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**Institute of Slavic, East European, and Eurasian Studies University of California, Berkeley**

**National Resource Centers Program**

*Assistance Listing Number 84.015A*

and

**Foreign Language and Area Studies Fellowships Program**

*Assistance Listing Number 84.015B*

**FY 2022 – 2025**

U.S. Department of Education Office of Postsecondary Education

International and Foreign Language Education

*TABLE OF CONTENTS*

List of Abbreviations

NRC & FLAS Criteria

1. [Commitment to the Subject Area 1-4](#_TOC_250005)
2. [Quality of Language Instructional Program 4-10](#_TOC_250004)
3. [Quality of Non-Language Instructional Program 10-13](#_TOC_250003)
4. [Quality of Curriculum Design 13-22](#_TOC_250002)
5. Quality of Staff Resources 22-26
6. [Strength of Library 26-29](#_TOC_250001)
7. [Impact and Evaluation 29-37](#_TOC_250000)

NRC Criteria

1. Outreach Activities 37-41
2. Program Planning and Budget Outreach 41-47
3. NRC Competitive Preference Priority 47

FLAS Criteria

1. FLAS Awardee Selection Procedures 47-50
2. FLAS Competitive Preference Priorities 50

Tables

Table 1. UC Berkeley Institutional Support 2

Table 2. Recent Language Enrollment Data 5

Table 3. Course Offerings by Discipline 11

Table 4. Degrees Conferred on Students Concentrating in S/EE/E Studies 15

*Appendices*

1. Courses in S/EE/E Studies ..................................................................................................... A-1
2. Position Descriptions for ISEEES Staff and Key Project Personnel.......................................B-1
3. Faculty Biographical Information ...........................................................................................C-1
4. Letters of Support

*LIST OF ABBREVIATIONS*

|  |  |  |  |
| --- | --- | --- | --- |
| AATSEEL | American Association of | GEPA | UCB equal access policies |
|  | Teachers of Slavic and East | GFO | Graduate Fellowships Office, |
|  | European Languages |  | UCB |
| Abs. Prior. | Absolute Priority | GSE | Graduate School of Education, |
| ACTFL | American Council on the |  | UCB |
|  | Teaching of Foreign | GSI | Graduate Student Instructor |
|  | Languages | GSR | Graduate Student Researcher |
| ADA | Americans with Disabilities | HSE | Higher School of Economics |
|  | Act | HSSP | History-Social Science |
| App. | Appendix |  | Project, UCB |
| ASEEES | Association for Slavic, East | IBD | International Business |
|  | European, and Eurasian |  | Development program |
|  | Studies | ILR | Interagency Language |
| ASP | Armenian Studies Program, |  | Roundtable |
|  | UCB | ILL | Interlibrary Loan |
| AWSS | Association of Women in | ISEEES | Institute of Slavic, East |
|  | Slavic Studies |  | European, and Eurasian |
| AY | academic year |  | Studies, UCB |
| BCS | Bosnian/Croatian/Serbian | JSP | Jurisprudence and Social |
| BLC | Berkeley Language Center, |  | Policy Program, UCB |
|  | UCB | LCTL | Less commonly taught |
| BPS | Berkeley Program in Eurasian |  | language |
|  | and East European Studies, | LMC | Language Media Center, UCB |
|  | UCB | MSI | Minority-Serving Institution |
| BSA | Berkeley Study Abroad | NRC | National Research Center |
| CEU | Central European University | OPI | Oral Proficiency Interview |
| Comp. Prior. | competitive priority | ORIAS | Office of Resources for IAS, |
| CREEES | Center for Russian, East |  | UCB |
|  | European and Eurasian | PFA | Pacific Film Archive, UCB |
|  | Studies, Stanford University | SAO | Student Affairs Officer |
| Crit. | Criterion/criteria | S/EE/E | Slavic, East European, and |
| CRL | Center for Research Libraries |  | Eurasian |
| CSU | California State University | SEEMP | Slavic and East European |
|  | East Bay |  | Microform Project |
| DoEd | Department of Education | SLL | Department of Slavic |
| DLI | Defense Language Institute |  | Languages and Literatures, |
| EAP | Education Abroad Program, |  | UCB |
|  | UC | STEM | Science, Technology, |
| EE | Eastern Europe / East |  | Engineering, and Mathematics |
|  | European | TRC | Teaching and Resource Center |
| FLAS | Foreign Language and Area | UC | University of California |
|  | Studies |  | (system-wide) |
| FTE | full-time employment | UCB | University of California, |
| FY | fiscal year |  | Berkeley |

The University of California, Berkeley (UCB) has a long and distinguished commitment to Slavic, East European, and Eurasian (S/EE/E) studies. As early as 1901, the university began offering instruction in Russian and Polish. Czech followed in 1902 and Old Church Slavonic and Serbian in 1908. The program in Russian/EE history began in 1926, and the Department of Slavic Languages and Literatures (SLL) awarded its first graduate degree in 1931. A multi- disciplinary Institute of Slavic Studies was founded in 1948, and in 1957, this Institute was reconstituted as the Center for Slavic and East European Studies. To support research and teaching on a rapidly changing region and to maintain its reputation for excellence in the field, in 2000, UCB elevated the Center to the Institute of Slavic, East European, and Eurasian Studies (ISEEES), one of only four area studies programs on campus with institute status. Today, ISEEES is also home to the Armenian Studies Program (ASP) and the Berkeley Program in Eurasian and East European Studies (BPS), the Institute’s non-degree, interdisciplinary graduate training program in the social sciences and humanities.

# COMMITMENT TO THE SUBJECT AREA

**Support to ISEEES Operation.** ISEEES is an Organized Research Unit under the Office of the Vice Chancellor for Research and reports directly to the Associate Vice Chancellor for Research. UCB provides 100% salary support for ISEEES Director John Connelly (Appendix C-11) and for ASP Director Stephan Astourian (App. C-7), 90% salary support for ISEEES Executive Director Jeff Pennington (C-51), and 75% salary support for ISEEES Assistant Director Zachary Kelly (C-51). Additionally, the university provides a suite of offices and a seminar room in the central campus, together with communication and technology services. In AY20-21, UCB state funds covered 20% of ISEEES administrative, operational, and faculty and student research support expenditures, Title VI (NRC) covered 28%, and ISEEES endowments covered 52%.

**Support to Teaching Staff.** Other direct UCB support for S/EE/E studies is shown in Table 1. UCB further demonstrates commitment to the area by hiring new tenure-track faculty. Since fall 2018, the following have joined the university: Polina Barskova (Slavic, C-8), Gašper Beguš (Linguistics, C-8), Stephen Collier (City & Regional Planning, C-11), Aglaya Glebova (History of Art, C-14),

|  |
| --- |
| **Table 1.** UC Berkeley Institutional Commitment to Slavic/East European/Eurasian Studies, 2020-21 |
| **Category** | **Contribution** |
| Core Faculty (salary & benefits) | $4,170,466 |
| Fellowships & student support | $3,015,000 |
| Slavic Department languagelecturers & GSIs | $643,240 |
| SLL administrative staff | $105,975 |
| Library acquisitions | $425,000 |
| Library personnel | $303,000 |
| ISEEES professional staff | $294,156 |
| ISEEES outreach/program staff | $97,522 |
| ISEEES faculty & graduatestudent travel and research support | $215,100 |
| ISEEES supplies and expenses | $16,250 |
| **Total University Commitment** | **$9,285,709** |

Djordje Popović (Slavic, C-22), and Maria Sonevytsky (Music, C-25). In addition, the History Department is currently conducting a search to fill a tenure-track position in Soviet history.

UCB provides annual individual research and travel grants and research assistantships to faculty ($1,000-$10,000), and ISEEES regularly contributes to faculty research and teaching and to professional development for lecturers through its various endowments. ISEEES makes funds available to faculty to organize research conferences and workshops, and provides each ISEEES- affiliated core faculty member and lecturer with an annual $2,000 graduate student training grant to encourage mentorship of graduate students. The Kujachich Endowment provides $10,000 annual support for the teaching of Bosnian/Croatian/Serbian (BCS) and additional support for research projects related to the Balkans. The Hertelendy Fellowship supports teaching and research on Hungary, with $10,000 support annually. For language training and professional development opportunities, the Berkeley Language Center (BLC, Criterion B.3) has an annual budget of over $1 million.

**Support for Library.** The Library funds S/EE/E collections in the amount of approximately

$425,000 annually through purchase and exchange agreements, and ISEEES endowments

provide additional funding for materials on Armenia, Hungary, Montenegro, and Serbia. Staffing support for S/EE/E collections amounts to over $303,000 per year. The Slavic Department contributes $15,000 annually to the stipend of a graduate student to oversee its departmental library. Library resources for S/EE/E studies are discussed in detail under Criterion F.

**Support for Linkages Abroad.** Berkeley Study Abroad (BSA) supports the academic and public mission of the university to prepare our students to be productive and engaged citizens at home and abroad, and it is the campus representative of the University of California (UC) system-wide Education Abroad Program (Crit. D.3). BSA has study abroad opportunities at Charles University and the Academy of Performing Arts in Prague, Czech Republic; at Corvinus University in Budapest, Hungary; and at St. Petersburg State University in Russia; and summer internship opportunities in Prague. UCB students are eligible to use their financial aid to study at any of these sites, and FLAS fellowships can also be used to fund study abroad.

Through UCB and ISEEES agreements, faculty, lecturers, and students can participate in exchange programs with universities in Armenia, Azerbaijan, Estonia, Hungary, Poland, Romania, and Russia, as well as Austria and Germany. ISEEES endowments fund UCB faculty, lecturers, and students to go elsewhere in our world area to conduct research and acquire language proficiency, and external grants and funding mechanisms provide opportunities for foreign scholars to participate in research and outreach activities at UCB.

**Support to Outreach Activities.** UCB pays 75% of the salary of Zachary Kelly, ISEEES Assistant Director responsible for public outreach, and fully funds the 75% appointment of Shane Carter (C-55), program coordinator of the Office of Resources for International and Area Studies (ORIAS). ORIAS is the joint outreach program of the UCB Title VI area studies centers dedicated to providing scholarly resources and supporting professional development for K-12

teachers and community college educators addressing international studies. The Center for Educational Partnerships coordinates UCB K-14 outreach programs, including ORIAS, that target schools that traditionally have had less access to the university.

**Support to Students.** Overall, 65% of UCB undergraduate students received financial aid (including loans and need-based scholarships or grant aid) in AY20-21, with the average award being almost $24,000; and 26% of UCB undergraduates received Pell Grants.

In AY20-21, UCB stipend support for graduate students in the social sciences and humanities averaged $28,000 per student. UCB Graduate Division covers fee remissions for Graduate Student Instructors (GSI) who teach S/EE/E languages and area studies courses, close to $17,000 annually per GSI. With 96 ISEEES affiliated graduate students, estimated UCB support for graduate students in S/EE/E studies totaled approximately $3 million. Furthermore, UCB funds the GSI Teaching and Resource Center at approximately $420,000 per year (Crit. C.3). Many graduate students who enter UC Berkeley as nonresidents can establish residency for tuition purposes within one year, thus receiving the benefit of paying in-state tuition. For incoming graduate student recipients of academic year FLAS fellowships, UCB waives the non-resident supplemental tuition (approx. $15,102).

From its endowments, ISEEES provides grants for undergraduate and graduate language study abroad, conference travel grants, dissertation research and writing grants, and thesis prizes for research on the area. In AY20-21, this came to $215,100 in support of 34 students.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Extent of Instruction.** The Department of Slavic Languages and Literatures (SLL) offers regular instruction in 6 modern languages of the area: Armenian, Bosnian/Croatian/Serbian (BCS), Czech, Hungarian, Polish, and Russian, and regularly offers courses in the literatures and

cultures of the S/EE/E area. Courses in Old Church Slavonic are offered at least once every 2 years. Yiddish is offered through the German Department, and languages from the region’s periphery are offered by other departments, including Finnish, Greek, Turkish, Persian, Chinese, Japanese, and Korean. The newly established Tang Center for Silk Road Studies, resident in UCB’s Institute of East Asian Studies, currently supports the teaching of Mongolian and plans to introduce Kazakh, Uyghur, and Uzbek in the near future.

**Enrollments.** Enrollment figures for AY20-21 S/EE/E language courses come to 248, including 212 undergraduates and 36 graduates, while figures for literature, culture, and linguistics courses come to 677, including 546 undergraduates and 131 graduates (App. A). Table 2 shows recent language enrollments. Reasons for consistent enrollments include SLL’s diversification of majors and minors to reflect changing interests and active programs in Armenian and Russian for heritage speakers.

To pursue summer advanced or intensive coursework not available at UCB, students are encouraged to participate in summer intensive courses abroad or in the U.S., or more recently during the pandemic, online. Prior to the pandemic, students frequently studied Russian in Moscow or St. Petersburg, Czech in Prague, and Polish in Kraków or Lublin. With the move to online instruction, students have most recently studied Russian through Middlebury and Indiana

|  |
| --- |
| **Table 2: Recent Language Enrollments** |
|  | F19 | Sp20 | F20 | Sp21 | F21 |
| Armenian | 27 | 16 | 22 | 17 | 24 |
| BCS | 8 | 8 | 9 | 10 | 13 |
| Czech | 6 | 4 | 8 | 4 | 4 |
| Hungarian | 6 | 6 | 8 | 6 | 14 |
| Polish | 10 | 8 | 8 | 8 | 7 |
| Polish LanguageTranslation |  |  | 1 | 1 |  |
| Russian | 69 | 62 | 57 | 65 | 62 |
| Russian for Heritage Speakers | 15 | 15 | 13 | 5 |  |
| Advanced RussianTranslation |  |  |  | 6 |  |

University, Kazakh through the University of Wisconsin

- Madison, and Georgian through American Councils.

* 1. **Levels of Training and Other Courses.** Instruction is offered annually at all levels (elementary to advanced) in Russian and at introductory and continuing levels in Armenian, BCS, Czech, Hungarian, and Polish. For

advanced level in languages other than Russian, students may repeat the continuing level, working with the instructor on a customized advanced curriculum, or may enroll in an advanced tutorial (Slavic 199). Courses in Russian for Heritage Speakers are offered within a special “heritage track.” Slavic 100L *Advanced Readings in Russian, East European, and Eurasian Languages* is a one-unit add-on to a regular departmental course where the student performs additional work by reading primary texts in the original language, discussing the texts with the instructor in the target language, and undergoing a final examination testing language skills.

These advanced readings courses are available in all languages offered by the department.

Courses taught entirely in Russian include Slavic 181 *Readings in Russian Literature,* Slavic 182 *Pushkin and Others*, and Slavic 190 *Russian Culture Taught in Russian*. The Slavic 190 topic varies by instructor, and recent courses include *The Russian Experience: Women’s Stories* (Leonenko, C-45), *Country, Identity, and Language* (Paperno, C-21), and *The City* and *Russia and the Caucasus* (Ram, C-23). In addition, the department intends to pilot a new course, Slavic 191 *Contemporary Russian Culture in Russian*, with topics ranging from the environment to the protest movements and freedom of speech.

In courses outside the Slavic Department, faculty often assign vernacular materials to advanced students, and graduate students are expected to make use of foreign language materials in their research for seminars. Such courses in AY20-21 and AY21-22 include Anthropology 250X *Death and the Political Body*, English 250 *Ethnic Modernisms*, History 177B *Modern Armenia*, History 275B *The Catastrophe and Promise of European Democracy*, and Political Science 210 *Authoritarianism*. The Library’s extensive holdings of vernacular resources offer abundant opportunity for students to access materials to support research (Crit. F). Additionally, UCB’s program in St. Petersburg offers courses in Russian studies taught in Russian.

* 1. **Language Faculty.** Language instruction is provided by 7 language lecturers in the Slavic Department: Douzjian (Armenian, C-12), Langer (Czech, C-17), Libman (Russian for heritage speakers, C-18), Muza (Russian language coordinator, advanced Russian, and Russian theater and drama, C-19), Postema (BCS, C-22), Soós-Szőke (Hungarian, C-26), and Zacha (Polish, C- 28). First- and second-year Russian is taught by advanced graduate students as part of their training in the Slavic Department as future pedagogues. Complementing these language lecturers and GSIs are 11 tenured and tenure-track faculty members in the Slavic Department, including 4 active emeriti. They include specialists in South Slavic and Critical Theory (Popović), Polish and Old Church Slavonic (Frick, C-13), Slavic linguistics (Kavitskaya, C-16), Russian and Soviet film (Nesbet, C-20), Central Asia and China (Tyerman, C-26), as well as outstanding faculty in Russian literature (Barskova, Golburt C-14, Naiman C-20, Paperno, Ram; Apps. A & C). **Language Pedagogy Training.** Language pedagogy training is required for lecturers and GSIs teaching Slavic languages in a 3-day Slavic Teaching Workshop at the beginning of each academic year. Additionally, Slavic Teaching Methods (Slavic 375A) is required for all SLL GSIs teaching language. This weekly practicum covers practical teaching methods, grading, testing, and design of supplementary course materials. Slavic 375B is required for all SLL GSIs teaching reading and composition. The course focuses on preparation of syllabi and teaching materials and on discussion of questions of pedagogy. These courses are designed to prepare graduate students for a career as a university instructor of language and literature and to provide teaching experience necessary for successful job applications. Outside the department, several students have also participated in programs administered by the Graduate Division, obtaining Certificates in Teaching and Learning in Higher Education. With the transition to remote instruction in 2020, several students became Graduate Remote Instruction Innovation Fellows.

Beyond the campus, several students have participated in the STARTALK Institute for Russian Teachers at Middlebury College, and one student received a Title VIII Research Scholar Program fellowship for an innovative project on language pedagogy and museum curatorship.

Slavic Department lecturers are required to attend one pedagogy workshop per year offered by the BLC, an invaluable resource on contemporary methods and technologies for language instruction that provides pedagogy resources and training. In addition to a monthly lecture series with scholars in second language acquisition and a professional library of pedagogical resources, the BLC maintains a library of 1504 foreign language film clips in S/EE/E languages which instructors can use in their classrooms. This tagged, structured collection enables instructors to search, find, and play in classrooms short clips to illustrate speech acts, linguistic features, or cultural artifacts. The BLC also provides professional development fellowships for lecturers and graduate student research positions for GSIs in language pedagogy. Since 2019, four GSIs have received BLC fellowships for work on Russian-language teaching methods.

ISEEES recognizes the importance of professionalization in language instruction and regularly offers travel grants to language lecturers and GSIs to attend professional meetings and pedagogy workshops. Furthermore, we will continue to encourage and fund instructors to receive ACTFL Oral Proficiency Interview (OPI) training and training in teaching heritage speakers.

* 1. **Performance-Based Language Instruction.** In 1st-year Russian, students take 2-part formative tests using computers. The first part includes vocabulary and grammar. The second part is listening and/or reading and challenges students by incorporating texts intended for native Russian speakers. Students also have oral tests after each chapter and write an ongoing composition throughout the semester to assess their active skills. In 2nd-year Russian, students take tests that cover reading, listening, and grammar, and also take an oral test after each chapter

and write ongoing compositions. In addition, students in the first two years of Russian take 3 parts (vocabulary and grammar, reading, and listening comprehension) of the computer-based Test of Russian as a Foreign Language at the end of each semester. First-year students take the Basic Level and second-year take the First Level. ISEEES is working with the Slavic Department to introduce the Second Level for 3rd- and 4th-year students. Other languages use similar, though non-computerized, performance-based measures, emphasizing reading, writing, listening, and speaking. Performance-based criteria for all language courses are referenced to ACTFL OPI and Interagency Language Roundtable (ILR) standards.

**Resources for Language Teaching and Practice** are provided by the Language Media Center (LMC), overseen by the BLC. LMC provides access to a multimedia language lab for producing teaching materials, a digitized recording studio for creating audio lessons, 2 high-tech classrooms with video and computer presentation hardware and networked computers, and 3 computer labs with high-end equipment for creation of computer-based materials. The Instructional Multimedia Lab develops innovative pedagogical techniques for exploiting modern technologies, particularly for speech. BLC and the Slavic Department have jointly developed or purchased A/V materials that are integrated into the curriculum of S/EE/E language courses, including proficiency- oriented DVDs keyed to textbooks and used for homework assignments. The East European Poetry Archive, a large collection of taped readings by contemporary poets of their own works, is also available at the lab. The University Library also has an extensive collection of S/EE/E films for student viewing. The campus-wide Student Technology Equity Program ensures that all students, regardless of financial means, can check out equipment necessary for their studies.

**Language Proficiency Requirements.** UCB College of Letters & Sciences requires all L&S undergraduates to demonstrate proficiency in reading comprehension, writing, and conversation

in a foreign language equivalent to second semester college level. Some departments set a higher standard. For example, the Global Studies undergraduate major requires four semesters of language study, and the Slavic Department has advanced language requirements for all of its degrees. Individual graduate programs have their own foreign language requirements. For S/EE/E languages, language proficiency is measured through competency-based testing of reading, writing, listening, and speaking skills at all levels. Language lecturers also integrate elements of the ACTFL OPI and ILR into their proficiency tests.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Quality and Extent.** UCB offers an exceptionally rich program in Slavic, Soviet/post-Soviet, East European, and Eurasian studies at both undergraduate and graduate levels, characterized by the distinction and depth of its faculty and course offerings. A full list of courses can be found in Appendix A. In AY20-21, 169 area studies courses were offered across 28 disciplines, taught by 87 area studies faculty, visiting professors, lecturers, and GSIs (Table 3). Course enrollments totaled 5,229 (4,501 undergraduate- and 728 graduate-level enrollments).

In the professional schools, courses with S/EE/E content are available in Environmental Design, Business, Law, and Public Policy. Greg Castillo (C-10) introduces socialist realist architecture into his survey courses, and Stephen Collier uses examples from our world area in his urban planning courses. International business courses use case studies from the S/EE/E region, and international business development projects provide firsthand in-country experience. Law courses on human rights and humanitarian justice draw heavily upon past events in the Balkans, the erstwhile International Criminal Tribunal for the former Yugoslavia, and the European Court of Human Rights; and Carla Shapreau’s (C-37) course on art and cultural property law uses case studies from East Central Europe. Eric Naiman offers Law 214.4 *Poetic*

**Table 3 Course offerings by discipline (offered in 2020-21; % S/EE/E content)**

*Justice: Dostoevsky, Nabokov and Literature in the Shadow of the Law* in conjunction with the Department of Comparative Literature. Michael Nacht’s (C-19) public policy courses on nuclear security include ample focus on Russia.

* 1. **Specialized course coverage** is especially strong in 7 departments: Anthropology (Yurchak, C-27), Comparative Literature (Naiman, Ram), Economics (Eichengreen C-32, Gorodnichenko C- 15, Roland C-24), History (Astourian, Connelly, Frede C-13, Hoffmann C-15, Philliou C-21, Smelkowska C-40), Political Science (Breslauer

|  |  |  |
| --- | --- | --- |
| Discipline | Courses 100% <100% | Faculty, lecturers and GSIs100% <100% |
| Anthropology | 6 | 0 | 1 | 0 |
| Architecture | 0 | 5 | 1 | 0 |
| Buddhist Studies | 0 | 1 | 0 | 1 |
| Business Admin | 0 | 1 | 0 | 1 |
| City Planning | 0 | 1 | 0 | 1 |
| Comp Lit | 1 | 0 | 1 | 0 |
| East Asian | 0 | 3 | 0 | 1 |
| Economics | 0 | 9 | 2 | 1 |
| Education | 0 | 1 | 0 | 1 |
| English | 0 | 2 | 1 | 0 |
| Film | 0 | 1 | 1 | 0 |
| Geography | 2 | 0 | 2 | 0 |
| Global Studies | 0 | 5 | 0 | 5 |
| History | 6 | 10 | 3 | 3 |
| History of Art | 2 | 4 | 1 | 0 |
| Humanities | 0 | 1 | 1 | 0 |
| Law | 0 | 7 | 0 | 4 |
| Letters & Sciences | 0 | 1 | 0 | 1 |
| Linguistics | 3 | 2 | 1 | 1 |
| Music | 3 | 3 | 1 | 0 |
| Near Eastern | 1 | 1 | 1 | 0 |
| Nuclear Eng. | 0 | 1 | 0 | 1 |
| Political Economy | 0 | 3 | 0 | 4 |
| Political Science | 4 | 2 | 4 | 0 |
| Public Policy | 0 | 2 | 0 | 1 |
| Slavic | 59 | 0 | 34 | 0 |
| Sociology | 5 | 9 | 2 | 2 |
| Undergraduate |  |  |  |  |
| Interdisciplinary | 2 | 0 | 2 | 0 |
| Total | 94 | 75 | 59 | 28 |

C-9, Fish C-12, Wittenberg C-27), Sociology (Burawoy C-9, Riley C-23), and Slavic (Alexander C-7, Douzjian, Frick, Nesbet, Popović, Ram, Tyerman for area studies courses).

Regional coverage is solid, with faculty who teach partial or full area studies courses focusing on the Balkans (Alexander, Popović), the Caucasus (Astourian, Douzjian, Ram), Central Asia (Baumann C-30, Lee C-17, Mehendale C-18, Tyerman), Czech Republic and Slovakia (Connelly), former East Germany (Castillo, Connelly, Hoffmann), Hungary (Wittenberg), Poland (Connelly, Frick, Wittenberg), Romania (Riley, Wittenberg), Russia (Castillo, Collier, Fish, Frede, Glebova, Nesbet, Smelkowska, Tyerman, Yurchak), and Ukraine (Sonevytsky).

* 1. **Faculty.** *Non-language core faculty*, i.e., those not in the Slavic Department, have academic

training in the S/EE/E area, command one or more area languages, and carry out research and publish on the area. The number of core non-language faculty in AY21-22 is 22, including 15 tenured, 3 tenure-track, 1 associate adjunct, 2 active emeriti, and 1 lecturer. Though not included in this figure, visiting faculty with a core interest in the S/EE/E area regularly teach non- language area courses (2 offered in AY20-21). *Affiliated faculty*, though not necessarily S/EE/E specialists, include S/EE/E content in their courses. Appendix C provides biographical information and percentage of time devoted to subject area for core and affiliated faculty.

**Instructional Assistants and Pedagogy.** Each department has its own dedicated semester-long course to train Graduate Student Instructors. Typically a 2-hour per week seminar, the course introduces graduate students to a variety of techniques and theories used in teaching at the university level by examining readings dealing with a range of classroom settings, opportunities, and challenges, with the goal of enabling future college teachers to understand the learning process of their students and to develop and improve their own teaching skills.

The GSI Teaching and Resource Center (TRC) is an academic unit within the Graduate Division that provides pedagogical support and guidance for GSIs, who are given a 2-day orientation conference when they first start teaching, followed by workshops highlighting specific teaching issues of interest to GSIs. TRC also organizes GSI Forum Workshops that focus on specific teaching issues, offers video tapings of GSIs in the classroom and follow-up advice, provides grants to GSIs for projects that enhance their teaching effectiveness, and issues highly competitive awards to GSIs for demonstrated teaching excellence. Since fall 2018, 12 ISEEES-affiliated GSIs have received Outstanding GSI Awards from the TRC. The TRC has been instrumental in training GSIs for online teaching during the COVID-19 pandemic.

* 1. **Interdisciplinary courses.** Many courses in S/EE/E studies are interdisciplinary by their very

nature. Yurchak’s Anthro 150 *Utopia: Art and Power* draws on anthropology, history, and film studies. Lee’s English 190 *Literature and Revolution* examines literature in relation to world wars and clashing political ideologies. Feakins’ Geography 170 *Post-Socialist Spaces* brings in anthropology, economics, geography, history, and political science. Frede’s History 172 *Nationalism, Socialism, and Gender in Russia, 1800-1950* is a blend of history, philosophy, and gender studies. Glebova’s History of Art 186A *The Shock of the Modern* and 190F *Art into Life* straddle art history, film and media, and Slavic studies. Naiman’s Law 214.4/Comp Lit 240 *Poetic Justice: Dostoevsky, Nabokov and Literature in the Shadow of the Law* explores the conceptual and thematic places where literature and law cross over into each other’s domain.

# QUALITY OF CURRICULUM DESIGN

## Baccalaureate Programs and Requirements. The Department of Slavic Languages and

**Literatures (SLL) Major** emphasizes the social context of language and literature in an interdisciplinary approach integrating modes of analysis from the humanities and social sciences. There are two tracks: 1) Russian Language and Literature, and 2) Russian/East European/ Eurasian Languages and Cultures, an interdisciplinary “area studies” approach. The Russian Language and Literature track requires at least 7 semesters of Russian language study and 25-31 upper division units in courses on Russian language, literature, and culture. The Languages and Cultures track requires a minimum of 4 semesters of an area language and 25-31 upper division units devoted to the region. Students can choose Armenian, BCS, Czech, Hungarian, Polish, or Russian as their language of focus, and they can select area studies courses from a variety of departments such as Anthropology, Economics, Geography, Global Studies, History, History of Art, Political Science, and Sociology. In AY20-21, 7 students completed this major: 2 in the Russian Language & Literature track, 2 in the Language & Culture track for BCS, 1 for

Armenian, 1 for Polish, and 1 for Russian. Currently 15 students are declared majors: 4 in the Russian Language & Literature track, 7 in the Language & Culture track for Russian, 3 for Armenian, and 1 for BCS. The SLL Minor is for undergraduate students who wish to combine S/EE/E language and literature study with a major in another field. The Department offers minors in Russian culture, Russian language, Russian literature, East European Languages and Cultures (BCS, Czech, Hungarian, or Polish), and Armenian Studies. The minor requires a minimum of 4 semesters of language study and 15-20 units of upper division courses. In AY20- 21, 4 students completed this minor: 1 each in Armenian Studies, Russian Culture, Russian Language, and Russian Literature. There are currently 22 SLL minors in progress: 7 in Russian Literature, 5 in Russian Culture, 4 in Armenian Studies, 2 in Russian Language, 2 in Hungarian Language & Culture, 1 in BCS Language & Culture, and 1 in Polish Language & Culture.

The **Disciplinary Degree with Area Emphasis** is available in academic departments in which core S/EE/E area faculty teach (Apps. A & C and Table 3). In AY20-21, 125 bachelor’s degrees were awarded to students who concentrated on the S/EE/E area (see Table 4).

**Interdisciplinary Majors with Area Emphasis** include: Political Economy, designed to study the relationship between government, society, and the economy in a holistic manner from a multi-disciplinary perspective; Global Studies, which allows students to explore interactions between states, societies, and cultures and the outcomes of these interactions; and the Interdisciplinary Studies Field Major, offering undergraduate students the opportunity to develop individualized interdisciplinary majors utilizing courses from the social sciences, humanities, and professional schools. The Interdisciplinary Studies major requires a senior thesis. Both Political Economy and Global Studies have a language proficiency requirement, which can be fulfilled by any S/EE/E language; while the Global Studies track requires students to focus on a specific

geographic region, one of which is Europe/ Russia. The Political Economy and Global Studies majors were specifically developed to train future policy leaders in matters where area expertise is needed (Absolute Priority 1). In AY20-21, UCB conferred 31 bachelor’s degrees in Political Economy, 28 in Global Studies, and 1 in Interdisciplinary Studies to students who concentrated on the S/EE/E area.

|  |
| --- |
| Table 4: Degrees Conferred on Students Concentrating in S/EE/E StudiesSummer 2020, Fall 2020, Spring 2021 |
| **Major** | **BA/BS** | **MA/MS** | **PhD/JD** |
| Anthropology | 1 | 0 | 1 |
| Architecture | 0 | 0 | 1 |
| Business Administration | 2 | 0 | 0 |
| Comparative Literature | 1 | 0 | 0 |
| Economics | 4 | 0 | 4 |
| Global Studies | 28 | 0 | 0 |
| History | 13 | 0 | 4 |
| History of Art | 1 | 0 | 0 |
| Interdisciplinary Studies | 1 | 0 | 0 |
| Legal Studies | 6 | 0 | 0 |
| Linguistics | 2 | 0 | 0 |
| Political Economy | 31 | 0 | 0 |
| Political Science | 16 | 0 | 0 |
| Psychology | 1 | 0 | 0 |
| Public Health | 1 | 0 | 0 |
| Slavic Languages &Literatures | 7 | 2 | 3 |
| Society and Environment | 2 | 0 | 0 |
| Sociology | 6 | 0 | 2 |
| STEM fields | 2 | 2 | 0 |
| **Totals** | **125** | **4** | **15** |

Through the **Undergraduate Research Apprentice Program**, students can earn credit and experience working with a faculty mentor

on research directly related to our world area. Since fall 2018, 12 students have taken part in this program in the fields of economics, law, political science, and Slavic linguistics.

**Quality of Program.** The quality of UCB’s undergraduate opportunities in S/EE/E studies is demonstrated by the popularity of key courses related to our field (App. A) and by the number of undergraduate concentrators focusing on our area. In AY20-21, there were 343 undergraduate concentrators, i.e., students who have taken at least 20 units from courses related to the S/EE/E field, out of which 125 received their bachelor’s degree in various majors (30 with dual majors), including science, technology, engineering, and math fields (Table 4).

**Graduate Programs and Training.** The **SLL MA/PhD** has two tracks: Slavic Literature &

Culture (focusing on Russian, Polish, or BCS) and Slavic Linguistics. The MA entails 4 semesters of coursework, followed by written and oral comprehensive exams. Coursework falls

into 3 categories: literary/cultural history and theory, research seminars, and courses that develop essential professional skills. Students must demonstrate advanced proficiency in their major language and reading knowledge of French, German, or a second Slavic language. Two students completed the MA stage in AY2020-21, with 7 currently at the MA level.

Following the MA, students proceed to undertake an extended written research project under faculty supervision and evaluation, written and oral PhD exams, written and oral exams in their major Slavic language, and a dissertation. The PhD requires students to develop proficiency in Russian plus a second Slavic language. Currently 15 students are enrolled in the PhD program, 11 of whom have advanced to candidacy.

The **Disciplinary PhD with S/EE/E Specialization** is available in disciplines in which ISEEES core faculty teach (Apps. A & C and Table 3). PhD candidates usually take 3-4 years of coursework and independent study. Non-terminal MAs are offered after 24 units of upper division and graduate coursework and after passing a comprehensive exam–typically three 5- hour written exams, one of which must be on the area of specialization–as well as an oral exam. Candidates with a S/EE/E focus normally spend a minimum of one year conducting dissertation research in the region, for which language skills are indispensable. Advanced language courses are available through the Slavic Department, while candidates who need to increase language fluency with intensive study elsewhere in the U.S. or abroad compete successfully for ISEEES language training fellowships and intra- and extra-mural grants and will be able to apply for FLAS fellowships. In AY20-21, 9 students concentrating on our world area received doctoral degrees (Table 4). In the same year there were approximately 74 graduate students concentrating in S/EE/E studies (not including those in the Slavic Department).

The **MA in Global Studies** is a one-year interdisciplinary program designed to provide

students with the fundamentals of contemporary international issues, as well as detailed knowledge about particular world regions. Students must take 6 courses, each at 4 units, to complete their 24-unit degree, and at least 12 of the 24 units must be graduate-level coursework. S/EE/E area studies courses count towards the major’s Europe/Russia world region concentration. Students must also demonstrate proficiency in a foreign language equivalent to 4 semesters of college coursework.

Global experience is an increasingly integral aspect of the Berkeley MBA. The **Haas School of Business** encourages students to take advantage of international opportunities, such as spending a semester abroad, planning study trips to other countries during breaks, or serving as consultants through the school’s acclaimed International Business Development (IBD) program. Within its MBA program, Haas offers an area of emphasis on Global Management, which requires knowledge of a foreign language, including any S/EE/E language. The IBD Program is an MBA student consulting project in which students work with clients on real problems in overseas locations, including Russia, Eastern Europe, and the Caucasus. Recent projects have involved pharmaceutical manufacturing and distribution in Georgia and science and technology development in Bulgaria.

UCB’s **School of Law** offers courses on European Union law, which regularly attract students interested in the Slavic and East European countries that are EU members. The Jurisprudence and Social Policy Program (JSP) is a unique interdisciplinary graduate program leading to MA and PhD degrees that combine the scholarly study of legal ideas and institutions from the standpoint of one or more of the social science disciplines. The International Human Rights Clinic—core to JSP—has attracted law students interested in our area over the past few years. ISEEES-affiliated faculty offer unique courses to Law students, including Buxbaum’s

*From Minority Rights to Human Rights - 1878 to the Present*, which focuses on East Central and Southeastern Europe, Russia, and Eurasia; Shapreau’s *Art & Cultural Property Law*, which draws on case studies involving plundering of art and cultural artifacts from East Central Europe; and Naiman’s *Poetic Justice: Dostoevsky, Nabokov and Literature in the Shadow of the Law*.

ISEEES regularly draws students from the **College of Environmental Design**. Students frequently work with Greg Castillo in Architecture and with Stephen Collier in City and Regional Planning and Environmental Design.

The **Berkeley Program in Eurasian and East European Studies (BPS)** is the Institute’s non-degree, interdisciplinary graduate training program in the social sciences and humanities. Its mission is to create a community of scholars focused on our world area regardless of discipline and to provide professional development opportunities for students. BPS currently has 67 affiliated graduate students from 12 departments. Requirements for the program are advanced S/EE/E language proficiency, a graduate seminar in a discipline outside the major, and commitment to participate in program events. BPS currently sponsors 7 student-faculty working groups: a Russian History *kruzhok*, a Culture and History of East Central Europe *kroužek*, a Slavic literature *kruzhok* (in cooperation with SLL), a group focused on post-socialism *Klub Kuľtury*, the Russian Peripheries Working Group, Contemporary European Politics (including Eastern Europe and Russia), and the Central Asian Working Group (in collaboration with the Institute of East Asian Studies). The aim of these working groups is to bring together graduate students, faculty, and invited scholars in an effort to create scholarly dialogue and to foster the free exchange of ideas on shared research interests. BPS also brings Berkeley alumni to campus to discuss career trajectories in both academic and non-academic professions and organizes practice job talks for students going out onto the job market.

The quality of UCB’s graduate training in S/EE/E studies is borne out by the fact that currently there are 96 graduate students pursuing degrees related to the area. These represent a variety of disciplines, but predominantly in the humanities (55%) and social sciences (40%), with 5% of students in professional schools. The majority of graduates find positions teaching in higher education, while others go into government service or the private sector (Crit. G.1-2).

* 1. **Academic and Career Advising.** Academic counseling is provided by faculty advisors and Student Affairs Officers in a student’s major department or professional school (Crit. E.1) and by peer advisory services run by the Associated Students of UC and UCB’s Graduate Student Association. With a staff of 30, the Career Center provides services to undergraduate and graduate students, departments, and professional schools regarding careers, internships, and graduate schools. The Career Center also co-sponsors special events with area studies centers such as the annual International Career Conference, which provides opportunities to engage with representatives from various sectors, including government. Likewise, ISEEES and fellow UCB area studies centers collaborate with the student-led Beyond Academia Conference, which focuses on PhD professional development and careers outside of academia.

The ISEEES executive director advises students on courses, fellowships, travel-study, and summer language programs specific to the S/EE/E area and mentors students interested in careers outside of academia. The ISEEES website provides extensive information on in-house, intra-university, and external graduate funding opportunities. Funding and employment opportunities in the S/EE/E field are regularly sent to students through ISEEES listservs, and seminars and workshops are held throughout the year by ISEEES and the Graduate Fellowships Office to brief graduate students on fellowship and grant opportunities. ISEEES and the BPS student working groups organize practice job talks for doctoral students entering the job market.

ISEEES partners with the Slavic Department to prepare both undergraduate and graduate students for careers that utilize foreign language and area studies skills through workshops on résumé and CV writing, networking, professional development, and informational group interviews with employers from the public and private sector. In fall 2021, the Slavic Department organized for students a recruitment meeting with the Defense Language Institute (DLI) Foreign Language Center in Monterey, California to talk about positions in Russian language teaching.

* 1. **Study Abroad.** Berkeley Study Abroad has semester and academic year study abroad opportunities at Charles University and the Academy of Performing Arts in Prague, Czech Republic and at Corvinus University in Budapest, Hungary; semester, academic year, and summer opportunities at St. Petersburg State University in Russia; and summer internship opportunities in Prague. Within the next four years a new study abroad opportunity will begin at the American University of Armenia and a new summer course, “Balkan Bridges: Contested Histories, Shared Commitments,” will take students to Bosnia, Croatia, and Serbia. UCB students are eligible to use their financial aid to study at any of these sites, BSA can offer up to

$2,000 in scholarship support to students going abroad, and AY and Summer FLAS fellowships can be used at approved programs abroad. BSA advisors also counsel undergraduate and graduate students on summer, semester, and academic year study abroad opportunities available through other universities and language programs in which UCB participates, such as Council on International Educational Exchange undergraduate education abroad programs and American Councils for International Education overseas language programs. BSA assists undergraduates in arranging credit transfer for non-UC study abroad programs. In AY19-20, 17 students participated in semester programs in Prague, 1 in St. Petersburg, and 1 in Budapest. In summer 2019, 26 students participated in summer internships in Prague, organized by Berkeley Global

Internships. Internship sites ranged from businesses (Ernst & Young Prague, Cushman & Wakefield) to NGOs (Právě teď! o.p.s., Duhový tandem) to local governmental bodies (Prague Institute of Planning and Development, Štefánik Observatory).

ISEEES helps fund overseas language training and research for undergraduate and graduate students through its own travel grants. FLAS fellowships can be used for study abroad. ISEEES students have also been successful in receiving competitive external funding. Since 2019, one graduate student received a Fulbright for research in Austria and Serbia; one a Fulbright-Hays for research in Russia and South Africa; and multiple students received U.S. State Department Title VIII fellowships for research and language study in Armenia, Georgia, Lithuania, Russia, and Ukraine. Also, since 2019, 3 undergraduates received State Department Gilman Scholarships to study Croatian, Czech, and Russian, and 1 received a National Security Education Program Boren Award to study Russian. To make summer language study available domestically, ISEEES supports the Indiana University Summer Language Workshop, the University of Pittsburgh Slavic, East European and Near Eastern Summer Language Institute, the Central Eurasian Studies Summer Institute at the University of Wisconsin - Madison, and the Critical Languages Institute at Arizona State University.

Most ISEEES students go abroad to perfect language skills and/or conduct dissertation research. ISEEES provides fellowships for research abroad and assists with institutional and individual contacts. Students and faculty can take advantage of UCB’s academic exchange arrangements with the American University of Armenia in Yerevan; European University Viadrina Frankfurt (Oder), Germany (on the German-Polish border); Central European University in Budapest and Vienna; University of Warsaw; Babeş-Bolyai University in Cluj- Napoca, Romania; and the Higher School of Economics, Moscow. For example, recently

students working on East Central Europe have taken advantage of the agreement with Viadrina to undertake research in German and Polish archives and to strengthen their language skills.

ISEEES hosts researchers from these universities, most recently from CEU, HSE, and Babeş- Bolyai, who collaborate with our faculty and students and contribute to Institute outreach.

1. **QUALITY OF STAFF RESOURCES** (see Appendix C for faculty and staff bios)
	1. **Qualifications of Faculty and Staff for Current/Proposed Programs.** ISEEES has 33 core faculty, distributed across 12 disciplines and 3 professional schools, including 26 tenured (8 full professors, 12 associate professors, and 6 active emeriti), six pre-tenure, and one associate adjunct professor (Crit. B & C, App. C). Complementing tenured and tenure-track faculty are one permanent lecturer on Central Asia and seven language lecturers in the Slavic Department. ISEEES faculty are internationally renowned and have received numerous awards, including in the last four years the AATSEEL Prize for the Best Literary Translation (Polina Barskova, 2018), “De Scientia et humanitate optime meritis” medal from the Czech Academy of Sciences (Gerard Roland, 2018), award for “Best Article Published in *Slavic and East European Journal* in 2017” (Edward Tyerman, 2019), and the 2019 Bronisław Malinowski Award in the Social Sciences (Jason Wittenberg). Also over the last four years, 10 ISEEES faculty members have had monographs published. Faculty also frequently guest lecture at other academic institutions and give presentations to media and community organizations (Crit. NRC H).

ISEEES staff include director John Connelly, two academic coordinators, and an assistant director. Connelly is professor of History and has taught at Berkeley since 1994 and served as director since 2014. He is author of *From Peoples into Nations: A History of Eastern Europe*; *From Enemy to Brother: The Revolution in Catholic Teaching on the Jews*; and *Captive University: The Sovietization of East German, Czech, and Polish Higher Education, 1945-1956*.

Jeff Pennington has been executive director and academic coordinator of ISEEES since 2008. Fluent in Romanian, Hungarian, and Japanese, and with extensive grant management experience in Eastern Europe and the U.S., he oversees the day-to-day operations of the Institute. He is the recipient of the 2021 International Academic Cooperation Award from the Consulate General of Romania in Los Angeles. Stephan Astourian is director and academic coordinator of the Armenian Studies Program (ASP) and associate adjunct professor in the Department of History, where he teaches courses on Armenian, Caucasus, and late Ottoman history. He is the author of *At the Crossroads of the Armenian-Azerbaijani Conflict: History, Territory, Nationalisms*.

Zachary Kelly has been ISEEES assistant director since 2012. He holds an MA in Russian and East European Studies from Indiana University and is fluent in Estonian, Polish, and Russian. He is fully trained in the campus financial and administrative systems and holds a UC system-wide People Management Certificate. Affiliated with ISEEES is Liladhar Pendse (C-53), Librarian for S/EE/E studies, who selects area-related materials and provides services in support of research, teaching, and scholarship related to our world area.

**Professional Development Opportunities.** Every seven years a faculty member may take one year’s leave with full pay to pursue professional development and research. ISEEES faculty usually coordinate such sabbatical leave with other grants enabling them to travel to the region for research. UCB’s Committee on Research provides grants to faculty for professional development opportunities, including travel for research and conference participation. ISEEES serves its faculty by assisting with extramural grants, providing faculty members travel support for research, and by awarding grants to mount academic conferences and workshops. The Institute also offers graduate student training grants, which directly fund graduate student researchers (GSR) assisting faculty in translation, bibliographic, or other research tasks. ISEEES

itself organizes conferences in which our faculty participate, including the annual Berkeley- Stanford Conference in Slavic, East European, and Eurasian Studies (NRC Crit. H.1b).

Examples of ISEEES support for professional development for language instructors include: OPI training for Armenian lecturer Douzjian and Hungarian lecturer Soós-Szőke; funding for field research in Bosnia and to attend a four-week online course on leading conversations at the intermediate-advanced level for BCS lecturer Postema; and funding for Russian GSIs DeWaele (C-41) and Pribble (C-47) to attend the pedagogy workshop “Language Education in a Time of Crisis.” Other professional development opportunities for language lecturers and language GSIs are supplemented by the Berkeley Language Center.

UCB professional staff are eligible for up to two weeks of paid leave to pursue professional development opportunities, and courses for staff are provided through the UCB Learning Center, including technology, business, and management training at no charge to employees. Assistant Director Kelly has taken courses in grant writing and business communication, as well as undertaken ISEEES-sponsored summer study of advanced Estonian in Tallinn.

**Teaching, Supervision, and Advising.** The teaching load for core faculty varies between 3-5 courses per year. Faculty hold regular office hours to meet with and advise undergraduate and graduate students. Moreover, undergraduates consult a professional Student Affairs Officer (SAO) while planning their curricula. This level of attention is standard at Berkeley, where all departments are mandated to have at least one faculty advisor and a separate SAO at the undergraduate and graduate level to provide expert advice on navigating academic and career concerns. Departmental SAOs prepare placement files for graduate students nearing the completion of their programs. Graduate students affiliated with ISEEES are all under the supervision of core faculty and work closely with them as GSRs, GSIs, and dissertation advisees.

BPS organizes practice job talks for students going on the job market, and ISEEES faculty and students attend these talks and provide valuable feedback. A key measure of the commitment to mentoring is the outstanding placement record of UCB graduate students (Crit. G.1-2).

* 1. **ISEEES Staffing and Oversight.** As noted above, ISEEES staff include director Connelly, executive director Pennington, assistant director Kelly, and ASP director Astourian. As director, Connelly is responsible for providing a forward-looking and intellectually dynamic vision for the Institute, for encouraging external fundraising, and for representing the Institute to campus leadership. Pennington is responsible for coordination of all ISEEES programs, staff supervision, financial and grant management, FLAS administration, and oversight of BPS programming and working groups. Kelly organizes the Institute’s lecture series and conferences, edits the biannual ISEEES *Newsletter*, and maintains the ISEEES website and social media. Astourian coordinates a robust outreach program of lectures and symposia related to Armenia and the Caucasus and has proven a successful fundraiser for the ASP. ISEEES works closely with Shane Carter, program coordinator of ORIAS, on outreach efforts.

Oversight includes faculty participation in the ISEEES Executive Committee. Appointed by the Vice Chancellor for Research from among ISEEES core faculty, this body includes members from a variety of disciplines and meets twice a year to discuss Institute matters and to set policy. The current chair is Jason Wittenberg (Political Science), and members are Richard Buxbaum (Law, C-10), Greg Castillo (Architecture), Victoria Frede (History), Lyubov Golburt (Slavic), Steven Lee (English), Liladhar Pendse (Library), Christine Philliou (History), Djordje Popović (Slavic), and Alexei Yurchak (Anthropology). In addition to serving on the Executive Committee, faculty attend BPS seminars and meetings of working groups, participate in ISEEES conferences, and will also actively participate on FLAS selection committees (Crit. J).

* 1. **Nondiscriminatory Employment.** ISEEES is committed to a policy of nondiscrimination, equal access, and diversity with respect to race, color, national origin, gender, age, religion, sexual orientation, and disability and is fully compliant with laws and regulations concerning non-discrimination in employment. Since California Proposition 209 forbids certain types of affirmative action programs in hiring, UCB has redoubled its efforts to ensure diverse pools of applicants and encourages applications from traditionally underrepresented groups. Employment opportunities are advertised widely and without discrimination, and ISEEES works with the Association for Women in Slavic Studies and the ASEEES Committee for the Advocacy of Diversity and Inclusion to ensure that our job announcements reach a diverse audience. Additionally, ISEEES staff have taken training designed to increase awareness of implicit bias and reduce its impact at the University. ISEEES complies with U.S. laws on disability access and age discrimination, and the ISEEES office suite is ADA accessible.

# STRENGTH OF LIBRARY

* 1. **Strength**. UCB’s Library System, which includes the Main Library, 24 branch libraries, and 8 affiliated libraries, contains over 13.5 million volumes. In overall strength, the UCB Library ranks eighth in the United States and second among public universities based on Association of Research Libraries data. S/EE/E studies collections number almost 1 million pieces, including monographic volumes, continuations, and serials, 2/3 of which are in the region’s languages. Holdings include over 15,000 serials, including 142 active print serials and 1500 electronic serials in the languages of the area. The Library subscribes to over 1500 S/EE/E-related electronic journals and newspapers. Other digital agreements connect users to census data, abstracting and indexing databases, statistical publications, and full-text serial collections, e.g., Central and East European Online Library, *Izvestiia*, and *Pravda* digital archives. Recent

acquisitions of digital archives include *Kavkaz (1846-1919)*, *Ogonek (1923-2019)*, *Socialism on Film* (1917-1989), *Rossiiskaia Gazeta* (1990-2019), *Sovetskaia Kul’tura* (1953-1991), Russian Avant-garde Online, and History of Modern Russian and Ukrainian Art Online. These collections support research across the full spectrum of humanities and social sciences disciplines. The Library also holds substantial collections in vernacular materials in architecture, art, mathematics, music, and the physical and biological sciences acquired through its over century-old exchange agreements with Academies of Sciences in Russia and Eastern Europe.

The Library owns several area specific special collections, including the 4,000-volume personal library of Russian statesman Pavel Miliukov, the Masaryk-Beneš collection of publications from the First and Second Czechoslovak Republics, and the Russian Independent Press collection. Through exchanges with the Russian National Library in St. Petersburg, the Library has created the Russian Women Writers’ collection of nearly 1,000 rare works of 19th- and 20th-century fiction, drama, and poetry written by Russian female authors. The collection has been digitized and made available online through HathiTrust. The Library also owns and actively develops a collection of Russian émigré publications. The Bancroft Library contains the records of the Russian-American Company, an important collection of Russian history chronicling its exploration of Alaska and the Western United States. Other specialized collections include the Pacific Film Archive (S/EE/E films, including the third-largest holding of Georgian cinema in the world) and the Hearst Museum of Anthropology (Russian and Balkan artifacts and religious objects). The Slavic Department Library is a 22,000-volume reference collection in philology containing Russian, Soviet, and East European encyclopedias; dictionaries for old and modern Slavic languages; S/EE/E literature, with extensive Polish holdings; current philological journals; and selected North American and European reference

works in literary criticism, linguistics, poetics, and the history of literature and culture.

The UCB S/EE/E collection supports Berkeley’s strong academic programs in Russian studies, including (according to a recent evaluative study) a compelling resource for local history, culture, and folklore of Siberia and the Far East. Moreover, substantial collections exist in Polish, Czech, and Hungarian studies. Apart from rare materials that must be used on-site, these collections are all cataloged and available for lending to institutions throughout the U.S. **Institutional Support.** UCB’s total collections budget is projected to be $21.5 million in FY21-

22. The Library funds S/EE/E collections to $250,000 annually, mainly through purchases. In addition, an estimated $175,000 is spent on S/EE/E-related materials in English and West European languages and by the subject collections in the Library’s branches. Dr. Liladhar Pendse, Librarian for S/EE/E Studies, selects area-related materials, provides specialized reference services, and teaches information literacy classes to undergraduate and graduate students. He assists UCB faculty and students in helping find materials for their research, at and beyond the Library. He is also primarily responsible for enhancing the collections and user- centered services in support of research, teaching, and scholarship related to the S/EE/E area. The Library also employs a full-time Slavic Cataloger (C-52) and student assistants.

* 1. **Availability and Access.** The Library participates in a number of cooperative programs that bring materials to Berkeley and lend UCB’s rich collections to others. UCB is a member of the Center of Research Libraries (CRL), a consortium of U.S. libraries that pools resources for unique acquisitions and the preservation of materials. CRL members have unrestrictive lending privileges of these shared resources. One of CRL’s unique services is its Microform Programs, and UCB is a charter member of the Slavic and East European Microform Project (SEEMP). UCB benefits by having access to SEEMP’s large collection of newspapers from the Russian

region as well as Eastern Europe. The Research Library Cooperative Program is a special arrangement between libraries at UCB, Stanford University, and the University of Texas at Austin. Faculty and graduate students can request books, articles, microfilm, etc. for local delivery through an online borrowing system. A recent evaluator of UCB’s collections referred to this arrangement and the combined collections as one of the most significant resources for S/EE/E studies in the U.S.

UC Library Search is the online catalog of the Library and is open for anyone to search on the internet. The public has in-house access to all collections through day passes or one-month reference cards. Library materials are accessible through several levels of borrowing cards.

Faculty from other colleges and universities, K-12 teachers, and community college students can register for a borrower’s card simply by providing official documentation of their status. All Library facilities have ADA-compliant access ramps and elevators, with workstations offered to patrons in wheelchairs for using the Library’s electronic catalogs and databases.

The Library has a high-profile system of interlibrary (ILL) borrowing and lending to libraries and institutions throughout the U.S. and the world. In AY2018-19, the last full year before the COVID-19 pandemic, the Library’s ILL transactions totaled approximately 33,000 items, 69% of which were sent out from the UCB collection.

# IMPACT AND EVALUATION

* 1. **Impact of Activities and Training** is measurable on different levels. For the *University*, an important indicator of impact is enrollment in S/EE/E courses. In AY20-21, there were 5,477 enrollments in S/EE/E program courses. Of these, 248 were in language courses (212 undergraduate- and 36 graduate-level enrollments) and 5,229 in non-language courses (4,501 undergraduate- and 728 graduate-level enrollments). In the same year, there were 343

undergraduate and 96 graduate concentrators in S/EE/E studies. BPS currently has 67 affiliated graduate students from 12 departments; and over the past 4 years, 12 of these graduate students were named Outstanding GSIs by the university.

At the *Community* level, ISEEES collaborates in supporting ORIAS, the joint outreach program of the UCB area studies centers. This office organizes one summer institute for K-12 teachers and one for community college educators. Each institute reaches approximately 30 educators from the Bay Area, and ISEEES co-sponsorship of these workshops ensures inclusion of S/EE/E content. As part of the ORIAS Speakers Bureau, since 2018, 3 ISEEES graduate students have given a series of talks at local middle and high schools, speaking to a total of 821 students on topics related to our world area. Also at the community level, but virtually at an even wider level, are the Institute’s public events. In AY20-21, ISEEES sponsored 3 conferences, 8 colloquia, and 46 public lectures, all online, free, and open to the public. The online nature of our events since the pandemic has meant that we are able to reach a wider audience throughout the

U.S. and the world, with some talks drawing 100+ attendees and one conference drawing more than 500. We record our online events and post them to our YouTube channel, where they are accessible for later viewing. Even before online events, an ISEEES-sponsored film series with Romanian director Corneliu Porumboiu at the UCB Pacific Film Archive in fall 2018 reached approximately 1,000 people.

On a *Regional* level, i.e., the Bay Area and California, the impact of ISEEES is shown through its involvement with business, consular, and community organizations and faculty presentations to civic fora and local media. ISEEES maintains connections with the local business community through the Bay Area Council Economic Institute; CzechInvest, the Czech Investment and Business Development Agency; the Hungarian-American Chamber of

Commerce in California; and the U.S.-Polish Trade Council. ISEEES Assistant Director Kelly was recently a guest of honor at the grand opening of the Consulate General of Estonia in San Francisco; and Executive Director Pennington received the 2021 International Academic Cooperation Award from the Consulate General of Romania in Los Angeles. ASP director Astourian has been interviewed by KPFA and KQED radio (San Francisco) and NBC Bay Area for stories related to Armenia, and Prof. Steve Fish has had op-ed pieces on Russia published in the *San Jose Mercury News* and *Los Angeles Times*. In addition, faculty and graduate students regularly speak to Bay Area chapters of the World Affairs Council on relevant topics.

The impact of ISEEES activities and training programs is demonstrated on a *National* level by faculty interaction with national and international media, faculty presentations at other universities across the country, faculty and student participation at national conferences, and the excellent post-graduate placement record of UCB students (see section below). ASP director Astourian has appeared on *Democracy Now*, an independent global news hour that airs on nearly 1400 TV and radio stations. Prof. Fish regularly serves as a commentator on Russia for BBC World News, CNBC, CNN, Deutsche Welle, and Sky News. Prof. Eric Naiman frequently contributes to the *Times Literary Supplement*, while ISEEES director Connelly contributes regularly to *Commonweal* and *The Nation*. Connelly was also interviewed for the PBS documentary on Abraham Joshua Heschel *Spiritual Audacity*; and Prof. Alexei Yurchak was interviewed for the episode “Mysterious Mummies” in the History Channel’s series *The UnXplained*. Since fall 2018, faculty have spoken at institutions such as City College of New York (Hoffmann), Clark University (Astourian), Florida International University (Frick), Hampshire College (Golburt), Howard University (Lee), Middlebury Institute of International Studies (Breslauer), Rice University (Connelly), San Francisco State University (Castillo),

University of Chicago (Postema), University of Florida (Kavitskaya), University of Illinois at Urbana-Champaign (Douzjian), University of Minnesota, Twin Cities (Popović), and University of Nevada, Las Vegas (Frede).

* 1. **Placements.** The U.S. Department of Education has identified a national need for expertise in S/EE/E languages and area studies in government service, education, business, and non-profit sectors. In AY20-21, approximately 18% of the 125 S/EE/E undergraduate concentrators graduating that year indicated an interest in pursuing graduate education. Some recent placements include: Cornell Law School, Loyola Law School, doctoral program in Chemistry at Northwestern University, Master’s in Translational Medicine at UC San Francisco, Master’s in History at the University of Chicago, Master’s in Social Sciences program at the University of Chicago, University of Southern California School of Journalism, and Yale Law School. Others have chosen to enter the workforce, and some of those are in areas of national need. Examples of undergraduate placements in the last 4 years include: intern at the U.S. Embassy in Berlin, Germany; Peace Corps volunteer in Moldova; bilingual teacher with Teach for America in Houston, TX; officer in the U.S. Navy; museum science facilitator at the Lawrence Hall of Science in Berkeley; legal assistant with the Immigration Center for Women and Children in San Francisco; operating officer at Craftstay Corporate Housing in Los Angeles; enterprise business developer at SAP SuccessFactors in San Francisco; software developer at General Motors, Phoenix, AZ; executive officer of MitoSkin Transdermal Longevity Solutions, St. Charles, IL.

Data on recent ISEEES graduate student placements reveal that approximately 60% of graduates entered academia, 18% went into non-academic fields, and 22% are still seeking permanent employment. Recent graduate placements in non-academic fields include positions with the U.S. State Department, Defense Language Institute, U.S. Commission on International

Religious Freedom, Sierra Club, United Steelworkers, and Google.

Since 2018, graduates have accepted tenure-track positions at Carnegie Mellon University (Slavic), Columbia University (History), London School of Economics (Economics), McGill University (History), University of Georgia (History), and University of Illinois Chicago (Slavic). Others have received visiting faculty or lecturer positions at the College of William and Mary (Slavic), University of Pittsburgh (Slavic), and UC Berkeley (History). Over the same period, other graduates received postdoctoral fellowships to Harvard University Society of Fellows (Political Science), Jordan Center for the Advanced Study of Russian at New York University (Slavic), Princeton University (Economics), University of Bologna (Slavic), and University of Rijeka (Anthropology). Academic positions address national needs by ensuring that S/EE/E languages and area studies are taught to new generations of students. ISEEES will continue to encourage students to enter areas of national need by supporting language study and courses in the S/EE/E field and by actively encouraging students, both undergraduate and graduate and those in professional schools and STEM fields, to pursue language and area studies with FLAS fellowships. We will also partner with the Career Center in its annual International Career Conference, which familiarizes students with careers in business, NGOs and non-profits, and government service that have an international/area studies and/or linguistic component.

* 1. **National Needs.** By focusing our events on the S/EE/E world area, we address a world region designated as critical for national needs. The Berkeley-Stanford Conference and our lecture series *Russia and its Near Abroad* and *East Central and Southeastern Europe* are free, open to the public, and presently online, and generate information about our region for wider dissemination—for those participating live as well as for those watching through our YouTube channel. Faculty regularly contribute to national and international media, e.g., *Foreign Policy*,

*Los Angeles Times*, *Newsday*, *Washington Post*, Al Jazeera English, BBC World News, CNN, and Sky News. Educator outreach conferences focusing on our world area and summer institutes with S/EE/E content aimed at K-12 teachers and community college educators have a multiplier effect as teachers pass information on to their students. Through the ORIAS Speakers Bureau, ISEEES graduate students have spoken to over 800 middle and high school students.

**FLAS & National Needs.** The Department of Education has determined a national need for expertise in S/EE/E languages and area studies. ISEEES proposes to award FLAS fellowships to both undergraduate and graduate students in 6 of the languages of the region—all deemed priority languages which are less commonly taught. As part of the fellowship, FLAS fellows are required to take S/EE/E area studies courses, thus gaining greater expertise in the region.

ISEEES will encourage FLAS fellows to take part in the Beyond Academic Conference and the Career Center’s International Career Conference to learn more about careers in government service, as well as areas of need in education, business, and non-profit sectors (Abs. Prior. 1).

* 1. **Evaluation Plan.** In the 2022-26 grant cycle, ISEEES will engage the services of ALK Evaluation & Consulting, a small, woman-owned higher education consulting startup. The proprietor, Alisha Kirchoff (C-58), is a former Associate Director of a Title VI NRC and has extensive training and experience in social science research methods and implementing quantitative and qualitative methodologies in applied research, evaluation, and impact assessment. ISEEES intends to focus evaluation efforts on three key projects: FLAS fellowships, campus and public outreach, and our partnership with Howard University’s Russian studies program (NRC Competitive Priority; Crit. NRC H.1b, NRC I.1-2). These activities incorporate area studies training, expertise, and exposure that are representative of ISEEES activities and reflect Title VI priorities, both absolute and competitive. Additionally, these projects provide

abundant opportunities for meaningful evaluation, assessment, and contemplation of future program innovation. Proposed evaluation activities in the coming cycle include FLAS surveys at the beginning and end of the fellowship year in years 2 and 3 of the funding cycle. These will aim to assess student engagement and interest in the study of language and area studies at the beginning of their fellowship year as well as their professed commitment to continue language training and assessment of their experiences in the classroom at the end of the fellowship year.

Kirchoff will also field a cluster of ISEEES-wide community surveys to gain necessary feedback about ISEEES impact on the local community, identify opportunities for future events and activities, and ascertain how to better serve and support the students and faculty at UCB and broader public. Evaluation activities for programs at Howard University will include preliminary interviews with program staff, faculty, and relevant stakeholders, surveys and follow-up interviews with participants, and site visits to conduct observations and focus groups. Kirchoff is uniquely qualified not only to undertake this evaluation, but also to make recommendations for innovation, improvement, growth, and opportunity and to recommend implementation plans.

Kirchoff’s work will complement a formal external review of ISEEES in spring 2025, required by the UCB Vice Chancellor for Research. This review will be conducted by a 3- member team consisting of two academics (one in area studies and one in languages) and an experienced professional administrator in S/EE/E studies familiar with NRC programs and will be timed with Kirchoff’s site visit. In addition to the data collected by ISEEES, this team will also review information such as course evaluations, departmental reviews, information gleaned from faculty and student interviews, and observations of classroom teaching and organized research activities. The evaluators will be charged with developing a summative assessment that will be shared with the Vice Chancellor for Research and the Executive Vice Chancellor and

Provost and which ISEEES can use to improve its programming, activities, and administration. **Recent Improvements.** In response to questionnaires distributed at previous Educator Outreach Conferences (Crit. NRC H.1a), we recruited a Teachers Advisory Board to improve the pedagogical value of the event, which led us to reexamine the themes of future conferences to be more in line with the interests and needs of teachers. Participants at past ORIAS K-12 Summer Teachers Institutes responded to similar questionnaires by specifically asking for lessons and pedagogical materials with specific S/EE/E content. In response, ISEEES will partner with ORIAS to develop a set of lessons for 7th/10th grade world history courses that re-examine common existing topics in these courses, but emphasize a S/EE/E perspective. Similarly, we will collaborate with the UCB History-Social Science Project (HSSP) to provide area content for four “source sets” for middle and high school history teachers (Abs. Prior. 2; Crit. NRC I.1-2).

* 1. **Equal Access and Treatment.** UCB equal access policies are summarized in the attached GEPA statement, to which ISEEES strictly adheres. Twelve percent of our affiliated graduate students are members of a racial or ethnic minority and 60% are women. On average, 35% of attendees at our public events are elderly members of the community for whom ISEEES maintains a special mailing list for notification of events and guarantees accessibility of location for the disabled and the elderly. ADA accessibility is a key factor in deciding event venues, and the ISEEES office suite is also ADA accessible. We are currently in the process of closed- captioning our recorded events. ISEEES is making a concerted effort to expand its outreach to Minority-Serving Institutions in Northern California and to include interested faculty and students from these colleges and universities in our activities. As a public institution of higher learning in an ethnically and culturally diverse state, Berkeley is actively committed to championing opportunity for persons of every race, gender, creed, ethnicity, and socio-economic

background. Since fall 2018, 3 undergraduate students studied abroad on U.S. State Department Gilman Scholarships, which enable students of limited financial means to study or intern abroad. **NRC Criterion H. OUTREACH ACTIVITIES**

**1a. Elementary and Secondary Schools.** Our spring 2021 Educator Outreach Conference (online) was titled *Authoritarianism, Democratization, and ‘Populism’: Armenia’s “Velvet Revolution” in Perspective*. We have begun engaging a Teachers Advisory Board to better assess teacher needs and structure themes to meet the recently adopted California History-Social Science Framework. Given the large Armenian community in California, the 2021 conference topic fit the framework well. The conference was recorded and posted to YouTube, and over 800 people have viewed it.

ISEEES co-sponsors ORIAS, the joint outreach program of the UCB area studies centers.

This office provides scholarly resources and support for professional development in international and area studies for K-14 teachers (Abs. Prior. 2), including an annual K-12 Summer Teacher Institute. This 3-day in-service workshop brings together 25-30 educators from schools throughout the region and addresses a general topic with specific representation from each world area. ISEEES sponsors faculty and advanced graduate students to lecture and lead discussions related to the S/EE/E world area in this institute. The 2022 theme will be *The World in Film*, and ISEEES faculty members Anne Nesbet and Edward Tyerman will present on Russian, Soviet, and post-Soviet film.

We will continue to encourage our graduate students to participate in the ORIAS Speakers Bureau. Since fall 2018, ISEEES graduate students have spoken to over 800 middle and high school students on topics related to our world area.

ISEEES also partnered with the HSSP and Graduate School of Education (GSE) to create

two 10th-grade lesson plans related to our region: *Power & Authority: Historiography of the Russian Revolution* and *Revolutionary Ideas: Communism in Eastern Europe*. Both of these are freely available on both the HSSP and ISEEES websites. ISEEES will continue its collaboration with the HSSP and GSE to provide S/EE/E world area content in four “source sets” for teachers. Each source set will include an inquiry question, a set of primary sources, and a learning strategy to foster critical inquiry about the past and center marginalized or missing voices in existing narratives within the ancient, medieval, and modern S/EE/E world area (one set each), and one set on environmental literacy of our world area.

**1b. Postsecondary Institutions.** The ISEEES Educator Outreach Conference is also open to post-secondary instructors and has drawn educators from regional community colleges and state universities. In an effort to expand outreach to area community colleges and Minority-Serving Institutions (MSI), ISEEES co-sponsors an annual ORIAS summer institute that works with community college faculty interested in world history and global studies topics. The 2021 online seminar—*UNFREE: Coerced labor across time and place*—drew 27 community college instructors from 26 different colleges, of which 16 are MSIs (NRC Comp. Prior.). ISEEES sponsored Professor Amanda Bellows of The New School to speak on “Russian Serfdom, American Slavery, and National Identity in the Post-Emancipation Era.” The summer 2022 seminar topic will be on wealth and wealth inequalities, and ISEEES will continue to partner with ORIAS on these institutes to ensure S/EE/E content in them.

ISEEES will continue collaborative partnerships with two MSIs (NRC Comp. Prior.). Locally, our partnership with California State University East Bay brings ISEEES graduate students to the CSUEB campus for a series of lectures and mentorships. The lectures allow CSUEB students to learn more about S/EE/E studies, while the mentorships partner aspiring

CSUEB students with Berkeley graduate students to support their interests in area studies and in pursuing a graduate degree. As a *national* resource center, ISEEES partners with Russian studies faculty at Howard University in strengthening their Russian studies program. Howard has invited Berkeley faculty members and graduate students to present their research to Howard faculty and students. We anticipate that at least one UCB faculty or graduate student will present in each year of the grant, thus expanding ISEEES outreach beyond our local level.

Recognizing the growing importance of the S/EE/E area within the EU, ISEEES co-sponsors the annual Claremont–UC Undergraduate Research Conference on the European Union, held at Scripps College in Claremont, California. At the 2019 conference (the last to be held in-person), 32 students from 17 different colleges and universities from across the U.S. presented papers; and 9 of these papers focused on topics related to Eastern Europe, the Balkans, and Russia. In past years, ISEEES executive director Pennington has served as discussant on panels devoted to Eastern Europe and EU enlargement.

ISEEES and Stanford University’s Center for Russian, East European, and Eurasian Studies (CREEES) co-organize the annual Berkeley-Stanford Conference on Slavic, East European, and Eurasian Studies. Now in its 46th year, this event alternates between the two institutions and allows faculty, graduate students, and visiting scholars from each university to share their research with colleagues and the general public. Pre-pandemic attendance approached nearly 100 people, while online attendance during the pandemic has been only slightly less.

As mentioned above (Crit. G.1), ISEEES faculty are often invited to give talks at other colleges or universities. Some of these institutions include Clark University, Florida International University, Howard University, University of Florida, and University of Minnesota Twin Cities. **1c. Media, Business, and the General Public.** ISEEES faculty contribute nationally through the

volume and quality of their publications; participation in national organizations and conferences; consultative services to governmental and educational institutions; and interviews, articles, and analysis for media organizations. As described above (Crit. G.1), faculty have been interviewed by local and national media, have published op-ed pieces and made contributions to local and national publications, and have served as consultants for documentaries and television programs.

ISEEES reaches out to the local business community by working with partners such as the Bay Area Council Economic Institute, the local office of CzechInvest, the Hungarian-American Chamber of Commerce in California, and the local office of the U.S.-Polish Trade Council. We also maintain productive ties with foreign official and honorary consulates in the area.

In AY20-21, ISEEES sponsored 3 conferences, 8 colloquia, and 46 public lectures, all online, free, and open to the public. The online nature of our events since the pandemic has meant that we are able to reach a wider audience throughout the U.S. and the world. We record our online events and post them to our YouTube channel, where they are accessible for later viewing.

ISEEES sponsors events at the Pacific Film Archive (PFA) that feature both historical and contemporary cinema of the S/EE/E region, with screenings introduced by Institute faculty to set the geographic and sociocultural context for the film. A pre-pandemic Sergei Eisenstein film series at the PFA reached 3,100 people alone, and Prof. Anne Nesbet provided the audience background to each film before screening. Our lecture series on *Russia and its Near Abroad* and on *East Central and Southeastern Europe* have been popular and informative and have consistently drawn engaged audiences. ISEEES’s biannual *Newsletter* includes articles by faculty, students, and visiting scholars and is sent to affiliated faculty, students, alumni, and members of the general public. The ISEEES website is informative, easy to navigate, and provides an array of resources for the academic community and the general public. ISEEES also

engages in social media, with a YouTube channel, Facebook page, Twitter account, and LinkedIn group that allows us to interact with scholars, students, alumni, media outlets, and the general public, creating a growing virtual presence.

## NRC Criterion I. PROGRAM PLANNING AND BUDGET

1. **and 2. Planning and Quality & Relevance of Activities.** The proposed activities are inspired by the objectives of Title VI, including absolute and competitive priorities for 2022-26. They are also based on a careful identification of areas in which Title VI funding will enhance ISEEES’s ability to meet those objectives and its own mission and goals: strengthen training in languages and area studies of the S/EE/E world region, provide informative outreach programs that generate knowledge of and debate on our world region, and support diversity in S/EE/E studies. **Supporting Language & Area Studies.** ISEEES requests Title VI funding to support language instruction in Armenian, BCS, Czech, Hungarian, and Polish. These funds underwrite a portion of each lecturer’s salary, sustaining languages with enrollments lower than the threshold for full campus funding and thus ensuring that instruction in these languages is available. In addition, ISEEES asks for funding to support language lecturers and GSIs to attend ACTFL OPI Workshops and other professional development workshops and conferences to strengthen their teaching. During the grant cycle we envision that BCS lecturer Postema, Czech lecturer Langer, Polish lecturer Zacha, and Russian lecturers Libman and Muza will receive training in administering OPI assessments, and that Douzjian, Libman, and Muza will also attend workshops for teaching heritage speakers. To ensure that summer study of S/EE/E languages is available domestically, ISEEES requests Title VI funding to support the Indiana University Summer Language Workshop, the University of Pittsburgh Slavic, East European and Near Eastern Summer Language Institute, and the University of Wisconsin-Madison Central Eurasian

Studies Summer Institute. These programs contribute in a coordinated manner towards the nation’s capacity to train Americans with advanced proficiency in languages of our world area.

To expand area studies offerings at Berkeley, ISEEES requests Title VI support for one course per year to be offered in the Geography Department. Lecturer Feakins will teach the interdisciplinary course *Post Socialist Spaces*. Given recent events in the region, we expect students may find this course of interest. If it is successful in attracting enrollment, we expect the Geography Department will fully fund the position beginning AY26-27.

To encourage students to take language and area studies courses, ISEEES requests funding for 7 AY graduate and 2 AY undergraduate FLAS fellowships and 7 Summer FLAS fellowships. Furthermore, ISEEES will partner with the UCB Career Center in its annual International Career Conference and with the annual Beyond Academia Conference to familiarize students with careers in government service, business, and NGOs and non-profits that have a linguistic or area studies component and to encourage them to pursue careers in these areas of national need.

**Disseminating Knowledge.** In response to the NRC Absolute Priority of teacher training, ISEEES will partner with the UCB History-Social Science Project in providing S/EE/E world area content in four “source sets” for teachers. Three of these will foster critical inquiry about the past and center marginalized or missing voices in existing narratives within the ancient, medieval, and modern world (grades 6, 7, and 10, respectively). The fourth focuses on environmental literacy and centers the human relationship to the rest of nature, in different regions of the world, throughout time. A working group of teachers will develop these sets—one each year—and ISEEES faculty and graduate students will provide content knowledge, reinforce historical significance, and identify sources for lesson development. The materials will be posted on the HSSP Global History webpage and ISEEES website, and be shared with other NRCs and

educational portals, ensuring impact both regionally and nationally.

In year 1 of the grant, ISEEES will collaborate with ORIAS on the creation of a teachers working group on “The Other Europe.” With Title VI support, this group will produce 5 lessons for 7th/10th grade world history courses or high school global studies that re-examine common existing topics in world history courses, but emphasize a S/EE/E perspective. They will be specifically designed to replace (rather than supplement) existing lessons in a way that would help students develop a more cohesive understanding of historical developments in our world area over the long-term. The project team will be comprised of the ORIAS program coordinator, 5 teachers from different middle/high schools, and at least one scholar expert who can guide their learning and research. The lesson materials will be published on the ORIAS and ISEEES websites and shared at the National Council of the Social Studies conference.

ISEEES seeks Title VI support for annual 3-day summer institutes organized by ORIAS – one for K-12 teachers and one for community college educators. These institutes address a general topic, with specific representation from each world area, and ISEEES sponsors faculty to lecture on and lead discussions related to the S/EE/E region. In addition, every other spring ISEEES organizes its own Educator Outreach Conference for K-14 instructors. Drawing on UCB and invited guest faculty, this conference provides current information and theoretical insights on S/EE/E issues to approximately 75 participants, including teachers from inner-city and rural schools throughout Northern California; the campus and general public are also invited. ISEEES seeks funding in year 2 and 4 for costs associated with organizing the conference.

ISEEES seeks Title VI funds to continue its popular lecture series *Russia and its Near Abroad* and *East Central and Southeastern Europe*. The latter will leverage Title VI support with additional funds from our Hungarian studies and Serbian studies endowments to expand and

strengthen the series over the course of the grant cycle. Similarly, Title VI funds will assist in underwriting the annual *Berkeley-Stanford Conference on Slavic, East European, and Eurasian Studies*, organized jointly with Stanford University’s CREEES. Now in its 46th year, this conference is a hallmark in cooperation between our two institutions. Lastly, we request salary support for ISEEES Assistant Director Zachary Kelly, who coordinates the Institute’s own outreach and organizes its events.

Title VI funds for acquisitions for the Main Library will ensure that faculty, students, and other patrons will have access to the latest publications on S/EE/E studies. These materials will be made available to other libraries through the Research Library Cooperative Program and active interlibrary loan lending, ensuring these materials become a national resource (Crit. F). **Expanding Diversity.** ISEEES takes its mission seriously and seeks to share resources across the S/EE/E field and the country to be a leader in encouraging diversity and inclusion in S/EE/E area studies. Locally, we propose to sustain our partnership with Prof. Elizabeth McGuire (C-57) in the Department of History at CSU East Bay. Part of the 23-campus California State University system, CSUEB is an MSI with a student body of 15,000 that reflects the ethnic and socio- economic diversity of the Bay Area. Through a series of curriculum development grants, ISEEES will assist Prof. McGuire in expanding her curriculum in Russian, Eurasian, and global history and to develop courses in a way that reach her students effectively. New courses to be developed include *Communism as Civilization*, *Transnational Revolution in the Modern World: Unity and Diversity*, and an oral history course *The Afghan Next Door*. Once developed, these courses will enter the CSUEB curriculum and be taught regularly. In addition, Prof. McGuire will bring ISEEES graduate students to the CSUEB campus for a series of guest lectures and mentorships. The lectures will allow CSUEB students to learn more about S/EE/E studies, while

providing Berkeley students the opportunity to speak to a different student audience. The mentorships will partner aspiring CSUEB students with Berkeley graduate students to encourage CSUEB student interest in area studies and in pursuing graduate education.

As a *national* resource center, ISEEES will continue its partnership with Dr. B. Amarilis Lugo de Fabritz (C-56), Master Instructor of Russian at Howard University, and Dr. Kelly Knickmeier-Cummings (C-56), Lecturer in Russian language and literature at Howard University, to expand Russian language offerings at Howard. Dr. Lugo de Fabritz directs the only comprehensive Russian program at a Historically Black University, teaching language, literature, and culture courses. She is the main advisor for students interested in Russian studies and has mentored students in the humanities and social sciences. With ISEEES support from a current Title VI NRC grant, Howard was able to appoint Dr. Knickmeier-Cummings to teach 1st- year Russian, allowing Dr. Lugo de Fabritz to begin offering a 2nd-year Russian course on an annual basis. Stability in course offerings has led to increased enrollments in Russian—with 25 students now enrolled in Russian 1—and to greater interest in the Russian studies minor.

ISEEES seeks Title VI funding to continue this support for one more grant cycle in order to demonstrate to Howard campus leadership that there is consistent student interest in Russian studies at their institution. As enrollments and the number of minors grow, it is expected that the Howard University Department of World Languages will take over funding Dr. Knickmeier- Cummings’ position at the end of the FY22-25 NRC grant cycle. Recognizing that professional development is also an important element of a quality language program, ISEEES is requesting Title VI funds to support Drs. Lugo de Fabritz and Knickmeier-Cummings in attending professional conferences and workshops, including ACTFL OPI training.

ISEEES has the staff, faculty, and student resources to implement the proposed programs,

and its infrastructure and personnel are established, experienced, and efficient (Crit. E.1-2). Outreach and teacher training efforts will benefit from cooperative relationships with other specialized units (ORIAS, HSSP) and area studies centers on campus. External collaborators are highly motivated and have a proven track-record in their respective fields.

**3. Cost-Effectiveness.** Many of the programs that ISEEES supports with Title VI funds are joint initiatives with other UCB departments, area studies centers, or campus partners, thus effectively spreading the expense while expanding the constituency. ISEEES, as one of the major area studies centers at UCB, is also successful in securing cost-sharing commitments and co- sponsorship of activities and events as well as course offerings; and ISEEES is frequently able to match NRC funds with funds from its various endowments. Title VI salary support, while crucial, represents less than 50% for any given position. UCB’s commitment to waive the non- resident supplemental tuition (approx. $15,102) for incoming graduate student recipients of AY FLAS fellowships is extremely cost-effective. More detailed institutional commitment is discussed in Criterion A. Included is a detailed budget for the Institute’s Title VI proposal, which can be found in ED Form 524 Section C Budget Narrative.

**4A. Long-Term Impact.** By the project’s end, ISEEES will have strengthened significant and sustained collaborative relationships with S/EE/E studies faculty at CSUEB and Howard University, including the introduction of new area studies courses at CSUEB and the sustainment of an additional year of Russian language instruction at Howard (NRC Comp. Prior.).

Collaboration with ORIAS will support the development of lesson plans for 7th- and 10th- grade history teachers with specific S/EE/E content, while collaboration with HSSP will support the creation of history source sets with S/EE/E content that will be available at the 6th-, 7th-, and 10th-grade levels (Abs. Prior. 2). These resources will be made available online and showcased

at relevant conferences and will introduce more teachers and students to our world area.

ISEEES will have enhanced instruction in the S/EE/E area, in both non-language and language offerings, thereby improving the training of future experts in this area of national need. ISEEES will have augmented language training and proficiency testing, thus expanding the long- term impact of these activities when lecturers and GSIs implement these methods in their classrooms. FLAS fellowships will have provided support for students to undertake language and area studies training, leading to more practitioners entering areas of national need in government, business, and non-profit sectors (Abs. Prior. 1). Finally, through its wide-ranging public lectures and conferences, ISEEES will have measurably increased its efforts to reach out to the general public in order to increase public knowledge of and generate debate on the S/EE/E region.

## NRC Criterion J. COMPETITIVE PREFERENCE PRIORITY

As described above in NRC Crit. I.1-2, ISEEES is proposing collaborative partnerships with one MSI and one HBCU. Our partnership with California State University East Bay (MSI) will bring ISEEES graduate students to the CSUEB campus for a series of lectures and mentorships to encourage interest in area studies and graduate education. It will also support curriculum development and the introduction of additional area studies courses at CSUEB. Our collaboration with Howard University (HBCU) will allow for the enhancement of the Russian language program at Howard, leading to the maintenance of a 2nd-year Russian language course on an annual basis. In addition, this partnership will provide for professional development opportunities for Russian language faculty at Howard. Lastly, ISEEES will encourage its own Russian studies faculty and graduate students to be guest speakers at Howard, as a way to generate increased student interest in our world area.

## FLAS Criterion H. FLAS AWARDEE SELECTION PROCEDURES

**1. Program Advertising.** ISEEES advertises the FLAS fellowship program on our website and through e-mail announcements sent to approximately 500 students and faculty. The Graduate Fellowships Office (GFO) disseminates information about FLAS fellowship opportunities to all campus departments and professional schools through its network of departmental graduate and undergraduate advisors. Executive director Pennington is the Institute’s FLAS Coordinator and fields questions from undergraduate and graduate students regarding FLAS. Institute faculty announce FLAS opportunities in their courses, encourage students to apply, and provide letters of recommendation. Every fall the GFO and the FLAS area centers hold a well-publicized informational workshop for both undergraduate and graduate students. For the 2022-2026 cycle, ISEEES proposes to award FLAS fellowships to both undergraduate and graduate students, and the GFO has agreed to advertise and process fellowship applications for all applicants. **Schedule.** In early December, the GFO and FLAS centers organize an informational workshop for students. Online applications become available mid-December, and the application deadline is the end of January. The GFO processes the applications in February and makes them available online to reviewers, updating the applications in early March when FAFSA information becomes available. The ISEEES FLAS committees (one for Summer and one for AY) meet in mid-March, and applicants are informed of the results by the end of the month.

**Application Procedures.** For AY FLAS, incoming students indicate an interest in FLAS on their UCB entrance applications and departments forward these applications to the GFO. Continuing students apply directly online for AY and Summer FLAS fellowships through the GFO website. The application includes a standard form with data on language proficiency, languages studied, and awards/honors received; a statement of purpose; transcripts; and letters of recommendation. Applicants are also required to submit a FAFSA cover sheet by the annual

priority date set by the UC system. Executive director Pennington regularly advises students, faculty, and departmental advisors on FLAS matters, including advice on Summer FLAS opportunities available overseas and at U.S.-based summer programs.

**Selection Committee.** Each FLAS committee (AY and Summer) consists of three faculty members appointed by the ISEEES director and drawn from the humanities, social sciences, and professional schools, and executive director Pennington sits *ex-officio* to provide guidance on selection criteria. ISEEES distributes FLAS selection criteria and Department of Education guidelines to committee members, who first read and individually rank files based on merit. For AY applications, the AY committee judges undergraduate and graduate applications separately. The committees then meet to discuss the applications and rank them by consensus, giving competitive preference to qualified applicants demonstrating financial need.

**Selection Criteria.** AY FLAS awards are offered for Armenian, BCS, Czech, Hungarian, Polish, and Russian. Summer FLAS awards may be made in any S/EE/E language for which an eligible program may be found. Selection is based on the applicant’s potential for high academic achievement and clarity of intent to combine language study with area studies coursework and research, as well as on the need to ensure balance across disciplines and languages. Priority is given to students who show that language study is clearly relevant to their future work and to those who propose to take more advanced levels of a language; and competitive preference is given to qualified applicants demonstrating financial need. We seek to award fellowships in a wide variety of disciplines, and particularly in professional schools and STEM fields.

Undergraduate awards will be made to applicants at the intermediate or advanced level of language study to encourage attaining proficiency at the highest levels. ISEEES is requesting 7 AY graduate FLAS fellowships, 2 AY undergraduate FLAS fellowships, and 7 Summer FLAS

fellowships (open to both graduate and undergraduate applicants). FLAS is vital to training a strong new cadre of specialists in the Slavic, East European, and Eurasian field.

**Process and Announced Priorities.** The ISEEES FLAS selection committees first select a pool of qualified applicants based on merit, as defined in the FLAS Program regulations. From this pool of qualified applicants, ISEEES will give competitive preference to students who demonstrate financial need (FLAS Comp. Prior. 1). After the committees meet and rank the applicants, the ISEEES executive director informs applicants of the results. Students are placed in rank order, and if a student declines an award, the next student on the list is made an offer.

The executive director reports the awards to the GFO, which is responsible for the financial distribution of the awards through the campus financial system.

As a *national* resource center, ISEEES can accept applications from non-UCB students for summer FLAS funding to study at the intermediate or advanced levels. With the establishment of the 2nd-year Russian course at Howard as part of our partnership, we will be able to advertise the FLAS competition there and consider applications from Howard students to continue their Russian language studies during the summer to gain greater proficiency.

## FLAS Criterion I. COMPETITIVE PREFERENCE PRIORITIES

1. As outlined in FLAS Criterion H, ISEEES will give competitive preference to FLAS applicants who demonstrate financial need. The ISEEES FLAS selection committees will first select a pool of qualified applicants based on merit, as defined in the FLAS Program regulations. From this pool of qualified applicants, ISEEES will then give competitive preference to students who demonstrate financial need based on submitted FAFSA forms.
2. ISEEES proposes to award all of its FLAS fellowships in S/EE/E languages, including Armenian, Bosnian/Croatian/Serbian, Czech, Hungarian, Polish, and Russian.