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**CENTER FOR RUSSIA, EAST EUROPE, AND CENTRAL ASIA (CREECA)**

**University of Wisconsin-Madison**

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| --- | --- |
| FLAS CPP1 FLAS Competitive Preference Priority 1 | FLAS CPP2 FLAS Competitive Preference Priority 2 |
| NRC AP1 NRC Absolute Priority 1 |  |
| NRC CPP1 NRC Competitive Preference Priority 1 | NRC CPP2 NRC Competitive Preference Priority 2 |

AAE Agricultural and Applied Economics, Department of (UW)

AATSEEL American Association of Teachers of Slavic & Eastern European Languages ACIE American Councils for International Education

ACLS American Council of Learned Societies

ACTFL American Council on the Teaching of Foreign Languages (former name) ACTR American Council of Teachers of Russian

ALC Asian Languages and Cultures, Department of (UW) ARL Association of Research Libraries

ASAS Area Studies Alumni Survey

ASEEES Association for Slavic, East European, and Eurasian Studies AY Academic Year

BALSSI Baltic Studies Summer Institute BIPOC Black, Indigenous, and people of color

BBS Balkan and Black Sea Language Consortium BTAA Big Ten Academic Alliance

Carnegie Carnegie Corporation of New York CESS Central Eurasian Studies Society

CESSI Central Eurasian Studies Summer Institute

CET CET Academic Programs (study abroad organization)

CIC Committee on Institutional Cooperation (Universities of the Big Ten & U. of Chicago) CIEE Council on International Educational Exchange

CIS Commonwealth of Independent States

CLP Collaborative Language Program (UW System) CREECA Center for Russia, East Europe, and Central Asia (UW) CRL Center for Research Libraries (Chicago)

DFID Department for International Development (United Kingdom) EEFT Engaging Eurasia Teaching Fellowship

EFC Expected Family Contribution

EO/AA Equal Opportunity and Affirmative Action FAFSA Free Application for Federal Student Aid FAO Foreign Area Officer

FIG First-Year Interest Group (UW)

FSU Former Soviet Union

FTE Full Time Equivalent

GEAC Global Education Achievement Certificate GEPA General Education Provisions Act

GLOWS Global Learning Outcomes at Wisconsin Survey (UW) GLS General Library System (UW)

GNS+ German, Nordic, and Slavic, Department of (UW) GYS Global Youth Summit (UW)

IAESTE International Association for the Exchange of Students for Technical Experience IAP International Academic Programs (UW)

ID International Division (UW)

IESP International Engineering Studies & Programs (UW) IIP International Internship Program (UW)

IREX International Research and Exchanges Board

IRIS Institute for Regional and International Studies (UW)

JPRS Joint Publications Research Service Reports K-12 Kindergarten – 12th grade

K-16 Kindergarten – postsecondary

L&S College of Letters and Sciences (UW) LCTL Less Commonly Taught Language

MC Madison College (formerly Madison Area Technical College) MITA Madison International Trade Association

MSI Minority Serving Institution

NCEEER National Council for Eurasian and East European Research NICHD National Institute of Child Health and Human Development NSEP National Security Education Program

NSF National Science Foundation

NSLI-Y National Security Language Initiative for Youth NU Nazarbayev University

OPI Oral Proficiency Interview

PBS Wisconsin Formerly known as Wisconsin Public Television PONARS Program on New Approaches to Eurasian Security PSI Pushkin Summer Institute (UW)

RAC Russian across the Curriculum (UW) REECA Russia, East Europe, and Central Asia

REECAS Russian, East European, and Central Asian Studies

REEI Russian and East European Institute, University of Indiana ROF Russian Overseas Flagship Program

SoE School of Education (UW)

SoHE School of Human Ecology (UW)

SSRC Social Science Research Council

STEM Science, Technology, Engineering, and Mathematics

SWEPT Standardized Wisconsin Evaluation Program for Title VI (UW) TA Teaching Assistant

USC University of Southern California\*

US/ED US Department of Education

UW University of Wisconsin-Madison UWEC University of Wisconsin-Green Bay UWL University of Wisconsin-La Crosse

UWSC UW Survey Center

WISLI Wisconsin Intensive Summer Language Institutes (UW) WPR Wisconsin Public Radio

# Commitment to the Subject Area

Center operation: The commitment of resources by the University of Wisconsin-Madison (UW) to Russian, East European, and Central Asian Studies (REECAS), totals more than five million dollars, despite recent budgetary pressures (Table 1). The UW’s International Division (ID) continuously pursues internationalization of UW by expanding the reach of area studies programs across schools and departments on- and off-campus through outreach. ID supports the Institute for Regional and International Studies (IRIS), which coordinates area studies programs, including the Center for Russia, East Europe,

|  |  |
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| **Table 1: UW Contributions to CREECA and Eurasian studies, AY 2021-22** | |
| **1. UW Support for CREECA operations** | |
| Supplies/equipment | $10,000 |
| Tech/lab support | $145,668 |
| Admin support | $174,050 |
| Total support for CREECA operations | **$329,718** |
| **2. UW Support for CREECA salaries and benefits** | |
| REECAS area studies Faculty | $3,167,649 |
| REECAS language faculty | $538,604 |
| REECAS library staff | $242,641 |
| CREECA administration: faculty and staff | $136,261 |
| Total CREECA-related salaries and benefits | **$4,085,155** |
| **3. UW Support for Eurasian studies library acquisitions** | |
| Acquisitions: Memorial Library | $163,358 |
| Acquisitions: Law Library | $9,694 |
| Total Eurasian studies library support | **$173,052** |
| **4. UW Support for CREECA Outreach activities** | |
| Outreach | $18,182 |
| Visiting lecturers | $10,000 |
| Total support for CREECA outreach | $28,812 |
| **5. UW Support for Eurasian studies students** | |
| International Division (ID) field research awards | $6,000 |
| ID international internships | $13,000 |
| ID grad recruitment awards | $10,000 |
| Grad School conference awards | $4,800 |
| Graduate assistantships | $21,544 |
| Graduate fellowships | $123,372 |
| International Academic Program (IAP) scholarships for study abroad to REECA | $132,300 |
| UW support for FLAS | $75,000 |
| Total support for Eurasian studies students | **$386,016** |
| **TOTAL UW Contributions to CREECA and Eurasian studies** | **$5,002,122** |

and Central Asia (CREECA), with an annual budget of approximately $100,000. UW compensates a senior faculty member for serving as CREECA director, covers 100% of the associate director’s and 25% of the assistant director/outreach coordinator’s salaries, and provides CREECA with excellent physical and technological facilities.

Teaching staff: UW contributes to Eurasian studies with considerable investments in relevant faculty positions, as shown in Table 2. UW has 33 core professors and lecturers with primary research and teaching expertise in REECAS and the languages of the region. UW has retained high profile REECA faculty recruited by

other universities and hired new faculty in the area in the last four years. CREECA is

especially strong in Russian language, as exemplified by the Russian Flagship program; Eurasia specialists in the social sciences; the teaching of Central and East European literatures and cultures, including an undergraduate major in Polish; and offerings in Turkish, Persian, and Kazakh language at three levels or more during academic year and summer terms. All faculty

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| **Table 2: Number of Faculty Positions (see Appendix 3: Faculty CVs)** | |
| Tenured core faculty | 19 |
| Tenure-track core faculty *(3 new hires in 2018-22)* | 6 |
| Instructional academic staff (lecturers, teaching faculty) | 8 |

and academic staff are eligible for university support to attend national and international professional conferences. UW also provides over $100,000 annually for CREECA faculty

research through internal grants, named award competitions, start-up packages for new hires, and retention packages for high-demand faculty.

Library support: The UW library’s overall strength and the excellence of its REECA- related collection are discussed in Section F: “Strength of Library.”

Linkages abroad: UW’s International Academic Programs (IAP) provides access to high- quality study abroad programs that foster UW students’ academic, personal, and professional growth, with programs in Azerbaijan, Croatia, Hungary, Kazakhstan, Poland, and Russia. The COVID-19 pandemic led to the cancellation of all programs in March 2020, and IAP worked to facilitate students’ safe return and their continuation of coursework through virtual means. IAP then established protocols and processes for returning to on-site learning on a program-by- program basis and provided alternative programming, including virtual and domestic intensive language-learning opportunities. For example, American Councils for International Education (AC) provided intensive virtual language courses, taught by experienced teachers in St.

Petersburg, Russia, and Almaty, Kazakhstan, for summer 2020 through spring 2021. On-site programming returned to some locations in July 2021. IAP reopened more programs and enrolled more participants in fall of 2021, with record applications for spring semester 2022.

In addition to CREECA faculty members’ own personal collaborations with colleagues at institutions in Russia, East Europe, and Central Asia (REECA)—notably at the Higher School of Economics and Far East Federal University in Russia, Al-Farabi Kazakh National University in

Almaty, and Charles University in Prague—CREECA participates in an ongoing strategic partnership between UW and Nazarbayev University (NU) in Nur-Sultan, Kazakhstan, organized by the International Projects Office (IPO). Since its inception in 2011, more than 600 faculty, staff, and students have taken part in exchanges between the two universities. In 2020-2021, engagements with NU were primarily virtual, but CREECA faculty participated in an in-person visit of NU faculty and staff in November 2021, focusing on faculty mentoring and partnership building. IPO will maintain the NU partnership and explore others in Central Eurasia so long as the political and pandemic situations allow.

Outreach activities: CREECA has received $28,182 for outreach from campus sources since fall 2018. The University Lectures Committee has provided CREECA each semester with funds to invite distinguished scholars and major public figures for open lectures, guest lectures in courses, and meetings with students in small groups. CREECA also has a small Baltic studies endowment for visiting lectures by scholars who work on Estonia, Latvia, or Lithuania.

Student support: CREECA graduate students typically receive extensive campus financial support: non-teaching University Fellowships (an average of 7 per year), Chancellor’s Fellowships in the Humanities (2 per year), teaching assistantships (16 per year), project or research assistantships (6 per year), and lectureships (4 per year). International field research awards from the ID enable doctoral students to conduct exploratory pre-dissertation research abroad; Graduate students from the departments of Forest and Wildlife Ecology, Communication Arts, History, Political Science, and German, Nordic, and Slavic (GNS+) have received awards to conduct research in Belarus, Kazakhstan, Poland, and Russia. In 2019-21, three CREECA undergraduate students received funding through IRIS for their research papers. CREECA uses funds from its partnership with NU for additional student grants for field research. In recent years, our students have also obtained fellowships from the Fulbright program, AC, SSRC, IREX, NSEP, and the NSF. The Lapinski Scholarship fund, a $1.13 million endowment in the Slavic program, awards 2-3 scholarships to Polish majors and one fellowship to a graduate student in Polish studies each year. The Mortenson-Petrovich Scholarship fund in the history

department provides three annual undergraduate scholarships for students working on Russian history, graduate research awards, and academic symposia.

Goals for Section A: CREECA will continue to leverage increased campus and external support with NRC funds. UW deals with budget pressures by building on strength, rather than propping up declining programs.

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| **Table 3: UW Languages, with levels and # of faculty, 2021-22** | | | | | |
| Academic Year | | | Summer Term | | |
| Language | Levels | Faculty | Language | Levels | Faculty |
| Czech | 3 | 1 | Kazakh | 2 | 2 |
| Kazakh | 3 | 1 | Persian | 2 | 2 |
| Persian | 3 | 2\* | Russian | 2 | 4\* |
| Polish | 4 | 2 | Turkish | 2 | 2 |
| Russian | 6 | 8 (4\*) | Tajik | 2 | 2 |
| Turkish | 4† | 1 | Uyghur | 3 | 3 |
| \* TA-taught | | | Uzbek | 1 | 1 |
| †1st year through BTAA CourseShare | | | | | |

CREECA will combine Title VI funds with campus resources to support high-quality center staff and faculty, provide additional Eurasian language and area courses, and further CREECA’s outreach efforts.

# Quality of Language Instructional Program

Language courses and levels: UW offers regular academic year instruction in 6 languages of the region, 5 at the third-year level or higher (Table 3). Multiple instructors are trained to teach most of them; 8 faculty and permanent academic staff regularly teach Russian language courses, together with TAs. In the summer term, UW regularly offers 7 area languages, most at 2 levels, taught by 12 faculty and 4 TAs. With NRC funding, CREECA supports instruction in Kazakh, advanced Polish, and an advanced Turkish sequence that has developed curricular materials to assist students with some background in Turkish to reach advanced-level Azeri.

Regional language study at UW is supported by competitive external grants and a strong network of professionals. Since 2010, the UW Russian Flagship program has enabled UW undergraduate students in any major to graduate with professional competence in Russian. Since 2012, UW has received funds from Project GO support instruction in critical languages for cadets and midshipmen. These programs allow UW to offer first- and second-year Russian during the summer session, and three courses beyond fourth-year Russian (a two-semester sequence on Russian culture and an advanced-level seminar, all taught in Russian). In 2019, UW received competitive funding for the Turkish Flagship Language Initiative (TURFLI), which

provides scholarships for students studying Turkish and offers an immersion program in Turkish and Azeri in Baku, Azerbaijan. CREECA has hosted the Central Eurasian Studies Summer Institute (CESSI) since 2011, offering Kazakh, Uzbek, Uyghur, and Tajik. Since 2017, CREECA has awarded 54 CESSI Title VIII fellowships to meritorious students. The combination of academic-year and summer courses helps students reach higher levels of proficiency faster.

Student access to less-commonly taught languages (LCTLs) is a shared national responsibility. As an active member of the Big Ten Academic Alliance (BTAA), UW regularly offers instruction in Polish and Turkish to the 13 other campuses in the consortium using its CourseShare distance-learning technology; UW has also received courses in Persian, Turkish, and Ukrainian, opening language-learning opportunities to more UW students.

Enrollments: UW’s enrollments in first-year Russian have traditionally been robust.

Despite a downturn during two pandemic semesters, when recruitment and teaching took place remotely, we expect enrollments to return to their historic high levels. UW continues to meet students’ needs in terms of access. In an encouraging sign, 12 students enrolled in a section of first-semester Russian (Slavic 101, normally offered

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| **Table 4: Enrollments** (see Appendix 2 for other enrollment data) | | | | |
| **First-year language** | **F 18** | **F 19** | **F 20** | **F 21** |
| Czech\* | - | 1 | 7 | - |
| Kazakh | - | 2 | 3 | 4 |
| Persian | 9 | 7 | 4 | 9 |
| Polish | 7 | 8 | 14 | 12 |
| Russian | 64 | 61 | 48 | 41 |
| Turkish | 3 | 4 | 4 | 5 |
| **Upper levels** | | | | |
| Czech (2nd year)\* | 6 | - | - | 5 |
| Kazakh (2nd/3rd year) | 1 | 2 | 2 | 2 |
| Persian (2nd/3rd year) | 3 | 6 | 8 | 6 |
| Polish (3rd / 4th year) | 9 | 2 | 7 | 5 |
| Russian (3rd year) | 20 | 18 | 22 | 11 |
| Russian (4th year) | 13 | 6 | 4 | 12 |
| Turkish/Azeri (2nd/3rd year) | 2 | 2 | 4 | 4 |
| \*New, 2-year sequence initiated fall 2020. | | | | |

only in fall and summer), that the Department of German, Nordic, and Slavic (GNS+) opened in spring 2022 to meet student demand. High proportions of Russian students continue to the upper levels (see Table 4) and in 2018-19, UW tied for 3rd in the US for Russian majors conferred, according to US/ED data. for Since 2020, Czech is offered in a two-year sequence, which should stabilize enrollments. GNS+ has invested significant resources in its Polish language program, hiring a new tenure-line professor of Polish and a PhD-holding full-time Polish lecturer in 2019.

Starting in 2021-22, it offers elementary and intermediate Polish language classes every year, instead of in alternate years. We expect enrollments in the LCTLs of Central Asia (Turkish, Persian, and Kazakh) to increase with more active recruiting, greater non-language coverage of the region, and interest among our MA students. In 2018, GNS+ hired a new faculty associate, Nalan Erbil Erkan, to teach beginning-through-advanced Turkish. Erbil Erkan also directs students in TURFLI, which has an overseas component in Baku, Azerbaijan.

UW offers language-across-the-curriculum and content-based language classes. The two- semester sequence, “History of Russian Culture” (Slavic 433-434), taught entirely in Russian, has a prerequisite of 4th-year Russian. Slavic 560 “Capstone Seminar in Russian Literature and Culture,” a required class for Russian majors, allows students of Russian to improve their reading skills to the Advanced level by discussing substantive texts. Many graduate courses, PhD programs, and the REECAS MA thesis require the use of regional languages in research.

Students in the Russian Flagship program take an individual Russian across the Curriculum (RAC) tutorial in Russian, covering vocabulary, readings, and discussions about issues of importance in their major. The seven tutorials in 2021-22, linked to credit-bearing courses in the students’ majors, included “Birth and Development of RuNet: Russian Internet Culture,” “The Criminal Justice System in Russia,” and “Crimes Related to Wildlife and Forestry in Russia.”

Language faculty: UW has 7 tenured or tenure-line faculty members and 8 permanent instructional academic staff who teach REECA languages. Since a 2017 restructuring of language and culture programs by The College of Letters and Science (L&S), Slavic, East European, and Eurasian Turkic languages (including Kazakh and Turkish) are now taught in GNS+, while Persian is taught in the Department of Asian Languages and Cultures (ALC).

Regionally-focused faculty in GNS+ (Borowski, Danaher, Evans-Romaine, Miernowska, Reynolds, Shevelenko, Tishler, Tumarkin) have all participated in ACTFL-sponsored Oral Proficiency Interview (OPI) workshops or other significant language pedagogy training. Evans- Romaine, director of UW’s Russian Flagship program, is a widely-renowned leader in Russian language education, former director of the Middlebury College Davis School of Russian, and co-

author of the Russian textbook *Golosa*. She has reviewed and rated Intermediate High, Advanced- and Superior-level Russian-language testing materials for the Defense Language Institute and for American Councils. Evans-Romaine has taught Russian language from beginning to advanced. She, Tumarkin, three Teaching Assistants (TAs) in GNS+, and one in Second Language Acquisition with a Slavic minor are ACTFL-certified OPI testers in Russian. Gulnara Glowacki, senior lecturer in GNS+ since fall 2017, is an ACTFL-certified OPI tester for Kazakh.

Language pedagogy training: UW has demonstrated an abiding commitment to training in language pedagogy. New Russian-language TAs take a four-day language-teaching workshop in the UW Language Institute and a two-credit graduate-level course, Teaching Methods in Slavic Languages. Experienced TAs take a required teaching practicum every semester of their appointment. Tumarkin, the language program director, supervises Russian-language TAs, monitors their training, runs the weekly practicum, observes them in the classroom, conducts the department-wide annual assessment, and provides academic and career advising. She has taught Russian language at all levels for 26 years and has received two UW teaching awards. CESSI instructors receive training through the Wisconsin Intensive Summer Language Institutes (WISLI). WISLI director, Felecia Lucht, who holds a PhD in Second Language Acquisition (SLA), organizes a week-long orientation before summer classes which includes training in pedagogy and syllabus design. Lucht observes the summer instructors in the classroom, provides feedback, and organizes additional opportunities for professional development.

Performance-based instruction: Language instruction in GNS+ and ALC emphasizes oral and written performance abilities corresponding to the ACTFL proficiency standards for novice, intermediate, advanced, and superior levels. UW’s Russian language curriculum targets advanced language training. UW’s Russian Flagship has yielded impressive results: 54 students have completed the academic-year Russian Overseas Flagship program (ROF) at St. Petersburg State University (until 2014) or Al-Farabi Kazakh National University (2015-present) and achieved Superior-level proficiency in speaking, listening, and reading. In the current academic

year (2021-22), six UW students are participating in the ROF, which was conducted virtually in fall 2021 and in Bishkek, Kyrgyzstan in spring 2022. The Russian Flagship plans to resume the in-person ROF in Almaty, Kazakhstan in fall 2022. The Russian Flagship requires 2-3 hours per week of non-credit individualized and small group tutoring for students at all levels. Currently 30 students from various majors are enrolled. These accomplishments testify to the quality of UW’s language training, its national leadership in international education and research, and its devotion to language learning and to the internationalization of the broader undergraduate curriculum.

The Czech and Polish language programs also stress performance-based instruction, including tests each semester on real-world tasks in all four modalities. Czech and Polish courses are shared virtually with other campuses. Danaher developed innovative pedagogical materials for Czech (an online tutorial on the alphabet and phonetics, an outline of Czech grammatical structure, and text-based cultural materials for different levels of instruction), which are used at UW, Texas, Indiana, Kansas, and Brown. Borowski and Miernowska teach Polish language at all levels, including an introductory intensive course for students proficient in Russian or another Slavic language. GNS+ also assesses language proficiency with official tests by the Polish Association of Language Testers. Both Czech and Polish programs have adopted standards, practices, and goals of the Common European Framework of Reference.

Resources for language teaching and practice: Outside the classroom, student learning is supported by the UW Department of Information Technology and the L&S Instructional Design Cooperative, which help instructors create modern and effective learning experiences using established course design principles and technical expertise. The Language Institute promotes collaboration for research, education, and outreach in languages, literatures, and cultures. UW’s PhD program in Second Language Acquisition enhances the teaching of languages on campus. Students practice language skills in weekly language tables, student-led cultural organizations, and the International Learning Community, which houses 8 language groups, including Russian.

Language proficiency assessment and requirements: The UW Slavic program’s assessment plan in Russian language includes assessments in grammar, syntax, reading,

listening, and speaking. Students in the Russian Flagship (almost all of whom are Russian majors), complete an OPI by an ACTFL-certified faculty tester. The PhD in Slavic requires graduate students who are non-native speakers of Russian to achieve Advanced Low or better in all four modalities and pass the grammar exam. Most exceed these standards. To assess CREECA MA and FLAS students’ linguistic competence, provide benchmarks for future progress, and improve advising, placement, and curriculum planning CREECA evaluates students’ Russian language skills in speaking, reading, listening, and knowledge of grammar.

Goals for Section B, Quality of Language Instructional Program: CREECA will improve upon its high quality language instruction over the next four years as follows: 1) expand advanced technology in teaching Central Eurasian languages; 2) increase the number of students taking AY and summer language courses at UW, our partner institutions, and overseas; and 3) increase the average language proficiency of students.

# Quality of the Center’s non-language (area studies) instructional program.

REECAS courses: UW offers 111 non-language courses related to Eurasia with at least 25% area content in 24 departments. These courses comprehensively cover the countries of the region: Russia, Central and Eastern Europe, and Central Asia. UW’s non-language curriculum is one of the strongest in the country as measured by depth of course offerings, particularly in History, Political Science, and Slavic Languages and Literature (see Appendix 2).

Quality and extent of course offerings: CREECA encourages UW faculty to offer new courses and add regional coverage to existing ones. First-Year Interest Groups (FIGs), cohorts of 20 first-year students who take three linked courses during their first semester, have been particularly successful for recruiting and retaining students (Table 5).

|  |  |  |  |
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| **Table 5: First-Year Interest Groups (FIGs) organized by CREECA** | | | |
| Year | Instructor | Core Seminar Course | Second linked course, in addition to Slavic 101, First Semester Russian |
| 2018 | Francine Hirsch | History 200: “Russia and the World” | PS 140: Intro to International Relations |
| 2019 | Francine Hirsch | History 200: “Russia and America” | PS 140: Intro to International Relations |
| 2020 | Kathryn Hendley | Inter L&S 106: “Law and Disorder in Russia” | PS 120: Intro to Comparative Politics |
| 2022 | Kathryn Hendley | Political Science 201: “Law and Disorder in Russia” | Political Science 120: Introduction to Comparative Politics |

UW’s professional schools incorporate REECA content into their course offerings. For example, Kathryn Hendley’s course on Comparative Law (Law 818) explores the Russian legal tradition. Mark Johnson’s “Education and Climate Change” (Education Leadership 502/940) includes coverage of the disconnect between climate research and policy in Eurasia. The School of Education requires teacher education students to take courses on a culture outside the US, and CREECA’s Eurasian studies courses fulfill this requirement. Tom Popkewitz’s course for advanced undergraduates and graduate students, “Internationalizing Educational Knowledge” (Curriculum and Instruction 366/727), examines educational systems in Eurasia and elsewhere.

Interdisciplinary courses: The importance of interdisciplinary perspectives at UW is reflected in the two main undergraduate courses CREECA coordinates: “Russia: An Interdisciplinary Survey” and “Eastern Europe: An Interdisciplinary Survey.” Offered in alternate years, these courses (cross-listed as Geography, History, Political Science, and Slavic 253 and 254, respectively) include lectures by UW faculty from multiple departments, external affiliates, and visiting scholars from other universities. The course on Russia, taught in spring 2021 by Irina Shevelenko and planned for spring 2023, normally enrolls 55-75 students. David Danaher’s course, focused on the theme of the culture of dissent in Central and Eastern Europe, has 72 students enrolled in spring 2022. Students pursuing an MA degree or graduate certificate in REECAS often take a seminar, “Interdisciplinary European Studies” (History 804, cross-listed in Political Science and Sociology). Despite its legacy name, students may write their seminar paper on Eurasia. Recent themes include “Archives and WWII” and “Exiles, Migrants, and Refugees.” Students can take 22 other interdisciplinary and cross-listed courses, such as popular courses on Islamic culture and Shamanism (see Appendix 2).

Faculty: UW has 33 professors who teach Eurasian area studies courses (see Appendix 3). Its commitment to REECAS is evident in three recent hires of tenure-track assistant professors in the Slavic program of GNS+ whose research and teaching interests contribute to CREECA’s mission: Maksim Hanukai, hired in fall 2018, has developed and taught two new graduate courses, “Contemporary Russian Performance” and “Moscow Conceptualism” and two

new undergraduate courses: “Performance and Power” and “Literature and Revolution.” The latter, originally a special topics course, now is permanently listed as Slavic 266. Kirill Ospovat, has introduced new undergraduate courses: “Evil Empire? Reading Putin’s Russia” and “From Napoleon to Tolstoy’s *War and Peace*: Myths and Concepts of the Napoleonic Wars.” GNS+ has also invested significantly in Polish language, literature, and culture, hiring Lukasz Wodzynski as a tenure-line professor of Polish in 2019. He has developed several new courses: “History and Ethics on Film: Polish Cinema,” “Escaping Utopia: Cultures after Communism,” and “Adventure in Literature,” initially a special topics course, now permanently listed as Slavic 231.

Pedagogy training: UW provides general and specialized training for graduate student TAs. L&S conducts annual TA workshops, led by award-winning Teaching Fellows, including, recently, CREECA affiliates from Slavic and Sociology. In addition to classroom teaching techniques, the trainings emphasize issues of diversity and sexual harassment. Pedagogy support services on campus, including the Teaching Assistant Resource Center, have full-time staff. L&S holds mandatory, full-day training sessions for TAs in writing-intensive courses. Departments supplement this with training sessions, counseling, and classroom evaluations of TAs.

Goals for Section C: In 2022-26 CREECA plans to: 1) expand FIG offerings; 2) develop new regional courses, and redesign existing courses to include Eurasian studies content; and 3) increase enrollments in core interdisciplinary and other Eurasian area courses (see Section I).

# Quality of Curriculum Design

UW offers a variety of undergraduate and graduate degree programs in REECAS (Table 6), and extensive study abroad, international internship, research, and summer language opportunities.

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| **Table 6: Degree Options in Russian, East European, and Central Asian Studies (REECAS)** | | | |
| **Degree Program** | **Minimum Requirements of Degree** | **Degrees Fall 2017-**  **Fall 2021** | **Current** |
| Undergraduate major in Russian | 34 credits: 15 credits in language courses above 4th- semester Russian; three courses in Foundations in Russian  Literature and Culture (10 credits); two elective courses (6 credits); one advanced capstone course (3 credits). | 30 | 26 |

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate major in Polish | 21 credits: 6 credits in language courses above 4th- semester Polish; 6 credits in Polish Literature and Culture;  9 additional credits in Polish language, literature, culture, and area studies. | 6 | 4 |
| Undergraduate Certificate in East Central European Languages, Literatures, and Cultures | 15 credits, including 2 semesters of intermediate language (Czech, Polish, Serbo-Croatian), and 3 courses in East Central European literature and the arts\*\* [GNS+ is currently revising this to be a “Slavic Studies Certificate,”  will also include courses in Russian language, literature, and culture starting in fall 2022.] | 8 | 2 |
| Undergraduate Certificate in REECAS | 21 credits, including one interdisciplinary course; 3  courses from at least 2 departments in history and the social sciences; 3 courses in literature and the arts. | 26 | 15 |
| Graduate certificate in REECAS | 12 credits in at least 3 departments; 1 seminar paper using original language material; 2 years or the equivalent of language study; M.A. or PhD in a discipline. | 2 | 3 |
| Interdisciplinary MA in REECAS | 22 credits of interdisciplinary course work, including 2 graduate seminars and one introduction to Eurasian studies course; regional language study each term (4 semesters of  language study minimum). | 11 | 5 |
| MA in Slavic Languages and Literature | 30 credits, including 5 credits of “professional courses” in literary theory, linguistics, and pedagogy; 3 2- or 3-credit “foundational courses” in Russian literature; and 2 graduate-level seminars (6 credits); students must achieve a ranking of Advanced Low or higher in Russian (ACTFL proficiency guidelines) on 3 of 5 exams (reading, writing,  listening, speaking, grammar). | 8 | 1 |
| PhD in Slavic languages and literature | 51 credits (30 MA credits + 21 additional credits), including 9 credits of “professional courses”; all 6 “foundational courses” (16 credits); 3 graduate seminars (9 credits); 9 credits in a PhD minor; demonstrated proficiency in a Slavic language other than Russian (fulfilled by 2 semesters of intensive instruction or passing a language test); demonstrated reading knowledge of French or German; submission of capstone portfolio; submission & defense of dissertation; ranking of Advanced Low or higher in all four modalities of the language (ACTFL proficiency guidelines) on 5 of 5  examinations. | 6 | 15 |
| Doctoral minor in REECAS | 9 credits of graduate-level courses in Russian, East European, or Central Asian Studies in 2 departments  outside the student’s major department. | 2 | 2 |

Undergraduate programs: GNS+ offers undergraduate majors in Polish and Russian (in addition to German and Scandinavian) and is currently developing a new undergraduate certificate in Slavic Studies, which requires both language and content courses (undergraduate certificates are analogous to minors at other institutions, which UW does not offer at the undergraduate level). CREECA administers an interdisciplinary undergraduate certificate in REECAS, which can be combined with any major. All undergraduates can apply to UW’s

Russian Flagship Program; increasingly participants come from STEM or professional fields (Elementary Education, Engineering, Marketing, Zoology).

Graduate programs: Since 2001 CREECA has offered an interdisciplinary MA program in REECAS, providing regional, language, and research training for those seeking jobs in government service, the non-profit and private sectors, academia, and the military (including Eurasia Foreign Area Officers, or FAOs). MA students may elect to write a master’s thesis using original-language material. The program length is three or four academic semesters, but students who enter with language skills and complete intensive summer course work may finish in 12 calendar months. This accelerated option makes the CREECA MA program an attractive choice for FAOs. CREECA’s doctoral minor in REECAS fulfills the minor requirement of certain UW- Madison PhD programs, and its REECAS graduate certificate allows students in any UW graduate or professional degree program demonstrate expertise in the Eurasian region.

CREECA’s courses supplement professional school degrees: JD (Law School), MA in International Public Affairs (LaFollette School of Public Affairs), BS in International Agriculture and Natural Resources (College of Agriculture and Life Sciences), certificate and BS in International Business Studies (Business School), certificate in Global Health, and an international concentration for MA students in Urban and Regional Planning.

Training for Graduate Students: Graduate students regularly present their research at CREECA’s weekly lecture series. All students in UW’s summer language programs—including CESSI and intensive summer Russian—can participate in the annual WISLI Joint Student Conference. Both opportunities give students practice presenting their research to audiences with diverse backgrounds and expertise. As noted in Section I, CREECA requests funding to support annual research symposia in GNS+, History, Law, Political Science, and Sociology, which will offer graduate students opportunities to interact with leading researchers in their fields.

Academic and career advising: The Slavic program provides an advisor for undergraduate majors in Russian and Polish. Faculty and academic staff from CREECA and IRIS advise students in the MA, undergraduate and graduate certificates, and doctoral minor.

REECAS MA students who write a thesis are matched with a main thesis advisor and a second reader from another discipline. UW maintains a Cross-College Advising Service for undeclared students, and the Language Institute has an International Directions Advisor.

CREECA provides career advice and assistance to students interested in area studies careers. The CREECA website (creeca.wisc.edu) includes an “Opportunities” page, where openings in government service and other areas of national need are posted; CREECA staff also share these announcements on CREECA’s social media. We invite UW alumni in various fields to give public lectures and interact with students. Recent examples include Caroline Savage, the current Consul General at the US Consulate in Almaty, Kazakhstan; Jack Rowe, Department of Defense; Michael Baumann, lead associate at Booz Allen Hamilton; and Darren Thies, a career foreign service officer with tours in Romania and Russia, currently stationed in Tajikistan.

Interested graduate students are invited to meet informally with returning alumni to discuss career options and network. Other planned career-focused programs—collaboration with SuccessWorks, foreign language-focused career workshops, the summer career fair for students studying LCTLs at WISLI, and two slots in the lecture series annually for speakers working in non-academic areas of national need—are detailed in Section I.

International Internships: UW students also have access to a growing number of

internships in the East European/Eurasia region. Through UW’s International Internship Program (IIP), REECAS students have interned with the US Department of State in Slovenia and in Bosnia and Herzegovina; Association “SPOC” in Bulgaria; the “Prague Post” in the Czech Republic; WorldExpo in Kazakhstan; Caritas in Poland; and IAESTE in Serbia. In summer 2018, IIP launched a new internship for UW students in Bratislava with Fulbright Slovakia. Many others have participated in internships while studying on American Councils or CIEE programs. To meet growing demand, CREECA and IIP are currently working with community partners to create new internship opportunities in Georgia and Latvia.

Study Abroad: UW students have extensive study abroad options through UW’s International Academic Programs (IAP). For study in REECA countries (Table 7) IAP connects students with American Councils and CIEE, UW professional school programs, such as International Engineering Studies & Programs (IESP) run exchanges at technical

|  |  |  |
| --- | --- | --- |
| **Table 7: Student Participation in Study Abroad\* (Fall 2018-Winter 2022)** | | |
| **Country** | **Total Students** | **Programs** |
| Azerbaijan | 11\* | Turkish Flagship Languages Initiative Program |
| Croatia | 8 | Academic Seminar, Rovinj |
| Hungary | 72 | CIEE Budapest Business and European Studies |
| Budapest University of Technology & Economics |
| Kazakhstan | 27\* | Russian Flagship Overseas Capstone Program |
| Russian Language and Area  Studies Program (RLASP)-- Almaty |
| Poland | 1 | CIEE Central European Studies in Warsaw |
| Russia | 21\* | RLASP--Moscow |
| RLASP—St. Petersburg |
| RLASP—Vladimir |
| **Total participation** | 140 | \*Includes participants in IAP  virtual programs, summer 2020-fall 2021 |

universities, and short-term, faculty-led seminars abroad.

Research Opportunities Abroad:

CREECA funds graduate student research

in Eurasia with summer awards of up to $4,000 for 6-8 weeks of fieldwork in the region. Suspended due to COVID-19 in summers 2020-21 the program is again active for summer 2022. Graduate students from all disciplines are encouraged to apply. Grants (from non-NRC funds) have supported students in fields ranging from Curriculum & Instruction to Political Science.

Since 2016, CREECA’s Wisconsin Russia Project grant from Carnegie Corporation of NY has funded additional summer awards for social science research in Russia. Students have used CREECA awards for fieldwork in Russia (15 awards), Kazakhstan (6), Poland (3), Uzbekistan (2), Kosovo (1), Kyrgyzstan (1), Mongolia (1), Tajikistan (1), and Ukraine (1). CREECA publicizes fieldwork grants (maximum $3,000) administered by IRIS via social media sites, and student and graduate coordinator email lists.

UW students have high rates of success in applying for external fieldwork and language study awards. Since fall 2018, UW students have received a Critical Language Scholarship (Persian, in Tajikistan); 7 Fulbright US Student Program awards (Bosnia and Herzegovina,

Bulgaria, Croatia, Kazakhstan, Poland, Russia); and a Fulbright-Hays DDRA award for Russia. CREECA and IRIS publicize these competitions and host application preparation sessions.

Access to study abroad and summer language programs: Each semester over 1,000 students attend the UW Study Abroad Fair, which provides information about campus and national programs for every global region (some programs were offered virtually in 2020-21, due to COVID-19). IAP offers peer advising, online resources on UW and non-UW study abroad opportunities, pre-departure orientations, and help transferring credits from non-UW programs.

IAP gives scholarships for UW students to study abroad and need-based grants through the UW Office of Financial Aid. CREECA’s support for CESSI, BALSSI, and BBS provides access to domestic summer language programs (see Sections B and I). CESSI is the only domestic summer program offering intensive instruction in Kazakh, Tajik, and Uyghur, and one of only three offering Uzbek. Enrollment in CESSI has more than tripled since the program’s creation in 2011, thanks largely to the Title VIII support it has secured since 2016. The fellowships, available to graduate students, scholars, and working professionals, have made CESSI more accessible, particularly to non-traditional students. CESSI still relies on support from CREECA and its consortium partners for curriculum development, instructor training, programming (including weekly public lectures on Central Eurasia), and FLAS fellowships for undergraduate students.

Goals for Section D: In the next four years, CREECA will increase the number and diversity of students earning REECAS degrees and certificates by promoting its courses to students, faculty, and advisors in the professional schools. CREECA will also bolster professional development opportunities for students seeking careers in government, business, education, and the non-profit sector, as described in Section I.

# Quality of Staff Resources

Qualifications of faculty and staff for center activities: Wisconsin has 33 core professors and academic staff who teach courses on the REECA region, distributed across 11 departments, many of which are highly ranked nationally (Sociology is regularly ranked in the top 6 nationally, History in the top 12, and Political Science in the top 20). CREECA faculty and staff

profiles (Appendix 3) show that UW faculty maintains a world-class reputation, particularly in languages, literature, and the social sciences. CREECA’s faculty coverage is both wide and deep, including two faculty focused on REECA in Political Science (Hendley, Herrera), three in History (Ciancia, Hirsch, McDonald), and two in Jewish Studies (Yudkoff, Zilbergerts).

CREECA faculty associates, who have a partial or secondary research or teaching interest in the region, offer an additional pool of expertise for CREECA courses and outreach programs. Teryl Dobbs (Education and Music) conducts research in the Czech Republic on Jewish music.

Mutlu Ozdogan (Forest and Wildlife Ecology) studies deforestation in Russia. Nils Ringe (Political Science), teaches on EU politics, covering new member and candidate states of Central and Eastern Europe. Nadav Shelef (Political Science) teaches a comparative politics graduate seminar—open to REECAS MA students—on Nationalism and Ethnic Conflict, with case studies from Chechnya and the former Yugoslavia.

CREECA external affiliates in Wisconsin and neighboring states are yet another resource for lectures and outreach events. In recent years, Christine Evans (History, UW-Milwaukee) and Ora John Reuter (Political Science, UW-Milwaukee) presented their research in CREECA’s lecture series. In June 2020, affiliate Andy Bruno (History, Northern Illinois University) led an online discussion for 30 Wisconsin K-12 teachers on the Soviet nuclear legacy in Kazakhstan.

This network of external affiliates also helps promote the MA degree program in REECAS and CESSI.

In the last four years CREECA faculty published 18 books and 82 articles focused on Russia, East Europe, and Central Asia. Particularly noteworthy are Ciancia’s *On Civilization’s Edge: A Polish Borderland in the Interwar World* and Hirsch’s *Soviet Judgment at Nuremberg: A New History of the International Military Tribunal after World War II*, which received the 2021 ASEEES/Barbara Jelavich Book Prize, among other accolades*.* CREECA professors are highly visible in the governing bodies of their disciplines, serving as the officers and board members of ACLS, ASEEES, CESS, IREX, NCEEER, NSF, PONARS, and SSRC, and on the

editorial boards of area studies journals such as *Post-Soviet Affairs, Slavic and East European Journal*, *Journal of Central Asia and the Caucasus*, and *Slavic Review*.

Since 2018 CREECA has been directed by Theodore Gerber, professor of sociology. His research examines social inequality, economic change, public opinion, migration, and family processes in contemporary Russia, Ukraine, Georgia, Kyrgyzstan, Azerbaijan, Estonia, and Hungary. He has authored or co-authored over 60 articles on these topics in peer-reviewed journals in sociology, demography, international relations, and REECA area studies, as well as 8 book chapters and numerous op-eds, policy memos, and other article-length publications.

Gerber conducted a major multi-method study of the state of graduate training and research on contemporary Russia for ASEEES in 2015. He has served on the editorial boards of the two top journals in sociology, and currently is on the editorial board of *Post-Soviet Affairs*. Gerber has received over $4 million in competitively awarded research grant money from the NSF, the Minerva Initiative, and NCEEER. Since 2016, he has also secured for CREECA three institutional grants from Carnegie Corporation of New York, totaling $2.6 million, for the Wisconsin Russia Project, which enhances social science research and graduate training on Russia at Wisconsin.

Jennifer Tishler, associate director, has a UW PhD in Slavic languages and literature. She teaches courses on Russian language, literature, and civilization and oversees the MA program. In 2013 Tishler received an L&S academic staff mid-career award for her outstanding contributions to advising, teaching, and administration at CREECA. In 2021 she was promoted to the rank of Teaching Faculty, further recognition of her excellent service to area studies and the university. Sarah Linkert, assistant director, coordinates CREECA’s outreach and FLAS programs and CESSI. Linkert has an MA in translation and interpretation from the U. of Illinois Urbana-Champaign, is an alumna of the Russian Flagship program, and has interned at the Centre for Independent Social Research in St. Petersburg. Her regional and academic experience make her exceptionally qualified for her varied and challenging responsibilities.

Overseas experience and professional development: CREECA faculty travel regularly throughout the region for research, instruction, and other professional activities, usually with funding from external grants or the Wisconsin Alumni Research Foundation, which has the largest internal research endowment of any public university in the US. Faculty hires receive substantial start-up grants for research and curriculum development from the Graduate School. To maintain UW’s competitiveness in Eurasian studies, CREECA and IRIS offer additional support (from non-NRC funds) to new faculty who become core members of the center.

CREECA’s faculty has enjoyed impressive success in major internal grant competitions, collectively earning 86 awards in the past 4 years from the UW Graduate School, Wisconsin Alumni Research Fund, and UW Foundation. CREECA faculty also are recognized in prestigious UW faculty awards: Shevelenko received an H. I. Romnes Faculty Fellowship (2018) and Hendley a WARF Named Professorship (2019).

CREECA faculty have a long track record of securing major external grants for their research: from 2014-2018 Gerber was PI on a $3 million Minerva Research Initiative grant (from the Department of Defense) to study homeownership and societal stability in Central Eurasia.

Radeloff used an NSF grant to train graduate students on the future of biodiversity conservation in Eurasia. Other professors have received external grants from IREX, Fulbright, NICHD, NSF, SSRC, and NCEEER. In 2010-21, Paul Dower (Assistant Professor in Agricultural and Applied Economics) and Gerber used a grant from the UK’s Department for International Development to study entrepreneurship in Kyrgyzstan.

Teaching, supervision, and advising: Notwithstanding their productivity in research and publishing, CREECA core faculty actively teach, supervise, and advise students. Tishler mentors and advises REECAS MA students. MA students who write a thesis work with a faculty thesis advisor and a second faculty reader. CREECA’s faculty have been recognized with campus-wide awards for teaching and advising and regularly share their best practices at Wisconsin’s annual Teaching and Learning Symposium.

Program staffing and oversight: CREECA is governed by formal bylaws and has an Administrative Council, which meets regularly during the academic year and provides oversight of CREECA’s activities. It consists of the CREECA director and associate director, the Slavic program head, the bibliographer for REECAS, and four elected faculty members. In 2021-22, the elected members represent History, Law, and Slavic. A comprehensive restructuring of area and international studies at UW in 2015 created the Institute for Regional and International Studies. IRIS financial/logistics specialists and advisors provide additional support to CREECA and other NRCs in fellowships and awards, students and curriculum, business operations, and grants management. In 2017 Felecia Lucht was hired as director of the Wisconsin Intensive Summer Language Institutes (WISLI). Lucht coordinates administration and promotion of UW’s various summer intensive LCTL programs, including CESSI.

Commitment to diversity: UW’s Strategic Framework 2020-25 names “building organizational culture and climate that fosters engagement, inclusion, diversity, and equity” as one of its five strategic priorities. As detailed in the GEPA description, CREECA is in strict compliance with Section 427 of GEPA. CREECA actively solicits applications at all levels of employment from members of groups that have been traditionally underrepresented; all job vacancies are advertised in conformity with EO/AA criteria. UW-Madison’s ten-year plan to promote and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework’s primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2021, 21% of UW faculty members and 14% of academic staff members were from underrepresented racial and ethnic groups, sharp increases since 2000 and over 2% growth for each during the last three years. Almost 50% of faculty and staff are women.

CREECA is actively involved in minority faculty recruitment and its own diversity profile is strong. Of 33 core CREECA faculty and staff, 48% identify as women and 15% as ethnic minorities. From 2018-22, 57% of CREECA FLAS grants have been awarded to students identifying as women or non-binary. REECAS traditionally attracts few ethnic minority scholars, so CREECA works to increase access through such initiatives as the Graduate School Advanced

Opportunity Fellowship and the precollege Pushkin Summer Institute, described in Section H. In 2020 CREECA helped recruit to the Sociology PhD program an African American student who will conduct dissertation research on race issues in contemporary Russia.

Goals for Section 2: In the next 4 years, CREECA will increase the size and diversity of the interdisciplinary community of scholars working on REECA, within the UW, the state of Wisconsin, and across the country (see Section I goals).

# Strength of Library

UW-Madison’s collection on the East European, former Soviet, and Central Asian regions is among the best in the country. In 2020, the UW-Madison General Library System (GLS) contained over 11,995,000 volumes (over 9,200,000 individual titles), ranking 10th in volume holdings and 9th in title holdings among the 117 North American University members of the Association of Research Libraries (ARL). Slavic, East European, and Central Asian holdings now total approximately 348,000 titles, including over 274,000 in languages of the region, together with more than 66,000 titles about the region in English or other West European languages and roughly 8000 items in other world languages such as Arabic, Turkish, Chinese, and Japanese. The GLS, has over 10,000 electronic resources, including e-books, e-journals, databases, and digitized regional music.

Significant regional coverage can be found in other campus libraries and museums too. UW owns a rare collection of 22 Russian icons and 96 Soviet paintings in the socialist realist style, and is also home to the Rzhevsky Collection, one of the largest North American collections of films (over 300) from the former Soviet Union. The Helen Louise Allen Textile Collection in the School of Human Ecology (SoHE) offers access to unique pieces from Central Eurasia, which are studied each summer by CESSI students and staff.

The Michael B. Petrovich Reading Room in Memorial Library, a 4,056 square-foot facility, offers ready access to basic and specialized reference works on the region, including bibliographies (both national and topical), serial indexes, library catalogues, archival guides, statistical handbooks, census material, encyclopedias, and language dictionaries. In addition to

print materials, the GLS provides online access to many electronic resources, including licensed full-text and citation databases, bibliographies, abstracting services (e.g. the *American Bibliography of Slavic and East European Studies* and the *Modern Language Association International Bibliography*), electronic journal databases (e.g. the Eastview *Universal Database of Russian Social Science and Humanities Journals*), and newspapers and news services *Integrum* and the Eastview *Universal Database of Russian Central Newspapers* (including the complete digital back files of *Pravda, Izvestiia, Literaturnaia gazeta, Argumenty i fakty* and *Iskusstvo kino*). In addition, the GLS provides access to the *Stalin Digital Archive*, the Eastview *Universal Database of Russian and CIS Statistical Publications*, the digital version of the *Foreign Broadcast Information Service Daily Reports* and the *Joint Publications Research Service Reports* (JPRS), the Eastview on-line version of the *complete 2002 Russian Federation census*, as well as the on-line *Russian Academy of Sciences Bibliographies*. The UW Law Library provides digital access to the *Current Digest of the Russian Press*. During the 2018-2022 Title VI grant cycle, GLS added major electronic resources such as *Alexander III and the Policy of "Russification," 1883-1886*, *Commercial and Trade Relations Between Tsarist Russia/Soviet Union and the U.S., 1910-1963, The Moscow Summit and the Dissolution of the USSR, Russian Civil War and American Expeditionary Forces in Siberia, 1918-20,* and *World War I and Revolution in Russia, 1914-1918*, as well as periodical backfiles (e.g. *Moscow News, Soviet Woman, Nedelia,* and *Pravda Ukrainy*).

For fiscal year 2021-2022, the UW-Madison library system has budgeted $136,688 for new acquisitions in Russian and East European studies plus an additional $26,670 for Turkic Studies which includes Central Asian Studies. In fiscal year 2021-22, the UW Law Library spent an additional $9,700 on monographs and journal subscriptions related to Russia and Eastern Europe, which are available to all UW faculty, staff, and students.

In addition to the acquisitions budget, cataloging and processing cost about $39 per item and are paid by UW-Madison. Two fulltime librarians (a bibliographer and an original cataloger) and 1.1 FTE support staff (copy cataloging and acquisitions) work on the Slavic, East European

and Central Asian collection in Memorial Library, an annual commitment to the REECA area of over $250,000 in salary and benefits. In addition to handling collection development, the Slavic bibliographer, George Andrew Spencer, provides customized bibliographic instruction sessions for many REECAS courses, introducing students to the major resources and indexing tools relevant to their specific course. Spencer also provides in-depth reference assistance to students and faculty working on projects in the Slavic, East European and Central Asian area.

The library resources of the Madison campus are made available to every institution of higher education in Wisconsin through the UW-System Alma-based integrated library system and the Wisconsin Universal Borrowing Service. The Big Ten Academic Alliance (BTAA) libraries provide materials to UW-Madison students and faculty via interlibrary loan. One key measure of a library’s standing is its interlibrary lending capacity. In Fiscal Year 2020 UW was the third largest lender among Association of Research Libraries members with over 70,000 Interlibrary loans from our collection. In the same period UW-Madison users requested 85,813 items on interlibrary loan for materials not held by UW-Madison libraries. UW-Madison is a member of the Center for Research Libraries in Chicago thus, our students and faculty have full borrowing privileges for materials in the CRL collection.

# Impact and Evaluation

Impact of CREECA and access: The impact of CREECA’s activities and training programs on the university, community, region, and nation that it serves is evident in the enrollment levels in our courses and programs, the placement of our graduates, and participation in our outreach activities. Appendix 2 shows CREECA’s robust enrollment levels, which we plan to increase by 10% in the coming grant period.

As for placement, during the period May 2017-21, 18 graduate students affiliated with CREECA received doctoral degrees from UW. They received post-doctoral fellowships at the Institutions and Political Economy Research Group (IPErG) at the University of Barcelona, and tenure-track faculty positions at Brandeis University, Bryn Mawr College, the College of Charleston, Connecticut College, Smith College, University of Arizona, and Nazarbayev

University. One recent PhD alum teaches Russian at the Noble Academy in Chicago, one of the partner schools for CREECA’s Pushkin Summer Institute (see below).

From 2017-2021, eleven students received REECAS MAs. Two entered doctoral programs and one continued for an additional master’s degree in Global Higher Education. Three now have academic professional positions at UW-Madison in the International Division, the Russian Flagship Program, and the College of Agricultural and Life Sciences. Others work in the private sector, law (Foley & Lardner), technology (Epic), or foundations and non-profit international education organizations (American Councils for International Education). In this period 26 students received undergraduate certificates in REECAS. Nine of them are pursuing graduate, law, or medical degrees. Others work for American Councils, the US Army, elementary or secondary schools, and state and local government.

We discuss the reach, diversity, and depth of our outreach program in Section H, and our specific plans to expand our efforts and enhance their impact in Section I, Goal 2.

CREECA’s impact in terms of participation in its lecture series and other public events and its use of center resources is covered in Section A. On average 32 people attend our lectures, including roughly equal proportions of UW students, faculty, and members of the larger community. In the 2020-21 academic year, when UW was operating remotely, the CREECA lecture series was held over Zoom, which allowed us to reach larger and more diverse audiences, including alumni living at a distance and working professionals. We will build on that experience to offer more hybrid events, to increase our impact. Our special panels on key current events, in which we ensured that diverse perspectives are represented, consistently draw over 100 attendees. One example is a fall 2020 roundtable on “Mass upheaval in Belarus and Kyrgyzstan, war in Nagorno-Karabakh and Ukraine: Isolated Conflicts or an Emergent Pattern in Post-Soviet Space?”

Our faculty are frequently asked to speak to local community and alumni groups, they are interviewed by local, national, and international news outlets, and their research is featured in Wisconsin newspapers. They have been regularly invited to brief US government officials in

various departments and agencies about current issues involving Russia based on their research. Although CREECA does not directly fund faculty research, it provides the core infrastructure and intellectual environment in which UW faculty who work on REECA in various disciplines interact, collaborate, and recruit outstanding students at the undergraduate and graduate levels. A 2015 ASEEES report on the state of “Russian studies” in US universities provides evidence of CREECA’s excellent reputation in research and graduate training: based on a survey of ASEEES members and others in the field, by various measures CREECA ranks among the top 5-6 universities (out of 44) in the country in overall Russian studies graduate training and in the top 3-4 in social science training ([http://www.aseees.org/news-events/aseees-](http://www.aseees.org/news-events/aseees-news-feed/report-state-russian-studies-us) [news-feed/report-](http://www.aseees.org/news-events/aseees-news-feed/report-state-russian-studies-us) [state-russian-studies-us](http://www.aseees.org/news-events/aseees-news-feed/report-state-russian-studies-us)). CREECA received one of three $1 million grants awarded in 2016 by Carnegie Corporation of New York to further bolster social science research and graduate training on Russia at the top programs in this area in the US, and it has subsequently received an additional $1.6 million from Carnegie to renew this program, the Wisconsin Russia Project, through September 2022. We expect to receive an additional two years of Carnegie funding.

In the last several years, CESSI has thrived: enrollments reached new peaks in 2020 and 2021, in part because we rapidly shifted the planned 2020 courses to virtual format when the COVID-19 pandemic first hit, which allowed us to offer instruction to those who were shut out of in-person training opportunities that summer. Since its inception 154 students have received training in the critical languages of Central Eurasia, and 24 teachers of these languages have received professional guidance and developed curricular materials. A 2020 survey revealed that 53% of CESSI alumni still use the language they studied from “daily” to “somewhat frequently,” 83% say CESSI was useful for their research, 47% for their career.

CREECA ensures that no barriers impede equal access to our programs, and strives to integrate underrepresented groups, including those of gender, ethnicity, age, or disability, per the GEPA provision. We actively recruit from these groups for all positions and scholarships we sponsor and provide equal access to our MA degree program. In the current grant cycle, we recruited BIPOC graduate students whose work focuses on Russia and Central Asia to the

CREECA MA program and the PhD program in Sociology. UW considers issues of diversity, equity, and inclusion to be a high priority, and we target urban areas in our outreach programs to recruit minority students into our field. The McBurney Disability Resource Center serves students with learning disabilities. All CREECA activities take place in accessible venues and are open to the public. We advertise activities and programs extensively to guarantee equal access to information, and we have redoubled efforts to spread the word via social media platforms in recent years.

A major CREECA initiative to draw members of previously underrepresented communities into the field is the Pushkin Summer Institute (PSI), described in Section H. Since 2012, the PSI has provided intensive Russian language instruction in Madison, Latvia, and virtually to 285 high school students, most from underrepresented groups. In 2017, UW launched the “Pushkin Scholars” program, giving priority financial aid consideration to PSI alumni who continue their study of Russian at UW. Fifteen Pushkin Scholars have enrolled at UW; 8 in the Russian Flagship program. The first cohort of Pushkin Scholars has now graduated from UW. One alum with advanced Russian skills is currently a Madison police officer and plans to apply to the FBI; two others are pursuing master’s degrees (international studies, social work). Since 2020, the “Intersectionality in Focus” webinar series, which CREECA and other NRCs support, has highlighted the work of scholars and practitioners from groups traditionally underrepresented and marginalized in the REECAS field. In fall 2020, the number of synchronous viewers averaged 317 per event.

CREECA’s Evaluation plans: Since the 2010-2014 grant period, CREECA has pooled resources with Wisconsin’s other NRCs and IRIS to implement the Standardized Wisconsin Evaluation Program for Title VI (SWEPT), a coordinated, survey-based evaluation of all UW NRCs conducted by the UW Survey Center (UWSC) and led by a faculty director with expertise in demographics and statistical analysis. The first phase of SWEPT (2010-14) included an Area Studies Alumni Survey (ASAS, conducted fall 2011) and a survey of sophomores and seniors called the Global Learning Outcomes at Wisconsin Survey (GLOWS,

conducted spring 2013) that measured global competence and assessed the effectiveness of the NRCs, study abroad, and other international programs on campus at promoting it among undergraduates. A second rendition of GLOWS (“GLOWS 2”) was implemented in fall 2016. GLOWS 3 was planned for fall 2020, but the closure of campus due to COVID-19 made it an inappropriate time for the survey, and fall 2021 was too early in the process of returning to in- person instruction and on campus programming to meaningfully measure such key indicators as awareness of NRC-sponsored events and programs. To give NRCs time to reach currently enrolled undergraduates at UW, as well as cover the impact of Study Abroad programs (which were completely suspended for the 2020-21 academic year and only resumed in fall 2021), GLOWS 3 is slated for April 2022.

However, a second Area Studies Alumni Survey (ASAS 2) was carried out in fall 2021. ASAS 2 included 705 UW alumni who received graduate degrees within the last 25 years and completed at least 15 credits of coursework in foreign languages or areas studies at UW. About two-thirds were affiliated with an NRC: they had either received a FLAS or participated “often” while at UW in core NRC activities such as other grants/fellowships, brown bag lecture series, film series, other cultural events, career days, and/or outreach activities. The 35% who were not NRC affiliates represent a control group that helps assess the effectiveness of the NRCs. 92 respondents had been affiliates of CREECA during their UW studies, and 16 took REECA-related courses but had not been CREECA affiliates.

ASAS2 demonstrated CREECA’s effectiveness over the last 25 years, in terms of both program quality while at UW and subsequent careers. Over 82% of CREECA-affiliated alumni rated CREECA as at least “somewhat” effective (and, in each case, at least 65% as at least “very” effective) in providing the following: an intellectual home while at UW, opportunities to make contacts with faculty and students with similar interests outside one’s major field, language skills that were useful after graduation, and regional expertise that was helpful in subsequent career. 91% rated the quality of CREECA’s faculty as “very good” or “excellent,” 88% gave those ratings to its lecture series, and 76% to its other events and cultural programs.

89% rated the overall quality of CREECA as “very good” or “excellent.”

As for CREECA’s impact on careers post-graduation: 40% of former CREECA affiliates surveyed have held jobs after graduating in government, business, or the military (compared to 30% of graduates who specialized in the region but had not been affiliates of CREECA.) 81% of former affiliates who have worked fulltime after graduating have had at least one job in which they use the area-related expertise provided by CREECA, while 66% say the same regarding language skills. Consistent with these figures, 70% of former CREECA affiliates have had jobs since graduation where they deal with foreign clients, officials, or collaborators. Overall, 83% said they have had at least one job where their earlier participation in CREECA either helped them get the job or succeed in it at least “somewhat”. These results all testify to the broad success of CREECA’s long-standing efforts to provide useful, practical training and experiences, not just academic knowledge, via its fellowships and programs.

There is no statistical evidence of any trends across cohorts of graduates in these indicators. This may reflect the relatively small sample size (which makes it harder to detect “statistically significant” sources of variation), but it also likely speaks to the consistent emphasis that CREECA leaders have placed over the years on delivering useful skills with correspondingly high impact on the national supply of expertise in the REECA region.

The next phase of SWEPT (2022-2026) will again capitalize on the large number of NRCs at UW and the strong tradition of cooperation among them, as well as the benchmark data on key indicators from the first three rounds of SWEPT, in order to provide a quantitative evaluation of CREECA using the pooled resources of NRCs, IRIS, and the International Division. First, GLOWS 4 will be conducted in spring 2025: as in the previous rounds of GLOWS, all currently enrolled sophomores and seniors will be surveyed about their awareness of and participation in the activities and programs of CREECA (as well as other NRCs and other international programs at UW, such as study abroad), as well as their global competencies. Prior rounds of GLOWS have demonstrated that participation in NRCs produces higher levels of global competency, controlling statistically for coursework and many other

predictors of students’ global competency. GLOWS 3 (to be fielded in April 2022) will be the first assessment conducted after the onset of the COVID-19 pandemic, and it will provide initial data for assessing how well the significant impact of CREECA and other NRCs in elevating the global competence of participants in their programs has endured under pandemic conditions.

GLOWS 4 will, in turn, be particularly useful for assessing how effective CREECA’s adaptation of its programs to late- and post-pandemic conditions have been in sustaining its prior levels of positive impact on undergraduate global learning outcomes. In response to results from previous GLOWS assessments, CREECA revamped efforts to spread information about its undergraduate certificate program and also began bringing more alumni and others who work on the REECA region for the US government to campus (during the pandemic, virtually) to share their experiences with UW students considering careers in foreign service.

In addition, SWEPT 4 will incorporate a new component, the Impact of COVID-19 on NRCs Survey (ICONS), which will assess the pandemic-related challenges and opportunities for CREECA and other NRCs in reaching audiences beyond undergraduate students. ICONS will involve annual small-scale surveys of attendees at all CREECA-related activities (both virtual and in-person), to be conducted in the spring semesters of 2023, 2024, and 2026. These surveys will evaluate how pandemic-related shifts in programming, such as the use of virtual and hybrid modes for lectures and other events, limitations on face-to-face contacts, and travel restrictions, have affected the experiences of participants in CREECA programs (including attendees at lectures, seminars, cultural events, and teacher workshops, and graduate student researchers who use CREECA funds to explore new, virtual approaches to conduct field research). Although we cannot predict the course of the pandemic, it seems unlikely that CREECA activities will fully return to a pre-COVID-19 footing in the next 4-5 years, and CREECA will continue to devise innovative solutions to the ongoing challenges. Moreover, the time is now ripe to evaluate how these pandemic-related programming shifts have influenced the impact of NRC programs. We anticipate relying on GLOWS 3 and 4 to determine which innovations to retain if and when COVID-19-related restrictions are reduced more permanently.

Apart from the next phase of SWEPT, in 2022-26 CREECA will continue its own evaluation activities: measuring enrollments in REECA-related courses each semester, tracking students who take REECAS courses to identify those who nearing eligibility for certificates, and assessing the language proficiency of CREECA students upon graduation (see Sections B and I). We pay special attention to enrollments in CREECA language and area studies courses by students in STEM majors and professional fields, to advance our goals of expanding participation to these areas. We will also engage an external evaluator in the next grant period.

Addressing national needs; generating and disseminating information: US-Russian relations today are now at their most tense since the end of the Cold War; as we submit this proposal, Russia appears poised to launch a military attack on Ukraine. The geopolitical relationship is hardly bilateral: apart from the looming military conflict in Ukraine, several East European countries are NATO members; Kazakhstan retains influence as a mediator among FSU states despite a recent episode of political instability. Even aside from the Ukrainian situation and the confrontation between the US and Russia, Eurasia plays an integral role in US-China relations, Middle Eastern conflicts, international oil and gas markets, global migration and trade patterns, trends within Islamic and Orthodox religious traditions, and political and economic relations with Europe. Hence expertise in REECA remains critical for US interests, and CREECA, as one of the leading centers for Eurasian studies, is at the forefront of producing alumni working in areas of national need. CREECA alumni currently work in foreign service positions dealing with Central Asian countries, and they provide policy advice to the US government from academic positions.

CREECA addresses the priorities set by the Department of Education and other national needs by working with other federal grants (Project GO, NSLI-Y, Title VIII, and the NSEP Russian Flagship) as well as private foundation support (the Carnegie-funded Wisconsin Russia Project and support from the US Russia Foundation for PSI). For example, since its inception in September 2018 the Wisconsin Russia Project has brought 12 postdoctoral researchers (8 from Russia) and 16 PhD-level graduate students in Russian institutions to

Madison for extended fellowships, during which they have formed lasting collaborative relationships with UW faculty and graduate students in the social sciences. It has funded (with large contributions from the UW’s Office of the Vice Chancellor for Research and Graduate Education) Research Assistantships for 15 PhD students in UW social science programs for studies of contemporary Russia. And it has hosted two Young Scholars Conferences (live in July 2018 and virtual in January 2021) where over 70 promising young scholars from Russia and the United States presented research on Russia and received feedback from senior scholars, with a third conference planned for June 2022. These activities have helped form a new international network of social scientists doing cutting-edge research on contemporary Russia. While not financed with Title VI funds, the WRP would not have started without Title VI support for CREECA, which has provided a core faculty base at UW for the WRP’s activities, and key staffing assistance. Along with the other programs mentioned, the WRP demonstrates how we have leveraged Title VI to obtain financial support from other sources for a range of high-impact initiatives that have served diverse constituencies.

Most broadly, by creating a robust community of knowledgeable students, faculty, and affiliates, supporting the publications and work of this community, and disseminating information through libraries, websites, lectures, panels, and other forms of outreach, CREECA actively furthers both academic and public knowledge about Eurasia. As noted, its faculty routinely address local community and alumni groups: for example, Professors Gerber and Herrera both recently gave extensive interviews about the current conflict over Ukraine on Wisconsin Public Radio, and they participate in the activities of the Program on New Approaches to Research and Security in Eurasia (PONARS), a DC-based network of policy- oriented specialists who work on the region. All CREECA activities draw in audience members from the public. In response to the pandemic, CREECA quickly converted its lecture series to virtual format and continued to bolster its social media presence, enhance its website, and promote its podcasts of guest lectures. The website now averages 400 visitors per week.

CREECA has 1,073 followers on Facebook and 1,277 followers on Twitter (@UWCREECA).

Contributions to the supply of specialists and placement in areas of national need: As discussed above, CREECA affiliates have been more likely than non-affiliates to work in government, business, or the military after graduation. Recent CREECA graduates serve as area specialists in government, NGOs, or in graduate programs. The REECAS MA program has a tradition of enrolling Army Foreign Area Officers (FAOs), and a steady stream of applicants. FAOs go on to work as US Embassy attaches and other governmental positions. CREECA also directly addresses national need by awarding FLAS fellowships in Czech, Polish, Russian, Kazakh, Persian, and Turkish. Proficiency in all these languages and knowledge of the countries in the strategically vital region of Eurasia is critical for US interests.

# H. Outreach Activities

CREECA’s outreach activities, coordinated and directed by Sarah Linkert, draw on the expertise of the center’s faculty and graduate students in the humanities, social sciences, and professional schools. CREECA will continue its full range of outreach programming (Table 8) over the next four years, as described in detail in Section I.

|  |  |  |
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| **Table 8: CREECA Outreach Activities and Participation (2018-2022)** | | |
| **Type of Event/Activity** | **Number of Events** | **Avg. Number of Participants** |
| In-service & pre-service K-12 teacher trainings | 10 per year | 20 per workshop |
| K-12 outreach events (for students & teachers) | 9 per year | 300 per event |
| Community college instructor trainings | 1 per year | 14 per event |
| Pushkin Summer Institute | Intensive summer programs at UW, Latvia | 40 students per year |
| Concerts, exhibitions, film screenings | 2 per year | 100 per event |
| Public lectures | 30 per year | 50 per event |
| Special panel discussions | 2 per year | 100 per event |
| Media appearances | 5 per year | N/A |
| Monthly e-newsletter | 6 per year | 1993 subscribers |
| Website (including listings for area studies jobs & opportunities; links to other resources) | N/A | 400 visitors per week |
| Podcast episodes (fall 2018-fall 2021) | 77 episodes | 400 plays per episode |

Elementary and secondary schools: CREECA contributes to professional development and training of K-12 teachers annually with at least one training activity on a regional topic and one workshop on a topic of global significance, planned in conjunction with UW’s Wisconsin International Resource Consortium (WIRC). CREECA collaborates on teacher training activities

with other NRCs, local museums, campus partners, and community groups. The globally- focused WIRC workshop is held at a Wisconsin MSI, whose education faculty are invited to participate (**NRC AP2, CPP1**). Recent K-12 trainings have covered “Cyber Capabilities and Accelerating Global Change” and “Empowering Educators to Teach on Genocide.” Since 2020, CREECA has collaborated with three other Title VI NRCs on the year-long Engaging Eurasia Teacher Fellowship (EETF), hosting expert lectures and facilitating discussions to help high school and community college educators develop pedagogical resources on Eurasia.

CREECA also engages with elementary, middle, and high school students directly. Each year, CREECA staff and students lead language lessons and present on cultural topics at World Languages Day, the Global Learning Summit, and other cultural events. Linkert participates in “international day” celebrations at local elementary and middle schools, where she enlists UW student volunteers to introduce students to Eurasian cultures. CREECA graduate students and faculty members regularly give regionally relevant guest presentations for middle and high school classes. In 2020 Linkert became a regional chair of the American Council of Teachers of Russian (ACTR) Olympiada of Spoken Russian, a yearly competition where Wisconsin middle and high school students demonstrate their proficiency in the Russian language.

CREECA has a direct and meaningful impact on high school teachers and students through the Pushkin Summer Institute (PSI), an intensive summer program in Russian language and culture for students from underrepresented communities. The domestic program, started in 2012 and supported since 2021 by a grant from the U.S. Russia Foundation, provides rigorous instruction in Russian helps prepare students for the demands of college life. In 2015 CREECA introduced the PSI Abroad, part of the National Security Language Initiative for Youth (NSLI- Y), in which high school students study Russian for six weeks in Daugavpils, Latvia. Students who complete the PSI programs can enter college-level Russian courses at an intermediate level. Due to COVID-19, PSI programs were run virtually in summer 2020-21. We anticipate that in summer 2022, 28 students will participate in the domestic PSI in Madison and 15 students in the PSI Abroad in Latvia. Most are first-generation college-bound students and come from high

schools with predominantly BIPOC student populations.

Postsecondary institutions: CREECA undertakes major outreach with community colleges and MSIs, providing support for Russian language instruction through UW-La Crosse to other Wisconsin MSIs, professional development grants for MSI and community college faculty, and support for the Madison College Global Studies Passport Program. (**NRC CPP1)**. In 2020- 2022, CREECA partnered with other NRCs at UW-Madison on a project with the MSI College of the Menominee Nation (CMN) focusing on internationalizing the CMN curriculum and assisting CMN faculty in professional development. CREECA helps fund Wisconsin community college educators and administrators to attend the Global Studies Symposium for Best Practices in International Education at Minority Serving Institutions and Community Colleges.

Business, media, and the general public: CREECA engages with local businesses, non- profits, the media, and the general public. The weekly CREECA lecture series is held throughout the academic year and during the eight-week summer session. CREECA invites scholars, government officials, and working professionals to give talks on a wide range of regional topics, reflecting a broad spectrum of viewpoints (**AP1**). Lectures are always free and open to the public. Since 2017, recordings of CREECA lectures are available as a podcast via SoundCloud, iTunes, and Google Play, giving CREECA lectures national reach. In 2021, CREECA created a YouTube channel on which it shares video recordings of some events, further expanding the accessibility of the center’s content. CREECA organizes high-profile panel discussions on regional “hot topics,” inviting speakers to address some of the most contentious issues facing the region, such as unrest in Belarus, the 2020 amendments to the Russian constitution, and re- education camps in Xinjiang. These widely publicized event leave ample time for a lively audience Q&A (**AP1**). Free public film screenings, art exhibits, and concerts, including by the CREECA-supported UW Russian Folk Orchestra, also spark interest in the region.

Lastly, CREECA faculty regularly make media appearances on local television and radio stations, including PBS Wisconsin, Wisconsin Public Radio (WPR), as well as on commercial broadcast programs. For example, just in the last two months, Gerber and Herrera have been

featured on several Wisconsin news outlets, discussing current tensions between Ukraine and Russia. CREECA expert media appearances bring the research and knowledge of UW faculty to the people of Wisconsin and beyond.

Goals for Section H: As described in Section I, CREECA will continue and expand its extensive outreach to K-12 teachers and students, postsecondary institutions (including MSIs), businesses, the media, and the public in 2022-26, including activities like the Engaging Eurasia Teaching Fellowship, the “Intersectionality in Focus” webinar series, and a new Global Children’s Literature Celebration offered in collaboration with Madison College, a local community college, and aimed at pre-service K-12 teachers and librarians.

# I. Program Planning and Budget

CREECA seeks funding from the US Department of Education (US/ED) NRC/FLAS program to continue and expand the activities that have made it a leading center for REECAS. CREECA will use NRC/FLAS funding in 2022-26 to teach critical languages, bolster research and training in REECAS, and bring the expertise of its scholars to new audiences through innovative outreach programs.

Goal 1a: CREECA will increase the depth and quality of regional language and area knowledge among UW students and faculty by creating new courses in REECAS, incorporating new area studies content into existing courses, offering instruction in critical languages through the advanced level, and improving proficiency assessment of students in REECA languages.

To reach new students, CREECA will support REECAS-focused First-Year Interest Groups, or “FIGs,” each fall from 2022-2025. REECAS FIGs include a seminar on a REECAS topic (in the instructor’s home department), first-semester Russian language (Slavic 101), and another related course in a different department. Professor Kathryn Hendley (Law/Political Science) will offer a fall 2022 FIG, “Law and Disorder in Russia,” linked to Political Science 120 (Introduction to Comparative Politics) and Slavic 101. NRC funds will bring guest lecturers to campus to meet with the FIG students and speak in CREECA’s public lecture series.

CREECA is teaming with the School of Education (SoE) and other units to sponsor a

2022 cross-area FIG on globalization, world regions, and globalizing education, with 25% REECAS content. This FIG will enroll first-year students who plan to become K-12 teachers and will apply for admission to the SoE in their sophomore year. Margaret Hawkins, professor of Curriculum and Instruction, will offer the core course, “Globalizing Education,” and students will also take International Studies 101 (“Introduction to International Studies”) and Anthropology 104 (“Cultural Anthropology and Human Diversity”). CREECA seeks NRC funds for 10% of a one-semester teaching assistantship for a graduate student with international and K- 12 classroom experiences to work on this FIG, addressing **NRC AP2**.

CREECA will cover 50% of a graduate TA for “Russia: an Interdisciplinary Survey” and “Eastern Europe: an Interdisciplinary Survey,” with UW providing the remaining funds. These core CREECA interdisciplinary courses, offered semi-annually on a rotating basis, are required for the undergraduate certificate in REECAS.

CREECA will sponsor instruction in the critical languages of Kazakh, Polish, and Turkish/Azeri (an innovative cross-dialect training course). The lecturers in Polish (Krzysztof Borowski and Ewa Miernowska) and in Turkish (Nalan Erbil Erkan) are supported by UW at .66 FTE for introductory and intermediate language courses. Grant funds will cover advanced courses in these languages at .34 FTE, and two levels of Kazakh per semester, taught by Gulnara Glowacki. UW will offer Kazakh, which few US universities teach, through distance technology to campuses in the BTAA starting in 2022.

In years 1-3, CREECA will provide funds for training and/or certification of a UW LCTL instructor in the Oral Proficiency Interview (OPI), sponsored by ACTFL (formerly known as the American Council for the Teaching of Foreign Languages), to facilitate proficiency assessment at UW and nationwide.

Goal 1b: By 2026 CREECA will raise enrollments in REECAS courses and participation in REECAS degree and certificate programs by 10%, with a special focus on students in professional school programs and STEM fields. To achieve this, CREECA advising staff will work with the advising office of IRIS, the Cross-College Advising Service, and the Office of

Undergraduate Advising. To increase interest in REECAS certificate programs, senior CREECA staff will develop new promotional materials, utilize social media, make presentations in REECAS-related courses, familiarize CREECA faculty affiliates with the degree and certificate programs, and enlist their aid in promoting them. CREECA senior staff will encourage faculty and advisors in the professional schools and STEM departments to encourage their students to apply for FLAS fellowships, especially at higher levels of language instruction. All FLAS fellows will be urged to pursue a REECAS certificate.

Goal 1c: In 2022-26, CREECA will offer more workshops for graduate and undergraduate students on career paths where they can use their REECAS expertise and critical language skills in government service, education, business, and non-profit work.

CREECA will implement a multi-pronged project of communication, advising, and events to better inform students about career paths in areas of national need, addressing **NRC AP1**. First, CREECA will link alumni in government, business, and the non-profit sector to current students for mentorship and career advice. CREECA will feature alumni profiles in its e- newsletter, sent bimonthly to students, staff, faculty, alumni, and community supporters. These profiles offer perspectives on varied career paths and provide opportunities for engagement and further connections; they are archived on the CREECA website. Career development also happens through advising; advisors in CREECA and IRIS discuss personal and professional development with students throughout their academic careers. CREECA will continue to connect its students with the International Internship Program, which identifies high-quality internship opportunities that advance their professional training, and with “SuccessWorks,” the L&S career center, whose staff members advise REECAS students on career opportunities in government, policy, and nonprofits.

Third, we will increase the number of campus events focused on career planning and professional development, such as those implemented in the current grant period described above in Section D. CREECA will reserve one slot each semester in its regular weekly lecture series for speakers who work outside academia in REECA-related areas of national need. CREECA will

continue to collaborate with other member programs in WISLI on a summer career fair for students of LCTLs and area studies. This event will feature alumni speakers and recruiters from government agencies, education, business, and non-profit sectors seeking employees with area studies expertise and proficiency in critical languages from REECA and other world areas.

CREECA staff will continue to monitor career opportunities in government service and other areas of national need and post them on the CREECA website (creeca.wisc.edu). Finally, REECAS graduate students will speak in the CREECA lecture series, giving them experience presenting their research to audiences with diverse backgrounds and disciplinary orientations.

Goal 1d: In the next four years CREECA will enhance UW Library acquisitions for the REECA-related collection, which serves not only UW faculty and students, but also researchers from beyond campus, K-12 teachers, and faculty at community colleges, MSIs, and UW System campuses. CREECA will encourage faculty to incorporate library training sessions with Library staff in their courses, increasing student use of this incomparable resource.

Timeline and Budget Rationale for Goal 1: The timelines for the specific activities under Goal 1 are described above, and the entire grant period will be devoted to this goal. The costs for these activities are administrative support, course development support, and salaries for instructors and teaching assistants. For CREECA administration, UW pays the entire salary of the CREECA associate director, Jennifer Tishler; CREECA requests support for 50% of the salary of assistant director/outreach coordinator, Sarah Linkert ($36,363 with fringes) and 20% of the salary of a financial/logistics specialist ($14,380), with UW sources covering remaining salary and fringes. These positions will also be used to fulfill goals 2-4 outlined below.

To support new course development and instruction in areas studies, CREECA requests

$6,229 with fringes each year for 50% of a one-semester teaching assistant for core CREECA interdisciplinary courses, and $2,492 with fringes each year to partially cover a TA for the education-based FIG. For language instruction, CREECA seeks, annually, $54,487 for a .66 FTE position for Kazakh, and .34 FTE appointments for Turkish/Azeri ($26,281 with fringes), and Polish ($24,648 with fringes). While CREECA will pursue other funding sources for these

language courses, Title VI support in the next four years is essential to build student demand and pedagogical infrastructure for them. To enhance capacity to implement state-of-the-art language assessments for students and help increase the number of UW graduates with advance proficiency certification, CREECA also requests $2,700 for fees and $2,580 for travel costs over 3 years to allow instructional staff to attend ACTFL OPI workshops.

CREECA seeks funding to cover travel, lodging, meals, and honoraria for guest speakers for the core CREECA interdisciplinary courses and the Eurasia FIG who will increase student interest in the courses, at approximately $1,260 per visitor.

CREECA requests $5,320 each year for salary and fringe for a student hourly (10 hours a week) for website and communications support, and roughly $32,300 over 4 years for library acquisitions. As CREECA achieves its goals of collaboration with MSIs, community colleges, and UW System students, the UW library and its Eurasian studies collection will become a vital shared resource.

The requested funding levels for all these projects are reasonable because sharing courses with MSIs, community colleges, and UW system schools is the most efficient way to promote Eurasian studies to previously underrepresented students; Title VI funding leverages additional contributions from UW and non-UW sources; CREECA’s core administrative staff (Tishler and Linkert) are experienced and highly effective (see Section E); and the amounts requested here will advance all the program goals described in this proposal, not just Goal 1.

Impact of Goal 1: New courses in REECAS will have an enduring impact for UW students and for students at our new partner institutions. FIGs at UW improve student learning outcomes (grades, graduation rates, skills development) and commitment to area studies training. Establishing new courses, particularly FIGs, and increasing enrollments through outreach will raise participation in and knowledge of REECAS. Career workshops, events, and advising will prepare students for jobs and steer them toward non-academic careers meeting national needs.

Advanced proficiency in Eurasian languages will serve students in their professional and academic careers, and provide speakers of these languages for government, business, and the

non-profit sector. Investment in UW’s proficiency assessment capacity will advance long-term gains in proficiency. Eurasian studies library acquisitions will pay off in the future because the UW library’s Eurasian studies staff uses the funds wisely, and the collection is accessible to outside scholars whom Title VI-funded initiatives will draw into the UW orbit.

Goal 2a: CREECA will expand the community of scholars in REECAS by supporting training for external constituencies in 2022-26. CREECA will collaborate with community colleges and Minority-Serving Institutions (MSIs) to permit a larger and more diverse group of students to complete courses in advanced Russian in Wisconsin. CREECA’s NRC funds will support Russian language instructions at MSIs in Wisconsin, including UW-La Crosse (UWL) and UW-Green Bay (UWGB). UWL was a Title III-eligible institution through 2021 and is reapplying for renewed eligibility. In 2020-21, with NRC support from CREECA, Natalia Roberts, senior lecturer in Global Cultures and Languages at UWL, developed two new third- year courses: “Russian Film” and “The Russian Mindset: Cultural Perspectives.” With renewed NRC funding, CREECA will cover a .34 FTE position for Roberts to teach these courses each year to students at UWL and to offer a first-year Russian course through distance learning to UWGB; a Title III-eligible institution. CREECA will continue to work with the UW System Collaborative Language Program (CLP) to make Roberts’ Russian classes available via distance learning to other UW System MSI campuses: UW-Eau Claire and UW-Stout. (**NRC CPP1**).

The Global Studies Passport Program allows students at Madison College (MC), a comprehensive community and technical college, to enroll in UW area studies and language courses (earning credit at both institutions) and the MC Interdisciplinary Global Studies Certificate. By increasing opportunities for global learning, the Passport Program motivates more students to pursue language and area studies training beyond the associate degree level, given that MC is the largest source of transfer students to UW. Moreover, MC has a special agreement with the UW Education program for teacher training. Using this infrastructure, CREECA and UW will incentivize more MC student participation by promoting online classes and CESSI language classes by and reserving space in its core interdisciplinary courses. CREECA and its

peer UW centers will hold resource fairs at MC to disseminate information and recruit prospective students. This direct, sustainable collaboration with a community college addresses **NRC CPP1***.*

CREECA will advance instruction in critical REECA languages and area studies at UWGB, MC, and other MSIs, with professional development grants for their instructors to attend language pedagogy conferences and/or training sessions, (e.g. AATSEEL conferences or ACTFL OPI workshops), producing more instructors in the state with formal OPI training.

Goal 2b: Over the next four years, CREECA will design effective outreach programs in REECAS for K-12 teachers and students, working with schools of education and MSIs (Table 9).

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| **Table 9: Planned CREECA K-12 and MSI Teacher-Training Activities, 2022-26** | | |
| **Year** | **Topic** | **Partners** |
| 2023 | Global Education *(MSI Workshop)* | WIRC, MC |
| 2023 | Migration, Exile, and Refuge *(K-14 Workshop)* | European Studies |
| 2023 | Climate Change (*Global Children's Lit Celebration*) | WIRC, MC |
| 2024 | Globalization and Democracy *(K-12 Workshop)* | WIRC, DPI |
| 2024 | Political and Economic Crises and the Rise of Populism *(K-14 Workshop)* | European Studies |
| 2024 | Sustainability *(Global Learning Summit*) | WIRC, DPI |
| 2025 | Technology and Democracy *(MSI Workshop)* | WIRC, MC |
| 2025 | Post-Soviet Power Dynamics in Europe and Eurasia *(K-14 Workshop)* | European Studies |
| 2025 | Music, Dance, and Identity *(Global Children's Lit Celebration)* | WIRC, MC |
| 2026 | Visual culture and the media (*K-12 workshop*) | WIRC, DPI |
| 2026 | Wolves in Eastern Europe: Folklore and Ecology *(K-14 Workshop)* | European Studies |
| 2026 | Migration (*Global Learning Summit*) | WIRC, DPI |

CREECA will collaborate with UW-Madison’s European Studies NRC to coordinate a yearly educator workshop on themes specific to Europe and Eurasia. These professional development opportunities are aimed primarily at high school and community college educators, but any K-14 instructor interested may attend. A curriculum development component is built into these workshops, and lesson plans created during events will be shared on CREECA’s website.

As a member of the Wisconsin International Resource Consortium, a collaborative group representing all international education centers at UW-Madison, CREECA will organize cross- regional trainings for K-12 teachers and faculty at MSIs and community colleges. Every year,

WIRC will partner with MC to facilitate the Annual Global Children’s Literature Celebration and a professional development workshop on internationalizing the curriculum for MSI and community college faculty. The Annual Global Children’s literature workshop for K-12 teachers, pre-service teachers, and librarians will focus on a different theme each year and will include a curriculum development component. Students in the MC—UW-Madison School of Education pipeline program are especially encouraged to attend. The annual cross-regional professional development workshop will take place on the MC campus and will alternate each year between K-12 and MSI/community college educator audiences.

CREECA will also collaborate with the Wisconsin Department of Public Instruction (DPI) in: (1) expanding the DPI’s WISELearn K-12 resource archive of standards-aligned lesson plans and professional learning materials to develop a new “Teaching on Genocide” resource hub that will cover REECA cases, building off a 2022 CREECA-supported educator workshop; and (2) aiding master teachers in developing larger inquiry-based units that facilitate in-depth exploration of transcending ideas and concepts. These units will also be incorporated into the WISELearn K-12 resource archive. These projects meet **NRC AP2**, **NRC CPP1**.

Goal 2c: CREECA will implement wide-ranging, innovative, and effective outreach programs that cultivate knowledge about and interest in the region for business, media, and the public. CREECA will work with WIRC on broader, cross-regional programming and will partner with other UW units to leverage NRC funds and build a greater community of REECAS scholars. In 2022-26, CREECA will extend outreach programming to reach new audiences while ensuring the inclusion of qualified experts who reflect diverse perspectives and a wide range of views to generate debate on world regions and international affairs. With raging controversies involving relations between the United States, Russia, and other REECA countries, now more than ever it is essential for programming to reflect all points of view.

A hallmark activity for CREECA is our weekly public lecture series, which brings together UW students, faculty, staff, and members of the community. Guest presenters include academics, practitioners in the field, government officials, and alumni. For 2022-26 CREECA

seeks continued funding for the lecture series. Each visit has an important public outreach component and helps maintain a campus network of students and scholars who work on the region; CREECA connects speakers with students and faculty in formal class settings and informal meetings to maximize professional development and intellectual exchange opportunities (**NRC AP1**).

Annual symposia co-organized by CREECA faculty (Table 10) will bring leading speakers to campus to present current research to professors and students from UW and area MSIs. Three of these will also involve REEI at Indiana University, broadening their impact.

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| **Table 10: Planned CREECA Research Symposia, 2023-26** | | |
| **Year** | **Topic** | **Partners** |
| Spring 2023 | “Indigenous Languages in Eurasia and the Americas: Documentation and Revitalization” | IU REEI, College of Menominee Nation, GNS+ |
| Spring 2024 | “You Say You Want a Revolution? Lessons from East Central Europe in 1989” | History, European Studies, GNS+ |
| Spring 2025 | “Violence in Polish Literature” | IU REEI, GNS+ |
| Spring 2026 | “Housing in Eurasia: A Dialogue Across Disciplines” | IU REEI, Law, Political Science, Sociology |

Finally, CREECA will work with WIRC and the Language Institute on two high-profile outreach programs for pre-college students and their teachers. World Languages Day brings 700 high-school students and teachers to campus for a day to learn about the wealth of international opportunities available at UW. The Global Learning Summit (GLS) convenes high-school students and teachers from districts where the Global Education Achievement Certificate (GEAC) is offered for a 6-hour program. At both events, CREECA staff and students will lead lessons on REECA languages, culture, and politics.

Timeline and Budget Rationale for Goal 2: Distance Russian instruction from UWL to UWGB will begin in fall 2022 and expand to other UW System campuses from fall 2023 through spring 2026. New participants in the Global Passport program will be recruited each semester starting in spring 2023. MSI/community college professional development grant competitions will be held annually, as will teacher institutes, beginning with “Global Education” in 2023. The CREECA lecture series will be funded by NRC funds from fall 2022 through spring 2026.

CREECA’s budget requests for activities addressing Goal 2 are as follows: for the

Russian partnership with UWL and UWGB, $24,730 (including fringes) per year for 4 years;

$1,000 per year for 3 years to cover travel for language faculty from Wisconsin community colleges and MSIs to attend OPI training and professional conferences; $5,050 per year to cover travel and lodging for participants and guest presenters at CREECA K-12 teacher trainings;

$2,925 per year for travel and lodging for participants and guest presenters at the area studies teacher institutes at Wisconsin MSI campuses (these modest costs for travel, accommodations, and meals are leveraged with funds from IRIS and other partner institutions for these events);

$10,800 per year for visiting lecturers, to cover ten 2-day visits each year at $1,000 per visit (modest, but sufficient to bring high-quality scholars and professionals to Madison); $4,125 per year for travel, honoraria, lodging, and per diem costs for participants in the research symposia; and $1,000 over 4 years to support World Languages Day and the Global Youth Summit.

Impact of Goal 2: CREECA-supported courses and distance learning in REECA languages and area studies will reach larger communities, including students from previously underrepresented groups. These initiatives will also serve as a model for language and broader educational training in resource-constrained environments. Lasting relationships between CREECA, MSIs, community colleges, other UW System campuses, and BTAA universities will serve new constituencies for years to come. Teacher training institutes and professional development opportunities for partners at MSIs and community colleges enhance REECA- related content in courses at these levels and establish relationships between K-16 educators, MSI and community college faculty, and research university faculty. CREECA’s investments in these programs thus will have multifaceted, durable multiplier effects on the expansion of REECA themes in curricula. Collaborations established through these programs, the lecture series, and symposia will help CREECA develop a national network of scholars, linking affiliates across institutions and programs, yielding a major positive impact on REECA studies.

Goal 3a: In 2022-26, CREECA will collaborate with other REECAS NRCs on projects of a national scale, such as cross-university summer language training programs that provide instruction and disseminate best teaching practices in the languages of the region.

CREECA will continue to support and host CESSI, a national program supported by a consortium of NRCs for intensive, proficiency-based language instruction founded at CREECA’s initiative in 2011. Very few US institutions teach Central Eurasian languages and cultures, despite their importance for US national security. CESSI gives students, scholars, and practitioners the chance to gain proficiency in a Central Eurasian language and enrollment has more than tripled since the program’s creation. CREECA has hosted CESSI since 2011 and since 2016 has secured additional funding for student fellowships through the Title VIII program.

The same principle of collaboration and resource-sharing that governs CESSI inspires CREECA’s active support of other consortia for summer language institutes offering intensive, proficiency-based instruction in critical regional languages. Over the next four years, CREECA will continue to support the Baltic Studies Summer Institute (BALSSI), currently hosted by Indiana University, and the Balkan and Black Sea Language Consortium (BBS), hosted by the University of Pittsburgh, which provide nationwide access to the languages of these regions and share best teaching practices across universities.

Goal 3b: CREECA will partner with NRCs across the US to design and implement REECAS public outreach programs for K-12 teachers and students, university audiences, and the broader community. In collaboration with REECAS NRCs at Harvard, Pittsburgh, and OSU, it will continue to coordinate the Engaging Eurasia Teaching Fellowship (EETF). The EETF grants 14 yearlong, competitive fellowships annually to high school and community college educators who want to deepen their understanding of Russia/Eurasia and US-Russian relations and bring that expertise to their students. Each year, a new cohort of fellows meets 8 times in an online classroom space with experts on Eurasian studies

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| **Table 11: Engaging Eurasia Teacher Fellowship Themes, 2022-26** | |
| **Year** | **Topic** |
| 2022-23 | Everyday Life in the Soviet Union |
| 2023-24 | Environmentalism in Eurasia |
| 2024-25 | Globalizing Russia |
| 2025-26 | Gender and Equity in Eurasia |

from the humanities and social sciences to discuss key regional issues from diverse perspectives and convene for an in-person workshop at the end of the

year. Fellows are assigned a representative from one of the participating NRCs; throughout the year, CREECA’s outreach coordinator meets with three fellows to offer guidance and resources

for the classroom. Each fellow develops and pilots a lesson plan and completes the year with a reflection on their learning journey. Lessons will be shared on the websites of cooperating REECA NRCs. Previous EETFs have encompassed “Conflict in Eurasia” and “Artistic Interpretations of Eurasia from Imperial to Post-Soviet Times.” Table 11 displays EETF themes for the next four years.

Since 2020, CREECA has supported the “Intersectionality in Focus” webinar series, initiated by the Center for Russian, East European, and Eurasian Studies (REEES) at the University of Pittsburgh and now supported by several NRCs and ASEEES. Each event features presenters on topics related to critical pedagogies and inequity in the field, who answer audience questions as a panel. Since the initiative’s launch, CREECA has contributed honoraria funds for speakers and will continue to so in 2022-26. CREECA will co-host the series alongside another NRC in 2024-25 and 2025-26, which will involve selecting presenters and moderators, administering technical support, and coordinating promotion and speaker payment.

Timeline and Budget Rationale for Goal 3: All activities will take place over 4 years of the project. CREECA requests $2,000 per year for CESSI and $1,250 per year for BALSSI and for BBS. These consortia depend on NRCs to cover administrative costs. They use funds judiciously because they run on modest budgets, pooling resources among area centers. Since 2016, CESSI has received resources from a State Department Title VIII grant, which has covered tuition costs and pre- and post-program Oral Proficiency Interviews (OPIs), thus, leveraging Title VI funding for student support and assessment of language gains. The total cost to CREECA of the EETF is $12,528.

Impact of Goal 3: Language learning is a long-term investment. These consortia provide critical language training opportunities for students that have durable benefits for professional development and academic advancement. They offer intensive, high-quality instruction in languages that would not otherwise be taught in the US, and the programs attract a significant number of summer language students from professional programs in law, public affairs, and agriculture and life sciences. They also provide an institutionalized mechanism for sharing best

practices in teaching pedagogy across universities. The Engaging Eurasia fellowship will increase the national pool of secondary and post-secondary educators with expertise on key issues of the REECA region and generate accessible lesson plans and curriculum materials for other teachers to use, producing an important multiplier effect.

Goal 4: CREECA will improve the evaluation of its programming and better assess its impact. A core activity will be to repeat alumni and student surveys initiated under SWEPT. Details are discussed in Section G, but the budget and timeline are explained here.

Timeline and Budget Rationale for Goal 4: The fourth survey of UW undergraduates on global learning outcomes and NRC participation (GLOWS 4) will take place in spring 2025. The new component of SWEPT, the Impact of COVID-19 on NRCs Study (ICONS) will be conducted in the spring semesters of 2023, 2024, and 2026. CREECA staff will survey CREECA-affiliated students and faculty each spring, and CREECA will also invite an external evaluator to assess its programming. CREECA seeks $3,500 per year for SWEPT and $1,000 per year for its own evaluation activities. The SWEPT contribution, pooled with funds from other UW NRCs and International Division, will cover compensation for the evaluation director, student assistance, supplies for survey implementation, and fees to the UW Survey Center (UWSC), an independent entity within the university. UWSC’s professional staff has extensive experience conducting evaluation studies and will provide unbiased, external evaluations. All UW-Madison Title VI centers will participate in SWEPT, making SWEPT cost effective due to economies of scale. CREECA’s independent evaluation costs include survey software expenses and travel and compensation for an external evaluator.

Impact of Goal 4: As discussed above, these surveys provide valuable data to NRCs for use in benchmarking and assessing progress. SWEPT has become a national model for evaluating NRCs and other international programs. As it has in the current grant cycle, CREECA will use the data from SWEPT and from its own evaluation activities to identify strengths and weaknesses in its programming and to develop strategies to address the latter.

# J. Foreign Language and Area Studies Fellowships Awardee Selection Procedures

FLAS fellowships at UW are awarded on a competitive basis after careful review of applications by a faculty committee. Each year CREECA’s Administrative Council appoints a FLAS Review Committee of 4-6 tenured or tenure-line professors from History, a social science department, GNS+, and other units. Starting in November, CREECA advertises the competition widely via its affiliated departments and faculty, campus diversity offices, its e-newsletter, on social media, the CREECA and other campus websites, and email announcements to CREECA’s student lists, all graduate coordinators, and undergraduate advisors. In early December and late January, CREECA and IRIS hold information sessions and drop-in advising about eligibility, priorities, and the selection process for undergraduate and graduate prospective applicants.

CREECA makes special efforts to publicize the competition to faculty, students, and advisors in fields such as Business, Law, Public Health, Public Policy, Environmental Studies, Communication, Journalism, and Education, and encourages its affiliated faculty in UW’s professional schools to identify and advise potential applicants early on. At UW, many professional school students can take graduate-level courses in their fields to satisfy the area studies requirements of the FLAS (e.g., Agriculture and Applied Economics 474: Economic Problems of Developing Areas and Law 818: Comparative Law, both taught by CREECA faculty with at least 25% regional content). In the past four years, CREECA has given FLAS awards to students in the Law, Education, Music, and Library and Information Science Schools. Full data on the disciplinary background of CREECA FLAS awardees are presented in Table 12.

UW’s online FLAS application system (flas.wisc.edu) streamlines admissions, screening, awards-management, and record-keeping procedures for the FLAS competition. The central FLAS portal enhances the program’s visibility as departments

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| **Table 12: CREECA FLAS awards Fall 2018 – Spring 2022** | | | |
| **Graduate Awards (By Discipline)** | | | |
| Anthropology | 1 | Library & Information Science | 2 |
| Art History | 1 | Musical Arts | 2 |
| Educational Policy & Analysis | 1 | Political Science | 1 |
| Environment & Resources | 1 | REECAS | 24 |
| Geography | 2 | Slavic Languages & Literature | 1 |
| History | 5 | Sociology | 2 |
| Language Sciences | 2 | Translation Studies | 1 |
| Law | 1 |  |  |
| **Undergraduate Awards (By Discipline)** | | | |
| Central Eurasian Studies | 1 | Linguistics | 2 |
| Genetics | 1 | Political Science | 6 |
| History | 2 | Pre-Nursing | 1 |
| International Studies | 3 | Russian Lang. and Civilization | 2 |
| Journalism | 1 | Russian Language and Literature | 2 |

link it to funding resource pages on their websites. CREECA now receives competitive applications from students in more varied disciplines than in the past, such as Chemical Engineering, Dairy Science, Educational Policy, Environment and Resources, Genetics, and Geological Engineering.

By the mid-February deadline, applicants submit to CREECA an online application that includes their major, academic record, a statement on career goals, prior language study, intended language and area studies courses, standardized test scores, a language evaluation, and two letters of recommendation. The application furthermore asks students to submit their expected family contribution (EFC) as determined by the Free Application for Federal Student Aid, which applicants are urged to complete by the mid-February FLAS application deadline.

In early March, the FLAS selection committee reviews and ranks the applicants on merit and financial need. Applicants for academic-year graduate,

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| **Table 13: CREECA FLAS awards, by language Fall 2018 – Spring 2022** | | | |
| Czech | 2 | Serbo-Croatian | 1 |
| Kazakh | 12 | Tajik | 5 |
| Persian | 3 | Turkish/Azeri | 1 |
| Polish | 1 | Uyghur | 3 |
| Russian | 37 | Uzbek | 4 |

academic-year undergraduate, and summer fellowships are considered separately. Undergraduate applicants must be studying a language at the second-year level or higher. The committee gives preference to students with demonstrated financial need (**FLAS CPP1**) and aims for regional and

disciplinary balance (Table 13). Of 69 awards from 2018-22, 57% were made to women or gender non-binary students.

For 2022-26, CREECA seeks funding for 7 graduate academic-year awards, 2 undergraduate academic-year awards, and 5 summer awards for the study of Czech, Kazakh, Persian, Polish, Russian, and Turkish (Azeri). US/ED considers all six languages to be priority languages that are less commonly taught.

Goal for Section 10: CREECA seeks to increase the diversity of FLAS applicants in terms of traditionally underrepresented groups (gender, race, national origin, disability, or age), but also increase applications from students in fields beyond the humanities and social sciences. This includes increasing FLAS applicants from UW’s professional schools. CREECA also plans to continue administering innovative alumni surveys (see Section G) to evaluate how FLAS recipients use their language skills and regional knowledge in their careers.

# K. Priorities (FLAS & NRC Competitive Preference Priorities)

FLAS CPP1 (Fellowships for students who demonstrate financial need) & FLAS CPP2 (Fellowships in LCTLs). As described above in Section J, CREECA’s FLAS review committee will give preference to students with demonstrated financial need, as determined by the student’s reported expected family contribution (EFC). CREECA also pledges to make 100% of FLAS awards in LCTLs and priority languages (FLAS CPP2).

NRC CPP1 – Collaboration with MSIs and/or community colleges. CREECA plans to continue and build on its relationships with Wisconsin’s Minority Serving Institutions (MSIs) and community colleges by hosting programs with Madison College and College of Menominee Nation; expanding access to Russian language instruction to UWGB, UWL, and other MSIs within the UW System; promoting and further expanding the Global Studies Passport Program at Madison College; launching an annual MSI/community college professional development grant competition; and increasing MSI faculty and student participation in CREECA events.