty can apply for internal IU grants to build on initiatives seeded in this proposal, and new partnerships will be expanded by use of non-T6 funds. For example, with Wisconsin CREECA REEI will co-host (with non-T6 funding sources) three other symposia: Violence in Polish Literature; Housing in Eurasia: A Dialogue Across Disciplines; and Emerging Scholars in the Social Science of Contemporary Russia. **I4) Long-term impacts on IU’s UG, GRD, and prof’l programs:** Thanks to combined support from T6 and IU, by the end of the 2022–26 grant cycle, REEI students will have access to expanded REE language and area courses, especially at the UG level. Prof’l dev’t in REEI, in HLS, and across campus, enhanced by new library acquisitions, faculty and student study and research travel abroad, and exchange of ideas at conferences and workshops, will produce high quality students capable of applying their knowledge and experience as teachers, in gov’t service, in business, in media, and many other areas of nat’l need. DEI work is important to our mission. Working with the HLS Asst.

DIR of Admissions and the COAS Associate Dean for Social and Historical Sciences and Graduate Education (Kenney, #13, core REEI faculty and former REEI DIR), REEI will facilitate recruitment of diverse students to REEI courses as well as UG and GRD academic programs. REEI courses will be promoted to underrepresented HS students and IU first-year UGs through IU's OVPDEMA, and we will encourage underrepresented students to apply for OVPDEMA study abroad scholarships for the REE region. Many initiatives discussed above will foster an interest in gov’t service in areas of nat’l need and in education, business, and the non- profit sectors. The many partnerships fostered by REEI will ensure that a wide range of views help to generate debate on world regions and int’l affairs. Activities involving prof’l schools and programs will internationalize student training in those programs. Finally, work with MSIs and

with K–12 teachers, both regionally and nationally, will heighten student and faculty appreciation for the value of FL and AS expertise.

**J-NRC. Competitive Priorities/I-FLAS. Competitive Priorities: *NRC Competitive Priorities.***

As detailed in Section I, this proposal vigorously addresses the CPP of Partnerships with MSIs or CCs. We propose robust projects to be implemented by or in partnership with 2 HBCUs (HU and Hampton) and 2 Tribal Universities/Colleges (NTU and College of Menominee Nation), as well as with a prominent CC (Illinois Valley CC) and 5 MSIs in the state of Indiana: IUN, ISU, IUSB, IUE, and VU. These projects will facilitate a regular Russian Politics course and support Russian language instruction at HU, provide curricular enhancements in REE Studies at Hampton’s School of Business, support a study tour to EE for Hampton faculty, facilitate scholarly exchange in Global Indigenous Studies (NTU and IHEs in non-European Russia), and more. Our work with faculty and students at Indiana MSIs will build capacity in REE studies to reach more students from underserved communities. In addition, REEI is a key partner in additional joint NRC initiatives focused on MSI and CC partnerships. These include the HU-based REEES UG Think Tank, the IU-based ICCI and Global Community Engaged Learning Institute, and the IU Global Workforce Initiative partnership with Ivy Tech CC, among others. ***FLAS Competitive Priorities.*** FLAS CPP 1: Each FLAS applicant submits a FAFSA for access by the HLS FLAS

Administrator, who then annotates the FLAS application list with FAFSA Expected Family Contribution for each applicant. REEI uses that information to adjust candidate rankings prior to finalizing award lists. This procedure ensures that FLAS awards go to students who demonstrate both financial need and potential for high academic achievement. FLAS CPP 2: In accord with

REEI decades-long practice in FLAS administration, REEI will award FLAS for study of REE FLs only, thereby withholding FLAS support for study of French, German, or Spanish.

Asterisks (\*) denote new activities.

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| **Appendix 1: TIMELINE** | | | | |
| **1. ENHANCE AND INCREASE THE USE OF RUSSIAN AND EAST EUROPEAN CONTENT IN K-18 CURRICULA** | | | | |
| **Planned Activities** | **Priority** | **Partners** | **Timeline** | **Budget** |
| **1.1 Promote Debate and Disseminate Research in Russian and East European Studies through Sponsoring Interdisciplinary Workshops and Conferences at IU** | | | | |
| \*1.1.1 Lecture series: The post-1989 Democratic Transition in Poland | AP1 | Polish Studies Center, EURO | Y1 | 8.E.1 |
| \*1.1.2 Conference: Successes and Failures of the Polish Democratic Transition | AP1 | Polish Studies Center, EURO | Y2 | 8.E.1 |
| \*1.1.3 Lecture series: Russophonia: Russian as a Vehicular Language for non-Russian  Writers | API | SLAV | Y1 | 8.E.8 |
| 1.1.4 REEI Speaker/Performer Series -  Lectures, Films, and Special Events on REE Topics (Diversity Focus) | AP1 | HLS and IU College of  Arts and Sciences (COAS) units | Y1-4 | 8.E.13 |
| \*1.1.5 Global Indigeneity Speaker Series and Conference | AP1, CPP | IU NRCs, Navajo Technical College | Y1-4 | 8.E.4 |
| \*1.1.6 Symposium: Reconceiving  Engagement with International Law in a Populist Era | AP1 | HLS, Mauer School of Law | Y2 | 8.E.9 |
| \*1.1.7 Support for the Taras Shevchenko Ukrainian Studies Conference (GRD  organized) | AP1 | SLAV, IU Ukr.  Studies Org. | Y1-4 | 8.E.6 |
| \*1.1.8 Support for Romanian Studies Conference (GRD organized) | AP1 | HIST, Romanian Studies Org. | Y1-4 | 8.E.7 |
| \*1.1.9 Support for Hungarian Cultural  Association Conference (GRD organized) | AP1 | CEUS, HCA | Y1, Y2 | 8.E.5 |
| \*1.1.10 Conference: America’s Role in the  World (diverse perspectives) | AP1 | HLS, IU NRCs | Y1-4 | 8.E.2 |
| \*1.1.11 Speaker Series: The Americanists:  Perspectives on America from the REE Region | AP1 | IU NRCs | Y1-4 | 8.E.3 |
| \*1.1.12 Conference: Threats to Indigenous Languages in Eurasia and the US | AP1 CPP | UW-Madison (CREECA), College of Menominee Nation | Y3-4 | 8.E.4 |
| \*1.1.13 Conference: Diverse Perspectives on European Democracy | AP1 | EURO | Y1-4 | 8.E.12 |
| **1.2 Strengthen Curriculum in Russian and East European Studies at IU** | | | | |
| 1.2.1 Course development grants for 2 new  TT faculty in Russian history and South Slavic studies | AP1 | HIST/SLAV | Y1, Y3 | 1.B.1 |
| 1.2.2 Fund IU faculty to lead IU School of Public Health student exchange program to Belgrade, Serbia | AP1 | IU School of Public Health | Y2 | 3.A.1 |

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| **1.3 Make Critical Contributions to Russian and East European Studies at IU** | | | | |
| 1.3.1 Fund Slavic Bibliographer to purchase books for IU Library and Special Collections | Core | IU Libraries | Y1-4 | 5.A.1 |
| 1.3.2 Support development of multidisciplinary research guides on diverse topics (Slavic Bibliographer) | AP1 | IU Libraries | Y1-4 | N/A |
| 1.3.3 Provide support for REE area studies faculty and GRDs to attend conferences and  do research | Core | REEI Mellon Endowment | Y1-4 | 3.B.3 |
| 1.3.4 Expand REEI AV/FL methodology lending library | Core |  | Y1-4 | 5.A.2 |
| \*1.3.5 Support Pathways Project at IU  Eskenazi Museum of Art | AP1 | Eskenazi Museum, IU  NRCs | Y1-4 | 8.D.1 |
| 1.3.6 Send HLS Military Relations  Coordinator to Defense Language Institute for military/FAO recruitment fair | AP1 AP2 | HLS | Y1-4 | 3.B.5 |
| \*1.3.7 Provide logistical support and honorarium for GRD director of IU Slavic  Choir | AP1 | Dept of Folklore and Ethnomusicology | Y1-4 | N/A |
| **1.4 Train K-16 Educators in Using Russian and East European Content** | | | | |
| \*1.4.1 Incorporate REE topics into Global Deliberations for Global Perspectives in Teaching and Learning workshops for  middle K-12 teachers (4 per year) | AP1 AP2 | SoE & IU NRCs | Y1-4 | 8.A.1 |
| 1.4.2 HLS Summer Teacher Workshop | AP1 AP2 | IU NRCs | Y1-4 | 8.A.3 |
| \*1.4.3 Teachers Supporting Teachers:  Building Global Connections in Uncertain Times (annual workshop) | AP1 AP2 | HLS, IU NRCs | Y1, Y3 | 8.A.8 |
| \*1.4.4 Expand workshops on curriculum internationalization for school principals in  rural school districts (Principals Academy) | AP2 | SoE, IU CRE | Y1-4 | 8.A.9 |
| 1.4.5 Integrating global skills across the education and career pipeline of Indiana,  with a particular focus on STEM programs (Professional development workshops) | AP1 CPP | Center for Study of Global Change (CGC) IU NRCs, CIBER, SoE | Y1-4 | 1.C.4,  2.C.4,  8.C.9 |
| 1.4.6 Support travel to professional meetings for REEI staff, Coordinator of Global Education Initiatives, and Manager of Public,  Regional and Global Initiatives | AP2 | IU NRCs | Y1-4 | 3.B.1-  2,7-9 |
| **1.5 Create Russian and East European-related Curriculum Materials for In-Service Teachers** | | | | |
| 1.5.1 Conduct workshops for K-6 teachers on creating lesson plans with REE content using children's books and share lessons  plans and other materials (K-6 Global Literacy Invitations) | AP1 AP2 | SoE, IU NRCs | Y1-4 | 8.A.7 |
| 1.5.2 Fund Coordinator of Global Education Initiatives (9% of annual salary) | AP2 | HLS, SoE, IU NRCs | Y1-4 | 1.C.5,  2.B.5 |

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| \*1.5.3 Purchase REE content children’s  literature for IU SoE Library | AP2 | SoE | Y1-4 | 5.A.3 |
| \*1.5.4 Create curricular materials based on existing presentations from workshops that  covered standards for the History and Geography Course at Indiana high schools | AP2 | IU NRCs | Y1-4 | 1.C.5,  2.B.5 |
| **1.6 Bring Russian and East European Content into Programs for High School Students** | | | | |
| \*1.6.1 Use REE content in GALACTIC Summer Program for high school seniors from low-income families across U.S. that introduces students to issues of global  concern through art (Navajo Technical U partnership) | AP1 | SoE, IU NRCs | Y1-4 | 8.C.5 |
| 1.6.2. Business is Global (BIG) introduces high school students from across the country to LCTLs each summer as part of a globally- oriented business, language, and culture  curriculum (Russian) | AP1 AP2 | IU Center for International Business Education and Research (CIBER), IU  NRCs | Y1-4 | 8.B.2 |
| \*1.6.3 Support Model UN/Academic World Quest HS academic competitions | AP1 | IU NRCs | Y1-4 | 8.D.1 |
| 1.6.4 Co-organize and finance Indiana  ACTR Olympiada of Spoken Russian | AP1 | ACTR, REE NRCs | Y1-4 | 3.B.6,  8.B.1 |
| **1.7 Conduct Visits to K-12 Classrooms to Disseminate REE Content** | | | | |
| 1.7.1 Deliver in-person presentations to students at regional schools and heritage  programs | Core | School districts | Y1-4 | 3.B.4 |
| **2. EXPAND KNOWLEDGE OF THE RUSSIAN AND EAST EUROPEAN REGION AND ITS LANGUAGES AT MSIs AND CCs** | | | | |
| **Planned activities** | **Priority** | **Partners** | **Timeline** | **Budget** |
| **2.1 Integrate Russian and East European Content into MSI/CC Curricula** | | | | |
| 2.1.1 Support the National MSI Course Development Stipend Competition to increase Eurasian course content at MSIs; IAUNRC & REEI will serve as program co- coordinators; REEI will fund proposed courses with 25+% REE content and  advertise at partner MSIs | CPP | IU IAUNRC & five Russian and East European NRCs | Y1-4 | 8.C.2 |
| \*2.1.2 Seed new course on Russian Politics, and support Russian language instruction at  Howard U | AP1 CPP | Howard U | Y1-4 | 8.C.8 |
| \*2.1.3 Summer Institutes for Higher Education: (Y1&Y3) Global Community Engaged Learning; (Y2&Y4) Institute for  Curriculum and Campus Internationalization | AP1 CPP | CGC, IU NRCs | Y1-4 | 8.C.6,  8.C.7 |
| \*2.1.4 Teaching Central Asia & Siberia workshop for MSI and CC faculty | AP1 CPP | U of Texas CREES, IU IAUNRC | Y2 | 8.A.6 |
| 2.1.5 Offer course development grants to  faculty at public IHEs in Indiana, including 5 MSIs | AP1 CPP | REEI-based IREEN  (Indiana REE Network) | Y1-4 | N/A |

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| 2.1.6 Lectures/class visits by business  professionals/faculty to Hampton University School of Business | AP1  AP2 CPP | Hampton U | Y1-4 | 8.C.1 |
| **2.2 Disseminate Russian and East European Content through Professional Development and International Collaboration** | | | | |
| \*2.2.1 Biannual MSI/HBCU Faculty Development Workshops for the Int’l Consortium of Georgia (three on REE areas) | APl CPP | REEi, EURO, iAUNRC | Y2-4 | 8.A.4-5 |
| \*2.2.2 Support REEES UG Think Tank at  Howard University | AP1  CPP | ASEEES, REE NRCs | Y1-4 | 8.C.8,  8.D.4 |
| \*2.2.3 Support ASEEES-sponsored “Race in Focus” lecture series on diversity and  inclusion in REE Studies | AP1 CPP | ASEEES, REE NRCs | Y1-4 | 8.D.5 |
| \*2.2.4 Study Tour for MSI faculty: The European Union from the Perspective of the  Periphery (Berlin, Budapest, Warsaw) | AP1 CPP | IAUNRC, EURO | Y3 | 8.C.1 |
| \*2.2.5 Sponsor Internationalizing the IU Heartland—REE-relevant workshops and  lectures at IU Northwest and other regional campuses (MSI) | AP1 CPP | IU NRCs | Y1-4 | 8.C.3 |
| 2.2.6 Support the Midwest Institute for Higher Education with MSI/CC focus  (curriculum internationalization) | AP1 CPP | IU NRCs | Y1-4 | 8.C.10 |
| \*2.2.7 Fund travel of Illinois Valley  Community College faculty to REE region for professional development | AP1 CPP | Midwest Institute | Y1-2 | 8.C.10 |
| 2.2.8 Indiana REE Network (IREEN) professional development for faculty at IU  regional campuses, including 5 MSIs | AP1 CPP |  | Y1-4 | N/A |
| \*2.2.9 Support IU NRC-wide Global, Public, and Regional Initiatives Manager | AP1  AP2 CPP | IU NRCs, HLS | Y1-4 | 3.B.9 |
| **3. STRENGTHEN THE TEACHING AND LEARNING OF RUSSIAN AND EAST EUROPEAN LANGUAGES, ESPECIALLY LCTLs** | | | | |
| **Planned Activities** | **Priority** | **Partners** | **Timeline** | **Budget** |
| **3.1 Promote High Level Achievement in REE Languages, especially LCTLs** | | | | |
| \*3.1.1 Seed permanent (NTT) Lecturer position for AY instruction in Bosnian/Croatian Serbian (BCS) | FlAS- CPP2 | EURO, College of Arts and Sciences | Y1-4 | 1.A.1,  2.A.1 |
| 3.1.2 Strengthen summer language programs by enabling instruction in BCS, Romanian and Ukrainian as part of IU Language  Workshop (LW) | FLAS- CPP2 | LW | Y1-4 | 1.A.2-4  2.A.2-4 |

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| 3.1.3 Fund Post-Advanced Language Study  (PALS) instruction when AY post-advanced levels are unavailable at IU | FLAS-  CPP1, CPP2 | LW | Y1-4 | 1.A.5,  2.A.5 |
| \*3.1.4 Provide OPI testing for FLAS recipients | FLAS- CPP1 | Language Testing International | Y1-4 | 8.F.2 |
| \*3.1.5 Support salary (50%) of Romanian instructor for IU LW | FLAS- CPP2 | LW | Y1-4 | 1.A.4,  2.A.4 |
| 3.1.6 Support the Baltic Studies Summer Institute (BALSSI) for Estonian instruction | Core | Multiple NRCs | Y1-4 | 8.B.3 |
| 3.1.7 Award UG scholarship for 1st year student studying REE language | FLAS- CPP1 | REEI Mellon Endowment | Y1-4 | N/A |
| **3.2 Enable Language Learning through Exploratory Language Courses** | | | | |
| 3.2.1 Support Bridges: Children, Languages,  World program, which teaches languages to children, including Russian | Core | SoE, IU NRCs | Y1-4 | 1.A.6,  2.A.6 |
| **3.3 Train and Promote Excellence among K-18 Instructors of REE Languages, including LCTLs** | | | | |
| \*3.3.1 Sponsor the Conference on Central  Asian Languages and Linguistics (ConCALL) | AP2 | CeLCAR, IAUNRC | Y1 & Y3-4 | 8.E.10 |
| 3.3.2 Support AATSEEL K-12 Teacher Excellence Program (Russian) | AP2 | AATSEEL, REE NRCs | Y1-3 | 8.A.2 |
| **4. Evaluate REEI T6 Program for Continuous Improvement** | | | | |
| **Planned Activities** | | | **Timeline** | **Budget** |
| **4.1 Internal Evaluation** | | | | |
| 4.1.1 REEI Director informs Executive Committee (each semester) and Affiliated Faculty (annually) of grant-cycle targets; enlists faculty in the achievement of  these goals | | | Y1-4 | N/A |
| \*4.1.2 Prep and launch internal review procedures. IU SSRC develops survey  instruments. Conduct post-event surveys. Collect course enrollment data, student evaluations. Peer observations of REEI faculty courses. | | | Y1-4 | N/A |
| \*4.1.3 REEI internal evaluation of collaborations with Howard U and Hampton U: Collect course enrollment data, student evaluations. Solicit annual evaluation report of Russian Minor at Howard U. Solicit questionnaires from Hampton U  faculty. | | | Y1-4 | N/A |
| **4.2 External Evaluation** | | | | |
| 4.2.1 Thomas P. Miller and Associates (TPMA) evaluation of IU NRC T6 joint projects (Global Workforce Initiative, Navajo Technical U collaboration, Bridges, IU-Northwest Internationalizing the IU Heartland Pilot Project, Global  Deliberations, others) | | | Y1-4 | 8.F.3 |
| 4.2.2 TPMA evaluation of REEI T6 initiatives: Annual alumni survey, quarterly continuous improvement meetings, formative/summative evaluation report | | | Y1-4 | 8.F.3 |
| \*4.2.3 External evaluation of REEI, including extensive review of Outreach  program. | | | Y3 | 8.F.1 |
| \*4.2.4 External evaluation of AATSEEL K-12 Teacher Excellence Program | | | Y3 | N/A |