**Individuals using assistive technol****ogy may not be able to fully access the information contained in this file.**

**For assistance, please send an e-mail to** **NRC-FLAS@ed.gov** **and include “508 Accommodation” and the title of the document in the subject line of your e-mail.**

**Center for Slavic, Eurasian and East European Studies University of North Carolina at Chapel Hill**

**National Resource Centers Program ED-GRANTS-121621-001**

**and**

**Foreign Language and Area Studies Fellowships Program**

**ED-GRANTS-121621-002**

**FY 2022**

FedEx Global Education Center 3109 301 Pittsboro Street

Campus Box #5125 Chapel Hill, NC 27599-3449



 **TABLE OF CONTENTS**

LIST OF ACRONYMS iii

PROJECT NARRATIVE 1

CRITERION A: COMMITMENT TO THE SUBJECT AREA 1

CRITERION B: QUALITY OF LANGUAGE INSTRUCTION 3

B1. Language instruction offered through the Center or other providers 3

B2. Three or more levels of language training and courses in disciplines other than language, linguistics, and literature offered in appropriate foreign language(s) 5

B3. Number of language faculty and exposure to pedagogy training 6

B4. Performance-based instruction in use or being developed 7

CRITERION C: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM 9

C1. Course offerings in a variety of disciplines, including the professional schools 9

C2. Depth of specialized courses in one or more disciplines of the Center’s subject area 10

C3. Teaching faculty and instructional assistants (IAs) 10

C4. Interdisciplinary courses for undergraduate and graduate students 11

CRITERION D: QUALITY OF CURRICULUM DESIGN 13

D1. The curriculum incorporates undergraduate instruction in the applicant's area or topic of specialization into baccalaureate degree programs 13

D2. Curriculum provides training for graduate students from a variety of disciplines and professional fields 14

D3. Academic and career advising; arrangements for study abroad; access to other programs 15

CRITERION E: QUALITY OF STAFF RESOURCES 17

E1. Teaching faculty and other staff are qualified for current and proposed activities 17

E2. Staffing and oversight arrangements, including outreach and administration are adequate and faculty from a variety of departments, professional schools, and the library are involved in the project 19

E3. Nondiscriminatory employment practices 20

CRITERION F: STRENGTH OF LIBRARY 21

F1. Library holdings and institutional support 21

F2. Reciprocal access to information 22

CRITERION G: IMPACT AND EVALUATION 23

G1. Activities and programs have a significant impact on the university, community, region, and the nation 23

G2. Comprehensive, objective, quantifiable evaluation plan 25

G3. Activities of the Center and fellowships awarded address national needs and generate information for and disseminate information to the public 27

G4. Record for postgraduate employment, education, or training in areas of national need and efforts to increase these placements 28

G5. Equal access and treatment 31

CRITERION H: OUTREACH ACTIVITIES 33

H1. Elementary and secondary schools 33

H2. Postsecondary institutions 35

i

H3. Business, media, and the general public 35

CRITERION I: PROGRAM PLANNING AND BUDGET 36

I1. The development plan or timeline demonstrates how the proposed activities will contribute to a strengthened program and an effective use of resources and personnel to achieve the proposed objectives 36

I2. Activities are of high quality and are directly related to the purpose of the NRC program 45

I3. The costs of proposed activities are reasonable in relation to the objectives of the program 46

I4. The long-term impact of the proposed activities on undergraduate, graduate, and professional training programs 46

CRITERION J: FLAS AWARDEE SELECTION PROCEDURES 47

CRITERION K: DEGREE TO WHICH PRIORITIES ARE SERVED 49

Attachments Submitted Separately

1. Application for Federal Assistance (SF-424)
2. Budget Information (Non-Construction Programs) ED 524
3. Grants.gov Certification Regarding Lobbying
4. Compliance with General Education Provisions Act (ED GEPA 427 Form)
5. ED Project Abstract
6. Budget Narrative ED 524 (Section C)
7. Appendix 1: Position Descriptions
8. Appendix 2: Faculty Curriculum Vitae
9. Appendix 3: List of Courses
10. Appendix 4: Letters of Support
11. Other Attachments: Application Profile Sheet
12. Section 602(e) Information Requirements
	1. Diverse Perspectives and Wide Range of Views in Funded Activities
	2. Government Service in Areas of National Need and in Other Employment Sectors
13. Disclosure of Lobbying Form (SF-LLL), UNC

ii

**ACRONYMS GUIDE**

|  |  |
| --- | --- |
| ACNSL | American College of National Security Leaders |
| ACTFL | American Council on the Teaching of Foreign Languages |
| ACTR | American Council of Teachers of Russian |
| AMES | Department of Asian and Middle East Studies |
| AP1 | Absolute Priority 1 |
| AP2 | Absolute Priority 2 |
| AATSEEL | American Association of Teachers of Slavic and East European Languages |
| ASEEES | Association for Slavic, East European, and Eurasian Studies |
| AY | Academic Year |
| BCMS | Bosnian/Croatian/Montenegrin/Serbian |
| CAS | College of Arts and Sciences |
| CES | Center for European Studies |
| CFE | Center for Faculty Excellence |
| CLS | Critical Language Scholarship |
| CMEIS | Center for Middle East and Islamic Studies |
| COIL | Collaborative Online International Learning |
| CPC | Carolina Population Center |
| CPH | Carolina Public Humanities |
| CPP1 | Competitive Preference Priority 1 |
| CPP2 | Competitive Preference Priority 2 |
| CSEEES | Center for Slavic, Eurasian, and East European Studies |
| DOE | Department of Education |
| DTCC | Durham Technical Community College |
| DGS | Director of Graduate Studies |
| DUS | Director of Undergraduate Studies |
| EvAP | Evaluation, Assessment, and Policy Connections |
| FAO | Foreign Area Officers |
| FLAS | Foreign Language and Area Studies |
| FLTA | Foreign Language Teaching Assistant |
| GSLL | Department of Germanic and Slavic Languages and Literatures |
| GSGPH | Gillings School of Global Public Health |
| HEA | Higher Education Act |
| LAC | Languages Across the Curriculum |
| LCTL | Less Commonly Taught Language |
| LOC | Library of Congress |
| MLA | Modern Language Association |
| MSI | Minority Serving Institution |
| NAWA | Polish National Agency for Academic Exchange |
| NC | North Carolina |
| NC A&T | North Carolina Agricultural and Technical State University |
| NHC | National Humanities Center |

iii

|  |  |
| --- | --- |
| NRC | National Resource Center |
| OPI | Oral Proficiency Interview |
| OVPGA | Office of Vice Provost for Global Affairs |
| PWAD | Curriculum in Peace, War, and Defense |
| REEES | Russian, Eurasian, and East European Studies |
| REEE | Russian, Eurasian, and East European |
| RFP | Russian Flagship Program |
| RLMS | Russian Longitudinal Monitoring Survey |
| ROMS | Department of Romance Studies |
| SEEE | Slavic, Eurasian, and East European |
| SILS | School of Information and Library Science |
| TAP | Teaching Assistant Professor |
| TRLN | Triangle Research Libraries Network |
| TPS | Teaching with Primary Sources Program |
| UNC | University of North Carolina |
| UNCRFP | Russian Flagship Program |
| USRF | US Russia Foundation |
| UrFU | Ural Federal University |
| TPS | Teaching with Primary Sources Program |
| WCAPS | Women of Color Advancing Peace, Security |
| WGST | Department of Women’s and Gender Studies |

iv

**PROJECT NARRATIVE**

**CRITERION A (NRC/FLAS): COMMITMENT TO THE SUBJECT AREA**

The Center for Slavic, Eurasian and East European Studies (CSEEES) supports and promotes instruction, library development, student and faculty exchanges, and outreach in close collaboration with UNC’s other areas centers (notably the European and Middle East centers) and campus units such as the Department of Germanic and Slavic Languages and Literatures (GSLL). After our NRC funding was not renewed in 2014, CSEEES's priority has been to preserve administrative and faculty positions critical to the continued

|  |
| --- |
| **Table A: Institutional Support AY 2020-21** |
| **Category** | **Amount** |
| *Faculty* |
| Salaries for language instruction | $796,114.00 |
| Salaries for areas studies instruction | $4,310,388.00 |
| Research/travel funds | $151,000.00 |
| Other college funds | $39,577.00 |
| *Administration* |
| Center staff | $209,718.00 |
| Other admin staff (proportional tocooperation with CSEEES) | $475,300.00 |
| Professional development funds | $3,500.00 |
| *Students* |
| Tuition remission | $979,625.00 |
| Teaching/research assistantships | $421,800.00 |
| College scholarships | $917,355.00 |
| Financial aid | $2,781,064.00 |
| Conference/research support | $15,000.00 |
| *Library* |
| Library staff | $438,650.00 |
| Library acquisitions | $350,000.00 |
| *Center Operation* |
| Operating expenses inc. programming | $212,920.00 |
| **Total financial commitment** | **$12,102,011.00** |
| *\*salary figures include fringe* |

thriving of the Center and of language and area studies instruction. In response to our aggressive (and successful) efforts to diversify funding from public and private sources, UNC has supported the Center with matching investments and institutional resources and has ensured the Center remains adequately staffed. As Table A shows, in 2020-21 the University invested more than $12 million into the teaching, research, outreach and programming focused of Russian, Eurasian and East European Studies (REEES).

**Teaching Staff.** A total of 64 faculty members teach REEES programs in 18 departments and professional schools. Combined, they teach and mentor over 5,000 undergraduates and 300

1

graduate students per year (Section E). **Library Resources.** UNC's investments in library sources have resulted in the most substantial REEES collection in the Southeast, with over 1 million volumes on the region. Since 2018, at least $350K has been spent annually on vernacular language materials from REEE (Section F1). **Linkages Abroad.** UNC has more than 325 partnerships with institutions around the world. Mirroring UNC’s strong investment in faculty with REEE expertise, the university currently maintains over 30 formal agreements with institutions in our world region and new connections are constantly being forged. In 2019, CSEEES began a new partnership with Ural Federal University in Ekaterinburg (UrFU), bringing one faculty member per year from UrFU to teach classes and conduct research at UNC. In 2021, UNC was selected as the first public university in the U.S. to host the Visiting Lecturer in Polish program sponsored by the Polish National Agency of Academic Exchange (NAWA).

Other overseas linkages include study and training abroad programs in the Kenan Flagler Business School (Romania, Slovenia), the School of Information and Library Science (Czech Republic), the School of Dentistry (Moldova) and the Institute for Global Health and Infectious Diseases (Ukraine). **Outreach.** Apart from sponsoring year-around campus and community programming, CSEEES provides teacher training activities and curriculum resources to K-14 schools, community colleges, and the military. We collaborate with UNC’s public service programs World View and the Carolina Public Humanities (CPH) to offer teacher training and area studies resources to K-16 educators in North Carolina (NC) (Section I & J). Further, CSEEES provides outreach to teachers across the country as a member of the Library Of Congress Teaching with Primary Sources (TPS) program and the Language Flagship. **Support for REEES Students.** In 2020-21, UNC provided more than $5.1M (Table A) in financial support for graduate and undergraduate students completing REEES-related coursework,

2

research, professional development and study abroad. In 2020-21, the Graduate School awarded

$1.53M to graduate students working on REEES topics across the curricula in the form of tuition remissions, teaching and research assistantships, fellowships and research stipends. UNC also provides matching tuition and fee support for FLAS recipients. 43% of undergraduates received financial aid at an average value per student of $14,416 in 2019-20. In addition, REEES undergraduates receive scholarship assistance to study abroad.

**CRITERION B (NRC/FLAS): QUALITY OF LANGUAGE INSTRUCTION**

B1. LANGUAGE INSTRUCTION OFFERED THROUGH THE CENTER OR OTHER PROVIDERS

The scope of instruction in priority languages and student enrollments at UNC are unique among all public universities in the Southeastern United States. CSEEES trains students in Bosnian/Croatian/Montenegrin/Serbian (BCMS), Czech, Hebrew, Persian, Polish, Romanian, Russian and Turkish. Housed in the three largest language departments on campus (GSLL, AMES, ROMS), these programs provide performance-based instruction (from novice to advanced) to undergraduates majoring or minoring in our world area; to the REEES students

in the Global Studies MA program; and to graduate students in PhD programs and professional schools. In addition, most of UNC’s LCTLs are participating in the NC Language Exchange, an inter-university digital platform open to students from 14 campuses in the UNC System (including 4 MSIs) to pursue transfer credit in language courses not offered at their institutions.

**Enrollments.** As Table B1 shows, student enrollments in SEEE languages totaled 1,214 for AY 20-21 and AY 21-22. Our largest language program is in Russian, which is buttressed by Languages Across the Curriculum (LAC) courses, intensive elementary and intermediate summer courses and a tutoring program. The Russian program further supports undergraduate students enrolled in the UNC Russian Flagship Program (UNCRFP), established in Summer

3

2020. As Table B1 illustrates, we recorded a 30% increase in the number of students who enrolled in all levels of Russian in AY 2021-22. This academic year, additional sections of 3rd and 5th-year Russian had to be added to the curriculum to meet the student demand. In addition, growing enrollments in BCMS and Turkish are surpassing national trends. According to unpublished data from the MLA’s partial-sample survey in Fall 2020, which the MLA shared with the UNC area studies centers for this grant application, BCMS and Turkish enrollment were 5th highest nationally. With support from the College of Arts and Sciences (CAS) and the Center for European Studies (CES), CSEEES will double BCMS offerings from two to four courses a year and offer an area studies course on Southeast Europe, with the option for advanced speakers to complete course readings in the target language. Further, DoE funds will support advanced instruction in Turkish and Persian. Turkish will also be open to Duke University students and those in Duke’s LCTL distance learning partnership with the U. of Virginia and Vanderbilt University. In addition, we will support new elementary and intermediate courses in Ukrainian. Those will be added to the NC Language Exchange to open access to many heritage speakers in Western North Carolina and elsewhere in the state. Together with the CES, CEEES is eager to fortify the burgeoning Romanian program at UNC by regularly offering intermediate courses.

|  |
| --- |
| Table B1: Priority Languages and Enrollments at UNC |
| Language | Level | Faculty | AY 2020-21 | AY 21-22\* | Meets Requirements For(BA-degree; MA-degree; m-minor) |
| BCMS | 2 | 1 | 18 | 23 | Slavic and East European Languages and Cultures (BA/m); Global Studies-REEES (BA/MA); European Studies (BA) |
| Czech | 3 | 1 | 7 | not offered | Slavic and East European Languages and Cultures (BA/m) Central European Studies (M); Global Studies-REEES (BA/MA); European Studies (BA) |
| Hebrew | 3 | 2 | 45 | 55 | Asian and Middle East Studies (BA/MA); Modern Hebrew (m); Jewish Studies (m); |
| Persian | 3 | 2 | 46 | 37 | Asian and Middle East Studies (BA/MA); Persian (m) |
| Polish | 3 | 2 | 14 | 16 | Slavic and East European Languages and Cultures (BA/m); Central European Studies (BA); Global Studies-REEES (BA/MA); European Studies (BA) |
| Romanian | 2 | 1 | 9 | 9 | European Studies (BA); |

4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Russian | 5 | 7 | 375 | 487 | Russian Language and Culture (BA/m); Global Studies- REEES (BA/MA); European Studies (BA) |
| Turkish | 2 | 1 | 36 | 37 | Asian and Middle East Studies (BA/MA) Global Studies- REEES (MA); European Studies (BA); Middle Eastern Languages (m) |
| **Total Enrollments** | **550** | **664** |  |
| *Levels:1 is elementary; 2 is intermediate; 3 and beyond are advanced language, culture, and literature \* Includes Spring 2022 enrollments and Summer 2021 enrollments for Russian.* |

B2. THREE OR MORE LEVELS OF LANGUAGE TRAINING AND COURSES IN DISCIPLINES OTHER THAN LANGUAGE, LINGUISTICS, AND LITERATURE OFFERED IN APPROPRIATE FOREIGN LANGUAGE(S)

Czech, Hebrew, Persian, Polish, and Russian are taught to the advanced level (3 years), while BCMS, Turkish, and Romanian are currently taught to the intermediate level (2 years) with plans in place to expand the BCMS and Turkish offerings to the advanced level with DoE funding. Students majoring in Russian, Slavic Studies, Central European Studies, and Asian Studies are required to complete at least 9 semesters of language training. In affiliated majors, Global Studies BA requires 6 semesters of language training, European Studies 5, and PWAD 4. Nearly 60% of students in SEEE language courses are majoring or minoring in those fields.

REEES MA students who pursue Russian as their required foreign language are expected to have completed four semesters of Russian prior to program entry. These factors enhance our ability to build sizable cohorts of learners through advanced proficiency.

The Languages Across the Curriculum (LAC) program at UNC supports language use in courses outside the language and literature curricula. LAC courses are taught by area specialists in the target language focusing on content and discourses of their respective disciplines. The courses are open to students with four semesters of a world language or a proficiency of intermediate high or better. In AY 21-22, CSEEES and GSLL added the first two Russian LAC courses to the curriculum, with 10 students enrolled. CSEEES is currently working with the UNC LAC coordinator and Russian Studies faculty (Robertson, Rivkin-Fish, Tasar) to include a

5

LAC Research Component in their area courses starting next academic year. This will offer students the opportunity to complete course projects or papers in the target language, with assistance provided by a faculty member or teaching assistants (TA).

B3. NUMBER OF LANGUAGE FACULTY AND EXPOSURE TO PEDAGOGY TRAINING

SEEE faculty and courses are sufficient to provide high-quality training in our target languages, all of which are considered priority languages by DoE. UNC has 6 tenured or tenure- track professors, 9 full-time teaching associate/assistant professors (TAP), and 2 part-time lecturers teaching a combined number of 52 SEEE language courses per academic year. The success and growth of SEEE language curricula is based on regular external evaluation to assess and improve language instruction. GSLL completed an external review in Fall 2021. The evaluators lauded the faculty’s commitment to language teaching and the collaborative departmental environment as key factors in rising course enrollments and in making the study of SEEE languages important to our institution. Since 2018, UNC has deepened its commitment to SEEE languages by hiring an Assistant Professor in Central European Studies (Rose), a full-time TAP in Russian (McGarry), committing institutional funds to more courses in BCMS, and will be filling a tenure-track line in East European Jewish Studies with specialization in Yiddish and Russian this fall. CSEEES is collaborating with the Fulbright Foreign Language Teaching Assistant (FLTA) program to host a FLTA in Russian. In addition, plans are in place to integrate future FLTAs as co-instructors in Russian LAC courses.

**Pedagogy Training.** UNC hires faculty trained in communicative, performance-based teaching and ensures they have resources available for professional development in language pedagogy. In December 2020, six of the GSLL teaching faculty completed the ACTFL Oral Proficiency Interview (OPI) Assessment Workshop, with Chernysheva, Džumhur and Doubleday

6

currently completing the OPI Tester Certification. Two new faculty members that joined the department in Fall 2021 (McGarry and Majewska) will be completing the OPI Workshop this spring. CSEEES is committing funds toward their participation and OPI Tester Certification. In addition to completing OPI training, faculty in Hebrew, Persian, and Turkish have led pedagogy workshops (Havlioglu, Adel), developed online testing modules (Shemer), and serve as OPI Tester (Adel). Russian faculty participate in workshops on language pedagogy and collaborative curriculum through the consortium of Russian Flagship programs and the Flagship Tech Center.

Stanislav Shvabrin, Director of the Russian Program and UNCRFP, works closely with Russian faculty and tutors to monitor and advance their performance. He also coordinates the development of Russian virtual learning and instruction through the NC Language Exchange. Instructors in our NAWA Program for Polish undergo a rigorous selection process and need to demonstrate an excellent track record in teaching Polish as a Second Language at all levels of proficiency and to different groups of learners.

B4. PERFORMANCE-BASED INSTRUCTION IN USE OR BEING DEVELOPED

Performance-based language instruction in SEEE curricula is designed to adhere to ACTFL World-Readiness Standards for Learning Languages and foster proficiency in both productive and receptive skills and in cultural competence. As recommended by the Association of Departments of Foreign Languages, class size for language instruction at UNC is capped at a maximum of 19 students. In all SEEE elementary courses, instruction is proficiency-oriented and

interactive, focusing on rapid acquisition of speaking and listening skills and on grammar sufficient to support these skills. Cultural exposure is introduced via authentic materials: news articles, songs, films, and social media. Instructors monitor student progress in the language through frequent formative assessments (quizzes, short oral interviews, etc.). All language

7

courses include a midterm and final exam, with Russian, BCMS, and Polish also including oral final presentations as part of the summative assessment. Most first-year students reach the Novice-High or Intermediate-Low targets for speaking and in one other modality. In intermediate courses, students are exposed to longer and more complex cultural and literary

media. The focus shifts to skills in writing, reading, and developing grammar and vocabulary, but continues to develop speaking and listening skills. Oral and written assessments reflect Intermediate Mid-High proficiency goals by requiring students to use the language in authentic contexts and to carry out real-life tasks. In advanced courses, instructors introduce discussions of

race, gender, and disability in the target language to encourage cross-cultural comparison and awareness. A notable example of advanced-to-superior level sequence is *RUSS 515-516: Russian*

*in the Profession*, developed and taught by Shvabrin. Having achieved the Advanced Low-Mid proficiency in speaking and reading, students are able to research topics in their academic majors, give presentations, and lead discussions on their areas of professional competence.

**Resources for Language Teaching and Proficiency Requirements.** All language classrooms are equipped with multimedia capabilities to accommodate both in-person and hybrid learning. Language courses primarily use Sakai as a learning platform to facilitate language practice, collaborative projects using voice or video and for formative assessments. Our language proficiency requirements remain rigorous. All undergraduates majoring in SEEE languages must achieve a minimum level of Intermediate-High proficiency. UNCRFP students need to be at the Advanced-Low level or higher in speaking and one other modality to qualify for their Capstone year abroad. REEES MA students who select Russian as their language are required to take

an OPI and place in at least second-year Russian before starting the program. Many of our MA students achieve Advanced-Mid proficiency in Russian, and Intermediate Mid or High in other

8

SEEE language. As a result, they frequently incorporate primary sources in the target language(s) in their thesis projects. PhD students working in REEES reach at least Advanced- Mid proficiency for fieldwork and research.

C1. COURSE OFFERINGS IN A VARIETY OF DISCIPLINES, INCLUDING THE PROFESSIONAL SCHOOLS

**CRITERION C (NRC/FLAS): QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM**

In 2020-21, UNC offered 173 non-language courses with REEES content in 33 disciplines. Undergraduate enrollments in these courses totaled 8,497; graduate enrollments were 1,536. In 2021-22, it offered 160 area studies courses in 32 disciplines to 8,255 undergraduates and 1,931 graduate students (Appendix 3). Table C1 shows a sample of disciplines from which these courses are drawn, and the number of students in each. In the same period, our

|  |
| --- |
| Table C1: Sample of non-language courses offered in 2020-22 |
| Discipline | Number of courses | 2020-2021enrollments | 2021-2022enrollments |
| Anthropology | 9 | 942 | 971 |
| Asian Studies | 4 | 32 | 16 |
| Business (MBA) | 12 | 1145 | 1516 |
| Comparative Lit. | 6 | 405 | 270 |
| Communications | 1 | 26 | 48 |
| Economics | 6 | 295 | 270 |
| European Studies | 5 | 31 | 32 |
| Geography | 7 | 769 | 937 |
| Global Studies | 11 | 462 | 446 |
| GSLL | 10 | 137 | 145 |
| History | 37 | 1536 | 1336 |
| Jewish Studies | 9 | 54 | 69 |
| Law | 3 | 32 | 44 |
| Linguistics | 6 | 88 | 167 |
| Media and Journ. | 2 | 121 | 143 |
| Music | 6 | 233 | 401 |
| PWAD | 18 | 368 | 379 |
| Political Science | 26 | 1667 | 1465 |
| Public Health | 2 | 80 | 76 |
| Public Policy | 4 | 181 | 132 |
| Religious Studies | 10 | 488 | 609 |
| Russian Studies | 10 | 134 | 219 |
| Sociology | 6 | 215 | 229 |

professional schools offered 15 courses with some REEES content: Business, 12; Law, 3; and Public Health, 2. These range from courses in Global Emerging Markets to Critical Issues in Global Health to those on International Law of Human Rights.

C2. DEPTH OF SPECIALIZED COURSES IN ONE OR MORE DISCIPLINES OF THE CENTER’S SUBJECT AREA

9

Spanning both the undergraduate and graduate curricula, CSEEES has remarkable depth of coverage in departments and programs with internationally recognized faculty that produce large number of majors at UNC: History (with 37 courses), followed by Political Science (26); Peace, War, and Defense (18); Global Studies (11); Anthropology (9), and Economics (6). Many CSEEES faculty offer First Year Seminars (FYS) on Russia and East Europe (numbered below 100 in Appendix 3). In these courses, first-year students enjoy an exceptional educational experience working closely with faculty on the topic of the faculty member’s primary research interest. In 2020-22, CSEEES introduced five new specialized courses in Political Science, Global Studies, GSLL and Jewish Studies.1 We propose to deepen our capacity in area studies training through grants to support the development and teaching of new courses to buttress our offerings in the professional schools and our ability to train experts in areas of national need.

Planning is underway with faculty members in Public Policy, the Gillings School of Public Health, and the School of Law. In addition to ensuring that students in the professional schools have access to area studies courses, CSEEES faculty regularly offer individualized tutorials to graduate students in the College.

C3. TEACHING FACULTY AND INSTRUCTIONAL ASSISTANTS (IAS)

The 64 faculty members with expertise in REEES fully meet the needs of a tier-one

research university of our size. Further, UNC places top priority on promoting cutting-edge teaching, providing state-of-the-art classrooms to facilitate this. Its Center for Faculty Excellence (CFE) offers faculty members the support they need to excel as teachers, scholars, mentors and

1 Those include Making Policy For Russia and Eastern Europe; Globalized and Deglobalized Russia; Cultural Trends in Post-Communist Central Europe: Search for Identity, Importance of Jewish Voices; Utopia, Diaspora and other Jewish Futures in Eastern Europe, Into the Streets: 1968 and Dissent in Central Europe.

10

leaders by tailoring its programs and resources to meet the needs of faculty throughout all stages of their careers. UNC likewise prioritizes instructional assistance and pedagogy training for IAs, all of whom participate in required teacher training seminars in their departments and in programs sponsored by the CFE, such as the Future Faculty Fellowship Program and a teaching assistant orientation. In addition, the Graduate School has a dedicated Assistant Dean of Graduate Student Professional Development who conducts training and acts as a resource to all graduate and professional students. UNC IT Services’ Teaching and Learning division works with faculty and IAs on instructional technology projects for classroom use (COIL) and provides support for learning management systems (Sakai). UNC is a member of the Center for the Integration of Research, Teaching, and Learning, a network of universities committed to preparing future faculty to excel at undergraduate teaching. A designated LAC coordinator assists future and current faculty in integrating foreign languages into non-language area studies courses through one-on-one mentoring and online resources.

C4. INTERDISCIPLINARY COURSES FOR UNDERGRADUATE AND GRADUATE STUDENTS

Many of our area studies courses are interdisciplinary in design and a growing number of

them are cross-listed between departments, such as the History of the Holocaust, Crisis and Change in Russia and Eastern Europe, and others. Given their interdisciplinary content, many of GSLL’s courses are cross-listed with Peace, War and Defense (PWAD), Jewish Studies, Comparative Literature, and Women’s and Gender Studies (WGST). The number of interdisciplinary offerings will continue to grow as UNC implements a new undergraduate curriculum with the Ideas, Information, and Inquiry (“Triple-I”) courses at its core. These first- year courses are team-taught by three professors from different fields and examine a common theme from multiple perspectives.

11

Many of our core faculty members (Bryant, Lapushin, Pichova, Rose) also offer interdisciplinary courses in UNC's innovative FYS program. A model of upper-level interdisciplinary course is Michele Rivkin-Fish's *Living, Healing, and Dying in Russia*, team- taught with Jehanne Gheith of Duke's Slavic Department. Various pathways exist for students to self-design an interdisciplinary course of study with REEES focus in the social sciences or the humanities (Table C4). Interdisciplinary courses are also available to UNC students through LAC, which offers students the opportunity to study Russia using the target language. At the other end of the spectrum, the graduate courses required for students in the REEES track of our MA program are interdisciplinary in design as are a growing number of colloquia and seminars offered at the departmental level. Further, the CSEEES Graduate Certificate in Russian, Eurasian, and East European Studies recognizes students who complete interdisciplinary coursework and apply interdisciplinary perspectives in their thesis and dissertation research.

|  |
| --- |
| Table C4. Sample of Interdisciplinary Course of Study with REEES specialization in the social studies and the humanities |
| Social Sciences | Humanities |
| HIST 162. Russia under the Last Tsars and Soviet CommissarsHIST 163. Modern Central AsiaPOLI 260. Crisis and Change in Russia and Eastern EuropePWAD 359. Comparative History of National Intelligence RegimesPOLI 438. Democracy and International Institutions in an Undivided EuropeANTH 442. Health and Gender after Socialism ECON 468. Socialism, Planning, and the Contemporary Russian EconomyPOLI 469. Conflict and Intervention in the Former YugoslaviaHIST 485. From Fiddler on the Roof to the Holocaust: East European and Soviet Jewish HistoryPOLI 631. European Security: The Enlarging European Union and the Trans-Atlantic Relationship | GSLL 80 Not Just Dogs: Animals in Russian Literature RELI 180. Introduction to Islamic CivilizationGSLL 260. From Berlin to Budapest: Literature, Film, and Culture of Central EuropeMUSC 258. Musical Movements: Migration, Exile, and DiasporaRUSS. 279 Sunstrokes in Dark Alleys: Russian Short StoriesJWST 380. Traditions in Transition: Jewish Folklore and EthnographyCMPL 469. Milan Kundera and World Literature WGST 480. Exploration of Russian "Women's Prose" and Svetlana AlexievichGSLL 481. Grand Hotels and Empty Fields: Inventing Central Europe through CultureGSLL 489. Language and Identity in Central Asia JWST 697. Utopia, Diaspora and other Jewish Futures in Eastern Europe |

12

**CRITERION D (NRC/FLAS): QUALITY OF CURRICULUM DESIGN**

D1. THE CURRICULUM INCORPORATES SPECIALIZED UNDERGRADUATE INSTRUCTION IN INTO BACCALAUREATE DEGREE PROGRAMS AND PROVIDES TRAINING FOR GRADUATE STUDENTS FROM A VARIETY OF DISCIPLINES AND PROFESSIONAL FIELDS

With 333 nonlanguage courses taught in the past two years that include relevant area

studies content, our curriculum has fully incorporated undergraduate instruction in REEES into an impressive array of baccalaureate degree programs. UNC students can choose major and minor degrees or concentrations with substantial REEES content in 13 departments and curricula: Asian Studies; Anthropology; Economics; Comparative Literature; Contemporary European Studies; Global Studies; GSLL; History; Jewish Studies; Music; PWAD; Political Science; and WGST. For example, one of the world areas that the Global Studies majors can specialize in is REEE; History majors specializing in REEE must complete four to six courses on the region. Students choosing a REEE concentration outside of GSLL often double major or minor in the relevant language(s) of our world region and take part in study abroad programs.

The GSLL offers three BA tracks and two minors (Table B1, p. 4), the latter of which replaced our undergraduate certificate in REEES. Committed to maintaining a strong Slavic and not just Russian department, GSLL offers a Central European Studies major, requiring study of two languages (Polish, Czech, or soon to be added Ukrainian), one through the intermediate level, two interdisciplinary core courses, and six other courses in GSLL and other departments. CSEEES's Visegrad Studies Program considerably strengthened the major by drawing in extramural support for the Polish language courses, a tenure track assistant professor position in Central European Studies and campus programming on the region.

CSEEES's interdisciplinary MA program has to date produced 113 graduates with 59 faculty members from the CAS and the professional schools serving on their theses committees.

13

MA students must complete four semesters of SEEE language instruction. Students who select Russian as their language must take two years of instruction before enrolling at UNC. Most achieve advanced proficiency. Those who matriculate with strong knowledge of Russian sometimes begin studying a second language, in which they complete two years of instruction.

The MAs and PhDs who study our world area participate in CSEEES-sponsored events, take advanced language courses at UNC and abroad, and apply to CSEEES for funding to present at conferences and to conduct predissertation research abroad, including students from the professional schools. A growing number of them complete the requirements for our Graduate Certificate in Russian, Eurasian and East European Studies. To be admitted to candidacy in individual departments, PhD students must pass an exam demonstrating research fluency in a REEE language or meet this requirement through advanced coursework and demonstrated ability to conduct research in the target language(s). Their success in winning extramural dissertation research awards shows that they received strong language training. In sum, our PhD programs produce a significant number of specialists on our world area. The departments of History and Political Science alone currently have 41 PhD students in the pipeline working on REEES.

D2. ACADEMIC AND CAREER ADVISING

All UNC students receive extensive advising through the Academic Advising Office

prior to their selection of a major and by the Directors of Undergraduate Studies (DUS) in their major departments once that selection is made. Our graduate programs supplement the role individual advisors play with a Director of Graduate Studies (DGS) who likewise advises students and organizes workshops that focus on preparing students for both academic jobs and those outside the academy. At CSEEES, staff collaborate to support students. The UNCRFP Assistant Director and CSEEES Associate Director provide individualized advising to RFP

14

students on academic planning, study abroad, scholarships, internship options and career plans. REEES MA students work with the CSEEES DGS until they select a thesis advisor. In addition to the advisor, each student also sets up an MA committee of two additional faculty members, who guide the student during the research, writing and defense of the thesis. CSEEES’s DGS also organizes seminars focusing on research methods skills, resume writing, and interviewing.

CSEEES offer robust career preparation programming for all students. These range from resume writing workshops to annual REEES alumni panels, to Global Career Night, aimed at helping students interested in globally-oriented careers prepare for the job market. We collaborate with other centers to host events with a focus on federal government careers. Those include: Women’s Leadership, LGBTQ Folk in federal service; and panels with officials from the State Department, USAID, Pentagon, and the FBI. Recognizing the importance for students to connect with practitioners and mentors in careers related to national need, the centers partner with the UNC’s Office of Vice Provost for Global Affairs (OVPGA) on several initiatives, These include membership in the Women’s Foreign Policy Leadership Group’s Academic Circle, providing access to women leaders and scholars working in international affairs, mentoring and networking opportunities, and admission to all in-person and online career programming. The OVPGA has also partnered with the American College of National Security Leaders (ACNSL) on a “Meet the Mentors” program to expand student access to foreign policy practitioners and to explore careers in national security. Five ACNSL mentors will be engaged annually and include those with experience in Russia and East Europe. They will hold office hours via Zoom to answer questions and mentor individual students. CSEEES will expand this offering to MSI students by supporting one mentor annually (Budget Section D2).

D3. ARRANGEMENTS FOR STUDY ABROAD; ACCESS TO OTHER PROGRAMS

15

Prior to the Covid-19th pandemic, UNC ranked 18th among all U.S. higher education institutions for the number of students studying abroad. The UNC Study Abroad Office (SAO) offers more than 325 programs in over 70 countries, including Bosnia, Croatia, the Czech Republic, Estonia, Hungary, Kazakhstan, Kosovo, Lithuania, Mongolia, Poland, Russia and Serbia. Those include faculty-led programs and programs designed specifically for students in professional schools (Business School; SILS), or direct enrollment. UNC also sponsors a Burch Summer Field Research Seminar on conflict resolution and democracy building in Bosnia and Kosovo (led by Prof. Jenkins) and one in Poland about the Holocaust (led by Prof. Auerbach). Our students also take advantage of UNC’s specialized study abroad opportunities, the Burch Research Fellowship Program and the Global Gap Year Fellowship.

Study abroad worldwide, of course, has suffered due to the pandemic. During the height of the pandemic, CSEEES funded and helped to organize 5 collaborative online international learning (COIL) classes with over 130 students, which were offered jointly with 4 universities in the region and with King’s College London. These classes included synchronous online class sessions and projects that paired students from both countries to offer academic exposure to the region that could not be had in person. The COIL courses offered some advantage, both serving students whose circumstances would have made it difficult to study abroad even in non- pandemic conditions and allowing instructors to bring into the classroom contributors (such as foreign policy specialists and civil society activists) who would not typically be able to be present in our classrooms. CSEEES plans to support 8 additional COIL classes through course development grants (Budget Section D4).

In addition, since 2018 approximately 25 graduate students have conducted dissertation research or advanced language study abroad in REEE, supported by Fulbright-Hays Fellowships,

16

Fulbright Fellowships, Boren Fellowships, CLS, SSRC, IREX, and other prestigious awards. The Graduate School also offers competitive Off-Campus Dissertation Research Fellowships to doctoral students engaged in full-time research. Virtually all of our MA and PhD students complete intensive summer language training abroad or domestically at the U. of Wisconsin, Indiana U. or U. of Pittsburgh summer institutes.

**CRITERION E (NRC/FLAS): QUALITY OF STAFF RESOURCES**

E1. TEACHING FACULTY AND OTHER STAFF ARE QUALIFIED FOR CURRENT AND PROPOSED ACTIVITIES

To implement its programs, CSEEES draws upon 64 faculty members in 18 departments

and professional schools. Within the CAS alone, 8 distinguished professors, 12 professors, 19 associate professors, 4 assistant professors, and 12 teaching associate and assistant professors are affiliated with the Center. Their personal profiles in Appendix 2 underscore their international reputations and extensive overseas experience. Demonstrably productive in their scholarship and capacity to win research funding, they hold honors of many kinds, and leadership positions within the university as well as in national and international scholarly organizations. Since 2018, CSEEES faculty members have published over 62 monographs, 108 book chapters, and over 400 scholarly articles, and delivered numerous conference presentations and invited talks. They have recently served or are serving as department chairs (Conway, Pichova, Crescenzi), associate chairs (McReynolds, Rivkin-Fish), and center and curriculum directors (Bapat, Gökarıksel, Lee, von Bernuth). They serve on editorial boards and hold office in professional organizations.

McReynolds has served as president of the Southern Conference on Slavic Studies.

UNC offers ample funding to foster professional development opportunities for faculty and staff, providing all faculty with $1,000 a year to support conference attending and research, and research start-up funds for new faculty. Individual departments supplement these monies

17

with endowment income. Chaired professors benefit from annual research supplements of

$10,000; some faculty holding other ranks likewise receive such funds, depending upon market conditions and retention. Ad hoc term-specific research awards based on donor monies add yet another element of crucial support for our faculty.

The CAS supports all tenured and tenure-track faculty with research and semester-long study leaves every five years, while untenured faculty receive an additional leave before coming up for tenure. Most of our faculty have been awarded research leaves from UNC’s Institute for Arts and Humanities or from the Senior Faculty Research and Scholarly Leaves program.

Further, UNC’s Center for Faculty Excellence provides professional development opportunities related to teaching, research, and leadership. The Office of Human Resources and Employee Forum offer faculty and staff workshops on diversity, mentoring, managerial practices, and public service. In addition, CSEEES Center staff receive support of up to $2,500 annually for professional development opportunities chosen as part of the annual staff review process.

Tenure track and tenured Faculty members at UNC typically have a 2:2 teaching load and participate actively in undergraduate and graduate teaching. CSEEES faculty members devote significant time to directing and supervising undergraduate and graduate research in independent study and thesis/dissertation writing courses. In the past three years, several of the CSEEES faculty have served as Directors of Undergraduate Studies (DUS) (Pichova, Weiler, Pertsova, Arbuckle) and Directors of Graduate Studies (DGS) (Bryant, Johnson, Robertson) in their respective departments. Relatedly, CSEEE faculty are frequently recognized for their teaching contributions: Radislav Lapushin received the 2019 Chapman Family Teaching Award, which honors UNC faculty members with a distinguished record of teaching undergraduate students;

18

Charles Szypszak, won the University’s Freshman Teaching Award and the School’s Albert and Gladys Hall Coates Teaching Excellence Award.

E2. STAFFING AND OVERSIGHT ARRANGEMENTS, INCLUDING OUTREACH AND

ADMINISTRATION ARE ADEQUATE AND FACULTY FROM A VARIETY OF DEPARTMENTS, PROFESSIONAL SCHOOLS, AND THE LIBRARY ARE INVOLVED IN THE PROJECT

CSEEES Director, Graeme Robertson, and Associate Director, Adnan Džumhur, in

consultation with the CSEEES Advisory Board direct the Center’s activities and operations. Robertson is a full professor in the Department of Political Science and is currently the Harold J. Glass USAF Faculty Mentor Term Professor at UNC, a competitive Chair awarded to one faculty member at the University every three years for outstanding work in mentoring students. He has authored two books and more than 40 articles in leading academic journals and news outlets such as the *Washington Post* and *Foreign Policy*. Robertson has supervised 26 PhD and MA theses at UNC and was nominated for President of ASEEES in 2019. He currently serves as the Associate Editor for Comparative Politics at the *American Journal of Political Science*, the number one political science journal in the world. Robertson, who assumed the directorship of CSEEES in 2018, devotes 50 percent of his time to administering CSEEES and the CAS compensates his home department with release funds.

Robertson is supported by a highly experienced full-time Associate Director, Adnan Džumhur. He oversees the center’s overall operations, development, grant administration, programming and outreach. He has an impressive record in securing federal and private funding to bolster language and area studies curriculum at Carolina, which include the Russian Flagship Program (launched in 2020), Expanding Disciplinary Horizons: New Directions in Russian Studies project (launched in 2019), and the UNC Visegrad Studies Program (launched in 2016). In addition to overseeing the implementation of these programs, Džumhur works closely with

19

faculty members spanning departments and professional schools at Carolina to create long-term opportunities for academic exchanges, student support and student scholarships. Those include the visiting lecturer program for Polish in GSLL, funded by the Polish National Agency for Academic Exchange (NAWA), and the Forum on Southeast Europe, a national platform for interdisciplinary research dedicated to the region.

Džumhur is supported by a full-time assistant director, Meredith Doubleday, who manages UNCRFP; a part-time program assistant, Kathryn Goodpaster; and business manager, Kathryn Ulrich. CAS will fund 50% of the salary for a new International Education Coordinator (Appendix 1). Moreover, Erica Johnson in Global Studies serves as director of graduate studies for the REEES MA program. Student services specialist, Zach Ward, and business services coordinator, L.E. Alexander, provide additional administrative support.

A 12-member advisory board, currently consisting of faculty members from the GSLL (3), History, Economics and Music departments, the Library and three professional schools (Media and Journalism, Government and Pharmacy) oversees CSEEES. The full board meets twice per year and the Center Director and Associate Director frequently consult board members outside of these formal meetings. Specific coordination on library planning and acquisitions is done collaboratively with our Slavic and East European Studies Librarian, Kirill Tolpygo, who is also a board member. Senior Associate Dean Rudolph Colloredo-Mansfeld and Vice Provost for Global Affairs and Chief Global Officer Barbara Stephenson also provide oversight to CSEEES.

E3. NONDISCRIMINATORY EMPLOYMENT PRACTICES

UNC is proud of its nondiscriminatory practices for employment: "The University of North Carolina at Chapel Hill does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an

20

individual's race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression." While like most highly ranked institutions, UNC faces real issues with faculty diversity, there is evidence that the significant efforts undertaken across the school to improve the situation are paying some dividends. UNC is improving in terms of the diversity of its faculty – in 2009 only 19 percent of faculty were non-white, while in 2019 that proportion was 26 percent. UNC also has a commitment to support diverse vendors within the community.

As part of the University’s strategic framework “Carolina Next: Innovations for the Public Good,” the primary initiative to “Build our Community Together” centers on “invest[ment] in policies, systems, and infrastructure that promote benefits of diversity, equity, and inclusion; Enhance[ment of] the educational benefits of diversity, equity, and inclusion through and effective student recruitment, enrollment, retention and graduation; [and] Prioritiz[ing] diversity, equity, and inclusion in teaching, research, and service, and in hiring, evaluation, retention and promotion of under-represented faculty and staff.” All academic units work with the Office of Diversity and Inclusion (DEI) to develop and implement strategic plans to actualize UNC’s commitment to equity across difference in identity. The Office runs many programs including campus-wide Diversity Liaisons, who support the mission within their units.

**CRITERION F (NRC/FLAS): STRENGTH OF LIBRARY**

F1. LIBRARY HOLDINGS AND INSTITUTIONAL SUPPORT

UNC Library ranks 17th among North American university libraries in terms of total volumes in the collection, and 25th in terms of total library investment in collections, staff, and other operating expenditures. UNC curates the largest library collection in the Southeast, print and electronic. As of January 2022, it provided electronic full-text access to over 2.8M eBooks,

21

3M dissertations, 3.8M conference proceedings, 4.5 reports, 834M newspaper articles 179M journal articles, 62M magazine and trade publication articles, 1.1M government documents, and hundreds of thousands of digital images and streaming video and audio files. Over the past five years, the Library has attracted over $3M in grants for projects in digitization and preservation, innovative pedagogy, and collections.

REEES comprises one of the eight core collecting areas for University Libraries, with support for *vernacular* materials from the region exceeding $350K annually, including over 21K Russian language eBooks that have been added in the last two years. The Library seeks a diverse and representative coverage of REEES publications focusing on academic studies, but including fiction, memoirs, journalism, travel writing, graphic novels, grey literature, government documents, statistics, and other sources. It has extensive holdings in Russian (400,000 items), Polish (40,000), Czech (57,212), Turkish (5,034), Ukrainian (10,912), BCMS (24,336) and Persian (17,233) and vibrant collection programs for materials from Slovakia, former Soviet republics in the Caucasus and the Baltics. Combined with the Triangle Research Library Network (TRLN), of which it is part, holdings in the *languages of the region* top 900K. When English-language and other Western language publications on SEEES are added to this figure, the holdings on REEE top one million. The Library also subscribes to two dozen region-specific resources, including East View’s Universal Databases, the Central and East European Online Library, Middle Eastern & Central Asian Studies database, digital archives of major Russian and Persian newspapers and magazines, and collections of U.S. and British government records.

F2. RECIPROCAL ACCESS TO INFORMATION

The Library extends borrowing privileges at no charge to all students, faculty, and staff from the 16 UNC System state universities and 58 NC community colleges, as well as to

22

affiliates within TRLN. All State of North Carolina residents can obtain a borrower’s card for a nominal fee. Electronic resources that cannot be shared remotely due to licensing restrictions are available to all walk-in patrons via the Library’s guest wi-fi. UNC continues to be an interlibrary loan leader, lending over 27K items annually, roughly 55% more than what it borrows. UNC’s and Duke’s SEEES resources function as a single collection, with expedited delivery between campus and complimentary collection programs that minimize duplication and facilitate deep, diverse collecting with the widest possible coverage. Most importantly, the Library invests heavily in open access (OA), promoting a culture where access to scholarship is not dependent on affiliation or residency. This includes a contract with Sage Publishing that subsidizes OA fees for Carolina researchers, financial support for scholarly OA publishing initiatives like PLoS and Knowledge Unlatched, and subsidy of Center for Research Libraries' Global Press Archive, an OA global digital library of historical newspapers (now including Russian Imperial newspapers). The Library is a major contributor to the Open Content Alliance, digitizing its public domain holdings on a mass scale, with tens of thousands of unique titles scanned and made public.

**CRITERION G (NRC/FLAS): IMPACT AND EVALUATION**

G1. ACTIVITIES AND PROGRAMS HAVE A SIGNIFICANT IMPACT ON THE UNIVERSITY, COMMUNITY, REGION, AND THE NATION

UNC’s area studies centers work collectively to provide a deeper understanding of the

world’s regions and the importance of international education. Through research, teaching, and public service, the centers aim to serve not only the UNC campus but all 14 campuses in the UNC system, which includes 4 MSIs; the K-12 community; all 100 counties in North Carolina, the Southeast Region, and the nation as a whole. **University Impact.** CSEEES classes advance student language learning and area studies knowledge. Specifically, CSEEES affiliated faculty are a diverse and interdisciplinary team (Section E1). In 2020-2021, there were 50 language

23

classes offered with a total undergraduate enrollment of 481. In addition, in 2020-21, UNC offered 173 area studies courses relating to REEES. Undergraduate enrollments in these courses totaled 8,497; graduate enrollments were 1,536. In 2021-22, we offered 160 area studies courses to 8,255 undergraduates and 1,931 graduate students. Twelve departments offer undergraduate degree concentrations in our world area. Alumni placement data is discussed in G3 below.

The Center continues to prepare leaders in the field. Our MA in REEES has had considerable national impact through training key specialists for jobs on the region (Section G2). In 2015, we redesigned the MA degree, establishing the REEES Concentration in UNC's MA program in Global Studies, creating pedagogical bridges between REEES and the social sciences devoted to global analysis. The last external review of the program commended it for achieving “more diversity than is typical of REEES programs across the country.” Fifty-nine faculty members from across the disciplines have served on the MA committees of REEES students, underscoring the program's interdisciplinary reach.

UNC PhDs who specialize in REEES can be found at universities and colleges, in government agencies, and in private corporations throughout the world. In the past 10 years our History program alone has trained 32 PhDs in the field, many of whom have won prestigious national grants to support dissertation research abroad. Our graduate program in Political Science has awarded 18 MA and 17 doctoral degrees in REEEs and currently has 16 students writing PhD dissertations on the region. In the past several years, Anthropology PhD students working on Russia, Poland, Ukraine, Kazakhstan, and Albania have been awarded National Science Foundation, Fulbright/Hays, and the American Councils for International Research fellowships. Our Economics Department trains graduate students often in collaboration with the Carolina Population Center (CPC). In partnership with UNC’s Klara Peter and Russian colleagues at the

24

Higher School of Economics, Moscow, CPC sponsors the Russian Longitudinal Monitoring Survey, a unique global resource on Russian society and the health and well-being of its citizens.

**Community Impact.** Before the pandemic, we organized an average of 40 events per year, attracting more than 1,300 participants. Our virtual and hybrid events reached an audience of over 1,800 students, faculty, community members, and teachers in 2020-22 and involved international partners in the UK, Germany, Russia, Belarus, Bosnia and elsewhere in the region. CSEEES robustly advertises all events to reach broad audiences through its website, social media (a combined number of 3,915 followers and subscribers) and mailing list (1,308 subscribers).

**Regional and National Impact.** Faculty members routinely reach community, business groups and US military and government across the state and beyond. Their annual reports document dozens of such activities each year. To give just some recent examples, CSEEES hosted a faculty de-briefing for Representative David Price, following the House Democracy Partnership (HDP) delegation’s visit to Ukraine, Georgia, Armenia and Moldova in 2019. Milada Vachudova briefs newly appointed American ambassadors before they take up posts in East Central Europe or the Balkans. Eren Tasar offers a seminar at Wright-Patterson Air Force Base, attended by officers to be deployed to Central Asia. Our faculty are often called on to contribute to the media, appearing in the *Washington Post* and *New York Times*, international media in Europe, Latin America and in REEE, Voice of America broadcasts in Russian, and in local and regional television and radio.

G2. RECORD FOR POST GRADUATE EMPLOYMENT, EDUCATION, OR TRAINING IN AREAS OF NATIONAL NEED AND EFFORTS TO INCREASE THESE PLACEMENTS

UNC trains substantial numbers of undergraduates in areas of national need who have

enrolled in graduate or professional degree programs or who hold field-related jobs in the government, private sector, and NGOs, or serve in the Peace Corps and in the U.S. military. They also can be found in top graduate programs in the field. A survey of graduates with

25

REEES-focused undergraduate and graduate degrees shows a range of careers in federal government and the military (30%), the private sector, both national (25%) and international (10%), education (20%) and NGOs/other (15%). Three quarters of our graduates said that their language and area studies education was either important or very important in their ability to secure employment. Most of our graduates also said that they maintained professional knowledge of the language for their current employment.

|  |
| --- |
| **Table G1. Sample of REEES Career Placement** |
| **Sector** | ***Examples*** |
| **US Federal Govt.; Military** | National Security Council; Department of Defense; Defense Intelligence Agency; Department of State (Foreign and Civil Service); Department of Commerce; Peace Corps; US Army, US Air Force; US Navy. |
| **NGOs & Think Tanks & Foundations** | Institute of International Education; Eurasia Foundation; Open Society Foundation; American Councils; Freedom House; World Bank. |
| **K-12 Education** | Frisco Independent School District; Burlington Christian Academy; Durham Public Schools; Excel Academy Charter School. |
| **Higher Education** | Texas A&M U.; U. of Toronto; Western Kentucky U.; Air Command and Staff College; Higher School of Economics. |
| **Private Sector** | Morgan Stanley; Yandex; Tyler Technologies; MVM CEEnergy Ltd.; Future Super; Milestone Institute |

To encourage students (including FLAS applicants) to pursue careers in areas of national need, we actively promote internship and fellowship opportunities such as U.S. Department of State

Internships, Benjamin A. Gilman International Scholarships, Boren Awards for International Study, and the Presidential Management Fellows program. To facilitate placement of our students, we have established a network of UNC alumni in our world area willing to consult with and identify job opportunities for our students and designed a series of professionalization workshops to prepare them for the job market by focusing on resume writing, interviewing, thesis writing, and presenting, and by organizing consultations with academic and professional visitors.

A key part of proposed new activities for our NRC is improving the professional capacity of future regional experts (Section I.1). We have already begun implementing elements of this,

26

such as consulting with private and public sector employers to better understand the skills they were looking for, creating a series of professional development seminars for our students and organizing a “Career Trek” to Washington, DC where our current students could connect with our alumni and friends in the area. In 2018, we were awarded an *Innovation in Graduate Education Grant* from the UNC Graduate School to develop a program of professionalization activities that has become a model for other graduate programs at the University.

As part of our professionalization efforts, UNC also hosts a senior foreign service officer from the Department of State as the Diplomat-in-Residence (DIR) in the Global Education Center. The DIR provides guidance and advice to FLAS applicants, students, professionals and the community about careers in government. In addition, we are launching a policy brief competition and a mentorship program with members of the ACNSL in Spring 2022 to expand student access to foreign policy practitioners and careers (Section D2). CSEEES also participates in the annual Global Career night organized by UNC area centers, which specifically addresses how undergraduates should plan and prepare for jobs in business, government and non-profits.

G3. THE ACTIVITIES OF THE CENTER ADDRESS NATIONAL NEEDS AND GENERATE

INFORMATION FOR AND DISSEMINATE INFORMATION TO THE PUBLIC AND FELLOWSHIPS AWARDED ADDRESS NATIONAL NEEDS

CSEEES's activities address national needs by enrolling more than 10,000 students a year in courses with content on our critical world region; by training undergraduates in departments across the curriculum who specialize in REEES, a significant number of whom pursue graduate or professional study; by offering an interdisciplinary MA degree in REEES within a Global Studies framework that produces area studies specialists for the government, NGOs, business community, and the military; and by producing an impressive number of PhDs specializing on REEES who teach at colleges and universities throughout the world or who are employed by the

27

government or professional agencies. Approximately 1,500 individuals attended CSEEES sponsored events in 2020-22, and 1,300+ individuals subscribe to our mailing list. Moreover, our faculty generate information to the public by publishing books and articles and presenting the results of their research at conferences and other venues that reach an international audience of professionals and nonprofessionals alike.

FLAS Fellowships will also directly address national need. All of our FLAS Fellowships will be awarded for the study of LCTLs which are identified as priority languages. Our selection procedures will also emphasize the achievement of mastery in the language and career goals that align with national needs. To facilitate service, we provide students with a range of mentoring and career guidance opportunities (Narrative D2).

G4. EVALUATION PLAN IS COMPREHENSIVE, OBJECTIVE AND LIKELY TO PRODUCE QUANTIFIABLE, OUTCOME-MEASURE-ORIENTED DATA

**Comprehensive and Objective Evaluation Plan.** CSEEES will participate in a joint evaluation plan with other UNC centers led by J. Montana Cain, an independent external evaluator. The joint evaluation plan is a cost-effective strategy that leverages the longstanding collaboration among the six area studies centers and strengthens the collective impact across the represented regions. The evaluation plan also contains a CSEEES specific (detailed below) portion, designed to focus on elements unique to our Center and related to our priorities and activities. An outcome evaluation will be conducted to measure the extent to which the anticipated outcomes are achieved and will include a process evaluation to better understand the facilitators and barriers of success. The evaluation plan is comprehensive and action-oriented and designed to provide outcome-measure-oriented data to assess progress toward anticipated outcomes, which include absolute and competitive priority areas.

28

Dr. J. Montana Cain is an independent external evaluator and learning consultant who earned her Ph.D. in measurement and evaluation from the UNC School of Education, and also has considerable experience in international education and in evaluating federally funded initiatives. She is an active member of the American Evaluation Association (AEA), serving on several boards, including the AEA working group on Multiethnic Issues in Evaluation. Dr. Cain will work collaboratively with the Area Studies Centers to collect, analyze, and interpret the data. As the independent external evaluator, she will oversee the development of data collection tools and support data collection to ensure credibility and validity. She will also provide coaching and technical assistance as needed. Quantitative measures (such as surveys, attendance, enrollment data, graduation rates, and employment data) and qualitative measures (such as interviews, focus groups, and document review) will be triangulated to examine trends over time, measure changes from the baseline, and identify the contribution of the Center (and the UNC Area Studies Centers collectively) in impacting undergraduate students, graduate students, faculty, and K12 educators.

Over the four years of the grant, CSEEES will focus its evaluations on: the quality and effectiveness of language programs (year 1), efforts to increase the access and participation of underrepresented groups (year 2), the REEES Community College Global Fellows Program (year 3) and student professionalization efforts (year 4). CSEEES will collaborate with other area studies centers at UNC to focus evaluation on the Foreign Language and Area Studies program (Year 1), the K-12 Teacher Advisory Council (Year 2) (**NRC Absolute Priority 2**), the

minority-serving institution global research symposium (Year 3) (**NRC Competitive Preference Priority 1**), and career advising (Year 4) (**NRC Absolute Priority 1**). Details for evaluations in Year 1 are presented in Table G2, along with data sources for each indicator. Qualitative

29

feedback will be collected along with different kinds of quantitative indicators. As part of the joint evaluation, all six UNC-Chapel Hill Area Studies Centers will meet annually to review individual and collective progress. During that meeting we will document collective impact, share lessons learned and plan for the following year. The overall goal will be to ensure that CSEEES is responsive to undergraduate students, graduate students, faculty, ans K12 educators.

|  |
| --- |
| Table G2. Details of 2022-2023 Evaluation Plan |
| Indicators | Data Sources |
| FLAS program evaluation: |
| Number of FLAS applicants & awardees, by year | CSEEES records |
| Financial need among FLAS applicants and awardees, by year (**FLAS Competitive Preference Priority 1**) |
| Demographic characteristics of FLAS applicants and awardees |
| Awareness of FLAS program among students in foreign language courses | Student survey |
| Awareness of FLAS program among students in area studies courses |
| Awareness of FLAS program among Directors of Graduate Studies | Survey of departments |
| Language learning achieved by FLAS awardees | Instructor evaluations |
| Area studies learning achieved by FLAS awardees | Survey, focus group of FLAS awardees |
| Satisfaction among applicants with application procedure. |
| Satisfaction among awardees with language training; area studies training; program administration |
| Academic progress facilitated by FLAS awards |
| Career outcomes facilitated by FLAS awards |
| **CSEEES language program evaluation:** |
| Enrollment in language courses, by course and semester | Registrar |
| Student satisfaction with course content | Student survey |
| Student satisfaction with cross-campus program administration |
| Student language learning achieved in courses | ACTFL testing |
| Instructor satisfaction with program administration | Interviews with instructors |
| Departmental satisfaction with program administration | Interviews with dept. chairs |

**Use of 2018-2022 evaluations to inform evaluation plan.** CSEEES has been without Title VI support since 2014 and so we did not have evaluations carried out in the specific context of the program. Nevertheless, over the past 5 years, CSEEES has carried out two extensive reviews with a combination of both self-study and review by UNC faculty. The purpose of these reviews was to evaluate current activities, programming and staffing with a view to both improving and expanding the work of the center, and to reshaping ourselves in order to win

30

support from Title VI for re-establishing an NRC and regaining FLAS. In the first review (2016), the board and the administration agreed on the need to diversify our funding sources if we were to maintain our excellent programing, and our connections with the region. We are enjoying success in fundraising with significant grants from the International Visegrad Fund, which strengthened our ties with institutions in Central Europe and helped us provide exciting new programing on campus, and from the U.S. Russia Foundation (USRF), which has allowed us to create institutional and scholarly links with the UrFU in Ekaterinburg and to bring Russian faculty to campus to teach courses at the graduate and undergraduate level.

The second review (2019) focused on the key issue of developing further our language instruction and proficiency evaluation. Following this review, we resolved to apply to become a Russian Language Flagship program, a process that would revitalize and substantially enlarge our Russian program as well as providing incentives and energy to update language instruction and evaluation across our language offerings. We are proud to say that we were successful in our Flagship application and its impact on our language training has been enormous.

G5. EQUAL ACCESS AND TREATMENT

Broadening participation by underrepresented groups in REEES is one of our key areas in

our planning and evaluation going forward (See Sections G4, I1). CSEEES is committed to the ideals of equal access and treatment, consistent with Strategic Goal 2.1 of the DoE’s Annual Performance Plan for FY 2022 (“increase access and completion of college, lifelong learning and career, technical and adult education”). As part of its evaluation efforts, CSEEES will work with other international and area studies centers at UNC to measure and promote participation in global education by members of groups that have been traditionally underrepresented.

31

Before the Covid-19 pandemic, UNC regularly convened a task force representing more than two dozen offices, many of which had not previously interacted with REEES and international studies, to identify barriers to participation in international education opportunities by students from underrepresented groups, design interventions to overcome these barriers, and track progress through systematic data gathering. Interim results have been presented to the Association of International Education Administrators, the Association of International Educators (NAFSA), and global programs at numerous universities. The Covid-19 pandemic has shifted this effort to address equity and access in virtual learning. Beginning in Fall 2020, the Consortium and other international and area centers have monitored participation by students from underrepresented groups in COIL classes (Section D3).

The results of these efforts to increase access are visible in the diversity of students in REEE language and non-language courses, which is tracked by UNC’s Office of Institutional Research and Analysis. The percentage of REEES undergraduates at UNC receiving financial aid, for example, increased from 40.7% in 2010-2011 to 48.4% in the last four years and the proportion receiving financial aid in the Center's language courses rose from 46.3% to 50.5%. This compares favorably with the 46.2% receiving financial aid among UNC undergraduates.

More broadly, UNC emphasizes equal access and treatment for students, faculty, and staff from traditionally under-represented groups, and the universities have established oversight offices and training programs to ensure that these standards are met. The university is committed to making campus programs and facilities accessible to people with disabilities through building design and the provision of special assistance by designated offices. Access to global education is a crucial component of the strategic plans at UNC, which “remain[s] committed to the Global Guarantee, our promise to make a transformative global education available to all students.”

32

 **CRITERION H (NRC): OUTREACH ACTIVITIES**

Our outreach activities to educators, students, media, business, and the public have a substantial and measurable local, regional, and national impact and have been achieved without the help of a dedicated outreach coordinator. CSEEES robustly advertises all events to reach broad audiences through its website, social media, and mailing list. During the pandemic, CSEEES sponsored over 40 virtual and hybrid events reaching an audience of over 1,500 students, faculty, community members, and teachers in 2020-22. Our core faculty and those in the professional schools, especially the School of Pharmacy (Steeb, Kabanov) and the School of Government (Szypszak) promote understanding and awareness of our world area. Others are frequently called upon to share their expertise with the U.S. representatives, government agencies and military.

Over the last two years, CSEEES has continued promoting dialogue among scholars, students, and the public through its Central Asia Working Group and Forum on Southeast Europe programming. Area experts from both academic and policy institutions in the Southeast have contributed to the Forum activities and the Central Asia Working Group continues to draw on expertise of many scholars from the region, including those in the Fulbright Program. The Carolina Seminar, Russia and Its Empires: East and West, hosts 6-8 presentations a year by U.S. and international scholars. Our national impact is further enhanced by joint programming with the other UNC area studies centers, including the International Education Week, Learning through Languages High School Symposium, and outreach initiatives through the Russian Language Flagship network.

H1. ELEMENTARY AND SECONDARY SCHOOLS

33

CSEEES's most consequential work with elementary and secondary schools is focused on the multi-media teaching resource “Visual Guide to U.S.-Soviet Relations During the Cold War.” As a member of the Library of Congress’ TPS Network, we offer a curated selection of digital resources to support teaching about US-Soviet/Russian relations during the Cold War with visual media as primary sources. The Visual Guide includes over 160 political cartoons by US editorial cartoonists curated from the Library of Congress on-site collections in addition to over 200 unique Russian-language primary sources, a collection of perestroika-era posters, photographs, and videos. Through a combination of teacher training workshops, educational webinars and conference presentations, the Visual Guide has been introduced to over 400 in- service teachers, educators, librarians and university instructors.

Our pre- and post-training workshops surveys show a significant improvement in access and curricular use of the Visual Guide among the NC in-service teachers in Social Studies, American History, World History, North Carolina History, Civics and Economics, English and Russian. Working alongside our community partners, Carolina Public Humanities and National Humanities Council, we reached teachers from both rural and under-represented school districts in the state. We plan to continue expanding our outreach efforts with this resource by organizing a semester-long professional development program for 8-10 teachers from across North Carolina to share expertise, teaching resources, and develop curricula on "Digital Humanities and the Cold War." (See Budget Section D1)

Through the UNC area centers’ partnership with the North Carolina Department of Public Instruction (NCDPI) (Appendix 4), CSEEES offers professional development sessions each November during “International Education Week.” Those include expert panels about issues

34

across language teaching for in-service and degree-seeking language teachers; language administrators; school principals; and language experts in North Carolina.

H2. POSTSECONDARY INSTITUTIONS

CSEEES works closely with UNC World View, a distinguished global education program that reaches all 100 counties in the state through curriculum seminars, leadership trainings, and virtual modules. With DoE funding, we plan to deepen our collaboration through the World View’s Scholars of Global Distinction Program and its REEES Community College Fellows Program. These programs will support the creation of global modules in key courses at North Carolina community colleges and global activities through which students can earn a “global distinction” credential on their transcript.

Launched in 2015, with 10 community colleges, the Scholars of Global Distinction Program now has 30 participating colleges across the state, including 23 Title III-eligible minority-serving institutions (NRC Competitive Priority 1) and 11 schools serving “Tier 1” counties, designated by the North Carolina Department of Commerce as the most economically distressed areas of the state. The program has become a national model for internationalizing community college curricula. Through this program, CSEEES will fund course development grants for 16 community college instructors over the next four year, pairing them with Center faculty, librarians, and staff so that they can develop REEES-related modules in large introductory courses in the humanities and social sciences (See Budget Section D1 and D2).

H3. BUSINESS, MEDIA, AND THE GENERAL PUBLIC

Drawing diverse audiences, the events we host and co-sponsor each year provide outreach to and serve business, media, the general public, and military. So do the dozens of presentations faculty make to community groups such as the Rotary Club and speaker series at

35

nearby retirement communities. In addition to CSEEES's mailing list and social media to advertise its events, the Center cooperates with UNC's student newspaper, *The Daily Tar Heel,* and with the communications teams of UNC Global and the College of Arts and Sciences, who arrange news releases to the local media on our events and interviews with the local press and NPR station. Since 2018, the “In the Media” section of the UNC Global website carried over 40 articles on REEE, many of which were authored by our faculty members and published in national and international outlets, such as the *New York Times, the Washington Post, CNN, Al Jazeera*, *Frankfurter Allgemeine Zeitung*, and others.

**CRITERION I (NRC/FLAS): PROGRAM PLANNING AND BUDGET**

I1. THE DEVELOPMENT PLAN OR TIMELINE DEMONSTRATES HOW THE PROPOSED

ACTIVITIES WILL CONTRIBUTE TO A STRENGTHENED PROGRAM AND AN EFFECTIVE USE OF RESOURCES AND PERSONNEL TO ACHIEVE THE PROPOSED OBJECTIVES

In consultation with our board, faculty members, students, and national and regional outreach partners, CSEEES has developed a multi-year plan to bolster language and area studies curricula, teacher and student training opportunities, and create partnerships with community colleges, HBCUs and MSIs in North Carolina and beyond. In doing so, we have designed a new set of initiatives to foster learning and debate on the region, increase and broaden access to discussions of policy, culture and engagement in Eastern Europe and Eurasia and build bridges to across social and political divides. **A central element of our planning is to build our capacity to train a diverse cohort of highly qualified experts in order to help address the political, social, economic and environmental challenges that the nation faces in the region.**

Our proposal is built around an understanding of both the diversity and the shared challenges in the region itself and amongst the communities we seek to reach. Long obscured by the harsh realities of Communism and the Cold War, REEE is an extraordinarily diverse region

36

whose many languages and cultures are often little-known outside of the region. Our goal as a Center has always been to promote knowledge and understanding of that diversity by bringing to the table as broad a range of voices from the region as possible.

In our planning, we have prioritized doubling down on this mission, by deepening and expanding our commitment to **top quality language training in a diverse set of target languages**. Jointly with other centers at UNC (CES and CAS), we reinforce existing strengths in Russian, Polish and Czech, double BCMS offerings from two to four courses a year and offer an area studies course on Southeast Europe, provide advanced instruction in Turkish and Persian, support for the first time elementary and intermediate Ukrainian courses, add Ukrainian in the NC Language Exchange to open access to a significant number of heritage speakers in the state and fortify the burgeoning Romanian program at UNC (Absolute Priority 1). We also seek funding to participate in the national AATSEEL Pre-college Teaching Excellence Program, which supports professional development and leadership training for pre-college teachers of Russian.

Diversity is central to our thinking too in terms of the audience we seek to reach and the access we hope to promote. While there has always been vigorous and politically diverse debate between students and scholars of our region, the REEES field has been dominated by white and upper-class voices. Consequently, we greatly welcome the initiative of the Secretary for Education to make including diverse perspectives an absolute priority in this year's Title VI competition. The inclusion of diverse perspectives is at the forefront in all our proposed activities: whether it be in recruiting minority applicants to our MA program or expanding training and mentorship opportunities well beyond our campus to under-represented groups of students and faculty in the state, bringing speakers of color and women to teach and mentor

37

students on our campus and to MSIs across the state and expanding American College of National Security Leaders (ACNSL) to MIs (Absolute Priority 1.1).

As part of our efforts to support diversity, we plan to establish a Russian language and area studies curriculum at the Durham Technical Community College (DTCC), a Title III- eligible minority-serving institution in Durham, North Carolina (Competitive Preference). This effort builds on successful cooperation with DTCC by other UNC centers and would include offering first and second year courses in Russian, supporting REEES-focused area studies instruction, course development grants, sponsorship of speaker series, and pedagogy training.

We will also work with Howard University’ REEES Think Thank to support MSIs faculty mentors and students of color who are pursuing research projects and career paths in the REEES field.

Our program planning also reflects a sense of shared challenges. Authoritarianism, nationalism and intolerance are once again resurgent in much of the region with dictatorship on the rise and democracy under threat. At the same time, climate change and an ongoing security crisis, make our region one of the most challenging for the US and most important. As a result, the US is more in need than ever of a diverse group of highly trained experts in the region who can provide leadership in government, business and civil society initiatives. To this end, we are not only doubling down on our traditional priorities of excellence in language and area studies training, we are seeking to develop innovative new ways of supporting our undergraduates, MA and professional students in the acquisition of the hard and soft **skills that promote professional development** and train them for the jobs of today and tomorrow (Absolute Priority 1.2). These activities are many and varied, but include: joint crisis simulation exercises with the National Defense University; competitive lectureship awards to advanced PhD students and recent PhDs

38

to enrich area studies offerings by teaching new courses that we otherwise do not offer and that address our targeted initiatives; partnering with the School of Pharmacy to create connections between scientists in Chapel Hill and around the former USSR and providing graduate students in REEES and the School of Education with professional training in outreach and public humanities activities (Absolute Priority 1).

The need for increasing access, opening dialogue and supporting public diplomacy has never been higher. In recognition of this, we have integrated a broad range of outreach programs focused on K-12 teachers (Priority 2) and Community Colleges (Competitive Preference) in our state. Central to this effort are professional development seminars, collaborations with the NC Department of Public Instruction, and “deep dive” programs coordinated with UNC’s World View designed to engage with specific topics in Russian and East European studies, share expertise and teaching resources, and develop curricula. To help ensure we are meeting the needs of teachers, we seek support for UNC’s K-12 advisory committee, which holds bi-annual meetings, where teachers provide feedback on the development, focus, structure, and evaluation of our outreach programs. These efforts are discussed in more detail in Section H and in Table I1, which sets out a detailed description and timeline for each of our proposals, following the order found in our Budget and Budget Justification.

In order to help deliver on this ambitious agenda, we seek funding for 50% of the salary of a 1.0 FTE appointment of a new full-time International Education Coordinator, who will be responsible for designing and overseeing teacher training, outreach programs and serve as the FLAS coordinator for our world area (Appendix 1). In addition, we seek funding to hire two graduate assistants, who would manage specific aspects of our outreach activities with World

39

View (Appendix 1, Budget D1); Carolina Public Humanities (Budget D1) and Center sponsored workshops and conferences (Budget D5 and D6; Narrative p.38).

|  |  |
| --- | --- |
| **Table I.1 Timeline of Proposed Activities 2022-2026*****Includes personnel responsible for implementing activities, activity descriptions. co-sponsors and partners, and non-NRC funding sources.*** | **NRC/ FLAS AP/CPP** |
| **Activity** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |  |
| **Personnel** |
| Associate Director, UNCRFP Assistant Director, REEES Director of Graduate Studies, International Education Coordinator, Program Associate, Business Manager, and two REEES Graduate Outreach Assistants form a team to implement all proposed activities.*Co-funding from College of Arts and Sciences (CAS).* |  |
| **Language Instruction** |
| Bosnian-Croatian- Montenegrin - Serbian (BCMS) | Teaching Assistant Professor to offer elementary and intermediate language instruction (4 courses per year) and a new summer area studies course on Southeast Europe per year. *Co-funding from the College of Arts and Science.* | FLAS CPP 2 |
| Romanian | Teaching Assistant Professor will teach beginner and intermediate simultaneously each year (increasing from only beginner each year)*.**Co-funding from Center for European Studies (CES)* | FLAS CPP 2 |
| Ukrainian | New Position: Teaching Assistant Professor will teach beginner and intermediate simultaneously each year*.**Co-funding from Center for European Studies (CES* | FLAS CPP 2 |
| Turkish | Expansion of the Turkish curriculum at UNC and Duke to include advanced (3rd- year) language sequence (2 courses per year).*Co- funding from UNC-Duke Consortium for Middle East Studies & Center for Slavic, Eurasian, and East European (CSEEES)* | FLAS CPP 2 |
| Persian | Teaching Assistant Professor to offer advanced (3rd-year) language sequence (2 courses per year).*Co- funding from UNC-Duke Consortium for Middle East Studies & Center* | FLAS CPP2 |
| Languages Across the Curriculum (LAC) | Russian LAC Course offered every spring. | FLAS CPP 2 |
| Interinstitutional Language Coordinator | Develops and organizes LAC courses, leads annual pedagogy workshop for LAC instructors. Member of Language Assembly which manages UNC Language Exchange (includes UNC system universities and 6 HBCUs: NCCU, WSSU, UNC- Pembroke, Fayetteville State University, Elizabeth City State University, NC A&T)*Co-funding from all UNC NRCs and CAS.* | FLAS CPP 2 |
| **Travel** |
| CSEEES Staff Travel | 2 professional development awards per year for staff to attend job-related training or professional meetings, or to make on-site visits for outreach programs or in search of extramural funding |  |
| **Supplies** |
| Library Acquisitions | Purchase of print and digital materials that would support the teaching and learning of BCS and Ukrainian (books and other media, journal subscriptions) |  |
| Program Outreach | CSEEES staff produce and disseminate materials for teacher trainings, events, and publicity to attract broad participation (brochures, banners, website) |  |
| **Teacher Training & K-12 Outreach** |
| Professional Development Seminars for K-12 | In partnership with World View, a UNC public service program, we will host professional development seminars on Russia and East Europe for a cohort of community college educators in North Carolina. The seminar will feature presentations by scholars, journalists, business professionals, and others. | AP 1.1,AP 2 |

40

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| and Community College Educators |  | Seminars equip K-16 educators with knowledge, best practices, and resources they canuse to develop globallycompetent students. |  |  |  |
| K-12 Teacher Fellows Program | In partnership with Carolina Public Humanities (CPH) and the National Humanities Center (NHC), we will organize a semester-long, hybrid professional development program for 8-10 teachers from across North Carolina to engage with specific topics in Russian and East European studies, share expertise and teaching resources, and develop curricula. | AP 1.1,AP 2 |
| Theme: *Digital Humanities and the Cold War* |  | Theme: *Climate Change in Russia and the**Future of the Arctic* |  |
| Collaborations with NC Department of Public Instruction (NCDPI) & Teacher organizations | Together with the NCDPI and UNC NRCs, we will offer programming each year for International Education Week and assemble a panel of university language instructors or education specialists on an annual lecture series “Expanding Language Learning in NC” to reach in-service and degree-seeking language teachers; language administrators; school principals; and language experts in North Carolina.*Co-funding from all UNC NRCs.* | AP 2 |
| AATSEEL Pre-college Teaching Excellence Program | Co-sponsorship of a 2-year professional engagement program to recognize and foster excellence in the teaching of Russian. This national initiative by REEES areas studies centers provides professional development and mentoring in Year 1 and professional engagement and leadership in Year 2 for a cohort of up to 10 pre- college Russian teachers. The participants will attend the AATSEEL annual conference for two consecutive years.*Co-funding by several REEES NRCs* | AP 2 |
|  | Professional engagement andleadership for one teacher |  |  |
| K-12 Teacher Advisory Committee | To evaluate K-12 outreach efforts, the UNC NRCs host a 15 member K-12 Teacher Advisory Committee. Each center nominates 2 teachers to include diverse disciplines, grade levels, and state-wide representation. Priority is given to underserved/Title I schools. At bi-annual meetings, teachers provide feedback on the development, focus, structure, and evaluation of our outreach programs.*Co-funding from all UNC NRCs.* | AP 2 |
| **Post-Secondary Collaborations and Outreach (MSI/CC)** |
| Russia and Eurasia Community College Fellows Program | The World View Fellows Program will explore current social, political and environmental trends in Russia and East Europe. The program will utilize the expertise available through CSEEES and its national network to support educators in developing relevant and historically accurate curriculum for teaching about the region. | AP 1.1,AP 2, NRC CPP |
|  |  | Up to 15 Fellows develop and publish comprehensive lesson plans thatengage |  |

41

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | community college students in learning about REEE. |  |  |
| Scholars of Global Distinction Program | Stipends for community college educators to globalize courses. Global modules are developed by community college teams and individual instructors in collaboration with UNC-CH area studies experts. Each module is a self-contained unit that infuses REEES content, context and connections into the course. | AP 2, NRC CPP |
| Scholars of Global Distinction Students | Virtual Russian Studies program for community college Scholars of Global Distinction students. This new model will allow global distinction students to satisfy a portion of the program requirement as they attend a presentation by a UNC facultymember. | AP 1.1, NRC CPP |
|  | Taking place in conjunction with the Professional Development Seminars for Community College Educators |  |  |
| Minority-Serving Institutions Global Research Symposium | CSEEES & MSI colleagues meet to evaluate; plan future activities | Joint UNC NRC- MSI symposium for all partners | CSEEES & MSIcolleagues meet to evaluate; plan future activities | NRC CPP |
| Speakers Program at MSIs in NorthCarolina. | Annual support for a speakers' program at NC MSI’s (A&T, UNC-Pembroke, and Durham Technical Community College, among others) in partnership with theWomen of Color Advancing Peace and Security (WCAPS) network. | AP 1 NRCCPP |
| Institute for Arts & Humanities (IAH) Non-residential Fellow Program for MSI Faculty | Together IAH, we will support a faculty fellow at a North Carolina MSI for a semester-long fellowship program and one year of UNC library access and affiliated faculty status at the center. The IAH will administer the application process in consultation with UNC NRCs | AP 2, NRC CPP |
|  |  | Faculty fellow partakes in IAH professional development events, shares their publication or research activities, gives a talk to UNC students, and participates in the MSI symposiumrun by the area studies centers. |  |
| Durham Tech Russian Language & Area Studies Program | Support for establishing a Russian language and area studies curriculum at the Durham Technical Community College, a Title III-eligible minority-serving institution in Durham, North Carolina. | AP 1,AP 2, NRC CPP |
| HBCU Outreach & Recruitment | Annual support for outreach efforts by UNC Global Studies Curriculum to HBCUs in the Southeast to facilitate/encourage minority enrollment in the REEES MA track. | AP 1 |
| Central Eurasian Studies SummerInstitute (CESSI) | Co-sponsorship of summer intensive language program at UW-Madison for undergraduate and graduate students, researchers, and professionals in SEEElanguages not offered at UNC. | FLAS CPP 2 |

42

|  |  |  |
| --- | --- | --- |
| MSI National Security Mentoring Program | Support for the expansion of UNC's Diplomacy Initiative Mentoring Program to MSIs in NC. A collaboration with the American College of National Security Leaders (ACNSL), the program pairs mentors from national security fields with students who wish to explore or are preparing for careers in the field. | AP 1.2 NRC CPP |
| REEES Think Tank at Howard University | Support for student professional development program of the REEES Think Tank at Howard University. The program is designed to support MSIs faculty mentors and students of color who are pursuing research projects and career paths in the REEES field. | AP 1.2 NRC CPP |
| **Industry Outreach** |
| Clean Tech Summit | We will work with the Institute for the Environment to support the annual Clean Tech Summit by bringing a REEES expert to present during Summit as well as an on-campus panel for students on careers in clean/green technology.*Co-funded by the UNC Institute for the Environment* | AP 1.1 |
| **Curriculum Support at UNC** |
| UNC Professional Schools | One award given each year to faculty at UNC professional schools (School of Government, School of Media and Journalism, the Kenan-Flagler School of Business, and the Gillings School of Global Public) to create new courses or modify existing courses by adding REEES content. | AP 2 |
| Collaborative Online International Learning (COIL) | Teaching support for faculty and graduate teaching assistants interested in working with a colleague at an institution in Russia and East Europe to develop collaborative activities for students in their regularly scheduled courses. Awardees will design collaborative projects or assignments to virtually connect students from their courses over a period of at least three weeks.*Co-funding from the Office of Vice Provost for Global Affairs* | AP 1.1 |
| Faculty Professional Travel | Annual support for faculty travel to develop new study abroad programs or topromote research and other exchanges with institutions of higher learning in our world area. | AP 2 |
| Russian LAC Research Enrichment | Annual support for UNC Russian Studies faculty and graduate teaching assistants to integrate a LAC Research Component in their content courses. This would allow students to complete course projects or research papers in the target language, with assistance provided by a faculty member or graduate student. Students will receive a LAC Research certificate of completion. | FLAS CPP 2 |
| **Programming at UNC** |
| Faculty-led Working Groups, Seminars and Speaker Series | Annual programming support for *Carolina Seminar: Russia and Its Empires; Central Asia Working Group; Forum on Southeast Europe; Spotlight on Ukraine; and Visegrad-4 Lecture Series.**Co-sponsorship with faculty home departments.* | AP 1.1 |
| Student-led Campus Initiatives | Annual programming support for the undergraduate Slavic Club and other student- led activities on campus that focus on our region. | AP 1.1 |
| **Academic Conferences and Workshops** |
| Expanding Disciplinary Horizons: New Directions inRussian Studies | Annual support for a series of workshops at UNC and a virtual graduate student conference every spring dedicated to the study of Russia in the social sciences. The program is designed to encourage collaboration between U.S. and Russian social science scholars on ongoing and new research projects. Conference panels areconducted in English and Russian | AP 1 |
| Southern Conference on Slavic Studies Annual Meeting | CSEEES has been selected to host the 60th annual meeting of the Southern Conference on Slavic Studies at UNC-Chapel Hill in 2024 |
|  |  | Support for first- time graduate student presenters |  |
| Russian-American Science Association (RASA) | Annual support for RASA conference, which promotes research and collaboration between US and Russia-based scientists, science organizers, innovators, and entrepreneurs. Funds will subsidize conference expenses (travel, membership, | AP 1 |

43

|  |  |  |
| --- | --- | --- |
|  | registration) for two junior scholars or advanced PhD students in the fields of math, physics, chemistry, and biology. |  |
| ASEEES Series on Diversity and Inclusion | Annual co-sponsorship of the ASEEES supported online event series foregrounding critical pedagogies and continued disparities in the field, while promoting research by scholars from underrepresented groups and marginalized communities. | AP 1.1 |
| Czech & Slovak Studies Workshop | We have made a contingent commitment for AY 2024-25 to host at UNC-CH the Czech and Slovak Studies Workshop | AP 1 |
|  |  | Support for graduate students presenting papers or international scholars w/o institutional travelsupport |  |
| Workshop on Information, Technology and Public Life | New partnership with the UNC Center for Information, Technology, and Public Life (CITAP) to invite leading media practitioners or scholars who will offer workshops on topic related to politics and digital technology in Russia and East Europe. | AP 1 |
| **Program Evaluation and Monitoring** |
| Evaluation of activities by external evaluator | CSEEES will work with Dr J Montana Cain, external evaluator, to assess and evaluate all programs including K-12 outreach, MSI and CC collaborations, Language programs, and career-related activities. |  |
| Evaluation: CSEEES Board | CSEEES Advisory Board evaluates Center activities especially related to teaching and research. Board meet bi-annually. |  |
| **Student Professionalization and Career Training** |
| Competitive Lectureships in Social Sciences | A new course competitive lectureship awards to advanced PhD students and recent PhDs to enrich area studies offerings by teaching new courses that we otherwise do not offer and that address our targeted initiatives. | AP 1.2 |
| UNC/JSOMAStrategic Exercise | Sponsorship of a joint UNC/JSOMA (Joint Special Operations MA of the National Defense University) Strategic Exercise at UNC-CH in partnership with the Triangle Institute for Security Studies. UNC students will work with Special Operationsforces from Fort Bragg on a joint simulation of a crisis situation in Eastern Europe. | AP 1.2 |
|  | Students participate in the design and implementation of the Strategic Exercise |  |  |  |
| Graduate Students Conference Travel | 3 domestic travel awards per year for graduate students to attend conferences or to participate in other forms of professional development | AP 1.2 |
| REEES Career Preparation Series | Career preparation series will include regular resume/cover letter workshops, REEES/RFP alumni panels; Annually: Global Career Night, federal career panels, membership in Women’s Foreign Policy Group, American College of National Security Leaders Virtual Mentoring Program (*expanded to MSI students*), PolicyBrief Competition, MA research and career panels. | AP 1.2 |
| **FLAS Awards** |
| FLAS application and selection | Each fall, CSEEES announces, advertises, recruits, and advises FLAS applicants, particularly for priority languages; CSEEES selection process each February, merit and financial need are considered. | FLAS CPP1&2 |
| FLAS management, reporting, evaluation | Each March-April, FLAS awardees notified, orientation sessions held, approval sought for summer programs and travel. FLAS reporting conducted each June and October. Annual surveys conducted with CES FLAS recipients. |  |

44

I2. ACTIVITIES ARE OF HIGH QUALITY AND DIRECTLY RELATED TO THE PURPOSE OF THE NRC PROGRAM

The activities for which we request funding will contribute to the national need for individuals with expertise in REEES and respond directly to the NRC and FLAS absolute and competitive priorities. All activities are directly related to the purpose of the National Resource Centers Program: “to establish, strengthen, and operate comprehensive and undergraduate foreign language and area or international studies centers to serve as national resources.” First, CSEEES offers performance-based instruction in languages identified as **priority languages** by the U.S. Department of Education: Russian, BCMS, Czech, Hebrew, Persian, Romanian, Polish, Turkish. With DOE support, we will expand this portfolio by offering instruction in Ukrainian. Second, we promote **excellence in area content courses** for undergraduate and graduate students alike. In 2020-21, there were 173 non-language courses with REEES content in 33 disciplines. Undergraduate enrollments in these courses totaled 8,497; graduate enrollments were 1,536. Through our partnership with DTCC, we will expand the teaching of language and area content beyond our campus creating new opportunities at a MSI. Third, we support **research and training** through our 64 faculty who conduct research and teach on REEES topics across 18 departments and professional schools, publishing widely, sharing their research with the public, government, business and the military and training doctoral and MA students in addition to thousands of undergraduates. Fourth, we propose extensive **outreach** programs to K-14 teachers, Community Colleges, MSIs and a broad agenda of public events to support understanding and knowledge of the region and represent a diversity of perspectives. All initiatives will be implemented by our world class faculty and staff (Sections B and C) and will be carefully and systematically evaluated to ensure high quality (Section G).

45

I3. THE COSTS OF PROPOSED ACTIVITIES ARE REASONABLE IN RELATION TO THE OBJECTIVES OF THE PROGRAM

CSEEES makes every effort to keep costs to a minimum and to increase the impact Title

VI funding by leveraging UNC’s strong institutional commitment and budgetary investment and private and other funds such as grants from the US Russia Foundation and the Russian Flagship Program. The Title VI funds we request for next year would constitute only 4% of UNC's total expenditures on our world area in 2020-21 (Table **A)**. By including virtual elements in many programs and partnering with other centers here as well as regional and national organizations and programs, CSEEES is able engage a broad and diverse set of audiences in a highly cost- effective manner. UNC’s provision of tuition remission waivers for up to two Foreign Area Officers (FAOs) a year who enroll in our interdisciplinary MA program also represents a wonderful return on investment. So does UNC's guarantee to supplement FLAS Fellowships for graduate students by covering the substantial out-of-state tuition differential. Taken together with other investments, investing in an NRC at UNC would have a very substantial impact on Russian and East European Studies across North Carolina and the nation.

I4. THE LONG-TERM IMPACT OF THE PROPOSED ACTIVITIES ON UNDERGRADUATE, GRADUATE, AND PROFESSIONAL TRAINING PROGRAMS

By the end of the grant period, CSEEES will have expanded the range of courses available to all Carolina students by investing in more advanced instruction in BCMS, Romanian, Persian and Turkish and offering Ukrainian for the first time. We will have hired a new Russian LAC program administrator and instructor as well as contributing to faculty and staff professional and course development. Through our partnerships with DTCC, WCAPS, World View, and CPH and our initiatives with MSIs we will have established a new program that prioritizes developing partnerships, diversity and access in new and concrete ways. These

46

partnerships and the hiring of a new outreach coordinator will have dramatically enhanced our work with teachers, community colleges and MSIs in our state and nationally. We will grow our online presence with new resources including lesson plans and teaching materials. We will grow our newsletter subscriptions, social media followers, increase participation in our events and ensure a broad reach and debate amongst diverse perspectives.

We will have advanced the preparation of future specialists with area studies with world class programming, while increasing diversity and taking into account the highly demanding nature of today’s job market by equipping students with professional skills and opportunities beyond those traditionally thought to be part of areas studies programs. In so doing, we intend to create a model of area studies education for other schools across the nation to follow.

 **CRITERION J (FLAS): FLAS AWARDEE SELECTION PROCEDURES**

CSEEES requests funding for seven academic year and seven summer FLAS awards, available to both graduate (five per AY) and undergraduate (two per AY) students (See FLAS Budget). The awards will be given to meritorious students with financial need enrolled in our performance-based instruction in the LCTLs and area studies courses on REEES. **Advertising and Advising.** Area studies centers at UNC cooperatively host four FLAS information sessions during the fall, including a special emphasis tied to International Education Week in November. Together we advertise the competition to students through announcements at student-facing events, announcements in language and area studies classes, email reminders to affiliated faculty, and notices through the Office of Study Abroad. CSEEES also uses its mailing lists and social media to announce guidelines and deadlines and post this information on its website. Prospective graduate students are informed about the opportunity by their future department or school, including strong promotion by Global Studies, PWAD, Gillings School of Public Health, Kenan-

47

Flagler Business School, and others. CSEEES new FLAS coordinator will take advising appointments with prospective applicants, explaining the priorities of the fellowships and navigating questions of eligibility.

**Application Process.** Students submit a virtual application for a joint deadline across all UNC FLAS centers. The application comprises information on the candidate’s academic course of study, language study, and future career plans, alongside a statement of purpose, transcript, CV, and two letters of recommendation. Demographic data on the applicants is collected for evaluation purposes but not disclosed to the selection committee. Students are informed of the outcome of their applications within a month of submission, and alternates are selected in each

|  |
| --- |
| **Table J1: FLAS Fellowships Timeline** |
| **Action Items** | **Timeline** |
| Determine a common deadline and prepare materials for advertisement | September |
| Post advertisements online, via listservs, UNC student newspaper, notice board and visit classrooms. | Late September to Early October |
| Hold joint information sessions at different venues across the campus | October, November, December, January |
| Recruit Selection Committee members | Late November and Early December |
| Send reminder alerts through listservs and posters on notice boards | Late November and Early January |
| Deadline | Early February |
| Work with Financial Aid Office to determine applicants’ financial needs | February |

round. **Selection Criteria, Panel, Process and Timeline.** CSEEES assembles a panel of faculty and staff each year that is diverse in terms of departments/professional schools, geographic focus within REEE, gender, and racial/ethnic

background. Committee members are briefed about the goals of FLAS by the FLAS coordinator, who does not vote but ensures regulatory compliance throughout the process. This committee reviews each application and evaluates it across three areas: (1) academic merit (judged by transcript, CV, and letters of recommendation), (2) commitment to the area of study (judged by course of study, language study, and statement of purpose), and (3) alignment with the goals of FLAS (judged by future career plans, statement of purpose, and recommendations)—such as achievement of mastery in the target language and service in the national interest. In the final

48

meeting to allocate awards, the committee also consults data provided by UNC’s Office of Scholarships and Student Aid regarding expected family contribution, giving preference to students with demonstrated financial need. The same procedures will be used in awarding Summer FLAS Fellowships, used for intensive language training in domestic and international pre-approved programs.

We plan to keep the current UNC application deadline of early February and the selection committee will review files and deliberate in late-February, and announce the results of the competition by March 15. Students will have until April 15 to accept the awards. Award letters will include a caveat regarding availability of government funding. **FLAS Priorities.** The CSEEES selection committee prioritizes students studying BCMS, Czech, Persian, Polish, Romanian, Russian, Turkish and Ukrainian for both academic and summer fellowships. 100% of awards will be given in less-commonly-taught languages all of which are designated as a priority by the Secretary and other federal agencies. The committee weighs students’ financial need as part of a holistic process that selects grantees with potential for high academic achievement.

 **CRITERION K (NRC/FLAS): DEGREE TO WHICH COMPETITIVE PRIORITY IS SERVED**

In establishing a new NRC at UNC, we will create a partnership with DTCC (NCR CPP), a growing MSI in NC, serving more than 18,000 students annually across seven campuses in Durham and Orange counties. DTCC also provides various online courses and is open to eligible North Carolina high school students, international students, veterans, and adults looking to complete their high school educations. With NRC funds we will establish a new Russian language program at DTCC. This will begin in year 2 of the grant cycle with a pilot project that provides one year of non-credit classes. This is a required step for all new languages at Durham Tech, but we expect the option to be attractive to students who want to develop their Russian for

49

admission to a four-year college, and as a pipeline for non-traditional students into our Russian Flagship program. The course will be offered for credit in years 3 and 4. To extend area studies training and drive interest in the Russian language courses, we will provide two course development grants to instructors at DTCC to include area content in current course offerings.

Further, we will partner with Community Colleges around North Carolina through our Russia and Eurasia Community College Fellows Program, the World View Scholars of Global Distinction Program and the Program for Scholars of Global Distinction Students. CSEEES also partners with faculty from HBCUs (NRC Competitive Preference Priority, part 2) and minority- serving institutions (NRC Competitive Preference Priority, part 4) for MSI research symposia (See Timetable, p. 43; Budget Section D2) and MSI faculty fellowships (See Timetable, p. 42, Budget Section D2).

**FLAS Competitive Preference Priorities.** We meet both. First, we will give preference when making awards to all students who demonstrate financial need as indicated by the students' expected family contribution, as determined under Part F of Title IV of the Higher Education Act (HEA). Once it is documented, we will give awards to students who show the greatest potential for academic achievement based on their academic records, commitment to the region, need for language study, the quality of their proposals, and the strength of letters of recommendation.

Second, we will award 100 percent of our academic year FLAS Fellowships to priority LCTLs.

50