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**Illinois REEEC**

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| ILLINOIS REEEC | Title VI ProposalAcronym List |

Acronym List

|  |  |  |  |
| --- | --- | --- | --- |
| AATSEEL | American Association of Teachers of Slavic &East European Languages | FAUS | Foundation for Advancement of UkrainianStudies |
| ASEEES | Association for Slavic, East European, and | FTE | Full-time Employee |
|  | Eurasian Studies | FY | Fiscal Year |
| ACES | College of Agricultural, Consumer, and | GA | Graduate Assistant |
|  | Environmental Sciences | HEED | Higher Education Excellence in Diversity |
| ACTFL | American Council of Teachers of Foreign | I4I | Illinois for Illinois Study Abroad Scholarship |
|  | Languages | IAGE | Illinois Study Abroad & Global Exchange |
| ACTR | American Council of Teachers of Russian | IASL | International Area Studies Library |
| AD | Associate Director | IBOPS | International Business Operations |
| AP | Academic Professional | ICES | Instructor and Course Evaluations |
| App. | Appendix | IFLE | International and Foreign Language Education |
| AISEES | American Institute for Southeast European | IFLIP | Intensive Foreign Language Instruction |
|  | Studies |  | Programs |
| ARISC | American Research Institute of the South | ILL | Interlibrary Loan |
|  | Caucasus | IIP | Illinois International Programs |
| AY | Academic Year | ILR | Interagency Language Roundtable |
| BCS | Bosnian/Croatian/Serbian | IOC | International Outreach Council |
| BALSSI | Baltic Studies Summer Institutes | IPENG | International Programs in Engineering, School |
| BUS | College of Business |  | of Engineering |
| CALC | Central Asian Language Consortium | iSchool | School of Information Sciences |
| CC | Community College | ISSI | International Summer Seminar at Illinois |
| CCEDC | Champaign County Economic Development | JACS | Joint Area Centers Series |
|  | Corporation | LAS | College of Liberal Arts and Sciences |
| CCHS | Champaign County Head Start | LAW | College of Law |
| CEF | Current Events Forum | LCTL | Less Commonly Taught Language |
| CIA | Central Intelligence Agency | LIS | Library and Information Sciences |
| CIC | Committee on Institutional Cooperation | LPC | Language Program Coordinator |
| CIEE | Council on International Educational | MEAS | Modernizing Extension and Advisory Services |
|  | Exchange | MIIIE | Midwest Institute for International and |
| CITL | Center for Innovation in Teaching and |  | Intercultural Education |
|  | Learning | MSI | Minority-Serving Institution |
| CMS | Critical Methods Series | NCEEER | National Council for Eurasian and Eastern |
| CLIC | Center for Language Instruction and |  | European Research |
|  | Coordination | NGO | Non-governmental organization |
| CoEd | College of Education | NILRC | Network of Illinois Learning Resources in |
| CRB | Campus Research Board |  | Community Colleges |
| CTS | Center for Translation Studies | NLF | National Library of Finland |
| CWL | Comparative and World Literature | NRC | National Resource Center |
| DoED | Federal Department of Education | NSEP | National Security Education Program |
| DoD | Department of Defense | OCLC | Online Computer Library Center |
| DoS | Department of State | OCS | Old Church Slavonic |
| DRES | Division of Disability Resources and | OIIR | Office of Inclusion and Intercultural Relations |
|  | Education Services | OLLI | Osher Lifelong Learning Institute |
| ECIDC | East Central Illinois Development Corporation | OMSA | Office of Minority Student Affairs |
| ED | Department of Education | OPI | Oral Proficiency Interview |
| EE | Eastern Europe | RA | Research Assistant |
| ENG | College of Engineering | REEE | Russian, East European, and Eurasian |
| EPA | Environmental Protection Agency | REE&E | Russia, Eastern Europe, & Eurasia |
| EUC | European Union Center | REEEC | Russian, East European, and Eurasian Center |
| ExCom | Executive Committee | REEES | Russian, East European, and Eurasian Studies |
| FAA | College of Fine and Applied Arts |  |  |

|  |  |
| --- | --- |
| Illinois REEEC | Title VI ProposalAcronym List |

SILMW Summer Institute for the Languages of the Muslim World

SLATE Second Language Acquisition and Teacher Education program

SLCL School of Literatures, Cultures and Linguistics SLL Slavic Languages and Literature

SLW Summer Language Workshop (Formerly SWSEEL at Indiana U)

SRL Summer Research Laboratory on Russia, Eastern Europe, and Eurasia

SRS Slavic Reference Service SSRC Social Science Research

Council

TA Teaching Assistant

UI University of Illinois

UL University Library

USDA US Department of Agriculture UT University of Texas

UW-M University of Wisconsin-Madison YLF Youth Literature Festival

# COMMITMENT TO THE SUBJECT AREA

***A.1.(a). Support for Center operations.*** Thanks to deep institutional commitment, the University of Illinois (UI) offers the Russian, East European, and Eurasian Center (REEEC) exceptional capabilities as a National Resource Center. We specialize in connecting people to reliable sources of information about Russia, Eastern Europe, and Eurasia (REEE), and we train them to make use of this knowledge in government, education, the professions, and public life. Our University Library (UL) possesses one of the world’s great collections for Russian, East European, and Eurasian Studies (REEES), expertly curated by professionals from our top-ranked School of Information Science (iSchool) and Slavic Reference Service (SRS) (see F). An R1 public research university, UI supports significant expertise in REEES languages and disciplines, including 45 faculty affiliates who study region (many of whom have won national awards, including NEH, ACLS, Guggenheim, and others) (see E; App. 3). A land-grant institution, UI makes its resources accessible to the public through extensive outreach programs, such as our influential Summer Research Laboratory (SRL) (H). UI faculty help lead national scholarly organizations (ASEEES) and journals (*Slavic Review, SEEJ*). They mentor students in strong BA, MA, and PhD programs, preparing new generations of teachers, researchers, information scientists, and analysts to serve in areas of national need (B and C). UI is just as active at the local level. We collaborate with teacher training programs, K-12 schools, Community Colleges (CCs), and Minority-Serving Institutions (MSIs) throughout the Midwest and nation, always broadening access to language and area studies instruction (H). Because of these commitments, UI affords REEEC the opportunity to serve as a vital knowledge hub for the study of REEE, across the US and worldwide.

Throughout the 2018-22 cycle, UI’s support for REEEC remained strong. REEEC’s Associate Director and Office Manager positions are fully funded by the university. It provides 85% of the

Table 1: *REEES University Sprt. 2020-21*

|  |  |
| --- | --- |
| **Activity** | **Amount** |
| Center Operating | $2,000 |
| Center Staff | $185,823 |
| IGI Support | $327,608 |
| Teaching Staff | $4,698,652 |
| Library |
| *Staff* | $832,111 |
| *Acquisitions* | $400,000 |
| Outreach | $70,165 |
| Student Support | $15,740,386 |
| **TOTAL** | **$22,256,745** |

salary of the O&P Coordinator, and salary support and release time for the Director. A new unit, the Illinois Global Institute (IGI)—funded by the UI Provost and College of LAS—provides improved administrative services. It also manages accounts and budgets for REEEC and ensures compliance with state and federal regulations. IGI created

two positions to assist with Title VI : 1) a Project Coordinator (assisting with grants and contracts); and 2) a Fellowship & Scholarship Coordinator (FLAS processing). In FY21, UI provided 98% of REEEC’s administrative budget, or over $187,000, not including fringe (*Table 1*).

***A.1.(b). Support for teaching staff.*** Three new tenure-track (TT) faculty appointments demonstrate the University’s commitment to REEES (Table 2). The iSchool also hired a REEES specialist as its

*Table 2: New Faculty Hires*

|  |  |
| --- | --- |
| **Discipline** | **New Hires** |
| PolSci | 1 |
| Slavic LL | 1 |
| UL | 1 |

Associate Research Director for the Hathi Trust Research Center, based at Illinois (Layne- Worthey). Additional TT searches in History and SLL are near completion. REEEC-affiliated faculty have competitive salaries fully funded by UI, a commitment of $4.5 million annually. Faculty also receive generous university grants in support of their scholarship, including Conrad Humanities Scholar (Cooper, Gasyna, SLL), Provost’s Award for Excellence in Teaching (Ionin, Linguistics), and named professorships (Avrutin, History; Sroka, UL). UI works with a collective bargaining unit (NTFC Local #6546) to support non-tenure-track (NTT) faculty, improving policies on promotion, evaluation, and professional development and unleashing the creativity of NTT faculty. For example, REEEC affiliate Pintar (Teaching Assoc. Prof., iSchool) was named Distinguished Teacher-Scholar and leads a Presidential initiative on Game Studies (I).

University investments in SLL will strengthen LCTL instruction in the next cycle: in 2021, a

BCS instructor (Wright) was promoted from VAP to a TT Asst. Prof.; a Russian and Czech instructor (Brenier) was promoted to Teaching Asst. Prof. (both in SLL); and the University approved the ongoing TOP TT search in SLL. Meanwhile, two other hires mark continued investment in REEES: Nora Webb Williams (Asst. Prof., Political Science; Kazakhstan) and Robert Geraci (Research Assoc. Prof., UL; history, ethnic minorities in Russia).

***A.1.(c). Library resources.*** UI has the third largest academic library in the US, counting over 14 million volumes with 24 million items, including 9 million microforms, 470,000 print and electronic serials, 1.8 million digital books, 600,000 physical or digital media materials, and 629,000 maps. A large, specialized staff (including 9 FTE in FY 21; the UL is currently in the process of adding a 10th) serve our famous REEE collections (F). SRS has a global reputation for remote as well as in-person reference support. It was recognized by Harold M. Leich (former Head, European Division of the Library of Congress), as “an essential national resource for scholars, students, and government employees involved in all aspects of the Slavic, East European, and Eurasian fields of study.” The UL has made significant recent commitments to REEES, adding a research faculty member (Geraci) and investing $42,642 in a new KIC Bookeye 4 scanner.

***A.1.(d). Linkages with institutions abroad.*** UI has 9 international partners in the REEES region. We have recent MOU’s with Tbilisi State University (TSU) in Georgia and the American University of Central Asia (AUCA) in Kyrgyzstan. These agreements envision scholarly exchanges, study abroad programs, and other collaborations (Budget Narrative (BN) C1b,d; E1e). In 2018-20, Illinois Abroad and Global Exchange (IAGE) and LAS International Programs offered summer, semester, and AY study opportunities through 6 programs in 3 countries. Agricultural, Consumer, and Environmental Sciences (ACES) oversees programs in Croatia and Hungary.

UI maintains deep linkages to REEES area libraries, archives, and research centers. SRS has

partnerships with the National Library of the Czech Republic, Russian State Library, State Public Historical Library (Moscow), the National Library of Finland, the National Parliamentary Library of Georgia, Jagiellonian University (Krakow), AUCA (Bishkek), and the Kyrgyzstan Library Information Consortium (UI is the only US partner for the latter group.) Additionally, REEEC is an institutional member of the American Research Institute of Turkey (ARIT) and a charter member of the American Research Institute of the South Caucasus (ARISC), which provide REEEC students with research grants, networking opportunities, and in-country support. In 2022, REEEC and ARISC will co-host a second “Teaching the South Caucasus” (TSC) curriculum workshop. Launched in 2019 with Title VI NRC funds, and supported by ARISC’s Title VI AORC grant, TSC trains CC/MSI faculty in SC area studies and facilitate the region’s incorporation into their classes (CP1). Building on these relationships, REEEC plans to join AISEES in 2022-26.

***A.1.(e). Support for outreach activities.*** UI funds most of the salary of our O&P Coordinator, a position dedicated 100% to outreach and public engagement. Our strong graduate and undergraduate programs provide excellent student employees, professionals-in-training who add energy and creativity to our outreach mission. UI publicizes REEEC’s outreach programs through its press office and public engagement web portal. IGI has its own a Communications Coordinator, who helps us reach the largest possible campus audience. The Center for Advanced Study (CAS) generously supports major speakers through its MillerComm speaker series—in the 2018-22 cycle, REEEC joined with CAS to host three such prominent speakers (Sasha Velour, Kevork Mourad, and Andrei Kureichik). Other departments and colleges at UI regularly co-sponsor REEEC events. ***A.1.(f). Support for students.*** UI admissions are competitive, and we offer financial incentives to attract top students. UI undergraduates receive scholarships, internships, work-study opportunities, study abroad awards, research support, and academic prizes (over $26.7 million in AY 2020-21).

Support for graduate students includes fellowships, assistantships, and travel and research grants, (totaling over $151.6 million in AY 2020-21). All assistantships of 25% FTE or more carry a tuition waiver. UI also provides students considerable need- and merit-based resources for study and research abroad. These student subsidies totaled approximately $13 million in AY 2019-20. UI’s Office of Undergraduate Research (OUR) also offers research and conference grants for students. Finally, the National and International Scholarships Program at Illinois helps our students compete for major international fellowships. Since 2018, students with a REEES focus have won Boren (1), Fulbright (2), and Critical Language Scholarship (2) fellowships. During this same time REEES students received over $207,753 for study abroad through UI campus programs.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

***B.1.(a). Extent of language instruction.*** UI supports instruction in a broad range of REEE LCTLs, both locally and through partnerships. We regularly teach 9 area LCTLs, including BCS, Polish, Russian, and Ukrainian every year through SLL; we offer Turkish and Yiddish through other departments. SLL also offers Czech, Bulgarian, and OCS on demand. Through BTAA, REEEC supports instruction in other LCTLs. In the last cycle students studied Estonian, Hungarian, advanced Ukrainian, and Uyghur through BTAA. Students can study Georgian remotely through the “Language School” (Republic of Georgia). Students can also pursue specialized training in translation through our Center for Translation Studies.

***B.1.(b). Enrollment in language study.*** Student enrollments in LCTL courses are similar to peer institutions’, with Polish enrollments higher than typical (see App. 2). According to the MLA, language enrollments nation-wide fell 9.2%, 2013-16 (Russian enrollments dropped 7.4%). At UI, 2018-22 enrollments track the previous cycle, with Polish slightly higher and BCS slightly lower. In 2019, the number of SLL majors reached its highest level since 2013. Our Russian Olympiada program yielded both REEES and Slavic Studies majors and minors from the Noble Charter

Network of schools, attracting URM students to our program. In 2022-26, REEEC will strengthen this pathway for student recruitment, while also expanding our MSI and community outreach efforts (I). To reunite our Olympiada alumni, many of whom are 1st generation students, with each other and with Russian, REEEC and SLL faculty will host a biennial “Russia Day” in the coming cycle. As recommended by a regular external review conducted in 2021, SLL will offer intensive summer Russian, to provide students more options for language study.

The creation of IGI in 2019 is forging new connections between our language departments and Illinois’ dynamic program in Global Studies (GS), which has 156 majors, 19 minors, and 17 students pursuing a certificate. GS will soon be moving into IGI, helping us to integrate a broader selection of REEES languages and study abroad opportunities into that major (D, *Table 3*). Finally, in 2020 we launched new degree and certificate offerings (a dual-degree MA REEES / MS LIS program and a BA REEES+Informatics minor) that create possibilities for students to combine language study with career-developing training in information science disciplines. Through our Critical Curriculum Series (CCS) (see I) we plan to develop and advertise more such professionalizing interdisciplinary programs in 2022-26. Taken together, we believe these efforts will bolster enrollments in the upper levels of REEE languages by creating new pathways to and motivations for advanced and/or multi-language competency.

***B.2.(a). Levels of language training.*** Russian is taught through the 5th year level, with all other LCTLs available through the 3rd year level. Instruction beyond the 3rd year is available for other languages by tutorial, BTAA shared courses, REEEC-supported summer language consortia, or overseas programs. Starting 2023, intensive, 1st year Russian will be available in the summer.

***B.2.(b). Language across disciplines.*** Illinois’ faculty strengths in REEES create many opportunities to practice language skills across disciplines, through regular courses, independent

study sections, and mentored research. REEES students must utilize LCTL texts in honors and MA theses. Doctoral students in many disciplines achieve advanced levels of language competency before their preliminary examinations, and use it in their research. In REES 495/550, IS 461, and REES 496, students conduct research with primary source texts in REEE languages. Faculty in anthropology, history, journalism, iSchool, political science, SLL, and sociology assign readings and expect research in REEE languages. Buchanan (Musicology) leads a musical ensemble, Balkanalia, which performs in LCTLs (including Armenian, BCS, Bulgarian, and Georgian).

***B.3.(a). Numbers of and support for language faculty.*** SLL has 6 tenured and 1 tenure track language faculty, who also teach literature, film, and culture; 1 Teaching Asst. Prof. (Brenier) who teaches Russian, Polish, OCS, and Czech; and 1 full-time Senior Lecturer (Ivashkiv) who serves as Language Program Coordinator. Ivashkiv is a native speaker of Ukrainian and Russian, and supervises instruction in all languages with support from other language faculty. SLL faculty teach novice-, intermediate-, and advanced-level language courses. BCS is taught by a newly hired TT faculty (Wright) and a TA, while Polish is taught by a tenured professor (Gasyna) and a lecturer (B.N. A1a) or TA. Tenured faculty (Cooper, Murav, Sobol, and Tempest) teach Bulgarian and advanced Czech, Ukrainian, and Yiddish on demand. Each was offered at least once in the last cycle. SLL graduate TAs assist with instruction in BCS, Polish, Russian, and occasionally Ukrainian, adding more courses. Linguistics employs a full-time lecturer in Turkish (Ozkan), who developed a Minor in Turkish Studies in the last cycle. Two REEEC-affiliated faculty in Linguistics (Ionin and Talic) publish and teach on Slavic languages and language acquisition.

***B.3.(b). Pedagogical training, performance-based instruction.*** All faculty and lecturers involved in language teaching possess native or near-native language skills and have experience teaching languages at the university level. Several have advanced training in language pedagogy, qualifying

them to prepare, oversee, and direct graduate TA instructors. TAs are required to possess advanced language skills; take a course on language pedagogy; and attend a pre-AY training workshop conducted by Slavic’s LPC. This workshop reviews best practices and ILR and ACTFL oral proficiency standards. The LPC and other language faculty observe TAs regularly and provide written and oral feedback. Weekly meetings are held to discuss lesson plans, instructional goals, and publications on language learning and teaching.

Language instruction in SLL and Linguistics follows contemporary principles of language pedagogy and employs performance-based, project-based, research-based, and task-based methodologies and outcomes. Courses emphasize communicative and intercultural competencies, and align outcomes with the ACTFL World Readiness Standards for Learning Languages. TAs are trained in classroom strategies that develop learners’ communicative and interpretive skills. Lead instructors review assessment tools to ensure they are proficiency-based and that students are able use the language in real world contexts. Faculty-developed proficiency tests place new and returning students into appropriate course levels. In 2014-18, instructors assessed the proficiency levels of FLAS fellows and other students, and used the results to understand students’ gains across different language levels. This data was shared each year with ED. REEEC and UI NRCs offered OPI training workshops for LCTL instructors in the past two cycles. Most LCTL instructors have now received OPI training, including both SLL lecturers.

***B.4.(a). Measured quality of language outcomes.*** SLL’s performance-based objective is to foster ILR level-2 proficiency among students with 4 years of undergraduate language training and 2+, 3, or 3+ proficiency at the 5th year and beyond. For graduate and professional training, acquisition of advanced language skills (ILR 2, 2+, 3) with concomitant intercultural competence is a cross- disciplinary priority. Our 2014-18 assessments showed that across UI LCTLs, 84% of students

tested progressed by at least one ACTFL sublevel, and 35% rose by one ILR level in an academic year. The integration of language instruction and interdisciplinary area studies is a key REEEC curriculum and programming goal (reflected in Critical Curriculum Series, I). REEEC and SLL assess student outcomes and goals annually, including language proficiency and cultural literacy. ***B.4.(b). Resources.*** SLCL encourages interdisciplinary cooperation and focuses campus resources on quality LCTL instruction. SLCL supports LCTL pedagogy, learning, translation, research and professional development through SLATE, CTS, and the LCTL Program (App.6), three units that directly engage REEEC-affiliated faculty. After 8 years of organizing OPI and ACTFL workshops, in this cycle REEEC will support faculty-led pedagogy workshops and support training opportunities for individual faculty, including progress towards OPI certification (BN E3a).

***B.4.(c). Proficiency requirements.*** LAS at UI requires a minimum of 2 years of language study in a non-primary language for every undergraduate. REEEC’s BA and MA degrees require three years of college-level study of Russian or another language of Eastern Europe or Eurasia, or equivalent proficiency (Table 3). The SLL program requires at least 6 credit hours beyond second- year study in one of its languages (Russian, Ukrainian, Czech, Polish, or a South Slavic language).

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

***C.1.(a). Quality and extent of offerings across the disciplines.*** In the past two academic years, UI offered 280 unique courses with at least 25% REEE content across 52 departments, of which 95 were graduate level (400 and 500 level) (App. 2). With Title VI course development support, faculty expanded our thematic and geographical reach, creating such new courses as INFO 490: Global Informatics (Pintar, Spring 2020) and MUS 418/518: Eurasian Musical Excursions (Buchanan, Fall 2020). After the outbreak of the COVID-19 pandemic in the spring of 2020, REEEC supported rapid transitions to online instruction for our large area studies courses. This helped to maintain the profile of area studies under difficult conditions, and allowed our faculty

and TAs to gain training in remote and hybrid instruction. Virtually all advanced non-language REEES courses are taught by tenured or tenure-track faculty.

***C.1.(b). REEE studies-related courses in professional schools.*** Ten professional schools and colleges at UI offer courses with an area component, and specialized programs in ACES and the College of Education (COE) enable certification or area specializations in REEES (Table 3). REEEC-affiliated faculty in Law and FAA offer several courses entirely focused on REEE or with extensive REEES content, while the iSchool trains advanced specialists in REEES information science (a practice that encouraged the formation of our joint MA/MS degree, as well as our planned certificate in Area Studies Librarianship in the coming cycle). Social Work offers a course on International Development with Grassroots Organizations that places students with organizations in Eurasia, while our collaboration with the COE has incorporated REEES content into courses on teaching K-12 social science (CI 452, Hug) and science (CI 450, Krist). Our current proposal supports the creation of new courses with the iSchool and COE (I).

***C.2.(a). Depth of specialized course coverage.*** In the last two years, UI offered 36 unique courses with 100% REEE content across 10 disciplines, of which 20 were graduate courses. The REEE curriculum has strengths in Balkan, Russian, Jewish, and Islamic history; literature; cultural studies; music; political science; and sociology. UI has active, area-focused PhD programs in History and SLL, with 4 TT faculty specialists in history: Randolph (imperial Russian culture and society), Avrutin (Jewish history in Russia and East Europe), Geraci (minorities in the Russian Empire), and Southeast Europe (Wright, global Yugoslavia). A search in Soviet history has reached the finalist stage. In 2020, Political Science hired Webb Williams (Central Asia). PoliSci offers 4 focused on REEE and 40+ others that treat the area or are methodologically relevant. Over 25 courses on regional literatures/cultures are taught in SLL, CWL, and Cinema Studies.

***C.3.(a). Non-language area faculty.*** In the last four years, REEEC added 6 new affiliates in 5 distinct disciplines to an already large and diverse faculty. 25 REEEC faculty offer non-language area courses; 21 core faculty teach courses with 100% REEE content. REEES BA and MA students, minors, and FLAS recipients thus have a wide variety of courses available, including small seminars that allow for personalized instruction with highly regarded faculty. In 2018-21, 24 REEEC faculty were on the University’s List of Teachers Ranked as Excellent.

***C.3.(b). Pedagogy training for TAs.*** UI requires that all TAs complete a 2-day training workshop conducted by the Center for Innovation in Teaching and Learning (CITL). Many individual departments, such as History, supplement this with discipline-specific training for new instructors. In 2020-21, 791 TAs participated in CITL’s workshop, while 62 participated in supplemental sessions on fair grading, productive office hours, and working with diverse groups of students. In addition, departments have specific training and mentoring programs for new and continuing TAs, reviewed by the Graduate College. These involve close faculty supervision, weekly meetings, lesson plan and grading guidance, and regular observation. UI mandates that all TAs request end- of-semester student evaluations, incorporated into the mentoring process. The University’s List of Teachers Ranked as Excellent in 2018-21 featured 23 REEE language and area studies TAs. Five teaching certificate programs offered by CITL—and the Second Language Acquisition and Teacher Education (SLATE) program—provide additional training for our TAs.

***C.4.(a). Availability of interdisciplinary courses.*** Core courses of REEEC’s BA and MA programs (REES 495 and 550) are taught collaboratively by REEEC faculty affiliates from several disciplines. In 2020, REEEC hired Stauffer, a specialist in Russian linguistics and multicultural education, to teach within and coordinate this curriculum. REEEC support for course development—both within REEES and in affiliated departments—allows faculty to respond to

larger shifts in interdisciplinary education. In 2018**,** for example, UI initiated a new general education requirement in “US Minority Cultures.” In response, Tempest (SLL) created a new undergraduate course, “Russia and Black America,” allowing our region to participate in this campus curricular dialog. Our new MA REEES / MS LIS degree fosters cross-disciplinary collaboration between REEES and Information Sciences, a program that is rapidly growing and adding data science and digital design courses. During 2018-22, Buckley developed a new course, SOC 265: Central Asian Societies, while Marshall (REEES) designed a 400-level seminar focusing on the cultural diversity, histories, and politics of the South Caucasus (see App 2B).

# QUALITY OF CURRICULUM DESIGN

***D.1.(a). Incorporation into BA degree programs****.* REEE language and area studies classes are positioned to attract students across many disciplines at UI. Core courses in the REEES major, such as REES 200: Intro to Russia & Eurasia and REES 201: Intro to Eastern Europe, satisfy University general education requirements, as do area studies courses in other departments, such as the popular HIST 260: Survey of Russian History and BCS 115: South Slavic Cultures. REEEC itself offers interdisciplinary BA major and minor programs, including a REEES+Informatics minor (developed in 2018). SLL offers a major and a minor in Slavic Studies, with Russian, Czech, Polish, South Slavic, and Ukrainian concentrations available. Students can add a Certificate in Translation Studies and a Slavic+Informatics minor. Finally, the LAS Global Studies BA allows students to develop interests in REEE and requires study abroad (see Table 3). In 2022-26, through our Critical Curriculum Series (I) we plan new course development to create new interdisciplinary course and degree options for BAs.

***D.1.(b). Undergrad requirements.*** The REEE Studies major is rigorous. It requires 48 hours of coursework including 3 core courses, 5 area courses in a single discipline and 6 courses across multiple disciplines, as well as 3+ years of college study of an area language. Seniors are

encouraged to complete an honors thesis, a research project mentored by REEEC faculty. Course development initiatives in the coming cycle (I) will give REEES students the opportunity to expand their professional horizons to include new concentrations and certificate offerings in Game Studies, South Caucasus Studies, Area Studies Librarianship, Multicultural Education. UI incentivizes summative research experiences through public recognition. REEES majors have presented their original research at the annual UI Undergraduate Research Symposium, a forum that provides opportunity to showcase their language and area studies expertise. REEEC awards the Yaro Skalnik Prize annually to the top undergraduate paper in our field: our 2020 recipient went on to receive a Boren fellowship to study in Azerbaijan.

Table 3: *Degree Programs and Requirements*

|  |  |  |  |
| --- | --- | --- | --- |
| **College** | **Degree** | **Language****(college lvl)** | **Area Studies** |
| ACES | International Minor | 3 sem. | 3-9 hrs: SA/area/language crs |
| EDU | Global St, Online MA |  | 32 hrs: 6 core crs; 2 electives; optional SA |
| LAS | Global Studies Major | 3 yrs | 51-56 hrs: 6 core crs; 3 area crs; semester SA; 6 thematic crs w/ capstone project |
| LAS | Global Studies Minor | 2 yrs | 21 hrs: 3 core crs; 3 thematic crs; 3 area crs |
| LAS | Slavic Studies Major | 3-4 yrs | 30 hrs: 5 concentrations; 8 lit crs; 3 area/elective crs; SA or other capstone |
| LAS | Slavic Studies Minor | 2 yrs | 18–20 hrs: language, 3 lit crs |
| LAS | REEES Major | 3 yrs | 48 hrs: 3 core crs; 5 area crs; 6 disciplinary |
| LAS | REEES Minor | 3 sem | 21 hrs: 5 area crs |
| LAS | REEES+Informatics | 3 sem. | 67-69 hrs: 16 REEES crs; 6-7 Informatics crs; capstone crs |
| LAS/GC | REEES MA | 3 yrs | 38 hrs: 2 core crs; 5 area crs; 2 electives |
| LAS/GC | REEES Grad. Minor | 2 yrs | 16 hrs: 1 core crs; 2 area crs |
| LAS/GC | Balkan St Grad. Minor | 2 yrs | 16 hrs: 1 core crs; 2 area crs; research paper |
| LAS/iSchool | MA/MS REEES/LIS | 3 yrs | 56 hrs; 10-12 core crs; 24 REEES crs; 16-18 IS crs |

***D.1.(c). Curricular training for grad students.*** Since fall 2018, REEEC offers two graduate degree options. In the traditional two-year interdisciplinary MA program, students pursue advanced language training while developing their mastery of area studies disciplines. The program’s flexible requirements permit candidates to craft personalized curricula in preparation for careers

in government, NGOs, education, and many other sectors. In our new two-year MA/MS dual degree (REEEC+LIS) program, students combine area and language studies with a professional Master’s in Library and Information Sciences. A collaboration between REEEC and Illinois’ top- ranked School of Information Sciences (iSchool), this degree allows students to pursue specialized training in such varied subjects as data science and visualization, documentation and records management, computational and digital humanities, archival science and preservation, and reference and public service. This mix of skills prepares students for a wide variety of careers. In addition, we offer graduate minors in REEES and Balkan Studies, open to students in any discipline. Our core graduate courses, REES 550 (Intro to REEE Area Studies) and IS 461 (REEE Bibliography & Research Methods), offer theoretical and methodological foundations for research about the region across disciplines. These courses are taken by FLAS fellows and other students, including from the professional schools. (For a list of graduate course options, see App. 2).

***D.1.(d). Graduate requirements.*** In REEES MA degrees, students must achieve at least 3rd year competency in an area language, maintain a GPA of 3.25 or above, and complete 38 hours of graduate coursework. A major research paper, mentored by a faculty member and using sources in the language(s) of specialization, is mandatory. Recent graduates have published their research in national journals, and used their training to enter PhD programs or employment in areas of national need. REEEC-affiliated students have won awards for their work (e.g. HRI Fellowship (UI); Cohen-Tucker Fellowship (ASEEES); American Councils Title VIII Fellowships).

***D.2.(a). Career advising services for students.*** REEEC integrates career and academic advising at the undergraduate and graduate levels. The Associate Director is academic/career advisor for REEES undergrads. The Director advises the Center’s graduate students as well as REEES students from other departments. REES 495/550, the capstone for undergrad majors and the

introductory course for MA students, pays particular attention to non-academic career opportunities and preparation for them. The Director and Associate Director help BA and MA students create personalized curricula based on their academic and career goals.

The Career Center and the Graduate College consult with NRCs to provide professional development workshops for area studies students. In the 2018-22 cycle, the UI NRCs launched an career diversity day to connect graduate students with alumni (in academia, the professions, government and public institutions, and NGOs, as well as the private sector). Including formal presentations, informational interviews, and networking opportunities, this event drew over 70 participants in 2021, from REEES, SLL, Economics, History, and Political Science as well as the schools of Agriculture, Business, Education, Engineering, Fine and Applied Arts, and Information Sciences. In 2022-26, we will collaborate with Career Services to expand the IGI Career Day to include sessions for undergraduate students. The Humanities Professional Resource Center— opened in 2014—provides career-development support as well.

1. ***3a. Research/study abroad options.*** Study abroad is a required or encouraged aspect of many degree programs that offer regional specialization (see Table 3). UI schools facilitate 6 REEE overseas programs, including CIEE programs in Prague and St. Petersburg and the prestigious Math in Moscow program. In 2021, REEEC began working with LAS International Programs to review these programs. Although study abroad at Illinois—as elsewhere—has been hindered by the pandemic, LAS will renew its offerings in the coming year. In the coming cycle, we will also support development of faculty led study abroad programs in the South Caucasus (I). Both IAGE and LAS IP contributed to recent MOUs for the exchange of researchers and students between Illinois and Tbilisi State University and the American University of Central Asia in Bishkek. Lastly, many professional schools at Illinois—including Engineering, Law, and Social Work—

offer work and service opportunities abroad. Taking advantage of our programs, many REEES majors/minors and affiliated graduate students pursue language training and/or research overseas. Prior to the outbreak of COVID-19, in 2018-20, 82 students studied in Bosnia, Czech Republic, Russia, Tajikistan, and Ukraine, with student plans to study in Azerbaijan and Georgia interrupted by travel restrictions. REEEC collaborates with UI NRCs and LAS IP to create Virtual Global Exchange experiences for students. These include a “Smart Cities” class featuring east European cities (Spring 2021), and a new “Global Classroom” course: HIST 355: Soviet Jewish History.

***D.3.(b). Students’ access to study abroad/language programs.*** Illinois students attend programs through ACTR, Arizona State, CIEE, Indiana, Middlebury, Pittsburgh, and others. To facilitate learning of particularly rare LCTLs, REEEC sponsors four language consortia: the Baltic Studies Summer Institutes; Pittsburgh’s Balkan and Black Sea Summer Language Institute; Indiana’s Summer Language Workshop; and Indiana’s Central Asian Language Consortium. Because of UI membership in the BTAA (formerly CIC), all students may enroll in course-shared language classes and PhD students can take courses at any affiliated school, paying only UI tuition and fees.

# QUALITY OF STAFF RESOURCES

***E.1.(a). Qualifications of faculty and staff.*** REEEC draws strength from a large, active academic community. There are 25 REEEC-affiliated core faculty at UI with 50–100% area focus in their teaching and scholarship and who engage frequently with Center programming. 20 additional faculty advise in specific disciplines and help ensure that our efforts involve the greater campus. Locally, UI works with 24 Research Associates, drawn from emeriti faculty, retired staff, and professionals with area expertise in education, public service, and business. UI supports a network of 46 Faculty Associates at nearby colleges and universities, building a stronger field regionally.

REEEC itself has for four expert staff. Director John Randolph (Associate Professor of History) is a specialist in Imperial Russian intellectual and cultural history, and leads the Digital

Humanities initiative SourceLab on campus. He has received multiple awards for his REEE area research, including two major book prizes for his biography of the Bakunin family and a grant from the MacArthur Foundation for his work on Russia’s role in human mobility. Professor Randolph is a Faculty Affiliate of the Illinois Informatics Institute (Illinois Informatics) and served as Director of Undergraduate Studies in History. REEEC Associate Director Maureen Marshall holds a PhD in Anthropology (UChicago). She is a Co-Director of Project ArAGATS, serves on the advisory board for the Aragats Foundation (501(c)3), and is President of ARISC, a Title VI AORC. REEEC Project Coordinator (PC) Rachel Stauffer (PhD, Slavic Languages and Literatures, Virginia) is a linguist and pedagogy specialist with over 20 years of experience teaching Russian and Spanish in K-16 settings. She holds a leadership role in the American Association of Teachers of Slavic and East European Languages (AATSEEL), as Conference Manager (2013-) and co-director of the Certificate in Diverse and Inclusive Pedagogies (CDIPS). The REEEC Outreach and Programming (O&P) Coordinator position is also usually occupied by a regional specialist. (Stephanie Chung Porter, our previous O&P Coordinator, started a new position in January 2022. We expect to complete our search for a new Coordinator by late February 2022.) Our Office Manager, James Fleener, has a degree in PoliSci and studied regional languages. The Director chairs the Executive Committee (ExCom), leads our scholarly programming, teaching, and outreach missions, supervises the REEES MA program, and collaborates with the AD, PC, and O&P Coordinator on advancement and grant writing. The AD oversees program planning, manages personnel, conducts FLAS administration, tracks our evaluation processes, and advises students in the REEES undergraduate program. The PC develops Title VI-funded curriculum and programs, teaches a course in REEES, and supports grants administration, accounting, and reporting for REEEC and IGI. The O&P Coordinator manages our outreach

program, runs our PK-12 initiatives, coordinates the Summer Research Laboratory on Russia, East Europe, and Eurasia (SRL; see H.1.(b)) and its associated summer institutes, and oversees communications and event planning for the center. The Office Manager manages REEEC operations, coordinates course and room scheduling, and serves as REEEC’s graduate secretary. ***E.1.(b). Professional development opportunities.*** UI provides REEEC affiliates with funds for professional development, including research and teaching. Most faculty have access to annual research and travel funds through their home departments. The Campus Research Board, part of the Office of the Vice Chancellor for Research (OVCR), provides additional support. In 2020-21, REEEC core faculty were awarded over $76,000 in course release time, graduate assistantships, overseas research, and conference travel funds. The OVCR also advises on grant writing, helping UI faculty be very successful in competitions for NSF, NEH, ACLS, Mellon, and other grants. Indeed, UI is the second ranked institution in receiving NSF funds and leads the nation in NEH and Guggenheim fellows. REEEC staff receive professional development training on IT, accounting, grant writing and management, alumni relations, and public engagement.

***E.1.(c). Faculty/staff teaching, supervision, and advising of students.*** UI places high value on teaching and mentoring. The UI Graduate College and Center for Innovation in Teaching and Learning (CITL) conduct regular workshops on graduate and undergraduate teaching and offer grants for the incorporation of new technologies and methodologies. REEEC faculty are the primary instructors of our classes, and regularly win teaching awards. From 2018-21, REEEC affiliate faculty were featured 84 times on the University’s List of Teachers Ranked as Excellent. Faculty course loads (2-2) are similar to those at peer institutions, with 3 undergraduate and 1 graduate course per year typical for REEES disciplines. Faculty hold 2 or more weekly office hours and supervise independent studies alongside BA, MA, and PhD theses.

* 1. ***Staffing and oversight.*** As described in E.1.(a)., the Director and AD jointly oversee the scholarly programming, teaching, and outreach missions of the Center, with O&P Coordinator assigned to administer the latter and the PC supporting grant-funded activities. The REEEC ExCom meets monthly to advise on the Center’s work and serves as the FLAS Fellowship Awards Committee. The ExCom’s membership changes annually, to include membership from a wide variety of disciplines, schools, and the Library. The current ExCom has members from SLL (Sobol), Theatre (Robinson), iSchool (Layne-Worthey), Library (Condill, Geraci), and Musicology (Bialecki). Other committees of faculty affiliates assist with admission decisions for the MA program, organize special programming, evaluate applications to the SRL, judge prize competitions for student research, develop outreach programs, and provide input to other campus units. An annual REEEC Faculty Assembly reviews our ongoing work and provides input on strategic plans. UI conducts regular reviews of its departments and units, including an internal review at REEEC (2017) and an external review of IGI (2019). IGI oversight connects the centers with each other and other campus units. The IGI Executive Director (ExD) reports to the Dean of LAS and the Provost. An IGI Advisory Council meets bi-weekly and consists of the IGI ExD and representative Directors and ADs elected on 2 year terms. An IGI Coordinating Committee with representatives from 12 academic and professional schools meets biannually (App 7).
	2. ***Non-discrimination and affirmative action practices.*** UI has a long and proud legacy of commitment to equal opportunity for all students, faculty, staff, and visitors. In addition to providing a diverse, inclusive, and respectful environment, UI is dedicated to the recruitment of underrepresented students, diversity education, civic engagement, and the fostering of global awareness and intercultural skills (G, I, and GEPA statement). REEEC rigorously upholds university, state, and federal rules prohibiting discrimination on the basis of race, color, religion,

sex, national origin, ancestry, age, marital status, disability, sexual orientation, veteran status, or unfavorable military discharge.

University hiring policies ensure that all job searches proactively encourage applications for employment from historically underrepresented groups. The UI Office for Access and Equity maintains training protocols for search committees that include techniques to diversify the applicant pool, evaluate candidates equitably, and fight bias in evaluating candidates. Every search committee includes a diversity chair and must file a special report, noting actions taken to encourage underrepresented applicants. As the Center’s Affirmative Action officer, the O&P Coordinator monitors and reports compliance with these policies. REEEC advertises job positions and its academic and outreach programming in publications targeted to HBCUs, MSIs, and underrepresented groups, and includes strong nondiscrimination statements. The NRC Joint Evaluation Plan provides further measures for equal access.

# STRENGTH OF LIBRARY

***F.1.(a). Strength of library holdings.*** To power its work as a NRC, REEEC draws on the strength and comprehensiveness of our UL, the second largest public university library in the United States. Our Russian, East European and Eurasian (REEE) collections constitute one of its most notable strengths. With well over 800,000 volumes in regional languages (Table 4), the Library’s REEE

holdings document the life and history of our world region in depth, in multiple formats (including over 6,000

|  |  |
| --- | --- |
| **Language** | **Holdings** |
| Russian | 301,500 |
| Czech, Slovak, Polish, Hungarian & Other Central European | 160,000 |
| Ukrainian, Belarusian & other East Slavic | 69,750 |
| Albanian, Bulgarian, Romanian, Turkish & Other SoutheastEuropean | 73,500 |
| Bosnian/Croatian/Serbian/Montenegrin, Slovenian, Macedonian  | 64,750 |
| Estonian, Latvian, Lithuanian | 9,000 |
| Kazakh, Kyrgyz, Tajik, Turkmen, Uzbek, Tatar, Bashkir &Other Central Asian | 14,250 |
| Armenian, Azerbaijani, Georgian & Other Caucasian | 4,000 |
|  **Total Vernacular Language Volumes**  | **696,750** |
| **Total Western Language Volumes** | **172,500** |
| **Total Volumes** | **869,250** |

periodicals and 100,000 archival microforms. Since 2018 we have made significant

Table 4: *Library Holdings*

acquisitions in digital format, allowing us to provide researchers with online access to remarkable resources. We have added databases such as the Universal Database of Russian Military and Security Periodicals, East View’s Judaica Digital Collections (comprising over 100,000 pages of Ukrainian archival materials), the *Chernobyl Files* and *Chernobyl Newspaper Collection,* the *Encyclopedia of Slavic Languages and Linguistics Online* and digital archives of important serial publications such as *Pravda Ukrainy, Slovo Kyrgyzstana, Neues Deutschland, Slaviane, Nedelia, Gudok, Novoe Russkoe Slovo, Soviet Woman, Moscow News*, all with full-text searchability for our researchers. Simultaneously, the UL continues its decades-long investment in print materials from all 29 countries in our region. Among the thousands of print titles acquired since 2018 are an 8-volume encyclopedia of international relations and diplomacy from Kyrgyzstan, a 68-volume set of the international treaties ratified by Belarus’, and major atlases of the Russian Arctic and the Black Sea region. These acquisitions track important developments in the politics and culture of our region and in the study of its history. Undergraduate, graduate, and professional school students regularly use the REEE collections for their coursework and research; the depth of the UL collections was one of the most-cited advantages of the REEES BA/MA program in a 2020 alumni survey. The collections also make it possible for REEEC, as an NRC, to support the work of CCs, MSIs, and their students, as in our collaboration with REEES Think Tank (I).

***F.1.(b). Institutional support for library.*** UI allocates $400,000 annually to building our REEE collections, and maintains a specialist staff of 9 full-time employees devoted to REEE librarianship and user services. Their salaries form an investment of $832,111 each year. These librarians work within the larger IASL, providing REEE collections and services with support in staffing, administration, HR, IT, and advancement. In 2015, the Library Advancement Office secured a major new endowment gift of $1,000,000—the Larry & Mary Miller Fund—to support REEE

collections and services. This endowment encouraged the creation of a new tenure-track REEES Librarian position. The Larry & Mary Miller Fund also enabled REEES Librarian Kit Condill and SRS Manager Joe Lenkart to be named Ralph T. Fisher Library Scholars in 2017, with accompanying stipend and research and travel allowances. Five other endowments developed by the Library Advancement Office raise an additional $30-40K a year, including funds for Ukrainian, Croatian, and other REEE-language acquisitions.

***F.2.(a). Availability of materials in other institutions.*** The UL and its REEE staff are committed to providing the widest possible public access to REEES resources. We work to increase local access to international material and while also providing information services worldwide. The UL’s REEES units have long-standing resource development partnerships with the Library of Congress, Russian National Library, National Library of Finland, the Russian State Historical Library, and Jagiellonian University Library. The UL subscribes to dozens of REEE-related online resources, including premier sources such as Emerging Markets Information Service, Integrum, and many East View databases. These provide full-text access to thousands of REEE publications and bibliographic references to thousands more. UI is a member of the Center for Research Libraries (CRL), with Condill serving as elected Chair of CRL’s national Slavic & East European Materials Project from 2014-16. UL REEE staff actively participate in and lead organizations such as the Midwest Slavic & Eurasian Librarians Consortium and ASEEES—CLIR.

***F.2.(b). Accessibility of library holdings to other institutions.*** Uniquely among research libraries, UL at Illinois has a dedicated year-round outward-facing reference service for REEES scholars around the world, the Slavic Reference Service (SRS). SRS’s team of experts helps students, teachers, researchers, international scholars, and professionals via both in-person and virtual consultations. In 2020-21, the SRS completed 3,668 such reference queries. SRS provides regular

assistance to government agencies, including the National Institutes of Health, National Institute of Standards and Technology, the Centers for Disease Control and Prevention, United Census Bureau, US Department of State, and the Library of Congress. Many Interlibrary Loan (ILL) departments at community colleges, government libraries, and private research centers (in medicine, science, and industry) rely on SRS for materials published in REEE languages. In some cases, SRS is the sole source for libraries in need of such materials. Furthermore, to offset access related challenges brought on by the ongoing global pandemic, the SRS developed a duplication service that allows students and scholars to request scans of materials held at our UL.

In addition to this extensive academic and public outreach, SRS trains librarians and students across the nation in REEE research skills. In 2018-21, SRS hosted annual, online ILL symposia for librarians, a national ILL training workshop on transliteration systems, and an annual dissertation workshop for PhD students that highlights library collections, services, and best practices for conducting research trips to our region, in collaboration with the Library of Congress, the Hoover Institution, and the National Library of Finland.

# IMPACT AND EVALUATION

***G.1 Impact of activities on the university, community, region, and the nation.*** REEEC activities have a significant impact on campus, the local community, the state of Illinois and Midwest region, and the nation. This impact is demonstrated by the range of academic and training programs REEEC offers; by enrollments in REEES-relevant courses and LCTLs (App. 2); by BA, MA, FLAS, PhD and professional degree graduate placement data; by participation rates in REEEC- sponsored events; and by usage of Center resources. ***Training programs.*** REEEC has a significant impact on the UI campus by offering students and faculty vital financial support and interdisciplinary training opportunities. In 2020-21, REEEC Title VI funds assisted students and faculty in 11 different departments, including 3 professional schools, through course development

grants, travel grants, fellowships, and GA/TAships (offering both financial aid and professional training). Our degree programs, grant opportunities, and interdisciplinary curricular development support help Illinois produce experts with advanced language competency and area studies knowledge, in areas of national need. To complement our interdisciplinary MA, two graduate minors (REEES and Balkan Studies), BA, and undergraduate minor, we have created professionalizing dual-degree programs such as the MA REEES / MS LIS, and a REEES+Informatics minor. 67% of the REEEC FLAS fellowships in 2018-22 were awarded for 3rd year language training or above (J), boosting advanced language acquisition. A key resource for interdisciplinary innovation, REEEC helps UI chart new directions in area studies education, such as health, informatics and social media, cyber-security, and immigration. ***Enrollment.*** At Illinois, students may enroll in 9 area LCTL languages: BCS, Bulgarian, Czech, OCS, Polish, Russian, Turkish, Ukrainian, and Yiddish. A comparison of 2016 enrollments in the MLA database shows that UI enrollments for most languages are comparable to peer institutions, while enrollments for languages such as Polish are higher than peer institutions (App 2 for enrollment data, B.1 for increasing language enrollments.) REE&E area studies courses are consistently full or oversubscribed, including HIST 260: History of Russia (Randolph), PS 240: Intro to

Comparative Politics (Leff), SOC 196: Central Asian Societies, and capped courses such as BCS

115: South Slavic Cultures (Wright), and SLAV 117: Russ & EE European Science Fiction (Tempest) (App. 3). ***Placement.*** According to the 2020 Illini Success report, area studies graduates at UI are highly successful in their post-graduation placements, with over 91% employed or continuing their education. As shown in Table 5, 50% of REEES BA and MA

|  |
| --- |
| **Degree Placement** |
| BA | Air Force (x2) |
| BA MA Study: Columbia |
| BA | MA Study: UIUC (x3) |
| BA Medical Field |
| BA Open World Leadership Center |
| MA EU Center, UIUC |
| MA | FBI |
| MA National Democratic Institute |
| MA PhD Study: Mid. Tenn. State U. |
| MA PhD Study: Indiana U. |
| MA | PhD Study: UC Santa Barbara |

Table 5: *2018-21 REEES Alumni Placement*

graduates have pursued graduate degrees in MA, MS, and PhD programs, while 29% are working in federal government or the military, and 7% each have gone into health care, NGOs, and higher education administration. Placement data for REEEC FLAS Fellows shows similar impacts and variation in career sectors (G.1, G.2.). ***Participation in REEEC events.*** Responding to evolutions in scholarship as well as to current affairs and emergencies, REEEC hosts a diverse range of public events about REEE, inviting prominent scholars, experts, and professionals to address our audiences. As detailed in G.2 below, more than 9,000 individuals participate in REEEC events annually, and the Center’s resources are widely used. During the Covid-19 pandemic, Illinois support for remote programming has allowed REEEC to sustain and diversify its audience and speakers, despite travel restrictions.

***G.(1a-FLAS). Contribution to improved supply of specialists.*** Our FLAS fellows pursue advanced REEE language study, and graduate students study 2nd and 3rd languages from the region, frequently enrolling in two languages at once. ***Enrollment.*** FLAS fellows can choose from a variety of LCTL languages and area studies courses offered at UI. For example, in AY 2018-19, 11 fellows enrolled in 7 LCTLs (BCS, Bulgarian, Czech, 3 levels of Russian, Turkish, 2 levels of Ukrainian, and Yiddish) and 21 different area studies courses, such as Modern Russia, Ethnic Politics and Conflict, EU Integration & Eastern Europe, Post-Communist Fiction, and Music of the Southern Balkans. FLAS fellows can use intensive summer programs to start new languages, continuing the study in the AY. This flexibility allows students to design their studies in keeping with their professional goals and areas of national need. For example, a PhD student in History started Hungarian in summer 2021 and continued through BTAA this academic year to prepare for her dissertation research and international collaboration. A REEES MA / MS LIS student took Estonian in the summer and 5th year Russian in the academic year to build the skills that she is

using in cataloguing REEE collections. ***Placements.*** FLAS alumni report using their advanced language training and area expertise in their careers, whether working with medical patients, integrating technology into customer service for Russian-speaking clients, reporting on REEE current events for the US public, teaching college students, or working on special collections at the Library of Congress (see Table 6).

***G.2(a). Student placement in areas of national need.*** REEEC graduates are qualified to enter a variety of possible careers upon graduation. Since 2018, 50% of REEEC graduates (BA, MA, and minors) have continued on to graduate school, 29% are working for the federal government or military, and the remaining 21% have gone on to careers in higher education, NGOs, and the medical field. REEEC alumni work for the DoD, FBI, FEMA, Illinois National Guard Intelligence, State Department, Kenyon College, Morton Grove Public Library, American Councils for

Table 6: *Select FLAS Placements 2010-21*

International Education, Abbot Laboratories, and the Kansas City School District. Moreover, the State Department recently identified UI as a school that produces high success rates among African American applicants on the Foreign Service Officer Exam. Placements for FLAS alumni show similar patterns (Table 6).

***G.2(b). Efforts to increase placements.*** REEEC invests in

|  |  |
| --- | --- |
| **Position** | **Employer** |
| CLS Prgrm Manager Am Cncils Int Ed |
| Transpo Planner | Capital Reg COG |
| Asst. Professor | City U Hong Kong |
| Sales Engineer | EBSCO |
| Solution Architect | Ernst & Young |
| Res. Associate | Goldsmith & Co |
| Instructor | IU |
| Librarian | Lib of Congress |
| Pub Defender | MO |
| Program Officer | National Dem Inst |
| Asst. Professor | Occidental College |
| Research Fellow | Rice University |
| Process Tech | Stim Labs |
| Asst. Professor | SUNY Gesso |
| Lecturer | U. Houston |
| Asst. Professor | UIUC |
| Volunteer | UN Drugs & Crime |
| Attorney | US Dept Justice |
| Desk Officer | US Dept State |
| Attorney | US Soc Sec Admin |
| Lab Manager | USDA |
| Security Analyst | Utility Services |

courses and degree offerings that allow students to integrate language and area studies training into their pursuit of career specializations. In 2018-22, we developed new degree options such as our certificate in Global Informatics (through partnership with iSchool), a course track that

includes training in data science, disinformation, and cyber security. In the upcoming cycle, REEEC will continue to invest in these sorts of professionalizing certificate offerings, developing “REEES+” options in Game Studies, Area Studies Librarianship, and Multicultural Education, as well as a new specialization in South Caucasus studies. In cooperation with IGI, REEEC also provides robust career advising programs for students, focused on professional network building. For example, through our biennial Career Day, designed for REEES BA and MA students as well as FLAS fellows and alumni, we invite alumni from our degree and fellowship programs as well as other professionals to share their experiences and advice for pursuing careers in areas of national need. Finally, in 2022-26, we will work with COE to build virtual exchange and study abroad programs connected to our region that both train pre-service teachers in global education and help to attract these students to the field (I). The State of Illinois has made working with COE to address teacher shortages a priority, so we are confident that the graduates of this program will find employment quickly, bringing their area studies and language competencies into the classroom.

***G.3. Activities address national need.*** In addition to the academic and training programs discussed in G.1, REEEC organizes lectures, conferences, and symposia that are open to the public and provide a forum for debate. Examples of topics from 2018-21 include workshops on “frozen conflicts” in REEE and climate change and society in Eurasia. We also hosted public seminars on natural language processing techniques in REEES, urban elite power in Uzbekistan, autocracy in EE and the EU, and current events forums on crises in Belarus and Nagorno-Karabakh. Building from our strengths in informatics and information science, we hosted major public events on the role of Russia in disinformation campaigns globally, and the use of forensic data science and visualization technology in investigations of human rights violations. Faculty expertise is regularly shared with USG agencies (Buckley presented to DoD in 2021), and students engage with faculty

on important issues, as in a 2020 roundtable on “Race and Racism in REEES” and a 2021 public seminar on “Authoritarianism, Fascism, and Rule of Law in Europe” led by Greenberg (Anthropology). Director Randolph was interviewed by the BBC on the future of the historical record in a digital age. Outreach activities include talks by representatives from the US Department of State and other federal agencies, diplomats, and professionals working in the region. Student- written reviews of these events and other topics related to national need are all publicly accessible on REEEC’s newly redesigned website.

REEEC’s outreach programs raise awareness about REEE among K-12 students, teachers, the business community, and the public. All told, REEEC organized over 210 outreach activities, lectures, and conferences in 2018-2021 with over 21,000 individuals participating (H). In the last three years, our International Studies Research Lab (ISRL), jointly organized with CGS and IASL, provided training to 30 CC/MSI instructors from 10 different states (8 participants focused on REEES and created open-access, online curriculum materials hosted by UL). Since 2014, our K- 12 training programs have involved 332 pre- and in-service teachers and reached approximately 49,800 students (at 150 per teacher). REEEC addresses an even wider audience by making resources publicly available through digital media. REEEC educational materials (DVDs, class sets of books, and country boxes) are regularly loaned to schools in IL and beyond, and our online curricula and lesson plans have been accessed 197 times by educators in 37 US states and 7 foreign countries, 2018-22. We also, in the past year, took on stewardship widely-used digital sourcebook *Seventeen Moments in Soviet History*, a teaching resource for history integrated into college and high school classrooms worldwide.

***G.3(FLAS).FLAS fellowships to applicants addressing national needs.*** The REEEC FLAS program addresses national need as indicated by ED priorities and is detailed in full in section J.

FLAS awardees are selected based on strength of application, Title VI priorities, and career or research objectives. The REEEC FLAS committee assigns priority to FLAS applicants who will study LCTLs at an advanced level and those preparing for careers in areas of national need. 67% of 2018-21 REEEC FLAS awardees studied 3rd year or above and 89% of fellowships were awarded to US ED priority languages. In a survey of 2010-21 FLAS alumni, 80% reported that their advanced language skills were important to success in their career, while engagement with area studies centers, in the words of one FLAS scholar, “allowed me to think about engineering problems from a different perspective.” Respondents report that the FLAS fellowship was instrumental in giving them the skills to pursue employment in international business, logistics and supply chains, cybersecurity, transportation planning, social services, and the USG and military. Respondents note that their foreign language and area studies skills were important for connecting with students, clients, colleagues, refugees, informants, patients, and specific communities. 43% were placed in higher education, 11% worked for the US, state, or local government, 14% entered the for-profit private sector, 6% worked in the non-profit private sector, 4% worked in K-12 education, and 4% work for international organizations or agencies. Another 15% pursued an internship or other career education.

## G.4.(a). Evaluation plan, comprehensive and objective.

Illinois has a long tradition of collaborative programming and evaluation efforts among its NRCs and other campus units. Since 2004, this includes joint investment in independent external evaluation of programming and activities. In the coming cycle, we will continue this practice. The following activities will be prioritized for external evaluation during FY22-26: 1.) FLAS programs, 2.) the Parkland College Global Education Initiative, and 3.) the IGlobal teacher training

initiative. These programs incorporate area studies training, expertise, and exposure that are representative of Illinois NRCs and reflect Title VI priorities.

FLAS evaluation activities for 2022-26 include surveys at the beginning and completion of the fellowship year. These will assess student engagement and interest in language and area study at the start of their fellowship year and their commitment to continue such studies at its end. An alumni survey will investigate use of these skills in careers, as well as placements in areas of need. A combined methods approach will be applied to both the Parkland College Global Education Initiative and the IGlobal program. Evaluation activities for those programs will include preliminary interviews with program staff and relevant stakeholders, surveys and follow-up interviews with participants, and site visits for observations and focus groups. More information about evaluation objectives and their relationship to Title VI priorities can be found in App 4.

The UI NRCs and ALK Evaluation & Consulting (ALKEC), an experienced, woman-owned higher education consultancy based in the Midwest, have developed a joint evaluation plan for the coming cycle using common instruments and data collection procedures. Data will be kept in a central database and shared using standard reporting methods. This collaboration will significantly increase the set of respondents and the overall evaluation capacity and efficiency of all UI NRCs. Preparing evaluation data jointly has proven useful in assessing campus and community level impact and in garnering institutional and national support for UI NRCs. Alisha Kirchoff, head of ALKEC, is a former Associate Director of a Title VI NRC and has extensive training in tailored evaluation protocols, applied social scientific inquiry, and technical writing for diverse audiences. Additionally, she has experience as an external evaluator for NRC programming in the previous Title VI funding cycle (App 3). No administrative, supervisory, academic, or budgetary relationship exists between UI NRCs and ALKEC at this time. The activities outlined in this

section will be performed by ALKEC, which is independent of and not responsible for the administration of the programs to be evaluated.

***G.4.(b). Data produced.*** UI’s common evaluation approach is *comprehensive* and *outcome- oriented*, providing both ongoing *formative information* to guide program improvement efforts, and *summative information* to gauge annual progress toward short- and long-term goals. Maintaining common measures and tracking students and faculty longitudinally facilitates the measurement of long-term impacts on: (i) collaborations with CC/MSIs (App. 4, Parkland); (ii) outreach activities, including COE teacher training programs (App 4, IGlobal); and (iii) UG/G FLAS, LCTL, areas studies, and professional training programs (App 4, FLAS). The evaluation employs both *quantitative* measures (surveys, language and content testing, enrollment, graduation, and employment data) and *qualitative* inputs (interviews, focus groups, document reviews) to assess trends over time, measure changes, and obtain a detailed picture of the impact that each NRC has on the campus, the state, and the nation. The evaluation plan will thus produce quantifiable, outcome-measure-oriented data (see App 4). ALKEC will convene biannual meetings of NRC staff to review, learn from, and act upon evaluation findings. ALKEC will issue a formal report annually and at the end of project funding.

App. 4 describes this evaluation plan and lists the indicators and measures to be used in response to evaluation questions. These are aligned with NRC priorities, GPRA indicators, and REEEC objectives. Additional measures tailored to evaluate REEEC-specific objectives and programs (such as the creation of new certificates and study abroad programs) will supplement these instruments and procedures. This will show how well we are meeting the competitive and absolute priorities and measure our impact on campus, the community, and the nation.

***G.4.(c). Use of evaluation in program planning and improvement.*** REEEC and UI NRCs have

continuously used evaluation to better meet ED priorities and the needs of our constituents. In 2018-22, for example, evaluation of the Spurlock Big History program led the program coordinator to revise how she works and communicates with each GA. Evaluation and annual assessments of our degree programs also yield insights from alumni that REEEC staff use to strengthen the professional training and career advising we provide our students. For example, we created undergraduate outreach positions to connect REEES students with work experience in public engagement and education. After receiving responses from FLAS, BA, and MA surveys, REEEC will also expand its investments in the IGI Career Day, a networking event designed and organized by REEEC AD Marshall in the last cycle. Annual FLAS fellow evaluations have led to changes to the competition, advising, and administration of the fellowships. They also led IGI to invest in a support position to facilitate the application process, create institutional agreements, and act as a liaison between students and financial aid offices. FLAS evaluation outcomes will continue to drive program improvements in the coming cycle. Evaluation processes and outcomes influence program planning, and REEEC seeks to implement meaningful program enhancements based on the feedback received. Evaluation outcomes also inform our project goals, targets, and programming initiatives for 2022-26. For example, the CCS initiative (I) is the result of conversations with students and other stakeholders about larger professional trends in education.

***G.5. Equal access for members of underrepresented groups.*** UI serves an increasingly diverse campus population and region. In AY 2021, 1/3rd of undergraduates identify as underrepresented minorities, while 37% of TT faculty and over 50% of specialized teaching faculty identify as women. Developing from its program “Inclusive Illinois,” in 2019 UI hired its first Vice Chancellor for DEI, creating the office (OVCDEI) that coordinates DEI initiatives campus-wide and substantially augments efforts to recruit, retain, and provide career placement for

underrepresented students and faculty. This was followed by the appointment of a NAGPRA Program Officer and the appointment (in 2021) of the inaugural Associate Vice Chancellor for Native Affairs. In 2021, UI received the Higher Education Excellence in Diversity (HEED) Award for the ninth time. Dedicated campus resources for promoting diversity and recruiting and assisting underrepresented students include the Office of Inclusion and Intercultural Relations (OIIR), the Office of Minority Student Affairs (OMSA), the President’s Award Program, the Illinois Promise Program, the LENS Diversity Certificate Program, and the LGBT Resource Center. In Fall 2018, UI’s general education requirements were revised to include a “US Minority Cultures” requirement. Through inclusive recruitment efforts, the REEES BA population has shifted in the last cycle: 33% of our graduates were from underrepresented minorities (URM), and 43% of our majors in 2020-21 were from URMs. REEEC staff have worked with SLL faculty to support these students, many of whom are first generation college students. In the next cycle we will scale up these efforts, coordinating with the other IGI centers and the GS major. In 2021, OMSA hosted its first celebrations for National First Generation Day, which REEEC will join in 2022-26.

UI is a global leader in serving students with disabilities. The office of Disability Resources and Educational Services (DRES) awards over $400,000 a year in tuition waivers, awards, and scholarships to students with disabilities. DRES has worldwide recognition for providing state-of- the-art assisted learning and support services for students with disabilities. The UI’s Beckwith Residential Support Services (BRSS) are a model of empowerment, integrating design elements, support services, and disability management training. The graduation rate of BRSS residents is 87%, with 84% of participants employed or enrolled in graduate or professional schools within a year of graduation. BRSS was the first university facility to receive the Barrier-Free America Award from Paralyzed Veterans of America (PVA).

# H-NRC. OUTREACH ACTIVITIES

***H.1(a). Pre-K, elementary and secondary schools.*** REEEC fosters diverse perspectives, views, and debates on world affairs by 1) providing people of many different backgrounds with opportunities to learn from and participate in discussions about REEE, including, but not limited to such topics as human rights, migration, international relations, literature and the arts, the environment, democracy and authoritarianism, peace and conflict since 1991, and the depiction of REEE in US media and education. Our pre-service and in-service teacher training programs in REEES reach schools throughout Central Illinois.

Directed by a full-time O&P Coordinator, and facilitated by REEEC leadership, faculty, and students, REEEC’s outreach program has long-standing local, regional, and national community connections, and K-12 education is a vital component of our public-facing programs (Table 7). AD Marshall and PC Stauffer both have prior experience as NRC O&P Coordinators (UChicago, UVirginia) and contribute to the design and implementation of REEEC outreach programs. REEEC collaborates with the COE and other campus units to create curricular and extra-curricular activities about REEE languages and countries for learners of all ages. Our work in schools starts at the earliest level: we serve several hundred preschoolers in Champaign-Urbana Head Start, many of whom come from low-income and historically underserved groups. The “Around Your World” program exposes these young students to REEE countries, cultures, and languages, through hands-on experiences that integrate arts and history education. In March 2020, REEEC Outreach staff rapidly transitioned this program to an online format, creating video lessons and preparing individual activity kits for each student that were delivered to homes by HS teachers.

At the upper elementary level, we partner with Urbana public schools on an afterschool program that teaches Russian to fourth and fifth graders. Although disrupted by the outbreak of COVID-19, Russian instruction will resume in the next cycle. REEEC public-facing programs like

Table 7: *K-12 Outreach Activities*

|  |  |
| --- | --- |
| **Activity** | **Outcome and Partners** |
| **Head Start Outreach Program** | In consultation with local schools, built pre-K curriculum introducing region to over 200 students. Modules developed for 10 different area countries, shared online and used by educators in 4 states. |
| **Russian Afterschool Program** | Twice weekly Russian and area studies curriculum introduces 4th and 5th graders in Urbana to language and culture. Enrollment ranges from 7-15 students. |
| **College of ED & Spurlock Museum Collaboration** | REEEC, Spurlock, and the College of Education will supplement IL Big History teaching kits with REEES content. Throughout the year, a pre-service teacher will visit 6th grade classrooms for sustained instruction that allows students think about human history andsociety in global terms. Currently 750 students. |
| **ACTR IL Russian Olympiada** | Jointly with UChicago, this annual competition hosts 100 high school students, many of whom are from predominantly Latino and African American neighborhoods, and showcases their achievements as language learners. SLL instructors serve as judges and advise students on college, LCTL career opportunities. |
| **Common Core Curriculum Development** | REEEC offers dozens of curriculum modules designed in consultation with faculty and aligned with CC standards. Modules on genocide in Bosnia and everyday life under Socialism have been accessed by 77 teachers in 32 states, and internationally: the U.K.,Hong Kong, Russia, Germany, Bulgaria, India, Canada, and South Africa. |
| **Youth Literature Festival (YLF) and Slavic Story Time** | REEEC co-sponsors the Illinois Reading Council’s YLF, which brings authors to Central IL schools (serving over 90 schools and 19,000 students). REEEC sponsors an REEES author, creates accompanying curriculum, and makes class sets of books available to teachers. We also hold Slavic Story Time for children and their families at local libraries. |

the Spurlock Museum’s Big History project and the Urbana Free Library’s “Slavic Storytime” also serve a variety of younger and older learners. REEEC works with the Spurlock Museum on goals for the Big History Project, and also develops programs for children and families around topics such as holidays, food, toys, and folklore in REEE as part of the Spurlock Sunday community program. For high school students, UI collaborates with UChicago to deliver the ACTR IL Olympiada, an annual Russian language competition that attracts students from across the Chicago area, including many URM students. For the coming cycle, we plan to expand these programs in collaboration with other UI NRCs, while also integrating training on global and multicultural education for pre-service and in-service PK-16 educators. REEEC plans specific initiatives in Multicultural Education as a core component of the CCS (I). REEEC collaborates extensively with COE and will continue those efforts in the 2022-26 cycle.

***H.1(b). Postsecondary institutions.*** At the national level, UI has an excellent reputation for

postsecondary outreach. For almost 50 years, our SRL program has provided researchers across all REEES disciplines with library resources and training opportunities. In 2021, 110 scholars from around the world took part. The Slavic Reference Service, with its endowed librarian positions, helps sustain the wider network of REEES regional library professionals. REEEC faculty advance REEES scholarship through their service to national organizations. Professor David Cooper (SLL) is Vice President of the International Association of Teachers of Czech and also a recent Vice President of AATSEEL (2018-20), Kristin Romberg (Art History) served as President of SHERA (2019-21), Professor Mark Steinberg (Emeritus, History) served as President of ASEEES (2019). Professor Harriet Murav (SLL) is the editor of the flagship journal *Slavic Review* (2013-).

Partnering with the CGS, we launched the International Studies Research Lab (ISRL) in 2015, which annually hosts 8-10 community college instructors working on internationalizing their syllabi or designing new programs. ISRL participants work with research librarians at IASL and SRS and workshop their ideas collectively. In 2018-22, REEEC developed our partnership with Parkland College to support REEES area content within its global studies curriculum and to participate in its education program for migrant workers. Lastly, REEEC works with UI professional schools and colleges (including the iSchool and COE) to support their international programming and outreach, including consultations on language and culture.

***H.1(a). Business, media, government, and the general public.*** In 2018-22, REEEC worked with FLAS fellows and students from the Gies Business School’s Accounting and Media’s Advertising programs. REEEC supported the Lyric Theatre’s production of Janáček’s *Little Sharp Ears* in 2019, providing expert consultations, organizing a children’s workshop, and offering three public lectures led by David Cooper (SLL). Together with the Center for World Music, REEEC brought REEES music to large, public venues such as the Champaign-Urbana Folk and Root Festival. In

2019, REEEC joined the Theatre department and other partners to bring celebrated drag performer Sasha Velour to campus, including a conversation with students at Urbana High School and a Q&A session with graduate students on Russia’s role in Velour’s life and art. From 2018-21, REEEC organized more than 215 events across the state, reaching over 23,000 people directly.

REEEC events, including the summer institutes of the SRL, are open to the public, and faculty often participate in public forums. REEEC has an agreement with the Champaign County Economic Development Corporation (CCEDC) and the East Central Illinois Development Corporation (ECIDC) to assist with trade visits and business conferences. REEEC faculty regularly participate in the Osher Lifelong Learning Institute (OLLI), a local adult-learner program. They have taught at the Danville Correctional Center as part of Illinois’s Education Justice Project, as covered by ASEEES News-Net in 2017. REEEC periodically partners with the Urbana Fine Arts Center, Urbana Free Library, Art Theater, and local Rotary clubs. REEEC and SRS develop remote workshops and webinars designed to serve government researchers and policy makers. SRS staff make presentations on research and area studies resources to government agencies. In 2018-22, REEEC faculty presented at the DOD (Buckley), published national OpEds on popular protests in Belarus (Robinson), spoke with the BBC on the future of the historical record in a digital age (Randolph), and discussed Putin’s Russia with Illinois news media (Tempest).

# H-FLAS FLAS AWARDEE SELECTION PROCEDURES

The FLAS fellowship competition is open to qualifying students across campus. REEEC makes a special effort to encourage undergraduates and students in professional schools to apply. These programs have created cohorts of students who are specially trained to take their area studies skills into the public and private sectors and who will be reaching advanced-level language study in the upcoming cycle. For this grant cycle, REEEC requests 7 graduate and 2 undergraduate AY fellowships and 5 graduate and 2 undergraduate summer fellowships for BCS, Czech, Polish,

Russian, Turkish, and Ukrainian.

***H.1.(a). How awards are advertised.*** The REEEC FLAS competition is advertised in coordination with other UI FLAS-granting NRCs, with special attention paid to recruiting applicants from professional schools such as the iSchool and the College of Law. We advertise through campus- wide resource fairs, information sessions, advertisements, and email and social media campaigns. Participating NRCs conduct information sessions for students about the application process, eligibility requirements, and terms of the award. The application is open to any eligible student or applicant to UI. At REEEC, AD Marshall provides guidance to prospective applicants.

***H.1.(b). How students apply*.** UI has a standardized online application form for FLAS, allowing students to apply to multiple UI Centers simultaneously. This ensures candidates can have their applications reviewed by multiple committees and encourages targeted and efficient distribution of fellowships. Applicants use this portal to upload all information required for the competition, including a standard form describing the applicant’s prior education, language level, and plan of study, as well as letters of reference, transcripts, and a written statement. In a 2021 UI FLAS survey, 93% of respondents found that the application process was not difficult.

***H.1.(c). What selection criteria are used.*** Applicants are evaluated based on their academic record and achievements, including prior language study; the correspondence of their study plan and career goals to the competitive priorities and criteria specified by IFLE; financial need; and the quality of the rationale for advanced language and area studies provided in their personal statement. Selection committees use FAFSA to assess financial need when making their award decisions, in response to the competitive priority for students demonstrating financial need.

***H.1.(d). Who selects the fellows.*** All applications are reviewed by the REEEC Executive Committee, with faculty representatives from the social sciences, the humanities, fine arts, UL,

and at least one professional school (B2). This disciplinary diversity ensures a well-rounded selection of fellows, who represent different subjects, languages, and regions. During the 2018–22 cycle, 31 AY and 16 summer graduate fellowships and 9 AY and 4 summer undergraduate fellowships were awarded for 10 languages, including BCS, Bulgarian, Czech, Georgian, Russian, Turkish, and Ukrainian. These awards were distributed across 17 disciplines. Approximately 5% were held by professional school students, another 22% were held by undergraduates, and 100% of them supported the study of Title VI priority languages. This cycle, FLAS fellowships were awarded to students from three professional schools, including COE, Media, and the iSchool. ***H.1.(e). Timetable for awards.*** Early in the fall semester, FLAS coordinators and the Fellowship Coordinator meet to review and update the online application form, and make the necessary adjustments before the application goes live in November. Applications are due by early February. The selection committees meet shortly thereafter, with fellowship decisions completed by the end of that month. Final awards are coordinated with the other NRCs to ensure that all FLAS funding is fully utilized. This practice has resulted in an increase in the total number of fellows studying REEE languages (all LCTLs): other Centers sometimes award fellowships to students studying Russian or an EU language, allowing REEEC to fund other students. Award announcements are made as soon as the selection process is completed, with students asked to accept or decline the awards by the beginning of April. Students on summer fellowships who plan overseas language study are informed that their award is not final until their proposed language program has been approved by IFLE. IGI Staff and Center FLAS Coordinators work together to make certain that students are able to study abroad on programs that best suit their language and professional goals. They request IFLE program approval, coordinate with University International Safety and Security, and maintain and establish institutional agreements with language programs abroad.

***H.1.(f). Correspondence of awards to priorities.*** The competitive priorities during the 2018-22 grant cycle were to prioritize awards for students who demonstrate financial need and to make 25% or more of the AY awards for US ED priority languages. REEEC made 60 FLAS awards, 40 of which were AY awards and 20 were summer awards. 80% these awards were made to students who selected to demonstrate financial need through FAFSA. Of the Summer and AY awards, 92% were made for ED priority languages. REEEC will continue to privilege applications of high quality for advanced study of LCTL priority languages.

# PROGRAM PLANNING AND BUDGET

* 1. ***Plan for developing program strengths.*** For the 2022-26 Title VI funding cycle, REEEC proposes a comprehensive program plan that strengthens our wide-ranging service as a NRC and improves our work by diversifying the fields and publics we support (see below, and BN). All of our planned activities will add to our ability to fulfill the core purposes of the Title VI program, its Absolute and Competitive Priorities, and FLAS Fellowship goals. Some of these plans enhance activities conducted in the previous cycle. We will offer multiple LCTLs, adding a lecturer in Polish to respond to growing student interest; foster innovation in area studies instruction through course development support for newly-hired faculty; improve the quality of research, training, and public debate about REEE, locally and nationwide, through our support for scholarship and scholars (SRS, *Slavic Review*), our outreach to K-12 schools (including our popular Head Start program), and the many educational events and training workshops we offer. At the same time, we will also expand the regional and professional training options we offer within REEES while broadening the public of students, teachers, and scholars we serve.

In particular, we plan to diversify our work in four ways: 1) To reflect more diverse perspectives and a wider range of views on world affairs (AP1.1), we will host international collaborative workshops aimed at improving the publishing and information science pathways

connecting underrepresented regions to US scholarly networks, adding new voices and perspectives to REEES (see Table 9, Section A, below). 2) To improve the quality of language and area studies education while preparing students to seek employment in areas of national need (AP1.2), we will diversify the regional specializations and professional methodological training offered by our BA, MA, and PhD programs, through curricular development investments in Game Studies, South Caucasus Studies, Area Studies Librarianship, and Multicultural Education (see Table 9, B). 3) To provide more diverse educational opportunities in REEES to teachers and teachers-in-training (AP2), we will collaborate with COE on a new set of virtual exchanges connecting K-12 educators to counterparts and schools in the Czech Republic and Kazakhstan (see Table 9, C). 4) Last, and importantly, to promote language and area studies partnerships with CC’s and MSI’s (CP1) and encourage underrepresented minority students to seek training and career opportunities in REEES, we will strengthen our collaboration with the REEES Think Tank initiative, led by Howard University, an HBCU (see “REEES Think Tank,” Table 9, D). See Table 9 for plan and timeline, described in what follows, organized by program purposes and priorities. **Research, Training, and Debate in International Studies**. Mobilizing library and academic resources accumulated through decades of institutional commitment, in the coming cycle REEEC will continue to serve as a critical node in the international scholarly networks supporting research, training, and diverse debate about REEE. Our continuing public events series—including the New Directions in REEES Lectures, the Current Affairs Forum, our Authors, Artists, and Professionals Series, as well as the thematic summer workshops that accompany our annual SRL—will provide space for researchers, teachers, performers and public and private sector professionals to develop new insights and engage new audiences. To promote additional debate on international studies and REEE’s place in world affairs, REEEC will use Title VI funds to invite a prominent expert to

*Table 9: Program Plan and Timeline*

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| **REEEC Program Plan Timeline of Select Initiatives** |
| **2018-2022** | **2022 2023** | **2024 2025 2026** | **Priorities** |
|  | Fall Spring | Fall Spring | Fall Spring | Fall Spring |  |
| **A. Research, Training, and Debate in International Programs** |
| ND, CEF, AA | New Directions, Current Events Forum, Authors & Artists, Summer Workshops | AP1 AP1 AP1AP1 AP1 AP1 |
|  | Glbl Grand Challenges | Glbl Grand Challenges | Glbl Grand Challenges | Glbl Grand Challenges |
| SR Ed Asst | Slavic Review Grad. Editorial Assistants |
|  | *Vivliofika* , *17 Moments* | *Vivliofika* , *17 Moments* | *Vivliofika* , *17 Moments* | *Vivliofika* , *17 Moments* |
| SRS SC GAs | SRS and Slavic Collections GAs at IASL |
|  |  Writing/Bndrs  Underrep Regions SE Euro  |  Writing/BndrsUnderrep Regions C Asia  |  |
| **B. Instruction in Language and Area Studies** |
| Polish TAOPI/ACTFL Wkshps | Polish LecturerFaculty Led Wkshps, Training Wkshps | AP1 AP2AP1 AP1 AP1AP1, AP2 |
| Course Dev Grants | Course Dev Grants | Course Dev Grants | Course Dev Grants | Course Dev Grants |
| CCS | CCS |
|  | Gaming REEES |
| Playful By Design Wkshop | Course Dev | REEE Game Stds Course | BA/MA Dev |
| South Caucasus Studies |
| Course Dev; Azerbjani | SC Conf; Azerbaijani | Study Abroad; Azerbaijani Study Abroad; Azerbaijani |
| Area Studies Librarianship |
| Course Dev | AS Librarship Proseminar | Future AS Librarshp Conf | Certificate Dev |
| Multicultural Education + REEES |
| Russia & Glbl Color Line | Multicultural Ed Wkshp | Course Dev | Multicultural Ed Course |
| **C. Pre-Service Teacher Training - College of Education** |
| IL Big History | IL Big History (w/Spurlock Museum) | AP2 AP2AP2 |
|  | COIL PrgrmIGlobal | COIL PrgrmIGlobal | COIL PrgrmIGlobal | COIL PrgrmIGlobal |
| **In-Service Teacher Training** |
| Olympiada | Olympiada | Olympiada | Olympiada | Olympiada | AP2 |
| **D. Community College and MSI Partnerships** |
| Intl Parkland CCISRL | Internationalizing Parkland College Courses - Instructor WorkshopsInternational Summer Research Lab for CC/MSI Instructors & Librarians | AP2, CP1 AP2, CP1 CP1CP1 |
| Librarian Focus Grp | Librn Wkshp  | Librn Wkshp  | Librn Wkshp  | Librn Wkshp  |
|  | Think Tank | Think Tank | Think Tank | Think Tank |

represent our region in IGI’s Global Grand Challenges Speaker Series, a public lecture cycle dedicated to regional perspectives on complex global problems (such as Climate Change and Transitional Justice). We will also continue our support for scholarly publishing and information resource sharing, through *Slavic Review* and SRS. As the flagship journal of ASEEES, *Slavic Review* foregrounds important, emerging research across all REEES fields, while SRS (in partnership with REEEC) offers information resources and training workshops to scholars across the nation and world, both remotely and through our Research Laboratories. Our Graduate Assistantships with *Slavic Review* and SRS are themselves significant graduate training opportunities, providing career-developing experience to the next generation of researchers, editors, and information scientists.

We also plan several improvements to our capacity to support dialog, training, and research in the coming cycle. First, in partnership with the open-access publishing unit of our UL (IOPN), we will begin to host web-based publications at Illinois, starting with *Vivliofika*, the journal of the Eighteenth-Century Russian Studies Association, and *Seventeen Moments in Soviet History*, an acclaimed multimedia digital sourcebook that has a global user base at schools and universities. Enhancing both research and teaching in REEES, these publications will also provide our students with new opportunities to gain experience in publishing and pedagogical design. To integrate new research and perspectives from underserved areas in REEES into US scholarly networks, we also plan to organize two virtual international workshops on publishing and information science aimed at better integrating research and perspectives from underserved areas in REEES into US scholarly networks. 1) The first collaboration, called “Writing Across Boundaries,” will connect eight Central Asian researchers with editors and authors with experience in scholarly publishing, for a dialogue about how to raise the visibility of their scholarship in the US. Hosted by Harriet Murav (Editor, *Slavic Review*) and Keith Brown (Director, Melikian Center, ASU), this workshop will meet for two sessions to workshop ideas and discuss the works in progress and prepare them for submission to US publications. 2) Our second virtual collaboration, “Engagement with Underrepresented Regions in REEES Information Science,” will be co-hosted by SRS and ASEEES-CLIR. Title VI funding will support virtual exchanges between librarians, archivists, and other information scientists in the US and their counterparts at institutions in Southeast Europe (2023) and Central Asia (2024) (BN E2i).

**Instruction in Language and Area Studies**. Our program plan for this cycle funds a number of improvements to language and area studies instruction. The Polish lectureship will support first and second-year instruction in an area of growing interest, allowing tenure stream faculty to focus

on advanced language levels. Having conducted OPI training in the past two cycles, we include funds for faculty-led workshops to improve language pedagogy and stipends for language teachers to participate in outside training workshops. In area studies, our ad-hoc support for course development will help our new faculty build area studies into their teaching repertoires: Webb Williams, for example, will develop a course on “The Politics of Post-Soviet Central Asia” for PoliSci. We will additionally co-sponsor a yearly conference organized by SLCL and IGI to showcase the vital intercultural competencies developed by language and area studies students.

To further strengthen language and area studies training, we also plan to build four new interdisciplinary pathways for our students, through our Critical Curriculum Series. Piloted in 2018-22, the CCS is a programming model that pairs language and area study with professionalizing training and certificates in new research methods and regional specializations. Each cluster within the series will combine course- and certificate- development investments with talks, symposia, and public programming events meant to explore the intellectual and professional opportunities these intersections create. CCS programming integrates REEES perspectives into emerging, interdisciplinary trends in US Higher Education and also encourages area studies students and faculty to build new competencies themselves.

The four Critical Curriculum Series programming clusters we propose for this cycle are: *Gaming REEES***:** Game Studies is a rapidly emerging discipline at UI, that trains students to integrate play-based research and game design into their educational and professional development. At UI, Game Studies is supported by a central Presidential Initiative, is housed within Illinois Informatics, and includes plans for a MA degree as well as BA certificates. Through this CCS, REEEC will sponsor REEES expert speakers at campus colloquia on Game Studies, the creation of courses that use game-based approaches to teach REEES, and the development of

REEES+Games Studies certificate options for students. (BN E1c, E2c). The *Gaming REEES* series will be led by Pintar (Acting Director, BS/IS iSchool) and Bienvenue, Director of Informatics Programs at Illinois (App 3).

*South Caucasus Studies:* Led by REEEC AD Marshall (President, ARISC) (App3), this CCS initiative will focus on creating new opportunities for our students to study the languages and societies of the South Caucasus. Despite attracting great interest from both the educational and policy communities, languages from the region, particularly Azerbaijani and Georgian, are rarely taught in US universities. Area studies courses that develop a deep knowledge of the region are likewise sparse. This CCS will lay the foundations for a new South Caucasus program at UI by: 1) facilitating the incorporation of SC languages into Illinois’ summer offerings; 2) converting the successful experimental seminar REEES 496: The South Caucasus (taught by Marshall in 2019) into a permanent catalog course; 3) developing a new study abroad summer course in Georgia and Armenia, to be led by Bamberger (SPA), a South Caucasus specialist. To raise the profile of this region on our campus, as well as to encourage social scientific research on the area, REEEC will join with ARISC to co-organize an interdisciplinary South Caucasus Conference that will promote dialog across disciplines and borders, and connect students with experts on and from the region. *Area Studies Librarianship:* Modeled on a successful career-diversity training initiative designed by CLIR, this CCS initiative will create a new certificate program on Area Studies Librarianship aimed at REEES MAs as well as MAs and PhDs students in other disciplines. This program will give graduate students the chance to develop public-facing skills in information management and reference services, and position them for careers in libraries and archives in both the public and private sectors. Led by Witt (Director, CGS and Head, IASL)(App 3), CCS: Area Studies Librarianship funds will build REEES content into the core pro-seminar of the new certificate

program, while also sponsoring the development of area-specific classes on information discovery and reference resources in REEE. It also will encourage students from our iSchool’s large and top- ranked MS LIS program to consider adding area studies and language training to their professional plans. As part of this CCS, Title VI funds will be used to invite information scholars from the REEES region to participate in the International and Area Studies Collections in the 21st Century Group meeting (IASC21) to be held at UI in 2024.

*Multicultural Education + REEES*: This CCS initiative will create opportunities for faculty, students, and teachers to explore questions of diversity, equity, and inclusion in their work as instructors and researchers. It will support course development and programming which will engage the human diversity of the REEES region beyond broad national categories, and interrogate issues of access, inclusion, and social justice within the REEES field itself. Multicultural Education+REEES will develop: 1) workshops for pre-service and in-service K-12 and post- secondary educators, to diversify REEES course content in their classes; 2) a database of syllabi, lesson plans, and other materials created by workshop participants, made available to the public; and 3) a graduate certificate (Multicultural Education+REEES) for UI students, drawing on coursework in COE plus a new pedagogy course in REEES. This cluster will also support the continuing speaker series “Russia and the Global Color Line” organized by UI Faculty Sobol (SLL) and Avrutin (History). Taken together, these activities will encourage teachers of REEES to deepen their understandings of how issues of diversity, equity, inclusion, access, and justice impact educational settings, and also create more diverse curricular materials in REEES for use in university and K-12 classrooms. REEEC PC Stauffer will lead this CCS (App 3).

**Teacher Training.** Responding to AP2, in the coming cycle, we propose to expand our collaborations on teacher training with COE to focus on virtual, global exchanges and training

experiences for K-12 educators. Linking Illinois teachers to schools in the Czech Republic and Kazakhstan, these programs will help teachers develop competencies in intercultural education, while also making sure our area’s languages and perspectives are integrated into K-12 curricula. Our first new collaboration will support the inclusion of Kazakhstan in IGlobal, a COE initiative that connects pre-service middle school teachers with schools in other countries, on cooperative projects that explore and address UN Sustainable Development Goals. Our second project is a Collaborative Online International Learning (COIL) program that will connect COE students and faculty with students and faculty from countries in the Czech Republic, Slovakia, and Poland. This program will fulfill plans that grew from an initial discussion between COE and Charles University (Prague) in 2020, and is modelled after a similar exchange the COE already conducts with teachers and students in Singapore. Working together with faculty from Parkland, a community college, we also will support the integration REEES materials into the curriculum of a week-long international studies camp, led by pre-service teachers, for learners from migrant worker families in Central Illinois. This project is led by our fellow IGI center, CLACS.

**Partnerships with Minority Serving Institutions (MSIs) or Community Colleges**. REEEC has a long track record of collaboration with MSI’s and Community Colleges in the Midwest. We work with faculty from Parkland, a local CC; sponsor the ISRL program, which creates opportunities for CC/MSI faculty to work in our UL each summer; and support library networks connecting CC/MSI’s regionally. All of these programs will continue in the coming cycle, but we will also invest in an exciting new partnership we forged in the past two years. In 2019, Professor Amarilis Lugo de Fabritz at Howard University—together with colleagues across the REEES field—began a pilot program, the REEES Think Tank. This program is designed to address long- standing diversity, equity, and inclusion questions within our field through systematic outreach to

URM undergraduate students, in particular those at MSI’s. 20-30 undergraduate students per year are paired—via an annual call for applications—with faculty mentors in REEES, to work on research projects meant to encourage their interest in the field. Since 2021 REEEC has been a core facilitator of this initiative, providing Think Tank participants with remote access to our Library’s research resources as well as inviting them to participate in the research training workshops offered at our annual SRL. So far, over 100 undergraduate students and dozens of faculty mentors from across the US have participated in the REEES Think Tank program.

In the coming cycle, we will continue to provide information and training resources to the Think Tank, while also sponsoring its mentorship program by providing honoraria to the REEES experts who join it. This collaboration has already shown great promise in drawing URM communities into REEES. As the multi-institutional leadership team that now guides the initiative wrote in the Spring of 2021, “While considerable efforts are needed to make REEES a more equitable, diverse, and inclusive space, ongoing initiatives like this one can help solidify our field’s commitment to promoting and supporting new generations of scholars and professionals as they embark on their academic and professional careers.” We believe Think Tank has the potential to create a real breakthrough in language and area instruction at MSIs/CCs and also in the training of URM students in REEES disciplines for service in areas of national need.

* 1. ***Quality of activities and relationship to purpose of the NRC program.*** Each of the proposed activities aims to support the purposes of the NRC program and its Absolute and Competitive Priorities. They will mobilize Illinois’ recognized strengths as a public research university to create high-quality research and training networks for REEES; promote diverse perspectives and debate on REEE; improve the quality of our language and area studies instruction and ensure students’ ability to serve in areas of national need by developing new, professionalizing courses of

interdisciplinary study; and in the process diversify REEES itself, by broadening the fields and careers it engages and the publics it serves. All of our initiatives will be led by faculty and specialists with PhD training in the programs to be developed, including both Tenure Track faculty and REEES academic professionals. This plan’s development, execution, and quality will be assured through the robust grants management team IGI provides and the evaluation and impact measures described above (see G.4; App 4).

* 1. ***Reasonable nature of costs.*** Programs and activities are mapped out with the cost-effective deployment of resources considered. REEEC will use its substantial financial backing from UI and the Title VI grant to generate additional support from individual programs and units on campus. The proposed programming concentrates resources and generates programmatic and academic efficiencies through collaboration with campus and regional NRCs, other campus schools and units, and with institutions beyond UI. Moreover, the Center and affiliated departments will continue to apply for external funding.

The proposed budget is realistic. Importantly, UI provides significant support for staff salary, marking a remarkable institutional commitment to REEEC’s ongoing work as a national hub of language and area studies in the US. Planned activities are consistent with the REEEC mission and IFLE expectations, with many focusing on the Title VI Absolute and Competitive Priorities for NRC and FLAS. The budget emphasizes the funding of new programming, and relies on institutional funding for staff and other Center activities that are best sustained by the university.

* 1. ***Long-term impact on graduate, undergraduate, and professional training programs.*** As described above, funds requested will have a transformative impact on graduate, undergraduate, and professional training in REEES at UI. The program plan for this cycle is specifically designed to support the development of new degree offerings that create interdisciplinary career paths for

our students, encouraging students to combine language, area studies, and professional education in new and powerful ways. A significant result of the program plan for this cycle is that REEES students at UI will be more able to translate the skills they have learned in our program into careers as area specialists working in the public or private sectors. In addition, our collaboration with the Think Tank promises to have a truly transformative role in encouraging MSI and URM students to consider careers in our field.

# J-NRC & I-FLAS. COMPETITIVE PRIORITIES

***J.1. NRC Competitive Priority: Partnership with CC/MSI/HBCU/TCU/MSIs.*** REEEC will work to internationalize curricula and develop interdisciplinary international education programs through continued partnership with Parkland College in the coming cycle, building on the successful “Enhancing Global and International Studies in CC LAS Courses” program. In the last 3 years, more than 30 Parkland faculty from 11 disciplines participated in pedagogical workshops to incorporate global studies issues into their course materials, assignments, and assessments in close to 40 courses and reaching over 1100 students. Instructional materials have been uploaded to Parkland’s online repository, SPARK, and have been downloaded over 3,800 times by users in 160 educational institutions, showing that this program has an impact beyond Champaign and multiplying the effect to reach more end users. As described above, we will expand our new partnership with the REEES Think Tank initiative, which specifically offers opportunities for mentorship, networking, and scholarship for students attending MSIs, in particular. UI also invites Think Tank students to participate in the SRL and its training workshops.

Our ISRL program provides CC/MSI faculty a travel grant and stipend to develop their curriculum at our UL, attend workshops, work with IASL librarians, and discuss their ideas with other researchers and teachers. In the coming cycle, in addition to extending ISRL, we will support a parallel effort for CC/MSI librarians. Developed in response to “needs assessments” workshops

in 2018-21, REEEC, EUC, and SRS will host biennial online workshops for CC/MSI librarians to discuss current projects, challenges, and possible collaborations in international studies.

* 1. ***FLAS Competitive Priority 1: Preference to students who demonstrate financial need.*** FLAS candidates at UI apply through a centralized process that links academic and financial records. An IGI Fellowship Coordinator works with all FLAS selection committees so that they are able to build financial need systematically into their awards processes. While each center ranks its own applicants, FLAS coordinators work together to make sure that fellowships are distributed efficiently across the applicant pool, maximizing support for students with financial need. FLAS applicants are asked to demonstrate financial need through the FAFSA. 71% of REEEC awards were made to students who demonstrated financial need in the most current competition.

## FLAS Competitive Priority 2: Preference to programs awarding at least 25% of AY

***FLAS fellowships to languages other than French, German, and Spanish.*** REEEC awards 100% (more than 25%) of FLAS fellowships to languages other than French, German, and Spanish. In 2018-22, REEEC awarded 92% of the fellowships to Title VI priority languages. REEEC will continue to award FLAS fellowships to LCTLs and any announced priorities in 2022-26.