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# Acronyms List

**AB** Davis Center Advisory Board

**ACTFL** American Council on the Teaching of Foreign Language

**AEOD** Americas, Europe and Oceania Division

**ARC** Academic Resource Center

**ASEEES** Association of Slavic, East European and Eurasian Studies **ATSEEL** American Teachers of Slavic and East European Languages **BCS** Bosnian/Croatian/Serbian

**CASA** Central Asian Student Association

**CC** Community College

**CES** (Minda de Ginzburg) Center for European Studies

**CESSI** Central Eurasian Studies Summer Institute, University of Wisconsin

**CMES** Center for Middle Eastern Studies

**CWD** Center for Workplace Development

**DCE** Division of Continuing Education

**DCRES** Davis Center for Russian and Eurasian Studies

**DGS** Director of Graduate Studies, Harvard University

**DIF** Diversity and Inclusion Fellowship

**ECC** East Coast Consortium for Slavic Collections

**ED** U.S. Department of Education

**EETF** Engaging Eurasia Teaching Fellowship

**EFC** Expected Family Contribution

**FAOs** Foreign Area Officers, U.S. Army

**FAS** Faculty of Arts and Sciences, Harvard University

**FD&D** Office of Faculty Development and Diversity

**FLAS** Foreign Language Area Studies

**GHELI** Global Health Education and Learning

**Gr6-14** Grades 6-12 and Community Colleges

**GSA** Graduate Student Associates

**GSAS** Graduate School of Arts and Sciences

**GSD** Graduate School of Design

**GSOC** Global Studies Outreach Committee

**GSP** Georgian Studies Program

**HAA** History of Art and Architecture Department

**HBS** Harvard Business School

**HBCU** Historically Black Colleges and Universities

**HDS** Harvard Divinity School

**HILT** Harvard Innovation and Learning in Teaching

**HKS** Harvard Kennedy School of Government

**HL** Harvard Library

**HLS** Harvard Law School

**HMS** Harvard Medical School

**HU** Howard University

**HSE** Higher School of Economics

**HSPH** Harvard School of Public Health

**HSS** Harvard Summer School

**HURI** Harvard Ukrainian Research Institute

**HUSI** Harvard Ukrainian Summer Institute

**ILL** Inter-Library Loan

**IPLC** Ivy Plus Library Confederation

**Key Faculty** Faculty who devote at least 30% of their time on the region

**LC** The Language Center at Harvard University

**LOC** Library of Congress

**MEAAD** Middle East, Asia and Africa Division

**MGIMO** Moscow State Institute of International Relations

**MIT** Massachusetts Institute of Technology

**MMW** Moscow Material Witnesses Project

**MoRI** Museum of Russian Icons

**MSI** Minority-Serving Institution

**NELC** Near Eastern Languages and Civilizations

**NRC** National Resource Center

**NSCC** North Shore Community College

**NTF** Negotiation Task Force

**NYPL** The New York Public Library

**OAP** Office of the Assistant to the President

**OCS** Office of Career Services

**ODIB** Office of Diversity, Inclusion and Belonging

**ODMA** Office of Diversity and Minority Affairs

**OEDIB** Office for Equity, Diversity, Inclusion and Belonging

**OERs** Open Educational Resources

**OIE** Office of International Education

**OP** Outreach Program

**PCA** Program on Central Asia

**RAs** Research Assistants

**R/E** Russia/Eurasia

**RANEPA** Russian Academy of National Economy and Public Administration

**REECA** [Master’s Program in] Regional Studies: Russia, Eastern Europe, and Central Asia

**ReCAP** Research Collections and Preservation Consortium

**RTT** REEES [Russian, East European, and Eurasian Studies] Think Tank

**SEEMP** Slavic and East European Materials Project

**SEI** Scholar-Entrepreneur Initiative

**SLL** Department of Slavic Languages and Literatures

**SS** Social Studies

**TCUP** Temerty Contemporary Ukraine Program

**TFs** Teaching Fellows

**UC** University Consortium

**WCFIA** Weatherhead Center for International Affairs

**WG** Working Group on the Future of U.S.-Russian Relations

Founded in 1948, at the dawn of the Cold War, Harvard’s Davis Center for Russian and Eurasian Studies (DCRES) has served as a nexus for research and teaching on Eurasia for nearly 75 years. The Center generates and disseminates research and scholarship on this region, trains graduate and undergraduate students for leadership roles in high-impact careers, and ensures society at large benefits from the exchange of information and diverse ideas **[NRC AP#1]**. NRC support extends the reach of

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| **Table 1: FY21 Support for R/E Studies Type of Support** |
| **Administration and Operations (DCRES, HURI, SLL)** | **$** |
| Administration and Supplies | $326,500 |
| Facilities | $586,500 |
| **Personnel (DCRES, HURI, SLL) (w/students & other temporary employees)** |  |
| DCRES (18 staff) | $1,093,000 |
| HURI (11 staff) | $883,000 |
| SLL (2 staff, including instructional support) | $333,000 |
| Fringe Benefits | $934,500 |
| **Programs and Activities (DCRES, HURI, SLL)** |  |
| Events and Outreach | $147,000 |
| Postdoctoral Fellowships and Visiting Scholars Programs | $276,500 |
| Publications | $128,000 |
| Faculty Research | $13,000 |
| Scholar Entrepreneur Initiative | $19,000 |
| Other Programs + Activities | $84,000 |
| **Student Aid, Prizes, and Awards (DCRES, HURI, SLL)** |  |
| Grants for tuition/fees/stipends for Ph.D. students | $105,000 |
| Grants for tuition/fees/stipends for AM REECA students | $106,500 |
| Graduate Student Research Grants and Awards | $60,500 |
| Ukrainian Summer Institute Financial Aid | $89,000 |
| Undergraduate International Experience Grants | $11,500 |
| **Harvard Library Resources (DCRES, HL, HURI)** |  |
| Acquisitions | $634,000 |
| Electronic Resources | $234,000 |
| Staff Salaries (6 staff) | $438,000 |
| Fringe Benefits | $163,500 |
| **GSAS Support for Graduate Students** | $1,322,000 |
| **Faculty (FAS)** |  |
| Salaries | $4,949,500 |
| Fringe | $1,142,500 |
| **TOTAL Resources** | **$14,079,000** |

the scholarship and resources developed at Harvard far beyond the university and is instrumental in the training of our students, all of them future leaders in the field.

## COMMITMENT TO THE SUBJECT AREA

***Operation of Center.*** Harvard University’s commitment to the study of Russia/Eurasia (R/E) is expressed through its support of operations, teaching staff, library resources, and students. University support for R/E studies totaled over

$14 million in FY21 (**Table**

**1**). Harvard supports faculty, academic departments, and R/E-oriented area centers by providing space and facilities, equipment, IT support, instructional resources, and research computing services. Professional and administrative staff support the scholarly activities of departments and centers and manage sponsored grants. In FY21, the Faculty of Arts and Sciences (FAS), Harvard’s largest academic unit, provided $6.5 million for administration, personnel, academic programs and activities, and student aid and awards, for DCRES, the Harvard Ukrainian Research Institute (HURI), and the Department of Slavic Languages and Literatures (SLL)— units dedicated exclusively to R/E studies.

***Teaching staff.*** Harvard demonstrates its commitment to the study of R/E by hiring and retaining faculty specializing in this region. FAS employs 40 key faculty: 11 in the social sciences (Anthropology, Government, History), 28 in the arts and humanities (Comparative Literature, History of Art and Architecture [HAA], Linguistics, Music, Near Eastern Languages and Civilizations [NELC], SLL), and one in the Division of Continuing Education (DCE). FY21 salary and fringe expenditures within FAS totaled more than $6 million for key facult*y* (i.e., those who devote at least 30% of their time to R/E; CVs provided in Appendix III). The region is also taught at Harvard’s professional schools through 13 key faculty members: 2 at Harvard Business School (HBS), 6 at Harvard Kennedy School of Government (HKS), 1 at the Graduate School of Design (GSD), 2 at the Medical School (HMS), and 1 at the Law School (HLS). Since 2018, FAS has hired Nariman Skakov (Appendix III, p. 34) in a tenure-track position in SLL and Anya Bernstein (Appendix III, p.4), professor of Anthropology, earned tenure. All faculty members mentor undergraduate and graduate students studying the region; many also serve on the DCRES Executive Committee (**Table 6**).

***Library resources.*** Harvard maintains more than 70 libraries with over 20 million volumes, 400

million manuscripts, 10 million photographs, and one million maps. The world-class Slavic Collection, which falls within the Americas, Europe and Oceania Division (AEOD) of the Harvard Library (HL), contains over 850,000 volumes. The HL Slavic Collection is the leading university Slavic collection in the country, far surpassing its counterparts in size. The only U.S. Slavic collection that is larger is that of the Library of Congress (LOC), and many of the Harvard holdings are not duplicated at other American libraries. In addition to world-class resources, the university supports key staff positions that help connect students and scholars to appropriate resources that support their research and expand their scholarship.

The newly created AEOD and the Middle East, Asia and Africa Division (MEAAD) have primary responsibility for collection of research-level resources related to R/E. The DCRES Collection at Fung Library and the HURI Reference Library maintain smaller dedicated collections. In FY21, Harvard provided **$1.47 million** for acquisition of materials and electronic resources in Slavic and Eurasian studies and staff support for the AEOD and the MEAAD. Many other libraries at the University also acquire region-specific resources (see **Section F, p. 25**).

Harvard’s significant library resources help to sustain our deep and longstanding commitment to excellence in scholarship, education, and training in R/E studies.

***Linkages with institutions abroad.*** Harvard maintains important linkages with institutions in R/E. With the launch of a new Georgian Studies Program (GSP) led by Dr. Stephen Jones, DCRES has built connections with the Center for Social Sciences (Tbilisi), Ilia State University, and Tbilisi State University. HURI maintains strong relationships with both the Ukrainian Catholic University and the National University of Kiev Mohyla Academy. In Russia, DCRES has a very strong relationship with the Higher School of Economics (HSE), a partner on the bilateral Working Group on the Future of U.S.-Russian Relations (WG). DCRES frequently

collaborates with the European University of St. Petersburg, and works with the Moscow State Institute of International Relations (MGIMO) through the University Consortium project, as well as the Russian Presidential Academy of National Economy and Public Administration (RANEPA), the New Economic School, and Skolkovo School of Management, all in Moscow.

In addition, Harvard students have participated in study abroad programs in R/E through the St. Petersburg State University, Central European University (Budapest), Charles University (Prague), the Institute of Russian Language at Ukrainian Catholic University (Lviv), Jageillonian University (Krakow), Moscow State University, and the Nevsky Institute for Language and Culture (St. Petersburg). SLL hosts summer language programs in Georgia (Tbilisi State University) and Prague (Charles University). DCRES also has a close working relationship with the Central Bank of Armenia, which hosts 2-5 undergraduate interns every summer.

***Outreach activities.*** Central to the DCRES mission is ensuring society at large benefits from the ideas generated within the center. This dedication is demonstrated by DCRES’ Outreach Program (OP) staffing commitments (see Appendix II & III) and breadth of programming. OP organizes conferences, seminars, workshops, webinars, and cultural events, with emphasis on teachers and students in grades 6-12 and community colleges (CC) **[NRC AP#2]**. In FY21, DCRES and HURI spent $275,000 on outreach, events, and publications.

In the 2020–2021 academic year, DCRES hosted 72 virtual events with total attendance of over 6,200 and average attendance of 115 synchronous participants (See Section H, pp. 34- 36). DCRES administers seminar series on topics as diverse as Cold War studies, gender, human rights, literature and culture, and post-Communist politics and economics. Seminars are open to the public, widely advertised, and have been conducted via Zoom and YouTube livestream since the onset of the pandemic. Event recordings are posted to the DCRES YouTube channel and

website with professional captions.

DCRES hosts programs that disseminate knowledge generated by academic research to the public and policy community. A new **Georgian Studies Program**, led by Stephen Jones (Appendix III, p. 19), launched in January 2022; it will offer courses to undergraduate and graduate students, facilitate student and faculty travel to the region for research and internships, host visiting Georgian scholars, and offer public programming. Three **Scholar-Entrepreneur Initiative (SEI)** programs foster innovative scholarship and learning while bringing regional studies closer to practice; all include teaching, research, student engagement, and academic and public programming. The **Program on Central Asia (PCA)**, led by Dr. Nargis Kassenova (Appendix III, p. 20), supports scholarship and events. The **Imperiia Project**, led by Dr. Kelly O’Neill (Appendix III, p. 28), uses digital humanities and GIS mapping to understand the spatial history of the Russian Empire. Dr. Arvid Bell (Appendix III, p. 4) leads the **Negotiation Task Force (NTF)**, which promotes innovative solutions to Euro-Atlantic and Eurasian security challenges through negotiation research, training, and strategic analysis. Other Davis Center projects include the **Cold War Studies Project**, led by Dr. Mark Kramer (Appendix III, p. 23), which facilitates access to thousands of archival documents, hosts events, and publishes the Cold War Studies Book Series and the *Journal of Cold War Studies*. The **Working Group on the Future of U.S.-Russia Relations** brings experts together to discuss subjects of strategic importance; it is one of the few remaining Track 2 communication channels between Russians and Americans **[NRC AP#1]**. Finally, the **DCRES Fellowship Program** brings two postdoctoral fellows and 20 visiting scholars every year to immerse themselves in Harvard’s libraries and research community.

HURI offers a weekly seminar series, a Ukrainian Studies Working Group, special

lectures, and publishes the annual journal *Harvard Ukrainian Studies*. Their **Temerty Contemporary Ukraine Program** (TCUP, est. 2018) bridges scholarly and policy communities and promotes deeper understanding of Ukraine in the world. DCRES, HURI, SLL, and the Center for European Studies (CES) sponsor major conferences and exhibitions.

Harvard Kennedy School hosts additional programs with a strong R/E regional focus: the **Russia Matters Project**, the **U.S.-Russia Initiative to Prevent Nuclear Terrorism**, the **Elbe Group** (retired military/intelligence discussions on sensitive bilateral issues), the **Geopolitics of Energy Project**, the **Cyber Project**, and the **Arctic Initiative**. These programs stimulate research, forge bilateral connections between scholars, policymakers, and members of the military, and influence Harvard master’s students at HKS.

***Support for qualified students in related fields.*** All Harvard undergraduates are eligible for sweeping financial aid designed to make tuition more affordable to families across the income spectrum and to minimize student indebtedness. Families with annual incomes below $65,000 are not expected to pay tuition. Families with annual incomes between $65,000 and $150,000 will contribute between 0-10% of their income to tuition, and those with annual incomes above

$150,000 are asked to pay proportionately more than 10% (based on individual circumstances). In a typical year 55% of Harvard undergrads are eligible to receive financial aid. In FY19, Harvard’s financial aid award budget was $191 million dollars. In 2020-2021, Harvard awarded an estimated $1.3 million in financial aid to 39 graduate students studying R/E, including students in the Master’s Degree Program in Regional Studies—Russia, Eastern Europe, and Central Asia (REECA) (20) and Ph.D. students from the Departments of Anthropology (1), History of Art & Architecture (2), Comparative Literature (4), Government (3), History (7), Linguistics (1), and SLL (1). The standard Ph.D. support package is raised annually by 3% to

account for the increased cost of living. Many regional research centers, including DCRES, HURI, CES, and the Weatherhead Center for International Affairs (WCFIA) provide additional support, including dissertation completion fellowships for Ph.D. students.

## QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

***Languages and levels offered.*** To maximize access to instruction in regional languages at the appropriate level, Harvard offers language instruction in two ways: 1) regularly offered courses, ensuring ongoing support of the broad

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| **Table 2: Language Offerings and Enrollments, AY 2020-2021** |
| **Language** | **Levels of Instruction** | **# of Sections** | **# of Faculty** | **Enrollments** |
| 1st yr | 2nd yr | 3rd yr+ | 1st yr | 2nd yr | 3rd yr + |
| Armenian | 3 years | 1 | - | - | 1 | 2 | - | - |
| B/C/S | 3 years | 1 | 1 | 1 | 1 | 4 | 2 | 2 |
| Czech | 3 years | 1 | 1 | 1 | 1 | 5 | 3 | 1 |
| Old Church Slavonic | 2 years | - | - | - | 1 | 6 | - | - |
| Polish | 3 years | - | 1 | 1 | 1 | 5 | 1 | 3 |
| Russian | 5 years | 2 | 2 | 2 | 5 | 15 | 12 | 13 |
| Intensive Russian | 2 years | 1 | - | 2 | 4 | 6 | 4 | - |
| Readings in Russian | 3 years | 1 | 1 | 1 | 4 | - | - | 381 |
| Russian for Heritage Speakers | 1 year | 1 | 1 | 1 | 1 | **-** | - | - |
| Ukrainian | 3 years | 1 | 1 | 1 | 1 | 1 | - | - |
| Uyghur | 3 years | - | - | - | 1 | 2 | - | - |
| Yiddish | 3 years | 1 | 1 | 1 | 2 | 3 | - | 3 |

teaching and research mission of professors and graduate students; and 2) tutorials, which more flexibly respond to varying academic needs of individual students in a variety of Slavic and other regional languages. Harvard offers 3 years/levels of regular academic-year instruction in 7 languages of the region **(see Table 2 for enrollments**): Armenian, Bosnian/Croatian/Serbian

1 This number reflects enrollments in 7 Advanced Russian Readings courses: Introduction to the Language of Social Sciences and the Media; Reading, Composition and Conversation; Readings in Russian/Post-Soviet Studies; Russian Media; Readings in Russian Literature; Russian Cultural Self-Images and National "Mentality"; and Supervised Readings in Advanced Russian.

(BCS), Czech, Polish, Ukrainian (3 years/levels), Uyghur (3 years/3 levels), and Yiddish (3 years/levels); 5 years/levels of Russian are offered. Tutorials in additional languages are available upon request. Introductory Georgian, which has previously been offered as a tutorial in 2016, 2018 and 2020, will be regularly offered beginning Fall 2022 thanks to DCRES’ newly launched GSP. Subsequent language levels will be offered as student progress and demand allows. In addition to the courses offered through SLL, Beginner and Intermediate Russian courses are routinely offered through the Division of Continuing Education and the Harvard Summer School. These courses are open to the community.

***Student enrollment.*** Enrollments in R/E language courses at Harvard are shown in **Table 2**. ***Availability of language teaching faculty.*** Ten full time and one part-time faculty members teach language courses related to the region (see Appendix III). Tutorial instructors include current and former faculty, graduate student teaching fellows, and, if needed, outside instructors. Russian language courses are team-taught by multiple educators in a closely integrated program of main sections and small group conversation and practice sections. Beginning and Intensive Russian at the first-year and second-year level meet 5 times weekly for 8 hours. RUSS Ha-Hb, a new course for heritage speakers, meets twice per week. All other Slavic language courses, including advanced Russian, meet three times per week for three hours total.

***Pedagogy training for language teaching staff.*** Steven Clancy (Appendix III, p. 10), director of the Slavic Language Program, supervises all language instruction and provides training for new graduate student instructors while working collaboratively with preceptors (professional language lecturers) throughout the program. Clancy, along with Dr. Veronika Egorova, Senior Preceptor of Russian (Appendix III, p.12), leads an annual orientation for the 8 preceptors and 4- 8 graduate student teaching fellows (TFs) assigned to Slavic language courses. All TFs in the

Slavic language program take part in a teacher preparatory program as an introduction to the essentials of second-language acquisition.

***Performance-based instruction.*** The Slavic language program promotes the development of productive modalities (speaking, writing) as well as receptive modalities (listening, reading, viewing). Students at all levels interact in pairs and groups, with input from native speakers of the language of instruction. Upper-level courses offer extensive opportunities for applied language instruction, where students have ample opportunities to use language in both formal and informal contexts. Appropriate placement in a tightly integrated program is ensured for all incoming students through regularly scheduled placement exams and personal consultations. Individualized programs of study are developed to address the needs of students who have disabilities or other barriers to language acquisition **[Section 427 of GEPA]**. Often this supplemental work enables these students to participate in a regularly offered course.

***Adequacy of resources for language teaching and practice.*** The Language Center (LC) supports language learners and teachers by hosting professional development opportunities and helping faculty to incorporate specialized technology and pedagogical approaches into their teaching. The LC provides access to an extensive collection of recordings in Slavic languages. It maintains spaces and equipment, provides support for instructors who are preparing new digital materials, and lends video production equipment for language-related projects. Audio, video, and multimedia content are used in all language courses; many courses feature materials developed by Harvard faculty. LC director Andrew Ross and his staff train faculty and graduate students on the use of innovative technologies, prepare materials for distribution in alternative formats (such as podcasts), and support language learning in many ways. The LC facility is ADA compliant; audio materials can be accessed through its website **[Section 427 of GEPA]**.

Students participate in weekly language tables in five of the residential houses. SLL organizes an annual performance of

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| **Table 3: Non-Language Courses, 2020-2022** |
| **Discipline** | **100%****Area Courses** | **50-99%****Area Courses** | **25-49%****Area Courses** | **Total Courses** |
| **Anthropology** | - | **-** | 1 | 1 |
| **Comp Lit** | - | 1 | 4 | 5 |
| **Economics** | 1 | - | 1 | 2 |
| **Fr. Seminar** | 2 | - | 3 | 5 |
| **Gen Ed** | - | 1 | 1 | 1 |
| **Government** | 7 | 2 | 8 | 17 |
| **History** | 10 | 2 | 3 | 15 |
| **History and Literature** | - | - | 1 | 1 |
| **HAA** | 1 | 1 | 4 | 6 |
| **History of Science** | - | 1 | - | 1 |
| **Linguistics** | 1 | - | - | 1 |
| **Medieval Studies** | - | - | 1 | 1 |
| **Music** | 1 | - | - | 1 |
| **NELC** | - | 3 | - | 3 |
| **REECA** | 2 | - | - | 2 |
| **SLL** | 29 | - | 1 | 30 |
| **Soc Studies** | - | - | 3 | 3 |
| **Theater, Dance & Media** | 1 | 1 | - | 2 |
| **Ukrainian Studies** | 1 | - | - | 1 |
| ***TOTAL FAS*** | ***56*** | ***12*** | ***30*** | ***98*** |
| **GSD** | - | 1 | 1 | 2 |
| **HDS** | - | - | 2 | 2 |
| **HKS** | - | - | 6 | 6 |
| ***TOTAL PROF SCHOOLS*** | ***-*** | ***1*** | ***9*** | ***10*** |
| **Extension** | 1 | 3 | 12 | 16 |
| **Summer School** | 5 | 2 | 6 | 13 |
| ***TOTAL DCE*** | **6** | **5** | **18** | **29** |
| ***TOTAL*** | **62** | **18** | **57** | **137** |

drama and poetry, designed to include as many students as possible (usually 30– 45) from all levels and languages offered, as well as an annual Olympiada of Spoken Russian competition for undergraduates at Harvard and other local colleges (including Brandeis, Brown, the University of New Hampshire, and the University of Massachusetts).

***Language proficiency requirements.*** Typical proficiency results for the Russian program (based on the ACTFL scale and monitored annually by teaching staff) are as follows: 1st-year: most at intermediate-low, some at novice-high; 2nd-year: intermediate-mid; 3rd-year: intermediate-mid to intermediate-high. When combined with study abroad, students who advance to the 4th-year level may achieve

intermediate-high to advanced-low. Language requirements for degree programs are addressed on p. 13–14 (undergraduate) and p. 15 (MA/Ph.D.).

## QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

***Breadth and variety of non-language course offerings.*** In the 2020-2021 and 2021-2022 AYs, Harvard offered 68 non-language courses with substantial (50% or greater) R/E content: 58 in FAS and 10 in the professional schools, DCE and Harvard Summer School (HSS) (**Table 3**).

Among Harvard’s professional schools, the Divinity School (HDS), GSD, and HKS offer courses with substantial regional content (see **Table 3** and Appendix I). GSD Professor Angelil’s course Architectures of the New Silk Road examines the impact that Belt and Road Initiative infrastructure projects are having in Central Asia and beyond. Regionally relevant courses are also taught through the HSS and DCE for non-matriculated students. Justin Weir (Appendix III, p. 37) taught Moral Inquiry in the Novels of Tolstoy and Dostoevsky and Serhii Plokhii (Appendix III, p. 30) taught The History of the Cold War through HSS. Through DCE, Kelly O’Neill offered Mapping the Russian Empire, Nikolas Gvosdev offered A History of the Cold War, and Timothy Colton taught The Governance and International Politics of World Regions, which included a section devoted to post-Soviet Eurasia.

***Interdisciplinary courses.*** Harvard routinely offers interdisciplinary courses relating to R/E. Current offerings are marked with a double-asterisk (\*\*) in Appendix I. Cross-registration at Harvard’s professional schools, MIT, and the Fletcher School of Law and Diplomacy at Tufts University gives students access to an even broader array of interdisciplinary course options. All REECA MA students are required to take an interdisciplinary proseminar in research methodologies for Eurasian regional studies. The proseminar provides professional skill development for REECA MA students in relation to R/E content, including training in data

visualization, web scraping as a research tool, and podcasting.

***Sufficiency of non-language area studies faculty and pedagogical training for teaching assistants.*** Thirty-four non-language faculty members devote at least 25% of their time to teaching about Russia and/or Eurasia (Appendix III). Instructional assistants receive rigorous pedagogy training and support from Harvard’s Bok Center for Teaching and Learning. The Bok Center offers intensive workshops, seminars, individual consultations, classroom teaching practice, a graduate teaching certificate, and programming specifically geared at helping non- native speakers of English succeed in their teaching. Emphasis is placed on inclusive teaching, professional conduct, implicit bias and stereotype threat, power and privilege, and navigating difficult moments in the classroom **[Section 427 of GEPA].** The Pedagogy Fellows Program supports some 30 graduate students in their roles as undergraduate teachers; participants collaborate with faculty and Bok Center senior staff to enhance training and support for teaching fellows within their departments and across the FAS. This year, Ph.D. candidates with a R/E focus are serving as Pedagogy Fellows in SLL and History; last year a Ph.D. candidate in SLL received a certificate of distinction for outstanding teaching of language and culture.

***Specialized regional courses in one or more disciplines.*** From 2020 to 2022, specialized area studies courses were available as part of the General Education requirement (1), Freshman Seminar (6), and the REECA Program (2 Master’s thesis seminars), and through 13 departments: Comparative Literature (5), Economics (3), Government (17), History (13), HAA (6), History of

Science (1), Linguistics (1), Medieval Studies (1), Music (1), NELC (3), SLL (30), Social Studies (SS) (3), and Ukrainian Studies (1) (see Appendix I). These courses offered a regional focus within a specific discipline. Recent examples include From Gorbachev to Putin: The Economics and Politics of the Russian Transition (Boycko, Economics), Science in the Cold War

(Wilson, History of Science), and Post-Soviet Conflict (Bell, Government), which covers present-day regional conflicts through simulations developed by the Negotiation Task Force.

## QUALITY OF CURRICULUM DESIGN

***Incorporation of subject area into undergraduate curriculum.*** Harvard structures its undergraduate curriculum to ensure students develop both breadth and depth of knowledge while developing skill competencies across disciplines. R/E course offerings are well integrated across this curriculum, giving students in virtually any concentration the opportunity to discover, explore, and develop an interest in R/E. The **General Education** curriculum explicitly connects what students are learning in the classroom to the lives they will lead beyond college.

**Concentrations** (majors) are designed to develop critical thinking and proficiency within a specific discipline. Harvard undergraduates can complete a concentration with a focus on R/E in several departments, including Anthropology, History, HAA, History and Literature, History of Science, Linguistics, Literature, NELC, SLL, and Social Studies. Students can complement a concentration with a discrete body of focused work in a discipline by completing a **Secondary Field** (minor). Of the 49 secondary fields available, 2 have an explicit focus on R/E: Regional Studies—Russia, Eastern Europe, and Central Asia; and Slavic Languages and Literatures— while 3 other secondary fields easily lend themselves to the study of R/E.

***Appropriateness of requirements and quality of undergraduate training program.*** The BA/BS degree requires 32 semester-long courses. The General Education curriculum comprises 7 discrete courses on a “4 + 3 + 1 model”: all undergraduates take one course in each of 4 articulated perspectives (Aesthetics & Culture; Ethics & Civics; Histories, Societies, Individuals; Science & Technology in Society), in each of the 3 divisions of the FAS (Arts & Humanities, Science & Engineering, Social Sciences), and in Empirical and Mathematical Reasoning. They

must also demonstrate foreign language proficiency, either by completing a full year of coursework, or by passing an exam. Harvard strongly encourages students to develop language proficiency beyond the minimum; in 2021, 15% of graduates earned a Citation in a Foreign Language, requiring 2 full years of instruction beyond the first year. Students can pursue citations in BCS, Chagatay, Czech, Mongolian, Polish, Russian, Ukrainian, Uyghur and Yiddish. From 2018 to 2021, 28 students earned language citations in R/E (**Table 4**).

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| **Table 4: Language Citations Awarded 2018–2021 by Language and Department** |
| **Year** | **R/E Citations** | **Languages** | **Language Citations Home Departments** |
| 2018 | 9 | Russian (8), Polish (1) | SCI (7), SS (2) |
| 2019 | 16 | Russian (14), Czech (2) | HUM (3), SCI (4), SS (9) |
| 2020 | 9 | Russian (7), BCS (1), Czech (1) | HUM (2), SCI (4), SS (3) |
| 2021 | 5 | Russian (4), BCS (1) | SS (4), SCI (1) |
| **TOTAL** | **30** | **Russian (33), BCS (2), Czech (3), Polish (1)** | **SS (18), HUM (5), SCI (16)** |

Freshman Seminars, in which students work closely with a faculty member on a research topic, offer an excellent, early point of entry into R/E. In the last 3 years, 6 seminars have been offered by DCRES-affiliated faculty or on regional topics, including The Symphonies of Dmitri Shostakovich, Reading Tolstoy’s War and Peace, and Silk Road Stories.

In 2020, DCRES launched the Concurrent Master’s in Regional Studies—REECA. The BA/MA program allows students to earn both their baccalaureate degree and master’s in 4 years. Students must demonstrate high proficiency in a regional language, complete 32 courses (at least 6 in the REECA core curriculum), participate in the REECA proseminar, and write a graduate- level thesis. Four students have pursued the dual degree since the program’s inception.

***Training options for graduate students.*** Harvard’s graduate and professional schools offer many options for integrating R/E studies into a degree program. An indicator of this range is the number of programs represented among the 60 DCRES Graduate Student Associates (GSA): 23 from the REECA Master’s Program (including 2 BA/MA candidates and 2 FAOs), 1 from HBS,

2 from GSD, 1 from the School of Public Health (HSPH) and 33 Ph.D. students from 8 programs in the Graduate School of Arts and Sciences (GSAS). From 2018 to 2021, 14 students of R/E received doctorates: in History (5), SLL (4), Linguistics (2), and Comparative Literature (3).

The REECA Master’s Degree is a rigorous 2-year multidisciplinary program with strong emphasis on language proficiency and independent research. Students acquire advanced (4th year +) proficiency in an approved regional language and must write a thesis of 50–75 pages using primary sources. The REECA curriculum offers students the flexibility to tailor their plan of study to meet academic and professional goals while ensuring they graduate with a sound understanding of the history, politics, society, and culture of R/E. Of the 16 required courses, 6 or more must be classes on R/E; 2 are devoted to the thesis, 4 to regional languages, 1 to research methods, and the remainder to elective coursework. While most core coursework is done in the FAS, students often cross-register for courses at Harvard’s professional schools, the Fletcher School of Law and Diplomacy, or MIT. Outside of the classroom, students take advantage of Harvard-funded training opportunities in topics such as public speaking, negotiation, conflict resolution, project management, and geographic information systems. Over the past 4 years, 35% of REECA graduates have entered public service in government or the military, 23% pursued private sector careers (many supporting the U.S. government), 20% continued graduate studies in R/E, while the remaining 22% opted for careers in journalism, international organizations or NGOs, or education. (For placement information, see **Section C**). To ensure the Army has well- trained military officers in embassies abroad, each REECA cohort typically includes 1-3 Foreign Area Officers (FAOs). Between 2018 and 2021, 7 FAOs earned master’s degrees at DCRES.

Ph.D. requirements vary by department but generally include 2 years of relevant coursework; demonstrated reading proficiency in 2–4 foreign languages; oral and/or written

general exams in 3–4 fields; 1–2 years of supervised teaching; at least one year of in-country research; a dissertation prospectus; a dissertation; and a dissertation defense. Within these requirements, Harvard graduate students enjoy significant flexibility in designing a program of study that focuses on R/E. Ph.D. candidates are expected to teach within their areas of specialization and receive ample pedagogical training and supervision.

***Academic and career advising.*** Throughout college, Harvard undergraduates have access to advisors based in Undergraduate Houses (dormitories), academic departments and programs, and administrative offices like the Office of Career Services (OCS). First-year students work directly with an academic advisor to navigate the curriculum, identify relevant specialized advising resources, and select courses in the earliest stage of their studies. After students declare a concentration, the main locus of academic advising shifts to the department. Departmental advising is offered by faculty members, all of whom hold weekly office hours. Departments also designate a Director (and often an Assistant Director) of Undergraduate Studies to advise students and monitor progress to the degree. Residential advisors are another important resource to ensure that students thrive. Undergraduate Houses provide a more intimate academic and social community within the College, and are staffed by a Harvard professor, faculty associates, resident tutors (advanced graduate students), and visiting scholars.

Advising for **REECA master’s degree candidates** takes place formally and informally throughout the 2-year program. Before the first term, REECA students discuss their goals with REECA Director of Graduate Studies (DGS) Alexandra Vacroux (Appendix III, p. 37) and Student Programs Officer Donna Griesenbeck (Appendix III, p. 17) to develop an appropriate plan of study. Before subsequent semesters begin, students meet with Vacroux to ensure they are on track to meet their personal and professional goals. Vacroux teaches a mandatory proseminar

for first- and second-year students to prepare them for success in graduate school and the thesis- writing process. The course covers research design, the use of theory, methodology, research techniques, argumentation, grant-writing, and public presentation of academic work (including op-ed writing and digital scholarship, e.g., data visualization). After selecting a thesis topic early in their second semester, students also work closely with a faculty advisor to develop and refine their research project. Vacroux and Griesenbeck follow student progress closely to ensure students have the support they need to flourish in the program.

Advising arrangements for **Ph.D. candidates** typically involve a departmental Director of Graduate Studies (DGS) who advises all students until they pass general exams and have an approved dissertation prospectus. A dissertation advisor and other dissertation committee members then take over advising. To underscore the importance of regular advising, each student must consult with their primary advisor before they can enroll in courses each term.

In addition, Harvard offers substantial academic, professional, and social support to students. The **Academic Resource Center (ARC)** provides a wide range of academic support services, including one-on-one and small-group academic coaching and workshops on effective studying, exam preparation, strategic reading strategies, as well as other core academic skills.

The ARC also oversees peer tutoring and English-language conversation groups. Students consult the ARC to improve study skills and strategies, and to talk about broader academic and personal concerns, including those unique to “first-generation” and international students. The **Harvard College Writing Center** provides peer writing counseling for undergraduates. **The Fellowships and Writing Center (FWC)** works with graduate students who seek to improve academic papers, dissertations, and presentations by refining written and oral communication skills. R/E-related writing workshops are offered by SLL, the History Department, and DCRES,

which hosts the **Post-Communist Politics Workshop**. The latter brings together young faculty and graduate students from New England universities to discuss work in progress.

The **Office of Career Services** offers one-on-one career counseling; seminars on job- seeking skills; a dossier service; job, fellowship, and internship listings; a resource library; an on- campus recruiting program; information fairs centered around specific career fields, and access to a broad network of Harvard alumni who offer career advice.

DCRES offers individualized career advice and, in non-pandemic years, an annual career forum in New York City or Washington, DC, for REECA students. Vacroux and Griesenbeck work actively with students on career development and job placement before and after graduation. An active, engaged alumni network offers individual mentoring and career advice.

***Formal arrangements for, and participation in, study abroad.*** International education is a priority at Harvard, and substantial resources are committed to foster increased student engagement abroad. Over half of Harvard undergraduates integrate an international experience into their college experience. Students who demonstrate financial need receive funding for summer experiences. Academic year financial aid can be applied to study abroad (including tuition, room and board, and other fees associated with travel).

Harvard Summer School offers several study-abroad opportunities in R/E. The intermediate Russian-language immersion program, led by Veronika Egorova (Appendix III, p.12), is held in Tbilisi, Georgia; a Czech language program, led by Veronika Tuckerova (Appendix III, p.36), is held annually in Prague. OCS oversees most Harvard funding for summer study abroad and internships, including ample funding earmarked for undergraduate travel to R/E. The Office of International Education (OIE) promotes study abroad and oversees the transfer of academic credit. Funding is also available through DCRES, CES, WCFIA, and

HURI for undergraduate internship and research in the region (see **Table 5** for undergraduate study abroad).

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| --- |
| **Table 5: Study Abroad in R/E: 2016-2019** |
|  | **2016** | **2017** | **2018** | **2019** |
| Albania | 1 | 3 | 1 | - |
| Armenia | 5 | 2 | 1 | 1 |
| Bosnia | 1 | 1 | - | - |
| Bulgaria | 1 | 2 | - | - |
| Croatia | 1 | - | - | 9 |
| Czech Republic | 12 | 16 | 9 | 6 |
| Estonia | - | - | - | 1 |
| Georgia | 14 | 1 | 3 | 6 |
| Hungary | 3 | 3 | 5 | 8 |
| Kosovo | - | - | - | 1 |
| Kazakhstan | - | 2 | - | 1 |
| Kyrgyzstan | 1 | - | 1 | - |
| Latvia | - | 1 | - | - |
| Lithuania | - | - | 1 | - |
| Mongolia | - | 1 | 1 | - |
| Poland | 1 | 5 | 5 | 3 |
| Romania | 1 | - | - | - |
| Russia | 3 | 13 | 6 | 7 |
| Serbia & Montenegro | - | - | 2 | 2 |
| Ukraine | 2 |  | 1 |  |
| **Total** | **46** | **50** | **36** | **45** |

DCRES offers grants for qualified Harvard undergraduates to pursue research or internships in R/E countries, including placements at the Central Bank of Armenia and in Georgian NGOs. In addition to financial support, OIE, international centers, and departments provide logistical support and pre- departure orientations for student travel abroad.

***Access to study abroad and summer language programs.*** Students learn about study abroad programs in several ways. Entering first-year students are introduced to study-abroad opportunities during orientation. Members of the Board of Freshman Advisors, who provide individual advising to first-year students, explain options for international experience,

encouraging advisees to explore broadly before selecting a program. OIE hosts a comprehensive website, and offers regular drop-in hours, informational meetings, and workshops to help students identify, apply to, and find funding for the programs that most interest them. OIE collaborates with advising staff in departments and residential houses to ensure that information on international opportunities reaches all Harvard students. OCS also hosts a Summer Programs and Funding Fair each winter, where students explore international opportunities in anticipation of summer travel. Returned students who are enthusiastic about the benefits of study abroad

serve as peer tutors, and OCS ensures that all world regions are covered. Smaller region-focused information sessions are hosted by centers and departments. The DCRES website lists regionally relevant travel grants, including summer Foreign Language Area Studies (FLAS) funding. The SLL website details the importance of studying abroad for language acquisition and cultural understanding and encourages students to participate in approved programs abroad as well as programs based in the U.S., including the Harvard Ukrainian Summer Institute (HUSI), jointly administered by HURI and the HSS. Students can also study elementary and intermediate Russian in Cambridge at the HSS, as well as Ukrainian for Reading.

## QUALITY OF STAFF RESOURCES

***Quality of faculty and staff.*** Harvard is fortunate to have a distinguished and highly regarded faculty teaching and researching the R/E region. Of 53 key faculty, 26 devote 100% of their time to R/E; 28 are tenured, and 5 will be eligible for tenure within the forthcoming grant cycle. These faculty members offered 95 R/E-related courses during 2020–21 and authored over 70 scholarly publications from 2018 to present. For faculty and staff CVs and percentage of time devoted to teaching and/or research on the region, see Appendix III.

Faculty engage in **professional development** through a variety of programs and activities, many organized through the Bok Center. The Bok Center has been instrumental in helping faculty and TFs deploy virtual learning during the COVID-19 pandemic. Over 1,000 faculty members participated in a four-part series on teaching remotely. The Bok Center also engages in diversity and inclusion efforts. In May 2021, 72 educators participated in the first annual Inclusive Teaching Week, a series of case studies that included preparing diverse and inclusive syllabi and nurturing mentoring relationships. Another 22 faculty and staff members participated in a series entitled “Decolonize Harvard,” which explored race, racism, and

colonialism as they emerge in the structures, curriculum, and cultural practices of the university.

The Learning Lab, an intergenerational team and studio space built to support creative approaches to teaching and learning, supported 62 courses and projects which impacted over 1,500 students. They also offered training in scholarly communication, oral proficiency for non- native speakers of English, inclusive pedagogy and digital and web development.

The Harvard Innovation and Learning in Teaching (HILT) grant program catalyzes innovation and excellence in learning and teaching. In 2021, their annual conference was devoted to Tackling Global Challenges from the Harvard Classroom and Beyond. They also convene affinity groups around shared teaching and learning interests.

Faculty within the Faculty of Arts and Sciences have access to financial support for research, travel, and publications from a variety of sources. Junior tenure-track faculty focused on R/E are guaranteed one term of fully paid research leave by FAS, with an additional semester approved with support from the Davis Center, providing concentrated time for research prior to promotion review. A research grant from the Davis Center provides up to $2,500 to defray costs related to scholarly publications. DCRES, CES, WCFIA, HURI, and individual academic departments support travel to scholarly conferences.

Harvard professors devote most of their time to research and scholarly pursuits. They spend roughly 15 hours a week teaching and supervising undergraduates, and another 10 hours a week writing letters of recommendation and advising graduate students engaged in coursework, general exam preparation, and thesis/dissertation writing (advising protocols are detailed on pp. 16-18). Preceptors, lecturers, and instructors devote 100% of their time to teaching.

## Staffing and oversight arrangements for administration and outreach activities.

DCRES is part of Harvard’s Faculty of Arts and Sciences. Oversight of DCRES activities and

priorities is provided by an Executive Committee of 20 current and emeritus faculty and staff from four FAS departments (Anthropology, History, Government,

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| **Table 6: DCRES Executive Committee** |
| **Faculty** | **Dept.** |
| Rawi Abdelal, Chair | HBS |
| Anya Bernstein | Anthropology |
| Eve Blau | GSD |
| Jonathan Bolton | SLL |
| Julie Buckler | SLL |
| Steven Clancy | SLL |
| Timothy Colton | Gov’t |
| Grzegorz Ekiert | Gov’t |
| JeremyFriedman | HBS |
| George Grabowicz | SLL |
| Alison Frank Johnson | History |
| Salmaaan Keshavjee | HMS |
| John Malmstad | SLL |
| Terry Martin | History |
| Serhii Plokhii | History |
| Stephanie Sandler | SLL |
| William Todd | SLL |
| Hugh Truslow | HL |
| Alexandra Vacroux | DCRES |
| Justin Weir | SLL |

and SLL) as well as HBS, HSPH, GSD, HMS and HL (**Table 6**). The EC meets four times annually to discuss Center programs and academic trajectory, and to solicit feedback from faculty regarding potential initiatives. DCRES also convenes an Advisory Board of individuals from academia, business, and nonprofits, who provide advice to DCRES executive leadership on strategic initiatives.

Rawi Abdelal (Appendix III, p. 1), professor of international management at HBS, has served as Director of DCRES since 2015. Together with Alexandra Vacroux, DCRES Executive Director since 2010, Abdelal oversees management of the Title VI grant, including budgeting, reporting, communicating with the Department of Education (ED), and liaising with the many departments impacted by grant funds. Vacroux, who is the recipient of Dean’s Distinction Award for her contributions to the University, plays a large role in supervising programming funded through the grant as well as course development and teaching for the REECA Master’s Degree Program. Vacroux is responsible for

oversight of the Outreach Program; Cris Martin (Appendix III, p. 26), Associate Director for Programs, manages all NRC outreach activity, prepares ED reports, and implements evaluation of the NRC grant. Martin has led DCRES’ dynamic outreach team in coordinating events, projects, and resource development for Gr6-14 teachers and the public since 2006. The Program

Coordinator for Outreach (position to be filled) supports the development and execution of programming funded by the grant. Additional support is provided by Donna Griesenbeck, Student Programs Officer at DCRES since 1996. Griesenbeck administers the REECA Master’s Program, the REECA secondary field, DCRES undergraduate grants and internships, and the FLAS Fellowship program, including the application and selection process, oversight, reporting, and follow-up surveys.

Harvard staff have access to **professional developmen**t opportunities through the Center for Workplace Development (CWD), which offers professional, managerial, technical, and career development classes. Staff take Harvard courses at greatly reduced rates through the university’s Tuition Assistance Plan. DCRES encourages staff to take advantage of as many professional development opportunities as possible, such as conferences, courses, and mentoring. Staff periodically travel to R/E to nurture relationships with regional partners.

***Nondiscriminatory employment practices.*** Harvard University provides equal opportunity in employment for all qualified persons and prohibits discrimination in employment on the basis of race, color, religion, creed, sex, sexual orientation, gender identity, national origin, ancestry, age, veteran status, disability unrelated to job requirements, genetic information, military service, or other protected status. Every member of the University is expected to ensure a wholly non- discriminatory process of recruiting, hiring, and promoting women, members of minority groups, qualified handicapped individuals, and disabled and other covered veterans at all levels of employment throughout the University.

Harvard’s Office of Diversity, Inclusion and Belonging (ODIB) leads a sustained university-wide effort to develop, coordinate, and advance inclusive excellence, diversity, and equal opportunity across the Harvard workforce. The ODIB supports the Inclusive Hiring

Initiative, the goal of which is to develop sustainable guidelines and trainings on compliant and inclusive hiring practices that align with the university's commitment to diversity and inclusive excellence. ODIB also coordinates the University’s affirmative action programs and oversees their implementation throughout the University.

The Office of Faculty Development and Diversity (FD&D) is Harvard’s central faculty affairs office. Their goal is to recruit and retain outstanding scholars and teachers to further diversify the faculty, with particular attention to tenure-track faculty needs and the concerns of women and minority faculty at all academic ranks. FD&D works with Harvard’s various schools to guide faculty affairs policies and practices; offering University-wide programs to improve faculty life and diversity; and gathering and analyzing data on faculty appointments.

As of 2020-2021, Harvard employed 19,178 individuals, 55% of them women and 34% of whom were people of color. University-wide, 32% (463/1468) of ladder faculty positions are held by women (an increase of 2% over 2018). Twenty-five percent of ladder faculty positions across the university (366/1468) are held by minorities (an increase of 2% over 2018). Women hold 27% of the tenured professorships within FAS and 45% of the tenure-track positions.

People of color hold 24% (178/727) of ladder faculty positions within FAS.

## STRENGTH OF LIBRARY

***Library holdings and financial support for acquisitions and staff.*** HL holds one of the nation’s premier collections of Slavic-language publications and its Ukrainian holdings are the largest of any library outside Eastern Europe. With three full-time librarians as well as one and a half full- time support staff, the AEOD handles the majority of acquisitions and cataloging in Slavic and Baltic languages at Harvard. Slavic collections covering Central and Eastern Europe and Eurasia include printed materials, serials, microforms, audiovisual materials, and digital databases. In

fiscal years 2018-2021 HL acquired close to 39,000 monographs in Eurasian regional languages, 52% percent of them in a language other than Russian. Significant material in Slavic languages is also found at other libraries throughout the University. MEAAD collects monographs and serials in the languages of Central Asia and the Caucasus. Harvard’s collections of materials on Central Asia and the Caucasus constitute one of the finest such research collections in the world and include printed materials, serials, microforms, audiovisual materials, and digital databases.

HL currently subscribes to 2,100 periodicals in Russian, Ukrainian, Polish, Czech, and South Slavic languages. The HURI Reference Library subscribes to 75 journals relating to Ukrainian studies, published in Ukrainian, Polish, German, and Russian. The Davis Center Collection at Fung Library maintains a core periodicals collection and a general collection of monographs, archival guides, and reference works in Russian and English, as well as archives and other special collections material. Other Harvard libraries, including Lamont (undergraduate curriculum and government documents), Houghton (rare books and manuscripts), Fine Arts, HKS (government and public policy), HLS, and Tozzer (anthropology) acquire area-related monographs and periodicals. In addition, the Harvard Map Collection encompasses an extensive range of contemporary and historical maps, atlases, and other geographical materials on the region, many of which are available digitally.

HL maintains a robust program to collect Slavic-studies materials published in English, German, French, and other non-Slavic languages at a near-comprehensive level. The library provides access to a wide array of electronic materials, including over 1000 online databases and e-text collections, 6 million digitized items from Harvard libraries and archives and an ever- growing collection of electronic books and journals. In FY21, Harvard provided $427,000 in salary and fringe benefits for library staff working on R/E, $634,000 for acquisitions on paper,

and an additional $234,000 for e-resources.

***Access to research materials at, and by individuals from, other institutions.*** Harvard Library patrons have access to research material at other institutions through Inter-Library Loan (ILL), the Borrow Direct service for Ivy League and certain other university libraries and, since July 2021, the Shared Collections Service by the Research Collections and Preservation Consortium (ReCAP). The full integration into the ReCAP discovery system allows users at Harvard, Columbia, the New York Public Library (NYPL), and Princeton to have access to their shared collections and to request materials directly through their local catalogs. This means that Harvard Library patrons now can access over 13 million Columbia, NYPL, and Princeton items in HOLLIS, while 4 million Harvard items are available for the ReCAP partners.

The AEOD participates in the East Coast Consortium for Slavic Collections (ECC), the Slavic and East European Materials Project (SEEMP) with the Center for Research Libraries, and the Slavic, East European and Eurasian Studies affinity group at the Ivy Plus Library Confederation (IPLC). The benefits of membership include negotiated discounted prices for expensive (>$10,000) microfilm or electronic resources, collaboration on collection development, preservation, and web archiving projects. One of the most recent results of this cooperation is a collaborative Russian e-book approval plan with partners at Columbia, Cornell, Yale, NYPL, Princeton, and NYU through East View. Harvard librarians take part in IPLC web collecting programs by co-curating collections such as *Belarusian Politics and Society, Literary Authors from Europe and Eurasia, Video Appeals to the President of Russia,* and *Global Social Responses to Covid-19.*

The University makes its resources and collections available to non-Harvard patrons in several ways. The full range of Harvard’s resources is discoverable online through the HOLLIS

catalog. Digitization efforts have made many of Harvard’s collections more broadly accessible online, with the goal of providing complete free and open access to any public domain material. Faculty and Ph.D. students from other institutions are eligible for renewable three-month visiting researcher cards for library access. Visiting scholars and others affiliated with or sponsored by a Harvard research institution are also granted library privileges. Students, faculty, and researchers at other U.S. universities can access materials through ILL and avail themselves of reference services. Local undergraduates often make research visits to Harvard, New England–based K-14 teachers participating in on-campus educational programming can receive stack access as a component of the training activities provided by the DCRES Outreach Program, and the teacher fellows participating in the Engaging Eurasia Teaching Fellowship (EETF) program (described below) have digital access to Harvard’s holdings.

## IMPACT AND EVALUATION

***Impact on the University, community, region, and the nation.*** The education of students is the most fundamental goal of any university, and DCRES is proud to host the two-year REECA Master’s Program, considered to be not only the strongest regional master’s program at Harvard (because of its rigorous coursework, language, and thesis requirement) but also one of the strongest REECA MAs in the country. MA students populate graduate-level courses and enrich the experience of both doctoral students and teaching faculty. DCRES accepts an average of 8 civilian students and 1-3 Foreign Area Officers from the Army into the MA program every year **[NRC AP#1]**. After graduating from REECA, most FAOs continue their military service by staffing embassies abroad. Between 2018-2021, seven FAOs earned master’s degrees at DCRES. Eight percent of graduates go on to become journalists, ensuring regional expertise in reporting both in the US and in the region.

DCRES is committed to making Harvard’s resources available to a broad public audience. Since 2018, nearly 11,000 people have attended DCRES seminars, film screenings, panels, conferences, and activities sponsored by DCRES, both in-person and online. Faculty and staff educate the public through speaking engagements, media appearances, media placements, and trade publications, like Serhii Plokhii’s *Nuclear Folly: The History of the Cuban Missile Crisis,* published this year. For participation rates in community events, please see **Table 9**.

***Improved supply of specialists and job placement in areas of national need***. The NRC and FLAS programs at DCRES continue to supply specialists with expertise in the region to areas of national need.

Between 2018 and 2021,

37 individuals graduated from the REECA program and 14 received Harvard Ph.D.s with a regional focus. MA graduates pursue a wide variety of careers in academia, government, the military, and the private sector (see Chart 1). Ninety-five percent of REECA graduates in the last three years are using R/E expertise in their professional lives. Of these, 41% work for the federal government as Army FAOs, State Department Foreign Service Officers or civil servants, and analysts in other government agencies. Twenty-eight percent are pursuing Ph.D.s that will allow them to prepare the next generation of R/E experts. Seventeen percent are in private sector jobs,

many in government-adjacent roles. Fourteen percent work in journalism, NGOs, education or international organizations. **[NRC AP#1]**.

***Areas of national need; dissemination of information.*** Ensuring a steady supply of regional specialists to a broad range of careers is particularly important given the deterioration in U.S.- Russia relations and the continuing fear that Russia will be challenging the United States and the global order for years to come **[NRC AP#1]**. DCRES is one of 6 core members of the University Consortium (UC), an international training program for outstanding graduate students from the US, EU, and Russia. Forming a network of students (UC Fellows), academics, and officials, the UC promotes constructive dialogue among our three regions.

DCRES also disseminates research to policymakers. The bilateral Working Group on the Future of U.S.-Russian Relations is cosponsored with the Higher School of Economics in Moscow. Members publish research and commentary on issues of mutual interest, including analysis and policy recommendations incorporating both American and Russian perspectives. In July 2020, Henry Hale (George Washington University) and Olga Kamenchuk (Northwestern University) virtually launched their new report, “Don’t Call it a Cold War: Findings from the Russian-American Relations Survey.”

***Evaluation plan.*** DCRES programs are regularly subject to review and evaluation. In 2020,2 immediately before the onset of the COVID-19 pandemic, DCRES engaged Alisha Kirchoff (Appendix III, p. 21) to conduct a comprehensive evaluation of our K-14 teacher programming. Kirchoff attended an in-person teacher workshop, convened a focus group of participants, and conducted an online survey of 55 members of our educator community. More than a third of

respondents (35%) currently teach at a Title I-qualifying school and approximately 60% of

2 In late 2021, DCRES also organized an external evaluation of the SEI initiative and is awaiting the final report.

respondents serve a student population that is at least somewhat racially and ethnically diverse. This suggests that the DCRES outreach program is connecting with educators from an array of institution types and who teach students from different racial, ethnic, and class backgrounds **[AP#1].** Several focus group participants attested that DCRES programming “goes deeper” than that offered by others, and incorporates widely applicable themes. Cris Martin, who oversees the OP at DCRES, was widely praised for her effectiveness in her role, her relationship-building with teachers, and her exceptional area knowledge and understanding of educator needs.

The evaluation revealed that more can be done to promote DCRES teacher programming among local educators. Survey respondents indicated that they would benefit from additional strategies for implementing content learned through teacher workshops into their classrooms.

Educators also expressed a desire to revisit workshop topics that have been offered in the past through refreshers built around new materials and experts. We aim to provide these enhancements in the coming cycle. We will track the success of implementation through internal surveys that teachers complete after every training.

The REECA MA program has long been a standout in the field. While generations of scholars and leaders in policy, government, and industry trained in the program, it has not been evaluated as a part of our Title VI funding and past evaluation activities in recent years. Using a combination of Title VI and DCRES funds, we propose to engage Kirchoff to conduct an evaluation of the REECA MA program in the coming cycle. Doing so will allow us to assess the impact of DCRES investment in course and program development for graduate studies, as well as the impact FLAS has on career trajectories. This endeavor will help reveal the impact of FLAS and Title VI as a whole. Motivating questions that will inform the evaluation, along with a timeline of evaluation activities, can be found in **Table 7.**

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| **Table 7: Motivating Questions and Objectives for REECA MA Program Evaluation** |
| **Motivating Questions** | **Targeted Program** | **Objective** | **Evaluation Activity** | **Timeline****of Activity** |
| What are the features and | Entire MA | Determine the Harvard | Content analysis of | FY1, |
| distinctions of the DCRES | Program | REECAS MA program's | MA program websites | FY4 |
| MA program offerings and |  | strengths relative to peer | and other publicly |  |
| requirements relative to other |  | institutions including those | available information. |  |
| institutions that train area |  | that are not associated with |  |  |
| studies specialists/experts in |  | Title VI NRCs. |  |  |
| the field? |  |  |  |  |
| How have programming | FLAS Program, | Assess how the administration | Alumni and current | FY2, FY |
| elements and center staffing | Title VI-funded | of FLAS program, course | student survey and in- | 3 |
| influenced MA program | course | offerings, and other | depth interviews, |  |
| development and student | development, | programming related to the | Staff interviews, |  |
| trajectories and outcomes? | Title VI- | MA program have influenced | review of program |  |
|  | supported | student experiences and | archival materials |  |
|  | faculty and staff | outcomes. |  |  |
| What are the long-term impacts of DCRES MA programming on individual career trajectories of alumni? | Entire MA Program | Determine how the Harvard REECAS program influences career outcomes throughout the length of one's career | Alumni and current student survey and in- depth interviews | FY2, FY3 |
| What is the impact of | Entire MA | Reveal the contributions of | Content analysis of | FY2, |
| DCRES MA programming | Program | REECAS MA students to the | MA program websites | FY3 |
| on the field? |  | ongoing study and knowledge | and other publicly |  |
|  |  | production on topics related to | available information; |  |
|  |  | REEES. | Alumni and current |  |
|  |  |  | student survey and in- |  |
|  |  |  | depth interviews |  |
| Is FLAS-funding at the MA | FLAS Program, | Investigate whether FLAS | Alumni and current | FY1, |
| level associated with | Entire MA | recipients are more likely to | student survey and in- | FY2, |
| different career trajectories | Program | engage in government service | depth interviews | FY3, |
| than alumni who did not |  | and determine whether they |  | FY4 |
| receive FLAS funding at the |  | are more likely to remain |  |  |
| MA level? |  | professionally committed to |  |  |
|  |  | the region. |  |  |

In addition to the external evaluation conducted by Kirchoff, DCRES will continue to evaluate all NRC-funded activities through the establishment of relevant program goals and the use of select assessment tools; we will make responsive adjustments throughout the project period. A selection of evaluation metrics is included in **Table 8**.

Outreach workshops are evaluated by participants at the conclusion of each event. Teachers who attend DCRES-sponsored professional development programs report that the workshops strengthen their understanding of specific topics and help them develop teaching materials for their classes. A survey of educators who attended the 2021 summer workshop on

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| **Table 8: Evaluation Measures for Select Activities** |
| **Activities** | **Project Goal** | **Data Indicators** | **Method(s)** |
| Negotiation Task Force |
| Graduate-level political science course, "Post-Soviet Conflict" | Students gain a deeper understanding of current political events and the value of having negotiation and conflict resolution skills. | Course offered (# of students enrolled); student satisfaction with course and skill acquisition. | Classroom assessment; end-of-term survey (in addition to traditional Harvard course survey) |
| Salary for Research Assistant and related workshops | New simulation materials will be created and piloted for Sea Cadets and HS students. | Simulation materials (#/type); dissemination plan (# of downloads); # of participants in workshops | Survey of teachers/students who participated in simulations to understand use and satisfaction. |
| Innovation Fellowship | Integrate REECA MA students with SEI research initiatives; increase professional skill development in MA students | # of Fellow outputs (Insights, digital projects, presentations); Satisfaction with fellowship | Mid- and end-of-program check-in; End of program survey |
| Outreach Programming |
| Engaging Eurasia Teacher Fellowship Program | Teacher participants will increase understanding of R/E and share knowledge with students through teacher-created lessons. | Fellowship executed (# of participants, webinars, level of interaction on Basecamp site); fellows' final projects (lesson plans); lessons posted online (# of views/downloads) | End of program survey; long-term follow up of all fellowship participants 6- months out of year 3 program close |
| Joint summer workshop with GSOC | Teacher participants will improve their global competence through exposure to new pedagogical tools and international content and explore ways to develop global competence in their students. | Workshop executed (#of participants); talks recorded and share online (#of views/downloads) | End of program survey;6-month follow up survey to gauge long-term impact |
| Library Digitization Projects |
| Digitization of library materials | Digitized collections, available online, will increase understanding of and engagement with interested scholars and public. | Searchable digitized materials (# of images, collections) and corresponding library guides; online exhibits of digitized materials (web analytics) | Citations of use for digitized materials; Pop- up survey for exhibit viewers |

dis/misinformation revealed that 89% were extremely satisfied with the workshop content and definitely planned to use what they learned with their students. All 14 AY2020-2021 EETF fellows reported that their final project, in which they developed and implemented lessons/activities about post-Soviet conflict in Eurasia, was professionally meaningful. One

participant stated, “Completing the final project helped me make a tangible, organized product that I can share with colleagues and other educators. It helped me solidify my ideas and practices into something concrete.” Other feedback indicated fellows would benefit from small group check-ins throughout the fellowship, which we have incorporated into year 2 of the program.

***Provisions for equal access and treatment.*** An environment of inclusivity is central to the university’s mission and essential to maintaining intellectual excellence at Harvard. Harvard’s admissions policy seeks to assemble a diverse, well-rounded student body. The Undergraduate Minority Recruitment Program, staffed by current undergraduates, works with Harvard’s Admissions Council to extend outreach to minority middle school and high school students who have been underrepresented on campus. Fifty-six percent of the class of 2021 self-identified as African American, Latino, Asian American, or Native American, up from 51% in 2018.

The Office for Equity, Diversity, Inclusion and Belonging (OEDIB) works with stakeholders and partners across the University to guide Harvard’s culture toward inclusive excellence. OEDIB is led by Chief Diversity and Inclusion Officer, Sherri Charleston (hired in 2020), including the Office of Diversity and Minority Affairs (ODMA) in GSAS. ODMA administers the Diversity and Inclusion Fellowship (DIF) Program. Open to any 2nd-year graduate student in GSAS, the DIFs identify needed areas of support within GSAS and participate in recruitment and outreach to potential students. To encourage minority students to consider graduate programs in the sciences, humanities, and social sciences, Summer Research Opportunities at Harvard brings recent college graduates interested in pursuing a Ph.D. to live on campus and work alongside faculty and graduate students for a summer.

The Office of Diversity, Education and Support supports diversity and inclusion efforts specifically within Harvard College. The Diversity Peer Educators (DPEs) program recruits

undergraduate students to serve as mentors and lead trainings around issues of diversity and inclusion and host special events to promote social justice on campus. They also oversee the race relations tutor/advisor program, which aims to help promote positive and amicable relationships within the Harvard College community on a day-to-day level.

Harvard provides extensive support services and accommodations to students with disabilities. All NRC events are held in buildings that are wheelchair accessible and easily reached by public transportation **[Section 427 of GEPA]**. DCRES’ new website and digital resources within are accessible to individuals with disabilities by adhering to web coding standards for digital accessibility (conforming to WCAG 2.1 AA) and by providing audio resources in alternative, text-based formats. All event recordings posted to the DCRES YouTube channel are professionally captioned.

## OUTREACH ACTIVITIES

***Outreach to elementary and secondary schools.*** DCRES’ Outreach Program (OP) places particular emphasis on Gr6-14 teachers and students in greater New England **[AP #2]**. Between 2018 and 2021 DCRES conducted 20 classroom presentations at elementary, middle, and high schools (7 of which were on Zoom); 25 outreach events, including 4 Global Studies Outreach (GSO) summer educator workshops; and 14 online EETF educator fellowship sessions for a total attendance of nearly 2,000 (**Table 9**). Twenty-six Harvard affiliates—including junior and senior professors, visiting scholars, undergraduate and graduate students, and staff from all corners of the university—presented at these events. DCRES also encourages Russian language study among secondary students by hosting the New England Regional Olympiada of Spoken Russian (see Section A). In the past 4 years, 151 students have competed in the event.

DCRES has developed a close partnership with the Massachusetts Bay Division of the

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| **Table 9: Select R/E Outreach Events, 2018-2021 (T=Teachers, C=Community, S=Students)** |
| **Summer Workshops** | *Date* | *Attendance* | *Co-sponsors* |
| Mis/Disinformation: Perspectives and Pedagogies for Educators in the Post-Truth World (Virtual) | 7/26-8/6/2021 | 36 T | CMES, Asia Center, CAS, GHELI |
| Under Fire: The Intersections of Climate and Conflict (Virtual) | 7/28-8/6/2020 | 35 T | CMES, Asia Center, DRCLAS, CAS, GHELI |
| Gender Matters | 8/5-8/2019 | 38 T | CMES, Asia Center, CAS, GHELI |
| The Internet: Tangled Webs, Global Promise | 8/6-9/2018 | 36 T | CMES, Asia Center, CAS, GHELI |
| **School-Year Workshops** | *Date* | *Attendance* | *Co-sponsors* |
| Pipelines and Politics (Virtual) | 5/19 & 5/26/2021 | 20T | NTF |
| Russia at the Edge of Empire: Unpacking the Baedeker Handbook | 12/8 & 12/15/2020 | 15 T | Imperiia Project |
| Continuity and Change in Central Asia | 2/3/2020 | 25 T | Program on Central Asia |
| Putting Russia on the Map: Using Historical Geographic Resources to Understand Imperial Russia | 5/16/2019 | 13 T | Imperiia Project |
| US/Russian Relations | 12/6/2018 | 22 T |  |
| **Exhibits** | *Date* | *Attendance* | *Co-sponsors* |
| Baba, Babushka | 2/14-5/31/2020 |  | Reischauer Institute of Japanese Studies |
| Elegy to a Uyghur Dreamscape | 5/1/2020-6/1/2020 |  |  |
| Fighting Pencil vs. the Bureaucrat: Satirical Posters from the Soviet Union | 3/6-4/21/2019 |  |  |
| Current: Celebrating 70 Years of Russian and Eurasian Studies at Harvard University | 10/4-12/14/2018 |  |  |
| **Film Screenings** | *Date* | *Attendance* | *Co-sponsors* |
| *Women’s Day* | 03/9/2020 | 38 C |  |
| *Dovlatov* | 2/27/2020 | 65 C |  |
| *Going Vertical* | 11/14/2019 | 38 C |  |
| *Barber of Siberia* | 4/9/2019 | 20 C |  |
| *Women of the Gulag* | 3/5/2019 | 25 C |  |
| **Classroom Visits/Community Lectures** | *Date* | *Attendance* | *Co-sponsors* |
| What You Should Understand about Russia | 5/24/2021 | 10 S, 1 T | Framingham High School (MA) |
| Conflict in Post-Soviet Eurasia | 1/22/2021 | 25 S, 2 T | Alvirne High School (NH) |
| US/Russia Relations | 1/14/2021 | 25 S, 1 T | Nicolet High School (WI) |
| What’s Happening in Belarus and Nagorno-Karabakh? | 11/10/2020 | 22 S, 1 T | New Berlin High School (WI) |
| Late Cold War Realities | 6/4/2020 | 14 S, 2 T | Framingham High School (MA) |

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| --- | --- | --- | --- |
| Putin’s Russia | 5/19/2020 | 18 S, 2 T | Framingham High School (MA) |
| Authoritarianism in Russia | 2/4/2020 | 14 T, 2 S | Alvirne High School (NH) |
| Human Rights in the USSR (for ROTC students) | 2/4/2020 | 35 S, 3 T | Alvirne High School (NH) |
| US/Russia Relations | 3/25/2019 | 55 S, 2 T | Weston High School |
| US/Russia Relations | 3/6/2019 | 110 S | Bromfield High School |
| **Community/Cultural Events** | *Date* | *Attendance* | *Co-sponsors* |
| Olympiada of Spoken Russian (Virtual) | Annually in April | 30 S |  |
| Painting “Playground of the Autocrats” with artist Anne Bobroff-Hajal (Virtual) | 2/11/2021 | 81 C |  |
| Georgia: The Cradle of Wine and Polyphony (Concert and Lecture) | 4/11/2018 | 120 C |  |
| Nowruz (Persian New Year) | March 2018 and2019 | 235 C | CMES, ISP, Semitic Museum |

U.S. Naval Sea Cadet Corps, a maritime based youth program for students ages 13-18 sponsored by the U.S. Navy and supported by the U.S. Coast Guard. The Sea Cadets are a diverse community—36% of cadets are ethnic minorities, 23% hail from inner-city communities, and 23% are female. Alexandra Vacroux serves as the Academic Training Officer for the Mass Bay Division, ensuring that cadets learn about the geopolitical context in which the military operates. Several graduates from DCRES’ REECA MA program, most of them FAOs with the U.S. Army, have spoken to the cadets, discussing their careers and the importance of developing global understanding as members of the armed forces **[AP#1]**. The Sea Cadets have also been active participants in programming developed by DCRES’ NTF: 11 cadets have participated in Red Horizon, an immersive simulation that provides leaders from national security, academia, and industry with a unique opportunity to utilize their negotiation and decision-making skills in a real-world military scenario. Finally, the NTF has created training exercises and resources specifically for the Sea Cadets. In March 2021, 36 cadets participated in a negotiation training and simulation on pipelines in (an imaginary) Central Asia. Based on the success of this event, NTF staff have created a new negotiation simulation specifically tailored to the Sea Cadets. It will be piloted in spring 2022 and then rolled out more broadly to high schools.

For the past 10 years, DCRES has collaborated with NRCs and other regional centers on campus to offer an annual summer workshop for middle, high school, and community college educators on an issue of global importance. These workshops provide training in both content and pedagogy through regional case studies designed to introduce new classroom content. The 2021 session, “Mis/Disinformation: Perspectives and Pedagogies for Educators in the Post-Truth Era,” attracted 35 educators nationwide. 92% of participants said they were extremely satisfied with the workshop; 85% claimed they would use workshop materials in their classroom teaching.

In 2020, DCRES (in collaboration with the Center for Slavic and East European Studies at the Ohio State University, the Center for Russia and East European Studies at the University of Pittsburgh, and the Center for Russia, East Europe and Central Asia at the University of Wisconsin-Madison) launched the Engaging Eurasia Teacher Fellowship (EETF). This year- long fellowship is open to high school and community college educators who want to deepen their understanding of the history, culture and geopolitics of R/E. Fellows meet for monthly webinars to hear from content and pedagogical experts. At the culmination of the fellowship, participants produce a series of lesson plans on the focus topic. In year one (AY2020-2021), the topic was Conflict in the Post-Soviet Space; in year two (AY2021-2022), fellows have been studying the arts and culture of Russia. Since the program’s inception, 28 teachers from 17 states nationwide (and Puerto Rico) have participated.

***Outreach to postsecondary institutions.*** DCRES’ longstanding Center Associates program engages regional studies experts from over 45 postsecondary institutions. These 150 R/E scholars, predominantly based in the Northeast, form the mainstay of the DCRES community. They receive access to Harvard Library, participate in seminars, collaborate on conferences, and provide a critical intellectual mass to sustain the Center’s community.

Postsecondary students are involved in several annual events. The Undergraduate Colloquium showcases research in R/E studies by students from Harvard, Wellesley, and Wheaton Colleges. The REECA Thesis Colloquium convenes Harvard and Columbia master’s students to present thesis research before they graduate (and often become colleagues in government or NGOs). Undergraduates from Harvard and 6 other local universities participate in a college-level Olympiada of Spoken Russian convened by Harvard. DCRES also provides support to region-related student groups, including the Central Asian Student Association (CASA), collaborating on joint programming. In 2021, DCRES also supported a graduate student research conference on “The Near Future of Late Soviet History.”

In addition, DCRES conducted an outreach campaign to HBCUs and state colleges nationwide to promote the REECA Program, visiting scholar and fellowship opportunities, and other programming. The goal was to bring the work of DCRES to a wider, more diverse group of scholars and students **[AP#1]** in the hopes of engaging a broader audience.

***Outreach to business, media, and the general public.*** The newly relaunched DCRES website is the cornerstone of our outreach to scholars, the general public, and the media. Its robust taxonomy system allows visitors to readily identify people, events/event recordings, and content relevant to a particular field, topic, location, or time period. The site includes a searchable database of the Center’s 300+ affiliates, and Center staff connect journalists to experts who can provide timely commentary on regional issues. DCRES experts have written, appeared, and been interviewed or quoted in a diverse range of local, national, and international media outlets **[NRC AP#1]**, including *NPR, Foreign Affairs, The Washington Post, The Diplomat, The Moscow Times, USA Today, China Global Television Network, Financial Times,* and *The New York Times*. The DCRES website’s Insights gallery features original scholarship and analysis in text-

based and multimedia formats. Insights contributed by students, scholars, faculty, and staff are widely shared through the DCRES newsletter and social media to educate the public and spark conversations about R/E. Mark Kramer’s Insight on the Soviet role in World War II ranks in the top 3 Google search results for the topic and has been viewed over 24,000 times in the last year. A podcast miniseries, “How to Kill a Superpower,” released in 2021 on the 30th anniversary of the end of the USSR, combines theory, history and personal reminiscing. Developed by DCRES associates Professor Yelena Biberman (REECA ’06) and Zachary Troyanovsky, it has had roughly 3,000 listens to date. In 2022, DCRES will release materials to help educators use the podcast with their students.

DCRES, HURI, HKS, and other Harvard departments organize many public events devoted to the region. Since March 2020 these events, which are open to the public and publicized widely, have been convened virtually, enabling us to reach a larger, more diverse audience and allowed us to bring voices into panels and seminars that might otherwise be lacking due to financial and logistical barriers **[AP#1]**.

## I. PROGRAM PLANNING AND BUDGET

***Activities for which funding is sought.*** The activities proposed in this application leverage existing Harvard resources to expand our impact and diversify the pipeline of future specialists. We focus on digital projects that can reach learners of all ages, regardless of where they may live. We believe that broadening access to information about R/E by nurturing diverse opinions, sources, and forms of digital scholarship will help democratize the field in ways that will ultimately strengthen the quality and quantity of analysis and understanding of this vital region.

# DCRES requests NRC funding for the following categories of activities: 1. Diversity Initiatives; 2. Scholar Entrepreneur Initiative; 3. Outreach Programming; 4. Graduate

**Student Training and Language Study; 5. Library Acquisitions and Digitization Projects;**

**6. Professional Development. 7. Comprehensive Evaluation of REECA MA Program.** For a timeline of activities, see **Table 10**.

1. *Diversity Initiatives.* DCRES is committed to diversifying R/E studies and supporting students of color in the field. To promote diversity, inclusion, and the expression of diverse viewpoints **[AB#1]**, DCRES will collaborate with other R/E regional centers on several initiatives. In 2020-2021, in partnership with the Association of Slavic, East European and Eurasian Studies (ASEEES) and 10 peer R/E NRCs, DCRES supported the launch of the online event series *Race in Focus,* followed in 2021-2022 by *Intersectionality in Focus*. These series highlighted critical pedagogies and research by scholars from underrepresented groups and marginalized communities, reaching over 7,600 people globally. DCRES will support continued event series in the coming cycle, serving as lead program coordinator in year 2 of the grant.

DCRES will also support the REEES Think Tank (RTT) based at Howard University (HU), the only Minority Serving Institution (MSI) in the U.S. to offer a minor in Russian. The RTT, spearheaded by Dr. B. Amarillis Lugo de Fabritz (Appendix III, p. 26) and Dr. Kelly Knickmeier-Cummings (Appendix III, p. 22), was launched in 2019 with seed funding from the

U.S. Russia Foundation. The RTT project seeks to develop a new generation of specialists in R/E and create innovative career paths, research agendas, and relationship-building capacity in the field. Over three years, RTT has supported 91 undergraduates, who have been paired with faculty mentors who help them define their research questions, effectively conduct research, and eventually present at the annual ASEEES conference. DCRES requests Title VI funds to provide honoraria to these faculty and graduate student mentors.

DCRES will collaborate with other Title VI grantees to provide small grants to faculty at CCs and MSIs to develop new courses containing at least 25% R/E content, or to revise existing courses to include the same. Since its launch in 2014, the consortium (based at Indiana University, Bloomington) has awarded 15 grants of roughly $2,000 to faculty across institutions and disciplines. From 2022, the consortium will award at least two grants per year: $6,000 for creation of an entirely new course, and $3,000 to revise an existing course. These grants will help ensure that students enrolled at CC/MSIs have access to course material on R/E **[CP#1]**.

1. *Scholar-Entrepreneur Initiative.* DCRES requests NRC funds for select teaching, staffing, student fellowships, public events, and resource creation to ensure broader dissemination of outputs of the SEI programs—the Negotiation Task Force, the Imperiia Project, and the Program on Central Asia (see p. 5). DCRES will continue to provide most funding required for these programs. NRC funds will support the Innovation Fellowship, which pairs highly motivated graduate students with the 3 Scholar-Entrepreneurs. Innovation Fellows receive monthly stipends, training, and mentorship while gaining hands-on experience and an understanding of the critical role of area studies in today’s world.

NRC funds will be used to offer the undergraduate course **Negotiating Post-Soviet Conflict: The Geopolitics of Eastern Europe and the Caucasus**, which uses simulations to teach students about conflict in the post-Soviet arena from a negotiation perspective. The NTF Research Associate will create new regionally relevant negotiation simulations for high school, community college, and college students. The NTF will offer a 2-day scenario development workshop to train up to 25 high school teachers on designing and tailoring immersive learning experiences and integrating existing NTF simulations and cases into their classes. The NTF will also offer an annual 3-day negotiation boot camp to the U.S. Naval Sea Cadets. First working

with the Massachusetts Bay Division in 2022-2023, they will offer the Sea Cadets Negotiation Boot Camp at the regional level in 2023-2024, and at the national level in later years. NTF activities will provide students with a deeper, more nuanced understanding of current political events and hone individual negotiation and conflict management skills that will serve them well in any career **[NRC AP#1].**

Title VI funding will ensure that the community beyond the university benefits from a steady stream of SEI program activities. Public programming such as roundtables, lectures, film screenings, and cultural events, will bring Central Asian culture, history, and politics to the community, including Gr6-14 teachers and students. An annual symposium on contemporary Central Asia will engage students and scholars in multidisciplinary conversation and analysis; themes may include security and foreign policy, digital transformation and digital governance, migration and demographic change, politics and religion, Islamism, migration and demographic change, the geopolitics of energy, and gender.

1. *Outreach Programming* **[NRC AP#2].** The DCRES Outreach Program helps students, educators, and members of the community learn about R/E through high-quality educational programming and resources. Under the leadership of Associate Director for Programs Cris Martin, and with support of a Program Coordinator, the OP draws on faculty research and university resources, “translating” them into accessible formats. Title VI funds are requested to cover 50% of the outreach staff’s salary and to expand two successful outreach programs: the **Engaging Eurasia Teaching Fellowship (EETF)** and the **Global Studies Outreach Committee (GSOC) annual summer workshop**. EETF helps educators from middle schools, high schools, and community colleges integrate Russian and Eurasian studies into their teaching. Fourteen competitively selected fellows will meet online 8 times over the course of a year to

explore key regional issues with a multidisciplinary perspective, share pedagogical resources, and pilot original new lessons with their students. DCRES will continue to partner with 4 other R/E studies centers on EETF: University of Pittsburgh, Ohio State University, and University of Wisconsin-Madison. The lesson plans created by the 40+ participants will be disseminated for use by other educators. GSOC, a consortium of Harvard centers, will continue offering an annual **summer workshop on a global theme** of relevance to the Common Core. Multiregional and multidisciplinary, these bootcamp-like programs feature lectures, exercises, hands-on activities, and presentations on innovative pedagogy. The workshops attract educators from middle and high schools, community and state colleges [**NRC CPP#1**], and in-service teachers **[NRC CPP#2]** from across the country. From 2018 to 2021, over 140 educators, 21% of whom teach at community colleges, participated in the sessions.

OP will continue DCRES’ collaboration with North Shore Community College (NSCC) faculty members Lawrence Davis and Kara Kaufman (Appendix III, p. 20), a facilitator in our annual GSOC workshop. DCRES will recruit faculty speakers for an annual NSCC forum and conduct visits to CC classes. Davis will work with the OP to develop a network of community college educators who are interested in R/E **[NRC CPP#1]**.

DCRES will offer annual **R/E-specific teacher training workshops** leveraging new research by Harvard faculty, the SEI, and graduate students, library resources and digital materials. DCRES will share resources produced through its outreach activities via websites devoted to **Open Education Resources (OERs)** at community colleges. The **Olympiada of Spoken Russian** for the New England Region, hosted annually by DCRES, challenges middle and high school students to demonstrate their mastery of the language. Funds will also be used to sponsor undergraduate student participation in the National Post-Secondary Russian Essay

contest, another opportunity for students to show their burgeoning Russian language skills.

**Outreach to the Public**. The DCRES OP will continue promoting public engagement with R/E through film screenings, cultural events, and lectures at schools, community organizations, and libraries [see **Table 9**], and through digital events and resources. In the near term, events will be held virtually due to the pandemic. Moving forward, we expect to offer a combination of in-person and virtual events to extend our reach far and wide.

NRC funds are requested to support the **Moscow Material Witnesses (MMW) Project**, spearheaded by Dr. Julie Buckler (Appendix III, p. 7) and Dr. Julia Chadaga of Macalaster College. MMW is a web-based multimedia resource that teaches visitors about Russia through material culture. The site hosts an exhibit of Russian objects, from *matryoshki* to monuments, accompanied by descriptive information, analytical essays, interactive maps, and timelines.

Navigating through the site allows visitors to discover how each object is caught up in a complex web of cultural, historical, and political associations. Funds will be used to continue cataloging items for the website, and to make the site more accessible to learners and educators.

1. *Graduate Student Training and Language Study.* Funds will be used to introduce two professional development opportunities for Ph.D. candidates. The first is a **new paid internship opportunity** for SLL students seeking to broaden their professional skills and experience before entering the job market. (NRC funds will support one of the interns; DCRES will support the other.) Placements may be with companies, nonprofits, think tanks, university or public libraries, or Harvard’s research centers. The stipend will relieve students of one semester’s worth of teaching. For the second opportunity, SLL and the Bok Center will develop a series of “**Minding Making” Workshops** for R/E language students. The Minding Making approach builds on a framework that studies the material world carefully and critically in the hopes of fostering

empathy across ethnic, cultural, and socioeconomic divides. Workshops will involve scholars and artists from the U.S. and R/E and staff from Harvard libraries and museums.

DCRES will also contribute annually to the University of Wisconsin’s **Central Eurasian Studies Summer Institute (CESSI)** to support students of Central Asian languages.

1. *Library Acquisitions and Digitization Projects.* Resources used for curriculum and research are rapidly changing, and libraries need to be flexible as they consider, acquire, and provide access to these new formats (e.g., web sites documenting current events and organizations; print and e-publications from organizations that may soon be defunct; or political ephemera that shows a wide variety of political opinion) **[AP#1]**. Consequently, funds are requested to **acquire digital resources** for Harvard Library. Harvard libraries increasingly provide resources through consortia such as the Ivy Plus Libraries Confederation and the Research Collections and Preservation Consortium (ReCAP). These consortia support shared borrowing as well as new collection development efforts in coordinated and collaborative collecting, with the goal of providing more resources to all. Participating in these collective efforts through approval plans and subscriptions ensures that current scholarly materials are part of library collections. Funding from Title VI will allow librarians to acquire unique and innovative forms of scholarly output—including a TV Rain subscription and archive, eLibrary.ru, and Digital archives of Russian and Soviet periodicals—as they become available. Funds will also be used to implement a collaborative E-book approval plan with Columbia, Cornell, Yale, NYPL, Princeton and NYU, enabling the purchase of 450-500 e-books annually. Title VI funds will also be used to digitize existing holdings for the Fung Library, which houses the Davis Center Collection. Materials to be digitized include a collection of rarely seen Soviet posters, and artworks and photographs documenting the underground art movement in 1980s

Leningrad. Past NRC funding has enabled the digitization of the Soviet Information Bureau Photograph Collection (6,000 images documenting postwar reconstruction in the USSR); and a 30,000-page collection of print materials from the early-20th-century Russian women's movement. In digitizing its holdings, the Davis Center Collection expands intellectual access by maximizing the metadata available online, translating Russian-language captions into English, and making metadata and other text keyword-searchable via OCR and other means.

1. *Professional Development.* NRC funds will support professional development for Harvard staff. To strengthen comprehensive language and area studies instruction, Harvard language preceptors and reference librarians will attend professional conferences, including those of the American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of Slavic and East European Languages (ATSEEL), and ASEEES.
2. *Comprehensive Evaluation of REECA MA Program.* NRC funds will be used in combination with DCRES funds to evaluate the REECA MA program and outcomes for DCRES FLAS alumni (see pp. 30-31 for details).

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| **Table 10: Activities Timeline** |
| **Activities** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| *Diversity Initiatives* |
| *Race in Focus Series* | Organize and execute 8 academic panels; DCRES trains asadministering center | Organize and execute 8 academic panels; DCRES serves asadministering center | Organize and execute 8 academic panels | Organize and execute 8 academic panels |
| *REEES* | Undergraduate | Undergraduate | Undergraduate | Undergraduate |
| *Think Tank* | mentorship, student | mentorship, student | mentorship, student | mentorship, student |
|  | presentations at | presentations at | presentations at | presentations at |
|  | ASEEES | ASEEES | ASEEES | ASEEES |
| *Course Devt* | 2 grants awarded to | 2 grants awarded to | 2 grants awarded to | 2 grants awarded to |
| *Grants for* | MSI/CC faculty, one | MSI/CC faculty, one | MSI/CC faculty, one | MSI/CC faculty, one |
| *MSI/CC* | for a new course, one | for a new course, one | for a new course, one | for a new course, one |
| *faculty* | for a revamped course | for a revamped | for a revamped course | for a revamped course |
|  |  | course |  |  |
| *Scholar Entrepreneur Initiative* |
| *Negotiation* | "Post-Soviet Conflict" | "Post-Soviet | "Post-Soviet Conflict" | "Post-Soviet Conflict" |
| *Task Force* | course; new cases and | Conflict" course; | course; new cases and | course; New cases and |
|  | simulations; scenario | New cases and | negotiation | negotiation |
|  | design workshop for | simulations; | simulations; | simulations; |
|  | HS teachers; | programming for | programming for Sea | programming for Sea |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | programming for local Sea Cadets; Innovation Fellowship | local Sea Cadets; Innovation Fellowship | Cadets state-wide; Innovation Fellowship | Cadets nationwide; Innovation Fellowship |
| *Program on* | Seminars and public | Seminars and public | Seminars and public | Seminars and public |
| *Central Asia* | programs devoted to | programs devoted to | programs devoted to | programs devoted to |
|  | CA; Innovation | CA; Innovation | CA; Innovation | CA; Innovation |
|  | Fellowship | Fellowship | Fellowship | Fellowship |
| *Imperiia Project* | Innovation Fellowship | Innovation Fellowship | Innovation Fellowship | Innovation Fellowship |
| *Outreach Programming* |
| *Engaging* | Revise program | Revise program | Revise program | Revise program |
| *Eurasia* | guidelines and | guidelines and | guidelines and | guidelines and |
| *Teacher* | materials; market | materials; market | materials; market | materials; market |
| *Fellowship* | fellowship and accept | fellowship and accept | fellowship and accept | fellowship and accept |
| *Program* | applications; | applications; | applications; | applications; |
|  | Fellowship Year 3 | Fellowship Year 4 | Fellowship Year 5 | Fellowship Year 6 |
|  | (Everyday Life in | (Environmentalism in | (Russia in the World) | (Gender and Equity in |
|  | USSR) | Post-Soviet Space) |  | Post-Soviet Space) |
| *Annual* | Summer GSOC | Summer GSOC | Summer GSOC | Summer GSOC |
| *Outreach* | Workshop; (2) | Workshop; (2) | Workshop; (2) | Workshop; (2) Teacher |
| *Events* | Teacher workshops; | Teacher workshops; | Teacher workshops; | workshops; Workshop |
|  | Workshop with | Workshop with | Workshop with | with NSCC; Film |
|  | NSCC; Film | NSCC; Film | NSCC; Film | screenings, community |
|  | screenings, | screenings, | screenings, | and cultural events |
|  | community and | community and | community and |  |
|  | cultural events | cultural events | cultural events |  |
| *Moscow* | Additional items | Additional items | Additional items | Additional items |
| *Material* | cataloged and added | cataloged and added | cataloged and added | cataloged and added to |
| *Witnesses* | to site | to site; offer teacher | to site; Develop web- | site |
| *Digital* |  | workshop based on | based curriculum for |  |
| *Project* |  | site materials | educators |  |
| *Graduate Student Training and Language Study* |
| *SLL Ph.D.**Student Internships* | Program materials developed, 2 internships offered | 2 internships offered | 2 internships offered | 2 internships offered |
| *Minding Making Workshops* | Develop, advertise and offer annual workshop | Develop, advertise and offer annual workshop | Develop, advertise and offer annual workshop | Develop, advertise and offer annual workshop |
| *Regional Language Consortiums* | CESSI, held every summer | CESSI, held every summer | CESSI, held every summer | CESSI, held every summer |
| *Library Acquisitions and Digitization Projects* |
| *Acquisition* | Implementation of e- | Implementation of e- | Implementation of e- | Implementation of e- |
| *of print and* | book approval plan; | book approval plan; | book approval plan; | book approval plan; |
| *e-resources* | Direct acquisition of | Direct acquisition of | Direct acquisition of | Direct acquisition of |
|  | important and | important and | important and | important and |
|  | requested resources | requested resources | requested resources | requested resources |
| *Digitization of Library Collections* | Student hiring for digitization of library materials | Student hiring for digitization of library materials | Student hiring for digitization of library materials | Student hiring for digitization of library materials |

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| *Professional Development* |
| *Staff PD* | HL/SLL staff to professional conferences | HL/SLL staff to professional conferences | HL/SLL staff to professional conferences | HL/SLL staff to professional conferences |

## J. FLAS AWARDEE SELECTION PROCEDURES

***Advertisement of FLAS awards.*** FLAS Fellowships are advertised via multiple channels to reach R/E graduate students who demonstrate financial need. Students increasingly turn to Harvard online databases to identify funding opportunities, and DCRES has leveraged this infrastructure to promote FLAS Fellowships to target audiences across Harvard’s graduate and professional schools. The program is featured on regional center websites (DCRES, HURI); flyers describing the program are distributed at undergraduate fairs promoting study abroad; and email announcements go to R/E faculty, graduate, and undergraduate students to prospective students in relevant programs, as well as to professional school financial aid offices.

***Application procedure.*** Applicants submit an online application form that requests information on citizenship, language background, and academic and professional plans; a statement of purpose describing how the FLAS language will be used in relation to the program of study and future career plans; two letters of recommendation (from a language instructor and an area studies instructor); a resume or CV; a transcript; and (for academic-year FLAS) the FAFSA. ***Selection criteria.*** In making FLAS selections, Harvard meets ED criteria as specified in the *Code of Federal Regulations*. The AY FLAS Fellowship competition is open to U.S. citizens and eligible permanent residents who have accepted admission to or are enrolled in the Harvard REECA Master's Program, a Harvard Ph.D. program in the humanities or social sciences focused on R/E, or another Harvard master's program that requires a high level of proficiency in an approved R/E FLAS language and area studies. All FLAS Fellows must demonstrate potential for high academic achievement and must agree to pursue full-time study in accordance with

Harvard's requirements during the entire award period. Students using Summer FLAS Fellowships overseas must be enrolled in a language program approved by ED. AY FLAS Fellowships may be used to support dissertation research that cannot be conducted in the United States if the Fellow has an appropriate overseas affiliation and will use original language materials to an extent equal to one year’s instruction in the language.

The FLAS Selection Committee ranks eligible applicants based on academic merit and FLAS priorities, without consideration of financial need. Non-meritorious applicants are eliminated from consideration. The GSAS Financial Aid Office then reviews FAFSA reports of meritorious applicants and groups them according to expected family contribution (EFC).

Among meritorious candidates with EFC equal to or greater than the FLAS Fellowship award, highest priority goes to applicants pursuing language and area studies, especially those who express strong interest in a future career in areas of national need **[NRC AP#1]**. Per federal guidelines, candidates pursuing dissertation research abroad will be given lower priority.

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| **Table 11: FLAS Award Distribution by Language, 2018-2022** |
| **Year** | **Languages** | **Total** |
| **2018-****2019** | **AY** | Arabic (1), Czech (1), Russian (7), Ukrainian (1) | 10 |
| **Summer** | BCS (1), Kazakh (1), Russian (3), Ukrainian (1) | 6 |
| **2019-****2020** | **AY** | Armenian (1), Polish (2), Russian (7) | 10 |
| **Summer** | BCS (1), Kazakh (1), Russian (3), Ukrainian (1) | 6 |
| **2020-****2021** | **AY** | BCS (1), German (1), Polish (2), Russian (5), Uzbek (1) | 10 |
| **Summer** | Polish (1), Russian (3), Ukrainian (4) | 8 |
| **2021-****2022** | **AY** | BCS (2), Polish (1), Russian (6), Ukrainian (1) | 11 |
| **Summer** | TBD | TBD |

***Selection committee.*** The 4-member multidisciplinary FLAS Selection Committee is comprised of R/E

faculty and is overseen by the DCRES Director and Executive Director.

***Timeline for selection process.*** Deadlines for summer and academic year FLAS coincide with broader Harvard admissions and funding processes. Applications are due in mid-January (AY) and mid-February (SU). Applications are reviewed and ranked by mid-February (AY) and mid-

March (SU). Notifications are made to nominees in early March (AY) and late March (SU). ***Correspondence to announced priorities.*** Over the past 4 years, Harvard has awarded 31 AY FLAS fellowships and 18 summer grants (**Table 11**). 100% of FLAS fellowships went to students of LCTLs. DCRES requests annual funding for 10 Graduate AY FLAS Fellowships and 3 SU FLAS Fellowships during the 2022-26 grant period. All awards will be granted to students of LCTLs **[FLAS CPP#2]**. Priority for AY FLAS will be given to students who demonstrate financial need based on FAFSA and institutional measures **[FLAS CPP#1]**.

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| **Table 12: References to Grant Priorities** |
| **Priority** | **Page number** |
| NRC AP#1 | 1, 5, 27, 29,37, 42, 49, |
| NRC AP#2 | 4, 42 |
| NRC CPP#1 | 43 |
| NRC CPP#2 | 43 |
| FLAS CPP#1 | 50 |
| FLAS CPP#2 | 50 |

## K. COMPETITIVE PRIORITIES

DCRES will meet competitive preference priorities for NRC and FLAS through established programs and new activities. DCRES welcomes diverse perspectives in students, scholars, and speakers we engage as well as in materials we collect and create. The proposed programs on diversity and inclusion will propel that effort forward. Students will receive professional development, mentoring and encouragement to pursue careers in areas of national need, and

DCRES will continue to monitor student outcomes post-graduation. The Outreach Program will provide training to secondary teachers, community college educators, and teachers in training **[NRC CPP #1 and #2]** through fellowships and workshops, collaborations with NSCC, and classroom visits. When determining **FLAS** awards, priority will be given to academically meritorious students with financial need, determined through the submission of FAFSA **[FLAS CPP#1]**, and 100% of FLAS grants will be awarded for the study of LCTLs **[FLAS CPP#2]**.

Specific ties competitive priorities are cited throughout the narrative (**Table 12**).