

U.S. Department of Education  
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT  
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140061      P015B140061

Univ of Illinois/Trustees



**REEEC**

**Russian, East European, and Eurasian Center**  
**University of Illinois at Urbana - Champaign**

**APPLICATION FOR**

**NATIONAL RESOURCE CENTERS PROGRAM**

**CFDA No. 84.015A**

**AND**

**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM**

**CFDA No. 84.015B**

**ORIGINAL**

REE

OMB Number: 4040-0004  
Expiration Date: 8/31/2016

Application for Federal Assistance SF-424		
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
<b>* If Revision, select appropriate letter(s):</b> _____ <b>* Other (Specify):</b> _____		
<b>* 3. Date Received:</b> _____		<b>4. Applicant Identifier:</b> NA
<b>5a. Federal Entity Identifier:</b> NA		<b>5b. Federal Award Identifier:</b> NA
<b>State Use Only:</b>		
<b>6. Date Received by State:</b> _____		<b>7. State Application Identifier:</b> _____
<b>8. APPLICANT INFORMATION:</b>		
<b>* a. Legal Name:</b> Board of Trustees of the University of Illinois		
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 37-6000511		<b>* c. Organizational DUNS:</b> 0415440810000
<b>d. Address:</b>		
<b>* Street1:</b> Office of Sponsored Programs & Research Administration		
<b>Street2:</b> 1901 S. First Street, Suite A		
<b>* City:</b> Champaign		
<b>County/Parish:</b> Champaign		
<b>* State:</b> IL: Illinois		
<b>Province:</b> _____		
<b>* Country:</b> USA: UNITED STATES		
<b>* Zip / Postal Code:</b> 61820-7406		
<b>e. Organizational Unit:</b>		
<b>Department Name:</b> Russian, E.European, Eurasian		<b>Division Name:</b> NA
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<b>Prefix:</b> _____		<b>* First Name:</b> David
<b>Middle Name:</b> W.		
<b>* Last Name:</b> Richardson		
<b>Suffix:</b> _____		
<b>Title:</b> AVCR/Director, OSPRA		
<b>Organizational Affiliation:</b> _____		
<b>* Telephone Number:</b> 217-333-2187		<b>Fax Number:</b> 217-239-6830
<b>* Email:</b> GCOAward@uillinois.edu		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.015A/B

CFDA Title:

National Resource Centers Program / Foreign Language and Area Studies Fellowships Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and -053014-002

\* Title:

Office of Postsecondary Education (OPE): National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

**13. Competition Identification Number:**

NA

Title:

NA

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Russian, East European, and Eurasian Center: National Resource Center and Foreign Language and Area Studies Fellowships Program, 2014-2018

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="650,991.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="650,991.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

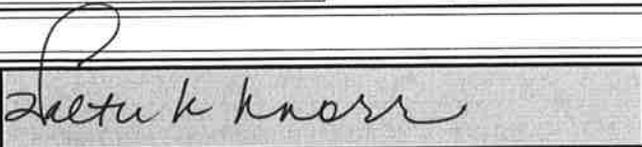
**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative: 

\* Date Signed:

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:

Street2:

\* City:

County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s):  1  2  3  4  5  6

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



### Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
  - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
  - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
  - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));
  - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Walter K. Knorr  
(Signature)

6/26/14  
(Date)

Walter K. Knorr, Comptroller  
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: ED-GRANTS-053014-001/002



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1847-0008  
Expiration Date: 06/19/2014

Name of Institution/Organization

Board of Trustees of the University of Illinois, Russian, East European, and Eurasian Center

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	110,274	112,519	114,819	117,177		454,789
2. Fringe Benefits	14,512	14,655	14,801	14,951		58,920
3. Travel	11,000	11,000	11,000	11,000		44,000
4. Equipment						
5. Supplies	11,000	11,000	11,000	11,000		44,000
6. Contractual						
7. Construction						
8. Other	97,560	94,400	89,650	83,400		365,100
9. Total Direct Costs (lines 1-8)	244,436	243,574	241,270	237,528		966,809
10. Indirect Costs*	19,555	19,486	19,302	19,002		77,345
11. Training Stipends	387,000	387,000	387,000	387,000		1,548,000
12. Total Costs (lines 9-11)	650,991	650,060	647,572	643,530		2,592,153

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/ 2011 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Office of Naval Research The Indirect Cost Rate is 25.4%.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

# Instructions for ED 524

## General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED's website at:  
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

## **You must consult with your Business Office prior to submitting this form.**

### Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

**Indirect Cost Information:** If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1) Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.

If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2) If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3) If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect

Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

### Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

### Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:

- The specific costs or contributions by budget category;
- The source of the costs or contributions; and
- In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB

cost principle circulars are available on OMB's website at:  
<http://www.whitehouse.gov/omb/circulars/index.html>]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at:  
<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

RUSSIAN, EAST EUROPEAN, AND EURASIAN CENTER							TOTAL	COMMENTS AND EXPLANATIONS	Priority	Narrative Page #
Ref	Year 1 AY 2015	Year 2 AY 2016	Year 3 AY 2017	Year 4 AY 2018	TOTAL					
<b>A PERSONNEL</b>										
<b>A1</b>	<b>LCTL Instruction</b>									
a	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000		Language coordinator position across LCTLs jointly supported by all Illinois NRCs; flat annual contribution			19
b	\$ 10,559	\$ 10,823	\$ 11,094	\$ 11,371	\$ 43,846		2.5% annual increase			17
c	\$ 10,559	\$ 10,823	\$ 11,094	\$ 11,371	\$ 43,846		2.5% annual increase			2, 17
<b>A2</b>	<b>Area Studies Instruction</b>									
a	\$ 17,500	\$ 17,500	\$ 17,500	\$ 17,500	\$ 70,000		Position in SLCL with support from LAS/Slavic/SLC/EUC; flat annual contribution			5, 16, 37
b	\$ 1,999	\$ 2,049	\$ 2,100	\$ 2,153	\$ 8,301		Shared position with CEAPS -- 50% of one 25% FTE for 1 semester per year	CP2		2, 36
<b>A3</b>	<b>Outreach</b>									
a	\$ 15,998	\$ 16,398	\$ 16,808	\$ 17,228	\$ 66,432		GA support for REEEC Outreach activities; 2.5% annual increase	AP, CP2		38
b	\$ 15,998	\$ 16,398	\$ 16,808	\$ 17,228	\$ 66,432		Professionalization opportunity for Graduate Assistants; 2.5% annual increase			10
c	\$ 10,664	\$ 10,931	\$ 11,204	\$ 11,484	\$ 44,283		GA support shared among centers for joint outreach initiatives; 2.5% annual increase	AP, CP2		38
<b>A4</b>	<b>International and Area Studies Library</b>									
a	\$ 23,997	\$ 24,597	\$ 25,212	\$ 25,842	\$ 99,648		reference support, cataloging, and acquisitions; 2.5% annual increase			10
<b>Subtotal Personnel</b>					\$ 110,274	\$ 112,519	\$ 114,819	\$ 117,177	\$ 454,759	
<b>B FRINGE BENEFITS</b>										
<b>B1</b>	<b>LCTL Instruction</b>									
a	\$ 1,288	\$ 1,288	\$ 1,288	\$ 1,288	\$ 5,153		42.94% fringe package = 11.91% Retirement, 28.38% Health/Life/Dental, 14% Work.Comp., 1.06% Term, 1.45% Medicare; applied to all full-time, academic & administrative employees			
b	\$ 672	\$ 688	\$ 706	\$ 723	\$ 2,789		6.36% fringe package = 6.22% Health/Life/Dental, 14% Work.Comp; applied to all graduate assistants			
c	\$ 672	\$ 688	\$ 706	\$ 723	\$ 2,789					
<b>B2</b>	<b>Area Studies Instruction</b>									
a	\$ 127	\$ 130	\$ 134	\$ 137	\$ 528					
b	\$ 1,017	\$ 1,043	\$ 1,069	\$ 1,096	\$ 4,225					
c	\$ 1,017	\$ 1,043	\$ 1,069	\$ 1,096	\$ 4,225					
<b>B3</b>	<b>Outreach</b>									
a	\$ 1,526	\$ 1,564	\$ 1,603	\$ 1,644	\$ 6,338					
b	\$ 14,512	\$ 14,855	\$ 15,201	\$ 15,548	\$ 58,920					
<b>Subtotal Fringe Benefits</b>					\$ 124,786	\$ 127,174	\$ 129,620	\$ 132,128	\$ 513,709	
<b>C TRAVEL</b>										
1	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		Allowance for faculty participation in outreach initiatives	CP1		35-38
2	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000		Allowance for Director and AD to participate in outreach, technical meetings, and travel for NRC-related business			
3	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000		Travel for school visits, MillE annual conference, and other outreach-related activities	AP, CP1, CP2		35-38
<b>Subtotal Travel</b>					\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 44,000	

RUSSIAN, EAST EUROPEAN, AND EURASIAN CENTER							COMMENTS AND EXPLANATIONS		Priority	Narrative Page #
Ref	Year 1 AY 2015	Year 2 AY 2016	Year 3 AY 2017	Year 4 AY 2018	TOTAL					
<b>D SUPPLIES</b>										
1	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000					
2	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000					AP, CP1, CP2 30, 38, 40
3	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000					AP, CP1, CP2 38
4	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000					
	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 44,000					
<b>E OTHER</b>										
<b>E1 Center Seminars, Workshops, and Conferences</b>										
a	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000		Speaker Fees for 2-3 speakers per year			32
b	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		Speaker Fees for 4-6 speakers per year			32
c	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000		Speaker Fees for 2-3 speakers per year			32
d	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000		Seed funding for major campuswide lecture			7, 37
e	\$ 1,000	\$ 1,000	\$ 500	\$ 500	\$ 3,000		Speaker Fees for 1-2 speakers per year			Abstract
f	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		Seed funding for major region-focused conference or symposium			32
g	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000		Seed funding for major region-focused roundtable discussion on current issues			33
h	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		Support for region-related activities sponsored by other units			
i	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000		Seed funding for summer professional development workshop for area studies scholars			33, 36
j	\$ 700	\$ 700	\$ 700	\$ 700	\$ 2,800		Speaker Fees for up to 7 speakers per year			11, 32
k	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 36,000		Domestic travel expenses for all activities listed in E1			32
<b>E2 Coordinated Activities with LRCs, ARCs, NRCs</b>										
<b>Cooperative Language Programs</b>										
a	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		support for consortia to offer LCTL instruction not available at UIUC			13
b	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		Baltic Language Programs Consortium; location varies			13
c	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		Indiana summer language institute			13
d	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000		Caucasus & Balkan summer language program at Pitt			13
	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		Support for non-Slavic language offerings at Indiana's summer			13
<b>Joint Project with Illinois NRCs</b>										
e	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000		Support for add-on programming for UG and Grad Informatics Courses			14, 37
f	\$ 2,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 7,000		Conference and curriculum development in yr 1, ongoing regionally-focused programming for subsequent years			3, 13, 35
g	\$ 750	\$ 750	\$ 750	\$ 750	\$ 3,000		Annual professional development workshop for LCTL instructors			AP 19
h	\$ -	\$ 2,000	\$ -	\$ 2,000	\$ 4,000		Biennial symposium to discuss current issues in global perspective; joint NRC program			32, 37
i	\$ 750	\$ 500	\$ 250	\$ -	\$ 1,500		Support for promoting international service learning activities among minority students on Illinois campus			12
j	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000		Joint lecture series with Illinois NRCs EUC, CSAMES, CAS, CGS to explore current issues in Muslim societies			34, 37, 33
k	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000		Annual symposium held with Illinois NRCs, EUC, CSAMES, CGS to examine the roles LCTLs are playing in emerging markets and the opportunities they present for business; joint project with all UI NRCs			AP 15, 19, 22, 36
l	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000		Course and curriculum development for new LCTL instruction certificate program			AP, CP1 19
m	\$ -	\$ -	\$ 1,000	\$ -	\$ 1,000		Annual programming for Illinois high school students of Russian and their teachers			29-31
<b>Joint Projects with non-Illinois NRCs</b>										
n	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000		Instructional support for regular, year-round offerings in Georgian made to Illinois students			2, 16, 18
o	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000		Annual lecture series presented jointly with University of Chicago to invite prestigious specialist from abroad			32
p	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000					
<b>Support for American Research Centers (ARCs)</b>										

RUSSIAN, EAST EUROPEAN, AND EURASIAN CENTER										Narrative Page #
Ref	Year 1 AY 2015	Year 2 AY 2016	Year 3 AY 2017	Year 4 AY 2018	TOTAL	COMMENTS AND EXPLANATIONS	Priority			
q	\$ 200	\$ 200	\$ 200	\$ 200	\$ 800	ARCS collaboration	IP			6
r	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	ARISC collaboration	IP			6
<b>E3 Outreach</b>										
<b>Pre-K-16 Initiatives</b>										
a	\$ 750	\$ 750	\$ 750	\$ 750	\$ 3,000	Pre-K language and area studies curriculum development and teacher training	AP			2,27,31,38,44
b	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000	Joint project with Illinois Music Ed program to provide area studies training and curriculum development opportunities to in-service music teachers	AP, CP1			32,35,36,39,43
c	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000	consortium of community colleges; support for summer training program	CP2			2,33,37
d	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	Joint project with Illinois Reading Council and ??? To introduce area studies learning through middle school reading programs	AP			2,31,35,37,43
e	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	HS enrichment activities to introduce students to area studies and LCTL learning	AP			2,31
f	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	Partnership with MILIE to identify and select instructors to develop course internationalization modules with area content	CP2			2,33,37
g	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	support for course development that promotes global competencies and area knowledge in health sciences and education	CP2			37
h	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000	Developing specialized language and area studies modules for middle school students piloted at Tuscola Middle School	AP			2,31
<b>Campus Student Enrichment</b>										
i	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000	Joint project with Illinois Music Ed program to provide area studies training to pre-service music teachers	AP, CP1			32,35,36,39,44
j	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	Partnership with members of IOC and the UIUC Career Center				12
k	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	\$200 for joint NRC activities; \$300 for REEEC activities				
l	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000	Support for enhancements of existing courses or development of new REEE area courses				
m	\$ 10,000	\$ 8,000	\$ 6,000	\$ -	\$ 24,000	Funds to seed the development of courses in new areas i.e. languages of Central Asia				
<b>E4 Program Evaluation</b>										
a	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	Evaluation Programs sponsored jointly by the Illinois NRCs annual evaluations by professional evaluator of programs & center				42
b	\$ 5,000	\$ 3,000	\$ 2,000	\$ 1,000	\$ 11,000	Training for LCTL instructors to administer proficiency exams using FLAS fellows as subjects	AP			19-20,21,36
<b>Subtotal Other</b>										
	\$ 97,650	\$ 94,400	\$ 89,650	\$ 83,400	\$ 365,100					
<b>Total Costs</b>										
	\$ 244,436	\$ 243,574	\$ 241,270	\$ 237,528	\$ 966,809					
	\$ 19,555	\$ 19,486	\$ 19,302	\$ 19,002	\$ 77,345					
	\$ 263,981	\$ 263,060	\$ 260,572	\$ 256,530	\$ 1,044,154					
<b>TOTAL PROPOSAL REQUEST</b>										

Russian, East European, and Eurasian Center  
2014-2018 FLAS Budget

GRADUATE ACADEMIC YEAR	No of Awards	Award Amount	2014-15	2015-16	2016-17	2017-18	TOTAL
FLAS FELLOWSHIPS - Subsistence	9	15,000	135,000	135,000	135,000	135,000	540,000
FLAS FELLOWSHIPS - Institutional	9	18,000	162,000	162,000	162,000	162,000	648,000
<b>SUBTOTAL</b>	<b>9</b>	<b>33,000</b>	<b>297,000</b>	<b>297,000</b>	<b>297,000</b>	<b>297,000</b>	<b>1,188,000</b>
<b>SUMMER</b>							
FLAS FELLOWSHIPS - Subsistence	6	2,500	15,000	15,000	15,000	15,000	60,000
FLAS FELLOWSHIPS - Institutional	6	5,000	30,000	30,000	30,000	30,000	120,000
<b>SUBTOTAL</b>	<b>6</b>	<b>7,500</b>	<b>45,000</b>	<b>45,000</b>	<b>45,000</b>	<b>45,000</b>	<b>180,000</b>
<b>SUBTOTAL GRADUATE</b>			<b>342,000</b>	<b>342,000</b>	<b>342,000</b>	<b>342,000</b>	<b>1,368,000</b>

UNDERGRADUATE ACADEMIC YEAR	No of Awards	Award Amount	2014-15	2015-16	2016-17	2017-18	TOTAL
FLAS FELLOWSHIPS - Subsistence	2	10,000	20,000	20,000	20,000	20,000	80,000
FLAS FELLOWSHIPS - Institutional	2	5,000	10,000	10,000	10,000	10,000	40,000
<b>SUBTOTAL</b>	<b>2</b>	<b>15,000</b>	<b>30,000</b>	<b>30,000</b>	<b>30,000</b>	<b>30,000</b>	<b>120,000</b>
<b>SUMMER</b>							
FLAS FELLOWSHIPS - Subsistence	2	2,500	5,000	5,000	5,000	5,000	20,000
FLAS FELLOWSHIPS - Institutional	2	5,000	10,000	10,000	10,000	10,000	40,000
<b>SUBTOTAL</b>	<b>2</b>	<b>7,500</b>	<b>15,000</b>	<b>15,000</b>	<b>15,000</b>	<b>15,000</b>	<b>60,000</b>
<b>SUBTOTAL UNDERGRADUATE</b>			<b>45,000</b>	<b>45,000</b>	<b>45,000</b>	<b>45,000</b>	<b>180,000</b>

**TOTAL REQUEST FOR FLAS** 387,000 387,000 387,000 387,000 1,548,000

## **SECTION 427 GEPA: Ensuring Equitable Access to and Participation in Programs.**

As a department in a major public university, the Russian, East European, and Eurasian Center (REEEC) is bound by the University of Illinois at Urbana-Champaign's Nondiscrimination Statement which "requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms." As such we "will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities."

Illinois has developed a comprehensive set of nondiscrimination standards and a system of control to monitor compliance and makes active efforts to recruit faculty, staff, and students from underrepresented groups. The University enforces conformance to these standards by all contractual partners. IPS and REEEC are bound by these policies and make every effort to attract the most qualified participants irrespective of race, creed, gender, age, or disability, while at the same time striving for diversity. Inclusive Illinois supports and encourages programs, workshops, seminars, classes, and initiatives that advance the campus' collective commitment to inclusion, thus creating and understanding and appreciation of the value of diversity through and inclusive learning, living and working environments at Illinois. Illinois continues to diversify in terms of the representation of minorities and women as evidence in recent hiring practices. The percentage of underrepresented groups among tenure track faculty at Illinois has steadily increased from 7% in 2004 to over 11% in 2013. Nearly 15% of assistant professors are from

underrepresented groups. In 2013 Illinois hosted the inaugural Faculty Women of Color in the Academy National Conference with nearly 300 attendees from 75 institutions, and 30 states.

It is central to our mission to not only reject all forms of discrimination, but to ensure that our programs are accessible to all. The Executive Committee is charged with ensuring diversity in program staffing and participation. Our many public events are advertised widely, to reach all students on our campus and the larger non-university community state-wide. Illinois serves an increasingly diverse state and region. 22.5% of the total student population is comprised of underrepresented students: African American, Asian American, Latino/a, Native American, and Pacific Islanders. Special efforts are made to encourage participation and collaboration among the University's ethnic minority students. Courses and study abroad programs are promoted through the Office of Inclusion and Intercultural Relations (OIIR), the Office of Minority Student Affairs (OMSA), and college diversity officers. Illinois has a number of award and scholarship programs dedicated to underrepresented students, including The President's Award Program and the Illinois Promise program, which provides financial aid to high-achieving, low-income students. IPS maintains the I4I study abroad scholarship fund, part of which are specifically targeted to low income and minority students. IPS has recently launched both the *Enabled Abroad* program, seeking to facilitate the participation of students with disabilities in study abroad, and a dedicated program for service learning abroad, with particular emphasis on reaching underrepresented students. Outreach programs are similarly inclusive. Persons with disabilities have full access to programs offered on campus as virtually all of the University's facilities, including buildings, streets, and public transportation, are accessible to the disabled..

Illinois prides itself on being the global leader in serving students with disabilities, as evidenced in its development of the country's the first wheelchair-accessible bus system, and has

continued to produce many innovative forms of assistive technology and personal attendant services provided by the Division of Disability Resources and Education Services (DRES). The registered DRES student graduation rate is 91%—higher than the campus average. Over 80% of registered graduating seniors with disabilities who responded to the 2012 Chancellor’s Senior Survey reported that they experienced "no unmet disability-related needs" while enrolled at Illinois. Similarly, on the University Climate Survey, students with disabilities enrolled on the Urbana campus had slightly higher average ratings of campus climate (3.8 out of 5.0) than their peers without disabilities (3.7 out of 5.0). There are no regular comprehensive assessments of disability access and support services in higher education. The book “College Success for Students with Physical Disabilities,” (2012) by Chris Wise Tiedemann identified Illinois as one of the five best institutions nationally in going beyond the government’s baseline requisites to meet the needs of students with physical disabilities.

Illinois is a recipient of the 2013 Higher Education Excellence in Diversity (HEED) Award, earning the highest ranking of the year among 55 schools recognized. Illinois “has an unprecedented number of programs and initiatives in place that provide substantial opportunities for students, faculty, and staff from all underrepresented groups,” according to Lenore Pearlstein, publisher of *Insight Into Diversity* magazine, which awards HEED.

**APPLICATION WORLD REGION OR THEMATIC FOCUS  
FY 2014-2017**

<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input type="checkbox"/>
<b>Middle East</b>	<input type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input checked="" type="checkbox"/>
<b>South Asia</b>	<input type="checkbox"/>
<b>Southeast Asia</b>	<input type="checkbox"/>
<b>Western Europe / Europe</b>	<input type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

**APPLICATION TYPE**

<b>Comprehensive NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>



## ABSTRACT

### MISSION & GOALS

The University of Illinois Russian, East European, and Eurasian Center (REEEC), founded and named an NRC in 1959, has a historical commitment to the multidisciplinary study of Russia, Eastern Europe, and the wider region of Eurasia. The list of more than 70 core and associated faculty includes many leaders in their fields, with several MacArthur and Guggenheim fellowship recipients among them. As host to *The Slavic Review*, the Summer Research Laboratory, and the acclaimed Slavic Reference Service and Slavic and East European collection, Illinois provides a solid framework of institutional support and environment for academic achievement. REEEC pursues its mission by preparing professionals with advanced competency in LCTLs, by providing instruction on the region to students at all levels and across disciplines, by coordinating and disseminating the research of area faculty and students, and through partnerships with K-12 institutions, community colleges, liberal arts colleges, research universities, businesses, NGOs, government, community organizations, and other NRCs at both Illinois and peer institutions.

In the coming years, REEEC will work to enhance LCTL offerings with new programming, training, and professional development opportunities for instructors and students; assist community college and MSI partner institutions in internationalizing courses, including content on the REEE region, across a variety of disciplines; incorporate area studies content into teacher training at all levels (Pre-K-12 & pre-/in- service) and promote LCTL instruction.

### PRE-K, K-12, AND COMMUNITY COLLEGE TRAINING AND OUTREACH

- **Community College Course Development Stipends:** for a local college and through a consortium of CCs
- **Pre-Service Teacher Area Studies Training:** with College of Ed for elementary; Music Ed courses and seminars
- **Pre-K Programming:** new Head Start Travel around Your World curriculum development and implementation
- **Illinois Russian Olympiada:** with U Chicago and ACTR for teacher development, minority student recruitment
- **Crossing Borders Literacy Program:** books on region and author visits for rural and small urban schools

### CURRICULUM, SERVICE LEARNING, AND STUDY ABROAD

- **Faculty programmatic initiatives & support:** South Slavic Lecturer, LCTL Coordinator, area course development
- **Language offerings:** continue effective Heritage Russian; Central Asian and Caucasus languages expansion
- **Degree offerings:** continued support for recruitment and student enrollment in REEE Studies BA/MA programs
- **LCTL initiatives:** proficiency initiative, LCTL Professional Development Certificate, LCTL workshop series
- **Increased curricular breadth & depth:** South Slavic and Mediterranean, Global Health, Global Informatics
- **International Service Learning Initiative:** program support for campus service learning abroad initiative

### SLAVIC AND EAST EUROPEAN COLLECTION

- **Holdings:** acquisitions and reference support with emphasis on Eurasia
- **Media and pre-K-12 Materials:** REEEC media library expansion to support outreach programming and curricula

### ENHANCEMENT & CAMPUS OUTREACH ACTIVITIES

- **Distinguished speaker series:** public figures and experts from and on the region
- **Directions in Russian, East European & Eurasian Studies:** eminent scholars with diverse perspectives
- **Professional Development Speaker Series:** professional training/support of REEE studies students
- **Noontime Scholars lecture series:** talks by scholars from campus, Midwest, exchange programs
- **Authors & Artists series:** musical performances, art exhibits, poetry readings, film screenings, and book signings
- **Annual Conference and Fisher Forum:** conferences featuring prominent scholars and speakers
- **Linkages to Professional Schools:** collaborative programs with Education, FAA, GSLIS, ACES

### NEW THEMATIC PROGRAMMING AND COURSE DEVELOPMENT

- **Alternative Regionalities (i.e. Arctic, Black Sea, Mediterranean, rethinking “post-socialist” or “Cold War” paradigms)** (2014-18)
- **Violence, Trauma, and Memory** (2014-16)
- **Global Health** (2015-18)
- **Global Utopias** (2016-17)

**Table of Contents**

<i>Acronym List</i> .....	iii
I. Commitment to the Subject Area.....	1
II. Quality of Curriculum Design .....	8
III. Quality of Non-Language Instructional Program.....	13
IV. Quality of Language Instructional Program.....	16
V. Strength of Library .....	22
VI. Quality of Staff Resources .....	25
VII. Outreach Activities .....	29
VIII. Program Planning and Budget.....	35
IX. Impact and Evaluation.....	40
X. FLAS Awardee Selection Procedures .....	46
XI. Competitive Priorities .....	49
<i>Appendix 1: MIIE List</i> .....	1-1
<i>Appendix 2: Evaluation Table</i> .....	2-1
<i>Appendix 3: Priorities Table</i> .....	3-1
<i>Appendix 4:</i>	
<i>Appendix 4a: Non-Language Course List</i> .....	4a-1
<i>Appendix 4b: Language Course List</i> .....	4b-1
<i>Appendix 5: Project Personnel Profiles</i> .....	5-1
<i>Appendix 6: Performance Measure Forms</i> .....	6-1
<i>Appendix 7: Letters of Support</i> .....	7-1

**Acronym List**

AATSEEL	American Association of Teachers of Slavic & East European Languages	GA	Graduate Assistant
ASEEES	Association for Slavic, East European, and Eurasian Studies	GSLIS	Graduate School of Library and Information Sciences
ACES	College of Agricultural, Consumer, and Environmental Sciences	HEED	Higher Education Excellence in Diversity
ACTFL	American Council of Teachers of Foreign Languages	I4I	Illinois for Illinois Study Abroad Scholarship
ACTR	American Council of Teachers of Russian	IASL	International Area Studies Library
AD	Associate Director	ICES	Instructor and Course Evaluations
AP	Academic Professional	IFLE	International and Foreign Language Education Programs
ARCS	American Research Center in Sofia	IFLIP	Intensive Foreign Language Instruction Programs
ARISC	American Research Institute of the South Caucasus	IILL	Interlibrary Loan
AY	Academic Year	ILR	Interagency Language Roundtable
B/C/S	Bosnian/Croatian/Serbian	IOC	International Outreach Council
BALSSI	Baltic Studies Summer Institutes	IPENG	International Programs in Engineering, School of Engineering
BUS	College of Business	IPS	International Programs and Studies
CC	Community College	ISSI	International Summer Seminar at Illinois
CCEDC	Champaign County Economic Development Corporation	JACS	Joint Area Centers Symposium/a
CCHS	Champaign County Head Start	KU	University of Kansas
CEF	Current Events Forum	LAS	College of Liberal Arts and Sciences
CeLCAR	Center for Languages of Central Asian Region	LAW	College of Law
CIA	Central Intelligence Agency	LCTL	Less Commonly Taught Language
CIC	Committee on Institutional Cooperation	LIS	Library and Information Sciences
CIEE	Council on International Educational Exchange	LPC	Language Program Coordinator
CITL	Center for Innovation in Teaching and Learning	MEAS	Modernizing Extension and Advisory Services
CRB	Campus Research Board	MIIIE	Midwest Institute for International and Intercultural Education
CSAMES	Center in South Asian and Middle Eastern Studies	MSI	Minority-Serving Institution
CWL	Comparative and World Literature	NCEEER	National Council for Eurasian and Eastern European Research
DoEd	Federal Department of Education	NGO	Non-governmental organization
DoD	Department of Defense	NLF	National Library of Finland
DoS	Department of State	NRC	National Resource Center
DRES	Division of Disability Resources and Education Services	NSEP	National Security Education Program
ECIDC	East Central Illinois Development Corporation	OCLC	Online Computer Library Center
ED	Department of Education	OCS	Old Church Slavonic
EDU	College of Education	OIIR	Office of Inclusion and Intercultural Relations
EE	Eastern Europe	OLLI	Osher Lifelong Learning Institute
ENG	College of Engineering	OMSA	Office of Minority Student Affairs
EPA	Environmental Protection Agency	OPI	Oral Proficiency Interview
EUC	European Union Center	RA	Research Assistant
FAA	College of Fine and Applied Arts	REEE	Russian, East European, and Eurasian
FAUS	Foundation for Advancement of Ukrainian Studies	REEEC	Russian, East European, and Eurasian Center
FTE	Full-time Employee	REEES	Russian, East European, and Eurasian Studies
FY	Fiscal Year	SAO	Study Abroad Office
		SILMW	Summer Institute for the Languages of the Muslim World
		SLATE	Second Language Acquisition and Teacher Education program
		SLCL	School of Literatures, Cultures and Linguistics
		SLL	Slavic Languages and Literature

SRL	Summer Research Laboratory on Russia, Eastern Europe, and Eurasia
SRS	Slavic Reference Service
SSRC	Social Science Research Council
SWSEEL	Summer Workshop for Slavic, East European, and Central Asian Languages (Indiana U)
TA	Teaching Assistant
UL	University Library
USDA	US Department of Agriculture
UT	University of Texas
UW-M	University of Wisconsin-Madison
YLF	Youth Literature Festival

## I. COMMITMENT TO THE SUBJECT AREA

*I. Introduction.* For the 2014-2018 Title VI funding cycle, the Russian, East European, and Eurasian Center (REEEC) proposes a comprehensive program that builds on its multifaceted legacy at the University of Illinois at Urbana-Champaign (Illinois) and its record of leadership in the field by exploring new avenues of institutional cooperation, internationalizing K-16 education and emerging subject areas within the University, and shaping the continued development of thought and practices in area studies on campus and beyond. REEEC's annual Fisher Forum conference, supported by endowment funds with Title VI contributions for associated activities, engages developing areas of research in the study of the region (most recently emotions and mobility). In 2015 the Forum will explore "Violence in Twentieth-Century Russia and Eurasia: Experience, Affect, Memory, and Legacies" and will build on campus strengths in the growing field of memory studies and the Program in Holocaust, Genocide, and Memory Studies. Global health will be the focus of the 2016 Fisher Forum, "Health in Transition: Well-being and Health Systems Change in Eurasia," through an interdisciplinary examination of epidemiological trends and structural changes in health care across Eurasia. The event, along with other global health programming in 2015-17, will engage a new campus coalition dedicated to bringing together the health sciences, social sciences, and humanities and to building language and area-specific knowledge into its curricula, including a growing medical scholars (MD/PhD) program and a new global health track in the Global Studies undergraduate major. Another facet of REEEC's summer programming with international participation is the Summer Research Laboratory (SRL), which celebrated its 40<sup>th</sup> anniversary in 2013 with over 80 visiting scholars in attendance. In cooperation with the University Library (UL), other campus NRCs, and new partners in the performing arts and humanities, the Fisher Forum and SRL will become the foundation of a larger International

Summer Seminar at Illinois (ISSI) in the coming years, involving research laboratories for additional world areas, training and professionalization workshops (some partly supported by Title VI funds), and fine arts workshops and performances.

REEEC support for courses and language instruction related to Central Asia and the Caucasus, a growing area within the field, is expanding thanks to new faculty hires and new partnerships with NRCs at other institutions (University of Chicago for Georgian language). A new introductory undergraduate course on Central Asia will debut in Fall 2014, and REEEC will provide expanded support for Central Asian language instruction (Uzbek or Kazakh), offered in partnership with other campus NRCs and the Department of Linguistics. These developments will allow the Center to better utilize its many established institutional partnerships in the region (see I.A.4. below). REEEC is also building on established relationships with small urban and rural schools in central Illinois to establish a “pipeline” of area studies training through the “Crossing Borders Literacy Program,” which involves students (K-8) and their parents, and a new partnership with Champaign County Head Start. Along with other campus NRCs, REEEC is working with the Illinois College of Education (EDU) to provide an area studies component for elementary teachers-in-training as a part of a new elementary education curriculum that will be piloted in the coming year. In these “pipeline” programs, REEEC is bringing its extensive and growing capacity, built over many years through Title VI and other support, to new constituencies that will direct a more “area competent” student body into secondary and higher education institutions. A 10 year partnership with the Midwest Institute for International and Intercultural Education (MIIE), a consortium of community colleges, will expand to provide course internationalization stipends to community college faculty, bringing them to campus to utilize Illinois’ unique library and faculty resources during the SRL. Finally, under the theme of “Alternative Regionalities,” REEEC is cooperating with other NRCs and units on and off

campus for curricula and programming that develop knowledge through emerging alternate regional configurations that involve parts of the REEEC region, including Mediterranean Studies, Arctic Studies, Black Sea Studies, the Muslim World, and Inter-Asian Studies. REEEC believes that as the interdisciplinary model of area studies continues to evolve into new configurations, established institutional structures and capacity can be harnessed creatively to advance knowledge, fostering new insights into the dynamics of power, capital, and knowledge.

Illinois provides robust support to its NRCs and is developing governance structures and strategic initiatives that promise to bring them even greater prominence within the University's academic mission. The three-year Illinois Strategic Plan, unveiled in fall 2013, makes expanding Illinois' international presence and the integration of global perspectives in the learning environment explicit campus goals. Increased support for the humanities and social sciences that are home to many active REEEC faculty members has already resulted. Also in connection with this plan, direct supervision of the campus NRCs will move from the Associate Provost level to the office of a new Vice Provost for International Affairs and Global Strategies, who will begin in Fall 2014. This promises to enable REEEC and other NRCs to better engage and cooperate with international initiatives across campus.

***1.A.1. Support for Center operations.*** Substantial institutional support provided to REEEC has only grown in the past four years. The program coordinator position is entirely devoted to REEEC outreach programming and was moved completely off of Title VI to University funding in 2011, joining the fully funded associate director and office support associate positions. In addition, a shared administrative services center now oversees all HR functions, accounts, and budgets for REEEC, monitoring grant management and compliance with state and federal regulations to assist REEEC in the best possible stewardship of funds. In FY13, Illinois supported 94% of the Center's total administrative budget (*Table 1.A.1*), including an annual

administrative increment and summer salary for the director, dedicated research/travel funds, and a payment to his home department for 50% teaching release. The University provides generous office quarters for Center staff and visiting scholars, as well as programming and teaching space. Many programs

Table 1.A.1 Institutional and Title VI Support for Center and Staff FY13

Expense	Illinois	Title 6*	Total	Illinois	Title 6
Operating Expenses	23,536	10,627	34,163	69%	31%
Center Staff	143,509	0	143,509	100%	0%
TOTAL	167,045	10,627	177,672	94%	6%

\*This amount is based on allowable cost-recovery associated with the grant that is put towards Center administrative costs

could not happen without generous support from other campus sources that will be noted in relation to particular programs.

***1.A.2. Support for teaching staff in REEE Studies.*** The University's commitment to REEE Studies is demonstrated by the nine new faculty appointments in eight distinct disciplines, all with major commitments to the region, from 2010–13 (Table 1.A.2). REEE-affiliated faculty have competitive salaries fully funded by Illinois, representing a several million dollar per year commitment. In addition, faculty also receive extensive support from home departments and campus programs for research, travel, course development, and the organization of symposia and conferences. Faculty have been honored with named professorships (Kaganovsky, Slavic) and named to the permanent faculty of the campus Center for Advanced Study (Todorova, History). This vigorous campus support combined with Title VI programming makes Illinois an attractive institution for scholars, assisting efforts to recruit and retain highly qualified faculty. In the last four years this has enabled important growth in support of Central Asian studies and enhancement of established strengths in the study of Russia, Eastern Europe, and the Balkans. For non-tenure system faculty, newly implemented campus policies related to title, promotional tracks, performance evaluations, and professional development promise to reduce turnover in critical teaching positions and enable these instructors to develop and respond to curricular

innovations. At Illinois these changes will benefit many instructors for LCTLs, including the new language program coordinator in Slavic, and represent a stronger institutional commitment to instruction in those languages. In 2013-14 the Slavic language coordinator position became fully funded by the College of Liberal Arts and Sciences (LAS) following just one year of partial support from REEEC and Slavic. The position also establishes stable support for instruction in Ukrainian language and culture, which had been seeded by the Chicago-based Foundation for the Advancement of Ukrainian Studies (FAUS). LAS has also extended its support for a Polish TA, previously supported by REEEC and the European Union

Table 1.A.2 2010-14 New Faculty Hires

Discipline	New Hires
<b>Anthropology</b>	1
Art History	1
<b>Economics</b>	1
Mod. Greek/Balkan Studies	1
<b>Recreation, Sport, Tourism</b>	1
Slavic	1
<b>Social Work</b>	2
Sociology	1

Center (EUC), has agreed to establish a new Lecturer position in Southeastern Europe and South Slavic Studies with funding from a coalition of units headed by REEEC for the coming cycle, and has contributed significant support to the hiring of a Lecturer to teach Czech language. The Mediterranean Studies initiative (introduced in 2011) is growing, adding courses with undergraduate research components, planning a major conference with Duke University, and developing outreach activities. REEEC contributes some small funding, collaborates on events of common interest, and benefits from increased opportunities for faculty who work on the part of the region that lies on the Mediterranean.

***1.A.3. Library resources.*** Illinois' is the largest public academic research library in the US, with over 13 million volumes and 23 million items and materials in all formats, languages, and subjects, including 10.8 million microforms, 135,000 current serials, 160,000 audiovisual materials, and 620,000 maps. Within this system, the Slavic and East European holdings represent the second or third largest among US universities and the largest west of Washington, DC, while the Slavic Reference Service (SRS) is a unique national resource for REEE scholars

and specialists. In addition to its robust investment in relevant collection development (see V.A.2.), in the past 4 years the UL has made significant financial commitments to International Studies collections and services, establishing the International and Area Studies Library (IASL) and adding several new tenure-stream faculty, including a tenure-track International Reference librarian to manage SRS and further institutionalize the IASL's services, which facilitate national access to foreign language collections.

***I.A.4. Linkages with institutions abroad.*** At the campus level, Illinois has 9 international partners in REEE. The University's Study Abroad Office (SAO) offers summer, semester, and year-long study opportunities through 7 programs in 6 REEE countries. The College of Agricultural, Consumer, and Environmental Sciences (ACES) has a history of outreach to the REEE region; it currently oversees extension programs in the Republic of Georgia and Tajikistan and will collaborate with REEEC on an outreach conference in 2016 or 2017.

Since the 1980s, the UL's SRS has established partnerships with overseas institutions including the Russian State Library, the National Parliamentary Library of Georgia, Jagiellonian University, the National Library of Uzbekistan, Nazarbayev University in Kazakhstan, the National Book Chamber of Kyrgyzstan, and the Kyrgyzstan Library Information Consortium. This last is a group of about 120 libraries with service partnerships and Illinois is the only American institution among them. The main project for this group has been the democratization of society through libraries and information availability/accessibility, and it hosts an annual conference (in its 15th year) on "Libraries and Democratization."

REEEC is a charter member of the American Research Institute of the South Caucasus (ARISC) and American Research Center in Sofia (ARCS), with Buchanan a member of the ARCS Council of Member Institutions Executive Committee. REEEC students and scholars have directly benefited from their programs and in-country support.

***I.A.5. Support for outreach activities.*** Illinois makes REEEC outreach endeavors possible by fully funding the salary of the program coordinator, a position dedicated 100% to outreach, and of the associate director. In addition, Illinois provides a number of essential services, such as web support and a press office that enable publication of the Center's curricular and outreach materials to a broad public, and a public engagement portal, which regularly publicizes REEEC programming of broad interest. International Programs and Studies (IPS) outreach staff support joint area center outreach programs; publish *Illinois International Review*, which focuses on campus international activities and has a section from each NRC aimed at K-16 teachers; and broadcast an international content show on local and cable TV. The Center for Advanced Study generously supports speakers of interest to broad audiences through its MillerComm speakers series—REEEC will apply to fund a lecture and outreach activities by a prominent expert on regional and international health issues (like Laurie Garret, Journalist, Council on Foreign Relations, or Edward Berger, Institute for Health Policy Analysis ) as a part of global health programming in 2015-17 (see Introduction above and III.C.1. and VII.A.1.b. below).

***I.A.6. Support for students.*** Illinois provides undergraduates with scholarships, internships, work-study opportunities, study abroad awards, research support, and academic prizes. Support for grad students includes fellowships, assistantships, hourly wage positions, travel and research grants, and a University match for FLAS fellowships. All fellowships of \$10K or more generate a tuition and partial fee waiver, as do assistantships of 25% FTE or more. FLAS fellows receive a tuition and fee waiver of all but refundable fees. Illinois considers FLAS Fellowships an important resource for its grad students, evidenced by the University match that increased the total number of ED FLAS fellowships for REEEC from 9 (supported by Title VI funds) to 17 during the 2010-14 cycle. FLAS dollars go further on campus because Illinois covers the difference between the allocation and actual tuition and fees, while also providing additional

fellowships. Students receiving University-funded FLAS fellowships compete in the FLAS fellowship pool and must meet the same requirements as students on grant funds, including reporting and program evaluation mandates. In addition to FLAS funding, Illinois provides considerable need and merit-based resources to enable both undergraduate and graduate study and research abroad. For academic year 2012-13, these student subsidies totaled approximately \$936K. Support for undergraduate research has increased significantly since 2012 with the creation of an Office of Undergraduate Research that provides grants and travel funds from which REEE Studies students have already benefited. Finally, the National and International Scholarships Program coaches student applications for competitive international fellowships; these efforts have made Illinois a leader in the number and increased rate of awards received. Since 2010, students with a REEE focus have won Boren (3), Fulbright (4), and Critical Language Scholarship (6) fellowships. These awards are in addition to the 24 institutional scholarships awarded in the same period to Illinois students for study abroad in the REEE region through the campus I4I program.

## **II. QUALITY OF CURRICULUM DESIGN.**

***II.A.1. Incorporation into BA degree programs.*** Illinois offers a major and minor in REEE Studies through the Center and a new major and minor in Slavic Studies (instituted in fall 2013) through Slavic Languages and Literatures (SLL), with concentrations available in Russian Language, Literature, and Culture, Czech Studies, Polish Studies, South Slavic Studies, and Ukrainian Studies. These new concentrations are facilitated by the incorporation of coursework in REEE Studies across the disciplines outside of SLL. The LAS Global Studies BA allows students to develop area expertise in a specific world region and includes a semester-long study abroad program. FAA also offers an international minor. Core courses in the REEE Studies major, REES 200 (Intro to the Cultures of Russia & Eurasia) & 201 (Intro to EE), satisfy

University gen ed requirements, as do numerous area-specific courses in other departments. Students earning the Certificate in Translation Studies can specialize in any area language.

**II.A.2. Undergrad requirements.** The REEE Studies major requires 48 hours of coursework including 3 core courses, 5 area courses in a single discipline and 6 courses across multiple disciplines, as well as at least 3 years of college study of an area language (students regularly take more). A senior honors thesis, involving significant research supervised by REEEC faculty,

Table 2.A.1 Degree Programs with Area Studies Option and REEE Studies Programs

*Note: SA—Study abroad.*

College	Degree	Language	Area
ACES	International Minor	3 sem.	3–9 hrs: SA /area/language crs
EDU	Global Studies, Online Masters		32 hrs: 6 core crs; 2 electives; optional SA
ENG	International Minor (IPENG)	3 sem.	21 hrs area/lang crs, 9 must be area crs; 6 wk SA or internship; 72 approved crs
LAS	Global Studies Major	3 yrs college level	51–56 hrs: 6 core crs; 3-area crs; semester SA; 6 thematic crs w/capstone project
	Global Studies Minor	2 yrs college level	21 hrs: 3 core crs; 3 thematic crs; 3 area crs
	Slavic Studies Major	3–4 yrs college level	30 hrs: 5 concentrations; 8 lit crs; 3 area/elective crs; SA or other capstone
	Slavic Studies Minor	2 yrs college level	18–20 hrs: language + 3 lit crs
	REEES Major	3 yrs college level	48 hrs: 3 core crs; 5 area crs; 6 disciplinary
	REEES Minor	3 sem.	21 hrs: 5 area crs
	REEES MA	3 yrs college level	38 hrs: 2 core crs; 5 area crs; 2 electives
	REEES Graduate Minor	2 yrs college level	16 hrs: 1 core crs; 2 area crs

is encouraged for top students. New campus and departmental undergraduate research initiatives create multiple additional opportunities for supervised undergraduate research on area topics, and the Center’s annual Skalnik Prize rewards excellence in this area. The requirements for the REEES minor, LAS Global Studies major and minor, and international minors in the FAA, ACES, and International Programs in ENG (IPENG) are listed in *Table 2.A.1*.

**II.A.3. Curricular training for grad students.** The REEE Studies and Balkan Studies graduate minors (see *Table 2.A.1* for requirements) are available to graduate students in any discipline and offer an area training enhancement to their disciplinary programs. The REEE Studies minor is currently being pursued by students in art history, Germanic languages and literatures, library

science, and musicology. Core MA program courses, REES 550 (Intro to REEE Area Studies) and LIS 530 (REEE Bibliography & Research Methods), offer a foundation in research approaches to the region in multiple disciplines and are taken by FLAS fellows and interested students in other disciplines, including professional schools. REEE Studies and Balkan Studies minors and other students pursuing area expertise can choose from an extensive list of courses across dozens of disciplines (Appendix 4).

***II.A.4. Grad student training options and requirements.*** The Center's MA program emphasizes the development of advanced systematic area knowledge and training in disciplinary and interdisciplinary methodologies. It offers flexible requirements that permit candidates to craft personalized curricula in preparation for careers in government, NGOs, the professions, libraries/archives, private or public sector work, as well as doctoral study. Students must achieve at least 3<sup>rd</sup>-year competency in an area language (most go well beyond that), maintain a GPA of 3.25 or above, and complete 38 hours of graduate coursework: the core seminars REES 550 (team-taught) and LIS 530, and 24 additional hours, at least 8 at the 500-level, in 3 different disciplines. A thesis or major research paper, mentored by an appropriate REEEC faculty member and using primary sources in the language(s) of specialization, is mandatory.

The Global Studies in Education master's incorporates modules with area content developed with input and support from REEEC faculty. REEEC supports professional training for GSLIS students with regional expertise in library technical services and reference with assistantships in IASL and the SRS (budg. A4a). Three editorial/publishing graduate interns with area expertise work at *Slavic Review*, where they gain an inside view into scholarly publishing by engaging with REEE studies methodologies in related disciplines, with research priorities, and with scholarly contributors (budg. A3b). Public lectures, conferences, and other events offer additional professional development opportunities for graduate students, and REEE Studies MA

students are required to attend such events regularly, participate when they can, and frequently write articles on them for the REEEC newsletter. Students present their research through the Noontime Scholars Lecture series and faculty-student reading groups. REEEC visiting scholars afford further opportunity for interaction. A privately funded, annual graduate essay prize encourages students across campus to engage with the discipline and the region.

***II.A.5. Curricular training options for FLAS students.*** Fellowship holders choose their required area studies course in consultation with the REEEC associate director, who serves as FLAS advisor, to ensure that students are enrolled in courses that are both relevant to their chosen field of study and enhance the language training received during the course of the FLAS fellowship term. The growing availability of REEE Studies courses across departments and programs enhances the range of curricular choices for FLAS students at both the graduate and undergraduate levels (including new offerings in education policy, sociology, and anthropology). FLAS recipients can select from among the same high-quality courses and work with the same advisors as REEEC MA and BA students and can enroll in minors in REEE Studies.

***II.B.1. Academic and career advising for students.*** REEEC integrates career and academic advising at both the undergraduate and graduate levels. The associate director is the academic/career advisor for REEE Studies undergrads. The director performs the same function for the Center's grad students and counsels undergrads/grads with REEE interests from other departments. REES 495/550, the capstone for undergrad majors and introductory course for MA students, includes particular attention to non-academic career opportunities and preparation for them. The director uses tools developed in summer 2013 to guide MA students in choosing courses to create a personalized curriculum based on the student's academic and career goals. Academic MA advising emphasizes developing transferable skills by using electives to take disciplinary and quantitative/qualitative research methods courses. Through listserv and targeted

mailings, the Center disseminates information about conference funding, study abroad, and employment opportunities and hosts an “opportunities” page with announcements on its website. The campus Career Center and the Graduate College consult with NRCs to provide workshops on professional development (career counseling, résumé building, mock interviews, international careers) for students enrolled in area studies majors and minors. The IOC sponsors an annual workshop to alert students to the international career resources on campus. In addition, roughly once per semester, REEEC holds an international career-related event on a topic such as government service, professional career opportunities, and academic careers that addresses issues specific to the REEE community. Finally, with UW-M, KU, and UT, REEEC hosts a biennial workshop (yrs. 2 & 4) for REEE Studies grad students. This event addresses how to find REEES-related jobs after graduation. Speakers from the US government, military, academia, and non-profit sectors discuss networking, early professionalization, and job search strategies.

***II.B.2. Research/study abroad options.*** The 2013-16 campus Strategic Plan makes providing transformative learning experiences one of four major campus goals, with study abroad a priority for expansion, and Illinois in 2013-14 launched new study abroad initiatives in the areas of international service learning and *Enabled Abroad*, focusing on study abroad for students with disabilities. Illinois NRCs are collectively providing seed programming funding to these initiatives to support, coordinate, develop, and ensure access to service learning opportunities abroad. SAO maintains a website describing available programs and funding opportunities. Study abroad is a required or encouraged aspect of many degree programs that offer regional specialization (see *Table 2.A.1*). The SAO offers 12 area overseas programs of which 1 ongoing program is specifically for students in professional schools. In addition, various colleges and departments have their own ad hoc short-term study abroad courses. REEEC provides logistical support to such initiatives, like a course abroad for journalism students in Bosnia led by Benson,

planned for 2016. ENG, Law and other professional schools offer overseas work and service opportunities as per student requests, with those in Law satisfying the summer internship requirement. Many REEE Studies majors/minors and most REEEC-affiliated grad students undertake language training and/or research overseas. From 2010-14, students studied in countries of the region ranging from Poland, Czech Republic, Ukraine, and throughout Russia to Georgia, Tajikistan, and Kazakhstan.

***II.B.3. Students' access to study abroad/language programs.*** Illinois students attend AY or summer study programs in the region or domestically through ACTR, CIEE, Middlebury, Indiana, Pittsburgh, and Arizona State. REEEC cosponsors four language consortia: the Baltic Studies Summer Institutes (BALSSI); Pittsburgh's Balkan and Black Sea Summer Language Institute; Indiana's Summer Workshop in Slavic, East European and Central Asian Languages (SWSEEL), with distinct support for non-Slavic languages to Indiana's Center for Languages of Central Asian Region (CeLCAR). PhD students may enroll in language or area courses at any Committee on Institutional Cooperation (CIC) school, paying Illinois tuition and fees.

### **III. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM.**

***III.A.1. Quality and extent of offerings across the disciplines.*** The disciplinary breadth of courses with REEE content at Illinois continues to grow. In the past two academic years, Illinois offered 378 courses with at least 25% REEE content across 60 departments, of which 66 were graduate level. The recent addition of new faculty members in additional disciplines with strong REEE commitments and REEEC participation in curricular development initiatives in Mediterranean Studies and Arctic Studies will add additional high-quality courses to this list. Virtually all advanced non-language REEE courses are taught by tenured or tenure-track faculty.

***III.A.2. REEE studies-related courses in professional schools.*** Ten professional schools and colleges at Illinois offer courses with an area component, and specialized programs in ACES,

EDU, and ENG enable certification or area specializations on REEE (*Table 2.A.1*). REEEC affiliated faculty in Law and FAA offer several courses with extensive REEE content or entirely focused on REEE, while GSLIS regularly trains advanced specialists in REEE librarianship.

***III.B.1. Depth of specialized course coverage.*** In the last two years Illinois offered 49 unique courses with 100% REEE content across 13 disciplines, of which 28 were graduate courses. The REEE curriculum has exceptional depth in Balkan, Russian, Jewish, and Islamic studies, history, literary/cultural studies, musicology, political science, and sociology. Illinois is particularly strong in history, with 6 REEE core faculty and 2 surveys, 6 upper level, and 3 graduate seminars with variable content on the region. Political science offers 4 courses with exclusive area content and more than 40 others that partially treat the area or are methodologically relevant to REEE Studies. Over 25 courses on regional literatures/cultures are taught in SLL, CWL, and Cinema Studies. The strong program in Balkan Studies in history has been bolstered by new faculty hires in anthropology and modern Greek studies, with new courses coming on line as a result.

***III.C.1. Availability of interdisciplinary courses.*** REEE Studies core courses (REES 200, 201, 495, 550) are collaboratively taught by REEEC faculty from a range of disciplines, and the Center fosters interdisciplinary course development across campus with area content. REEEC's Global Informatics initiative, involving campus informatics partners and Illinois NRCs, now fields 1 undergraduate and 1 grad course that examine the roles of social media in social change across multiple world regions, with more to be added. The Center also supports ad hoc specialized area studies courses, like Pintar's spring 2013 seminar on "Genetic Technologies, Social Networks, and the Transformation of Racial Identities in Europe." REEEC-affiliated faculty provided the interdisciplinary instructional team for a new EU Center course on EU Integration and Eastern Europe. To round out global health programming (see I.A.5. and VII.A.1.b.), Buckley will create a new graduate seminar on "Population and Health in Eurasia"

and will add content on the region to two undergraduate courses, SOC 160 Global Health and SOC 270 Global Population Issues, contributing to the cross-disciplinary initiative. The course list indicates the range of interdisciplinary offerings on the REEE region.

***III.D.1. Non-language area faculty.*** In the last four years, REEEC has added 9 new affiliates in 8 distinct disciplines to an already large and diverse faculty. Thirty-three REEEC faculty offer non-language area courses; 25 are core teaching faculty who teach courses with 100% REEE content. REEE Studies BA and MA students, minors, and FLAS recipients thus have in any given semester a wide variety of courses available, many in the form of small seminars that allow for close interaction and personalized instruction with highly regarded faculty.

***III.D.2. Pedagogy training for TAs.*** Illinois requires that all TAs complete an annual 2-day training workshop conducted by the Center for Innovation in Teaching and Learning (CITL). They must also attend annual orientations mandated by their employing department, and departments have training and mentoring programs, regularly reviewed by the Graduate College, appropriate to the duties of their TAs. These typically involve close faculty supervision that includes weekly meetings, lesson plan and grading guidance, and observation. Illinois mandates that all TAs undergo end-of-semester student evaluations, the results of which are incorporated into the mentoring process. The University's List of Teachers Ranked as Excellent is based on these evaluations. In AY 2012-13 this list featured 10 REEE Studies TAs. The University helps instructors improve their teaching skills through the Second Language Acquisition and Teacher Education program (SLATE) and five teaching certificate programs offered by CITL. Special attention to the training of LCTL language instructors will be developed, with new courses coming on line over the next several years, through the LCTL Professional Development Certificate program (see section IV.B.2 below). Graduate students themselves have organized the College Teaching Effectiveness Network, which provides regular workshops.

#### **IV. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM.**

*IV.A.1. Courses and Programs. Languages taught, faculty support, school support.* Illinois offers regular instruction in 10 area LCTLs, an 11<sup>th</sup> through a cross-institutional arrangement, several more on a semi-regular basis, and additional languages through summer study at the language consortia REEEC supports. B/C/S, Bulgarian, Czech, Polish, Russian, and Ukrainian are offered through SLL, and Turkish and Uzbek (since 2013) through Linguistics. Georgian is offered through the Committee on Institutional Cooperation (CIC) to Illinois students by the University of Chicago. OCS (SLL) and Yiddish (Germanic Languages and Literature) are taught on a semi-regular basis.

SLL comprises 7 tenured language faculty, who also teach literature, film, and culture, plus 1 full time lecturer who serves as coordinator of the language program (a position seeded by REEEC and Slavic in AY 2012-13), and 2 new lecturers to start in AY 2014-15 to oversee South Slavic studies and provide Czech instruction (half-time). Linguistics employs a full time lecturer in Turkish. Wallo, the SLL language program coordinator (LPC), a native speaker of Ukrainian and Russian, supervises instruction in all languages with additional support from other language faculty. Most faculty teach beginning-, intermediate-, and/or advanced-level language courses. These numbers are supplemented by graduate TAs (advanced or native speakers) who supply mostly lower-level courses in B/C/S, Czech, Polish, Russian, and Uzbek.

The School of Literatures, Cultures and Linguistics (SLCL) has the mission to pursue an integrated approach to the study of foreign cultures and languages, with major benefit to SLL and REEEC. SLCL has created cross-disciplinary synergies and aided language programs through the more efficient distribution of resources, in particular with the establishment and growth of a LCTL program in Linguistics that supports pedagogical training and professional development for LCTL instructors. SLATE assists second and heritage language study by

supporting coordinated research and pedagogy training for faculty and grad students. The Second Language Acquisition and Bilingualism Lab serves the research and pedagogy needs of relevant faculty and grad students.

***IV.A.2. Course levels and enrollments.*** With the exception of Uzbek, for which a first-year course was piloted in AY 2013-14 and higher levels are in the process of development, all area LCTLs are taught through the 3<sup>rd</sup> year level (Ukrainian 3<sup>rd</sup> year via summer or independent study), with support through the 4<sup>th</sup> year for Polish and 5<sup>th</sup> for Russian. Instruction beyond the 3<sup>rd</sup> year is available for other languages by tutorial, summer study in language consortia REEEC supports, or in overseas programs. Student enrollments in LCTL language courses are similar to peer institutions, with Polish and Turkish enrollments higher than typical (details on enrollments and offerings are in Appendix 4). The new Slavic Studies major in SLL (see II.A.1.) promises to bolster enrollments in the upper levels of Slavic languages other than Russian by providing new programmatic opportunities to students that pursue those languages.

***IV.A.3. Additional language instruction, special forms.*** Intensive instruction in Russian is available in SLL in two forms: an intensive section of first-year Russian that covers the first-year syllabus in a single semester, and a heritage speakers section of Russian, supported by REEEC, that offers specialized instruction to heritage learners (budg. A1b). At the end of the two-semester heritage sequence, students are tested for proficiency and often perform at the high intermediate or advanced level, with many continuing directly into the fourth-year Russian courses. SLL also offers first-year Russian in an online course. Outside of the regular semester sequences, Russian is frequently offered in the SLCL Intensive Foreign Language Instruction Programs (IFLIP) during winter and summer breaks, and Uzbek is being offered for the first time this year as a part of Linguistics' Summer Institute for the Languages of the Muslim World (SILMW). REEEC and SLL have used the CIC institutional partnership arrangements to expand

instruction in area LCTLs. An agreement with the University of Chicago provides instruction in Georgian to Illinois students through CIC, and SLL has arranged 4<sup>th</sup>-year Polish instruction as needed for Illinois students from Wisconsin-Madison. SLL also cooperates through CIC with its peer department at Michigan to exchange instruction in Czech language. Students with advanced language skills in area languages can also take courses offered by the Center for Translation Studies to develop the high-level and specific language skills that translation requires, often with mentoring from faculty in SLL.

Disciplinary study with instruction in area languages is conducted largely through independent studies courses and focused, mentored research. REEE Studies students are required to utilize native texts in their senior honors and MA theses. In REES 495/550, both undergrads and grad students conduct research in the vernacular. Faculty in anthropology, ethnomusicology, history, journalism, GSLIS, political science, SSL, and sociology assign readings and expect research in REEE languages. All area grad courses emphasize vernacular texts for study and research; doctoral students in many of the above disciplines must show knowledge of native scholarship in their prelims and incorporate it into their dissertations.

***IV.B.1. Pedagogical Training. Requirements for faculty, instructors, instructional assistants.***

All faculty and instructors (lecturers) involved in language teaching possess native or near-native command of the language being taught and have demonstrated ability and experience in teaching languages at the university level. Several are highly experienced instructors with significant pedagogical training qualified to train, oversee, and direct graduate TA instructors. TAs are required to possess advanced command of the language and attend a pre-AY orientation conducted by Slavic's LPC that covers the basics of language pedagogy, theoretical approaches to/methodologies of language teaching, and an overview of ILR and ACTFL oral proficiency standards. Starting in 2014 they will also be required to attend a 1-2-credit pedagogy course

taught by the LPC. For this course, the LPC and other language faculty observe the TAs several times and issue written and oral evaluations. Weekly meetings are held to discuss lesson plans, exam formats, instructional goals, and recent publications on language learning and teaching.

***IV.B.2. Professional development.*** The LCTL Program in Linguistics is expanding through a new LCTL Coordinator (budg. A1a) to encompass in its programming all of the LCTLs taught in SLCL with support from multiple Illinois NRCs. REEEC and other NRCs will fund an annual LCTLs at UIUC Workshop series, with the proposed themes of “Collaborations across languages and departments,” “Publicity and visibility: Recruiting and retaining students,” “Assessment guidelines and testing,” and “Material development/selection.” The Illinois NRCs are also seeding the creation of a new LCTL Professional Development Certificate that can be earned by K-12 and post-secondary language teachers or teachers-in-training, involving specialized coursework dedicated to second language acquisition and LCTL pedagogy and assessment. These are professional development opportunities available to both faculty and students. A Business & (LCT)Language Symposium is also being planned for year 3 or 4, with seed funding from the NRCs, to examine the roles LCTLs are playing in emerging markets and the opportunities LCTLs present for business.

A new initiative of SLCL and the Illinois NRCs will promote the development of proficiency assessment capacity across all FLAS languages in SLCL, investing in faculty and instructor capacity to conduct Oral Proficiency Interviews (OPI) and the development of instruments for testing listening, reading, and writing proficiency in priority languages over the coming four years. Together SLCL and the NRCs will fund 2 four-day ACTFL OPI workshops, in years 1 and 3, and will give small grants to faculty who want to pursue full certification as OPI testers. In addition, SLCL, the language departments, and Illinois NRCs will fund 2 Research Assistantships per year to develop listening, reading, and writing proficiency instruments in the

priority languages, under the supervision of a new faculty specialist in language testing in LCTLs (see IV.C.1.) (budg. E3b). This represents a major investment in the professional development of language staff and will result in the creation of many new instruments, a major expansion of institutional capacity in proficiency testing across the language skills, and the further integration of proficiency assessment into the language curricula.

***IV.C.1. Performance-based Instruction. Proficiency requirements for courses and levels.***

Language instruction in SLL and Linguistics has long followed performance-based methodologies. Required textbooks are tied to proficiency assessment standards and also incorporate a strong cultural component. Placement and proficiency tests, developed by SLL faculty members, are regularly used to place incoming students and students returning from overseas or intensive study into the appropriate level courses. At instructional levels 1–3 in all LCTL courses, proficiency is measured by semester exams comprising listening and reading comprehension, grammar, and cultural literacy sections, an essay, oral dialogues, and an oral interview by the instructor. Such assessments have been linked indirectly to proficiency standards through the textbooks and curricular materials, but have not formally assigned ACTFL or ILR levels to students. With the programmatic development of proficiency assessment instruments and capacity in the coming four years, proficiency assessment that does assign ACTFL and ILR levels will be conducted at regular intervals, which will allow a more direct linkage between proficiency levels and courses to emerge.

***IV.C.2. Student language competency outcomes.*** SLL’s objective is to foster ILR level-2 fluency among students with 4 years of undergrad language training and 2+, 3, or even 3+ proficiency at the 5th year and beyond. For graduate and professional training, acquisition of functional language skills at the advanced level (ILR 2, 2+, 3) with concomitant cultural literacy is a cross-disciplinary priority, and ensuring the integration of language instruction and

interdisciplinary regional perspectives is a key REEEC curriculum and programming goal. In REEEC's estimation, these goals are being met for the majority of students. Data on these outcomes has not been systematically collected, but will begin to be collected as the proficiency assessment initiative makes regular testing an integral part of the curriculum.

***IV.C.3. Assessments and when administered.*** As noted (see IV.B.2.), the joint proficiency assessment initiative of the Illinois NRCs, SLCL, and the language departments (including SLL) plans for the development of increased OPI capacity and proficiency assessment instruments across the LCTLs taught at Illinois. The initiative's guidelines recommend the testing of a representative sample of students at regular intervals in the curriculum, and at least following every second semester of instruction. Such testing should include the assessment of speaking and at least one other major language skill (listening, reading, writing). In SLL this will mean the development of new instruments for the largest enrolled languages, Russian and Polish, and increased OPI capacity for Russian, Polish, and Ukrainian at a minimum. The Slavic LPC and TAs have already been collaborating with a faculty member in Linguistics, Ionin, on testing a new assessment tool for Russian she is developing in the form of a cloze test, which will start to generate some testing data in September 2014. Also, REEEC has arranged for assessment instruments for Russian developed at the Language Flagship at Wisconsin Madison to be shared for FLAS and FLAS-cohort assessment purposes. Slavic's LPC will oversee the integration of proficiency assessment into regular intervals in the curriculum and will help to curate and interpret data on student outcomes across the different languages and levels in the department.

***IV.C.4. Resources.*** Illinois is developing as a nationally prominent center of research on second language acquisition with a focus on proficiency-based pedagogy, evaluation, and testing of LCTLs. Linguistics and SLCL are pursuing two open-rank tenure-track hires for the coming AY connected to language testing, the first to replace a retiring faculty expert in English-language

proficiency testing, and the second a new position for language testing and assessment in LCTLs. These assessment experts will, along with other continuing faculty, oversee the development of new proficiency testing instruments by RAs for priority languages in the coming four years. The LCTL expert will also contribute courses to the curriculum for the LCTL Professional Development Certificate and help to curate and interpret data from the proficiency testing program across the departments and languages in the School. This investment of Linguistics, SLCL, and the University into the faculty resources needed to oversee LCTL testing and assessment promises to make Illinois a leading center in LCTL assessment research and practice.

## V. STRENGTH OF LIBRARY.

**V.A.1. Strength of library holdings.** The University Library (UL), the largest public academic research library in the US, holds over 13 million volumes and 23 million items and materials. Within the UL, The Russian, East European, and Eurasian (REEE) collections and services are flagship programs, managed within the International & Area Studies Library (IASL). The UL's REEE holdings, summarized in Table 5.A.1, include ca. 100,000 microforms and 4,000 periodicals primarily in vernacular languages, and boast the third-largest REEE collection in the country (Harvard;

Table 5.A.1 Library Holdings

	Language	Holdings
Library of Congress). It is celebrated for its coverage of Russian and Ukrainian history and culture; its complete runs of the chief 19 <sup>th</sup> - and 20 <sup>th</sup> -century Russian periodicals and newspapers in microform and/or the original; its strengths in Polish, Hungarian, Romanian, and (former) Yugoslav law, and rare holdings such as the Perlstein Collection of Czech	Russian	273,500
	Czech, Slovak, Polish, Hungarian & other Central European	151,000
	Ukrainian, Belarusian & other East Slavic	62,500
	Albanian, Bulgarian, Romanian, Turkish & other Southeast European	67,250
	Bosnian/Croatian/Serbian/Montenegrin, Slovenian, Macedonian	59,750
	Estonian, Latvian, Lithuanian	7,750
	Kazakh, Kyrgyz, Tajik, Turkmen, Uzbek, Tatar, Bashkir & other Central Asian	11,250
	Armenian, Azerbaijani, Georgian & other Caucasus	2,500
	Total Vernacular Language Volumes	635,500
	Total Western Language Volumes	148,750
	Total Volumes	784,250

Library of Congress). It is celebrated for its coverage of Russian and Ukrainian history and culture; its complete runs of the chief 19<sup>th</sup>- and 20<sup>th</sup>-century Russian periodicals and newspapers in microform and/or the original; its strengths in Polish, Hungarian, Romanian, and (former) Yugoslav law, and rare holdings such as the Perlstein Collection of Czech

bibliophile editions. Significant acquisitions since 2010 include *Turkestanskii sbornik*, a digitized copy of the national bibliography of Uzbekistan from 1917-2009, and near-complete runs of Kazakhstan national bibliographic publications 2002-2010, the only held in the Western Hemisphere. Over the past three years, the UL has also purchased access to the 404,000-page Stalin Digital Archive, acquired pre-1918 Ukrainian serials and materials relating to the recent parliamentary elections in Ukraine, established a focus on ethnic minorities in Turkey, and built what is now the country's best collection of official governmental newspapers from the provinces of the Russian Empire. These acquisitions have contributed to established emphases and reflect new priorities in geopolitically-sensitive areas such as Central Asia, the Caucasus, and Ukraine. REEEC will continue to support the acquisition of essential research materials to build holdings on the Balkans, Eurasia, and emergent interdisciplinary emphases and to fund three .25 GAs in library technical services for collection maintenance.

***V.A.2. Institutional support for library.*** REEE collections and services benefit from IASL synergies in staffing and administration, and also receive strong financial support from UL for acquisitions and hiring. An unusually large REEE staff builds, maintains, and most importantly, provides through the unique Slavic Reference Service (SRS) for the programmatic sharing of the collection. The latest addition to the 8 FTE REEE staff is Joe Lenkart, the new tenure-track International Reference Librarian. He is the first head of SRS with faculty status, and is charged with expanding the successful SRS model to other geographic areas. REEE graduate assistants support REEE collections and services and are routinely provided by IASL and central UL administration, in addition to those funded by REEEC. IASL's own GAs and staff also assist in REEE-related ventures, and the UL has initiated a major project to improve access to over 22,000 REEE items in the library catalog. The UL provides generous support for overseas travel for library staff, essential to the acquisition of the Central Asian materials mentioned in section

V.A.1. In 2013-2014 Illinois contributed \$360K to acquisitions. Another \$30-\$50K annually is available through five endowments solicited and maintained by the Library Advancement Office.

***V.B.1. Availability of materials in other institutions.*** The UL is a leader in open access and cooperation among libraries and institutions. UL holdings are augmented significantly by participating in the CIC's reciprocal borrowing agreements, which provide Illinois faculty and students with preferential access to over 80 million volumes. Access to the world's library resources is available through OCLC WorldCAT, the UL catalog, and the cooperative catalog managed by the Consortium of Academic Libraries and Research Libraries in Illinois, which provides over 26 million item records from 70 libraries.

The UL and REEE are committed to providing public access to REEE resources. Collaboration with the National Library of Finland (NLF) and its renowned Slavonic Department is in its fourth decade, which has enabled generations of US scholars and Illinois students to access otherwise-unavailable resources through the Russian History and Culture microform project, and current focus is access to serial holdings. The UL's REEE units have long relationships with the Russian National Library, the Russian State Historical, and Jagiellonian University. Other institutions targeted for collaboration include the Rudomino State Library for Foreign Literature, the Atatürk, and the National Book Chamber of Kyrgyzstan.

The UL subscribes to dozens of REEE databases, including premier sources such as ISI Emerging Markets, Library PressDisplay, and multiple East View databases. The SRS developed a free online *Introduction to Slavic Information Resources* which highlights reference works in the REEE region and provides detailed annotations for important resources.

***V.B.2. Accessibility of library holdings to other institutions.*** The SRS is a year-round reference service. For thirty-nine years it has located relevant scholarly and research materials (print, online, and microfiche/microfilm) in all REEE areas and languages for higher academia, junior

colleges, public agencies and private research centers, public libraries of all sizes, special libraries in medical, scientific, and industrial centers, and governmental libraries. Moreover, the SRS provides research assistance to government agencies including DoS, Interior, DoD, USDA, CIA, and EPA. This unique service supports access to vernacular language materials by providing in-depth bibliographic training. In addition, SRS maintains a vast collection of online research sources, which consists of ~231 pages of vernacular language sources and catalogs. SRS recently partnered with ASEES to conduct a national webinar, attended by 44 viewers from North America, European Union, Russia, and Central Asia. Moreover, the SRS continues to support SWSEEL participants at Indiana University through instruction sessions language training guides, and collection use at UL. As academic institutions continue to consolidate and trim research services, SRS becomes a vital component in REEE Studies.

Table 5.B.1 SRS Requests Received

Method of Receipt	2011	2012	2013
Chat	89	26	12
Email	764	889	992
ILL	1459	773	639
In person	470	675	526
Phone	95	31	46
Other			41
<b>Total</b>	<b>2877</b>	<b>2394</b>	<b>2256</b>

The UL participates in Inter Library Loan (ILL) and the I-Share consortium, which permits borrowing in 145 academic libraries in the state of Illinois. The UL imposes no restrictions on the number of items available through ILL including, microfiches and microfilms. An ongoing UL digitization project is making rare and inaccessible REEE materials more widely available and the IASL maintains electronic lists of free online resources.

## VI. QUALITY OF STAFF RESOURCES.

**VI.A.1. Qualifications of faculty and staff.** There are 50 REEEC-affiliated faculty with 50–100% area focus. The core faculty engage frequently and dynamically with Center programming. They are supplemented by affiliated faculty whose area focus is under 50% but who nevertheless represent an important resource. Research associates comprise emeriti, retired faculty, and local non-faculty professionals with area expertise in publishing, library work, business, education,

etc. A large cohort of regional faculty associates (43 and growing) at nearby universities and colleges are often leaders in their fields. They contribute to the intellectual community by presenting their work through the lecture series and participating in SRL and Center conferences.

Director David L. Cooper (2012–) is a Czech and Russian literature and culture specialist with expertise on topics of nationalism, forgery and mystification, and translation studies. A faculty member in SLL, Professor Cooper has served as Director of Undergraduate Study for his home department since 2010. He has received multiple awards including the NCEEER National Research Fellowship and his book, Creating the Nation: Identity and Aesthetics in Early Nineteenth-century Russia and Bohemia, was published in 2010. Professor Cooper currently sits on the Executive Committee for the Center for Translation Studies, where he is an affiliated faculty member and he is also affiliated with the program for Medieval Studies and the EU Center. REEEC Associate Director Alisha Kirchoff (2010–) holds an MA in European, Russian, and Eurasian Studies from the University of Toronto. Prior to her appointment at Illinois, Kirchoff served as Program Coordinator for the Social Science Research Council (SSRC) Eurasia Program. As an undergraduate David L. Boren NSEP fellow, Kirchoff spent 10 months studying in Vladimir, Russia; she returned to Russia during the course of her MA study for thesis research and spent an academic term at the Central European University Department of Legal Studies. While at SSRC, Kirchoff was a part of a major project promoting social science research on topics of public health in the Russian Federation funded by the Ford Foundation. In addition to her extensive regional expertise, Kirchoff has a great deal of administrative experience in academic and fellowship program management. Outreach coordinator Katrina Chester (2008–) holds an MS in education and has 14 years of higher education administrative experience. An experienced Illinois public school board member, she is also a seasoned grant writer and event coordinator. She understands the educational systems and standards in Illinois and has attended

Common Core information sessions and workshops in order to apply them to REEEC programming. During her tenure at REEEC, Chester has been responsible for the development of key outreach initiatives. She instigated the first online curriculum module by developing content from an on campus workshop into an easily accessed resource that serves as a template for additional units. She has helped to raise funds for REEEC activities from campus and external funders, and has developed new relationships with key organizations such as Champaign County Head Start, the Illinois Reading Council, the EDU's Youth Literature Festival, and the Champaign County Economic Development Corporation. Office support specialist Linda McCabe has been with the university since November 2012 and joined REEEC in spring 2014. She has an MA in Political Science from Notre Dame University where she specialized in security studies, comparative politics, and study of the Former Soviet Union.

The .50 FTE director is responsible for thematic direction, program development, directing the REEES MA program and together with the associate director and outreach coordinator, grant writing. The associate director oversees daily operations, supervises personnel, coordinates FLAS with the other NRCs, facilitates the evaluation plan, coordinates faculty meetings and the Executive Committee, advises students in the REEES undergraduate program, and provides assistance to the director as needed. The program coordinator develops and maintains the outreach program, manages contacts with K-16 teachers, oversees the multimedia library. The office support specialist oversees the operations of the REEEC office, budget, and finance, arranges course scheduling, and as graduate secretary is responsible for the administrative aspects of the REEE studies MA and FLAS programs. On faculty, see also III.D.1 and IV.B.1.

***VI.A.2. Professional development opportunities.*** In addition to funding for course development and student and faculty conference travel funds that are made available by individual departments and the campus, there are many opportunities for professional development and

teaching support on campus (see 1.A.2). These opportunities include faculty workshops, career mentoring, and resources for research and teaching (<http://provost.illinois.edu/faculty/>). Overseas research is facilitated by grants from the Campus Research Board that support travel and teaching release, as well as by robust grant writing support from the Office of the Vice Chancellor for Research. REEEC staff attend professional development workshops on computer technology, accounting, management, grant writing/management, and engagement opportunities.

***VI.A.3. Faculty/staff teaching, supervision, and advising of students.*** Illinois places the highest value on teaching and mentoring, as demonstrated by the annual campus awards for excellence in undergrad/grad advising and teaching administered by the Provost's office. All faculty teach course loads similar to those at peer institutions, with 4 courses per year (typically 3 undergrad/1 grad) typical for many of the REEE Studies core disciplines. Faculty hold 2 or more weekly office hours, and regularly supervise independent studies, senior honors and MA theses, and doctoral dissertations. REEE Studies courses—with the exception of introductory language—are taught by faculty members and lecturers; REEE Studies MA theses are mentored by REEEC faculty according to subject. For REEEC advising, see *II.B.1.*

***VI.A.4. Staffing and oversight.*** The REEEC Executive Committee exercises primary oversight for the Center and makes the annual selection of FLAS fellows. It meets monthly to advise the director and oversee programs. The current Ex Com comprises members from history (Randolph), law (Maggs), IASL (Witt), SLL (Finke), FAA (Buchanan) and anthropology (Greenberg). REEEC faculty committees select awardees for student prizes, make admission decisions for the MA program, and provide advice and input to campus units such as IASL. The annual REEEC Faculty Assembly reviews programs, future initiatives, and progress on meeting Title VI priorities. A professional evaluator assesses Center programs on a regular basis and an institutional review of all area studies centers took place in 2011. This review was conducted by

an interdisciplinary committee of senior faculty and administrators from across campus and was commissioned by the office of International Programs and Studies.

***VI.C.1. Non-discrimination statement.*** REEEC rigorously upholds University, State and Federal rules forbidding discrimination on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, status as a disabled veteran or a veteran of the Vietnam Era, or unfavorable military discharge. Illinois has a long and proud legacy of commitment to the principles of equality and equal opportunity for all students, faculty, staff, and visitors. The University is deeply committed to providing a working and learning environment that is diverse, inclusive, and respectful. Illinois is dedicated to recruiting and retraining underrepresented students, diversity education, civic engagement and fostering the leadership skills necessary to develop global citizens. More on Illinois' commitment to diversity can be found in the Section 427 GEPA statement with this application.

As the Center's affirmative action officer, Chester monitors and reports compliance. Employment announcements are placed in publications targeted to minorities and women, and include strong nondiscrimination statements. The NRC Joint Evaluation Plan provides further measures for equal access. An example of the Center's commitment to continually reach out to underrepresented groups is an established relationship with the United Negro College Fund's Institute for International Public Policy to bring graduate student fellows with REEE research interests to SRL. Faculty members from MSIs are members of the REEEC community through the Regional Faculty Affiliates program. And REEEC supports and recruits predominantly Latino students from charter schools in Chicago when hosting the Russian Olympiada.

## **VII. OUTREACH ACTIVITIES.**

Directed towards K–16 education, business, government, media, and the larger community on local, regional and national levels, REEEC's comprehensive outreach program engages the

active, cross-disciplinary participation of faculty and staff as organizers, moderators, and experts. A 2013 visit from the President of Bosnia and Herzegovina illustrates the Center's reach.

***VII.A. Pre-K, elementary and secondary schools.*** In 2011, REEEC hosted a faculty-led workshop for 7-12 educators, "Violence Overload? Promoting Sensitivity to Human Suffering: The Case of Bosnia." Then, in 2012, REEEC faculty and staff developed the content of that workshop into a multiple module online curriculum for classroom use. This content exists behind a registration wall so users may be tracked and asked to provide an evaluation of the materials. The material has already been accessed by 50 teachers in 15 states, the District of Columbia, the United Kingdom, and Hong Kong. This model of teacher interaction and testing leading to development of curricular materials available online now guides Center efforts, as in new curricula on disability in Russia and life under socialism in Eastern Europe. REEEC now offers dozens of K-16 curriculum modules, most aligned with Common Core standards. The REEEC multimedia library provides curricular support to local and national K-16 educators by lending books, films, and documentaries for use in the classroom. REEEC has developed modules for several of those documentaries that are available to educators through the REEEC website.

Starting this year, REEEC will send staff to provide LCTL language and area studies instruction in an enrichment classroom at a local rural middle school twice per week. Because the community is being evaluated as a site for a fertilizer plant owned by Turkish citizens, Turkish is a prime candidate for the language of instruction, linking the school to local business development as well. After the curriculum is developed, with faculty input, and REEEC staff has taught it for 2.5-3 years, REEEC will turn over language teaching to school staff, but will supply support and assistance as needed.

REEEC has collaborated with Indiana U and U Chicago for the annual IL/IN Russian Olympiada. Starting next year, Illinois and Chicago will jointly host the Illinois Russian

Olympiada, and alternate as hosts. This is an opportunity to recruit minority students into REEE studies (many come from predominantly Latino schools in Chicago) and to work with in-service Russian language teachers. REEEC is introducing a teacher training component, with assistance from ACTR, for teachers accompanying students to the event starting next year.

REEEC's "Crossing Borders" program uses books and literacy as tools for teaching on the region and to introduce children into the "pipeline" of foreign language and area studies. The program has several components. REEEC presents a Slavic Story Time at the Urbana Free Library. It provides authors and speakers to Voices on the Prairie (a local school's parent/child reading group) and makes a collection of children's and young adults' books available to teachers through its multi-media library. REEEC also develops activities based on Slavic stories for children attending the biennial Youth Literature Festival (YLF). REEEC will support author visits to the YLF and the annual Illinois Reading Council convention. The Center will purchase multiple copies of the authors' area-specific books and circulate them to classrooms through the REEEC library. The access to books will encourage teachers to include these items in future curricula. This program is directed to small urban and rural communities that otherwise might not have the resources to provide books or author visits to their students.

Another component of the literacy program is a new initiative with Head Start. In order to provide for low-income and early learner entry into the area studies pipeline, several Illinois' NRCs will develop a "Travel around Your World" preschool curriculum with Champaign County Head Start (CCHS) in Savoy, Illinois. Using a template developed with Head Start, the IOC Outreach GA will develop in collaboration with each Center a monthly program that is then presented to 165 students in the Savoy Head Start classrooms. The program will include songs, games, early language acquisition (greetings and counting), cultural artifacts, flags, stories and picture books, food, and crafts from a different country each month. After the Savoy program is

established, CCHS will investigate expanding it to other classrooms in Champaign, Urbana, and Rantoul. Additionally, all the curricula developed by REEEC will be available to other pre-K educators via the REEEC website.

Continued collaboration with a reinvigorated Center for World music will provide an improved channel for outreach to schools, in collaboration with FAA faculty, and also will produce curriculum modules for music teachers (see VIII.B.1.).

***VII.B. Postsecondary institutions.*** REEEC postsecondary outreach includes annual lectures, conferences, symposia, a research lab, and workshops designed to advance scholarship and specialist knowledge on the region. Under the Distinguished Speakers rubric, prominent public figures and professionals from the US and overseas to lecture, visit classrooms, and meet with Illinois' students. The New Directions in REEE Studies colloquia bring leading scholars to feature current research trends and methodologies and present innovative work. The Noontime Scholars lectures provide a forum where REEEC faculty and grad students, as well as scholars in the Midwest and exchange programs, present work in progress. A new International Speaker series organized with U Chicago will bring a prominent specialist from abroad each year. REEEC hosts Coffee with the Director, which guests attend to meet with REEEC MA students.

National and international conferences, like the annual Fisher Forum and REEEC Directions Symposium, engage academic audiences with cutting edge area research that are then typically incorporated into the syllabi of relevant courses across campus. Likewise, the Joint Area Centers Symposium (JACS) is a biennial conference hosted by Illinois NRCs on topics of broad interest to the campus, K-16 educators, and the broader public. This event is an opportunity to engage cross-regional discourse on issues of global concern. During the 2014-2017 cycle, the NRCs of Illinois intend to present two JACS on the topics of Violence, Trauma and Memory (2015, yr 2) and on Global Health (2017, yr 4), both of which will broaden topics developed in the prior year

for the REEE region in Fisher Forums (see p. 1). These events invite participation from students and colleagues at peer institutions and community colleges. The Current Events Forums (CEF) cover breaking issues of the day and are specifically targeted at community audiences. The annual Turkish Studies Symposium, hosted with the EU Center and the Center for South Asian and Middle Eastern Studies (CSAMES) promotes understanding of Islam and the repositioning of Turkey and the Middle East vis-à-vis the US/Europe and within the global political economy.

REEEC has a well-established collaboration with MIIIE, a regional community college consortium opening to national membership in July, that promotes international and intercultural education. The Center supports the annual curriculum workshops where MIIIE faculty work to internationalize courses, and SRS staff collaborates with faculty organizers to develop resources for the workshop. In the coming grant cycle, REEEC will provide stipends, in a program administered by MIIIE, to faculty wishing to internationalize their curriculum with REEE content. Recipients will be invited to come to campus and use the University Library and SRS.

The Slavic Reference Service (SRS) realizes a national outreach opportunity as it handles approximately 3,000 reference requests each year. The Summer Research Lab (SRL) is an exceptionally broad outreach program with national impact on post-secondary education. It brings ca. 70 scholars and specialists to campus annually to conduct research in the IAS Library, access the SRS, and interact with fellow-SRL participants and campus faculty. The Regional Faculty associates program (40 faculty, 10 from community colleges or minority serving institutions) fosters professional development and a sense of intellectual solidarity among educators at smaller local institutions. Associates participate in REEEC lecture series and pedagogy workshops and receive a fee waiver for SRL.

As a part of the SRL expansion, the Center for African Studies, CSAMES, and REEEC propose a joint workshop on the topic of Islamic Manuscripts for the summer of 2016, featuring

sessions on the history, material aspects, genres and common features of Islamic manuscripts and important manuscript collections around the world. This workshop will thus attend to cross-regional problems encountered by scholars and students who work with these materials. It will also address region-specific or "local" concerns, such as Arabic script paleography, regional variations in Arabic manuscripts, manuscripts in Persian, Ottoman Turkish, and *'ajami* (African languages written in Arabic script), and manuscript preservation. This event poses a distinctive opportunity for scholars and students across three important world regions to convene and work across disciplines and area expertise. In addition, this initiative fits well within an ongoing set of programming at each center, including their shared sponsorship of a Muslim Societies lecture series along with the EU Center, addressing Muslim history and culture across these regions.

The Center continues to work with professional schools and colleges on campus by supporting their international programming and by collaborating to provide outreach to the larger community. REEEC cooperates with the Modernizing Extension and Advisory Services (MEAS) program in ACES by offering language and area studies support for its programs in Tajikistan and Georgia. REEEC has provided similar support to the College of Media for its study abroad journalism course. Students have studied in Romania and Turkey and will travel to Bosnia in 2016. Illinois broadcast journalism students won a 2013 Crystal Pillar Award from the National Academy of Television Arts and Sciences for their documentary "Illinois Travels to Turkey."

***VII.C. Business, media, government, and the general public.*** REEEC and SRS develop workshops and webinars designed to attract government researchers and policy makers. SRS staff makes presentations on research and area studies resources to government agencies. REEEC has an agreement with the Champaign County Economic Development Corporation (CCEDC) and the East Central Illinois Development Corporation (ECIDC) to provide ad hoc resources such as assistance with trade visits and business conferences.

Many of REEECs campus events are open to and attract a more general public. The Osher Lifelong Learning Institute (OLLI), an adult-learner program in Urbana-Champaign, taps REEEC faculty to teach its courses and invites REEEC speakers to address its membership. One partnership within the Crossing Borders program reaches not only middle school students. Parents must also actively participate by reading the book and attending an activity night. REEEC staff provides resources and presentations to many community groups, including the Peoria Area World Affairs Council and local Rotary clubs.

The University's News Bureau sends out press releases about major REEEC events to regional media, including those in Chicago. Local media cover many events and write feature stories on REEEC events and people. Many invited area experts speak in journalism classes; conversely, Journalism's Benson lectures around the country about her training of EE journalists. REEEC faculty and staff have been invited to write op eds in national publications and have been interviewed for HuffPost Live, as well as local radio and television stories.

## **VIII. PROGRAM PLANNING AND BUDGET.**

***VIII.A. Relation to purpose of NRC program.*** As discussed in the Introduction (p. 1), REEEC proposes a comprehensive program that builds on its multifaceted legacy at Illinois and its history of leadership in the field by developing new avenues of institutional cooperation, internationalizing emerging subject areas within the University, and shaping the continued development of thought and practices in area studies on campus and beyond. Funds requested will support academic programs, events, and cross-campus collaborations to expand teacher training at all levels (AP1); further develop collaboration with community colleges in order to internationalize curricula (CP1); forge programmatic and curricular connections with the College of Education and Music Education in the College of Music in order to train future teachers (CP2), and strengthen linkages with institutions abroad (IP1). Together, the endeavors outlined

in this proposal will enhance REEEC's value as a resource to the University, the community, and the nation in the teaching of regional languages, in providing instruction on the region across the disciplines, and in research and training on international issues in the region that contributes to public and private sector endeavors.

***VIII.B.1. Development plan/timeline.*** In the course of this funding cycle, REEEC will add several new programs and expand others. **1)** Our new collaborations with the College of Education (Introduction) and music education in the College of Music (see VII.A.) will provide, through newly developed courses, area studies instruction to pre-service teachers. For EDU the Center will provide advanced graduate TAs (budg. A2b) to provide area expertise and content in a new course developed by EDU faculty to be piloted in year 1, and students will take existing area studies courses. For Music REEEC will support, through the Center for World Music, development of new international courses and specialized summer programs on area studies for students of the Music Ed 3-year summer intensive master's program and in-service teachers, planned for year 3 (budg. E3b). **2)** The ambitious new proficiency testing initiative by Illinois NRCs, SLCL, and the language departments will increase institutional capacity in proficiency testing significantly over the course of the grant (see Intro, IV.B.2). The Slavic LPC will participate in an ACTFL OPI workshop in year 1 and TAs in year 3; Russian proficiency tests will be developed in year 2 and Polish in year 4 (budg. E4b). This will reduce the cost of testing FLAS students significantly over the course of the grant as institutional capacity grows. The parallel development of a LCTL Professional Development Certificate program (IV.B.2) (budg. E21) will introduce new courses over the life of the grant. **3)** Development of the International Summer Seminar at Illinois on the basis of REEEC summer programming (Intro, VII.B) will involve Title VI seed funding for area training workshops in collaboration with other Illinois NRCs (budg. E1i). These will include an area studies research workshop for undergraduates in

year 1 and an Islamic manuscripts workshop in year 2 (p. 40), with further workshops to be developed. Here Title VI funding contributes to a small part of a much larger and growing program for which outside grant and donation support is being actively sought.

4) REEEC's community college and MSI initiatives will build new institutional capacity at those institutions. REEEC is newly partnering with Illinois Center for Global Studies and the EU

Center to fund the development of regional content for core education

Table 8.B.1 Other New Activities

Program	Partners
Center for World Music outreach activities	CWM, FAA, NRCs
Muslim Societies Across the World Speaker series	CSAMES, CEAPS, EUC
Mediterranean Studies Initiative	CSAMES, EUC
Crossing Borders literacy program	Local education Groups

and health sciences courses at local Parkland College (budg. E3g). The long-term collaboration with MIIIE will continue and add stipends to support course internationalization for core CC courses at member institutions (VII.B) (budg. E3c & f) (see Appendix 1). 5) The Global Health initiative (years 2-4) is an example of rich, multipronged programming with a small Title VI contribution but a large impact. The endowed Fisher Forum conference in summer 2016 (Intro) will be followed by a JACS on the topic in year 4 (VII.B) (budg. E2h); REEEC will apply in year 3 or 4 to bring a prominent expert on regional health issues to speak, via campus MillerComm funds (I.A.5) (budg. E1d), and Buckley will develop and revise courses for additional health content on the REEE region (III.C.1). REEEC will follow a similar strategy with the 2015 Fisher Forum and year 2 JACS. 6) The new South Slavic Studies lecturer (I.A.2), funded by a coalition that includes REEEC, Slavic, SLCL, the EU Center, and LAS (budg. A2a), will provide a new undergraduate course in South Slavic Cultures (year 2) and area studies grad seminars of varying content each year, and will develop undergrad research initiatives. 7) The REEEC-led Global Informatics Initiative (III.C.1), which required large start-up funding last cycle (REEEC supplied \$7k), has now been largely institutionalized, with campus partners

funding new course development and instruction in 2013-14. REEEC is requesting minimal continuing support for developing one additional course and supporting visiting lectures (budg. E2e); the initiative is also developing an online resource base that will enable further phase out of Title VI support.

8) To the already robust program of outreach activities at REEEC will be added new initiatives in pre-K and middle schools. The Head Start program (VII.A) will develop and teach in year 1 a pre-K curriculum that introduces children to new countries, languages, and cultures and encourages parent involvement. These resources will be shared via REEEC's outreach website and the program expanded in years 2-4 (budg. E3a). New support for Turkish and area studies instruction at a local rural middle school builds on past parent-child reading group involvement (VII.A). REEEC staff will develop and teach the curriculum (years 1-3) and prepare the teachers to continue instruction indefinitely (year 4) (budg. E3h). A pair of outreach GAs (B3a and c) will assist with new curriculum development and manage resources that will be added to the library of course and curricular materials available online at REEEC for Pre-K to 16 educators as a result of these and other programs. Funds for REEEC Library acquisitions (D3) and curriculum (D2) material will also support these new programs and others.

These eight programs and others outlined elsewhere in this narrative, developing over the course of the grant cycle, will result in new institutional capacities, new courses and curricula, and large new cohorts of students exposed to high quality training in languages and area studies.

***VIII.B.2. Effective use of resources and personnel.*** Programs and activities are mapped out with the cost-effective deployment of resources considered. REEEC will continue to use its substantial financial backing from the University plus the Title VI grant to generate additional support from individual programs and units on campus. Moreover, the Center and affiliated departments will continue to apply for external funding. The proposal demonstrates structured

patterns of collaboration with campus and regional NRCs, other campus schools and units, and with institutions beyond the campus aimed at concentrating resources and generating programmatic and academic efficiencies.

***VIII.C. Reasonable nature of costs.*** The proposed budget is cost-effective and realistic. Importantly, REEEC does not rely on Title VI for staff salary or ongoing, permanent institutional initiatives as Illinois provides support for institutionalization of programming and Center staffing. Planned activities are consistent with the REEEC mission and IFLE expectations, with many focusing on the Title VI absolute, competitive, and invitational priorities for NRC and FLAS. The budget emphasizes the funding of new programming and demonstrates the institutionalization of the funding of staff and initiatives that are best sustained by the university.

***VIII.D. Long-term impact.*** At the end of the 2014-18 grant cycle REEEC will have expanded foreign language and area studies programming and instruction not only on this campus but also in schools, community colleges, and the larger community. Institutional capacity in LCTL instructional support and proficiency testing will have been significantly increased, which will bring long-term benefits to language instruction. Area studies additions to elementary education, music education, and community college curricula in education and health will impact the training of students for many years to come. Outreach initiatives will introduce the REEE region and languages to underserved students from pre-K to grade 12, planting the seeds of interest and engagement for the development of future experts. Finally, a number of new courses and curricula will expand the training available to student specialists in REEE, FLAS fellows, and in new areas of pre-professional and disciplinary training across the campus, further embedding the study of the region into the developing international educational mission of the Illinois campus.

## IX. IMPACT AND EVALUATION

*IX.A Impact of Activities on the University, Community, Region, and the Nation.* REEEC seeks to leverage existing relationships and infrastructure to reach the broadest possible audience with its programming. Among these efforts to disseminate information about events and opportunities is regular use of the REEEC listserv that has over 650 subscribers. This group not only receives regular announcements about REEEC activities, but also a monthly e-newsletter that links to articles posted on the REEEC blog (<http://reecillinois.wordpress.com/>). The Center increasingly uses social media to reach its constituents. Since its introduction in 2011, the REEEC blog has an average of 40 visitors per day (over 6500 in the first half of 2014 alone) and is accompanied by a Center Facebook page and Twitter account. The blog serves as a forum for students to submit summaries and analyses of REEE invited lectures, co-sponsored events, and their own experiences as FLAS fellows abroad. These are disseminated through the listserv and social accounts, and populate the newsletter. This past year, students and alumni have been asked to provide their analysis of current events in the region, which has remarkably improved the reach of the REEEC blog and engaged as many as 600 Facebook users at any given time.

In addition to online engagement, REEEC works to make sure that the outputs from events and outreach materials are made available to potential users online. For example, REEEC hosted a curriculum development workshop on the Bosnian genocide Lectures, lesson plans, and supplementary materials were rendered into digital format and posted on the REEEC website behind a registration wall so that users could be tracked and their use of the materials evaluated (see VII.A). To date, 45 teachers have used this curriculum from 15 U.S. states, and the District of Columbia across approximately 13 different subjects, representing a significant impact.

As discussed at length in section VII, REEEC holds an important place on campus, engaging students and faculty in outreach programming and Center events. In addition, REEEC has a

number of robust partnerships with community and regional organizations. As shown through indices such as placement data (see IX.D, E, and F.1), participation rates, and usage of Center resources, REEEC has both a commitment to and history of local, regional, and national impact through its programmatic initiatives. A complete course listing showing enrollments can be found in Appendix 4. The national reach of REEEC summer programming SRS/SRL is explained in Section VII.B. Thanks to the investment of Title VI support, significant resources are available to the public through REEE summer programming.

***IX.B Equal Access for Members of Underrepresented Groups.*** UI serves an increasingly diverse campus population and region. At present, 22.5% of the total student population is comprised of individuals who identify as African American, Asian American, Latino/a, and/or Native American. Through the campus program ‘Inclusive Illinois,’ efforts to recruit, retain, and provide career placement for students of underrepresented groups have been substantially augmented in recent years. Illinois is a recipient of the 2013 Higher Education Excellence in Diversity (HEED) Award, earning the highest ranking among 55 schools recognized. Dedicated campus resources for recruiting, retaining, and providing funding for underrepresented students and promoting diversity include the Office of Inclusion and Intercultural Relations (OIIR), the Office of Minority Student Affairs (OMSA), The President’s Award Program, the Illinois Promise Program, The LENS Diversity Certificate Program, and the LGBT Resource Center.

UI is also a global leader in serving students with disabilities. In AY12-13, the office of Disability Resources and Educational Services (DRES) awarded nearly \$444,000 in tuition waivers, student awards, and scholarships to students with disabilities. DRES has worldwide recognition for providing state-of-the-art technology assisted learning and support services for students with a range of physical and mental disabilities. The UI’s Beckwith Residential Support Services (BRSS) are a model of empowerment, integrating design elements, support services,

and disability management training. The graduation rate of BRSS residents is 84 percent; with over 40% of participants employed or successfully enrolled in graduate or professional schools within a year of graduation. BRSS was selected to receive the 2012 Barrier-Free America Award from Paralyzed Veterans of America (PVA) for their leadership in the creation of accessible environments. UI is the first university to receive this award.

***IX.C Evaluation Plan.*** Since 2004, the UI NRCs have participated in a joint independent evaluation under the direction of Lizanne DeStefano, Fox Family Professor of Educational Psychology, Director of the Illinois STEM Education Initiative (I-STEM), and a nationally-renowned specialist on educational evaluation. No administrative, supervisory, academic, or budgetary relationship exists between UI NRCs and I-STEM. The external evaluation activities at UI are conducted by a unit and individuals independent of, and not responsible for, the programs evaluated. I-STEM and UI NRCs have developed and implemented a joint evaluation plan, created common instruments and data collection procedures to collect GPRA and program specific indicators, and established a central database and standard reporting procedures. Joint evaluation is more cost-sensitive and effective than discrete efforts by each NRC. The synergisms arising from collaboration significantly increases the set of respondents, as well as the over-all evaluation capacity and efficiency of all UI NRCs. Joint evaluation data has proven useful in garnering institutional support for UI NRCs and cooperation on this level will continue in the 2014-18 cycle.

UI's common evaluation approach is *comprehensive* and *goal-oriented* providing both ongoing *formative information* to guide program improvement efforts, and *summative information* to gauge annual progress toward both short and long term goals. Maintaining common measures and tracking students and faculty longitudinally facilitates measurement of long-term impacts on UG/G and professional training programs. The evaluation employs both

*quantitative* measures (surveys, language and content testing, enrollment, graduation and employment data) and *qualitative* inputs (interviews, observation, document review) to assess trends over time, measure changes from baseline, and obtain a rich picture of the role that each NRC (and the collective) plays on the campus, the state, and the nation.

UI's evaluation system capitalizes on the complementary strengths of *internal* and *external* evaluation. As a means of increasing efficiency, building evaluation capacity and promoting the use of evaluation information, NRCs and I-STEM share responsibility for data collection, analysis and interpretation. DeStefano, as external evaluator, oversees and audits the quality of internal evaluation, conducts independent data collection and analyses, and develops findings and recommendations. Relevant parties, such as the NRC Directors, Advisory and Executive Committees, Language Coordinators, and OMSA are involved in evaluation activities, reporting, and responses. This multi-pronged strategy yields multiple benefits including deeper understanding among program staff and increased local evaluation capacity. DeStefano convenes monthly meetings of NRC staff to review and act upon evaluation findings, foster collaboration and mutual learning across NRCs.

In addition to the joint evaluation, DeStefano also evaluates selected REEEC-specific activities. For 2014-2018, these will include: impact of summer programming (including teacher training); formative evaluations of introductory courses on Central Asia, HeadStart, and MIIE partnerships; and outcome evaluation of the Crossing Borders literacy program. The external evaluator issues a formal REEEC-specific report and a cross-NRC report annually and at the end of project funding. The external evaluator also issues interim reports on specific programs or issues (e.g. new course development; career outcomes) to guide program improvement mid-cycle. The evaluation plan is described in Appendix 2 and lists the indicators and instruments to be used in response to 4 evaluation questions aligned with NRC priorities, GPRA indicators, and

REEEC objectives. Currently, shared instruments and procedures to be used in 2014-18 will be supplemented by additional measures tailored to evaluate REEEC-specific objectives and programs such as the MIIIE and Head Start partnerships, the new teacher preparation program, and the development of new REEEC courses, summer programming, certificates and degrees.

***IX.C.1 Use of Evaluation in Program Planning and Improvement.*** The comprehensive NRC/FLAS evaluation program significantly aids the progressive improvement and effectiveness of programming and planning. A comprehensive evaluation of the SRS/SRL was completed in 2012. Findings from this include the reaffirmation that the REEE collection and SRS staff at IASL are one of the greatest resources to the field of REEE studies that is made available by Illinois. Among the recommendations are to maintain and enhance programmatic offerings during SRL, which is proposed in section VII.B, and to plan summer events further in advance so that applicants can be aware of all offerings at the point of application. Plans and themes for summer 2015 and 2016 are discussed in section I.

As detailed in section X.A.1, substantial changes have been made to the FLAS program at Illinois in terms of how the awards are administered. These changes were made based on fellow feedback. Thanks to the comprehensive, ongoing evaluation, the FLAS program has been tailored to more effectively deliver information to students, streamline the award process, and coordinate among centers. FLAS evaluation outcomes will continue to drive adjustments and improvements to the program in the coming cycle. Evaluation processes and their outcomes influence program planning and REEEC seeks to meaningfully implement program changes and enhancements based on the feedback received through formal and informal channels alike.

***IX.C.2 PMF.*** The goals and measurements of key initiatives that respond to the absolute and competitive priorities can be found in Appendix 6. These measurements are representational and will help reveal the impact of these programs.

***IX.D Contribution to Improved Supply of Specialists.*** REEEC has success in placing area studies specialists in a variety of careers. Since 2010, 13% of REEEC graduates (BA, MA and minors) have gone on to careers in K-16 education, 10% are working for the federal government, 20% have continued on to graduate school, 12% have entered the private, for-profit sector, and 13% have found work in the NGO or non-profit community. REEEC alumni work for organizations such as the Kansas City School District, the U.S. Department of Defense, Department of State, Kenyon College, and American Councils for International Education.

***IX.E.1 Activities Address National Need.*** REEEC activities address national need by responding to priorities established by Title VI. As discussed in sections XI.A.1, II.B.1, and VII.B, REEEC emphasizes priority languages in LCTL instruction, invites a diversity of professionals to engage students and faculty, and presents events that directly respond to current events in the REEE region that are of national interest. Faculty expertise is regularly shared with USG agencies (i.e. Buckley visited CIA, DoS, and DoD in spring 2014 to present on demographic shifts in Southern Russia and Central Asia), and students engage with faculty on important issues, as in a March 2014 teach-in on the annexation of Crimea which was led by 4 faculty members, one graduate student, and had over 150 students in attendance.

***IX.E.2 Student Placement in Areas of National Need.*** As referenced in section IX.D, REEEC graduates are qualified to enter a variety of possible careers upon graduation. In the upcoming cycle, REEEC will continue to emphasize careers in education for graduates and offer professional development opportunities as detailed in section II.B.1.

***IX.F.1 FLAS Fellowships to Applicants Addressing National Needs.*** The REEEC FLAS program addresses national need as indicated by ED priorities; this is detailed in full in section XI.A.1. Applicants are selected based on strength of application, Title VI priorities, and career or

research objectives. Students showing an interest in a field related to national needs and interest are prioritized over those with similar qualifications that do not address areas of national need.

***IX.F.2 FLAS Recipient Placement in Areas of National Need.*** According to a recent survey conducted by I-STEM, more than one third (35%) of FLAS alumni are still pursuing their course of study. For those FLAS alumni who graduated, the data shows that 36% were placed in higher education, 37% in private sector for profit, 12% in private sector for non-profit, and 15 % in government (local, state, federal, military) and international organizations. As mentioned in section II.B.1, REEEC makes every effort to provide students with access to a wide range of professional development and engagement opportunities with a diversity of professionals with area studies training. In the coming cycle, REEEC is committed to developing area studies training for educators at all levels in the interest of meeting the priority presented by ED, described in sections VII.B, X.B.1, and XI.A.1.

## **X. FLAS AWARDEE SELECTION PROCEDURES.**

The FLAS fellowship competition is open to qualifying students across campus, and REEEC makes a special effort to encourage students in professional schools to apply. Applicants are evaluated according to the selection criteria described in X.B.1. In the 2010-2014 cycle, arrangements were finalized for Law students to apply for FLAS with college support. For this grant cycle, REEEC requests 9 grad student and 2 undergrad AY and 6 grad and 2 undergrad summer FLAS fellowships for: B/C/S, Bulgarian, Czech, Georgian, Polish, Russian, Serbian, Turkish, and Ukrainian.

***X.A.1. Selection plan—advertising.*** The REEEC FLAS competition is conducted in coordination with other Illinois FLAS-granting NRCs and is advertised with special attention paid to recruiting applicants from professional schools on campus (e.g. GSLIS and the College of Law). FLAS Coordinators from all Illinois NRCs engage in a combined advertising effort. This

includes joint or shared attendance at campus-wide resource fairs, informational sessions in advance of the application deadline, flyers, advertisements, email, and social media campaigns. Participating NRCs also present a series of information sessions for students to ask questions, learn about eligibility requirements, terms of the award, and the application process. The application is open to any eligible applicant at Illinois; AD Kirchoff holds extended office hours during the application cycle to offer guidance and information for prospective applicants.

—*timeline.* In October FLAS coordinators meet to review the online instructions and application forms to make the necessary adjustments before the application goes live in late November. Applications are due mid-February, and the selection committees meet shortly thereafter. As of 2011, the Illinois FLAS application and administration process is centralized for all of the NRCs so as to reduce administrative burden and streamline the competition. Beginning in the 2014 cycle, a centralized FLAS coordinator will work with all FLAS-granting NRCs at Illinois. This person will manage the application process for all FLAS applicants, and support the selection process at each center by coordinating application materials and procuring student financial data so that selection committees may address the competitive preference for students demonstrating financial need, notably those from underrepresented groups, when making award decisions. This position will enable more effective and efficient administration of the FLAS program without any added cost to the program as the position is fully supported by the university. It should be noted that in 2011, Amy Leng (Budget Director for International Programs and Studies) and AD Kirchoff created a subcommittee of individuals to address FLAS administrative complications. This committee has developed a set of best practices for dealing with study abroad on FLAS awards, improving communications between fellows, granting centers, and the budget office, and providing enhanced services and fully informing students about their responsibilities for the award. Students report feeling very well-informed about the FLAS process.

Award announcements are made as soon as the selection process is completed. Students on summer fellowships who are planning on overseas language study are informed that their award is not final until their proposed language program has been approved by IFLE. Final awards are coordinated with the other NRCs to ensure that all FLAS funding is fully utilized. This practice has resulted in an increase in the total number of fellows studying REEE languages (all LCTLs) with other Centers awarding fellowships to students studying an EE language, allowing REEEC to fund additional students, usually in advanced Russian.

*—correspondence of awards to priorities.* The competitive priorities during the 2006–10 grant cycle were to make awards to students who were pursuing advanced training in LCTLs and those who were pursuing MA degrees. REEEC made 78 FLAS awards: 53 were to MA students; 71 were for the study of LCTLs, of which 53 were at the advanced level (3<sup>rd</sup> year and above). REEEC will continue to support the study of ED priority LCTLs, prioritizing, first, applications of high quality for study of priority languages at the advanced level. Beyond that, REEEC will work with the centralized FLAS coordinator to procure financial aid information about applicants. REEEC will use this information to prioritize highly qualified applicants studying priority languages at the advanced level with financial need over those who not have an indication of financial need.

*X.B.1. Selection plan—application process.* Illinois has a standardized online application form allowing students to apply to multiple Centers with one application. For grad students the supporting documentation—letters of reference, transcripts, and written statement—is submitted by their department. Departmental endorsement is required, and departments proposing two or more candidates must rank them. These rankings inform but do not bind the selection committee which takes into account the overall strength of the application and Title VI criteria and priorities. Undergrads apply directly to the Centers with the same supporting documentation.

—*selection committee*. All applications are reviewed by the REEEC Ex Comm, with faculty representatives from the social sciences, the humanities, library, and at least one professional school (see VI.A.4). This diversity ensures the capacity of the group to identify a well-rounded selection of fellows that represent various disciplines, languages, and subject areas. During the 2010–14 cycle 51 AY graduate fellowships and 7 AY undergraduate fellowships were awarded in 12 disciplines (*italics* indicate professional school awards): *art history*, comparative and world literatures, history, *music*, *urban and regional planning*, *architecture*, political science, area studies, linguistics, sociology, *GSLIS*, and *SLL*. Across all awards, in the 2010-2014 cycle, approximately 10% were held by professional school students, another 10% were held by undergraduates, and 96% of them supported the study of Title VI priority languages. Because of robust institutional support from the Graduate College, REEEC is able to offer approximately twice as many awards as the FLAS budget allocation (see section I.A.6).

—*selection criteria*. Applicants are evaluated on academic standing, letters of recommendation, commitment to REEE studies, including prior language study, the relevance of the FLAS training to the applicant’s academic and professional goals as described in the personal statement, and the competitive priorities and criteria specified by IFLE. Overall excellence is the key factor in the selection of fellows, as are applicants’ desired language and level to be studied. Beginning in 2014, students will also be assessed on the basis of financial need. On the applicant scoring sheet used by the committee, a column will be added with a weighted financial need score, which will be added to the student’s other scores based on their qualifications as assessed by the committee.

## **XI. COMPETITIVE PRIORITIES.**

*XI.A.1. Serving announced competitive priorities in FLAS program.* Of the 10 area LCTLs taught at Illinois, 9 are listed as priority languages by the ED, while the 10<sup>th</sup> (Czech) is a US

Treasury Department priority language. Past performance demonstrates REEEC's commitment to awarding the vast majority of its FLAS allotment to students engaged in the study of Title VI priority languages. In addition, REEEC will identify applications from students with financial need. As noted in section X.A.1, mechanisms will be put in place by a centralized FLAS coordinator to assess student financial need so that this assessment can be included in the FLAS selection process as detailed above (X.B.1) starting with the 2015-2016 FLAS competition cycle.

***XI.B.1. Serving announced priorities in NRC program.*** Through outreach programming, campus partnerships, and REEE courses and degree programs, REEEC provides for teacher training across all educational levels (Absolute priority). This cycle, REEEC is adding five new programs specifically to add LCTL and area studies components to the curricula of pre-service teachers and to training for in-service teachers. Continued collaboration with a regional consortium of community colleges and a new partnership with a local community college will provide for the internationalization of core courses at those institutions (Competitive priority 1). New partnerships with the EDU and Music education programs will integrate area studies preparation into the training of teachers (Competitive priority 2). Appendix 3 is a guide to how REEEC programs address NRC and FLAS priorities with references to full narrative descriptions of the programs and budget lines.

**ELIGIBLE INSTITUTIONS FOR TITLE III & TITLE V PROGRAMS  
WITH MEMBERSHIP TO MIDWEST INSTITUTE CONSORTIUM IN 2014**

Northwest Arkansas Community College AR  
Pima County Community College District AZ  
Edison College FL  
Valencia College FL  
Hawkeye Community College IA  
Kirkwood Community College IA  
Western Iowa Tech. Community College IA  
City Colleges of Chicago IL (multiple, city-wide)  
Illinois Central College IL  
Lincoln Land Community College IL  
Moraine Valley Community College IL  
Triton College IL  
Ivy Tech Community Colleges IN (multiple, state-wide)  
Bay De Noc Community College MI  
Glen Oaks Community College MI  
Lansing Community College MI  
Macomb Community College MI  
Monroe Community College MI  
St. Clair County Community College MI  
Washtenaw Community College MI  
Wayne County Community College District MI  
St. Louis Community Colleges MO (multiple, city-wide)  
North Dakota State College of Science ND  
Metropolitan Community College NE  
Southeast Community College NE  
Mohawk Valley Community College NY  
Cincinnati State Tech & Community College OH  
Columbus State Community College OH  
Cuyahoga Community College OH  
Lakeland Community College OH  
Lorain County Community College OH  
Northwest State Community College OH  
Ohio State Agricultural Technical Institute OH  
University of Cincinnati - Blue Ash College OH  
Harrisburg Area Community College PA  
Westmoreland County Community College PA  
Chattanooga State Community College TN  
Roane State Community College TN  
Tidewater Community College VA

*REEEC NRC Evaluation Plan 2014-2018: Questions and Indicators*

Evaluation Questions	Indicators
<b>(A)</b> Do the Center's activities and training programs significantly impact the university, community, region, and nation (including both short- and long-term impacts on U/G and professional programs)?	<ol style="list-style-type: none"> <li>1. Increased enrollments in LCTLs, REEEC courses, certificates, degrees &amp; programs (GPRA)</li> <li>2. Increased graduate and FLAS placement in areas of national need (GPRA)</li> <li>3. Strategic recruitment of new faculty in LCTLs and REEEC areas</li> <li>4. High levels of event participation rates and diverse participants</li> <li>5. Increased internship/study abroad institutional support and participation</li> <li>6. Increased collaboration with other T6s on <i>Illinois</i> campus</li> <li>7. Improved evaluation practice among NRCs</li> <li>8. Increased collaboration with overseas institutions and measurable outcomes</li> <li>9. Increased collaboration with professional schools and measurable outcomes</li> <li>10. Increased collaboration with IHEs, community colleges and MSIs resulting in measurable curricular and programmatic outcomes</li> <li>11. Increase in # of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies.(GPRA)</li> <li>12. Increase in # of intermediate or advanced level language courses in the priority and/or LCTLs (GPRA).</li> </ol>
<b>(B)</b> Does the Center provide equal access and treatment to eligible project participants that are members of underrepresented groups?	<ol style="list-style-type: none"> <li>1. Sensitivity to diversity in faculty and staff hiring process and outcomes</li> <li>2. Student recruitment, enrollment, retention, graduation, &amp; placement</li> <li>3. Increased diversity in participant demographics at all levels</li> <li>4. Increased accommodations and diversity in dissemination/recruitment practices</li> <li>5. Increased Internship/study abroad placement for underrepresented groups</li> <li>6. Diversity in FLAS awards</li> <li>7. Diversity in I4I (Study Abroad Scholarships)</li> <li>8. Increased accessibility and use of web information</li> </ol>
<b>(C)</b> Do the Center's language programs address national needs; are they of high quality; and are they producing the next generation of specialists?	<ol style="list-style-type: none"> <li>1. Student "Instructor and Course Evaluation System" (ICES) ratings</li> <li>2. % of FLAS who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation (GPRA)</li> <li>3. % of FLAS graduates who studied priority languages (GPRA)</li> <li>4. % of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level (GPRA)</li> <li>5. Expert review of new syllabi, majors, minors</li> <li>6. Increased number of TAs with enhanced graduate teaching certificate</li> <li>7. Increased enrollments in advanced language classes, esp. LCTLs (GPRA)</li> <li>8. Increased placement of majors, minors and FLAS in areas of high need (GPRA)</li> <li>9. Increased internship placements, awards, and study- abroad rates</li> <li>10. Increased REEEC faculty receiving teaching awards</li> <li>11. Accreditation results for REEEC involved departments and programs</li> <li>12. Increased capacity for language assessment in all departments</li> </ol>
<b>(D)</b> Does the Center show significant and measurable regional and national impact on 1) K-12 teachers; 2) post-secondary instructors, business, media, and the general public?	<ol style="list-style-type: none"> <li>1. Improved enrollment/demographics of participants</li> <li>2. High levels of faculty and staff involvement in outreach activities</li> <li>3. High levels of Participation satisfaction and ratings of utility</li> <li>4. Increased Media coverage at local, state and national levels</li> <li>5. Extent to which K-12 &amp; community colleges adopt curricula, online courses, etc.</li> <li>6. Increased leveraging of funding from other sources</li> <li>7. High levels of involvement of Center faculty and professional schools in outreach</li> <li>8. Increased number of professional courses &amp; programs with REEEC content</li> <li>9. Increased engagement of business and general public in Center activities.</li> </ol>

**REEEC & Joint NRC Evaluation Instruments****Developed:**

- a) Summer FLAS Fellow On-line Survey
- b) Academic Year FLAS On-line Survey
- c) FLAS Alumni Online Annual Survey
- d) Shared T6 FLAS database
- e) Foreign Language Student Annual Survey
- f) NRC Impact On-line Annual Survey
- g) NRC Impact Annual Focus Group Protocol
- h) Outreach Event/ Workshop Pre/Post Survey
- i) Systematic analysis of campus data bases for enrollment, retention, and other data.

**Planned:**

1. Web analytics dashboard to demonstrate impact of improved accessibility web resources
2. Semester Analysis of OPI and locally developed language assessment student performance and changes over time.
3. Expert syllabi review, mid-semester and final evaluation surveys for new courses, including introductory course
4. Instruments to measure classroom usage, implementation, and impact of new teacher preparation programs and middle school curriculum efforts.
5. Instruments to further document and measure outcomes related to collaboration with IHEs (CIC Centers, overseas institutions, professional schools, community colleges, and MSIs)
6. Survey of language teachers to assess increased capacity in language assessment, retention and career development issues.
7. Development of NRC and FLAS cost efficiency measures (GPRA)

NRC/FLAS Priority	Activity	Description	Page #	Budget Line
Teacher Training Activities in REEE Languages and Area Studies (NRC AP)	Curriculum development and resources for K-16 educators	New Online Curriculum Modules to internationalize K-16 education	30, 38, 40	B3a B3c
	Pre-K Teacher Area Studies Professional Development	Collaborate with Head Start to develop curriculum modules that introduce language and culture in pre-K curriculum	31, 38	E3a
	Professional Development Program for Music Educators	Graduate summer intensive course for in-service music educators to integrate area studies, cultural training, and language into K-12 classrooms	36	E3b
	Instructor training in LCTL instruction and area studies for in-service teachers	Introduction of LCTLs and area studies in middle school	30, 38	E3h
	LCTL Professional Development Program	Professional certification for qualifying LCTL instructors; available for pre-service teachers and language instructors (also responds to CP2)	19, 36	E2i
	Global Fest and Olympiada Teacher Workshops	Annual High School enrichment activities with added training component for in-service teachers;	2, 30	E2n E3e
Significant and Sustained Collaborative Activities with MSIs and Community Colleges (NRC CP1)	Course Internationalization stipends for community college instructors	Support for MIIIE to identify and provide stipends to community college faculty who want to internationalize existing courses. Includes access to SRL at Illinois	33, 37	E3c E3f
	MIIIE Annual Workshop Support for summer training program	Support for content specialists to travel to present at annual workshop, includes housing and honorarium	33	
	Parkland College Curriculum Internationalization Project	Support the development of regional content for education and health science courses	37	E3g
Collaborative Activities with College of Education & Education Programs (NRC CP2)	Pre-Service Teacher Training in Area Studies	College of Education Curriculum Internationalization program, for pre-service elementary teachers	2, 36	A2b
	Pre-service Music Teacher Symposium	Specialized summer program for pre-service K-12 educators enrolled in music education program for integrating area studies into curriculum	36	E3b
	Global Informatics Undergraduate Course Initiative	Further developing educational policy courses to build global competency on technology & social movements among pre-service educators	14, 37	E2e

Develop, Maintain, or Enhance Linkages with Overseas Institutions of Higher Education or other Educational Organizations (NRC IP)	Maintain Institutional arrangements with study abroad programming available to graduate, undergraduate, and professional school students	Study Abroad Programs with Bogazici University (Turkey), ACTR in Moscow, St. Petersburg, & Vladimir, CIEE in Russia; CEA and CIEE Study in the Czech Republic; Summer Program in Estonia, Ukraine, and Russia through the University of Tartu; CIEE Hungary & Poland; Study Abroad Program of the Center for European Studies, Jagiellonian University in Krakow (Poland)	6, 12, 13	
	Maintain and enhance relationships with libraries and archives in-region	Russian State Library, the National Parliamentary Library of Georgia, Jagellonian University Library in Poland, the National Library of Uzbekistan, the Nazarbayev University Library in Kazakhstan, the National Book Chamber of Kyrgyzstan, and the Kyrgyztan Library Information Consortium	6, 24	
	Continued support for visiting scholars from institutions abroad; enhance relationships once scholars return home	Visiting scholar home institutions include: the Far Eastern Federal University in Vladivostok, Moscow State University, Siberian Institution of Professional Re-training and Business Education, Omsk State University (Russia); the Central European University (Hungary); Pukyung National University, Kyungnam University (South Korea);		
Award fellowships to undergraduate students & graduate students based on financial need (FLAS CP 1)	A new staff position in IPS will work in tandem with all FLAS-granting NRCs and liaise with Financial Aid to secure the needed information for applicants.	Financial information will be shared with the selection committee; will figure into the selection process, and be weighted appropriately against the applicant's qualifications	47, 49	
25 % or more of academic year FLAS fellowships in any of the 78 priority languages on the DoE list of LCTLs. (FLAS CP 2)	REEEC gives competitive preference to qualified applicants who study Title VI priority languages.	All but one of REEEC's eligible FLAS languages are priority languages found on the Department's list.	49	



ILLINOIS REEEC TITLE VI PROPOSAL  
APPENDIX 4A: AREA STUDIES COURSES LIST

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13		Enrollment 13-14		Offered 14-15
						U	G	U	G	
<b>COLLEGE OF BUSINESS</b>										
<b>ACCOUNTANCY</b>										
ACCY 423	Intro to International Accountancy	Staff			3	-	-	-	-	X
ACCY 571	Multinational Enterprise Accountancy	Staff			4	-	-	-	-	-
ACCY 572	Accounting Under Different Social Systems	Staff			4	-	-	-	-	-
<b>Totals for Accountancy: 3</b>										
<b>BUSINESS ADMINISTRATION</b>										
BADM 380	International Business	Clougherty/ Buchelli	50%	FA	3	100	-	75	-	X
BADM 380	International Business	Clougherty/ Buchelli	50%	SP	3	109	-	105	-	X
BADM 380	International Business	Clougherty/ Buchelli	50%	SU	3	22	-	-	-	X
BADM 381	Multinational Management	Yao	50%	FA	3	31	-	38	-	X
BADM 381	Multinational Management	Yao	50%	SP	3	43	-	46	-	X
BADM 382	International Marketing	Koo	50%	SP	3	55	-	77	-	X
BADM 584	Global Marketing	Fang	50%	SP	4	-	53	-	44	X
BADM 586	Intl Comparative Management	Clougherty	50%	FA	4	-	38	-	40	X
BADM 590	Global Perspectives in Business	Qualls	25%	FA	4	-	-	-	20	X
BADM 590	Global Perspectives in Business	Qualls	25%	SP	4	-	-	-	18	X
BADM 590	Economics of International Business	Qualls	25%	SP	4	-	-	-	6	X
BADM 590	Global Strategy	Clougherty	50%	SP	4	-	-	-	24	X
BADM 590	International Study	Clarke/Fang	50%	SP	4	-	30	-	43	X
BADM 590	International Study Trip Part A	Clarke/Fang	25%	SP	4	-	25	-	-	X
BADM 590	International Trip	Carroll	25%	FA	4	-	-	-	32	X
BADM 590	<i>Firms, Markets, and Globalization</i>	Aguilera Vasquez	25%	SP	4	-	12	-	-	X
BADM 590	<i>Global Business Horizons</i>	Viswanathan	25%	FA	4	-	-	-	33	X
<b>Totals for Business Administration: 12</b>						<b>360</b>	<b>158</b>	<b>341</b>	<b>238</b>	
<b>FINANCE</b>										
FIN 451	Intl Financial Markets	Hackbarth	25%	SP	3	32	-	-	-	X
FIN 551	International Finance	Chan	25%	SP	4	-	35	-	31	X
<b>Totals for Finance: 2</b>						<b>32</b>	<b>35</b>	<b>31</b>		
<b>Totals for College of Business: 17</b>						<b>392</b>	<b>193</b>	<b>359</b>	<b>285</b>	
<b>COLLEGE OF MEDIA</b>										
<b>ADVERTISING</b>										
ADV 476	Global Advertising	Nelson	25%	FA	3	-	-	-	-	X
<b>Totals for Advertising: 1</b>										
<b>MEDIA AND CINEMA STUDIES</b>										
MACS 261	Survey of World Cinema I	Smith	25%	FA	3	53	-	46	-	X
MACS 262	Survey of World Cinema II	Smith	25%	SP	3	49	-	74	-	X
MACS 389	International Communications	Chen	25%	SP	3	34	-	-	-	X
MACS 504	Theories of Cinema	Kaganovsky	25%	SP	4	-	15	-	-	X
<b>Totals for Media Studies: 4</b>						<b>136</b>	<b>15</b>	<b>120</b>		

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15	
						U	G		U	G			
<b>JOURNALISM</b>													
JOUR 460	Special Topics: Crisis Communication	Holly	25%	SP	3	49	-	-	-	-	-	X	
JOUR 460	Special Topics: Real World Politics and Media*	Benson/Meyer	25%	FA	3	11	1	-	-	-	-	-	
JOUR 460	Special Topics: Issues in Contemporary Documentary	Rosenstein	25%	SP	3	4	1	-	-	-	-	X	
JOUR 460	Special Topics: Issues in Contemporary Documentary	Rosenstein	25%	FA	3	15	1	-	-	-	-	-	
JOUR 460	The Media and You	Tate	25%	FA	3	27	-	-	-	-	-	-	
JOUR 470	International Reporting*	Yates	50%	SP	3	16	4	-	-	-	-	X	
Totals for Journalism: 5						122	7	-	-	-	-	-	
Totals for College of Media: 10						258	22	-	-	-	-	-	-
<b>COLLEGE OF EDUCATION</b>													
<b>EDUCATIONAL POLICY STUDIES</b>													
EPS 403	European Education to 1600	Staff	25%		2	-	-	-	-	-	-	X	
EPS 424	Economics of Education	Staff	25%		2	-	-	-	-	-	-	X	
EPS 426	Comparative Education	Rizvi	33%		2	-	-	-	-	-	-	X	
EPS 530	Education and Globalization*	Greenhalgh-Spencer	33%	FA	4	-	27	-	-	-	20	X	
EPS 530	Education and Globalization*	Greenhalgh-Spencer	33%	SP	4	-	22	-	-	-	15	X	
Totals for Educational Policy Studies: 4						-	49	-	-	-	35	-	
<b>EDUCATIONAL PSYCHOLOGY</b>													
EPSY 562	Literacy Across Cultures*	Anderson	25-50%		4	-	-	-	-	-	-	X	
Total for Educational Psychology: 1						-	-	-	-	-	-	-	
<b>HUMAN RESOURCE EDUCATION</b>													
HRE 536	International HRD	Li	25-50%	FA	4	-	21	-	-	-	-	-	
Totals for Human Resource Education: 1						-	21	-	-	-	-	-	
Totals for College of Education: 6						-	70	-	-	-	35	-	
<b>COLLEGE OF ENGINEERING</b>													
<b>ENGINEERING COURSES</b>													
ENG 191	International Dimensions of Engineering	Finis/Ravaioli	25-50%	FA	1	-	-	-	106	-	1	X	
ENG 299	Engineering Study Abroad	Finis	25-100%	FA		-	-	-	-	-	-	X	
ENG 299	Engineering Study Abroad	Finis	25-100%	SP		-	-	-	-	-	-	-	
ENG 299	Engineering Study Abroad	Finis	25-100%	SU		-	-	-	-	-	-	-	
Totals for Engineering Courses: 2						-	-	-	106	-	1	-	
<b>NUCLEAR, PLASMA, AND RADIATION ENERGY</b>													
NPRES 480	Energy and Security (GLBL 480, PS 480)*	Singer	25-50%	SP	3	-	-	-	24	-	1	X	
NPRES 481	Writing on Technology & Security (GLBL 481)*	Singer	25-50%	SP	3	59	-	-	-	-	-	X	
NPRES 483	Seminar on Security (GLBL 483)*	Singer	25-50%	FA	1	11	1	-	7	-	1	X	
NPRES 483	Seminar on Security (GLBL 483)*	Singer	25-50%	SP	1	6	-	-	-	-	-	-	
NPRES 498	Spent Nuclear Fuel Storage Bedrock	Singer	25%	SP	4	-	2	-	-	-	-	-	
Totals for Nuclear, Plasma, and Radiation Energy: 4						76	3	-	31	-	2	-	

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15			
						U	G		U	G		U	G		
<b>PHYSICS</b>															
PHYS 280	Nuclear Weapons & Arms Control (GLBL 280)*	Barr/Perdekamp/Kamuda	50%	SP	3	63	-	-	67	-	-	-	-	-	X
<b>Totals for Physics: 1</b>						63	-	-	67	-	-	-	-	-	-
<b>Totals for College of Engineering: 7</b>						139	3	-	204	3	-	-	-	-	3
<b>COLLEGE OF FINE AND APPLIED ARTS</b>															
<b>ARCHITECTURE</b>															
ARCH 411	Ancient Roman Architecture	Findley	40%	FA	3	-	-	-	42	-	-	3	-	-	X
ARCH 411	Ancient Roman Architecture	Findley	40%	SP	3	64	9	-	38	2	-	2	-	-	X
ARCH 511	Seminar in Ancient Arch	Senseny	40%	FA	4	-	4	-	-	-	-	-	-	-	X
ARCH 512	Seminar in Medieval Arch (MDVL 512)	Marina	40%	FA	3	-	-	-	-	-	-	-	-	-	X
<b>Totals for Architecture: 3</b>						64	13	-	80	5	-	-	-	-	5
<b>ART</b>															
ART 140	Introduction to Art	Kellman/Douglas	25%	FA	3	-	-	-	-	-	-	-	-	-	X
ART 140	Introduction to Art	Douglas/Kellman	25%	SP	3	-	-	-	-	-	-	-	-	-	X
<b>Totals for Art: 1</b>						-	-	-	-	-	-	-	-	-	-
<b>ART HISTORY</b>															
ARTH 111	Ancient to Medieval Art (MDVL 512)	Marina	33%	FA	4	-	-	-	108	-	-	-	-	-	X
ARTH 222	Medieval Art	Marina	33%	SP	3	21	-	-	-	-	-	-	-	-	X
ARTH 241	Twentieth-Century European Art: 1880-1940	Maulhearn	33%	SP	3	45	-	-	-	-	-	-	-	-	X
ARTH 257	History of Photography	Weissman	25%	SP	3	-	-	-	87	1	-	1	-	-	X
ARTH 445	European Art Between the Wars	Mendelson	50%	SP	3	-	-	-	-	-	-	-	-	-	X
ARTH 446	Art Since 1940	Romberg	25%	SP	4	-	-	-	33	2	-	2	-	-	X
ARTH 541	Seminar in Modern Art	Romberg	25%	SP	4	-	-	-	-	-	-	9	-	-	X
ARTH 546	Seminar in Contemporary Art	Weissman	25-75%	FA	4	-	-	-	-	-	-	-	-	-	X
ARTH 546	Seminar in Contemporary Art	Weissman	25-75%	SP	4	1	11	-	-	13	-	-	-	-	X
<b>Totals for Art History: 8</b>						67	11	-	228	25	-	-	-	-	25
<b>DANCE</b>															
DANC 240	Dance History I	Johnston	25%	FA	3	19	-	-	9	-	-	-	-	-	X
<b>Totals for Dance: 1</b>						19	-	-	9	-	-	-	-	-	-
<b>LANDSCAPE ARCHITECTURE</b>															
LA 314	History of World Landscapes (ARCH 314)	Deming	25%	SP	3	-	-	-	90	-	-	-	-	-	X
LA 513	History of World Landscapes (ARCH 510)	Deming	25%	SP	4	-	-	-	-	-	-	10	-	-	X
<b>Totals for Landscape Architecture: 1</b>						-	-	-	90	10	-	-	-	-	10

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15
						U	G	U	G	U	G	
<b>MUSIC</b>												
MUS 110	Introduction Art Music: International Perspective	Silvers	75%	FA	2	108	-	123	-	-	-	X
MUS 133	Introduction to World Music	Gordon/ Solis	50%	FA	3	366	-	427	-	-	-	X
MUS 133	Introduction to World Music	Gordon/ Solis	50%	SP	3	402	-	435	1	-	-	X
MUS 252	Ethnomusicology Performance: Balkanalia	Gordon	100%	FA	1	18	-	13	-	-	-	X
MUS 252	Ethnomusicology Performance: Balkanalia	Buchanan/ Asnawa	100%	SP	1	18	-	14	-	-	-	X
MUS 410	Period Studies- 19th Century Music	Kinderman	50%	FA	3	-	-	-	-	-	-	X
MUS 410	Period Studies- 19th Century Music	Macklin	50%	SP	3	-	-	-	-	-	-	X
MUS 416	Anthropology of Music (ANTH 416)	Silvers	75%	FA	3	-	-	-	-	-	-	X
MUS 450	Advanced Ensemble: Enescu Ensemble	Lupu	100%	SP	1	3	1	-	-	-	-	X
MUS 450	Advanced Ensemble Music: Balkanalia	Gordon	100%	FA	1	-	-	-	-	-	-	X
MUS 450	Advanced Ensemble Music: Balkanalia	Buchanan	100%	SP	1	-	-	-	-	-	-	X
MUS 450	Advanced Ensemble Music: Russian/Eurasian	Kamm	100%	SP	1	-	-	-	-	-	2	X
MUS 523	Field Work and Ethnography	Buchanan	100%	SP	4	-	-	-	-	-	7	X
<b>Totals for Music: 8</b>						<b>915</b>	<b>1</b>	<b>1,012</b>	<b>10</b>			

<b>THEATRE</b>												
THEA 208	Dramatic Analysis: Script Analysis	Hohman	25%	FA	3	45	-	45	-	-	-	X
THEA 262	Literature of Modern Theatre	Hohman	25%	SP	3	45	-	35	-	-	-	X
THEA 360	History of Theatre I	Davis/ Salerno	25%	FA	4	NA	NA	NA	NA	NA	NA	X
THEA 361	History of Theatre II	Davis/ Thomas	25%	SP	4	NA	NA	NA	NA	NA	NA	X
THEA 467	Contemporary Theatrical Forms	Hohman	25%	SP	4	4	7	-	-	-	-	X
THEA 564	Study Theatre History: 20th Century	Thompson	25%	SP	0	2	-	-	-	-	-	X
<b>Totals for Theatre: 6</b>						<b>96</b>	<b>7</b>	<b>80</b>				

<b>URBAN AND REGIONAL PLANNING</b>												
UP 185	Cities in a Global Perspective	Mirafab	50-75%	SP	3	-	-	NA	-	-	-	X
UP 423	Intro International Planning	Mirafab	50-75%	FA	4	29	10	13	9	-	-	X
UP 455	Economic Development Workshop	Rost	25%	SP	4	-	-	NA	NA	NA	NA	X
UP 494	Planning Before/After Disasters	Oishansky	25%	FA	4	-	-	-	-	-	-	X
UP 494	Sustainable Site Planning	Deal	25%	FA	4	-	-	-	-	-	-	X
UP 494	Planning Local Food Systems	Jarrell	25%	SP	2	-	-	-	-	-	-	X
UP 494	Planning Without Growth	Greenlee	25%	FA	4	-	-	2	13	-	-	X
UP 494	Rural Planning Workshop	Wilson	25%	SP	4	2	3	-	-	-	-	X
UP 494	Future Cities	Kim	25%	SP	4	NA	NA	-	-	-	-	X
UP 494	Neurus Research Seminar	Greenlee	25%	SP	2	3	3	2	2	-	-	X
UP 494	International Environmental Issues	Greenlee	25%	SP	2	-	-	-	-	-	-	X
UP 501	Planning History and Theory	Salo	25-50%	SP	2	-	-	-	-	-	-	X
<b>Totals for Urban and Regional Planning: 12</b>						<b>34</b>	<b>16</b>	<b>17</b>	<b>24</b>			
<b>Totals for College of Fine and Applied Arts: 40</b>						<b>1,195</b>	<b>48</b>	<b>1,516</b>	<b>74</b>			

<b>GRADUATE COLLEGE</b>												
<b>GRADUATE COLLEGE COURSES</b>												
GC 498	Graduate Domestic Study Away (summer intensive lang crs)	NA	100%	SU	0	-	NA	-	-	-	-	X
GC 499	Graduate College Study Abroad (summer intensive lang crs)	NA	100%	SU	0	-	NA	-	-	-	-	X
<b>Totals for Graduate College Courses: 2</b>						<b>-</b>						
<b>Totals for Graduate College: 2</b>						<b>-</b>						

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15
						U	G		U	G		
<b>COLLEGE OF LAW</b>												
LAW 655	European Union Law	Da Rosa Garoupa	50%	FA	2	-	-	-	-	-	-	X
LAW 655	European Union Law	Da Rosa Garoupa	50%	SP	4	-	-	-	-	-	-	X
LAW 656	International Law	Boyle	25-50%	FA	3	-	18	-	-	-	-	-
LAW 656	International Law	Boyle	25-50%	FA	4	-	-	-	0	-	42	X
LAW 657	International Human Rights Law	Boyle	25-50%	SP	4	-	-	-	-	-	40	X
LAW 798	Comp analysis of Legal Practices	Kesan	25%	FA	1	-	-	-	-	-	4	-
LAW 798	Comp analysis of Legal Practices	Kesan	25%	SP	1	-	-	-	-	-	1	-
LAW 798	Comp analysis of Legal Practices	Kesan	25%	SU	1	-	-	-	-	-	9	-
LAW 798	Comparative Criminal Procedure	Ross	25%	FA	2	-	-	-	-	-	14	-
LAW 798	Corp Gov in Emerging Markets	Dharmapala	25%	FA	3	-	-	-	-	-	14	-
LAW 798	Corp Gov: Bd of Directors	Sharpe	25%	SP	2/3	-	-	-	-	-	10	-
LAW 797	International IP Transfers	Cabanellas	25%	FA	1	-	-	-	-	-	4	-
LAW 797	Copyright, Culture, Technology	Staff	25%	FA	1	-	-	-	-	-	8	-
LAW 798	Environmental Responsibility II	Hurd	25%	FA	1/2	-	-	-	-	-	-	X
LAW 798	Con Law and Foreign Affairs	Boyle	25%	FA	4	-	-	-	-	-	-	X
LAW 798	Readings on Nature & Culture	Freyfogle	25%	FA	2	-	-	-	-	-	-	X
LAW 798	Law Behavior and Social Science	Dharmapala	25%	SP	2/3	-	-	-	-	-	17	-
LAW 798	Critical Race Theory	Pratt-Clarke	25%	FA	2	-	-	-	-	-	11	-
LAW 798	Persepective on Debt	Tabb	25%	SP	2	-	-	-	-	-	21	-
LAW 798	Law of Renewable Energy	Kesan	25%	SP	2/3	-	-	-	-	-	22	-
LAW 798	Global Business Regulation	Williams	25%	SP	2	-	-	-	-	-	-	X
<b>Totals for Law: 17</b>						-	-	-	-	-	137	105
<b>Totals for College of Law: 17</b>						-	-	-	-	-	137	105

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

**ANTHROPOLOGY**

ANTH 102	Human Origins and Culture	Ambrose/ Polk	25%	FA	4	96	-	-	-	-	-	-
ANTH 102	Human Origins and Culture	Ambrose/ Polk	25%	SP	4	61	-	65	-	-	-	-
ANTH 102	Human Origins and Culture	Ambrose/ Polk	25%	EX	4	9	-	-	-	-	-	-
ANTH 150	Novel Archaeology	Staff	33%	FA	3	NA	NA	NA	NA	NA	NA	-
ANTH 161	The Holocaust and Its Meanings	Bunzl	50%	FA	3	NA	NA	NA	NA	NA	NA	X
ANTH 175	Archaeology and Pop Culture	Silverman	25%	SP	3	-	-	-	90	-	-	-
ANTH 209	Food, Culture, and Society (SOC 209)	Manalansan	25%	SU	3	275	-	-	326	-	-	X
ANTH 225	Women in Prehistory (GWS 225)	DeLucia	33%	FA	3	17	-	-	28	-	-	X
ANTH 262	Women's Lives	Gottlieb	25%	FA	3	17	-	-	-	-	-	X
ANTH 268	Images of the Other	Gottlieb	25%	SP	3	NA	NA	NA	NA	NA	NA	-
ANTH 290	Jewish Cultures of the World*	Bunzl	50%	SP	3	NA	NA	NA	NA	NA	NA	X
ANTH 358	People of the Ice Age	Ambrose	33%	SP	3	-	-	-	-	-	26	-
ANTH 399	Youth and Culture	Greenberg	25%	FA	3	-	-	-	-	-	-	X
ANTH 399	America in the World	Dominguez	25%	FA	3	5	-	-	-	-	-	-
ANTH 399	Animal Ecologies	Desmond	25%	SP	3	16	-	-	-	-	-	-
ANTH 399	Ethnography of East Asian	Abelman	25%	FA	3	5	-	-	-	-	-	-
ANTH 399	Forensic Anthropology	Hughes	25%	SP	3	19	-	-	-	-	-	-

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15
						U	G	U	G	U	G	
ANTH 399	GenTech Soc Net Trans Rac Inde (REES 496, SOC 396)*	Pintar	75% SP	3	1							
ANTH 399	Language in Real World	Farnell	25% SP	3	18							
ANTH 399	Mentoring and Leadership	Lu	25% FA	3	12							
ANTH 399	Moving Between Cultures	Tami	25% FA	1	13							
ANTH 399	Moving Between Cultures	Tami	25% SP	1	4							
ANTH 399	Neanderthals	Shackelford	25% SP	3	9	1						
ANTH 399	Sociocultural Theory	Schrag	25% SP	3	7	1						
ANTH 399	Special Topics	Staff	25% FA	3	15							
ANTH 399	Europe and the Mediterranean	Rota	33% SP	3	6							
ANTH 402	Transnational Islam, Europe-US (ASST 402, RLST 409)*	Saul	33% FA	4	NA	NA			NA			X
ANTH 488	Modern Europe	Greenberg	50% SP	4	8	1			8			X
ANTH 499	Genes, Language, and Cultures	Malhi	25% SP	4	NA	NA			NA			X
ANTH 499	Neanderthals	Shackelford	33% FA	4								X
ANTH 499	Anthropology of Informatics*	Manalansan	25-50% SP	4								X
ANTH 515	Culture of Capitalism	Orta	25% FA	2								X
<b>Totals for Anthropology: 28</b>						<b>596</b>	<b>3</b>	<b>543</b>	<b>4</b>			

**ATMOSPHERIC SCIENCES**

ATMS 140	Climate and Global Change (ESES 140)*	Schlesinger	25% FA	3	97				93			X
ATMS 140	Climate and Global Change (ESES 140)*	Schlesinger	25% SP	3	95				74			X
<b>Totals for Atmospheric Sciences: 1</b>						<b>192</b>			<b>167</b>			

**CLASSICS**

CLCV 221	The Heroic Tradition (CWL 263)	Trall	25% FA	3	NA				NA			
CLCV 160	Ancient Greek and Roman Religion (RLST 160)	Walters	25% FA	3	26							
<b>Totals for Classics: 2</b>						<b>26</b>						

**COMMUNICATION**

CMN 232	Intro to Intercultural Communication*	Koven/ Kam	25% FA	3	NA				NA			X
CMN 232	Intro to Intercultural Communication*	Koven/ Kam	25% SP	3	NA				NA			X
<b>Totals for Communication: 1</b>												

**COMPARATIVE AND WORLD LITERATURE**

CWL 151	Cross-Cultural Thematics* Queer Literature	Blake	25% FA	3	8							X
CWL 151	Cross-Cultural Thematics*	Blake	25% SP	3					6			X
CWL 205	Islam & West Through Lit*	Blake	25-50% SP	3	5							X
CWL 471	International Lit Relations: Arabs and the New World	Hassan	25% FA	3	1							X
CWL 471	International Lit Relations	Sobol	50% SP	3	1				1			X
CWL 471	International Lit Relations	Sobol	25% SP	3	NA				NA			X
CWL 502	Methods of Comparative Lit	Harris	25-50% SP	4					6			X
<b>Totals for Comparative and World Literature: 6</b>						<b>15</b>	<b>7</b>	<b>7</b>	<b>7</b>			

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15
						U	G		U	G		
<b>CZECH</b>												
CZCH 199	Undergraduate Open Seminar	Cooper/ Gladney	100%	SU	1	-	-	-	-	-	-	X
<b>Totals for Czech: 1</b>												<b>1</b>
<b>ECONOMICS</b>												
ECON 220	Intl Economic Principles	Leite Estanislau do Amara	25%	SP	3 NA	-	-	-	NA	-	-	-
ECON 420	International Economics	Baer	25-50%	FA	2/4	191	2	234	6	X	X	X
ECON 450	Development Economics	Akresh	33%	SP	3/4	37	-	-	-	-	-	X
ECON 450	Development Economics	Akresh	33%	FA	3/4	52	4	77	5	X	X	X
ECON 551	Topics in Development Econ	Akresh	25-50%	FA	4	-	19	-	19	X	X	X
ECON 590	Individual Study and Research	Staff	25-50%	SP	4	1	29	-	-	-	-	-
ECON 590	Individual Study and Research	Staff	25-50%	SP	2	-	NA	-	10	X	X	X
ECON 590	Topics in Labor Economics	Mazumder	25%	FA	2	0	5	-	-	-	-	-
ECON 590	Topics in Labor Economics	Mazumder	25%	SP	2	0	2	-	-	-	-	-
<b>Totals for Economics: 6</b>						<b>281</b>	<b>61</b>	<b>311</b>	<b>40</b>			
<b>ENGLISH</b>												
ENGL 202	Medieval Lit and Culture	Barrett	25%	SP	3	29	NA	NA	NA	X	X	X
ENGL 202	Medieval Lit and Culture	Barrett	25%	FA	3	32	NA	NA	NA	X	X	X
ENGL 284	Modern Jewish Literature	Kaplan	33%	FA	3	21	NA	NA	NA	X	X	X
ENGL 396	Holocaust Poetry	Neison	50%	SP	3 NA	NA	NA	NA	NA	-	-	-
ENGL 396	Beast Fables, Ancient and Modern	Camargo	25%	FA	3 NA	NA	NA	NA	NA	-	-	-
ENGL 455	Tolstoy	Sobol	100%	SP	3	19	-	-	-	-	-	-
ENGL 455	Strinberg in Translation	Stenport	50%	FA	3	8	3	-	-	-	-	-
ENGL 455	Nabokov	Kaganovsky	100%	SP	3/4 NA	NA	NA	NA	NA	X	X	X
ENGL 455	Dostoevsky	Murav	100%	SP	3/4 NA	NA	NA	NA	NA	-	-	-
<b>Totals for English: 8</b>						<b>109</b>	<b>3</b>	<b>3</b>	<b>3</b>			
<b>EUROPEAN UNION STUDIES</b>												
EURO 199	Undergrad Seminar: Europe in Trouble	Dimock/ Niekerk	50%	SP	3 NA	NA	NA	NA	NA	-	-	-
EURO 199	Undergrad Seminar: Religion Peace and Conflict	Balci/ Katsika	50%	SP	3 NA	NA	NA	NA	NA	-	-	-
EURO 199	Undergrad Seminar: Dialogues on Europe	Kourtikakis	50%	FA	1 NA	NA	NA	NA	NA	-	-	-
EURO 410	Labor and the European Union	Ashby/Bielski/Boris/Fauke	50%	FA	4 NA	NA	NA	NA	NA	-	-	-
EURO 490	Special Topics in EU: East, Europe and EU Integration	Leff	100%	SP	3 NA	NA	NA	NA	NA	-	-	-
EURO 501	EU Institutions and Governance	Hastings	50%	FA	4 NA	NA	NA	NA	NA	-	-	-
EURO 502	The EU in a Global Context	Kourtikakis	50%	SP	4 NA	NA	NA	NA	NA	-	-	-
EURO 596	EU-US Economic Relations	Stenport	25%	SP	3 NA	NA	NA	NA	NA	-	-	-
EURO 596	Euro Union Civil Policy	Ozkan	50%	SP	1 NA	NA	NA	NA	NA	-	-	-
EURO 596	EU/US Transnational Relationship	Rosenstein	50%	SP	2 NA	NA	NA	NA	NA	X	X	X
EURO 596	The Euro	Rosenstein	50%	FA	2 NA	NA	NA	NA	NA	-	-	-
<b>Totals for EU Studies: 11</b>												
<b>FRENCH</b>												
FR 418	Language&Minorities in Europe* (GER, LING, SLAV, PS 418)	Fagyal	25-75%	SP	3/4	56	6	52	2	X	X	X
<b>Totals for French: 2</b>						<b>56</b>	<b>6</b>	<b>52</b>	<b>2</b>			

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Enrollment 14-15			
						U	G		U	G		U	G		
<b>GEOGRAPHY</b>															
GEOG 106	Geographies of Globalization	Bernazzoli	25-50%	FA	3	112	-	-	108	-	-	-	-	-	X
GEOG 106	Geographies of Globalization	Bernazzoli	25-50%	SP	3	19	-	-	113	-	-	-	-	-	X
GEOG 110	Geography of Intl Conflicts	Bernazzoli	50%	FA	3	158	-	-	148	-	-	-	-	-	X
GEOG 110	Geography of Intl Conflicts	Bernazzoli	50%	SP	3	166	-	-	178	-	-	-	-	-	X
GEOG 204	Cities of the World	Cidell	50%	FA	3	37	-	-	-	-	-	-	-	-	X
GEOG 204	Cities of the World	Cidell	50%	SP	3	37	-	-	35	-	-	-	-	-	X
GEOG 310	Political Geography*	Flint	25-50%	SP	3	24	-	-	-	-	-	-	-	-	X
GEOG 466	Environmental Policy	Ribot	25%	SP	4	-	-	-	32	-	-	-	-	-	X
<b>Totals for Geography: 5</b>						<b>553</b>			<b>614</b>					<b>8</b>	
<b>GERMANIC LANGUAGES AND LITERATURE</b>															
GER 199	Undergraduate Open Seminar	Bornholdt/Bunzl/Cooper/Ci	50%	FA	1										
GER 199	Undergraduate Open Seminar	Bornholdt/Bunzl/Cooper/Ci	50%	SP	1	13									8
GER 199	Undergraduate Open Seminar	Bornholdt/Bunzl/Cooper/Ci	50%	SU	1										3
GER 199	Emblematica Digital Humanities	Wade	25%	FA	2										3
GER 199	Emblematica Online Digital Hum	Wade	25%	SP	2	6									5
GER 199	BOOKS Matter, Book Matters	Wade	25%	SP	3	3									5
GER 199	Books Matter/Book Matters	Wade	25%	FA	3	5									5
GER 199	Europe in Trouble	Niekerk	33%	SP	3	9									9
GER 250	Grimms' Fairy Tales - ACP	Heinz	25-50%	FA	3	160	1								25
GER 250	Grimms' Fairy Tales - ACP	Heinz	25-50%	SP	3	64									26
GER 250	Grimms' Fairy Tales - ACP	Heinz	25-50%	SU	3	26									139
GER 251	Grimm's Fairy Tales in Context	Jenkins	25-50%	FA	3										71
GER 251	Grimm's Fairy Tales in Context	Jenkins	25-50%	SP	3										71
GER 260	The Holocaust in Context - ACP	Suvak	50%	FA	3	116									24
GER 260	The Holocaust in Context - ACP	Suvak	50%	SP	3	69									24
GER 260	The Holocaust in Context - ACP	Suvak	50%	SU	3	19									71
GER 261	The Holocaust in Context	Suvak	50%	FA	3	20									21
GER 420	German Cultural History	Johnson	33%	FA	4	7									1
GER 493	German Cinema I	Tubb	50%	FA	3	7									14
GER 494	German Cinema II	Tubb	50%	SP	3	5									6
GER 593	Research in Special Topics	Bornholdt/Bunzl/Crane/Cræ	50%	FA	1										2
GER 593	Research in Special Topics	Bornholdt/Bunzl/Crane/Cræ	50%	SP	1										2
GER 593	Research in Special Topics	Bornholdt/Bunzl/Crane/Cræ	33%	SU	1										2
GER 593	Research in Special Topics: Carl Schmitt & Jewish Enemies	Rosenstock	50%	FA	4										5
<b>Totals for German: 15</b>						<b>522</b>			<b>381</b>					<b>5</b>	
<b>GERMANIC LANGUAGES AND LITERATURE</b>															
GMC 199	Undergraduate Open Seminar	Arranged	25-100%	FA	1										X
GMC 199	Undergraduate Open Seminar	Arranged	25-100%	SP	1										X
GMC 199	Undergraduate Open Seminar	Arranged	25-100%	SU	1										X
<b>Totals for Germanic: 1</b>															

ILLINOIS REEC

TITLE VI PROPOSAL

APPENDIX 4A: AREA STUDIES COURSES LIST

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15
						U	G	U	G	U	G	
<b>GLOBAL STUDIES</b>												
GLBL 100	Intro to Global Studies*	Fitzpatrick/ Kohli/ Grim-Fei	25-50%	FA	3	NA	NA	NA	NA	NA	NA	X
GLBL 100	Intro to Global Studies*	Fitzpatrick/ Kohli/ Grim-Fei	25-50%	SP	3	NA	NA	NA	NA	NA	NA	X
<b>Totals for Global Studies: 1</b>												
<b>HISTORY</b>												
HIST 100	Global History	Rabin	25-50%	FA	3	190			205			X
HIST 100	Global History	Rabin	25-50%	SP	3	189	1		197			X
HIST 100	Global History	Rabin	25-50%	SU	3	24						X
HIST 142	Western Civilization Since 1660	Micale	33%	FA	131		120					X
HIST 142	Western Civilization Since 1660	Micale	33%	SP	81		87					X
HIST 142	Western Civilization Since 1660	Micale	33%	EX	1							X
HIST 200	Intro to Historical Interpretation	Ali/ Hogarth/ Hustak	25%	SP	3	102			67			X
HIST 200	Intro to Historical Interpretation	Ali/ Hogarth/ Hustak	25%	FA	3	49			72			X
HIST 247	Medieval Europe (MDVL 247)	McLaughlin	50%	FA	3				44			X
HIST 252	The Holocaust	Fritzsche	75%	SP	3	111			99			X
HIST 258	20thC World to Midcentury	Dills	75%	FA	3	30						X
HIST 258	20thC World to Midcentury	Tartakovsky	75%	SP	3	36						X
HIST 259	20thC World from Midcentury	Fu/ Rodriguez'G	50%	SP	3				35			X
HIST 259	20thC World from Midcentury	Fu/ Rodriguez'G	50%	FA	3	39			33			X
HIST 260	Russian History	Randolph	100%	SP	3	30						X
HIST 265	Science in Western Civ	Ehrenberger	33%	FA	3	19						X
HIST 269	Jewish History Since 1700 (RLST 269)	Avrutin	50%	SP	3				38			X
HIST 274	US & World Since 1917	Smith	25%	FA	3	40			32			X
HIST 300	Topics in Film and History	Cha-Jua/ Prochaska	25-50%	FA	3	22						X
HIST 300	Topics in Film and History	Cha-Jua/ Prochaska	25-50%	SP	3	66						X
HIST 345	Medieval Civilization (MDVL 345, RLST 345)	McLaughlin	33%	FA	3				29			X
HIST 345	Medieval Civilization (MDVL 345, RLST 345)	McLaughlin	33%	SP	3	28						X
HIST 348	Early Euro Absolut and Expansion	Kostofsky	33%	FA	3	26						X
HIST 348	Early Euro Absolut and Expansion	Kostofsky	33%	SP	3	15	1					X
HIST 350	19thC Romanticism and Politics	Liebersohn	33%	SP	3	30						X
HIST 352	Europe in the World	Liebersohn	33%	FA	3				23			X
HIST 353	European History 1918 to 1939	Jakel	50%	FA	3							X
HIST 354	Twentieth Century Europe	McKinley	50%	SP	3	30						X
HIST 354	Twentieth Century Europe	McKinley	50%	SU	3	20						X
HIST 396	Special Topics: A History of Israel	Seidelman	25%	FA	3	14			4			X
HIST 396	Special Topics: Debating Israel's History	Seidelman	25%	SP	3	9			10			X
HIST 396	Special Topics: E. Europe During World War II	Hitchins	100%	FA	3							X
HIST 396	Special Topics: Europe and the Mediterranean	Rota	50%	SP	3	5						X
HIST 396	Special Topics: Multintl Corp, Global, & Hist	Buchell	25%	SP	3	10						X
HIST 396	Special Topics: Sexuality in Modern Europe	Chaplin	50%	SP	3	11						X
HIST 396	Special Topics: History&Memory, 20th c. Europe	Nielson	50%	FA	3	NA	NA	NA	NA	NA	NA	X
HIST 396	Special Topics: Locating Queer Culture	Sommerville	25%	SP	3	NA	NA	NA	NA	NA	NA	X
HIST 396	Special Topics: The Late Roman Empire	na	25%	SP	3	11						X
HIST 396	Special Topics: Public History	Hoxie	25%	SP	3	3						X
HIST 396	Special Topics: Inner Asia	Hitchins	50-75%	FA	3	3						X
HIST 396	Special Topics: Oral History	Loza	25%	FA	3	10						X

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15	
						U	G	NA	U	G	NA		
HIST 396	Special Topics: Primo Levi	Rota	25%	FA	3	9	-	-	-	-	-	-	X
HIST 401	History of Terrorism	Lynn	50%	FA	3	NA	NA	NA	11	2	-	-	X
HIST 433	History of Jews in Diaspora	Avrutin	50%	FA	4	-	-	-	11	-	-	-	X
HIST 439	The Ottoman Empire	Todorova	100%	FA	3/4	-	-	-	-	-	-	-	X
HIST 450	European Working Class History (SOC 422, LER 450)	Crowston	100%	FA	4	14	5	-	-	-	-	-	X
HIST 456	Twentieth-Century Germany	Fritzsche	33%	SP	3	-	-	-	22	-	-	-	X
HIST 461	Russia- Peter the Great to Rev	Steinberg	100%	SP	2-4	24	1	-	-	-	-	-	X
HIST 462	Soviet Union Since 1917	Koenker	100%	SP	4	-	-	-	17	1	-	-	X
HIST 466	The Balkans	Hitchins	100%	FA	3	18	-	-	22	-	-	-	X
HIST 466	The Balkans	Hitchins	100%	FA	4	-	-	-	3	-	-	-	X
HIST 466	The Balkans	Todorova	100%	SP	3	9	-	-	37	-	-	-	X
HIST 466	The Balkans	Todorova	100%	SP	4	-	-	-	4	-	6	-	X
HIST 467	Eastern Europe	Hitchins	100%	SP	3	11	-	-	13	-	-	-	X
HIST 467	Eastern Europe	Hitchins	100%	SP	4	-	-	-	3	-	-	-	X
HIST 498	Research and Writing Seminar	Fritzsche/Hitchins/Levine	50%	FA	3	78	-	-	45	-	-	-	X
HIST 498	Research and Writing Seminar	Fritzsche/Hitchins/Levine	50%	SP	3	61	-	-	50	-	-	-	X
HIST 502	Prob in Comparative History	Ali/Ghamari-Tabrizi	25%	FA	4	0	28	-	-	-	-	-	-
HIST 502	Prob in Comparative History	Ali/Ghamari-Tabrizi	25%	SP	4	1	17	-	1	19	-	-	-
HIST 502	Prob in Comparative History: Britain & Global 18th Century	Rabin	25%	FA	4	-	-	-	0	4	-	-	-
HIST 502	Prob in Comparative History: History of Masculinity	Micale	25%	FA	4	-	-	-	-	-	-	-	X
HIST 502	Prob in Comparative History: Memories of Disaster	Fritzsche	25%	FA	4	-	-	-	-	-	-	-	-
HIST 502	Prob in Comp. History: Sover & Autonomy in West Hemis	Staff	33%	SP	4	-	-	-	-	-	-	-	X
HIST 502	Prob in Comp History: Eurasia, A History of Space	Randolph	100%	SP	4	-	-	-	28	-	-	-	-
HIST 550	Prob Early Mod European Hist	Crowston	50%	SP	4	-	-	-	4	-	-	-	-
HIST 550	Prob Early Mod European Hist: Current Res Early Mod Europe	Koslofsky	50%	FA	4	-	-	-	-	-	-	-	5
HIST 551	Problems in Euro. History Since 1789	Micale	100%	FA	4	-	-	-	8	-	-	-	-
HIST 551	Problems in Euro. History Since 1789: Globalization and Culture	Leibersohn	100%	SP	4	-	-	-	-	-	-	-	X
HIST 560	Problems in Russian History: Soviet and Post-Soviet History	Koenker	100%	FA	4	-	-	-	-	-	-	-	X
HIST 561	Seminar in Russian History	Steinberg/Randolph	100%	SP	4	-	-	-	-	-	-	-	-
HIST 596	Individual Research Project	Faculty	25%	FA	4	-	-	-	4	-	-	-	5
HIST 596	Individual Research Project	Faculty	25%	SP	4	-	-	-	2	-	-	-	X
HIST 596	Individual Research Project	Faculty	25%	SU	4	-	-	-	5	-	-	-	X
<b>Totals for History: 54</b>						<b>1,394</b>	<b>321</b>	<b>1,117</b>	<b>52</b>	<b>52</b>	<b>52</b>	<b>52</b>	<b>52</b>
<b>LIBERAL ARTS AND SCIENCES</b>													
LAS 120	Intro to World Citizenship*	Scott	25-50%	FA	1	-	-	-	272	-	-	-	-
LAS 299	LAS Study Abroad*	Sobol	25-50%	SU	3	-	-	-	-	-	-	-	X
<b>Totals for LAS: 2</b>						<b>-</b>	<b>-</b>	<b>-</b>	<b>272</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>LINGUISTICS</b>													
LING 111	Language in Globalization	Bhatt	25-50%	FA	3	74	-	-	46	-	-	-	X
LING 111	Language in Globalization	Bhatt	25-50%	SP	3	49	-	-	57	-	-	-	X
LING 505	Language Teaching Practicum	Albirni	25%	FA	1	-	4	-	-	6	-	-	X
<b>Totals for Linguistics: 2</b>						<b>123</b>	<b>4</b>	<b>103</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>PHILOSOPHY</b>													
PHIL 411	19th Century Philosophy	Himmelman	25%	FA	3	-	-	-	-	-	-	-	X
<b>Totals for Philosophy: 1</b>						<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15
						U	G	U	G	U	G	
<b>POLISH</b>												
POL 199	Undergraduate Open Seminar	Arranged	100%	FA	1-5	-	-	-	-	-	-	X
<b>Totals for Polish: 1</b>												
<b>POLITICAL SCIENCE</b>												
PS 180	Introduction to Politics of Globalization	Martinez	25-75%	SP	3	NA	-	-	-	-	-	X
PS 225	Environmental Politics & Policy	Pahre	25%	FA	3	NA	-	NA	-	-	-	X
PS 225	Environmental Politics & Policy	Pahre	25%	SP	3	NA	-	NA	-	-	-	X
PS 225	Environmental Politics & Policy	Pahre	25%	SU	3	NA	-	NA	-	-	-	X
PS 240	Introduction to Comp Politics	Cheibub	25-50%	FA	3	173	-	-	177	-	-	X
PS 240	Introduction to Comp Politics	Cheibub	25-50%	SU	3	16	-	-	-	-	-	X
PS 280	Introduction to International Relations	Vasquez	25-50%	FA	3	240	1	-	215	0	-	X
PS 280	Introduction to International Relations	Vasquez	25-50%	SP	3	214	0	-	269	0	-	X
PS 280	Introduction to International Relations	Vasquez	25-50%	SU	3	52	0	-	0	0	-	X
PS 282	Governing Globalization	Schrad	50%	FA	3	111	-	-	100	-	-	X
PS 283	Intro to Intl Security (GLBL 283)*	Robinson	25-50%	SP	3	115	-	-	25	-	-	-
PS 283	Intro to Intl Security (GLBL 283)*	Robinson	25-50%	FA	3	-	-	-	22	-	-	X
PS 300	<i>Special Topics: Europe and the Mediterranean</i>	Rota	50% SP	-	3	14	-	-	-	-	-	-
PS 300	<i>Special Topics: Bureaucratic Politics</i>	Sin	25% FA	-	3	17	-	-	-	-	-	-
PS 300	<i>Special Topics: Bureaucratic Politics</i>	Sin	25% SP	-	3	18	-	-	25	-	-	-
PS 300	<i>Special Topics: Eastern Eur &amp; EU Integration</i>	Leff	100% SP	-	3	-	-	-	6	-	-	-
PS 300	<i>Special Topics: Human Rights</i>	Malekatzali	25% FA	-	3	15	-	-	-	-	-	-
PS 300	<i>Special Topics: Pol of Intl Treaties</i>	Dai	25% SP	-	3	-	-	-	19	-	-	-
PS 300	<i>Special Topics: Pol of Racial Ethnic Diversity</i>	Wong	25% FA	-	3	-	-	-	-	-	-	-
PS 300	<i>Special Topics: Political Participation</i>	Bowers	25% FA	-	3	-	-	-	18	-	-	-
PS 300	<i>Special Topics: Terrorism</i>	Weir	25% FA	-	3	-	-	-	31	-	-	-
PS 300	<i>Special Topics: Terrorism</i>	Weir	25% SP	-	3	27	-	-	29	-	-	-
PS 300	<i>Special Topics: WWI &amp; IR Theory</i>	Vasquez	50% SU	-	3	-	-	-	-	-	-	-
PS 351	Government & Politics Post-Soviet States	Leff	100% SP	SP	3	-	-	-	23	-	-	X
PS 352	Government & Politics of East Europe	Leff	100% FA	FA	3	24	-	-	-	-	-	X
PS 355	Democratization	Cheibub	50% FA	FA	3	22	-	-	-	-	-	X
PS 356	Comparative Political Economy (GLBL 356)*	Hastings	50%	FA	3	-	-	-	74	-	-	-
PS 357	Ethnic Conflict (GLBL 357)*	Diehl	50%	FA	3	-	-	-	-	-	-	X
PS 358	Comparative Political Behavior	Canache	25-50%	FA	3	NA	-	NA	-	-	-	X
PS 380	International Cooperation	Dai	50%	FA	3	21	-	-	24	-	-	X
PS 381	International Conflict - ACP	Rudkevich	25%	FA	3	-	-	-	22	-	-	-
PS 381	International Conflict - ACP	Frazier	25%	SP	3	-	-	-	48	-	-	X
PS 382	International Political Economy	Hastings	25%	SP	3	77	-	-	-	-	-	-
PS 383	International Organization-ACP	Diehl	33%	FA	3	NA	-	NA	-	-	-	X
PS 384	Politics of Globalization	Clare	33%	FA	3	-	-	-	-	-	-	X
PS 385	Politics of the European Union (FR 385, GER 385)*	Kourtikakis	33%	SP	3	-	-	-	-	-	-	-
PS 385	Politics of the European Union (FR 385, GER 385)*	Kourtikakis	33%	FA	3	22	-	-	23	-	-	X
PS 386	International Law	Diehl	33%	SP	3	-	-	-	56	-	-	X
PS 387	National Security Policy	Robinson	25%	FA	3	NA	-	-	-	-	-	X
PS 390	American Foreign Policy	Hendrickson	25%	FA	3	79	-	-	-	-	-	X
PS 543	Global Democratization	Cheibub	25-75%	FA	4	NA	NA	NA	-	NA	NA	X
PS 54	Politics of Post-Soviet States	Leff	100%	SP	4	NA	NA	NA	-	NA	NA	X

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Enrollment 14-15	
						U	G	U	G	U	G		
PS 549	Topics in Comparative Politics	Winters	100%	SP	4	-	8	-	-	-	11	X	
PS 549	Topics in Comp. Politics: Elects, Parties & Gov in Dem	Cheibub	50%	SP	4	1	12	-	-	-	-	-	
PS 549	Topics in Comp Politics: Corruption	Winters	25%	SP	4	-	-	-	-	-	-	X	
PS 549	Topics in Comp Poi: Dictatorship, Democ & Reg Chg	Svolik	50%	SP	4	-	-	-	-	-	-	X	
PS 549	Topics in Comp Poi: European Union: EU-US Relation	NA	33%	SP	4	-	-	-	-	-	-	X	
PS 549	Topics in Comp Politics: Topic: Adv Comp Pol Econ	NA	25%	SP	4	-	-	-	-	-	-	X	
PS 549	Topics in Comp Poi: Topic: Regime & Regime Change	Leff	50%	SP	4	-	-	-	-	-	-	X	
PS 549	Topics in Comp Politics: Topics: Elections	Cheibub	25%	SP	4	-	-	-	-	-	-	X	
PS 581	International War	Diehl	50%	FA	4	-	-	-	NA	-	-	X	
PS 582	International Political Economy	Pahre	33%	FA	4	1	5	-	-	-	-	X	
PS 583	International Organizations	Allee	33%	SP	4	-	-	-	-	-	-	X	
PS 589	Topics in International Relations	Dai	33%	FA	4	-	5	-	-	-	-	X	
PS 590	Political Violence	Weir	25%	FA	2	-	-	-	-	-	-	8	
<b>Totals for Political Science: 45</b>						<b>1,278</b>	<b>31</b>	<b>1,206</b>	<b>19</b>	<b>8</b>	<b>19</b>		

**RELIGION**

RLST 120	A History of Judaism (HIST 168)	Weiss	25%	FA	3	57	-	71	-	-	-	X
RLST 121	Introduction to Christianity	Layton	25%	FA	3	21	-	33	-	-	-	-
RLST 214	Introduction to Islam	Hoffman	25%	FA	3	24	-	33	-	-	-	X
RLST 214	Introduction to Islam	Nair	25%	SP	3	32	-	-	-	-	-	X
RLST 242	Holocaust Religious Response	Nair	25%	SP	3	-	-	-	-	-	-	-
RLST 403	Women in Muslim Societies	Hoffman	33%	SP	3	-	-	-	-	-	-	X
RLST 408	Islam and Modern Society (PS 480)	Hoffman	25-50%	FA	3/4	-	-	40	-	7	-	X
RLST 480	Islam and Politics in the Middle East	Khail	25%	FA	3/4	-	-	NA	-	NA	-	X
RLST 482	Muslim-Christian Interactions	Hoffman	25-50%	SP	3	5	1	-	-	-	-	-
<b>Totals for Religion: 8</b>						<b>139</b>	<b>1</b>	<b>177</b>	<b>7</b>	<b>7</b>	<b>7</b>	

**RUSSIAN, EAST EUROPEAN, EURASIAN STUDIES**

REES 116	Introduction to Russian Culture (RUS 115)	Tempest	100%	FA	3	-	-	-	-	-	-	X
REES 200	Introduction to Russia and Eurasia*	Kirchoff	100%	FA	3	13	-	11	-	-	-	X
REES 201	Introduction to Eastern Europe*	Pintar	100%	SP	3	16	-	22	-	-	-	X
REES 296	Special Topics* (HIST 258)	Frietzschel/Chaplan	100%	FA	3	-	-	-	-	-	-	X
REES 325	Social Media and Global Change*	Herrera	100%	FA	3	-	-	-	-	-	-	X
REES 390	Individual Study or Research	Arranged	100%	FA	3	-	-	2	-	-	-	X
REES 477	Post-Communist Fiction (SLAV 477 and CWL 477)	Cooper	100%	FA	3/4	-	-	-	-	-	-	X
REES 477	Post-Communist Fiction	Cooper	100%	SP	3/4	-	-	-	-	-	-	X
REES 493	Honors Senior Thesis	Arranged	100%	FA	3	-	-	1	-	-	-	X
REES 493	Honors Senior Thesis	Arranged	100%	SP	3	-	-	1	-	-	-	X
REES 495	Senior Seminar*	Cooper	100%	FA	3	2	-	1	-	-	-	X
REES 496	Gen Tech, SocNet, And Racial Identity (SOC 396, ANTH 399)	Pintar	100%	SP	3	2	-	-	-	-	-	-
REES 496	Social Media and Global Change*	Bruce	100%	FA	4	-	2	-	-	-	-	X
REES 550	Seminar in REEE Studies*	Tantakovsky	100%	FA	4	-	7	-	-	-	7	X
REES 590	Individual Study or Research	Arranged	100%	FA	1-8	-	1	-	-	-	-	X
REES 590	Individual Study or Research	Arranged	100%	SP	1-8	-	-	-	-	-	-	X
REES 590	Individual Study or Research	Arranged	100%	SU	1-8	-	-	-	-	-	-	X
REES 596	Central Asia	Buckley	100%	SP	4	-	-	-	-	-	-	X
REES 596	Intl. Human Rights Law	Boyle	100%	SP	4	-	-	-	-	-	-	-
REES 596	Russian Literary Translation	Lakhtikova	100%	SP	4	-	-	-	-	-	-	-

ILLINOIS REEC TITLE VI PROPOSAL  
APPENDIX 4A: AREA STUDIES COURSES LIST

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15
						U	G	U	G	U	G	
REES 599	Thesis Research	Arranged	100%	FA	0-8	-	-	1	-	-	-	X
REES 599	Thesis Research	Arranged	100%	SP	0-8	-	-	-	-	-	1	X
REES 599	Thesis Research	Arranged	100%	SU	0-8	-	-	-	-	-	-	X
<b>Totals for REES: 15</b>						<b>33</b>	<b>11</b>	<b>38</b>	<b>8</b>			
<b>RUSSIAN</b>												
RUSS 115	Introduction to Russian Culture (REES 116)	Tempest	100%	FA	3	-	-	-	-	-	-	X
RUSS 191	Freshman Honors Tutorial	Arranged	100%	FA	1-3	-	-	-	-	-	-	X
RUSS 199	Undergraduate Open Seminar	Faculty	100%	SP	2	-	-	-	6	-	-	X
RUSS 225	Russian Lit and Revolution	Sobol	100%	FA	3	14	-	-	-	-	-	X
RUSS 225	Russian Lit and Revolution	Sobol	100%	SP	3	-	-	20	-	-	-	X
RUSS 290	Readings in Russian Literature	Arranged	100%	FA	1-4	-	-	-	-	-	-	X
RUSS 320	Russian Writers- Nikolai Gogol (CWL 321)	Cooper	100%	SP	3	-	-	5	-	-	-	X
RUSS 322	Dostoevsky*	Murav	100%	SP	3	NA	-	-	-	-	-	X
RUSS 323	Tolstoy (CWL323)*	Sobol	100%	FA	3	-	-	-	-	-	-	X
RUSS 323	Tolstoy (CWL323)*	Sobol	100%	SP	3	20	-	-	-	-	-	X
RUSS 335	Nabokov (CWL 335)*	Kaganovsky	100%	SP	3	-	-	-	-	-	-	X
RUSS 418	18th Century Literature	Sobol	100%	SP	3/4	-	-	-	-	-	-	X
RUSS 424	Russian Modernism*	Sobol	100%	SP	3/4	-	-	2	6	-	-	X
RUSS 444	Problems in Romanticism (CWL 444)	Sobol	100%	SP	4	-	-	-	-	-	-	X
RUSS 460	Russian Culture Studies*	Spivakovskiy/Tempest	100%	SP	3	-	-	1	-	-	-	X
RUSS 461	Russia and the Other*	Sobol	100%	SP	4	-	-	-	1	7	-	X
RUSS 493	Senior Honors Thesis	Arranged	100%	FA	1/4	NA	-	NA	-	-	-	X
RUSS 512	Russian Literature 1855-1905	Kaganovsky	100%	SP	4	-	-	-	-	NA	-	X
RUSS 520	Russian Writers	Sobol	100%	FA	4	-	-	-	-	-	-	X
<b>Totals for Russian: 16</b>						<b>34</b>	<b>1</b>	<b>34</b>	<b>13</b>			
<b>Serbian/Bosnian/Croatian</b>												
BSC 115	South Slavic Cultures	Pintar	100%	FA	3	48	-	-	53	-	-	X
BSC 115	South Slavic Cultures	Pintar	100%	SP	3	48	-	-	53	-	-	X
BSC 199	UG Seminar: SBC Culture	Gladney	100%	SU	1	-	-	-	-	-	-	-
<b>Totals for SBC: 2</b>						<b>96</b>	<b>-</b>	<b>106</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SLAVIC</b>												
SLAV 117	Russ & East European Science Fiction*	Tempest	100%	FA	3	-	-	-	-	-	-	X
SLAV 117	Russ & East European Science Fiction*	Tempest	100%	SP	3	24	-	-	33	-	-	X
SLAV 199	Undergraduate Open Seminar	Arranged	100%	FA	1-5	-	-	-	1	-	-	X
SLAV 277	Slavic Literature Survey*	Cooper	100%	SP	3	-	-	-	-	-	-	X
SLAV 419	Russian & East European Film (CINE 419, COMM 419)*	Kaganovsky	100%	SP	3/4	6	10	-	-	-	-	X
SLAV 452	Slavic Cultural Studies*	Tempest	100%	SP	3	-	-	-	-	-	-	X
SLAV 452	Slavic Cultural Studies*	Leff	100%	SP	4	-	-	-	3	1	-	X
SLAV 477	Post-Communist Fiction (REES, CWL 477)*	Cooper	100%	FA	4	-	-	-	-	-	-	X
SLAV 477	Post-Communist Fiction (REES, CWL 477)*	Cooper	100%	SP	4	-	-	-	-	-	-	X
SLAV 480	Intro to Slavic Linguistics	Anderson	100%	SP	3	NA	-	NA	-	-	-	X
SLAV 525	Problems in Slavic Studies: Critical Theories of Theater	Kaganovsky/Murav	100%	FA	4	-	-	-	-	-	-	X
SLAV 525	Problems in Slavic Studies: Critical Theories of Theater	Kaganovsky	100%	SP	4	-	-	-	-	-	-	X
SLAV 576	Methods in Slavic Grad Study	Kaganovsky	100%	SP	4	-	-	-	-	NA	-	X
SLAV	Individual Topics	Bobyshev/Cooper	100%	FA	1-8	-	-	5	-	-	8	X

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15
						U	G	U	G	U	G	
SLAV 591	Individual Topics	Bobyshev/Cooper/Finke/G	100%	SU	1-8	-	-	2	-	-	3	-
SLAV 591	Individual Topics	Avrutin/Bobyshev/Butler/C	100%	SP	1-8	-	-	6	-	-	3	X
SLAV 599	Thesis Research	Bobyshev/Gasyal/Gladne	100%	FA	0-16	-	-	6	-	-	7	X
SLAV 599	Thesis Research	Bobyshev/Gasyal/Gladne	100%	SU	0-16	-	-	4	-	-	-	-
SLAV 599	Thesis Research	Bobyshev/Gasyal/Gladne	100%	SP	0-16	-	-	4	-	-	-	X
<b>Totals for Slavic: 13</b>						<b>30</b>	<b>-</b>	<b>37</b>	<b>-</b>	<b>37</b>	<b>22</b>	<b>-</b>

**SOCIOLOGY**

SOC 160	Global Inequality and Social Change	Holtzclaw-Stone	25%	FA	3	71	-	-	79	-	-	-
SOC 160	Global Inequality and Social Change	Holtzclaw-Stone	25%	SP	3	75	-	-	-	-	-	-
SOC 261	Gender Transnational Perspective (GWS 261)	Gresh	33%	FA	3	-	-	-	18	-	-	X
SOC 261	Gender Transnational Perspective (GWS 261)	Gresh	33%	SP	3	41	-	-	42	-	-	X
SOC 364	Impacts of Globalization*	Dill	25-50%	FA	3	49	-	-	-	-	-	X
SOC 366	Postsocialism Eastern Europe*	Gille	100%	FA	3	59	-	-	-	-	-	X
SOC 396	GENTech, SocNEI, and Racial Identity in Europe	Pintar	75%	SP	3	4	-	-	-	-	-	-
SOC 596	Seminar in Transnational Studies	Bayat	25%	SP	4	-	-	1	-	-	-	-
SOC 596	Recent Developments in SOC	Dowing/Leff/Zerai	25%	FA	4	-	-	36	-	-	28	-
SOC 596	Recent Developments in SOC	Dowing/Leff/Zerai	25%	SP	4	-	-	25	-	-	16	X
<b>Totals for Sociology: 7</b>						<b>299</b>	<b>-</b>	<b>62</b>	<b>139</b>	<b>-</b>	<b>44</b>	<b>-</b>

**SOUTH ASIAN AND MIDDLE EAST STUDIES**

SAME 133	Intro to the World of Islam (HIST 133)*	Cuno	50%	SP	3	NA	-	-	NA	-	-	X
<b>Totals for South Asian and Middle East Studies: 1</b>						<b>-</b>						

**TURKISH**

TURK 199	Undergraduate Open Seminar	Arranged	100%			-	-	-	-	-	-	-
<b>Totals for Turkish: 1</b>						<b>-</b>						

**UKRAINIAN**

UKR 113	Ukrainian Culture*	Wallo	100%	SP	3	115	-	-	50	-	-	X
UKR 199	Undergraduate Open Seminar	Arranged	100%	FA	1-5	1	-	-	-	-	-	X
UKR 199	Undergraduate Open Seminar	Arranged	100%	SP	1-5	1	-	-	-	-	-	X
UKR 498	Problems in Ukrainian Lit	Chumachenko	100%	SP	3	-	-	-	-	-	-	-
<b>Totals for Ukrainian: 3</b>						<b>117</b>	<b>-</b>	<b>-</b>	<b>50</b>	<b>-</b>	<b>-</b>	<b>-</b>

**YIDDISH**

YDSH 220	Jewish Storytelling (CWL 221, ENGL 223, RLST 220)*	Harris	25-75%	FA	3	28	-	-	-	-	-	X
YDSH 220	Jewish Storytelling (CWL 221, ENGL 223, RLST 220)*	Harris	25-75%	SP	3	-	-	-	30	-	-	X
YDSH 320	Lit Responses to the Holocaust (CWL, RLST 320, ENGL 359)	Hartnett	25-75%	SP	3	22	-	-	20	-	-	X
YDSH 420	Jewish Life-Writing (CWL 421, HIST 436, RLST, SLAV 420)*	Kotzi	25-50%	SP	3/4	11	-	2	-	-	-	X
<b>Totals for Yiddish: 3</b>						<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Totals for College of Liberal Arts and Sciences: 262</b>						<b>5,957</b>	<b>-</b>	<b>538</b>	<b>5,417</b>	<b>-</b>	<b>237</b>	<b>-</b>

**COLLEGE OF LIBRARY AND INFORMATION SCIENCE**

LIS 530	REEE Bibliography & Research Methods	Condill	100%	FA	4	-	-	12	-	-	7	X
<b>Totals for Library and Information Science: 1</b>						<b>-</b>	<b>-</b>	<b>12</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>-</b>
<b>Totals for College of Library and Information Science: 1</b>						<b>-</b>	<b>-</b>	<b>12</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>-</b>

Course	Course Title	Instructor	% of Content	Term	Credit Hours	Enrollment 12-13			Enrollment 13-14			Offered 14-15
						U	G		U	G		
<b>SCHOOL OF LABOR AND EMPLOYMENT RELATIONS</b>												
LER 200	Globalization and Workers	Ashby/Schiavone	33%	FA	3	28	1	17	1	1		X
LER 200	Globalization and Workers	Ashby/Schiavone/Vargas	33%	SP	3	23	-	17	1	1		X
LER 200	Globalization and Workers	Ashby/Schiavone/Vargas	33%	SU	3	10	-	-	-	-		-
LER 330	Comparative Labor Relations	Ashby/Borgers/Vargas	25%	FA	3	-	-	9	-	-		X
LER 330	Comparative Labor Relations	Ashby/Borgers/Vargas	25%	SP	3	-	-	8	-	-		-
LER 554	Comparative Employment Relations System (LAW 666)*	Aguilera Vaques	33%	FA	4	-	NA	-	NA	-		X
LER 566	International HR Management	Chen	33%	FA	4	-	18	-	-	-		-
LER 566	International HR Management	Chen	33%	SP	4	-	30	-	-	30		X
<b>Totals for Labor and Employment Relations: 4</b>						<b>61</b>	<b>49</b>	<b>51</b>	<b>32</b>	<b>32</b>		
<b>Totals for School of Labor and Employment Relations: 4</b>						<b>61</b>	<b>49</b>	<b>51</b>	<b>32</b>	<b>32</b>		
<b>Totals for REEE Area Courses: 378</b>						<b>8,951</b>	<b>1,100</b>	<b>10,311</b>	<b>1,191</b>	<b>1,191</b>		

## Foreign Language Courses

Course	Course Title	Instructor	Credit Hours	Term	Enrollment 12-13		Enrollment 13-14		Offered 14-15
					U	G	U	G	
<b>Bulgarian</b>									
BULG 482	Readings in Bulgarian Lit	Tempest	3	SP	-	2	-	-	
Subtotal Bulgarian: 1						2	-	-	
<b>Czech</b>									
CZCH 101	Elementary Czech I		4	FA	4	2			X
CZCH 102	Elementary Czech II		4	SP	0	1			X
CZCH 201	Second-year Czech I		4	FA	4	2			X
CZCH 202	Second-year Czech II		4	SP	1	2			X
CZCH 484	Readings in Czech	Sanogo	3	SP	-	-			
Subtotal Czech: 5						9	7	-	-
<b>Modern Greek</b>									
GRKM 201	Elementary Modern Greek I	Balci/ Katsikas	5	FA					X
GRKM 202	Elementary Modern Greek II	Balci/ Katsikas	5	SP					X
GRKM 403	Intermediate Modern Greek I	Balci/ Katsikas	4	FA					X
GRKM 404	Intermediate Modern Greek II	Balci/ Katsikas	4	SP					X
GRKM 453	Advanced Modern Greek I	Balci/ Katsikas	3	FA					X
GRKM 454	Advanced Modern Greek II	Balci/ Katsikas	3	SP					X
Subtotal Modern Greek: 3						-	-	-	-
<b>Polish</b>									
POL 101	Elementary Polish I		4	FA	9	1			X
POL 101	Elementary Polish I		4	FA	11	2			X
POL 102	Elementary Polish II		4	SP	15	2			X
POL 201	Second Yr Polish I		4	FA	11	1			X
POL 202	Second Yr Polish II		4	SP	8	1			X
POL 301	Third-Year Polish I		3	FA	1	2			X
POL 302	Third-Year Polish II		3	SP	2	2			X
POL 401	Fourth-Year Polish I		3	FA	0	2			
POL 402	Fourth-Year Polish II		3	SP	1	2			
Subtotal Polish: 8						58	15	-	-
<b>Russian</b>									
RUSS 101	First-Year Russian I		4	FA	14	1			X
RUSS 101	First-Year Russian I		4	FA	11	4			
RUSS 101	First-Year Russian I		4	FA	16	3			
RUSS 101	First-Year Russian I		4	SP	9	0			
RUSS 101	First-Year Russian I		4	SP	0	1			
RUSS 101	First-Year Russian I		4	SU	2	3			
RUSS 102	First-Year Russian II		4	SP	14	5			
RUSS 102	First-Year Russian II		4	SP	13	1			X
RUSS 102	First-Year Russian II		4	SU	2	1			X
RUSS 199	First Year Russian I-II	Wallo	2	SP	-	-	13	-	
RUSS 201	Second-Year Russian I		4	FA	9	0			X
RUSS 201	Second-Year Russian I		4	FA	14	2			X
RUSS 201	Second-Year Russian I		4	FA	11	2			X
RUSS 202	Second-Year Russian II		4	SP	8	0			X
RUSS 202	Second-Year Russian II		4	SP	16	2			X
RUSS 290	Readings in Russian		1	SP	1	0			X
RUSS 301	Third Year Russian I		3	FA	7	1			
RUSS 302	Third Year Russian II		3	SP	4	1			X
RUSS 401	Fourth Year Russian I		3	FA	5	1			
RUSS 402	Fourth Year Russian II		3	SP	6	0			X
RUSS 408	Russ Phonetics & Pronunciation		3	FA					
RUSS 474	Russian Literary Translation		3/4	FA					
RUSS 501	Russian for Grad Students I	Wallo	4	FA		7			X
RUSS 502	Russian for Grad Students II	Wallo	4	SP		6	2	5	X
RUSS 506	Russian Morphology		4						
RUSS 517	11th-17thC Russ Lit & Lang		4	SP					
RUSS 520	Russian Writers: Solzhenitsyn		4	FA		4			
RUSS 522	Dostoevsky		4	FA					X
Subtotal Russian: 22						162	45	15	5
<b>Uzbek</b>									
LING 104	Elementary Uzbek I								
Subtotal Uzbek: 1						-	-	-	-
<b>Serbo-Croatian</b>									
SCR 101	Basic Serbian or Croatian I		4	FA	4	1			X
SCR 102	Basic Serbian or Croatian II		4	SP	3	1			X
SCR 201	2nd Year Serbian & Croatian I		4	FA	0	2			X
SCR 202	2nd Year Serbian & Croatian II		4	SP	0	2			X
SCR 301	Third-Year Serbian/Croatian I		3	FA	0	1			X
SCR 302	Third-Year Serbian/Croatian II		3	SP	1	1			X
Subtotal Serbo-Croatian: 6						8	8	-	-
<b>Slavic</b>									
SLAV 480	Intro to Slavic Linguistics		1/4	SP	2	-			
SLAV 480	Intro to Slavic Linguistics		1/4	SP	-	2			
Subtotal Slavic: 1						2	2	-	-

Course	Course Title	Instructor	Credit Hours	Term	Enrollment 12-13		Enrollment 13-14		Offered 14-15
					U	G	U	G	
<b>Turkish</b>									
TURK 201	Elementary Turkish I	Balci	5	FA	5	4			X
TURK 202	Elementary Turkish II	Balci	5	SP	4	4			X
TURK 403	Intermediate Turkish I	Balci	4	FA	2	4			X
TURK 404	Intermediate Turkish II	Balci	4	SP	3	5			X
TURK 405	Advanced Turkish I	Balci	3	FA	4	2			X
TURK 406	Advanced Turkish II	Balci	3	SU	2	2			
TURK 490	Special Topics in Turkish	Balci	2	SP	4	4			
<b>Subtotal Turkish: 7</b>					<b>24</b>	<b>25</b>	-	-	
<b>Ukrainian</b>									
UKR 101	Basic Ukrainian I		4	FA	2	3			X
UKR 102	Basic Ukrainian II		4	SP	1	2			X
UKR 201	Second Year Ukrainian I		4	FA	0	1			X
UKR 202	Second Year Ukrainian II		4	SP	0	1			X
<b>Subtotal Ukrainian: 4</b>					<b>3</b>	<b>7</b>	-	-	
<b>Yiddish</b>									
YDSH 101	Beginning Yiddish I	Berkovich	4	FA			-	-	
YDSH 102	Beginning Yiddish II	Berkovich	4	SP			-	-	
YDSH 103	Intermediate Yiddish I	Berkovich	4	FA			-	-	
YDSH 104	Intermediate Yiddish II	Berkovich	4	SP			-	-	
<b>Subtotal Yiddish: 4</b>					-	-	-	-	
<b>Total for Slavic Language Courses: 66</b>					<b>288</b>	<b>111</b>	<b>15</b>	<b>5</b>	

**Project Personnel Profiles****Executive Committee**

COOPER, David .....	Slavic Languages and Literatures .....	3
FINKE, Michael .....	Slavic Languages and Literatures .....	14
WITT, Steve .....	International and Area Studies Library .....	42
BUCHANAN, Donna .....	Music .....	36
MAGGS, Peter B .....	Law .....	25
RANDOLPH, John .....	History .....	30
GREENBERG, Jessica .....	Anthropology .....	18

**Core Faculty****AGRICULTURAL AND CONSUMER ECONOMICS**

ENDRES, A Bryan .....	13
-----------------------	----

**ANTHROPOLOGY**

BUNZL, Matti .....	10
GREENBERG, Jessica .....	18
SAUL, Mahir .....	33

**ART AND DESIGN**

FINEBERG, Jonathan D .....	14
----------------------------	----

**ART HISTORY**

ROMBERG, Kristin .....	33
------------------------	----

**BUSINESS ADMINISTRATION**

VISWANATHAN, Madhubalan .....	40
-------------------------------	----

**COMPARATIVE AND WORLD LITERATURE**

KAGANOVSKY, Lilya .....	21
MURAV, Harriet Lisa .....	26

**CROP SCIENCES**

BABADOOST, Mohammad .....	4
---------------------------	---

**ECONOMICS**

BAER, Werner .....	5
GOTTHEIL, Fred M .....	18
NEAL, Larry .....	27
SAHAKYAN, Zaruhi .....	33

**EDUCATIONAL POLICY, ORGANIZATION, AND****LEADERSHIP**

KUCHINKE, K Peter .....	23
-------------------------	----

**ENGLISH**

PRENDERGAST, Catherine .....	29
------------------------------	----

**GEOLOGY**

FOUKE, Bruce .....	15
--------------------	----

**GERMANIC LANGUAGES AND LITERATURE**

PINKERT, Anke .....	28
---------------------	----

**HISTORY**

AVRUTIN, Eugene M. ....	4
FRITZSCHE, Peter .....	16
HITCHINS, Keith .....	19
KOENKER, Diane P .....	22
PROCHASKA, David .....	29
RANDOLPH, John W .....	30
TODOROVA, Maria .....	39
STEINBERG, Mark D .....	36

**INTERNATIONAL PROGRAMS AND STUDIES**

ROSENSTEIN, Matthew .....	31
---------------------------	----

**JOURNALISM**

BENSON, Nancy Jane .....	7
YATES, Ronald .....	43

**LAW**

BOYLE, Francis A .....	8
MAGGS, Peter B .....	25
ROSS, Jacqueline .....	32

**LIBRARY and Information Science**

BRUCE, Chip .....	9
WEECH, Terry .....	40

**LINGUISTICS**

BALCI, Ercan .....	5
HOCK, Hans Henrich .....	19
KATSIKAS, Stefanos .....	22
IONIN, Tania .....	21

**MUSIC**

BUCHANAN, Donna A .....	9
TIPEI, Sever .....	39

**NUCLEAR, Plasma and Radiological Engineering**

SINGER, Clifford E .....	34
--------------------------	----

**PHYSICS AND ASTRONOMY**

ELLIOTT, Celia .....	13
----------------------	----

**POLITICAL SCIENCE**

LEFF, Carol Skalnik .....	24
PAHRE, Robert D. ....	27
SVOLIK, Milan .....	37

<b>RECREATION, SPORT, AND TOURISM</b>		<b>RELIGION</b>	
BERDYCHEVSKY, Liza .....	7	HOFFMAN, Valerie J.....	20
WELTY PEACHEY, Jon.....	41		
WICKS, Bruce E.....	41		
<b>SLAVIC LANGUAGES AND LITERATURE.....</b>		<b>LANGUAGE TAUGHT</b>	
COOPER, David L.....	Czech .....		3
FINKE, Michael C .....	Russian.....		14
GASYNA, George Zbigniew .....	Polish .....		16
GLADNEY, Frank Y .....	Polish, Czech, OCS, Russian.....		17
KAGANOVSKY, Lilya.....	Russian.....		21
MURAV, Harriet Lisa.....	Russian, Yiddish.....		26
PINTAR, Judith .....	N/A .....		28
SOBOL, Valeria.....	Russian.....		35
TEMPEST, Richard.....	Russian, Bulgarian.....		38
WALLO, Oleksandra.....	Russian, Ukrainian.....		40
<b>SLAVIC REFERENCE SERVICE</b>			
LENKART, Joe .....	24		
TARTAKOVSKY, Dmitry.....	38		
<b>SOCIOLOGY</b>			
BUCKLEY, Cynthia.....	10		
GILLE, Zsuzsa.....	17		
<b>SOCIAL WORK</b>			
LOUGH, Benjamin.....	25		
BEKTESHI, Venera.....	6		
<b>THEATRE</b>			
HOHMAN, Valleri.....	20		
<b>UNIVERSITY LIBRARY/INTERNATIONAL AND AREA STUDIES LIBRARY</b>			
BOBYSHEV, Dmitry V .....	8		
BURGER, Robert.....	11		
CONDILL, Kit.....	12		
FORD, Barbara.....	15		
MILLER, Laurence .....	26		
REMEK, Miranda.....	30		
RUDASILL, Lynn.....	32		
SHTOHRYN, Dmytro .....	34		
SROKA, Marek.....	35		
STUART, Mary.....	36		
SULLIVAN, Helen.....	37		
WITT, Steve .....	42		
<b>VETERINARY BIOSCIENCES</b>			
BEASLEY, Val Richard .....	6		
<b>RUSSIAN, EAST EUROPEAN, AND EURASIAN CENTER PROFESSIONAL STAFF</b>			
CHESTER, Katrina Ross .....	Outreach Coordinator .....		11
COOPER, David.....	Director.....		4
KIRCHOFF, Alisha .....	Associate Director.....		22
<b>OTHER PROFESSIONAL STAFF</b>			
DESTEFANO, Lizanne .....	External Evaluator .....		12

**COOPER, David L.**

**Department/Tenure Status:** Associate Professor, Appointed: 2005, Slavic Languages and Literatures, Tenured

**Education:** PhD, Columbia University, 2004; MPhil, Columbia University; MA, Comparative Literature, Pennsylvania State University; BA, Math and English, Goshen College

**Academic Experience:** Adjunct Assistant Professor, 2004-2005; Associate Editor, *Slavic Review*, 2004-5

**Overseas Experience:** Slovakia; Ukraine; Russia; Czech Republic

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; Czech 5; Slovak 5; Spanish 4; French 3; German 3

**Pedagogy Training:** NA

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** CZCH 199: Undergraduate Open Seminar; RUSS 320: Russian Writers: Russian Writers-Nikolai Gogol; RUSS 511: Russian Literature 1800-1855; RUSS 520: Russian Writers: Russian Writers-Nikolai Gogol; SLAV 120: Slavic Folklore; SLAV 199: Undergraduate Open Seminar; SLAV 477: Post-Communist Fiction; SLAV 525: Problems in Slavic Literature; SLAV 591: Individual Topics; SLAV 599: Thesis Research

**Research/Teaching Specializations:** Czech language and literature, Russian literature and language, Nationalism in literature, Forgery and authenticity

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** "Translation Studies in Translation: 'Classicism and Romanticism in European Translation,' by Jiří Levý, translated with an introduction by David L. Cooper," *Translation and Interpreting Studies* 7:1 (2012), 111-122. "Padělky jako romantická forma autorství: Rukopisy královédvorský a zelenohorský ze srovnávací perspektivy" (Forgery as a romantic form of authorship: the Czech manuscripts in comparative perspective), *Česká literatura* 60:1 (2012), 26-44. "The Classical Form of the Nation: The Convergence of Greek and Folk Forms in Czech and Russian Literature in the 1810s." In *The Voice of the People: Writing the European Folk Revival, 1761-1900*, ed. Michael Perraudin and Matthew Campbell. London: Anthem Press, 2012. 35-47. *Creating the Nation: Identity and Aesthetics in Early Nineteenth-Century Russia and Bohemia*, Northern Illinois University Press May 2010; Cooper, David L. "Narodnost' avant la lettre? Andrei Turgenev, Aleksei Merzliakov, and the National Turn in Russian Criticism." *Slavic and East European Journal* 52.3 (2008): 351-69; Cooper, David L. "Competing Languages of Czech Nation-Building: Jan Kollár and the Melodiousness of Czech." *Slavic Review* 67.2 (2008): 301-20; Cooper, David L. "Vasilii Zhukovskii as a Translator and the Protean Russian Nation." *Russian Review* 66.2 (2007): 185-203; Cooper, David. *Traditional Slovak Folktales*; Collected by Pavol Dobšinský. 2001; "The Classical Form of the Nation: The Convergence of Greek and Folk Forms in Czech and Russian Literature in the 1810s." *The Voice of the People: Writing the European Folk Revival, 1761-1900*. Ed. Michael Perraudin and Matthew Campbell. Anthem Press, 2009; Cooper, David. "The Rukopis Královédvorský and the Formation of Czech National Literary History". *Between Texts, Languages, and Cultures: A Festschrift for Michael Henry Heim*. Ed. Craig Cravens, Masako U. Fidler, and Susan C. Kresin. Bloomington, IN: Slavica, 2008. 157-67.

**Number of Dissertations or Theses Supervised in Past 5 Years:** NA

**Distinctions:** NCEEER Fellowship in 2012; Alumni Discretionary Award for exceptional service, 2007; Humanities Release Time Award, 2012 & 2006; List of Teachers Ranked as Excellent by Students, 5 times

**AVRUTIN, Eugene M.**

**Department/Tenure Status:** Associate Professor of Modern Jewish History, Appointed: 2009; Tobor Family Scholar in the Program of Jewish Culture and Society, University of Illinois, Tenured

**Education:** Ph.D., University of Michigan, 2004; M.A., University of Michigan; B.A., University of Texas

**Academic Experience:** Visiting Assistant Professor, Colby College, 2004-2006

**Overseas Experience:** Germany; Lithuania; Ukraine; Russia

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; Yiddish 3; German 3; Hebrew 2

**Pedagogy Training:** NA

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** HIST 269: Jewish History Since 1700; HIST 396: Special Topics; HIST 498: Research and Writing Seminar; HIST 551: Prob European Hist Since 1789; HIST 596: Individual Research Project; RUSS 261: Intro Russian-Jewish Culture; SLAV 591: Individual Topics

**Research/Teaching Specializations:** East European Jewish history; political and social history of the Russian empire; neighborly relations in Eastern Europe; Jewish autobiography.

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** "Ritual Murder in a Russian Border Town," *Jewish History*, vol. 26, no. 3/4 (2012); "Jewish Neighborly Relations and Imperial Russian Legal Culture," *Journal of Modern Jewish Studies*, vol. 9, no. 1 (2010); *Jews and the Imperial State: Identification Politics in Tsarist Russia*. Ithaca: Cornell University Press, 2010; *Photographing the Jewish Nation: Pictures from S. An-sky's Ethnographic Expeditions*. Waltham: Brandeis University Press, 2009; "Jewish Neighborly Relations and Imperial Russian Legal Culture." *Journal of Modern Jewish Studies* 9.1 (2010): 1-16;

**Number of Dissertations or Theses Supervised in Past 5 Years:** NA

**Distinctions:** 2013-2015, Charles A. Ryskamp Fellowship, American Council of Learned Societies; 2012-2013, INTERSECT Grant, Graduate College, University of Illinois, for interdisciplinary research group on "Cultures of Law in Global Contexts"; 2012, Beckman Fellow, Center for Advanced Study, University of Illinois; (2010) Finalist, National Jewish Book Award, Visual Arts Category (for *Photographing the Jewish Nation*)

**BABADOOST, Mohammad**

**Department/Tenure Status:** Professor, Appointed: 2012, Crop Sciences, Tenured

**Education:** Ph.D, North Carolina State University, 1983; MS, Plant Pathology, Washington State University; BS, Plant Protection, University of Tabriz

**Academic Experience:** Assistant Professor, University of Illinois, 1999-2005; Research Plant Pathologist, Montana State University, 1994-1999

**Overseas Experience:** Armenia, Azerbaijan, Kyrgyzstan, Kazakhstan, Tajikistan, Turkmenistan, Ukraine, Uzbekistan, Georgia

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): Azerbaijani 5, Turkmen 3, Kazakh 2, Uzbek 4, Kyrgyz 2, Tajik 4

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** NA

**Pedagogy Training:** NA

**Research/Teaching Specializations:** Plant Disease Diagnosis, Plant Pathology, Plant Disease Management, Fungi and Plant Diseases, Fruit Crop Diseases and Seed Pathology; Outreach and Extension

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Sent and delivered over 100 publications to Central Asian Universities; Pavón, C.F., M. Babadoost, and K.N. Lambert. "Quantification of *Phytophthora capsici* oospores in soil by sieving-centrifugation and real-time polymerase chain reaction." *Plant Disease* (2007); Babadoost, M. and S. Jossey. "Occurrence and distribution of pumpkin and squash viruses in Illinois." *Plant Disease* (2007); Jossey, S. and M. Babadoost. "First Report of Tobacco ringspot virus in pumpkin (*Cucurbita pepo*) in Illinois." *Plant Disease* (2006)

**Number of Dissertations or Theses Supervised in Past 5 Years:** 9

**Distinctions:** College Faculty Award for Excellence in Extension, College of ACES, University of Illinois. 2005 Teaching Award. Instituto Politecnico Nacional, Unidad Sinaloa, Mexico. 2005.

**BAER, Werner**

**Department/Tenure Status:** Jorge Lemann Chair, Appointed: 2001, Economics, Tenured

**Education:** PhD, Harvard University, 1958; M.A., Economics, Harvard University; B.A. , Economics, Queens College

**Academic Experience:** Professor, UIUC, 1974-2010; Professor, Vanderbilt University, 1969-1974; Associate Professor, Vanderbilt University, 1965-1969; Assistant Professor, Yale University, 1961-1965; Instructor, Harvard University, 1958-1961

**Overseas Experience:** Brazil; Argentina; Bolivia; Columbia; Paraguay; Peru

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) French 5; German 5; Portuguese 5; Spanish 5

**Pedagogy Training:** NA

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** ECON 420: International Economics; ECON 590: Individual Study and Research

**Research/Teaching Specializations:** Consultant to the World Bank, Ford Foundation, Brazilian Planning Ministry, U.S. Information Agency, and U.S. State Department. Teaching: International economics, economic development, and macroeconomics.

**Recent Publications:** Baer, Werner and E. Amann. "Energy and Income Distribution in Brazil's Development Process." *Energy and Economic Development* (2009); Baer, Werner and E. Amann. "Neo-Liberalism and Market Concentration in Brazil: The Emergence of a Contradiction?" *Quarterly Review of Economics and Finance* June (2008); Baer, Werner. *The Brazilian Economy: Growth and Development, 6th Edition*. Lynne Rienner Publishers, 2008.

**Number of Dissertations or Theses Supervised in Past 5 Years:** NA

**Distinctions:** Special Professional Honor, Brazilian Economics Association (2005); Alice Conner Gorlin Memorial Award for Excellence in International Economics, Oakland University (2008).

**BALCI, Ercan**

**Department/Tenure Status:** Lecturer and Language Coordinator of Turkish and Persian in the Department of Linguistics, University of Illinois at Urbana-Champaign, appointed 2006

**Education:** Ph.D., Boğaziçi University, Theoretical Linguistics, 2006; M.A., Boğaziçi University, Second Language Acquisition, 2000; B.A., Boğaziçi University, Foreign Language Education, 1998

**Academic Experience:** Lecturer of Russian, East European, and Eurasian Studies, University of Illinois at Urbana-Champaign, 2006–Present.; Lecturer of LAS Global Studies, University of Illinois at Urbana-Champaign, 2006–Present.; Associate Chair of Languages Committee in the Department of Linguistics, University of Illinois at Urbana-Champaign, 2012-Present.; Associate Director of SILMW (Summer Institute for the Languages of the Muslim World) in the Department of Linguistics, University of Illinois at Urbana-Champaign, Summer 2012.; Director of SILMW in the Department of Linguistics, University of Illinois at Urbana-Champaign, Summer 2013.

**Overseas Experience:** Turkey

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Turkish 5, Persian 4

**Pedagogy Training:** NA

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** Turkish Language, Cultural Diversity in Modern Turkey

**Research/Teaching Specializations:** Turkish Language Instruction/ Acquisition , morpho-phonology of Turkish

**Recent Publications:** Balci, Ercan. Turkish Consonants: A Government Phonology Analysis. VDM Publishing, 2008.; Balci, Ercan. "Advanced Turkish Curriculum for foreigners at university level." International Turkish Instruction Symposium Proceedings. Fagamusta, Cyprus: 2010.; "Turkey and the Arab Spring." *Global-E Journal* (2012):

**Number of Dissertations or Theses Supervised in Past 5 Years:** NA

**Distinctions:** NA

**BEASLEY, Val Richard**

**Department/Tenure Status:** Professor, Appointed: 1996, Veterinary Biosciences, Tenured, Emeritus, 2011

**Education:** PhD, University of Illinois, 1984; DVM, School of Veterinary Medicine, Purdue University; Pre-Veterinary Curriculum Purdue Indianapolis Campus, now part of Indiana University

**Academic Experience:** University of Illinois, Urbana-Champaign, 1995-2001; Associate Professor of Toxicology, College of Veterinary Medicine, 1989-1996; Assistant Professor of Toxicology, College of Veterinary Medicine, 1983-1989; Elected to Department of Veterinary Biosciences Advisory Committee (as Chairperson, Division of Pha, College of Veterinary Medicine), 1989-1992; Elected to Department of Veterinary Biosciences Advisory Committee (as Chairperson, Division of Pha, College of Veterinary Medicine)

**Overseas Experience:** Canada; China; Italy; Kenya; Estonia; Sweden; Denmark; Lithuania; South Africa

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Spanish 3

**Pedagogy Training:** NA

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** NA

**Research/Teaching Specializations:** causes of amphibian declines, including investigations of interactions among ecosystem integrity, water quality, infectious disease incidence, and contaminants, most notably endocrine disruptors, pesticides, metals, and nutrients.

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Beasley, Val. "Agrochemicals increase trematode infections in a declining amphibian species." *Nature* 455 (2008): 1235-1239; Beasley, Val; "Ribeiroia ondatrae cercariae are consumed by aquatic invertebrate predators." *Journal of Parasitology* 93 (2007): 1240-1243; Beasley, Val R. and J. M. Levengood. Principles of Ecotoxicology. *Veterinary Toxicology*. New York, NY: Elsevier, 2007. 689-708; Beasley, Val R., A. M. Schotthoefer, and R. A. Cole. "Parasites of the mink frog (*Rana septentrionalis*) from Minnesota, USA." *Comparative Parasitology* 76 (2009): 240-246.

**Number of Dissertations or Theses Supervised in Past 5 Years:** 6

**Distinctions:** The Journal of the AVMA published a One Health Wonders document based on an interview with Professor Beasley in the edition of March 15, 2009.

**BEKTESHI, Venera**

**Department/Tenure Status:** Assistant Professor, Appointed: 2012, School of Social Work, Tenure-Track

**Education:** Postdoctoral Fellowship, Washington University in St. Louis Medical School, Siteman Cancer Center; PhD (social work), MSW, Boston College; MPA, Columbia University; MA (political science), St. John's University; BA (journalism and political science), University of Oklahoma.

**Academic Experience:** Assistant Professor, Washington University Medical Center, St. Louis, MO, 2011-2012; Postdoctoral NIH Fellowship, Boston College School of Social Work, Chestnut Hill, MA, 2010; Guest Lecturer, St. Peters College, Jersey City, NJ, 2001-2003; Visiting Assistant Professor

**Overseas Experience:** NA

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Albanian 5, Spanish 3, Serbo-Croatian 3

**Pedagogy Training:** NA

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Research/Teaching Specializations:** Breast-cancer related health disparities (cancer) and immigrant populations, integration challenges and immigrant women.

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Lombe M, Mahoney K, Bekteshi V. Exploring patterns of service utilization among persons with disabilities in a consumer-directed care program. *J Soc Work Disabil Rehabil*. 2009; 8(1):21-36.; Randall J, Bekteshi V. Dodecaphony: enacting support brokerage in the twelve cash & counseling expansion states. *Care Manag J*. 2012; 13(3):108-15.; Gehlert, S, S Kye-Price, and V Bekteshi. "Community-Based Participatory Research." *Oxford Bibliographies Online: Social Work* (2012); Lombe M, Mahoney K, Bekteshi V. Exploring patterns of service utilization among persons with disabilities in a consumer-directed care program. *J Soc Work Disabil Rehabil*. 2009; 8(1):21-36.

**Number of Dissertations or Theses Supervised in Past 5 Years:** NA

**Distinctions:** Alban. Amer. Success Story Mem.; 1<sup>st</sup> Award for Community Building and Leadership, Norman, OK

**BENSON, Nancy Jane**

**Department/Tenure Status:** Associate Professor, Appointed: 2004, Journalism, Tenured

**Education:** M.A., Regis University, 1996; BS, Mass Communication, Morehead State University

**Academic Experience:** Adjunct Professor, Columbia College, 1997-1997; Visiting Professor, University of Illinois, 1996-1997; Assistant Professor, University of Illinois, 1997-2000; Associate Professor, University of Illinois, 2000-2004

**Overseas Experience:** Peru; Romania; China; Slovakia; Turkey; Burmese living in exile

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Italian 3; Spanish 1

**Pedagogy Training:** NA

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** JOUR 460: Special Topics; JOUR 480: international reporting -Romania

**Research/Teaching Specializations:** Journalism. I take students abroad to teach them international reporting skills.

I report internationally and train journalists in several regions of the world

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** *Human- Wildlife Conflict in Kenya*. 2008; Benson, Nancy. "The Foreign Correspondent in a Digital Age." *Illinois International Review* (2006); Benson, Nancy. Green Space to treat ADD/ADHD. *Radio Health Journal*, 2002; Benson, Nancy. Hepatitis C update. *Radio Health Journal*, 2002; Benson, Nancy. "Educating Journalists in Post-Communist Eastern Europe." *Russian and East Europe Center News*. Urbana: 2002.

**Number of Dissertations or Theses Supervised in Past 5 Years:** NA

**Distinctions:** 2 Telly Awards for reporting from Kenya Society of Professional Journalists; award for student supervised reporting from China (2008); 2 Telly Awards for culture reporting and Travel/Tourism for the Human-Wildlife conflict television story (2009); Dad's Association Faculty award – 2008

**BERDYCHEVSKY, LIZA**

**Department/Tenure Status:** Assistant Professor, Appointed: 2013, Recreation, Sport and Tourism, College of Applied Health Sciences, Tenure Track

**Education:** PhD, Health and Human Performance, University of Florida, 2013; MBA, Business Administration, Ben-Gurion University of the Negev, Israel, 2009; BA, Hotel and Tourism Management, Ben-Gurion University of the Negev, Israel, 2006

**Overseas Experience:** NA

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5, English 5, Hebrew 5, Ukrainian 3

**Pedagogy Training:** NA

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Research/Teaching Specializations:** gender, sexual behavior, risk-taking, identity, and well-being in recreation and tourism contexts.

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Berdychevsky, L., Gibson, H. J., & Poria, Y. (2013). Women's sexual behavior in tourism: Loosening the bridle. *Annals of Tourism Research*.; Berdychevsky, L., Poria, Y., & Uriely, N. (2013). Sexual behavior in women's tourist experiences: Motivations, behaviors, and meanings. *Tourism Management*. Berdychevsky, L., Nimrod, G., Kleiber, D. A., & Gibson, H. J. (2013). Sex as leisure in the shadow of depression. *Journal of Leisure Research*.; Berdychevsky, L., Poria, Y., & Uriely, N. (2013). Hospitality accommodations and women's consensual sex. *International Journal of Hospitality Management*.; Nimrod, G., Kleiber, D. A., & Berdychevsky, L. (2012). Leisure in coping with depression. *Journal of Leisure Research*.; Gibson, H. J., Berdychevsky, L., & Bell, H. L., (2012). Girlfriend getaways over the life course: Change and continuity. *Annals of Leisure Research*.

**Number of Dissertations or Theses Supervised in Past 5 Years:** NA

**Distinctions:** 2013 Madelyn Lockhart Dissertation Fellowship Award and Emerging Scholar Finalist Award on behalf of the Association for Academic Women (AAW), University of Florida, USA; 2012 Leisure Research Symposium (LRS) Best Student Paper Award sponsored by the Academy of Leisure Sciences

**BOBYSHEV, Dmitry V.**

**Department/Tenure Status:** Emeritus Professor, Appointed: 1982, University Library  
**Education:** Leningrad Technological Institute  
**Academic Experience:** Lecturer, University of Wisconsin in Milwaukee 1982-1985; Adjunct Lecturer, University of Illinois at Urbana-Champaign 1985-1994  
**Overseas Experience:** Russia  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5  
**Pedagogy Training:** NA  
**Percentage of Time Devoted to REEE Studies:**  50-100%     25-50%     25% or Less  
**Area Courses Taught:** SLAV 199: Undergraduate Open Seminar; SLAV 591: Individual Topics; SLAV 599: Thesis Research  
**Research/Teaching Specializations:** Russian Language & Literature, Russian Modernism; Poetry of Anna Akhmatova  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** Bobyshev, Dmitry V. Zhar-Kust. Paris: *Editions de Monmartre*, 2003; Bobyshev, Dmitry V. *Znakomstva Slov.* Moscow: NLO, 2003; Bobyshev, Dmitry V. *Ya Zdes'.* Moscow: Vagrius, 2003.; Bobyshev, Dmitry. "Zvezdorech." *Novyi mir* 5 (2004); "Poems." *Zvezda* 10 (2005); Bobyshev, Dmitry. "Volnoi prichal." *Novyi mir* 4 (2005); Bobyshev, Dmitry Oda Vozdukhoplavaniuu, Moscow, *Vremia* 2007; Avtoportret v litzakh, Moscow, *Vremia* 2007; I Bobyshev, Dmitry Uvizhu Sam, Moscow, *Yunost'* 2009 – 2010.  
**Number of Dissertations or Theses Supervised in Past 5 Years:** NA  
**Distinctions:** Anna Akhmatova dedicated her poem, "The Fifth Rose," to Bobyshev as a poet

**BOYLE, Francis A.**

**Department/Tenure Status:** Professor, Appointed: 1984, Law, Tenured  
**Education:** Ph.D., Harvard University, 1983; J.D., Harvard Law School; M.A., Political Science, Harvard University; B.A., Political Science, University of Chicago  
**Academic Experience:** Associate Professor, UIUC, 1981-1984; Assistant Professor, UIUC, 1978-1981; Teaching Fellow, Harvard Univ. Department of Government (1976-78); Lecturer, *Nuclear Weapons and International Law*, 21st Senior Conference on Nuclear Deterrence, U.S. Military Acad. at West Point (1983); Professor, USSR Summer Univ. for Jurists, Peoples- Friendship Univ., Moscow (1989); Parhad Lecturer, Faculty of Medicine, Univ. of Calgary, Canada (2001); Bertrand Russell Peace Lecturer, McMaster Univ., Canada (2007).  
**Overseas Experience:** USSR; Libya, Lithuania, Europe    **Pedagogy Training:** NA  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) French 5  
**Percentage of Time Devoted to REEE Studies:**  50-100%     25-50%     25% or Less  
**Area Courses Taught:** LAW 656: International Law; LAW 657: International Human Rights Law  
**Research/Teaching Specializations:** International law; human rights; nuclear arms  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** Boyle, Francis. *Biowarfare and Terrorism*. Clarity Press, 2005; Boyle, Francis. *Protesting Power: War, Resistance, and Law*. Rowman & Littlefield Publishers, Inc., 2007.; Boyle, Francis. *Breaking All the Rules: Palestine, Iraq, Iran, and the Case for Impeachment*. Clarity Press, 2008; *Tackling America's Toughest Questions*. Clarity Press: 2009; *The Rights of the Tamils on the Island of Sri Lanka under International Law and Practice*, (International Tamil Centre, USA: June 2009)  
**Number of Dissertations or Theses Supervised in Past 5 Years:** NA  
**Distinctions:** Bertrand Russell Peace Lecturer, McMaster University (2007)

**BRUCE, Chip**

**Department/Tenure Status:** Professor Emeritus, Library and Information Sciences, Tenured

**Education:** PhD, Computer Science, University of Texas at Austin, 1971; BA, Biology, Rice University, 1968

**Academic Experience:** Assoc Prof, Curriculum and Instruction, U of Illinois, 1990-1999; Prof, East Asian and Pacific Studies, 1996-2010; Professor, Bioengineering, U of Ill., 1995-2010; Visiting Professor, Computer Science, Rutgers U, 1971-1974

**Overseas Experience:** China, Ireland      **Pedagogy Training:** NA      **Area Courses Taught:** n/a

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

**Percentage of Time Devoted to REEE Studies:**  50-100%     25-50%     25% or Less

**Research/Teaching Specializations:** Information and Communications technologies, inquiry based learning

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Lin, Ching-Chiu, & Bruce, Bertram C. (2013, Summer). Engaging youth in underserved communities through digital-mediated arts learning experiences for community inquiry. *Studies in Art Education: A Journal of Issues and Research*; Bruce, Bertram C.; & Bloch, Naomi (2013, Spring). Pragmatism and community inquiry: A case study of community-based learning. *Education and Culture: The Journal of the John Dewey Society*; Drayton, B., & Bruce, B. C. (2013). Editorial for *Progressive education: Educating for democracy and the process of authority*. *Progressive education: Educating for democracy and the process of authority* [Special issue], *International Journal of Progressive Education*; Bruce, Bertram C. (2013). Editorial for the series of three issues: *Progressive education: Past, present and future*. *Progressive education: Antecedents of educating for democracy* [Special issue]. *International Journal of Progressive Education*; Williams, Noelle S.

**Number of Dissertations or Theses Supervised in Past 5 Years:** 10

**Distinctions:** 2007-08, Fulbright Distinguished Chair at the National College of Ireland; Freeman Fellow

**BUCHANAN, Donna A**

**Department/Tenure Status:** Associate Professor, Appointed: 2003, Music, Tenured; Associate Professor, Department of Anthropology, University of Illinois (zero-time appointment)

**Education:** PhD, University of Texas at Austin, 1991; MM, Ethnomusicology, University of Texas; BA, Music/Modern Languages, Beloit College; BA, Music, Modern Languages, Beloit College; MM, Ethnomusicology, U. of Texas at Austin

**Academic Experience:** Chair, Musicology Division, School, of Music, Univ. of Illinois, 2013-Present; Director, Russian, East European, & Eurasian Center, 2004-2007; Assistant Professor, School of Music, Univ. of Illinois at Urbana-Champaign, 1997-2003; Assistant Professor and Ethnomusicology Program Coordinator, Department of Music, New York Univ., 1992-1997; Lecturer, Department of Music, Univ. of Texas at Austin, 1991-1992.

**Overseas Experience:** Balkans; Bulgaria; Russia      **Pedagogy Training:** NA

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Bulgarian 4; French 3; Russian 3; Italian 2; Macedonian 1

**Percentage of Time Devoted to REEE Studies:**  50-100%     25-50%     25% or Less

**Area Courses Taught:** MUS 110: Introd Art Mus: Intl Perspect; MUS 252: Ethnomusicology Perf Ensembles; MUS 417: Area Studies Ethnomusicology; MUS 450: Advanced Ensemble Music; MUS 523: Seminar in Musicology; REES 590: Individual Study or Research; REES 599: Thesis Research

**Research/Teaching Specializations:** Bulgaria, the Balkans, and the CIS, music as symbolic communication, music in aesthetic systems, music and power relations, music and cosmology, music and social identity; additional teaching areas include ethnomusicological methodologies, ethnography, traditional and art musics of the Mediterranean, the musical cultures of indigenous peoples, and Russian and East European classical music

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Buchanan, Donna A. *Performing Democracy: Bulgarian Music and Musicians in Transition*. Chicago: University of Chicago Press, 2006; Buchanan, Donna A. *Sonic Nostalgia: Music, Memory, and Mythography in Bulgaria, 1989–2005*. *Postcommunist Nostalgia*. Ed. Maria Todovova and Zsuzsa Gille. Berghahn Books, 2009

**Number of Dissertations or Theses Supervised in Past 5 Years:** 12

**Distinctions** Named permanent associate member of the research staff of the Institute for Art Studies, Bulgarian Academy of Sciences, Sofia, 2013; Fulbright-Hays Faculty Research Abroad Grant, Bulgaria, 2010-2011; Finalist, Association for Recorded Sound Collections Award for Excellence, for Best Research in World Music, 2007

**BUCKLEY, Cynthia**

**Department/Tenure Status:** Professor, Appointed: 2012. Sociology, Tenured

**Education:** PhD Sociology, Univ. of Michigan, 1991; MA Sociology, Univ. of Michigan, 1988; MA Russian and East European Studies, Univ. of Michigan, 1987; Certificate in Romanian Language and Culture, The Univ. of Bucharest, 1987; BA Economics, Univ. of Michigan, 1985

**Academic Experience:** Program Director, Social Science Research Council, 2010-2012; Associate Professor of Sociology, Univ. of Texas, Austin, 1999-2012; Chair, Dept. of Slavic and Eurasian Studies, Univ. of Texas, Austin, 2010-2011; Director, Center for Russian, East European and Eurasian studies, Univ. of Texas, 10-11;

**Overseas Experience:** Former Soviet-Republics, Romania, Hungary, Poland, Afghanistan, China, Mongolia

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4, Romanian 2, Kazakh 1

**Pedagogy Training:** NA

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Research/Teaching Specializations:** Social Demography, Methodology, Global Health, International Migration, Eurasia, Reproductive Health

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Buckley, C. and E. Hofmann. 2012 "Remittances and Family Economic Stability in Tajikistan," *Journal of Development Studies*. Hofmann, Erin and Cynthia Buckley 2011 "Cultural responses to changing gender patterns of migration in Georgia," *International Migration*; Buckley, Cynthia, Erin Hofmann and Yuka Minagawa 2011 "Does Nativity Matter? Correlates of Immigrant Health by Generation in the Russian Federation," *Demographic Research*; White, Kari, and Cynthia Buckley 2011 "Exposure to International Migration and Its Effect on Childbearing in Turkey," *International Migration Review*.

**Number of Dissertations or Theses Supervised in Past 5 Years:** na

**Distinctions:** 2011 Appt. Co-Chair, U.S.-Rus. Commis. on Intl. Migration; 2008 Appt. to the Board of Dir., Ntl. Council for EE and Eurasian Research; 2006 Appt. as an Intl. Mentor by the Open Soc. Inst., Soros Found. Scholar;

**BUNZL, Matti**

**Department/Tenure Status:** Professor, Appointed: 2008, Anthropology, Tenured

**Education:** Ph.D., University of Chicago, 1998; MA, Stanford University; BA, Anthropology, Stanford University

**Academic Experience:** Associate Professor, 2003-2008; Assistant Professor, Univ. of Illinois at Urbana-Champaign, 1998-2003

**Overseas Experience:** Austria

**Pedagogy Training:** NA

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) German 5; French 3; Hebrew 2; Yiddish 2

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** ANTH 161: The Holocaust and Its Meanings; ANTH 488: Modern Eur. ANTH 290; Jewish Cultures of the World; ANTH 515: Seminar in Anthro.; GER 199: Undergrad. Open Seminar; GER 496: Special Topics Ger. Studies; GER 593: Research in Special Topics; GMC 199: Undergrad. Open Seminar; HIST 596: Individual Research Project

**Research/Teaching Specializations:** The Anthropology of Europe; Modern Jewish History and Culture; History and Theory of Anthropology; The Contemporary Art World

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** *Anti-Semitism and Islamophobia: Hatreds Old and New in Europe*. Chicago: Prickly Paradigm Press/University of Chicago Press, 2007; Bunzl, Matti. Daphne Berdahl, *On the Social Life of Postsocialism: Memory, Consumption, Germany*. Bloomington: Indiana University Press, 2010.

**Number of Dissertations or Theses Supervised in Past 5 Years:** 7

**Distinctions:** 2005-2009, Named to Incomplete List of Teachers Ranked as Excellent, Fall and/or Spring Semesters. 2007/08: Recipient of an Alumni Discretionary Award – College of Liberal Arts and Sciences, University of Illinois. 2006 Honorable Mention for the Society for Urban, National, and Transnational Anthropology's Anthony Leeds Prize

**BURGER, Robert H**

**Department/Tenure Status:** Emeritus University Librarian, Appointed: 2001, Library, Tenured  
**Education:** PhD, University of Illinois, 1988; Certificate of Advances Studies in Librarianship, University of Illinois; MLS, UNC, Chapel Hill ; MA, Slavic Languages and Literatures, UNC, Chapel Hill ; BA, Russian, Tufts University  
**Academic Experience:** Head, Slavic and East European Library, University of Illinois, 1989-2000; Professor of Library Administration, University of Illinois, 1987-2009  
**Overseas Experience:** NA  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4; Polish 1; Ukrainian 1  
**Pedagogy Training:** NA  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** LIS 530: Info Needs of Part Communities: REEES Bibliog Research Methods  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Research/Teaching Specializations:**  
**Recent Publications:** Bregman, A. and R. H. Burger. "Library automation at the University of Illinois at Urbana-Champaign, 1965-2000 - a case study of technological and organizational validity." *IEEE Annals of The History of Computing* 24.2 (2002): 71-85.  
**Number of Dissertations or Theses Supervised in Past 5 Years:**  
**Distinctions:** NA

**CHESTER, Katrina Ross**

**Department/Tenure Status:** Outreach Coordinator, Appointed: 2008, REEEC  
**Education:** MS, Education, Indiana University, 1997; BS, Journalism, University of Illinois, 1990  
**Academic Experience:** Service Learning Coordinantor, Western Michigan University, 1998-2000; Academic Counselor & Life Skills Coordinator, Michigan State University, 1997-1998; Academic Counselor, Indiana University, 1995-1997; Assistant Director, Metropolitan Collegiate Conference, 1991-1995  
**Overseas Experience:** Colombia  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 1  
**Pedagogy Training:** n/a  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Research/Teaching Specializations:** n/a  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Area Courses Taught:** n/a  
**Recent Publications:** n/a  
**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a  
**Distinctions:** Tuscola, Illinois CUSD #301 Board of Education, 2005-2009 and 2010-12

**CONDILL, Kit**

**Department/Tenure Status:** Visiting Slavic Acquisition Specialist, Appointed: 2012, Research Librarian, Appointed: 2008,

**Education:** MLIS, UIUC, 2004; BA, History, Carleton College

**Overseas Experience:** Russian Federation; Armenia; Georgia; Azerbaijan; Kazakhstan; Kyrgyzstan; Uzbekistan; Tajikistan; Turkmenistan; Mongolia; China (Tibet and Uighurstan); India; Turkey

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4; Armenian 2; Tibetan 2; Georgian 1; Uighur 1; Spanish 1; German 1; Arabic 1; French 1

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** n/a

**Research/Teaching Specializations:** Eurasian, Slavic, and East European Reference

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Condill, Kit and Lynne Rudasill. "GIVES: interlending and discovery for non-English resources." *Interlending & Document Supply* 37.1 (2009): 49-60.

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** ALIAS : a full-service interlending aid connecting users with non-English resources, co-authored with Lynne Rudasill, was voted an outstanding paper by the IFLA Standing Committee on Document Delivery and Resource Sharing, 2007

**DESTEFANO, Lizanne**

**Department/Tenure Status:** Professor, Appointed: 2000, Educational Psychology, Tenured

**Education:** PhD, University of Pittsburgh, 1986; MEd, Special education; BS, Physiological Psychology/Statistics, University of Pittsburgh

**Academic Experience:** Fox Family Professor, UIUC, 2008-2008; Associate Professor, UIUC, 1994-2000; Assistant Professor, UIUC, 1989-1994; Visiting Assistant Professor, UIUC, 1987-1989; Post-Doctoral Fellow, UIUC, 1985-1989

**Overseas Experience:** Russia, Hungary

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Area Courses Taught:** n/a

**Research/Teaching Specialization:** n/a

**Recent Publications:** "Partnerships for Improving Literacy in Urban Schools." *The Reading Teacher* 61.8 (2008): 674-680; DeStefano, L. and J. Johnson. *Engineering climate study*. Champaign, IL: University of Illinois at Urbana-Champaign, 2009; Daro, P., F. Stancavage, M. Ortega, L. DeStefano, and R. Linn. *Validity study of the NAEP Mathematics Assessment: Grades 4 and 8*. Washington, DC: National Center for Educational Statistics, 2008; DeStefano, L. and H. Downs. *External evaluation of Title VI programs*. Champaign, IL: University of Illinois at Urbana-Champaign, 2008; DeStefano, L. and R. Lemons. *External evaluation of GAMES Camp*. Champaign, IL: University of Illinois at Urbana-Champaign, 2008; DeStefano, L., T. Rempert, and L. O'Dell. *Year two evaluation of Chicago Early Reading First*. Champaign, IL: University of Illinois at Urbana-Champaign, 2008.

**Number of Dissertations or Theses Supervised in Past 5 Years:** 31

**Distinctions:** University of Pittsburgh Distinguished Alumni Award (2009); Fox Family Professorship in Education, UIUC (2008).

**ELLIOTT, Celia**

**Department/Tenure Status:** Director, External Affairs and Special Projects, Appointed: 1993, Physics, Academic Professional

**Education:** BA, Michigan State University, 1971

**Academic Experience:** Part-Time Faculty, Parkland College, Business Division, 1980-1996; Co-Teacher, Physics 496 and 499, University of Illinois at Urbana-Champaign, 2001-present.

**Overseas Experience:** Armenia; Kazakhstan; Moldova; Russia; Ukraine, Georgia, Azerbaijan

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) French 2; German 1; Russian 1

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** n/a

**Research/Teaching Specializations:** Grant Writing

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** C.M Elliott, *How to Develop Successful Technical Proposals* (MRDA, Chisinau, Moldova, 2001). In Romanian; C.M. Elliott, *How to Develop Successful Technical Proposals* (ISTC, Moscow, Russia, 2000). In Russian; C.M. Elliott and B.V. Litvinov, *Fundamentals of Publishing in Western Technical Journals, 2<sup>nd</sup> ed.* (ISTC, Moscow Russia, 1999). In Russian.

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** Civilian and Research Development Foundation Recognition Medal (2005), UI Chancellor's Academic Professional Excellence Award, 2002.

**ENDRES, A Bryan**

**Department/Tenure Status:** Interim Associate Provost for International Affairs, Interim Director of International Program and Studies, Associate Professor, Appointed: 2003, Agr & Consumer Economics, Tenure

**Education:** J.D., University of Illinois, 2000; M.A., Administrative Management, Bowie State University; B.S., Mathematical Economics with Systems Engineering Concentration, United States Military Academy

**Academic Experience:** n/a

**Overseas Experience:** Germany

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** ACE 591: Independent Study

**Research/Teaching Specializations:** Food Law; Agricultural Law; Biotechnology; Biofuels; Intellectual Property; Trade Law & Policy; Organic Food & Agriculture

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Smyth, Stuart, Thomas Redick, and Drew Kershen. *Innovation and Liability in Biotechnology: Transnational and Comparative Perspectives*. Edward Elgar, 2009.; Johnson, Stephanie B., Donald L. Uchtmann, and Anne H. Silvis. "The Legal Needs of Farmers: An Analysis of the Family Farm Legal Needs Survey." *Montana Law Review* 69 (2009); "Food Law Update: Pasteurized Almonds and Country of Origin Labeling." *5 J. of Food L. & Pol'y* (2009); Endres, Jody M. "Homeland Security Planning: What Victory Gardens and Fidel Castro Can Teach Us in Preparing for Food Crises in the U.S.," *Food & Drug Law Journal* 64.May (2009): 405-440; "Food Law Update: Consumer Protections and Access to Information: RBST, BPA, the ADA and Color Additives." *Journal of Food & Pol'y* 4.Fall (2008); Bryan, Endres A. Constitutional Implications of State Seed Saving Statutes. *Seeds of Change: Agricultural Biotechnology in the 21<sup>st</sup> Century*. CAB International, 2007. 55-70.

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** "Incomplete List of Teachers Ranked as Excellent by Their Students" (2005; 2006; 2007; 2008)

**FINEBERG, Jonathan D****Department/Tenure Status:** Emeritus Professor, Appointed: 2003, Art & Design, Tenured**Education:** PhD, Harvard, 1975; M.A., Courtauld Institute of Art, University of London; B.A., Medieval History, Harvard University**Academic Experience:** Professor, University of Illinois Urbana-Champaign, 1988-2003; Visiting Professor, University of Illinois, School of Architecture at Versailles, 1995-1996; Visiting professor, Yale School of Art, 1994-1994; Associate Professor, University of Illinois Urbana-Champaign, 1984-1988; Visiting professor, Columbia University, 1983-1983; Assistant Professor, Yale University, 1979-1982; Visiting Professor, Harvard University, 1978-1978.**Overseas Experience:** n/a**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** ARTH 546: Seminar in Contemporary Art**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Research/Teaching Specializations:** n/a**Recent Publications:** Fineberg, Jonathan D. *Art Since 1940*. Englewood Cliffs, N.J.: Prentice-Hall, 2000; *The Innocent Eye: Children's Art and the Modern Artist*. Princeton, N.J.: Princeton University Press, 1997; *Christo and Jeanne-Claude: On the Way to the Gates*. New Haven: Yale University Press, 2004; *Imagining America: Icons of 20th Century American Art*. New Haven: Yale University Press, 2005; *When We Were Young: New Perspectives on the Art of the Child*. Berkeley CA: University of California Press, 2006; *Discovering Child Art: Essays on Childhood, Primitivism, and Modernism*. Princeton, N.J.: Princeton University Press, 1998; *Les Tendances Nouvelles*. NY: Da Capo Press, 1980.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** n/a**FINKE, Michael C****Department/Tenure Status:** Professor, Appointed: 2006, Slavic Languages and Literatures, Tenured**Education:** PhD, Indiana University, 1989; M.A., Slavic Lang and Lit., Indiana University; A.B., Russian, Cornell University**Academic Experience:** Associate Professor, Washington University, 2004-2006; Associate Professor, Washington University, 1995-2004**Overseas Experience:** Russia, Japan**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4; Italian 3**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** REES 590: Individual Study or Research; RUSS 220: 19thC Russian Lit Survey; RUSS 225: Russian Lit Since 1917; RUSS 325: Chekhov; RUSS 470: Russian Advanced Studies; RUSS 520: Russian Writers; SLAV 591: Individual Topics**Research/Teaching Specializations:** 19<sup>th</sup> Century Russian Literature, Especially Chekhov. The Fiction and Travel Narrative of Boris Pilnyak Agit-Polety of the 1920s—Aviation and Popular.**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** "'Just Like an Ancient': Narcissus and Echo in Goncharov's *Oblomov*," in vol. 2 of *New Perspectives in Reading 19th-Century Russian Literature*, eds. Katalin Kroó and Peeter Torop (joint publication of the Hungarian and the Estonian Academies of Sciences, Budapest–Tartu, ELTE Eötvös József Collegium: Atelier of Russian Philology; University of Tartu, Institute of Philosophy and Semiotics: Department of Semiotics), 268-90. In press.; "The Japanese among Us (Whom?): Kuprin's Petersburg Tale of Problematic Identity, Shtabs-kapitan Rybnikov," in *From Petersburg to Bloomington* (see above), 217-34. "Of Interpretation and Stolen Kisses: From Poetics to Metapoetics in Chekhov's 'Potselui' (1887)," *Acta Slavica Iaponica*, vol. 29 (2011); "The Agit-Flights of Viktor Shklovsky and Boris Pilnyak," *FROM THE OTHER SHORE: Russian and East European Culture, Past and Present*, vol. 1 (2010)**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Alumni Discretionary Award from LAS at UIUC

**FORD, Barbara J**

**Department/Tenure Status:** Professor, Appointed: 2003, Library & Information Science, Tenured

**Education:** MS, University of Illinois at Urbana-Champaign, 1973; MA, International Relations, Tufts University; BA, History, Illinois Wesleyan University

**Academic Experience:** Professor, Virginia Commonwealth University, 1991-1998; Associate Professor, Trinity University, 1986-1991; Assistant Professor, University of Illinois at Chicago, 1975-1981; Associate Professor, University of Illinois at Chicago, 1981-1984

**Overseas Experience:** Nicaragua; Panama

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** n/a

**Research/Teaching Specializations:** Information literacy, government information, the future of libraries, the role of library associations, international cooperation among libraries

**Recent Publications:** "Global Perspectives on Public Libraries," in *Introduction to Public Librarianship*, Second Edition. New York: Neal-Schuman, 2011; Ford, Barbara J. LIS Professionals in a Global Society. *The Portable MLIS: Insights from the Experts*. Westport, Ct.: Libraries Unlimited, 2008. 195-203; Ford, Barbara J. A Global Leadership Context for Librarians. *Thinking Outside the Borders: Library Leadership in a World Community*. Urbana: Mortenson Center, 2008. 8-16; Developing an International Library Leadership Institute: Thinking Outside the Borders. *Continuing Professional Development: Pathways to Leadership in the Library and Information World*. Munchen: K.G. Saur, 2007. 40-56.

**Number of Dissertations or Theses Supervised in Past 5 Years:**

**Distinctions:** American Library Association Humphrey/OCLC/Forest Press Award in 2008 and Chinese American Librarians Association 2009 CALA President Recognition Award.

**FOUKE, Bruce**

**Department/Tenure Status:** Professor, Appointed: 2003, Geology, Tenured

**Education:** PhD, State University of New York at Stony Brook, 1993; M.Sc., Geology (Paleobiology), University of Chicago; M.Sc., Geology (Sedimentology), U of Iowa; B.Sc., Geology, Bradley University

**Academic Experience:** Assistant Professor, University of Illinois Urbana-Champaign, 1997-2003; NRC post-doctorate research fellow, NASA Ames Research Center, 1996-1997

**Overseas Experience:** n/a

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Dutch 3; Russian 1

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** n/a

**Research Specializations:** Carbonate sedimentology, geology & environmental change in Russia & Ukraine

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Fouke, Bruce. "Basin-to-platform chemostratigraphy and diagenesis of the early cretaceous vercors carbonate platform, se france." *Sedimentary Geology* 175.1-4 (2005): 297-314; Fouke, Bruce. "Identification of differential gene expression in bacteria associated with coral black band disease by using rna-arbitrarily primed pcr." *Applied And Environmental Microbiology* 70.6 (2004): 3687-3694; Fouke, Bruce, J. Veysey, M. Kandianis, R. Johnson, T. Schickel, and N. Goldenfeld. "Reconstruction of water temperature, pH and flux of ancient hot springs from travertine depositional facies.." *Journal of Sedimentary Research* 78.2 (2008): 69-76; "87Sr/86Sr Depositional and diagenetic chronology from altered skeletal material." *West Texas Geological Society* 47.5 (2008): 14-26; Fouke, Bruce, M. Kandianis, R. Johnson, J. Veysey, and W. Inskeep. "Microbial biomass: a catalyst for CaCO3 precipitation in advection-dominated transport regimes.." *GSA Bulletin* 120.3/4 (2008): 442-450.

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** n/a

**FRITZSCHE, Peter****Department/Tenure Status:** Professor, Appointed: 1995, History, Tenured**Education:** PhD, University of California, Berkeley, 1986; BA, History, University of Pennsylvania**Academic Experience:** Associate Professor, 1991-1995; Assistant Professor, 1987-1991**Overseas Experience:** Germany**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) German 5; French 3**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** History 112: Western Civilization since 1660; HIST 142: Western Civ Since 1660; History 212: Fate of the Twentieth Century; HIST 252: The Holocaust; History 313: History of Europe, 1914-1945; History 314: History of Europe, 1945-1989; History 478: Historiography of Modern Europe; HIST 498: Research and Writing Seminar; HIST 502: Prob in Comparative History; HIST 596: Individual Research Project**Research/Teaching Specializations:** Germany, modernism, memory**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** *Stranded in the Present: Modern Time and the Melancholy of History*. Harvard University Press, 2004.; *Friedrich Nietzsche and the Death of God*. Bedford: St. Martins, 2007; *Life and Death in the Third Reich*. Belknap: Harvard, 2008; *Imagining the Twentieth Century*. Ed. Peter Fritzsche and Charles Stewart. Illinois, 1997; *The Work of Memory: New Directions in the Study of German Society and Culture*. Ed. Peter Fritzsche and Alon Confino. Illinois, 2002.**Number of Dissertations or Theses Supervised in Past 5 Years:** 5**Distinctions:** Cundill International Prize in History, Recognition of Excellence, 2008 Center for Advanced Study, University of Illinois, 1989-1990, 2005-2006 Carnegie Initiative on the Doctorate, 2003-2006**GASYNA, George Zbigniew****Department/Tenure Status:** Associate Professor, Appointed: 2006, Slavic Languages and Literatures, Tenured**Education:** PhD, University of Toronto, 2005; MA, Russian and Slavic Studies, McGill University; BA, Russian and Slavic Studies, McGill University**Academic Experience:** Sessional Lect, McMaster U, 2006-2006; Instruct. Asst, U of Toronto, 2005-2006; Lecteur d'anglais, U de Rennes II - Haute Bretagne, 2003-2004; Teach Asst, U of Toronto at Mississauga, 2000-2003**Overseas Experience:** Poland, England**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Polish 5; French 4; Russian 3**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** POL 115: Intro to Polish Culture; POL 302: Third-Year Polish II; POL 446: Problems in Polish Literature: émigrés and exiles, 1791-1991; SLAV 452: Polish and Czech Avant-Gardes (co-taught in fall 2007 with Prof. David Cooper); SLAV 591: Individual Topics; SLAV 599: Thesis Research**Research/Teaching Specializations:** modern Polish literature and theatre, especially modernism and the avant-garde; Polish borderland cultures; Jewish-Polish relations; diasporic and minority cultures; postcolonial and post-communism studies**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** "Exiles, Travelers, Migrants: On New Polish Writing from Toronto". *In Migrants, Exiles, Diasporic Citizens. Polish Inscriptions on the Canadian Literary Landscape*. Ed. Eugenia Sojka. Frankfurt: Peter Lang, 2010; "The Nation as Pathology: Representations of Community in Joseph Conrad and Witold Gombrowicz." *Private Encounters, Public Affairs: Polish Culture and Modernity*. Ed. Tamara Trojanowska. Toronto: Univ. of Toronto Press, 2010**Number of Dissertations or Theses Supervised in Past 5 Years:** 2**Distinctions:** Course Development Grant, General Education courses, School of Literatures, Cultures and Linguistics (SLCL), for POL 115, "Intro to Polish Culture"; Humanities Release-time for one semester, including support for research assistant and equipment, UIUC Campus Research Board, Fall 2008; Included on the 2007-8 List of Teachers Ranked as Excellent by Their Students

**GILLE, Zsuzsa**

**Department/Tenure Status:** Associate Professor, Appointed: 2006, Sociology, Tenured  
**Education:** Ph.D., University of California, Santa Cruz, 1999; MA, Sociology, University of California, Santa Cruz; BA, Sociology and Economics, Budapest University of Economics  
**Academic Experience:** Visiting Professor, Department of Sociology, Charles University, Prague, Czech Republic, 2013-2014; Acting Director, European Union Center, 2007-2008; 1999-2006; Affiliate Faculty REEEC, 1999-Present; Affiliate Faculty European Union Center, University of Illinois, Urbana-Champaign, 2003-Present  
**Overseas Experience:** Hungary, Czech Republic  
**Pedagogy Training:** n/a  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Hungarian 5; Spanish 3; Russian 2  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** REES 590: Individual Study or Research; REES 599: Thesis Research; SOC 366: Postsocialism Eastern Europe  
**Research/Teaching Specializations:** environment, food policies, global inequalities, globalization, European identity, Europeanization, cultural studies, transnational studies  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** Gille, Zsuzsa. 2013. "From Risk to Waste: Global Food Waste Regimes." *The Sociological Review Monograph Series* ; 2011. "The Hungarian Foie Gras Boycott: Struggles for Moral Sovereignty in Postsocialist Europe." *Eastern European Politics and Societies.; Post-Communist Nostalgia*. Ed. Zsuzsa Gille and Maria Todorova. New York: Berghahn Press, 2009  
**Number of Dissertations or Theses Supervised in Past 5 Years:** 11  
**Distinctions:** Book Award 2008. American Association for the Study of Slavic Societies. Davis Prize, honorable mention; Evaluated as excellent teacher in 2000, 2002, 2005, 2006, 2010, 2011

**GLADNEY, Frank Y.**

**Department/Tenure Status:** Emeritus Professor, Appointed: 1963, Slavic Languages and Literatures, Tenured  
**Education:** PhD, Harvard University, 1966; MA, Harvard University; BA, Harvard University  
**Academic Experience:** Assistant Professor, 1966-1970  
**Overseas Experience:** Czech Republic; Poland; Russia  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Polish 5; Czech 4; Russian 4; German 2; French 2; Old Church Slavonic 2  
**Pedagogy Training:** n/a  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** CZCH 199: Undergraduate Open Seminar; POL 199: Undergraduate Open Seminar; RUSS 191: Freshman Honors Tutorial; RUSS 199: Undergraduate Open Seminar; RUSS 290: Readings in Russian; SCR 199: Undergraduate Open Seminar; SLAV 591: Individual Topics; SLAV 599: Thesis Research; UKR 199: Undergraduate Open Seminar; SLAV 480: Intro to Slavic Linguistics  
**Research/Teaching Specializations:** Russian, Polish, and Czech grammar  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** Ed., *Reverse Index to Dictionary of Russian Dialects* (St. Petersburg, 2000); "On the Syllabification of High Vowels in Late Common Slavic," *Journal of Slavic Linguistics*, 5.2 (1997): 235-50; "The Accent of Russian Verbforms," *Journal of Slavic Linguistics*, 3 (1995): 97-138; (Editor) *Inversionnyj indeks k Slovariu russkix narodnyx govorov*. St. Petersburg, Russia: Nauka. 1999; Papers on Slavic linguistics in the American Contributions to the 13th (2003), 12th (1998), 10th (1988), 9th (1983), 8th (1978) and 7th (1973) International Congresses of Slavists.  
**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a  
**Distinctions:** Fulbrights in Poland and Czechoslovakia; "Senior Scholar" IREX fellowship to USSR

**GOTTHEIL, Fred M**

**Department/Tenure Status:** Professor, Appointed: 1959, Economics, Tenured

**Education:** PhD, Duke University, 1959; MA, Economics, Duke University; BA, Economics, McGill University

**Academic Experience:** Assistant Professor, Economics, University of Illinois at Urbana – Champaign, 1959–present

**Overseas Experience:** n/a

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) French 4; Hebrew 3; Russian 2

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** ECON 590: Individual Study and Research

**Research/Teaching Specializations:** Comparative economics systems, economic thought, Marxian economics, Economics of the Middle East

**Recent Publications:** *Principles of Economics*. South-Western College Publishing, 2001, 1999, 1996.

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** Alpha Lambda Delta Outstanding Teacher of Freshman Award (campus award), 1994 and 1987. University of Illinois Excellence in Undergraduate Teaching Award (campus award), 1978. Commerce Alumni Association Excellence in Undergraduate Teaching Award (college award), 1976.

**GREENBERG, Jessica**

**Department/Tenure Status:** Assistant Professor, Appointed: 2012, Tenure-Eligible

**Education:** PhD Anthropology, University of Chicago, 2007; MA, Anthropology, University of Chicago, 2002; BA Women's and Gender Studies, Columbia, University, 1997

**Academic Experience:** Assistant Professor, Communication Studies, Northwestern University, 2008-2012; Academy Scholar, Harvard Academy for International and Area Studies, 2007-2008

**Overseas Experience:** Serbia, Bosnia, Croatia

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Serbian 3

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Research/Teaching Specializations:** Social Demography, Methodology, Global Health, International Migration, Eurasia, Reproductive Health

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** After the Revolution: Youth, Democracy and the Politics of Disappointment in Serbia. Palo Alto: Stanford University Press, 2014. 2011 On the Road to Normal: Negotiating Agency and State Sovereignty in Postsocialist Serbia. *American Anthropologist*.; 2010 "There's nothing anyone can do about it": Participation, Apathy and "Successful" Democratic Transition in Postsocialist Serbia," *Slavic Review*.; 2006 'Goodbye Serbian Kennedy: Zoran Đinđić and the New Democratic Masculinity. *East European Politics and Societies*.; 2006 Nationalism, Masculinity and Multicultural Citizenship in Serbia. *Nationalities Papers*.; 2006 Noć Reklamoždera: Democracy, Consumption, and the Contradictions of Representation in Post-Socialist Serbia. *Political and Legal Anthropology Review*

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** 2007 Academy Scholar, Harvard Academy for International and Area Studies; 2006 Chicago Center for Contemporary Theory Pre-doctoral Fellowship; 2004 American Council of Learned Societies, Dissertation Fellowship; 2003 Fulbright-Hays Dissertation Research Fellowship

**HITCHINS, Keith****Department/Tenure Status:** Professor, Appointed: 1969, History, Tenured**Education:** PhD, Harvard, 1964; Dr. Med Vet. , Tierarztliche Hochschule; MA, Harvard; BA, Union College**Academic Experience:** Assistant Professor, Wake Forest University, 1958-1965; Assistant Professor, Rice University, 1965-1967; Associate Professor, University of Illinois Champaign-Urbana, 1967-1969**Overseas Experience:** Romania; Central Asia; Azerbaijan; Hungary; Yugoslavia**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) German 4; Romanian 4; Hungarian 4; Russian 4; French 4; Azeri 3; Uzbek 3; Tajik 3; Kazakh 3; Serbo-Croatian 3; Bulgarian 3; Turkish 3; Slovak 3; Italian 3; Kurdish 3; Greek 2; Albanian 2**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** HIST 466: Southeastern Europe; HIST 467: Eastern Europe; HIST 498: Research and Writing Seminar; HIST 551: Prob European Hist Since 1789; HIST 596: Individual Research Project;**Research/Teaching Specializations:** Romania; Southeastern Europe; Tajikistan; the Kurds; Nationalism**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Români 1774-1866, 3rd ed. 2013., România 1866-1947, 4th ed. . 2013., Ion I. C. Bratianu: Romania. . London: Haus Publications, 2011., "Romanian Liberalism (1821-1866)." Key Concepts of Romanian History. Alternative Approaches to Socio-Political Languages. . 2013."Kurdish Elites and Nationhood in Anatolia, 1890s-1938." Joyce Blau, l'éternelle chez les Kurdes. . 2013. "Accommodation or Separation: Notes on the Romanians and Hungarians of Transylvania, 1867-1940." Hungary and Romania Beyond National Narratives. Comparisons and Entanglements. . 2013. "Petru Comarnescu in anii '60: America Revisited." Memoriam Florin. Smerenie. Pasiune. Credință. . 2013.**Number of Dissertations or Theses Supervised in Past 5 Years:** 4**Distinctions:** Crucea Casei Regale a României, King Michael I of Romania, 2008; Honorary Member of the Romanian Academy; Doctor Honoris Causa from the Universities of Cluj, Sibiu, Alba Iulia, Targu Mures, Timisoara, Iasi, and Constanta.**HOCK, Hans Henrich****Department/Tenure Status:** Professor Emeritus, Appointed: 1967, Linguistics, Tenured**Education:** PhD, Yale University, 1971; MA, Linguistics, Northwestern University**Academic Experience:** Instructor of German, Tuskegee Institute, 1964-1964**Overseas Experience:** Germany; India**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) German 5; Sanskrit 4; Hindi 3; French 2; Italian 2; Spanish 2; Finnish 1; Lithuanian 1; Old Church Slavonic 1; Norwegian 1; Danish 1; Swedish 1**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** LING 404: Tutorials in Non-Western Lang**Research/Teaching Specializations:** General and Indo-European historical linguistics; Germanic linguistics; and synchronic and diachronic linguistics of Sanskrit, from the Vedas to the present**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Hoch, Hans H. Default, Animacy, Avoidance. *Grammatical changes in Indo-European languages*. Benjamins: Amsterdam/Philadelphia, 2009; Hoch, Hans H. *Default, Animacy, Avoidance. Grammatical changes in Indo-European languages*. Ed. Vit Bubenik, John Hewson, and Sarah Rose. Amsterdam/Philadelphia: Benjamins, 2009;**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Fellow of the Linguistic Society of America 2012, Editor, Trends in Linguistics, a major book publication series in Linguistics, Mouton de Gruyter, Berlin, Summer 2002-present. Series Editor, The Field of Linguistics, a publication series of Mouton de Gruyter, Berlin, 2004-present. Invited Visiting Professor of Linguistics, Delhi University (January-March 2005) Member of the Publications Committee of the Societas Linguistica Europaea (Linguistic Society of Europe), 2003-present; Executive Committee 2004-present; Editor of Folia Linguistica Historica, 2004-present.

**HOFFMAN, Valerie J****Department/Tenure Status:** Professor, Appointed: 1983, Religion, Tenured**Education:** PhD, University of Chicago, 1986; MA, Near Eastern Languages and Civilizations, University of Chicago

BA, Anthropology, University of Pennsylvania

**Academic Experience:****Overseas Experience:** Algeria; Egypt; Jordan; Kenya; Morocco; Oman; Syria; Tanzania; Tunisia; United Arab Emirates; Yemen; Iran**Pedagogy Training:** n/a**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Arabic 3; French 3; German 2; Persian 2; Swahili 2**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** HIST 596: Individual Research Project; RLST 214: Introduction to Islam; RLST 408: Islam and Modern Society; RLST 494: Topics in Religious Thought; RLST 496: Topics in History of Judaism**Research/Teaching Specializations:** Islamic thought and practice, women in Muslim societies, Islam and politics, human rights in the Muslim world**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** The Essentials of Ibadi Islam . Syracuse University Press, 2012. , Hoffman, Valerie J. *Easat Africa. The Islamic World*. Ed. Andrew Rippin. New York: Routledge, 2008. 39-52; Hoffman, Valerie J. *The Ibadis. The Islamic World*. Ed. Andrew Rippin. New York: Routledge, 2008. 235-245; Hoffman, Valerie J. "Abu 'Ammar 'Abd al-Kafi b. Abi Ya'qub." *Encyclopaedia of Islam. 3rd ed*. Leiden: Brill, 2008; Hoffman, Valerie J. "Abd al-'Aziz al-Amawi." *Encyclopaedia of Islam. 3rd ed*. Leiden: Brill, 2008; "Abu 'l-'Azam, Mahmud." *Encyclopaedia of Islam. 3rd ed*. Leiden: Brill, 2009;**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Carnegie scholarship for project entitled "Islamic Sectarianism Reconsidered: Ibadi Islam in the Modern Age," awarded March 2009 for period from August 2009-July 2010. Alumni Discretionary Award for service to the university, University of Illinois, August 2008. Course development award, Center for African Studies, University of Illinois, summer 2007, to develop "Islam in East Africa" course.**HOHMAN, Valleri****Department/Tenure Status:** Assistant Professor, Appointed 2009, Department of Theatre, Tenure Eligible**Education:** PhD, Theatre, The Ohio State University, 2001; MS, Theater, Illinois State University, 1996; BA English, Eureka College, 1994**Academic Experience:** Assistant Professor, Department of Theater, University of Illinois Urbana-Champaign, 2009- Present; Visiting Assistant Professor, Department of Theater, University of Illinois Urbana-Champaign, 2006-2009; Assistant Professor, The School of Theater Arts, The University of Arizona, 2001-2005**Overseas Experience:** Russia**Pedagogy Training:** n/a**Area Courses Taught:** na**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 3**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Research/Teaching Specializations:** n/a**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Russian Culture and Theatrical Performance in America, 1891-1933(Palgrave Macmillan 2011); *Cambridge World Encyclopedia of Stage Actors and Acting*. Ed. Simon Williams. Cambridge University Press. Submitted 34 contracted entries on Russian actors 2013.; "Jacob Gordin and Jewish Socialism in America" in *To Have or To Have Not': New Essays on Commerce and Capital in Modernist Theatre*. Ed. James Fisher. McFarland Press, 2011.; "Translating Chekhov for the American Stage." *Slavic and East European Journal* 55.4 (Winter 2011).; "Living Adaptations: an Interview with Sergey Kuryshv." *Contemporary Theatre Review* 20.4 (2010).; "The Final Straw: Producing James Purdy at the Trinity Square Rep." *Theatre History Studies* 29 (2009).; "Paula Vogel." *Twentieth Century American Dramatists, Fifth Series*. Ed. Garrett Eisler. *Dictionary of Literary Biography Vol. 341*. Detroit: Gale Research, 2008**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** 2014 Fulbright, Ekaterinburg, RU, 2012 Amer. Theatre and Drama Society Faculty Research Award

**IONIN, Tania****Department/Tenure Status:** Associate Professor, Appointed: 2008, Linguistics, Tenured**Education:** Ph. D., Massachusetts Institute of Technology, 2003; B.A., Linguistics and Psychology, Michigan**Academic Experience:** Assistant professor, University of Illinois Champaign-Urbana, 2007-2008; Research assistant professor, U of Southern California, 2006-2008; Visiting prof, U of Southern California, 2003-2006**Overseas Experience:** n/a**Pedagogy Training:** n/a**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Research/Teaching Specializations:** second language acquisition semantics of English and Russian; teaching: second language acquisition; research methodology for language research; English grammar; psycholinguistics**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Ionin, Tania, Maria L. Zubizarreta, and Vadim Philippov. "Acquisition of article semantics by child and adult L2-English learners." *Bilingualism: Language and Cognition* 12 (2009): 337-361; Ionin, Tania and Ora Matushansky. "The composition of complex cardinals." *Journal of Semantics* 23 (2006): 315-360; Ionin, Tania. "This is definitely specific: specificity and definiteness in article systems." *Natural Language Semantics* 14 (2006): 175-234; Ionin, Tania and Silvina Montrul. Article use and generic reference: parallels between L1- and L2-acquisition. *Second Language Acquisition of Articles: Empirical Findings and Theoretical Implications*. Ed. Maria d. Garcia Mayo and Roger Hawkins. Amsterdam: John Benjamins, 2009.**Number of Dissertations or Theses Supervised in Past 5 Years:** 3**Distinctions:** 2005 Grant from the National Science Foundation; 2009 Grant from the University of Illinois Campus Research Board. PI; 2010 Humanities released time granted by the University of Illinois Campus Research Board to Tania Ionin, for Spring 2011. Research project title: "Syntax and semantics of cardinals." Released time and research support to work on a co-authored monograph under contract with the Linguistic Inquiry Monograph Series (by T. Ionin and O. Matushansky).**KAGANOVSKY, Lilya****Department/Tenure Status:** Associate Professor, Appointed: 2008, Slavic Languages and Literatures, Tenured**Education:** PhD, UC Berkeley, 2000; MA, Slavic Languages and Literature, Columbia University; BA, English, American & Russian Literatures, University of California, Santa Cruz**Academic Experience:** Associate Professor of Slavic Languages and Literatures, Comparative Literature and Cinema Studies, U of Illinois, 2001-2008; Asst Prof of Russian, The College of William and Mary, 2000-2001**Overseas Experience:** France; Russia**Pedagogy Training:** n/a**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent); Russian 5; French 4; German 3; Latin 3**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** CINE 504: Theories of Cinema; ENGL 455: Major Authors; REES 590: Individual Study or Research; REES 599: Thesis Research; RUSS 199: Undergraduate Open Seminar; RUSS 219: Russian Cinema Survey; RUSS 335: Nabokov; RUSS 535: Nabokov; SLAV 199: Undergraduate Open Seminar; SLAV 576: Methods in Slavic Grad Study; SLAV 591: Individual Topics; SLAV 599: Thesis Research**Research/Teaching Specializations:** Soviet and Russian film, studies in the European novel**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Sound, Music, Speech in Soviet and Post-Soviet Cinema, eds. Lilya Kaganovsky and Masha Salazkina (Indiana University Press, Spring 2014). Mad Men, Mad World: Sex, Politics, Style and the 1960s, eds. Lauren M. E. Goodlad, Lilya Kaganovsky and Robert A. Rushing (Duke University Press, 2013) Kaganovsky, Lilya. *How the Soviet Man Was Unmade*. University of Pittsburgh Press, 2008; Kaganovsky, Lilya. "The Cultural Logic of Late Socialism." *Studies in Russian and Soviet Cinema* 3.2 (2009): 185-199;**Number of Dissertations or Theses Supervised in Past 5 Years:** 2**Distinctions:** Centennial Scholars in honor of the 100th anniversary of the creation of the College of Liberal Arts and Sciences at the University of Illinois 2013, International and Area Studies Fellowship by the American Council of Learned Societies, the Social Science Research Council, and the National Endowment for Humanities 2011, Humanities Release Time, U of Illinois, Fall 2011 Center for Advanced Study Fellow,

**KATSIKAS, Stefanos**

**Department/Tenure Status:** Director of Modern Greek Studies, Appointed: 2012; School of Languages, Cultures and Linguistics, University of Illinois at Urbana-Champaign; Three-year fixed contract

**Education:** PhD in Social Science, School of Slavonic and East European Studies, University College London, 2006; MA in Southeastern European Studies, School of Slavonic and East European Studies, University College London, 2000; BA in History, History Department, Ionian University, 1998

**Academic Experience:** Lecturer, Modern Greek Studies, Department of Linguistics, University of Illinois, Urbana-Champaign. 2012-Present; Lecturer in History, Department of History, Goldsmiths College, University of London, 2010-2012; Visiting Lecturer, Department of Russian and Slavonic Studies, University of Nottingham, 2006-2010

**Overseas Experience:** Bulgaria, Greece

**Pedagogy Training:** n/a

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Modern Greek 5, Bulgarian 5, English 5, French 4, Ancient Greek 4, Latin 4, Turkish 2

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught: Research/Teaching Specializations:** Modern and Contemporary History of Modern Greece and Southeastern Europe (18<sup>th</sup> century-to the present); Reconciliation and Transitional Justice after Civil War in Greece

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Muslim Minority in Greek Historiography: A Distorted Story?, *European History Quarterly*, Vol. 42, No. 3 (2012); *State-Nationalisms in the Ottoman Empire, Greece and Turkey: Orthodox and Muslims, 1830s-1945* (London, New York: Routledge, SOAS/Routledge Series on the Middle East, in press, forthcoming in 2012; *Negotiating Diplomacy in the New Europe: Foreign Policy in Post-Communist Bulgaria* (London, New York, I.B Tauris (Academic Studies Series: Library of European Studies) December 2011; *Bulgaria and Europe: Shifting Identities* (Anthem Press (Series: Anthem Series on Russian, East European and Eurasian Studies), 2010

**Number of Dissertations or Theses Supervised in Past 5 Years:**

**Distinctions:** Scouloudi Publication Award from the Institute of Historical Research, University of London, 2011;

**KIRCHOFF, Alisha**

**Department/Tenure Status:** Assistant Director, Russian, Eastern European and Eurasian Center, Appointed 2010

**Education:** MA, European, Russian & Eurasian Studies, U of Toronto, 2008; BA, Russian Language & Civilization, International Studies: Global Security, and Political Science, U of Wisconsin Madison, 2006

**Academic Experience:** Social Science Research Council, Program Coordinator: Eurasia, 2008-2010

**Overseas Experience:** Russia, Hungary, Norway

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4, Polish 2

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** REEES 201: Intro to East Europe, REEES 200: Intro to Russia and Eurasia

**Research/Teaching Specializations:** Society and Law in Eastern Europe

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** n/a

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** n/a

**KOENKER, Diane P****Department/Tenure Status:** Professor, Appointed: 1983, History, Tenured**Education:** PhD, University of Michigan, 1976; MA, Comparative Studies in History, University of Michigan; BA, History, Grinnell College**Academic Experience:** Associate Chair and Director of Graduate Studies, History Department, University of Illinois, 2008-2009; Editor, *Slavic Review*, 1996-2006**Overseas Experience:** Russia; Germany; Finland; United Kingdom; Australia; UK**Foreign Language Competency:** (Rated 1=poor, 3=good, 4=excellent, 5=fluent) Russian 4; French 3; German 1**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** HIST 450: European Working Class History; HIST 462: Soviet Union Since 1917; HIST 502: Prob in Comparative History; HIST 596: Individual Research Project; REES 599: Thesis Research; 260: Survey of Russian History; HIST 560: Problems in Russian History**Research/Teaching Specializations:** Twentieth-Century Russian and Soviet Social History; Comparative Working-Class History; Consumer Societies and Everyday Life; Leisure and Tourism**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Koenker, Diane P. *Club Red: Vacation Travel and the Soviet Dream*. Ithaca, NY: Cornell University Press, 2013.; Gorsuch, Anne E., and Diane P. Koenker. *The Socialist Sixties: Crossing Borders in the Second World*. Bloomington, IN: Indiana University Press, 2013. ; Koenker, Diane P. *Republic of Labor: Russian Printers and Soviet Socialism, 1918-1930*. Ithaca: Cornell University Press, 2005; Koenker, Diane and Anne E. Gorsuch. *Turizm: Leisure, Travel and Nation Building in Russia, Eastern Europe, and the USSR*. Ithaca: Cornell University Press, 2006;**Number of Dissertations or Theses Supervised in Past 5 Years:** 6**Distinctions:** Vice president/president elect of the Association for Slavic 2012-14, East European, and Eurasian Studies National Council for Eurasian and East European Research grant, 2007; John Simon Guggenheim Fellowship, 2006 Mellon Faculty Fellowship, 2006 Chester Higby Prize of the Modern European Section of the American Historical Association, for best article in preceding two years in *Journal of Modern History*, 2003; Arnold O. Beckman Research Board Award, 1990-91, 2002-2003; Department of History George S. and Gladys W. Queen Excellence in Teaching Award in History, 1996-1997**KUCHINKE, K Peter****Department/Tenure Status:** Assoc Prof, Appointed: 2003, Education Policy, Org and Leadership, Tenured**Education:** PhD, University of Minnesota, 1997; MA, Education and Work Policy; Human Resource Management, University of California, Los Angeles; BA, Psychology; Business Administration, Antioch University**Academic Experience:** Director of Graduate Programs, Department of Human Resource Education, University of Illinois, 2009-2009; Editor, *Human Resource Development International*, 2009-2009**Overseas Experience:** Germany, United Kingdom, Poland**Pedagogy Training:** n/a**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) German 5**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** HRE 536: International HRD**Research/Teaching Specializations:** The evolution of the field of human resource ed leadership and management development in public and private organizations; international and comparative human resource development**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Han, H-Y., K.P. Kuchinke, and D.A. Boulay. "Modernism and postmodernism in HRD." *Human Resource Development Review* 8.1 (2009): 54-67; Ardichvili, A. and K.P. Kuchinke. "International perspectives on the meanings of work and working: Current research and theory." *Advances in Developing Human Resources* 11.2 (2009): 168-188;**Number of Dissertations or Theses Supervised in Past 5 Years:** 5**Distinctions:** Visiting Professor, Mercator School of Management, Duisburg-Essen University, Germany (2008) Honorary Appointment, Visiting Scholar, Beijing University Research Center for Human Resource Management and Development (2007-2009) Visiting Professor, Mercator School of Management, Duisburg-Essen University, Germany (2006) College of Education Distinguished Scholar Award (2004)

**LEFF, Carol Skalnik****Department/Tenure Status:** Associate Professor, Appointed: 1999, Political Science, Tenured**Education:** PhD, Harvard, 1979; MA, Government, Harvard University; BA, Government, Oberlin College**Academic Experience:** Assistant Professor, 1993-1999; Assistant Professor, Department of Political Science, 1993-1999; Visiting Assistant Professor, Department of Political Science, 1989-1993; Visiting Professor, University of Illinois, 1986-1988; Visiting Lecturer, Washington University, 1979-1985**Overseas Experience:** Czech Republic; Bulgaria; England; Germany; Hungary; Serbia**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Czech 4; Russian 4; Slovak 3; French 2; German 2**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** PS 240: Intro to Comp Politics; PS 351: Gov & Pol Post-Soviet States; PS 549: Topics in Comparative Politics; PS 590: Research in Selected Topics; REES 390: Individual Study or Research; REES 493: Honors Senior Thesis; REES 590: Individual Study or Research; REES 599: Thesis Research**Research/Teaching Specializations:** East European politics, especially the Czech Republic and Slovakia; Soviet and post-Soviet politics; comparative politics (nationalism and democratization)**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Skalnik Leff, Carol. *Elite Transformation in Post-Communist Europe*. Lanham: Rowman & Littlefield, 2009; "In the Nick of Time: Slovakia and the Domestic Politics of Accession to the European Union". *Codependency and Globalization: Central, East, and Southeastern Europe*. Ed. Robin Remington. Lanham: Rowman & Littlefield, 2009; Skalnik Leff, Carol and Olena Betlii. "Negotiating Europe: EU Membership and the Evolution of the Czech Party System." *Codependency and Globalization: Central, East, and Southeastern Europe*. Ed. Robin Remington. Lanham: Rowman & Littlefield, 2009.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** n/a**LENKART, Joseph James****Department/Tenure Status:** Research Librarian, Appointed: 2009, Library, Academic Professional**Education:** MLS, University of Illinois, 2008; MA, Russian, East European, and Eurasian Studies, University of Illinois; BA, History, Hope College**Academic Experience:** Peace Corp volunteer, Russian Federation, Smolensk, 2000-2002; Instructor, Upward Bound, Hope College, 2000-2000; Research Intern, UNHCR, 1999-2000**Overseas Experience:** Russia; Portugal; Germany; Krgystan; Uzbekistan**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; Turkish 4; Persian 4; Czech 3**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Russia and Islam, Russian Federation and ethnic minorities; National Bibliography of Afghanistan, Islamic Republic of Iran and ethnic minorities**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Lenkart, Joe; Teper, Thomas H.; Thacker, Mara; and Witt, Steven W.; Measuring and Sustaining the Impact of Less Commonly Taught Language Collections in a Research Library Coll. res. libr. Accepted: April 6, 2014; Anticipated Publication Date: May 1, 2015**Number of Dissertations or Theses Supervised in Past 5 Years:****Distinctions:** Prize-winner in the Prague International Music Competition for Winds; Recipient of four American Society of Composers, Authors and Publishers Awards.

**LOUGH, Benjamin**

**Department/Tenure Status:** Assistant Professor, School of Social Work, Appointed: 2011, Tenure Track  
**Education:** PhD, Social Work, Washington University, 2010; MSW, Brigham Young University, 2003; BS in Sociology, Brigham Young University, 2000  
**Academic Experience:** Guest Lecturer, Wash. U, 2006-2009; Post-Doctoral Research Assoc., Wash. U, 2006-2011  
**Overseas Experience:** China, Russia, Germany, American Samoa, Guatemala, Armenia, Georgia, Ukraine  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4  
**Pedagogy Training:** n/a **Area Courses Taught:** n/a  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Research/Teaching Specializations:** Macro Practice and International Social Work  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** Lough, Benjamin J. (2013). Social work perspectives on international volunteer service. Accepted by *The British Journal of Social Work.*; Perold, Helene, Graham, Lauren A., Mavungu, Eddy Mazembo, Cronin, Karena, Muchemwa, Learnmore, & Lough, Benjamin J. (2012). The colonial legacy of international voluntary service. *Community Development Journal*; McBride, Amanda Moore, Lough, Benjamin J., & Sherraden, Margaret S. (2012). International service and the perceived impact on volunteers. *Nonprofit & Voluntary Sector Quarterly*, 41(6).; Lough, Benjamin J., McBride, Amanda Moore, & Sherraden, Margaret. S. (2012). Measuring international service outcomes: Implications for international social work field placements. *Journal of Social Work Education*, 48(3)  
**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a  
**Distinctions:** Principal Investigator, *Research on the Impact of International Volunteering*, International FORUM on Development Service, Fitzroy, Australia. 2011.; Principal Investigator, *Evaluating the Impact of AJWS Service Programs on Participants*, American Jewish World Service, New York. Amanda M. McBride as Co-Investigator. 2011

**MAGGS, Peter B**

**Department/Tenure Status:** Peer & Sarah Pedersen Professor of Law, Appointed: 1988, Law, Tenured  
**Education:** JD, Harvard University, 1961; BA, Harvard University  
**Academic Experience:** Assistant Professor, University of Illinois Urbana-Champaign, 1964-1967; Associate Professor, University of Illinois Urbana-Champaign, 1967-1969; Professor, University of Illinois Urbana-Champaign, 1969-1988  
**Overseas Experience:** Armenia; Brazil; Kazakhstan; Kyrgyzstan; Moldova; Russia; Serbia; Tajikistan  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; Portuguese 5; Romanian 5; Swedish 5; English 5; French 4; Italian 4; Spanish 3; German 3; Norwegian 2; Latin 2; Classic Arabic 2; Danish 2; Serbo-Croatian 2; Bulgarian 2  
**Pedagogy Training:** n/a  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** n/a  
**Research/Teaching Specializations:** Aiding in drafting and implementation of market-oriented legislation in former USSR; teaching, research, and publications on Russian law and intellectual property.  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** (with coauthors John Soma and the late James Sprowl), Computer and Internet Law, 4th ed. (St. Paul, Minn.: West 2013) forthcoming (with coauthor Roger Schechter), Trademark and Unfair Competition, Cases and Comments, 7th ed. (St. Paul, Minn.: West, 2012). (with coauthors William Burnham and the late Gennady Danilenko), Law and Legal System of the Russian Federation, 5th Ed. (Huntington, N.Y.: Juris Publishing, 2012). Author of the introduction and translator, Kazakhstan Law on Joint-Stock Company (2012). This book is published in three forms: electronic for the Amazon Kindle, electronic for Barnes & Noble Nook, and paperback by Createspace. The paperback version has the English translation and Russian text of the law  
**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a  
**Distinctions:** Fulbright Distinguished Chair, Trento, Italy, 2002, Member, Practicing Law Institute Advisory Committee on Intellectual Property Law 1996- Present, Member, American Law Institute; Member, Board of Advisors, Central and East European Legal Materials, 1990-Present, Corresponding member, American Academy of Comparative Law

**MILLER, Laurence**

**Department/Tenure Status:** Senior Slavic Bibliographer, Appointed: 1959, Library & Information Science, Tenured

**Education:** MLS, Indiana University, 1959; BA, English, University of Kansas

**Academic Experience:** First Head of the Illinois Slavic Library, 1964-1982; directed Illinois-Helsinki cooperative microfilming project 1977-2007. Adjunct Prof, Grad School of Library and Information Science, 1967-2006, 2008

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; German 5; Czech 4; French 4; Bulgarian 3

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** LIS 530: Info Needs of Part Communities; REEES Bibliog Research Methods

**Research/Teaching Specializations:** Slavic bibliography and reference sources; history of Russian libraries and bibliography; collection development; cataloging; reference work.

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** ““University of Illinois at Urbana-Champaign.” *Slavic & East European Information Resources* 5.3/4 (2004): 133-41; Miller, Laurence. “Libraries in Profile: University of Illinois Library at Urbana-Champaign.” *ACRL Slavic and East European Section Newsletter* 16 (2000): 73-77; ““University of Illinois.” *East Central and Southeast Europe* (1976): 187-92, 196-97; Miller, Laurence H. “Reference Books of 2007-2008,” *Slavic Review* 68(2009), no. 3: 741-45

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** n/a

**MURAV, Harriet Lisa**

**Department/Tenure Status:** Professor, Appointed: 2002, Slavic Languages and Literatures, Tenured

**Education:** PhD, Stanford University, 1985; MA, General Studies in the Humanities, University of Chicago; BA, General Studies in the Humanities, University of Chicago

**Academic Experience:** Professor, University of California, 1998-2002; Associate Professor, University of California, 1992-1998; Assistant Professor, University of California, 1986-1992;

**Overseas Experience:** Russia; Lithuania, Ukraine

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; Yiddish 3

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** RUSS 199: Undergraduate Open Seminar; RUSS 261: Intro Russian-Jewish Culture; RUSS 290: Readings in Russian; SLAV 199: Undergraduate Open Seminar; SLAV 591: Individual Topics; SLAV 599: Thesis Research; YDSH 220: Jewish Storytelling

**Research/Teaching Specializations:** Dostoevsky, 19 and 20th century Russian literature, Russian-Jewish studies, Russian women writers

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** *Music From a Speeding Train: Jewish Literature in Post-Revolution Russia* (Stanford University Press, 2011). Choice Outstanding Academic Title, 2013; *Jews in the East European Borderlands: Essays in Honor of John Klier*, co-edited with Eugene Avrutin, with Introduction by Avrutin and Murav (Academic Studies Press, 2012).; *Russia's Legal Fictions*. University of Michigan Press, 1998; *Identity Theft: The Jew in Imperial Russia and the Case of Avraam Uri Kovner*. Stanford University press, 2003; *Photographing the Jewish Nation: Pictures from Sh. An-sky's Ethnographic Expeditions*, Brandeis, 2009; “Real Men and Phantom Stories: Violence and Prosthesis in Soviet War Literature.” *Ab imperio* (2008): 521-537; “Violating the Canon: Reading Der Nister with Vasilii Grossman.” *Slavic Review* 76.3 (2008): 642-661.

**Number of Dissertations or Theses Supervised in Past 5 Years:** 8

**Distinctions:** Marta Sutton Weeks Fellow, Stanford Humanities Center, 2012-2013; John Simon Guggenheim, 2006; Center for Advanced Study, 2006; UIUC Mellon Fellowship, 2004; MLA Scaglione Prize for Studies in Slavic Languages and Literatures, 1999; California Council for the Humanities, 1997; UC Davis Faculty Development Award, 1997; Fellow, Davis Humanities Institute, 1992; Mellon Postdoctoral Fellowship, Stanford University, 1985; IREX (International Research and Exchanges Board), 1983, 1989, 1992, 1996; Fulbright Fellowship, 1982; Whiting Fellowship, 1982 & 1983; Phi Beta Kappa, 1975

**NEAL, Larry**

**Department/Tenure Status:** Professor Emeritus, Appointed: 2010 , Professor, Appointed: 1967, Economics, Tenured

**Education:** PhD, University of California, Berkeley, 1968; BA, History, Stanford University

**Overseas Experience:** France; Germany; UK

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) French 3; German 2; Spanish 1

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** n/a

**Research/Teaching Specializations:** His current research deals with development of microstructure in securities markets and risk management in the first emerging markets in modern Europe.

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** "The dilemma of enlargement for the european union's regional policy." *World Economy* 27.4 (2004): 587-607; *The European Union and the European Economies*, Cambridge UP, 2008; co-editor with Jeremy Attack of *The Origins and Development of Financial Markets and Institutions*, Cambridge UP, 2009

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** n/a

**PAHRE, Robert D.**

**Department/Tenure Status:** Professor, Appointed: 1999, Political Science, Tenured

**Education:** PhD, UCLA, 1990; MA, Political Science, UCLA; BA, International Relations/German Studies, Stanford University

**Academic Experience:** Assistant Professor, University of Michigan, 1992-1999; Assistant Professor, University of Rochester, 1990-1992

**Overseas Experience:** Austria

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) German 4

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** PS 385 Politics of the European Union; PS 590: Research in Selected Topics

**Research/Teaching Specializations:** Political economy, environmental politics, international relations, Comparative Politics (Western Europe), Enlargement of the European Union

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Pahre, Robert. *Politics and Trade Cooperation in the Nineteenth Century: The "Agreeable Customs" of 1815-1914*. Cambridge University Press, 2007; Pahre, Robert. "International Cooperation as Interagency Cooperation: Examples from Wildlife and Habitat Preservation." *Perspectives on Politics* 7.4 (2009); "Privatizing Isle Royale? The Limits of Free Market Environmentalism". *George Wright Forum* 25.3 (2009); "The Myths of Turkish Influence in the European Union." *Journal of Common Market Studies* 47.2 (2009): 357-384.

**Number of Dissertations or Theses Supervised in Past 5 Years:** 2

**Distinctions:** Clarence A. Berdahl Undergraduate Teaching Award, Department of Political Science, 2007.

**PINKERT, Anke**

**Department/Tenure Status:** Associate Professor, Appointed: 2000, Germanic Languages and Literatures, Tenured

**Education:** PhD, University of Chicago, 2000; MA, German Studies, University of Halle

**Academic Experience:** Visiting Assistant Professor, Macalester College, 1999-2000

**Overseas Experience:** Germany

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) German 5; Russian 2

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** GER 199: Undergraduate Open Seminar; GER 201: German Popular Culture; GER 331: Intro to German Literature; GER 494: German Cinema II; GER 496: Special Topics German Studies; GER 575: 20thC German Studies; GER 593: Research in Special Topics; GMC 199: Undergraduate Open Seminar

**Research/Teaching Specializations:** GDR literature, German/East European Cinema; Holocaust Studies, Dissidence Culture

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** "Tender Males: Jewish Figures as Affective Archive in East German DEFA Film," *Studies in East European Cinema*. Vol. 3. 2 (October 2012); Pinkert, Anke. *Film and Memory in East Germany*. Bloomington, IL: Indiana University Press, 2008; Rubble Film as Archive of Trauma and Grief: Wolfgang Lamprecht's "Somewhere In Berlin." *German Postwar Films: Life and Love in the Ruins*. Comp. Wilfried Willms. Ed. William Rasch. New York: Palgrave, 2008. 61-76; Pinkert, Anke. Vacant History, Empty Screens: German Postcommunist Films of the 1990s. *Postcommunist Nostalgia*. Comp. Maria Todorova, Matti Bunzl, and Zsuzsa Gille. New York: Berghahn Books, 2010;

**Number of Dissertations or Theses Supervised in Past 5 Years:** 6

**Distinctions:** PITA Award, SLCL Undergraduate Research Initiative, 2013; Humanities Release Time, Research Board Award, UIUC; Dr. Arnold O Beckman Research Board Award, UIUC, 2001

**PINTAR, Judith A**

**Department/Tenure Status:** Visiting Assistant Professor, Appointed: 2009, Russian, Slavic Languages and Literatures, Lecturer

**Education:** PhD, UIUC, 2001; MA, Anthropology, University of Illinois at Urbana-Champaign; BA, Myth & Society, University of Wisconsin-Milwaukee

**Academic Experience:** Research Associate, University of Illinois at Urbana-Champaign, 2005-2009; Lecturer in Sociology, 2004-present, Visiting Assistant Professor, Sociology, UIUC, 2001-2004. Visiting Assistant Professor, Slavic Languages and Literatures, University of Illinois at Urbana-Champaign, 2010, 2012, 2013.

**Overseas Experience:** Croatia

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Serbo-Croatian 5

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** REES 496/596: Topics in REEE Studies **Pedagogy Training:** n/a

**Research/Teaching Specializations:** Sociology of Mental Illness, Sociology of Science and Technology, Sociology of Religion, Trauma and collective memory, race and ethnicity, Eastern European studies, gender

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Pintar, Judith (2011). Emplaced and Displaced: theorizing the emotions of space in the former Yugoslavia. In Valeria Sobol and Mark Steinberg (Eds.), *Interpreting Emotions in Russia and Eastern Europe*. Northern Illinois University Press.; Pintar, Judith. (2010). On a Clear Day You Can See Forever: Hypnosis in literature and film. In S. J. Lynn (Ed.), *The Clinical Book of Hypnosis*. 2nd Ed. Washington, D.C.: American Psychological Association.; Pintar, Judith. *The sociologically- imagined self. (2nd edn)*. New York: Kendall-Hunt, 2004; Pintar, Judith and Steven J. Lynn. *Hypnosis: A brief hypnosis*. Oxford: Blackwell-Wiley, 2008; "Rethinking trauma in Katrina's wake," *Space and Culture*, 9(1) 2006; *The Suggestible Self: A brief history of hypnosis*, with S.J. Lynn. New York: Blackwell, 2006; "Anticipating consequences: What Bosnia has taught us about healing the wounds of war," *Human Rights Review*, 1(2), 2000: 56-66.

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** List of Teachers Ranked Excellent by Students, 2001-2005; Elma Caster Memorial Award for Original Research, Sociology, UIUC, 2000; SSRC/ACLS Dissertation Fellowship in Eastern European Studies, 1998-1999

**PRENDERGAST, Catherine****Department/Tenure Status:** Professor, Appointed: 2008, English, Tenured**Education:** PhD, University of Wisconsin-Madison, 1997; MA, English, University of Wisconsin-Madison; BA, Columbia University**Academic Experience:** Assistant Professor, University of Illinois at Urbana-Champaign, 1997-2003; Associate Professor 2003-2008**Overseas Experience:** Slovakia**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Slovak 4**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Written composition, the rhetoric of race, globalization and the English language**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** "The Unexceptional Schizophrenic: A Post-postmodern Introduction." *Disability Studies Reader*. Routledge, 2013. "In Praise of Incomprehension." *Cross Language Relations in Composition Studies*. Carbondale: Southern Illinois University Press, 2010. Prendergast, Catherine. *Literacy and Racial Justice: The Politics of Learning after Brown v. Board of Education*. Southern Illinois University Press, 2003; *Buying into English: Language and Investment in a Postcommunist State*.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** 2014 Guggenheim Fellow, UIUC Public Outreach Grant, 2004-05, Fulbright Research Grant to Slovak Republic, 2003; CCCCs Outstanding Book Award (for *Literacy and Racial Justice*)**PROCHASKA, David****Department/Tenure Status:** Emeritus Professor, Appointed: 2013, Appointed: 1981, History, Tenured**Education:** PhD, University of California, Berkeley, 1981; MA, University of California, Berkeley; BA, Stanford University**Academic Experience:** Lecturer, University of California, 1980-1981; Acting Instructor, University of California, 1979-1980**Overseas Experience:** Algeria; Cote d'Ivoire; Kenya; Morocco; Senegal; Tunisia**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) French 4; German 2; Hindi 1**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** HIST 352: Europe in the World Since 1750; HIST 596: Individual Research Project**Research/Teaching Specializations:** North Africa, history and orientalism, colonial photography, comparative colonialism, history and theory**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** *Genealogies of Orientalism: History, Theory, Politics*. Ed. David Prochaska and Terry Burke. Nebraska, 2008; *Postcards: Ephemeral Histories of Modernity* (co-edited with Jordana Mendelson) State College: Pennsylvania State University Press, 2005; *Orientalism From Postcolonial Theory to World History* co-edited with Edmund Burke, III. Lincoln: University of Nebraska Press, 2004; *Beyond East and West: Seven Transnational Artists* (co-authored with David O'Brien) Urbana: Krannert Art Museum and University of Illinois; Seattle: University of Washington Press, 2004**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Fellow, Center for Advanced Study, University of Illinois, 1999.

**RANDOLPH, John W.****Department/Tenure Status:** Associate Professor, Appointed: 2008, History, Tenured**Education:** PhD, University of California, Berkeley, 1997; MA, Modern European History, University of California**Academic Experience:** Assistant Professor, University of Illinois at Urbana-Champaign, 2001-2008; Fellow in the Humanities, Stanford University, 1999-2001**Overseas Experience:** Russia; France; Netherlands; Germany**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; French 4; German 3**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** HIST 460: Russia to Peter the Great; HIST 461: Russia- Peter the Great to Rev; HIST 502: Prob in Comparative History; HIST 596: Individual Research Project; REES 590: Individual Study or Research; REES 599: Thesis Research**Research/Teaching Specializations:** Imperial Russian History, Early Modern Russian History, 19th and 20th century Russian literature and culture; enlightenment and cultural change in Europe; "high" and "low" culture in modern European history; history and the practice of biography**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Russia in Motion: Cultures of Mobility, 1850 to the Present. Series: Studies of World Migrations. Eds. John Randolph and Eugene M. Avrutin. (Champaign-Urbana: University of Illinois Press, 2012). "Fugitive Worlds and Moving Authors," *The Russian Review* Vol. 70, No. 1 (January 2011): 80-86.**Number of Dissertations or Theses Supervised in Past 5 Years:** 4**Distinctions:** Fellow, Center for Advanced Study, University of Illinois, 2011-2012Conrad Humanities Scholar, University of Illinois at Urbana-Champaign, 2009-2014 Winner, 2008 W. Bruce Lincoln Book Prize of the American Association for the Advancement of Slavic Studies (Best first monograph in history, for *The House in the Garden*). Winner, Best Book in Literary or Cultural Studies, 2008, American Association of Teachers of Slavic and East European Languages (for *The House in the Garden*). Honorable Mention, 2008 Wayne S. Vucinich Book Prize of the American Association for the Advancement of Slavic Studies (Most important contribution in Russian, Eurasian, and East European studies, for *The House in the Garden*).**REMNEK, Miranda****Department/Tenure Status:** Emeritus Professor, Appointed: 2011, Library & Information Science, Tenured**Education:** PhD, University of California- Berkeley, 1999; MA, Slavic Languages and Literatures, Stanford University; MLS, University of Western Ontario; BA, Latin and French, Bristol University**Academic Experience:** Professor, University of Minnesota Libraries, 2000-2002; Associate Professor, University of Minnesota, 1985-2000; Assistant Professor, University of Minnesota, 1979-1985**Overseas Experience:** Former USSR, Somalia, India, South Africa, Namibia, Germany, France, England, Italy**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4; French 4; German 3; Polish 1; Czech 1**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Research/Teaching Specializations:** Electronic texts and resources; Slavic bibliography; Slavic cataloging**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** "Benefits and Challenges of Maximizing Technology for Slavic Researchers at Various Levels: Minnesota's Early 19th Century Russian Readership and Culture Project." *Slavic and East European Information Resources* 3.2/3 (2002): 82-102.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** n/a

**ROMBERG, Kristin****Department/Tenure Status:** Associate Professor, Appointment: 2013, Art History, Tenure Track**Education:** PhD, Art History, Columbia University, 2010; M.Phil, Columbia University, 2004; MA, Columbia University, 2003; BA, Chemistry, U of Virginia, 1997**Academic Experience:** Visiting Assistant Professor of Art History, College of Wooster, 2012-2013; Postdoctoral Fellow, Center for the Study of Modern Art, The Phillips Collection, and George Washington University, 2011-2012; Visiting Assistant Professor of Art History, Grinnell College, 2010-2011**Overseas Experience:** Russia**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4 French 3 German 2**Pedagogy Training:** N/A**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Research/Teaching Specializations:** Russian Modernism, Constructivism, Russian Avant-Garde**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** "Tektonika," in the anthology *Formy i struktury. Antologiya rossiiskogo modernizma* (Forms and Structures: Anthology of Russian Modernism), edited by Serguei Oushakine (Moscow: Kabinetnyi uchenyi, 2014); "Labor Demonstrations: Aleksei Gan's *Island of the Young Pioneers*, Dziga Vertov's *Kino-Eye*, and the Rationalization of Artistic Labor," *October* 145 (summer 2013); Translations of Sergei Tret'iakov's "The Theater of Attractions" and "The New Leo Tolstoy," *October* 118 (fall 2006); "From *Veshch'* to *SA*: Journal as Object," in Richard Anderson and Kristin Romberg, *Architecture in Print: Design and Debate in the Soviet Union, 1919-35* (New York: Miriam and Ira D. Wallach Art Gallery, 2005)**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Paul Mellon Predoctoral Fellowship, Center for Advanced Study in the Visual Arts (CASVA), National Gallery of Art, 2006-2009**ROSENSTEIN, Matthew A.****Department/Tenure Status:** Associate Director, Appointed: 2011, European Union Center**Education:** Ph.D., University of Illinois, 2002; MA, University of Illinois; BA, Duke University**Overseas Experience:** India; Russia; Belgium**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4; French 4; Polish 2; German 2**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Research: Regional security of South Asia; politics and militancy in South Asia (especially India, Pakistan, and Bangladesh); Russian culture and society**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** South Asian security. *Spec. iss. of Defense and Security Analysis* 22.4 (2006); Rosenstein, Matthew A. Superpower and the Imperiled Democracy. *Bangladesh: Treading the Taliban Trail*. Ed. Jaideep Saikia. New Delhi: Vision Books, 2006; Rosenstein, Matthew A. "The Political Crisis of Bangladesh's "Moderate Muslim Democracy." *Illinois International Review* (2007); The Future of Kashmir. *Spec. iss. of Swords and Ploughshares* (2007); Can NATO Survive Afghanistan?. *Spec. iss. of Swords and Ploughshares* (2008); US-EU-Russia: New Strategic Dynamics after Bush. *Spec. iss. of Swords and Ploughshares* (2009); Rosenstein, Matthew. "Voices from the void: The genres of Lyudmila Petrushevskaya." *Slavic And East European Journal* 46.3 (2002): 605-607.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Academic Professional Development Fund, Office of the Provost, University of Illinois, for conference travel to India (twice: 2005; 2008)

**ROSS, Jacqueline****Department/Tenure Status:** Professor, Appointed: 2006, Law, Tenured**Education:** J.D., University of Chicago Law School, 1989; B.A., University of Chicago**Academic Experience:** Visiting Professor, New York University Law School, 2009-2010; Visiting Researcher, Ecole Normale Superieure de Cachan, 2007-2008; Assistant Professor, John Marshall Law School, 2001-2004**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Area Courses Taught:** n/a**Research/Teaching Specializations** n/a**Recent Publications:** Ross, Jacqueline E. "The Joint Production of Intelligence in Local Security Partnerships: French Initiatives". *Legitimacy and Policing*. Ed. Tom Tyler and Jeffrey Fagan. NYU Press, 2009; Ross, Jacqueline E. "Do Rules of Evidence Apply (Only) in the Courtroom? Deceptive Interrogation in the United States and Germany." *Oxford Journal of Legal Studies* 28 (2008): 443-474; Ross, Jacqueline E. "Undercover Policing and the Shifting Terms of Scholarly Debate: The United States and Europe in Counterpoint." *Annual Review of Law and the Social Sciences* 4 (2008): 17.1-17.35; Ross, Jacqueline E. "The Elusive Line between Preventive and Repressive Undercover Investigations in Germany: An Empirical Study," *Police and the Liberal State*. Ed. Markus Dubber. Stanford University Press, 2008; Ross, Jacqueline E. "The Place of Covert Policing in Democratic Societies: A Comparative Study of the United States and Germany." *American Journal of Comparative Law* 55 (2007): 493-579.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Edward M. Wise Prize in Criminal Law and Procedure, conferred by the American Society of Comparative Law (2008) for "The Place of Covert Policing in Democratic Societies") Carroll P. Hurd Award for Excellence in Faculty Scholarship, conferred by the University of Illinois College of Law (2008) (for "Place of Covert Policing in Democratic Societies") Edward M. Wise Prize in Criminal Law and Procedure, conferred by the American Society of Comparative Law (2005) (for "Impediments to Transnational Cooperation")**RUDASILL, Lynn****Department/Tenure Status:** Global Studies Librarian, Subject Specialist for Political Science**Education:** Bachelor of Arts with Distinction in Political Science, University of Illinois, 1976; Master of Science in Library and Information Science, University of Illinois, 1991**Academic Experience:** n/a**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) n/a**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Area Courses Taught:** GLBL296/Global Studies Undergraduate Seminar, LIS390/Information, Libraries, and Society**Research/Teaching Specializations:** Global Studies, Non-Governmental Organizations and Information, Fugitive and Grey Literature**Recent Publications:** Rudasill, L.M. & Dorta-Duque, M.E. (Eds.) (2013) *Open Access and Digital Repositories: Social Science Libraries in Action*. Berlin: DeGruyter Sauer. Rudasill, L. "There is an app for that: Mobile technologies and learning. global-e: A Global Studies Journal. 5/9 (2011); Rudasill, L. "Beyond Subject Specialization: The Creation of Embedded Librarians." *Public Services Quarterly*. 6/2+3 (2010); Witt, S.W., & Rudasill, L.M. (Eds.). (2010) *Social science libraries: Interdisciplinary collections, services, networks*. New York: DeGruyter Saur.; Rudasill, L. "Grey Literature and Development: The Non-Governmental Organization in Action." *The Grey Journal: An International Journal on Grey Literature*. 5/3 (2009)**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Marta Lange/CQ Press Award, Association of College and Research Libraries, Law and Political Science Section (2009).; Literati Club, Highly Commended Award for Rudasill, L. & Moyer, J. (2005) "Cyber-Security, Cyber-Attack, and the Development of Governmental Response." *New Library World*, 105/7-8 (2005)

**SAHAKYAN, Zaruhi**

**Department/Tenure Status:** Lecturer of Economics, University of Illinois, Urbana Champaign, Appointed 2012

**Education:** Ph.D. in Economics, University of Illinois, Urbana Champaign, 2008; M.S. in Economics, University of Illinois, Urbana Champaign, 2005; M.A. in International and Development Economics, Yale University, 2001; Diploma, Economics, Yerevan State University, 1999

**Academic Experience:** Visiting Lecturer, Department of Economics, University of Illinois, 2009-2011; Teaching Assistant for Microeconomic Principles, Economic Statistics I and II, University of Illinois

**Overseas Experience:** Armenia, Russia

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Armenian 5, English 5, Russian 5, German 3

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Area Courses Taught:**

**Research/Teaching Specializations:** n/a

**Recent Publications:** "Dynamic lobbying conflicts", *Economics of Governance*, Volume 8, issue 3, (2007); "The Impact of Immigration and Repatriation on Labor Market: Literature Review and Implications for Armenia", *Armenian Journal of Public Policy*, Special Issue, (December 2006); "Life Insurance in Germany", *Information Technologies and Management*, Vol. 1, 2000, 10-17. Together with Mattias Polborn.; "Development of the Insurance Market in Armenia, *Information Technologies and Management*", Vol. 4, 1999, 105-109. Together with Vache Gabrielyan.

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** Nominated for Teaching Excellence Award awarded by Illinois Student Senate (2012); Edmund Muskie Freedom Support Act Graduate Fellowship (1999)

**SAUL, Mahir**

**Department/Tenure Status:** Professor, Appointed: 2010, Anthropology, Tenured

**Education:** PhD, Indiana University, 1982; MA, Indiana University BA, Bogazici University

**Academic Experience:** Associé de Recherche, Laboratoire d'Anthropologie Sociale, Collège de France and Ecole de Hautes Etudes en Sciences Sociales, 2004-2004; Visiting Fellow, Max Planck Institute for Social Anthropology, Halle, Germany, 2004-2004; Visiting Professor, Institute für Ethnologie, Freie Universität, Berlin, Germany, 1999-1999; Scholar in residence (Chargé de Recherche), Laboratoire ERMES Orléans, France, 1996-1997; 1991-1992 Visiting Associate Professor, Yale University, 1991-1992

**Overseas Experience:** Benin; Burkina Faso; Cote d'Ivoire; Ghana; Mali; Senegal; Turkey

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) French 5; Turkish 5 Spanish 4; Bobo-African 3; German 2; Arabic 1

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** ANTH 399: Special Topics; ANTH 402: Transnational Islam, Europe-US

**Research/Teaching Specializations:** Islam, rural development, colonialism, the environment

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** "Méthodes en histoire orale. Genèse de l'autorité politique moogo." *L'Homme* (2007): 215-232; "Islam and West African Anthropology." *Africa Today* 53.1 (2006): 2-33; "Le fanga comme savoir et destinée: Signification sociale de la réussite personnelle au Soudan occidental." *L'Homme* (2006): 63-90; History as Cultural Redemption in Gaston Kaboré's Precolonial-era Films. *Black and White in Colour: African History on Screen*. Ed. Vivian Bickford-Smith. Cape Town: Double Storey Books, 2006. 11-27, 324-326; Saul, Mahir. *Viewing African Cinema in the Twenty-first Century*. Athens: Ohio University Press, 2010.

**Number of Dissertations or Theses Supervised in Past 5 Years:** 3

**Distinctions:** Distinguished Africanist Award, Association for Africanist Anthropology; NEH Grant 2005; John D. and Catherine T. MacArthur Foundation, Joint Research Grant, 1992-1998; Fulbright-Hays Faculty Research Fellowship 1994.

**SHTOHRYN, Dmytro**

**Department/Tenure Status:** Emeritus Professor, Library Administration & Slavic Lang. and Lit, Retired  
**Education:** PhD., Slavic Studies, 1970; MA, Slavic Studies, 1958; BLS, Library Studies, 1959; University of Ottawa; BA, Ukrainian Free University, Munich, 1949.  
**Academic Experience:** Professor of Slavic languages and Literatures, University of Illinois, Urbana-Champaign, 1985-1995; Professor of Library Administration, 1970-1995; Lecturer of Ukrainian Literature, 1970-1985; Head of Slavic Cataloging, 1964-1995; Cataloger, 1960-1964  
**Overseas Experience:** Ukraine, Germany  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Ukrainian 5; Russian 4; Polish 4; German 3  
**Pedagogy Training:** n/a  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** REES: 599- Thesis; 590- Independent Study  
**Research/Teaching Specializations:** Ukrainian language and literature, Slavic cataloging, Slavic bibliography, Ukrainian bibliography  
**Recent Publications:** Volodymyr Ianav, iak poet; rannia tvorchist', Symbolaie in Honorem Volodymyri Janiw. Universitas Libera Ucrainensis, 1984.; Oleh Kandyba-Ol'zhych: Bibliography, Ukrains'kys istoryk, Vol. 22, 1985; Vol 23, 1-2, 1986.  
**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a  
**Distinctions:** Glorier Society of Canada Award; The Parliament of Canada Librarian's Medal

**SINGER, Clifford E**

**Department/Tenure Status:** Professor, Appointed: 1992, Nuclear, Plasma, & Rad Engr, Tenured  
**Education:** PhD, University of California, Berkely, 1971; BS, Mathematics, University of Illinois  
**Academic Experience:** Research Scientist, Argonne National Laboratory, 2007-2009; Associate Professor, University of Illinois at Urbana-Champaign, 1986-1992  
**Overseas Experience:** India; Germany; United Kingdom; China; France; Pakistan; UK  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) German 3; French 2; Russian 1  
**Pedagogy Training:** n/a  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** NPRE 480: Energy & Security; NPRE 481: Technol & Security Writing; NPRE 483  
**Research/Teaching Specializations:** Energy econometrics, nuclear energy, nuclear arms control, energy and security, carbon dioxide emissions  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** Singer, C. and H. von Brevorn, "Uranium Price vs. Cumulative Use," Nuclear Technology 176 (2011) 227-237; available in extended form as University of Illinois at Urbana-Champaign Program in Arms Control, Disarmament, and International Security Report ACDIS SIN:1.2010 at; Singer, Clifford, and William R. Roy, "Spent Fuel and Waste Disposal". Nuclear Energy Encyclopedia (Steven B. Krivit and Jay H. Lehr, editors) c. 8 pages (John Wiley and Sons: Hoboken, NJ, 2011).  
**Number of Dissertations or Theses Supervised in Past 5 Years:** 2  
**Distinctions:** Sheth Award for International Achievement; Ford Foundation (2000-2003); MacArthur Foundation (2000-2002); National Security Education Program (2000-2003)

**SOBOL, Valeria**

**Department/Tenure Status:** Associate Professor, Appointed: 2008, Slavic Languages and Literatures, Tenured  
**Education:** PhD, Columbia University, 2003; BA, Kiev State University; M.A., Russian Language and Literature, Columbia University; M. Phil, Slavic Literatures,  
**Academic Experience:** American Association of Teachers of Slavic and East European Languages (Member and Vice-President, 2010-12); Assistant Professor, Slavic Languages & Literatures, 2003-2008; Lecturer, Pace University, 2002-2003; Preceptor and Instructor, Columbia University, 1995-2002  
**Overseas Experience:** Ukraine; Czech Republic; Russia **Pedagogy Training:** n/a  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; Ukrainian 5; Czech 5; French 4; Spanish 3; Latin 1; German 1  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** RUSS 199: Undergraduate Open Seminar; RUSS 220: 19th-Cent Russian Lit; RUSS 225: Russian Lit Since 1917; RUSS 323: Tolstoy; RUSS 418: 18th Century Literature; RUSS 444: Problems in Romanticism; RUSS 470: Russian Advanced Study; RUSS 501 & 502: Russian for Grad Students I & II; RUSS 520: Russian Writers: Russian Writers - Tolstoy; SLAV 199: Undergraduate Open Seminar; SLAV 591: Individual Topics; SLAV 599: Thesis Research  
**Research/Teaching Specializations:** Russian literature & culture late 18th-19th centuries; Russian & European Romanticism; Medieval epistemology and discourse in literature; Gogol & Ukrainian literature; Czech literature  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** On Mimicry and Ukrainians: The Imperial Gothic in Pogorelsky's *Monastyrka*." *East/West Journal* 16-17 (2013): "‘Komu ot chuzhikh, a nam ot svoikh’: variazhskoe prizvanie v russkoi literature kontsa XVIII veka." *Tam, vnutri. Praktiki vnutrennei kolonizatsii v kul'turnoi istorii Rossii*.; "Internal Orientalism in Radishchev's *Journey from St. Petersburg to Moscow*." *Zeitschrift für Slavische Philologie* 68.2 (2011); "The Uncanny Frontier of Russian Identity: Travel, Ethnography, and Empire in Lermontov's 'Taman'." *Russian Review* 70 (January 2011): Sobol, Valeria. *Febris Erotica: Lovesickness in the Russian Literary Imagination*. Seattle: University of Washington Press, 2009  
**Number of Dissertations or Theses Supervised in Past 5 Years:** 1  
**Distinctions:** U of Illinois Alumni Discretionary Award in recognition of exceptional service; Incomplete List of Teachers Ranked Excellent by Students (Spring 2004, Fall 2004, Spring 2005). Center for Advanced Study Beckman Fellowship, University of Illinois, 2005-06. Humanities Release Time Award, Campus Research Board, University of Illinois, Fall 2006.

**SROKA, Marek**

**Department/Tenure Status:** Associate Professor, Appointed: 1996, Library Admin, Tenured  
**Education:** MLS, University of Illinois, 1994; MA, English, University of Cracow, 1986.  
**Academic Experience:** Slavic Cataloger and Associate Professor of Library Administration, Slavic and East European Library, 1996-present  
**Overseas Experience:** Poland **Pedagogy Training:** n/a  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Polish 5; Russian 3; Czech 1  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** LIS 530: Info Needs of Part Communities: REEES Bibliog Research Methods; GLOBL 296-Global Studies Foundation Seminar entitled, "World Cultural Assets: Loss, Recovery, and Protection."  
**Research/Teaching Specializations:** Polish libraries and librarianship, Polish studies, Cultural memory, Polish-Jewish studies  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** Sroka, Marek. "The Music Collection of the Former Prussian State Library at the Jagiellonian Library in Kraków, Poland: Past, Present, and Future Developments," *Library Trends* 55.3 (Winter 2007): 651-664; Sroka, Marek. "The Google Library Project, Internet Archive and Open Content Alliance: Struggle for Universal Access to Digital Collections from the American Perspective," in *Maria Kocójowa* (ed.) "Biblioteki i ich klienci." Kraków: Jagiellonian University Press, p. 16-20.  
**Distinctions:** My article "The Destruction of Jewish Libraries and Archives in Cracow during World War II" won the 2002 Justin Winsor Prize for the best library history essay. The Library History Round Table's Justin Winsor Prize Committee of the American Library Association awarded the prize.

**STEINBERG, Mark D****Department/Tenure Status:** Professor, Appointed: 2003, History, Tenured**Education:** PhD, UC Berkeley, 1987; MA, History, University of California; B.A., History, University of California**Academic Experience:** Assistant Professor, Harvard, 1987-1989; Associate Professor, Yale University, 1994-1996; Assistant Professor, Yale University, 1989-1994; Director, Russian, East European, and Eurasian Center, University of Illinois, 1998-2004; Associate Professor, University of Illinois at Urbana-Champaign, 1998-2003; Assistant Professor, University of Illinois at Urbana-Champaign, 1996-1998**Overseas Experience:** Russia; Germany**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4; French 2; German 2**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** HIST 461: Russia- Peter the Great to Rev; HIST 596: Individual Research Project; REES 390: Individual Study or Research; REES 590: Individual Study or Research; REES 599: Thesis Research; HIST260: Survey of Russian History**Research/Teaching Specializations:** cultural, intellectual, and social history of Russia in the late nineteenth and early twentieth centuries. Research interests focus on the cultures of the city, modernities, emotions, religion, the experiences and worldview of lower-class Russians, and the development of ideas and values.**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Steinberg, Mark D. Petersburg Fin de Siecle. . New Haven: Yale University Press, 2011. Interpreting Emotions in Russia and Eastern Europe . . Ed. Mark D. Steinberg and Valeria Sobol. Northern Illinois University Press: DeKalb, 2011. Steinberg, Mark D., and Nicholas V. Riasanovsky. History of Russia, 8th edition. . New York: Oxford University Press, 2010. "Blood in the Air: Everyday Violence in the Experience of the Petersburg Poor, 1905-1917." Spaces of the Poor: Perspectives of Cultural Sciences on Urban Slum Areas and Their Inhabitants. . 2013. "Emotions History in Eastern Europe." Doing Emotions History. . 2013. "Blood in the Air: Everyday Violence in the Experience of the Petersburg Poor, 1905-1917." Spaces of the Poor: Perspectives of Cultural Sciences on Urban Slum Areas and Their Inhabitants. . 2013.**Number of Dissertations or Theses Supervised in Past 5 Years:** 7**Distinctions:** University of Illinois, Humanities Leave Time Fellowship, awarded March 2013 for Spring 2014  
Hewlett International Research Travel Grant, U Illinois, 2012-13**STUART, Mary****Department/Tenure Status:** Emertius Professor, Appointed : 2012 Professor, Appointed: 1996, Library Admin, Tenured**Education:** MLS, University of Illinois at Urbana-Champaign, 1978; MA, Slavic, University of Illinois at Urbana-Champaign; BA, Psychology and Russian, University of Kansas; PhD candidate, History, University of Illinois, 1989 – present**Academic Experience:** Professor, Library Administration, 1996 – present; Reference Librarian, 1989 – present; Associate Professor, 1989-96**Overseas Experience:** Poland, Russia**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 4; Polish 1**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** n/a**Research/Teaching Specializations:** Russian history, history of print culture**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Stuart, M. (1998) "The Ennobling Illusion: The Public Library Movement in Late Imperial Russia." Slavonic and East European Review 76, no. 3: 401-40. Stuart, M. (1995) "Creating Culture: The Rossica Collection of the Imperial Public Library and the Construction of National Identity." Libraries and Culture 30, no. 1:1-25.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** n/a

**SULLIVAN, Helen****Department/Tenure Status:** Archives Research Center, Appointed to Library: 1986**Education:** MLS, University of Illinois, 1990; University of Illinois; MA, Anthropology, University of Illinois; BA, Russian Language and Area Studies**Academic Experience:** n/a**Overseas Experience:** n/a**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; French 3; Ukranian 3**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** LIS 530: Info Needs of Part Communities; REEES Bibliog Research Methods**Research/Teaching Specializations:** Russian bibliography, reference, and anthropology**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Sullivan, Helen. "Evaluating Web Tools" in *Problem in Post-Communism, November/December, 2000:60.*; "Slavic Bibliography Online: WebCT as a Resource for Online Instruction." *Slavic & East European Information Sources* (2002); "Slavianskaia Spravochnaia Sluzhba: Tendetsii razvitiia i novye vozmozhnosti" in *Informatsionno-Bibliograficheskoe Obsluzhivanie: istoriia i sovremennoe sostoiiani.* Spb: Rossiiskaia Natsional'naia Biblioteka, Vyp. 1, 2003; Contributor Sullivan Helen. *American Library Association Resources for College Libraries.* Chicago: American Library: R.R. Bowker, c2006-; *The Supplement to the Modern Encyclopedia of Russian, Soviet and Eurasian History.* Contributor. Helen Sullivan. Gulf Breeze, FL: Academic International Press, 2003.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** n/a**SVOLIK, Milan****Department/Tenure Status:** Associate Professor, Appointed: 2006, Political Science, Tenured**Education:** PhD, The University of Chicago, 2006; M.A., International Relations and European Studies, Central European University; B.A., Management, Comenius University**Academic Experience:** Visiting Associate Research Scholar, Princeton University, 2008-2009**Overseas Experience:** n/a**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** PS 397: Authoritarian Regimes; PS 590: Research in Selected Topics**Research/Teaching Specializations:** Comparative Politics: Politics of Authoritarian Regimes, Democratic Transitions and Consolidation, Political Economy of Institutions International Relations: International Organization, International Political Economy Formal Political Theory: Applied Game Theory Political Methodology: Survival Analysis, Change-point Models, Bayesian Statistics**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Svolik, Milan W. "Power-sharing and Leadership Dynamics in Authoritarian Regimes." *American Journal of Political Science* 53.2 (2009): 477-494; Svolik, Milan W. "Authoritarian Reversals and Democratic Consolidation." *American Political Science Review* 102.2 (2008): 153-168; "Lies, Defection, and the Pattern of International Cooperation." *American Journal of Political Science* 50.4 (2006): 909-25.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** n/a

**TARTAKOVSKY, Dmitry**

**Department/Tenure Status:** Visiting South Slavic Specialist, Slavic Reference Service, Library, 2013  
**Education:** Ph.D., 2009 Department of History, University of Illinois at Urbana-Champaign; M.A., 1998 Department of History, Arizona State University; B.S., 1993 Bradley University, Peoria, IL,  
**Academic Experience:** Adjunct Lecturer, History Department, UIUC  
**Overseas Experience:** Moldova, Macedonia **Pedagogy Training:** n/a  
**Foreign Language Competency:** Russian 5, Macedonia 4, Yiddish 3, Romanian 2. Bulgarian 1, Serbo-Croatian 1, Ukrainian 1  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** n/a  
**Research/Teaching Specializations:** Modern Jewish History in Russia and Eastern Europe  
**Recent Publications:** “Conflicting Holocaust narratives in Moldovan nationalist historical discourse,” *East European Jewish Affairs*, Vol. 38, No. 2, August 2008.; “The Jewish Cultural League in Interwar Bessarabia: A Conflict of Interests,” *Analele Asociației Naționale A Tinerilor Istoric din Moldova*, Anuar Istoric, 7 (2006):  
**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a  
**Distinctions:** Civilian Achievement Award for Exceptional Service, Fort Bragg, NC, Feb 26, 2012; Joint Civilian Achievement Award for Exceptional Service; Global War on Terrorism Medal in Support of JISTF Operations, August 3-October 28, 2011; Twice recognized on “*Incomplete List of Excellent Teachers*,” UIUC, College of Liberal Arts and Sciences, Spring 2006 and Fall 2005;

**TEMPEST, Richard**

**Department/Tenure Status:** Associate Professor, Appointed: 1988, Slavic Languages and Literatures, Tenured  
**Education:** PhD, New College, 1982; MA, New College; B.A., Hons/Philosophy & Modern Languages, New College  
**Academic Experience:** Acting Head of Slavic Languages & Literatures; Interim Head of Slavic Languages & Literatures, 2000-2002; Assistant Professor, 1983-1988; Associate Head of Slavic Languages & Literatures, 1999-2000; Associate Head of Slavic Languages & Literatures, 1992-1994; Visiting Assistant Professor, University of Illinois at Urbana-Champaign, 1982-1983  
**Overseas Experience:** Russia; Bulgaria; Ukraine; Bosnia **Pedagogy Training:** n/a  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 5; Bulgarian 5; French 4; Spanish 4; Macedonian 2; Bosnian Serbian Croatian Montenegrin 2; Ukrainian 2; Italian 2; Portuguese 2; German 2  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** REES 200: Intro to Russia and Eurasia; REES 495: Senior Seminar; REES 550: Seminar in REEE Studies; REES 590: Individual Study or Research; REES 599: Thesis Research; RUSS 191: Freshman Honors Tutorial; RUSS 199: Undergraduate Open Seminar; RUSS 290: Readings in Russian; RUSS 320: Russian Writers; RUSS 502: Russian for Grad Students II; RUSS 520: Russian Writers; SLAV 117: Russ & E Euro Science Fiction; SLAV 199: Undergraduate Open Seminar; SLAV 591: Individual Topics; SLAV 599: Thesis Research  
**Research/Teaching Specializations:** Current Projects: A book-length study of Aleksandr Solzhenitsyn’s literary works; Soviet nostalgia and the self-presentation of Russian political leaders in the Putin era; Oral history of Bulgaria’s communist-era intelligence service  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** Tempest, Richard. *Krugi i paralleli: k voprosu ob intertekstualizme Solzhenitsyna. Proza Solzhenitsyna 1990-kh godov.* Ed. A V. Urmanov. Blagoveshchensk: Izd-vo BGPU, 2008. 141-151; Tempest, Richard. “Solzhenitsyn—pisatel’ XXI veka.” *Put’ Solzhenitsyna v kontekste bol’shogo vremeni: Sbornik pamiati: 1918-2009.* Ed. L. I. Saraskina. Moscow: Russkii put’, 2009; “Boris Yeltsin and Vladimir Putin: A Study in Comparative Mythopoetics,” *Political Marketing: Cultural Issues and Current Trends*, ed. Bruce Newman, Kosta Gouliamos and Stephen (Boston: The Howarth Press), forthcoming in 2010.  
**Number of Dissertations or Theses Supervised in Past 5 Years:** 10  
**Distinctions:** 2004 List of Excellent Teachers (Spring), UIUC; Arnold Beckman Research Award, 1994; Prize for Best Memoir of the Year, Literaturnaia gazeta, 1991

**TIPEI, Sever**

**Department/Tenure Status:** Professor, Appointed: 1992, Music, Tenured  
**Education:** DMA, University of Michigan, 1978; MA, Piano, Bucharest Conservatory;  
**Academic Experience:** Visiting Scientist, Argonne National Laboratory, 1994-2003; Instructor, Chicago Musical College of Roosevelt University, 1975-1978. Assistant Professor (1978-1984), Associate Professor (1984-1992), Professor (1992 to present)  
**Overseas Experience:** Romania, France  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Romanian 5, French 4  
**Pedagogy Training:** n/a  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** n/a  
**Research/Teaching Specializations:** Computer Music  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** n/a  
**Number of Dissertations or Theses Supervised in Past 5 Years:** 10  
**Distinctions:** n/a

**TODOROVA, Maria**

**Department/Tenure Status:** Professor, Appointed: 2001, History, Tenured  
**Education:** PhD, University of Sofia, Bulgaria, 1977; MA, History, University of Sofia  
**Academic Experience:** Professor, University of Florida, 1996-2001; Visiting Professor, Harvard University, 1999-1999; Visiting Professor, Bosphorus University, Istanbul, 1999-1999; Visiting Professor, Karl-Franzens Universität-Graz, Austria, 1996-1996; Associate Professor, University of Florida, 1994-1996; Assistant Professor, University of Florida, 1992-1994; Associate Professor, University of Sofia, 1984-1992; Assistant Professor, University of Sofia, 1973-1984  
**Overseas Experience:** Austria; Bulgaria; France; Germany; Great Britain; Greece; Russia; Turkey;  
**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Bulgarian 5; Russian 5; German 4; Turkish 3; French 3; Greek 2  
**Pedagogy Training:** n/a  
**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less  
**Area Courses Taught:** HIST 439: The Ottoman Empire; HIST 466: Southeastern Europe; HIST 498: Research and Writing Seminar; HIST 502: Prob in Comparative History; HIST 551: Prob European Hist Since 1789; HIST 596: Individual Research Project; REES 599: Thesis Research; HIST 201: Introduction to Historical research; HIST 298: Research and Writing Seminar  
**Research/Teaching Specializations:** Social and cultural history of the Balkans in the modern period  
**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:   
**Recent Publications:** *Imaginaire des Balkans* (Paris: Editions EHESS, 2011); *National Hero* (abbreviated paperback edition), CEU Press, 2011.; Todorova, Maria, ed. *Remembering Communism: Genres of Representation*. New York: SSR, 2010; Todorova, Maria and Zsuzsa Gille, eds. *Post-Communist Nostalgia*. New York: Berghahn, 2010; Todorova, Maria. *Zhiviat arkhiv na Vasil Levski. Sizdavaneto na edin natsionalen geroi*. Sofia, Bulgaria: Paradigma, 2009; Todorova, Maria. *Bones of Contention: the Living Archive of Vasil Levski and the Making of Bulgaria's National Hero*. Budapest: Central European University Press, 2009; Todorova, Maria. *Imagining the Balkans*. New York: Oxford University Press, 2009  
**Number of Dissertations or Theses Supervised in Past 5 Years:** 10  
**Distinctions:** 2013 Appointed Center for Advanced Study Permanent Faculty, 2007 Gutsell Professor of History, University of Illinois 2006 Doctor honoris causa, European University Institute, Florence 2005 Lynn M. Martin Professorial Scholar, UIUC

**VISWANATHAN, Madhubalan****Department/Tenure Status:** Professor, Appointed: 1990, Business Administration, Tenured**Education:** Ph.D., University of Minnesota, 1990; B.S., Indian Institute of Technology**Academic Experience:** Research Assistant/Teaching Assistant/Fellow, Carlson School of Management, University of Minnesota, 1985-1990**Overseas Experience:** Russia; France; Hong Kong; India**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Hindi 5**Pedagogy Training:** n/a**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** BADM 590: Seminar in Business Admin**Research/Teaching Specializations:** measurement and research methodology, and literacy, poverty, and marketplace behaviors.**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Recent Publications:** Viswanathan, Madhubalan, Roland Gau, and Avinish Chaturvedi . "Research Methods for Subsistence Marketplaces." *Sustainability Challenges and Solutions at the Base-of-the-Pyramid: Business, Technology and the Poor*, Forthcoming. Ed. Prabhu Khandachar and Minna Halme. Greenleaf Publishing, 2008;**Number of Dissertations or Theses Supervised in Past 5 Years:** 10**Distinctions:** International Humanitarian Award, Champaign-Urbana, 2008. Nominee, Editorship of the Journal of Public Policy and Marketing, 2008. Social Entrepreneurship Award, Innovation Celebration, University of Illinois and Champaign County Economic Development, 2008. Nominee, Aspen Institute Faculty Pioneer Award, 2008. Nominee, Ashoka Faculty Pioneers Award in Social Entrepreneurship Education, 2007. Finalist for Best Paper Award and Article in Best Paper Proceedings, Academy of Management Conference, 2007, Philadelphia. Faculty Fellow, Academy for Entrepreneurial Leadership, University of Illinois, 2006.**WALLO, OLEKSANDRA****Department/Tenure Status:** Visiting Lecturer and Language Program Coordinator, Appointed 2013, Slavic Languages and Literatures**Education:** University of Illinois at Urbana-Champaign, Ph.D. Slavic Languages and Literatures, 2013; The Pennsylvania State University. MA. Russian and Comparative Literature, 2004.; Ivan Franko National University, Lviv, Ukraine. Specialist. English and Translation, 2002.**Academic Experience:** University of Illinois at Urbana-Champaign, Instructor of Russian and Ukrainian languages, and Ukrainian culture, 2007-2010; Ivan Franko National University, Lviv, Ukraine, Instructor of English, and English, Ukrainian, and Russian translation/interpreting, 2005-2006**Overseas Experience:** Ukraine**Foreign Language Competency:** Russian 5, Ukrainian 5, English 5, French 3**Pedagogy Training:** Assessing Oral Proficiency. November 12, 2011. University of Texas at Austin. & Making Oral Assessment Relevant." March 31, 2012. University of Texas at Austin.**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia: **Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less**Area Courses Taught:** n/a**Research/Teaching Specialization:** n/a**Recent Publications:** "Ukrainian Women Between Communism and Postcommunism: Memory and the Everyday of Ideology in Oksana Zabuzhko's *The Museum of Abandoned Secrets*." *The Everyday of Memory: Between Communism and Postcommunism*. Ed. Marta Rabikowska. Oxford: Peter Lang. Forthcoming in 2013.; "A Journey to the Soviet Union's Mythical 'Paradise' in *Mann's Way (V storonu Manna)* by Liudmila Petrushevskaia (2006)." [in English] *In Honour of Peeter Torop 60: A Collection of Papers from Young Scholars*. Ed. Katalin Kroó and Irina Avramets. Budapest-Tartu: Eötvös Loránd University and University of Tartu, 2010. 167-186.**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a**Distinctions:** Included in List of Teachers Ranked As Excellent by Their Students for second-year Russian and Ukrainian culture courses, University of Illinois at Urbana-Champaign (2008, 2009).; Honors Specialist Diploma from Ivan Franko National University in Lviv, Ukraine (2002).

**WEECH, Terry**

**Department/Tenure Status:** Associate Professor, Appointed: 1980, Library & Information Science, Tenured  
**Education:** PhD, University of Illinois at Urbana Champaign, 1972; MA, LIS, University of Illinois at Urbana-Champaign; BA, Knox College

**Academic Experience:** Assistant Professor, University of Iowa, 1976-1980; Associate Professor and Head of Library Science, Mississippi University for Women, 1973-1976

**Overseas Experience:** Poland; France; Denmark; Slovenia; Bulgaria; Croatia

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) Russian 2

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** n/a

**Research/Teaching Specializations:** Reference Services and Sources, Government Information, Library Administration, Library Cooperation and Networks, Library Use Instruction, and Economics of Information

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Weech, Terry. Library Training Practice and Development in the United States." *The Handbook of Library Training Practice and Development*. Ashgate Publishing, 2009. 383-408; Weech, Terry. "The IFLA Feasibility Study of Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals." *IFLA Report*. 2009; Weech, Terry. "Information Literacy in Schools of Library and Information Science: An International Perspective." *Biblioteche & Formazione* (2008): 64-74; Weech, Terry and Allison Scott Konieczny. "Alternative Careers for Graduates of LIS Schools: An Analysis of the Literature." *Journal of Librarianship and Information Science* 39.2 (2007): 67-78; Weech, Terry and Marina Pluzhenskaia. "LIS Education and Multidisciplinarity — Enhancement or Disintegration: an Exploratory Study." *Journal of Education for Library and Information Science Education* 46.2 (2005): 154-164.

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** Fulbright Senior Specialist Award, 2002-2005

**WELTY PEACHEY, Jon**

**Department/Tenure Status:** Assistant Professor, Department of Recreation, Sport, and Tourism, Appointed: 2013, Tenure Eligible

**Education:** Ph.D. in Sport Management, 2009, The University of Connecticut; M.Ed. in Sport Administration, 1996, Temple University; B.S. in Physical Education, 1994, Goshen College

**Academic Experience:** Assistant Professor of Sport Management, Texas A&M University, 2009 – 2013

**Overseas Experience:** Germany, Greece, Cyprus

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) n/a

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** n/a

**Research/Teaching Specializations:** Sport and development/ social change

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Welty Peachey, J., Cohen, A., Borland, J., & Lyras, A. (2013). Building social capital: Examining the impact of Street Soccer USA on its volunteers. *International Review for the Sociology of Sport* 48(1); Bouchet, A., Troilo, M., & Welty Peachey, J. (2012). Major League Baseball and the Dominican Republic. *Sport Management Review*. Advance online publication.; Welty Peachey, J., & Bruening, J. (2012). Are your values mine?: Exploring the influence of value congruence on responses to change in a Division I intercollegiate athletics department. *Journal of Intercollegiate Sport*, 5; Parris, D., & Welty Peachey, J. (2012). Building a legacy of volunteers through servant leadership: A case study of a cause-related sporting event. *Nonprofit Management and Leadership*

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** n/a

**WICKS, Bruce E**

**Department/Tenure Status:** Emeritus, Appointed: 2011, Associate Professor, Appointed: 1996, Recreation, Sport and Tourism, Tenured

**Education:** Ph.D., Texas A&M University, 1986; M.A., Liberal Studies, The State University of New York College at Brockport; B.S., Political Science, The State University of New York College at Brockport

**Academic Experience:** Assistant Professor, University of Illinois, Champaign-Urbana, 1990-1996; Adjunct Assistant Professor, Clemson University, 1994-2010; Visiting Assistant Professor, University of Illinois, Champaign-Urbana, 1989-1990

**Overseas Experience:** Russia, Poland, Ukraine, Antigua & Barbuda

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** n/a

**Research/Teaching Specializations:** Tourism development, community development, tourism and technology

**Geographic Specialization:** Russia:  Eastern Europe:  Central Asia:

**Recent Publications:** Wicks, Bruce E. "Vladimir Tourism Development for 2005." *American Home* (2005); Wicks, Bruce E., Karen Hasara, and Yekaterina Lakshtanova. "Report: Vladimir Tourism Development Plan." *American Home* (2004)

**Number of Dissertations or Theses Supervised in Past 5 Years:** 12

**Distinctions:** Katherine Dunham Center for Arts and Humanities. Executive Board Member. 2007-present; Fellow, Center for Entrepreneurial Leadership, College of Business, UIUC, 2009/2010, Director, East St. Louis Action Research Project, College of Fine and Applied Arts, UIUC, 2006 - 2008, Director, Office of Recreation and Tourism Development, U of Illinois Extension, College of Agriculture, Consumer and Economic Sciences.

**WITT, Steve**

**Department/Tenure Status:** Associate Professor/ Head, International and Area Studies Library, 2012, Tenured

**Education:** Ph.D., Library and Information Science, University of Illinois at Urbana-Champaign, Champaign. 1995 Master of Science, Library and Information Science, University of Illinois at Urbana-Champaign, Champaign.; 1991 - Bachelor of Arts, English Literature and Rhetoric, University of Illinois at Urbana-Champaign, Urbana.; 1991 - Bachelor of Arts, Psychology, Eastern Illinois University, Charleston.

**Academic Experience:** 2010, Interim Associate Director, European Union Center, University of Illinois at Urbana-Champaign.; 2007-present: Visiting Lecturer, Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign.; 2003-2011: Associate Director, Center for Global Studies, University of Illinois at Urbana-Champaign.; 2000-2003: Information Services Librarian and Assistant Professor, Illinois Wesleyan University.; 1999-2000: Library Director and Visiting Assistant Professor, Southern Illinois University at Niigata-Japan.; 1996-1999: Assistant Professor, Senzoku Gakuen University, Kawasaki, Japan.

**Overseas Experience:** Japan

**Pedagogy Training:** n/a

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** n/a

**Research/Teaching Specializations** n/a

**Recent Publications:** Witt, S. W., & Dickinson, J. B. Teaching teachers to teach: Collaborating with a university education department to teach skills in information literacy pedagogy. *Behavioral & Social Sciences Librarian*, 22(1), 75-95. (also published In S. Walter (Ed.), *The teaching library: Approaches to assessing information literacy instruction.*(2003), pp. 75-97. (also published In S. Walter (Ed.), *The teaching library: Approaches to assessing information literacy instruction*, (2008), pp. 75-97).; Witt, S. W., *Merchants of light: The Paris Library School, internationalism, and the globalization of a profession. Library Quarterly*, 83(2).(2013): pp.: 1-21.; Witt, S. W., *Agents of change: the rise of international librarianship and the age of globalization. Library Trends*, 62(3). (2014). Lenkart, Joe; Teper, Thomas H.; Thacker, Mara; and Witt, Steven W.; *Measuring and Sustaining the Impact of Less Commonly Taught Language Collections in a Research Library Coll. res. libr.* Accepted: April 6, 2014; Anticipated Publication Date: May 1, 2015

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** n/a

**YATES, Ronald**

**Department/Tenure Status:** Emeritus, Appointed: 2010, Professor, Appointed: 1997, Communication, Dean

**Education:** BSJ, University of Kansas, 1969;

**Academic Experience:** Adjunct Professor, California State University , 1976-1983

**Overseas Experience:** Afghanistan; Cambodia; China; Hong Kong; India; Indonesia; Japan; South Korea; Malaysia; Mexico; Pakistan; Singapore; Taiwan; Thailand; Vietnam; Philippines; Nicaragua; El Salvador; Guatemala; Brazil; Colombia; Argentina; Chile; Peru

**Foreign Language Competency:** (Rated 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent) German 4; Japanese 2; Spanish 2

**Pedagogy Training:** n/a

**Percentage of Time Devoted to REEE Studies:**  50-100%  25-50%  25% or Less

**Area Courses Taught:** JOUR 460: Special Topics; JOUR 470: International Reporting

**Research/Teaching Specializations:** Asian studies, media in Asia and Latin America, political/economic conditions in Asia and Latin America

**Recent Publications:** The Kikkoman Chronicles. McGraw Hill, 1998; Named Sleeman Professor in Business and Financial Reporting by College of Communications (2000)

**Number of Dissertations or Theses Supervised in Past 5 Years:** n/a

**Distinctions:** n/a

1. Project Goal Statement #1: Incorporate area studies and LCTL content into pre- and in- service teacher training through the University of Illinois College of Education programs and curriculum development activities with area small urban and rural schools									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A.) Increase in number of students enrolled in teacher education courses with area studies content or in the UI EDU global track	A.1. Develop international courses for elementary ed curriculum								
	A.2. Provide TAs for new international courses in elementary ed curriculum								

**1. Project Goal Statement #1: Incorporate area studies and LCTL content into pre- and in- service teacher training through the University of Illinois College of Education programs and curriculum development activities with area small urban and rural schools.**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B.) Beginning in year 2, increase the number of pre-K students receiving area studies instruction by making Head Start curriculum (developed starting in year 1) available to teachers online and track student numbers with follow-up evaluation for those who access the curriculum	B.1. Develop Head Start "Around Your World" program with other NRCs								
	B.2. Provide GA to develop curriculum								
	B.3. Provide GA to visit classroom and provide instruction								
	B.4. Expand Head Start program								

1. Project Goal Statement #1: Incorporate area studies and LCTL content into pre- and in- service teacher training through the University of Illinois College of Education programs and curriculum development activities with area small urban and rural schools									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C.) Increase the number of opportunities for pre-service and in-service music education teachers to develop and implement international content into their teaching profile and classrooms	C.1. Provide support for pre- and in-service teacher curriculum on global music during summer workshop series at UI Music Ed program								
	C.2. Provide support for global music course development in music education								

1. Project Goal Statement #2: Assist Community College and MSI institutions in internationalizing courses with content on the REEE region across a variety of disciplines (e.g. Health Sciences, Education, arts & sciences) by sharing resources and developing new and enhancing ongoing collaborations									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A.) Increase the number of Community College/MSI faculty attending the REEE SRL	A.1. Invite CC participants to SRL (library resources access)								
	A.2. Offer stipends through MIIIE partnership								
	A.3. REEEC and SRS provide information and resources at MIIIE Annual Conference								

**1. Project Goal Statement #2: Assist Community College and MSI institutions in internationalizing courses with content on the REEE region across a variety of disciplines (e.g. Health Sciences, Education, arts & sciences) by sharing resources and developing new and enhancing ongoing collaborations**

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B.) Increase the number of Community College/MSI courses with content on the REEE Region	B.1. Offer stipends through MIIIE partnership for course internationalization								
	B.2. Support Parkland College course internationalization that includes REEE content								
	B.3. REEEC and SRS provide information and resources at MIIIE Annual Conference								
	B.4. Facilitate collaborations and interactions between UI REEE faculty and Community College/MSI faculty through MIIIE partnership								

1. Project Goal Statement #2: Assist Community College and MSI institutions in internationalizing courses with content on the REEE region across a variety of disciplines (e.g. Health Sciences, Education, arts & sciences) by sharing resources and developing new and enhancing ongoing collaborations									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C.) Increase the number of students who access courses with international content on the REEE Region (follow-up reporting requirement of enrollment data for instructors who receive stipends)	C.1. Invite CC participants to SRL (library resources access)								
	C.2. Offer stipends through MILIE partnership for course internationalization								
	C.3. Support Parkland College course internationalization that includes REEE content								

1. Project Goal Statement #3: Enhance LCTL offerings with new programming, training, and professional development opportunities for instructors and students									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A.) Increase the number of testing instruments to evaluate proficiency in LCTLs taught at Illinois	A.1. Provide RA appointments to develop assessments								
	A.2. Work with existing faculty experts to oversee development.								
	A.3. Hire faculty experts in language assessment								

1. Project Goal Statement #3: Enhance LCTL offerings with new programming, training, and professional development opportunities for instructors and students									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B.) Increase both the number of LCTL instructors able to conduct formal OPI evaluation and departments' use of proficiency testing as a part of their language curricula	B.1. Share FLAS peer testing and data with departments								
	B.2. Host OPI workshops								
	B.3. Solicit departmental and campus support for additional OPI training								
	B.4. Hire faculty								

**1. Project Goal Statement #3: Enhance LCTL offerings with new programming, training, and professional development opportunities for instructors and students**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C.) Increase the number of opportunities available for LCTL instructors and pre-service language teachers to receive certification in LCTL instruction	C.1. Develop LCTL certificate/prof development program								
	C.2. Announce LCTL certificate/prof development program to departments and advisors								
	C.3. Host LCTL Business Symposium								

## LETTERS OF SUPPORT

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Office of the Chancellor  
Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



June 27, 2014

Dr. Lenore Yaffee Garcia  
Acting Senior Director  
International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202

Dear Dr. Garcia,

Re: Title VI REEEC Letter of Support

We are writing to express our fullest support for the Russian, East European, and Eurasian Center's (REEEC) application for Title VI funding and status as a National Resource Center (NRC) from the U.S. Department of Education.

REEEC's efforts to internationalize education, research, and public engagement are central to one of the most important goals of this institution, namely to strengthen the University of Illinois at Urbana-Champaign (Illinois) as a pre-eminent public research university with a land-grant mission and global impact. We recognize the many valuable contributions made by our Area Studies Centers in support of internationalizing our curricula, providing research support for our globally active faculty, strengthening important partnerships with educational institutions abroad, and for their comprehensive outreach and public engagement to the state of Illinois and the Midwest, which help link our constituents to the world.

We are especially glad to see strong cross-campus collaboration among our NRCs with Illinois' colleges, such as the Colleges of Education and Liberal Arts and Sciences, as well as with our professional schools. We also recognize the value National Resource Centers provide in training globally competent students in areas of national need, including vitally important language training in less commonly taught languages. At Illinois, we are proud of our longstanding institutional support for these areas, and we value our strong legacy of language and area studies instruction and recognize these as central to our institution.

NRCs provide one of the most comprehensive opportunities for international public engagement and outreach offered by our institution. REEEC's proposed activities fully align with our campus' core strategic goals in this area, as outlined in the recent Strategic Plan for 2013-17.

Dr. Lenore Yaffee Garcia

June 27, 2014

Page 2

We are very glad to note the ways in which REEEC's curricular and outreach activities emphasize campus diversity and inclusion initiatives, which are both central to the Title VI funding program objectives, and hallmarks of the University of Illinois at Urbana-Champaign.

REEEC is a campus leader in fulfilling the international strategic mission of this university and this proposal is evidence of its forward looking, global viewpoint. We believe that to succeed as an institution, we must integrate the international dimension in all facets of our campus and to do this will require cross-cutting, interdisciplinary international initiatives and programs like this Title VI NRC. Please allow us to express our fullest support for this proposal and confirm the value Illinois places on area and language studies and our commitment to helping REEEC realize the full potential of any funding granted.

Sincerely,



Phyllis M. Wise  
Chancellor



Ilesanmi Adesida  
Vice Chancellor for Academic Affairs and Provost



UNIVERSITY OF ILLINOIS  
AT URBANA – CHAMPAIGN

**Department of Curriculum and Instruction**

College of Education  
311 Education Building, MC-708  
1310 South Sixth Street  
Champaign, Illinois 61820

June 15, 2014

To Whom It May Concern:

This is a letter of support for REEEC's Title VI application. The Department of Curriculum and Instruction is happy to be collaborating with REECE as we develop a programmatic emphasis on global perspectives in our elementary teacher education program. The pilot for this new initiative will begin this fall 2014 and the evaluation of this pilot will inform subsequent program development. The support from REEEC will deepen the area studies content we are able to offer preservice teachers in our program. We expect that the Graduate Assistant supported by REEEC will be able to offer subject matter content and language expertise working both with preservice teachers and their supervising teachers in the schools. We look forward to this work together.

The Department welcomes this collaboration and we intend that the funding will help us to sustain our work together into the future.

Sincerely,

Marilyn Parsons, PhD  
Professor, Department of Curriculum & Instruction  
319 Education Building  
University of Illinois at Urbana-Champaign  
Champaign, IL 61821  
marilynj@illinois.edu

MIDWEST INSTITUTE for  
International & Intercultural Education



P.O. Box 325  
Oshtemo, Michigan 49077

June 9, 2014

Dr. David Cooper, Director  
Russian, East European, and Eurasian Center  
108 International Studies Building  
910 South Fifth Street  
Champaign, IL 61820

Dear David:

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for your Title VI proposal to the U.S. Department of Education for the 2014-2018 period.

Given our past successful collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting several week-long workshops for community college faculty to develop curriculum modules for course-infusion, as well as, provide professional development. Moreover, we are very pleased that your NRC is willing to share its curriculum resources and faculty expertise to help our community college faculty undertake curriculum development both online and on your campus.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

Theo Sypris, Director

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and

*As reflected in narrative sections VI.C.1 and IX.B, the campus community at Illinois is quite diverse and represents a wide range of views and many areas of expertise on topics of area studies. Thus, REEEC proposes to engage the expertise of a diversity of faculty, students, academic professionals, educators, and community members across a variety of activities funded by the grant in the coming cycle. By reaching beyond the Illinois campus to organizations such as MILIE, Champaign County Head Start, and the Champaign County Economic Development Corporation, REEEC is able to deliver the diverse expertise of Illinois students, faculty, and academic professionals to several constituencies according to their needs and interests which, in turn, will generate debate and consideration on the REEE region from a variety of perspectives.*

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

*REEEC provides several professional development opportunities for students throughout the academic year that emphasize multiple career options for students and inform them of national need. These events include workshops and meetings with government officials and professionals from business, non-profit, and education sectors specifically for REEEC students as well as joint sessions with the campus career center and other NRCs at Illinois. These events are meant to both assist students seeking employment after graduation and to encourage them to explore possible career paths they may not otherwise consider. See narrative sections II.B.1, IV.B.2, and VI.A.2.*

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center:

The Board of Trustees of the  
University of Illinois  
Walter K. Knorr, Comptroller

Name/Title of Authorized Representative (Printed):

Walter K. Knorr, Comptroller

Title:

Telephone:

217-333-2187

Signature:

*Walter K. Knorr*

E-mail:

GCOAward@uillinois.edu

Date:

*6/26/14*

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Comptroller
APPLICANT ORGANIZATION Board of Trustees of the University of Illinois	DATE SUBMITTED 6.26.14

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Board of Trustees of the University of Illinois	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Walter"/> Middle Name: <input type="text" value="K."/>
* Last Name: <input type="text" value="Knorr"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Comptroller"/>	
* SIGNATURE: <input type="text" value="Walter Knorr"/>	* DATE: <input type="text" value="6/26/14"/>